

# Place Out Of Time

**TEACHER'S GUIDE WINTER 2021**



**PRESENTED BY THE**

The Interactive Communications & Simulations Group at the  
University of Michigan's Flint and Ann Arbor campuses

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“A Medieval Banquet in the Alhambra Palace,”  
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**<http://poot.icsmich.org>**

***Place Out of Time is accessible **only** through this interactive,  
password-protected World Wide Web site.***

If you have questions or concerns, *please* call on us.  
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***Sincerely... Michael Fahy, Farrah Schiff and Jeff Stanzler  
(Place Out of Time Project Directors)***

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## What Happens in *Place Out Of Time*?

In this Teacher's Guide, we'll talk in detail about the simulation, what your students will be asked to do in class and online, and what you can expect from us by way of support for your efforts. At the very end of this guide, we'll also give you a thorough tour of the simulation website and the mechanics of the simulation itself (and more detail about everything described on this page). We want to start, though, with a brief outline of what will happen in the simulation.

The animating idea of *Place Out of Time* is "what if the wisdom of history could be brought to bear on a problem of our day?" The *Place Out of Time* website is a space where great women and men from across the range of human history gather to decide the outcome of a trial that is linked to a controversial issue of our day. How do these great figures appear? They are portrayed by students—yours and students in classrooms elsewhere, including the "mentors," students at the University of Michigan. As the simulation unfolds, here's what you can expect:

- The first big task for the students is to write a **Profile**, a first person narrative of their character's story.
- Next, we'll begin our deliberations, with plenty of opportunities to practice thinking and "speaking" in character, both in private and public conversations about general topics like: "Read about the other guests at the trial, and tell us about someone here that you admire."
- After a couple of weeks, we'll open first the exhibit halls and then the courtroom itself where we must decide what the just outcome should be regarding the animating questions of this convening of **Place Out of Time**.
- Our case will be decided by all of the participants through the use of online polls and discussions.

In the ensuing pages, we'll talk about the various **steps** of the activity (from **selecting and researching one's character**, to writing an in-character **Profile**, to **portraying a character** and **exploring the issues of our "case"**). For the moment, though, there are a few other things that you should know:

- First, **your role as teacher is crucial**. As the facilitator of POOT in your classroom, it is your role to guide character research, pose questions for classroom debates, and engage students in classroom role-playing that prepares them for their work. To help you, we have stocked this Teacher's Guide with a variety of activity ideas to help you support your students as they research and enact their characters, and as they get into the theatrical aspect of character play. We've also provided information about the situation and background of the central legal and environmental

questions to help your students better understand the situation. We'll be in regular contact with you, but **please** let us know if problems arise so that we can assist you in whatever ways we can.

- Second, we believe that **the simulation has to be dynamic and infused with a spirit of play**, so we'll craft an evolving story that will be significantly informed by what goes on in the discussions. *This means we can't tell you what will happen ahead of time, though we will do our best to give you timely heads-ups when we can, as well as weekly emails to help you prepare for the week ahead.* This story will unfold on the main page of the site.
- Third, we see maintaining an **intellectually lively environment of safety and respect** as our most important job. Character play can make it possible for kids to talk about important matters that would be risky to discuss face-to-face, but they'll only do so (and take the risks required) if they feel respected. Meeting this goal requires a team effort between the classroom teachers, project directors, mentors and students. All are equally important in maintaining the civil atmosphere of POOT, and in working together to honor the seriousness of our shared undertaking.
- Fourth, the **university student mentors** (with guidance from the project directors) will interact *in character* with your students, drawing them deeper into the conversations. Each of your students will have mentors (who also portray characters) paying specific attention to what they're saying and trying to engage them more deeply (though it is equally important for student-portrayed characters to speak with one another!)
- Finally, we want to mention what we call the **"Iceberg Principle"** – basically, a reminder that much of the value of participating in *POOT* comes from what students do *offline* and in their classroom, work that isn't directly visible to those watching only the online activity. As important as the online interactions are, teachers tell us that the student thinking and classroom discussions made possible by the online simulation are often the source of the richest student learning. This is why much of this Teacher's Guide is made up of classroom activities and ideas. It is vital that you make time in class, throughout the activity, to process, support, and extend the work being done online.

## **Schedule of Activities**

Thursday 1/21	Character lists due
Tuesday 1/26	Characters finalized & distributed
Thursday 2/4	Site opens for posting character bios
Monday 2/15	Simulation begins (all bios posted)
Monday 2/29	Exhibit Halls Open
Monday 3/15	Witness Testimony Begins
Monday 4/12	Polls Open for Court's Decision
Friday 4/16	Simulation Ends
Friday 4/19	Reflection/Debriefing

## **PLACE OUT OF TIME / STEP BY STEP**

Here's a quick description of the key steps in this project (with more detail to follow):

### **Step #1: Read the Scenario**

Before you choose characters for your students, it's important that they have a sense of the context in which the simulation will play out. The scenario (found on page 36) describes the core conflict that we'll explore over the coming weeks, and it provides a basic sense of the big issues that will be in play. **Don't feel as though you have to cover the scenario in great depth at the outset**, as we'll be exploring the issues in depth as things unfold, but having a basic sense of the scenario and the issues and questions within it is helpful in determining which characters (or types of character) might be interesting for your students to play.

### **Step #2: Selecting Characters**

We ask your students, whether individually or in small groups, to "become" a character (either an actual person or a literary character) and to portray that character in our online conversations. We ask that any characters chosen have life experiences or stated beliefs that can contribute to resolving the concerns of today's world.

### **Step #3: Write the Profile**

The Profile is the result of your student's exploration of their character's history and life circumstances. It is a means for your students to teach the mentors and other students about their character, and it serves the specific function of trying to push the students to "become" their character a bit more. Students write their profiles in the first person, and in doing so we strongly encourage them to adopt a style they feel suits their character. In POOT, what you say is very important, but so is *how* you say it.

### **Step #4: Research Your Character**

Perhaps it makes more sense to have put this directly after step #2, as the Profile is really the first fruit of the research your students will do into their characters. However, we place it here because we want to underline the point that the process of getting to know your character is ongoing, and that a major part of this process is encountering unexpected questions and situations that force your students to really think about who their character is. It is conducting this kind of original research ("How would Cleopatra respond to this question from Albert Einstein?") that gives POOT both its intellectual and imaginative richness.



### Step #5: Play Your Character

Much of our class time with our university mentors is spent "practicing" being their characters by engaging in conversations where everyone participates in character. As you work on and ultimately complete your Profile, please take some class time to practice speaking and thinking in character, allowing your students to practice representing their character's ideas as they've come to understand them and trying to speak in their character's "voice." Throughout this Teacher's Guide, we'll share some ideas and activities designed to help your students with playing their characters, and with fully embracing the intellectual and "theatrical" opportunities of character play.

### Step #6: Explore the Issues

The Winter 2021 POOT simulation will deal with questions of environmental justice, righting wrongs, the nature of science, ethics, culture, and how we bring about change in society. We will look together at how we define these ideas, when and how we value them, and where and how they are endangered. For our purposes, these issues are not simply policy questions but personal questions: what do culture, truth, and moral values mean to me? How do I think about and approach such ideas? See the **Exploring the Issues** and **Background on the Case** sections (pages 36-56) for helpful resources, and know that we'll be sharing additional resources on the website and in our email communications with you.

We ask that all students participate on a regular basis in the online simulation. These conversations will involve student and mentor portrayed characters, and will provide a variety of opportunities for students to learn about their characters as they try and represent their beliefs and experiences by speaking in their voice. We ask that all student participants get online and make postings *at least twice a week during the simulation.*

## SELECTING YOUR CHARACTER

**Logistics:** You will receive an email from us with directions on sending us a **rank ordered list of three possible character choices** for each of your students. Following the format on the spreadsheet you will help us make the process of assigning characters as smooth and as quick as possible. *Please note that we are asking you not to request any character more than once on your list.* We know this might be a challenge, especially in larger classes, but having a character appear multiple times on a single class list makes it very difficult to honor requests and extends the amount of time it takes to finalize character lists.

### GUIDING STUDENT CHARACTER CHOICE

Student character choice is a crucial part of the POOT experience. When students portray characters that they want to play, they tend to be more invested in the simulation and, as a result, have a much more rich and meaningful experience.

Yet not all characters translate well to Place out of Time. This is why we recommend that you guide your students toward characters using the following two questions as criteria:

**(1) Is the character relevant – or can he/she relate – to the themes of the scenario?** Characters do **not** need to be people who are from the places, cultures, and times directly involved in the scenario. However, if the characters have experiences or ideas related to the scenario's fundamental themes, they are going to be richer and more productive to play.

For example, while Queen Isabella of Spain (coming from a different time, place, and culture) might not seem directly relevant to a scenario about the proper treatment of refugees in Italy, she very certainly has strong ideas about the role of religion and the social structure of society. Characters who have immigrated, sought refuge or asylum or safety, who have been persecuted in some way or even were generally misunderstood can also bring valuable perspectives.

**(2) Is the character reasonably easy to research and find relevant materials on?** Many characters in POOT don't have recorded views on the exact scenario your students will be engaging in, and that is part of the great learning challenge. The answers aren't in the back of the book or searchable on Google. But in order for students to both learn about and portray their characters accurately and productively in the simulation, they'll need some source material upon which to base their portrayals. Some people, while quite famous, don't have many recorded views or beliefs about things like citizenship, democracy, security, immigration or other issues we will talk about. Thus, students playing such characters usually end up feeling very frustrated with their inability to look for characters who have known perspectives on some of the themes of the scenario.

**TIP:** Try googling the character's name and some of the terms and themes from the scenario. For example: Justin Bieber democracy, Justin Bieber national security, Justin Bieber refugees. . . you get the idea.

*Here are some other things to consider as you begin the character selection process...*

- **Don't limit yourself to political, religious and military leaders.** Many students have had a great time portraying figures from the worlds of art, or science, or business. We've even had some very memorable portrayals of fictional characters, whether characters from novels or from a play.
- **Sometimes it's helpful to broaden our thinking about appropriate source material on which a character portrayal might be based.** Playing a politician is often more straightforward, because many of them have a public record, and speeches or writings that convey their beliefs. How about challenging your students to think about how a different kind of character sees the world, though, or about the criteria by which such a person might assess a situation? How, for example, might a photographer think about truth as contrasted with a political leader, and how might your student use that photographer's work to shape her conclusions?
- Many past facilitators would suggest that you think about the individual characters your students might portray, and also that you **think about the "mix" of characters in your group.** Classroom discussions are much richer if you have a nice variety of characters, representing different places, times, points of view, and walks of life. We also understand and expect that each of you will attend to character selection in unique ways, ways that are organic to your school and are reflective of your school culture.
- One of your students may express an interest in playing a character that could be regarded as an extremist. Of course, such an appellation often says more about the person bestowing the label than it does about the person being described, and playing such a character can represent an exciting, and deeply challenging "point of entry" for a student. Whether it reflects changing standards across history, or a worldview with which you strongly disagree, if your student asks to portray someone whose views you regard as blatantly sexist or racist, we want to say that teachers *have* sanctioned such choices, but always with the proviso that they would work closely with the student so that it wouldn't be a matter of their student being licensed simply to spit venom, but rather so that they would think seriously and sensitively about how that person sees the world. Handled thoughtfully, having such characters in the mix can challenge everyone in productive ways...and remember that we're here to help you think things through at any juncture.

## **CHARACTERS FOR TEACHERS, TOO!!**

Finally, don't forget that **YOU need to choose a character** as well!  
ICS Project Director (and former POOT facilitator and mentor) Leah Robinson offers the following advice:

I have found that in both of my roles, as mentor and teacher, it was much more interesting to play the part of someone with whom I completely disagreed. However, despite our differences, I always found something I could relate to, such as a common childhood experience or adversity they overcame. You want to find someone with something interesting to say about the trial topic. For example, if one of the central themes of the trial is freedom of speech and expression, my first instinct would be to select someone that is known for speaking their mind or, at the other end of the issue, someone that is known for limiting or restricting individual freedoms. Look for criticisms, weaknesses, strengths, and struggles that the person has undergone, because these are the aspects that you can run with in your characterization. As your research goes deeper, you'll find that it's the lesser-known parts of your character's history that become most interesting and relevant to your interactions online. I looked at each source of info on my character as a key piece of evidence I could use to inform my words or actions in POOT.

In this regard, it was beneficial for me to select a character that could engage a variety of figures – the characters played by my students--in a meaningful and thought-provoking way. Personally, I like playing political leaders that my kids have heard of, and associate with a level of power and authority. Even if they do not agree with my character's views, they at least see them as someone worth conversing with. After you and your students have done enough research to "become" your characters, you can begin role-playing and exploring character dynamics within your classroom before reaching out to the wider POOT audience. Collectively, we began establishing allies, enemies, and "frenemies" (people you do not like or agree with, but still want to keep on your side until a key moment in the trial). I sent in-character messages on the site, and continuously reflected (in and out of character) on the happenings and postings on the site. In class, I'd incorporate everything from free writes to formal debates to get students to address the issues presented on the site.

## THE PROFILE

In 2–3 paragraphs, we ask that your students write a first-person narrative in which they tell everyone something about what they are known for, the kind of person they are, their experiences, their beliefs and their passions. In talking about their character and in telling everyone something of their “story”, we would like for them to get a sense of their beliefs and (if possible) about the social or personal context that shaped their point-of-view. We would invite them to consider tackling questions like: Is your character a “doer” or a “thinker”? What might your character have to say about our responsibilities to one another? Who or what should one be most loyal to, and when is it acceptable to oppose governments and leaders?

### Why Write A Profile?

We're hoping to meaningfully enhance this research task with an aspect of “real-world” applicability. The students' work on this Profile is a culmination of their research into their character, but **it is also a means to teach other students about their character, serving the specific function of trying to push the students to “become” their character a bit more.** We encourage the students to write this Profile as if they were their character, picking up the pen to tell others, somewhat informally, about who they are and what “makes them tick”.

If you can, as you put together your Profile, try to give your readers a sense of the times in which you lived, briefly responding to one or more of these questions:

- *What was your world like? Peaceful, or a world at war? Who were your enemies?*
- *What were the greatest dangers you faced? What were the greatest dangers ordinary people of your times faced?*
- *Who were the people closest to you? What kind of people were closest to you?*
- *What, looking at the times in which you lived, impresses you as particularly different from what you have seen of the 21<sup>st</sup> century?*
- *What mattered most in terms of social relations? Was it race? Religion? Gender? Social class?*

One of the challenges of this activity is to try and represent one’s character, as much as possible, from the character’s own perspective. Sometimes the character will have done things you don't agree with, or that we might question from our present-day perspective. While we encourage the students to think about such issues, we ask them to do so primarily so that you can present their character's thoughts and motivations in as genuine a manner as you can. Our advice in a nutshell: Be your character, take some dramatic license, and have some fun writing your Profile.

## Looking at Sample Profiles: A Great Pre-Writing Activity for you and your students

Let's talk Profiles! We want to briefly illustrate a couple of important ideas/suggestions for writing your Profile. Be forewarned ;- ) that we won't be showing you a "perfect" Profile, because we believe that there are multiple paths to a great Profile, and we want you to find the one that suits you and your character. We do, however, want to talk about and illustrate three ideas that we hope you'll keep in mind as you create your masterwork:

- 1) Remember that while your Profile should tell the other guests about your life story and your accomplishments, it should also give people a feel for what kind of person your character is, and what her personal style is (that's what we mean when we posed the question of "what makes your character tick?" in the previous section).
- 2) Don't be afraid to be conversational in your Profile...it can be a very helpful tool in making your character feel like a real person, someone that others will want to seek out and speak with.
- 3) Finally, use your Profile to give your fellow guests some sense of the ideas and beliefs that are important to you.

Let's look at a Profile for Supreme Court Justice Louis Brandeis:

*Greetings everyone. You might know me as Louis Dembitz Brandeis, Originally, Some people know me as Judge Brandeis. I was born on November 13, 1856, to Adolph and Fredrika Brandeis. My family immigrated to the U.S. from Prague following the failed revolution of 1848. They soon developed a successful grain- merchandising business. I was born in Louisville, Kentucky and attended Louisville Male High School; I graduated at the age of 14 with the highest honors. My family and I moved back to Europe for two years where I studied at the Realgymnasium Annenshule in Dresden. Later, I returned to the U.S. in 1875, where I entered Harvard Law School. In 1877, I graduated Harvard Law School with the highest grades in the class of any student that ever attended Harvard Law School. In 1916, I, Justice Brandeis was appointed by President Woodrow Wilson to be the first Jewish Supreme Court Justice of the United States. A couple years after, at the outbreak of World War 1, I became the famous American Zionist. In 1914 to 1915, I began a speaking tour to support the Zionist cause. Sadly, I died in Washington D.C, on October 5, 1941. In 1948, a private university located in Waltham, Massachusetts, was named in my honor.*

There are some definite things to like about this Profile. Most notably, it offers a very succinct story of the major events in Justice Brandeis' life, and a reader certainly gets a feel for why Brandeis is such a noteworthy figure. Reading it, however, we don't get much of a sense of the justice's beliefs, or his personal style. Now, we should say that it is hard to get a feel for someone's personal style. If you read a good encyclopedia entry about Louis Brandeis, there might be no mention of his manner, or whether, for example, he was a haughty sort of person, or someone who comfortably spoke the language of the "man on the street." You might also have to make some guesses about what beliefs would be

most important to him, or about what he would find irritating or frustrating. We want to ask that you try to do some of this educated guessing, though. A lot of the time, this is exactly what historians have to do. Such guessing is known as “interpretation.” As you read about your character, and perhaps read her writing or a quote from a speech, think about how she sounds to you, and think about what leads you to think. Part of what we hope will be both fun and challenging for you is to build an image of your character--like you were going to portray him in a play or a movie--based on your research. This is what we mean when we talk about combining intellectual work and imaginative work...you need both parts. We hope that you will take a risk, and that you’ll remember that everyone else is trying to figure out the riddle of their character, so you aren’t alone!

Now, let’s look at this Profile for the American “businessman” (and notorious gangster), Benjamin “Bugsy” Siegel:

*Who am I? You'd be a fool for not knowing! I'm only gonna tell you once, so listen up good! I'll be flat out straight with you, I'm a gangster. It got me killed, too. I took 5 shots to the head, on the sad, sad day of June 20, 1947. Do you people modern times have a holiday for me? Well, you should. My real name, Benjamin faded at a very young age. It was always Bugsy! Do you know what "Bugsy" means? Crazy, I have been known to have quite a temper when things don't go my way. You people say I "invented" Vegas. What is this nonsense? I was the first one to see it as a gambling Mecca. I had wife, and two daughters. I was raised a Jew, but never practiced. I was a total hoodlum as a kid. I had the best friend anyone could have, Meyer Lansky. We used to light stores on fire if they didn't pay us a dollar. Anyone who would like to gamble at my casino, The Flamingo, is welcome to. Thanks for listening.*

Do you learn a lot about Bugsy Siegel’s life story? Well...yes and no. There aren’t too many “He was born here and went to school there” kind of details, but as he speaks to us, we learn about how he got his name, what he accomplished, and why he’s famous. Do you get a feel for the kind of guy he was? You bet!! He jumps right off the page, doesn’t he? Mr. Siegel has a personality, and you want to get to know him, even if you may not like him. We want you to find the voice of your character in your own way, but we thought that this brief Profile might give you some ideas, and perhaps a bit of inspiration. If you treat your character as a friend, and let yourself have some fun with words and ideas, we’re confident that you’ll write the perfect Profile for your character!

## THE PROFILE / Research Log Activity

*Teacher Stacie Lindsay (from West Bloomfield HS in West Bloomfield, Michigan) contributed two activities she used to help her students with researching and writing their Profile – the “research log” and the “sample Profile guidelines.” With thanks to Stacie we offer these activities for you to use or adapt. The “research log activity” is a set of over 80 questions divided into categories (basics, growing up, past influences, beliefs and opinions, relationships with others, likes and dislikes, self image).*

.....

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

**Research Log** with lots of possible research questions...for each section, answer the number of questions indicated IN CHARACTER. Get as much done as you can today...

### Part 1: The Basics (answer 10)

1. What is your full name?
2. Where and when were you born?
3. Who are/were your parents? (Know their names, occupations, personalities, etc.)
4. Do you have any siblings? What are/were they like?
5. Where do you live now and with whom? Describe the place and the person/people.
6. What is your occupation?
7. Write a full physical description of yourself. You might want to consider factors such as: height; weight; race; hair and eye color; style of dress and any tattoos, scars, or distinguishing marks.
8. To which social class do you belong?
9. Do you have any allergies, diseases, or other physical weaknesses?
10. What does your voice sound like?
11. What words and/or phrases do you use very frequently?
12. What do you have in your pockets?
13. Do you have any quirks, strange mannerisms, annoying habits, or other defining characteristics?

### Part 2: Growing Up (answer 4)

14. How would you describe your childhood in general?
15. What is your earliest memory?
16. How much schooling have you had?



17. Did you enjoy school?
18. Where did you learn most of your skills and other abilities?
19. While growing up did you have any role models? If so, describe them.
20. While growing up how did you get along with the other members of your family?

**Part 3: Past Influences (answer 7)**

21. What do you consider the most important event of your life so far?
22. Who has had the most influence on you?
23. What do you consider your greatest achievement?
24. What is your greatest regret?
25. What is the most evil thing you have ever done?
26. Do you have a criminal record of any kind?
27. When was the time you were the most frightened?
28. If you could change one thing from your past, what would it be and why?
29. What is your best memory?
30. What is your worst memory?

**Part 4: Beliefs and Opinions (answer 9)**

31. Are you basically optimistic or pessimistic?
32. What is your greatest fear?
33. What are your religious views?
34. What are your political views? Where would you be on today's political spectrum?
35. Are you able to kill? Under what circumstances do you find killing to be acceptable or unacceptable?
36. In your opinion what is the most evil thing any human being could do?
37. What do you believe makes a successful life?
38. How honest are you about your thoughts and feelings (i.e. do you hide your true self from others and in what way)?
39. Do you have any biases or prejudices?
40. Is there anything you absolutely refuse to do under any circumstances? Why do you refuse to do it?
41. Who or what (if anything) would you die for, or otherwise go to extremes for?

**Part 5: Relationships with Others (answer 9)**

42. In general, how do you treat others (politely, rudely, by keeping them at a distance, etc.)? Does your treatment of them change depending on how well you know them, and if so, how?

43. Who is the most important person in your life, and why?
44. Who is the person you respect the most and why?
45. Who are your friends? Do you have a best friend? Describe these people.
46. Do you have a spouse or significant other? If so, describe this person.
47. Have you ever been in love? If so, describe what happened.
48. How close are you to your family?
49. Have you started your own family? If so, describe them. If not, do you want to? Why or why not?
50. Who would you turn to if you were in desperate need of help?
51. Do you trust anyone to protect you? Who and why?
52. If you died or went missing, who would miss you?
53. Who is the person you despise the most, and why?
54. Do you tend to argue with people, or avoid conflict?
55. Do you tend to take on leadership roles in social situations?
56. Do you like interacting with large groups of people? Why or why not?
57. Do you care what others think of you?

**Part 6: Likes and Dislikes (answer 7)**

58. What is/are your favorite hobbies and pastimes?
59. What is your most treasured possession?
60. What, if anything, do you like to read?
61. What is your idea of good entertainment (consider music, movies, art, etc.)?
62. Do you smoke, drink, or use drugs? If so, why? Do you want to quit?
63. What makes you laugh?
64. What (if anything) shocks or offends you?
65. What would you do if you had insomnia and had to find something to do to amuse yourself?
66. How do you deal with stress?
67. Are you spontaneous or do you always need to have a plan?
68. What are your pet peeves?

**Part 7: Self Image (answer 10)**

69. Describe the routine of a normal day for you. How do you feel when this routine is disrupted?
70. What is your greatest strength as a person?
71. What is your greatest weakness?

72. If you could change one thing about yourself what would it be?
73. Are you generally introverted or extroverted?
74. Are you generally organized or messy?
75. Name three things you consider yourself to be very good at, and three things you consider yourself to be very bad at.
76. Do you like yourself?
77. What goal do you most want to accomplish in your lifetime?
78. Where do you see yourself in 5 years?
79. If you could choose, how would you want to die?
80. If you knew you were going to die in 24 hours, name three things you would do in the time you had left.
81. What is the one thing for which you would most like to be remembered after your death?
82. What three words best describe your personality?
83. What three words would others probably use to describe you?

**Everyone must answer this question once research is completed:** If you could, what advice would you, the player, give to your character for this game? (You might even want to speak as if he or she were sitting right here in front of you, and use proper tone so he or she might heed your advice...)

## THE PROFILE / Sample Writing Guidelines

*Stacie chose to have the kids do their research with a partner so they could learn about another character and quiz one another. The actual writing of the Profiles was done individually.*

After doing some research, you will write a Profile **as your character**. This is a way for you to get to know and become your character. Your finished Profile will also be posted on the website for everyone to read so that they can get to know your character.

All Profiles must be written in the first person and be passionate. The style you choose for the Profile is up to you, but it should suit your character (for instance, depending on the character...the format could be a letter, poem, song, rap, formal business-style, introduction to a book, a narrative...). This activity should be fun and creative...

Your Profile should let everyone know all of the following:

- Your name and 'address' (The time period in which you lived)
- The kind of person you are
- Your experiences
- Your special skills/talents/education/training
- Your motivations
- Your beliefs & passions

Questions to think about as you research and write the Profile:

- Is your character a 'thinker' or a 'doer'?
- Does your character favor strictness or nurturing?
- What might your character have to say about our responsibilities to one another?
- Who should one be most loyal to, and when is it acceptable to oppose governments and leaders?
- What do you think your character sounded like?
- Was your character a snob?
- What did your character enjoy?
- What ideas did your character champion?
- What kinds of people would have gotten on his/her nerves?
- What would your character have thought about the role of church in a person's everyday life?

- What would your character have thought about the separation of church and state?
- Where would your character be on today's political spectrum?
- How was your character perceived by his/her peers/contemporaries?
- Was the world different when this person was alive (if they are dead, obviously)?

Remember, you are writing this Profile IN CHARACTER...you will want to be confident and 'put your best foot forward.'

## THE PROFILE / Profile Rubric

Name: \_\_\_\_\_ Score: \_\_\_\_\_/20

<b>Objectives</b>	<b>1</b> Unsatisfactory	<b>2</b> Satisfactory	<b>3</b> Good	<b>4</b> Great	<b>5</b> Superior
<b>1.</b> Conveys knowledge of the historical and social context surrounding the character.					
<b>2.</b> Compiles information from each category from the research log in a coherent format.					
<b>3.</b> Position on Italian ruling is articulated					
<b>4.</b> Profile is in the first person, realistic and in a creative format.					

**1=** Treatment of subject matter is superficial; lacks discernable organization; purpose garbled or stylistically primitive.

**2=** Treatment and development of subject matter are rudimentary; often awkward, ambiguous, and/or not carefully proofread.

**3=** Generally competent; meets objective; reasonably well organized and developed; usually thin or commonplace observations.

**4=** Significantly competent; delivers substantial information in both quantity and interest-value; ordered, well-developed, and unified.

**5=** Rich content; engaging and full of finesse; carefully organized and developed; tight, fresh, and highly specific style.

## RESEARCHING YOUR CHARACTER

It's one thing to "do a report" on a historical figure (5 pages, double-spaced etc.), but having to *actually play* him (or her) is a bit different. Portraying a character requires trying to get a sense of what he or she was like, the ideas that engaged his mind and stirred his passions, the events that shaped her environment and times--"what made him tick"--and trying to at least guess at what that person would say or how he would react in response to something he never actually experienced. That requires some work (doing research) and some play (using your imagination). What is this anyway – history, or drama?

The answer is that it is a little bit of both.

### "Being Ze'ev Jabotinsky"

Suppose I am a student in class that is studying the Zionist movement and the foundation of the State of Israel. I have been assigned to portray the Revisionist Movement leader, Vladimir Ze'ev Jabotinsky. How do I "get into character" or otherwise get a handle on Jabotinsky? If I am like most students, my first stop will be **Wikipedia**, which is fine as far as it goes in providing an overview and references and resources on Jabotinsky.

If my teacher is like most teachers, I will be required to refer to at least two or three other sources as well, though. In my case, I will find plenty of other online resources if I do a Google search on "Ze'ev Jabotinsky" (Jewish Virtual Library, Zionism-Israel.com, the Israel Ministry of Foreign Affairs, e.g.). With teacher direction, I will be afforded the opportunity to comparatively read accounts of Jabotinsky that are either more sympathetic or more critical of him, his philosophy and his movement.

### Fans and Detractors

To gain an understanding of my character and "think myself" into his times, I can ask the following questions: Who were my "friends" or admirers? What were they like? Who were my "enemies" or detractors? What were they like? In both cases, what seem to be the ideas or principles that defined their relationship to my character, and his relationship to them?

Here, I am likely to make an important discovery. There isn't one biography, one account of my character--but many. Some authors treat him with the reverence due to a saint, other authors claim he is the devil incarnate. What's that all about? The serious work of "doing history" begins.

### Primary Sources

What was my character like? Was he articulate--a great speaker, or more of a "doer," or both? Was he charismatic? What made him angry? What did he love? What were his strengths? What were his weaknesses? What were the ideas and themes that seemed to really matter to him? What was his temperament, his

personality? What did he sound like? I need to know as much about this as I can if I am going to play him.

### **My Character's Writings**

As with many other potential Place Out of Time characters, Ze'ev has written a lot. Books, articles, testimonies before governmental organizations, even poems--perhaps some personal letters or diaries. I can't read all of that. But I can certainly "wander around" in them a bit and, apart from the Big Picture, they may give me a sense of tone and voice for my character.

### **My Character on the Big Screen (and other images)**

A search on You Tube will yield a fair number of clips of Jabotinsky--unfortunately, not much footage in English. But I can still get "a feel" for my character: how he held himself, the tone of his delivery, or the fact that he seemed to be really into wearing uniforms. A Google search of images of my character is also serious research: the places I was at, the people I was with...

### **Secondary Sources**

Apart from biographies or other historical references, I can also look at contemporary sources to get a better understanding and handle on my character. One good place to look would be newspapers and magazine articles on my character. For example, in a search in the NY Times Archives (1850-1980), I found an article titled, "Jabotinsky Declares Jewish Army must Defend Palestine," dated Nov. 22, 1923. (The NY Times Archive has more than 70 articles on Ze'ev!).

### **Historical Timelines**

What was going on when my character was alive? Were there wars? What were people thinking about at that time? What were they reading? What music were they listening to? (If this applies) what movies were they watching? There are lots of historical timelines on line or in the library. Fiction? Why not? I wasn't able to find any novels or films about Jabotinsky--but these are fair game. In the end, I am reading someone's interpretation of a man and his times. Isn't that what Place Out of Time and--for that matter--history -- is all about?



## PLAYING YOUR CHARACTER IN CLASS AND ONLINE

This section includes activities that you can do in class and also samples of interactions from previous simulations that can help give students an idea of how they might portray their character (and how they might think their way into doing so).

We will be talking about what governments, religious bodies, and international organizations should do regarding our trial topic. We will also be talking about what we, as individuals, should be doing and thinking about. As you are think about these issues, embrace the challenge of playing a character—historical, contemporary, or literary—who has something to say on these issues. This means that you'll need to learn enough about your character to be able to speak in a voice that fits with your sense of the person and their beliefs. What do you think your character sounded like? Was she a woman of the people? Would he look down his nose at others? Have some fun with it, and when you're writing in character, be true to your vision of your character in her/his time. You'll need to take your best guess in response to the kinds of questions written here, and that's fine. As you learn more about your character, allow yourself to play a bit.

### The "Take a Stand" Activity

Set the room up so that the tables are in a U shape, where one tip of the U represents strongest possible agreement, the other strongest possible disagreement, and everywhere else along the U represents weaker agreement or disagreement. Then get everyone on their feet and read a series of statements--each student is to locate themselves somewhere on the U based on their feeling about the statement (the only forbidden place is in the exact middle) and to be prepared to explain why they placed themselves where they did. You might consider doing this activity early in the term, with the students participating as themselves, and then doing it again later, with the students participating in character. Here are some sample statements that we've used...let us know if you come up with others that work well:

- *Under certain circumstances, violence is not only justifiable...it is necessary.*
- *Reason has its limits--ultimately, we must trust in G-d*
- *All people are born equal and should be treated as equal*
- *Being a victim justifies harsh measures in the interest of self-protection*
- *Women are perfectly capable of doing everything men can.*
- *A generous spirit is a fine thing, but you must start with your own people.*

## Playing Your Character: Theatricality

In the following section, teacher and former mentor Adam Hellebuyck (Social Studies Department Chair at the University Liggett School in Grosse Pointe, MI) offers tips that his students have found helpful in establishing their characters. The examples provided here are drawn from the attached résumé of Niccolò Machiavelli, portrayed by a ninth grade world history student, whose Profile follows.

### 1. 1. Read, Read, Read

2. While reading almost anything about your character is good, primary sources by or about the character are especially useful. How does your character speak? What does s/he say?

3.

4. Reading should not limit your portrayal of a character; remember that it's okay to make a "mistake." You will not find answers to everything in your research. It is okay (and encouraged!) to take leaps of faith; characters are not going to have clear opinions on every issue, so it is okay to use what you know about your character to make an educated guess.

5.

### 6. 2. Create a list of 10 characteristics of your character

7. The more you read about your character, the easier this will be. People are complicated; what are the most important characteristics you want to convey in your character? It is easier to become and manage a character by selectively portraying his or her attributes--what attributes can you connect to?

Remember that the time and place a character lives (as well as her profession) can tell you a lot about her, particularly if specific information is difficult to find. Ask generic questions that apply to your character and research for generic answers. For example: How did medieval women behave? What characteristics do royalty share?

8.

9. This is the list of characteristics Machiavelli created as a basis for his résumé and portrayal: calculating, ambitious, amoral, well-educated, Italian (Florentine), 15<sup>th</sup> century Renaissance man, blunt, politician, writer.

10.

### 11. 3. Choose an important event from the character's life as a foundation for the character's profile

12. Remember, the information you place in your profile is probably the only "research" other characters will do to learn about your character. You can use this situation as a starting point when responding to unexpected situations. For example, Machiavelli uses his imprisonment and torture by the Medici family as his defining character moment:

13.

14. "My father guaranteed I received a superb education, typical of a lawyer, and I dedicated my life to Florence. Yet when the Medici conquered our republic's

arms in their return to power, I was unjustifiably suspected of conspiracy. What dark days of imprisonment and torture...how cruel man can be. Do you now see what I speak of?" (§ 1)

15.

16. In later situations, Machiavelli could justify his answers, particularly related to the depravities of mankind, and connect with other characters who had been wronged in some way by drawing upon this experience.

17.

#### 18. 4. Create a philosophy

19. After creating a list of important characteristics and choosing a defining event in your character's life, try to synthesize their central philosophy.

20.

21. Some helpful questions to ask when thinking about your philosophy include: What drives your character? If your character had to summarize their thoughts in one sentence, what would it be?

22.

23. Machiavelli considered his most important characteristics (calculating, ambitious, amoral) and his defining event (being wrongfully imprisoned and made helpless by the powerful Medici), and decided that his philosophy involved the importance of gaining, using, and holding power at any cost. Several of the statements he makes in his résumé help to highlight this for other characters.

24.

#### 25. 5. Make your profile a starting point for conversations

26. An easy way to become famous (or infamous) quickly is to be controversial (but still respectful!) in your profile, followed by more controversy in your private messages to other characters and public statements. Machiavelli does this well in his profile by making a statement that is outside of the conventional beliefs regarding good leadership:

27.

28. "A person of the highest virtu (sic) is capable of behaving in a completely evil fashion and that ruler is best suited for office." (§ 3)

29.

30. Make people want to interact with you!

31.

#### 32. 6. Make the character a "caricature"

33. Play up characteristics that you believe are important; don't worry too much about the rest. Your character is easily angered? Respond "angrily" to messages and make "angry" tirades in the public spaces! For example, Machiavelli embellished the profound male chauvinism latent among fifteenth century Italian men when he related human suffering to a woman who must be controlled:

34.

35. "It is suggested to be prepared than to be cautious, because human suffering and disaster is a woman and it is necessary, in order to keep her under, to beat and maul her."
- 36.
37. While the student portraying Machiavelli did not hold these beliefs, emphasizing the underlying prejudice against women in Renaissance Europe allowed other students to engage with him. Don't be afraid to (respectfully!) challenge other characters... if that is your character's style!
- 38.
39. Finally, on the next page you'll find an excerpt from Machiavelli's profile, just so that you have a sense of how my student's portrayal of the character was reflected in the way that he presented himself to the gathering:

### The Profile of Niccolò Machiavelli

Whether you view me as a philosopher or one with extreme views-I remain indifferent. Philosophical inquiry is not the point and I prefer experience and examples-not logical analysis. **My father guaranteed I received a superb education, typical of a lawyer, and I dedicated my life to Florence. Yet when the Medici conquered our republic's arms in their return to power, I was unjustifiably suspected of conspiracy. What dark days of imprisonment and torture...how cruel man can be. Do you now see what I speak of?** The ignorance of mankind is no longer excuse, for my treatise *The Prince* guides you into the realities of society. You call me unorthodox, some wonder what my true beliefs are, but this, my fellow human, should be the least of your concern.

There is no "moral" foundation on which to judge between legitimate and illegitimate application of power, authority and power remain equal. **The true concern of those in power is the acquisition and maintenance of the state.** Legitimate "rights of rulership" gives nothing to actual ownership of power. You believe being good and just is sufficient to hold political office. The framework of society blinds you, it is not enough. Power politics is how it should be. Only by correct use of power can the individual be coerced to obey. **The validity of laws relies upon the threat of force. Men are ungrateful, disloyal, insincere and deceitful, timid of danger, and lovers of profit.** Love is a bond of obligation, which those miserable creatures dishonor whenever it is convenient for them. But fear...fear grips them by a dread of punishment that never passes.

I would like you to take to heart virtue and fortune. Virtue is the scope of personal attributes a ruler will need to have to maintain and achieve. **A person of the highest virtue is capable of behaving in completely evil fashion and that ruler is best suited for office.** There must be flexible disposition, one capable of differentiating conduct from good to evil and back again. Fortune is the ultimate threat to the safety and security of the state. She shows her might where virtue does not resist. Fortune demands aggressive, even violent response, unless she use those men too effeminate to dominate her.

By this point you agree with me or you do not. I am amoral quite honestly. Do good if you can, be evil if you must...

## Playing Your Character: Listening

We describe Place Out of Time as an “inter-activity” because an important aspect of the activity has to do with focusing on what others have to say. In the context of Place Out of Time, being a good listener is a unique challenge because participants put so much effort into making their own posts. We firmly believe that it is worth the effort, though, as most student participants report that the lively conversations are the most interesting and fun part of the simulation. Think about conversations that you have in your daily life. Especially if you’re discussing something that’s important or interesting to you, someone else’s comments may elicit strong feelings. Depending on the circumstances, though, it often isn’t easy or comfortable to express those feelings, particularly if you disagree with the other person. There are certain social rules that we all follow, rules that keep us from coming down hard on someone else so that we don’t risk offending them, or hurting their feelings.

One of the fun parts of Place Out of Time is that, because we all participate in character, some of the usual social rules don’t apply. Think about it...our characters come from all walks of life, from a variety of social classes, and have very different ways of behaving and of interacting with other people. You would never tell a friend that you won’t listen to what she has to say because her family makes less money than yours, but in Place Out of Time your character might not understand why he should listen to someone who isn’t of royal blood.

Let’s look at an example. In this POOT trial, the characters were discussing this question: If leaders, clergy, gods and ordinary men/women treated one another as equals, would that be a sign of progress, or a dangerous sign of chaos?? Now, if you were talking about this question among your friends, it’s likely that the conversation would be a short one because everyone would agree that we should always treat one another as equals. In the simulation, though, this isn’t a point on which everyone agrees. Here’s a posting from the Greek warrior Achilles:

**Subject: Title**

**Posted by Achilles on Sunday, March 14, 2010 at 03:49:32 PM (delete)**

If everyone treated eachother equally, there would be chaos. It takes a great man to lead a great country. No ordinary man is great. In order to be great you must separate yourself from the rest of the crowd. You must prove that you are better than the rest and willing to lead. It takes a special kind of human to lead and be great. I think without this person leading a country, chaos would spread across the land.

How does Achilles understand this question? Among other things, he makes the point that nations need leaders who, by definition, are not ordinary. He says that extraordinary men (like himself, we assume) prove themselves by being willing

to lead, and by separating themselves from the crowd. He also says that if we treated one another equally, things would be a mess.

There are LOTS of ways that someone could challenge our friend Achilles, but one of the great things about his posting is that you really get a sense of his character – he takes a strong stance and really gives you something to react to. Anne Frank, however, sees things in very different way...

**Subject: Peaceful**

**Posted by Anne Frank on Friday, February 19, 2010 at 03:43:45 PM (delete)**

In my opinion, if everyone treated each other as equals the world would be such a wonderful place. My life would have taken an entirely different path if people were equals and there were no superiors. As a young girl, in school I learned that everyone should treat each other like they want to be treated. I think everyone should live like this. There would certainly be progress in our world if ordinary men and women treated one another like equals.

When Anne Frank talks about this question, she isn't talking about a matter that she has only thought about. She's talking about something that completely affected her life, and that led to her death. This is an example of one of the strategies that we hope all of you will employ, which is to think about whether your character has had any life experiences that might affect how "you" think about something. As you read Anne's post, you also get the sense that this is a young person talking, someone who sees things in very simple, straightforward terms. How would you respond to her?

Things aren't so simple for the President of the Sudan, Omar Hassan al-Bashir:

**Subject: In response to Anne Frank...**

**Posted by Omar Hassan al-Bashir on Tuesday, February 23, 2010 at 12:32:34 PM (delete)**

Anne I respect your wishes for peace and equality among all human beings, however as you will learn, this is simply not possible. This is not possible because there limited resources in this world, and they are certainly not distributed evenly among all humans. This therefore creates desire for more, envy for those who have more, hatred, jealousy, poverty, wealth, etc. which ultimately leads to humans treating one another in a negative way. Peace among all humans is impossible, however the only possible steps I can think of towards this peace would be if the United States loosened its choke hold on the world's resources, and if Israel loosened its enslavement style of occupation in Palestinian lands.

Is President al-Bashir bringing a note of realism into the conversation, or is he being cynical? Some might say that President al-Bashir isn't pretending that people are basically good, and is being honest enough to say that our (sometimes selfish) actions are motivated by things like envy and poverty. Others might say that he's simply justifying his own bad behavior. How would your character respond to President al-Bashir and, if you felt critical of his point-of-view, what kind of style would you use to make your points? What do you think would get his attention, or the attention of others you might hope to persuade?

## Playing Your Character: Theatre Games for Character Exploration

*In the following section, teacher and former Place Out of Time mentor Stella Anderson (Master of Arts in dramaturgy from Harvard University and the Moscow Art Theatre School) offers several activities that use acting and performance to help your students gain a richer feel for their characters:*

*We offer these activities as tools to help students with the early stages of character development, so that they do not rely solely on their written Profiles. They can also be used as refreshers throughout the semester to ensure that the work of character development does not end when the trial begins. These activities are only suggestions: the idea is to get students thinking about the inner and outer lives of their characters. These exercises can also be modified to consider specific historical events or issues, depending on the range of characters represented in your classroom. Remember that even the most famous historical figures were still people, with needs, desires, strengths, and weaknesses. Be creative! Let your students guide you!*

### EXERCISE #1: UNREMARKABLE SITUATIONS (ACTING - MOVEMENT ONLY)

**Objective:** Students will consider how their characters move about their daily lives, performing routine tasks that are second nature to most of us. By more fully inhabiting their characters physically, students will be better equipped to understand and convey their characters' perspectives on the central issues of Place Out Of Time as well as how their characters interact with others.

**Directions:** Have an individual student perform an assigned task or scenario as their character, using only physical movement (no dialogue, although sounds such as humming, sighs, groans, etc. are permitted). Each performance should last 1-2 minutes. At the end of each performance, have the students explain and justify their choices, providing an opportunity for them to perform again, if desired.

**Questions to Consider:** Does my character have any physical limitations? Does my character have any special skills? Does my character have any unusual or unique mannerisms? Does my character move at a certain pace? Does my character smile at others? Does my character enjoy certain tasks more than others? Is my character easily bored or distracted?

**Variation:** Every student participates simultaneously, while the teacher circulates around the room to observe their work, followed by a full group discussion.

**Sample Situations:** Grocery Shopping, Making Breakfast, Gardening, Chores, Taking a Walk, Packing a Suitcase, Reading a Book, Eating a Sandwich, etc.

### EXERCISE #2: REMARKABLE SITUATIONS (ACTING/WRITING/SPEAKING)

**Objective:** Students will consider how their characters might react when confronted with unexpected or difficult situations. Through the process of exploring ethical questions and high-stakes scenarios, students will be better prepared to deal with the various challenges that arise in the Place Out Of Time/Place Out Of Time world.

**Directions:** Pose a hypothetical scenario to the class and have each student describe how they imagine their character might respond to the scenario, either in writing or verbally. Engage the class in a discussion about the scenarios and ask them to justify their responses.

**Questions to Consider:** Is my character driven by emotion or reason? Is my character empathetic? Is my character quick to act? Does my character put the needs of others first? Does my character use humor to deal with tough situations? Does my character ask others for help? Does my character lead or follow? Is my character predictable? Does my character think about the consequences of his or her actions?

**Variation:** Students will respond to the scenarios in character. This approach is more demanding, as students will have employ their characters' voices and mannerisms as they write or describe their reactions, rather than focusing on the reactions themselves.

**Sample Situations:** Witnessing a Car Accident, Getting Mugged, Preparing an Important Speech, Receiving an Award, Finding a Lost Wallet, Giving a Wedding Toast, Tending to a Sick Family Member, etc.

### EXERCISE #3: TALK SHOW (ACTING/SPEAKING)

**Objective:** Students will consider how their characters might respond to a series of interview questions posed by a talk show host. Through the process of portraying their characters in a public forum, incorporating physicality and voice, students will be better prepared for the public components of Place Out Of Time/Place Out Of Time.

**Directions:** Set up two chairs in the front of the classroom and choose a student to play the role of talk show host. Have individual students sit across from the host and engage in a conversation from the perspective of their character. The



questions can be related to Place Out Of Time/Place Out Of Time or they can be about totally unrelated topics.

**Sample Interview Questions:** Why do you think that you were chosen to participate? Who would you most like to meet and why? Who is your hero? Who inspires you? Etc...

**Variation:** Instead of a talk show setting, students face a police interrogator who will ask them questions about a crime. Students could be suspects or witnesses.

## **PLAYING YOUR CHARACTER: “Making Initial Contact” Worksheet**

*Kim Droscha Floyd (Faculty member at Holt JHS in Holt, Michigan) was both a mentor and a facilitator. She developed this worksheet to help nudge her students into making contact with other characters.*

**Directions:** Go to the *Place Out of Time* website and login with your user name and password.

- 1) Click on “Guest List” at the top of the webpage. You may choose four guests to click on and read about. Read their Profiles and then fill out the table below:**

Name	Facts about his/her life	What could you talk to this person about?

- 2) Now, message the four people that you included in your table. As you write your message to them, think about what you learned about them, and what they might be eager to talk about...**

## EXPLORING THE ISSUES

### Winter 2021 POOT Scenario

*Today, most climate scientists agree that the earth’s climate is changing rapidly, and that this change is due to human activity (specifically, the use of energy sources that trap carbon dioxide in the earth’s atmosphere, causing it to grow warmer). They have warned that we must take action to prevent climate-related disasters in the future. Despite this, there is not much agreement, between nations and even within nations, about how to address the problem.*

*In 2015, a group of 21 young Americans (ages 9 to 19) filed a lawsuit against the U.S. government. In this landmark federal case, known as Juliana v. The United States, these young plaintiffs argue that the federal government “has violated the youngest generation’s constitutional rights to life, liberty, property, and publicly-held resources” and its actions “knowingly destroy, endanger, and impair (nature’s) climate system.” They also claim that the lack of governmental action on climate change discriminates against young people, since they will be most impacted by climate change but have no voting rights to influence governmental action. In short, the complaint argues that young people are being denied their fundamental rights—both at present and in the future--due to the actions of the federal government. The plaintiffs have asked the court to (1) stop the government from continued violation of their rights, and (2) require the government to develop a plan to dramatically reduce carbon dioxide emissions.*

*Initially, the American government and the fossil fuel industry attempted to have the case dismissed, but they failed. Attorneys for the U.S. Government argue that “there is no fundamental constitutional right to a ‘stable climate system.” They also state that the plaintiffs’ proposed solution is unworkable and unconstitutional, “essentially placing a single district court in Oregon — acting at the behest of a few plaintiffs with one particular perspective on the complex issues involved — in charge of directing American energy and environmental policy.” Making laws, they argue, is the business of congress, not the courts.*

*Now the trial has come to the Court of All Time, which will allow the great minds of the past and present to debate whether a court can hold a government responsible for something that—it could be argued—hasn’t happened yet. In announcing their willingness to hear this case, court officials have announced that noted thinkers from the worlds of arts, science, literature, sports and politics are being summoned to our day to consider the meaning of ideas like justice and responsibility in a case that weaves together a rich tapestry of environmental and moral issues.*

*In the case of Juliana v. United States, will you...*

*Vote YES to (1) support the plaintiffs' case against the United States government and (2) their requirement that the government develop a plan to drastically reduce carbon emissions?*

*Vote NO to (1) say that changes of the kind requested in Juliana v US can only happen through the legislative process, and that (2) having the courts intervene this way undermines the democratic process.*

### ***Juliana v. United States***

*"I believe that climate change is the most pressing issue my generation will ever face, indeed that the world has ever faced. This is an environmental issue and it is also a human rights issue."*

*- Kelsey Juliana, Age 23 (Juliana v. United States plaintiff)*

In 2015, a non-profit organization called "Our Children's Trust" filed a lawsuit against the United States. They enlisted a group of 21 eligible young plaintiffs, then ranging in age from 8 to 19, to bring a landmark federal case known as *Juliana vs. United States*, named after one of the plaintiffs, Kelsey Juliana. The lawsuit asserts that the government of the United States is responsible for maintaining a safe and healthy environment for current and future citizens. *Juliana vs. United States* is first case of its kind - the first constitutional climate lawsuit brought against the federal government. This unique case seeks to place the responsibility for dealing with the urgent environmental issue of climate change squarely with the American government.

The plaintiffs claim that the basic right to life, liberty and property of America's youth is being violated by the actions, or inactions, of the government. Simply put, the plaintiffs assert that it is impossible to enjoy their unalienable right to life on an increasingly inhospitable planet. Additionally, the plaintiffs claim that the government has failed to preserve the public trust resources, referring to the fact that the public entrusts the government to responsibly take care of public resources and land. The Juliana plaintiffs want the Federal Courts to demand that the Executive and Legislative branches develop and implement a set of policies to transition the US off of environmentally damaging fossil fuels. This national plan will pave the way to speedily cutting greenhouse gas emissions in the United States, ultimately preventing further damage and injuries to current and future citizens of the United States. On June 4, 2019, the Ninth Circuit Court of Appeals heard an appeal by the government to have the Juliana case thrown out of court. The Juliana team made their case that the case should be allowed to proceed to the district court, urging the Ninth Circuit Court of Appeals to allow the *Juliana v. United States* to proceed and to go to trial. In March of 2020, a split decision by a 3-judge panel went against the Juliana team, but they have requested that a full panel of 11 judges be convened to determine whether the *Juliana v. United States* case should be heard in a full trial. Both sides await the

decision of the Ninth Circuit Court of Appeals, an outcome which might not take place for several months.

## Summary of Key Arguments from Juliana v. US

### Arguments by US Government

#### The Juliana plaintiffs lack “standing”

In American constitutional law, not just *anyone* can take a case to court for *any* reason: they must have “standing.” This legal sense of “standing” means that persons initiating a legal case need to show “an injury in fact,” which means they must show they have suffered some kind of actual harm to their legally protected rights and/or freedoms. Having standing doesn’t mean that you will win the case, it just means that you have been found to have legitimate cause to bring the case to court in the first place. It is important to note that, in American constitutional law, not every injury or even a *prospective* injury (that is, an injury which *may* or is *likely* to happen) is an “injury of fact”: the injuries must be real and of a kind that the law recognizes. In the American legal system, it’s usually not enough that an injury *might* occur and, even if there is an “injury of fact,” it must be “redressable,” meaning it must be an injury by which the court is by law able to provide a remedy. Based on this understanding of constitutional law, the plaintiffs in this case lack legal standing.

#### Laws are made in Congress, not the courts

The Juliana v. United States case ignores a central principle of the American system of government – that laws are made by the legislative branch, made up of the chosen representatives of the people. Knowing that it cannot get laws passed in Congress that reflect its views about climate change, the Juliana team has resorted to “legislating through the courts.” If the cause of climate change and global warming – and the point-of-view of the Juliana team about how to address climate change – was of sufficient concern to the majority of US citizens, laws would be passed in Congress reflecting that perspective. American citizens have the power to vote representatives into Congress who would ultimately pass laws that reflect the will of the people – the Juliana team knows that their case does not reflect the popular will, so they are manipulating the system to suit their point-of-view.

#### The Juliana case is holding the government responsible for something that has not happened

The Plaintiffs cannot make a justifiable legal claim by simply asserting that the US government caused climate change and is the perpetrator of it. The producers of greenhouse gases are the direct producers of these fossil fuels (such as factories that burn and emit greenhouse gases) as are the consumers who use their product such as gasoline and electricity (which is all of us). The responsibility for the production of harmful gases is collective and

general. Holding specific people or groups accountable for the entirety of climate change will not hold up in court because climate change is an international issue. To say that the government is directly responsible for producing harmful greenhouse gases and, therefore, for global warming, would ultimately be to claim that the government is responsible for all greenhouse gas emissions in the world. Additionally, to claim that governmental inaction to curb greenhouse gas emissions accelerated climate change is simply conjecture--we do not know if this is true.

### **Do we have climate-related rights?**

The Plaintiffs declare their right to a "Climate system capable of sustaining human life." This has never in the Nation's history been declared as a fundamental right. Matters related to climate or the environment are separate from the fundamental rights declared by the Supreme Court (such as the rights to life, liberty and the pursuit of happiness). Additionally, claiming this right is to assert that the global climate system is inadequate to sustain human life, which has not been remotely proven.

### **Let the adults sort this out: young people are more susceptible to outside influence**

Children are physiologically immature and lack the experience to participate in this case. In a study by Matthew Clayton and Tak Wing Chan, they concluded that "the prefrontal cortex which enables humans to weigh dilemmas, balance trade-off and in short, make reasonable decisions in politics" isn't developed until your mid 20's. Until this age, people are easily susceptible to be influenced by their surroundings. This is especially apparent in children. At the inception of the Juliana vs. US case, all 21 Plaintiffs that are represented in this case were children. Their age factually demonstrates their lack of experience in the world and their ability to easily be influenced by their parents and surroundings. These plaintiffs are not developed or knowledgeable enough to make such serious accusations towards the defendants and therefore their claims are unreliable. The issue of climate change should be left to and tackled by the adults.

## **Arguments by Team Juliana**

### **The government has long known about climate change, but has done nothing.**

The federal government has known for decades that carbon dioxide (CO<sub>2</sub>) pollution was causing catastrophic climate change and that massive emission reduction and a nation-wide transition away from fossil fuels was needed to sustainably protect our environment. Indeed, while scientists wrote about the damaging effects of CO<sub>2</sub> as early as 1899, presidential reports heralding the dangers of greenhouse gas emissions started being issued in 1965. Despite the warnings, and the concrete evidence, fossil fuel production, consumption and combustion has continued to accelerate at dangerous speeds for decades, and

this lack of concerted effort to phase out emissions has ultimately placed our nation on an increasingly costly, insecure, and environmentally dangerous path.

**Governmental policies have actually made things worse.**

In spite of knowing of the severe dangers posed by carbon pollution, the government has made things worse through allowing fossil fuel extraction, production, consumption, transportation, and exportation. The United States is responsible for more than 25% of the world's total CO<sub>2</sub> emissions to the atmosphere between 1751 and 2014, and during the last 50 years the production and consumption of fossil fuels in the US has drastically increased. Had the government followed recommendations from the Environmental Protection Agency dating back to 1990, the current level of CO<sub>2</sub> emissions in 2015 would have been reduced by 35% from 1987 levels. To put it another way, the government has knowingly allowed over 130 million metric tons of CO<sub>2</sub> emissions from fossil fuel combustion. Despite all of the reports and concrete data, the government has deliberately remained indifferent to the vital need for a national plan to reduce emissions.

**The government has allowed excessive fossil fuel production on public lands**

As of 2013, 25% of fossil fuels extracted in the United States came from federal public lands. Since January 1990, the Bureau of Land Management (BLM) has leased 107 coal tracts, resulting in steadily increased coal production, which has resulted in increased production of greenhouse gases, as well as increased devastation to the land. Additionally, in 1985 there were 18,849 recorded federal producing oil and gas leases, and by 2014 that number had grown to 23,657. In 2015 the BLM approved approximately 99% of all received applications, when in 1985 it only approved approximately 22%. Given the increase in permits and access to fossil fuel production, the government is clearly not considering the profound environmental damage being done through accelerated climate change.

**The defendants subsidize the Fossil Fuel Industry**

According to the International Monetary Fund, among all nations, the US is *the* top subsidizer of fossil fuels. For more than 100 years (i.e., since 1913), tax deductions for “intangible drill costs” and “percentage depletion allowance” -- both intended to attract investment in the high risk business of oil and gas exploration--have been part and parcel of the US tax law. In simple language, this means the defendant, the US government, has not only *allowed* the Fossil Fuel Industry to avoid taking social and environmental responsibility, and bearing the costs of CO<sub>2</sub> emissions, but has actively *encouraged* practices resulting in unquestionable environmental damage.

**The defendants have actively supported the shipping of fossil fuels while being fully aware of the serious risks this poses to the health of humans and the environment.**

Over the past several decades and up to the present moment, events have shown that there are very serious risks associated with the transportation of fossil fuels, whether by train, truck, tanker or pipe. Some forms are safer than others and yet pipelines, the supposedly “safest” form, spill far more oil in terms of gross volumes than any other form of shipping: the average pipeline spill is almost 20,000 gallons--many times more than incidents associated with truck or rail transport. Here’s the bottom line: fossil fuels cannot be safely transported. And yet, despite clear evidence, the defendants have in recent years done everything to support and expand the transport and export of fossil fuels--oil, coal or natural gas--while being fully aware of the hazards this presents to humans and the environment.

### ***Understanding Juliana V. United States: Questions of Youth Rights***

From a young age, we are taught that the U.S. Declaration of Independence guarantees all citizens “life, liberty, and the pursuit of happiness.” Over time, the United States has adopted a plethora of laws protecting discrimination against a person based on race, gender, religion, and sexual orientation. Ageism is another form of such discrimination; for example, there are certain restrictions placed on elderly drivers varying by state. In many instances, ageism is visible in that certain laws prevent minors from attending a bar, renting a car, or even running for office. Moreover, this form of discrimination is also expressed indirectly through negative attitudes, beliefs, or stereotypes about youth. For example, we commonly hear the phrase, “kids these days,” when blaming specific undesirable qualities demonstrated by the youngest generation. This mindset creates a double standard for youth, decreasing the likelihood that children and teenagers are seen as individuals because they’ve been grouped together with a common stereotype.

In American society, the pervasive notion that young people—even young adults--are in need of supervision from presumably “more mature and responsible” adults is best reflected in the doctrine of *in loco parentis* (“in the place of parents”), typically pertaining to college students, which stipulates that educational institutions (such as colleges) are expected to assume some degree of parental supervision and responsibility over their students. In the case of *Juliana v. United States* this doctrine is being seriously put to the test by youthful plaintiffs ranging in age from 10 to 21 years old challenging the U.S. government and the Trump administration. As such, this case is unprecedented in that a group of young people has taken the initiative to bring legal action against the arguably most powerful and influential group of political leaders on the planet. Their assertion that the federal government violated their basic rights through actions and/or orientation directly linked to climate change is, in the absence of any *explicit* Constitutional guarantee to “the right to a healthy environment,” a very bold legal stance. In this instance, the plaintiffs’ argument rests on the notion that the rights of “liberty” and “the pursuit of happiness” are predicated on the



right to a livable planet--the *logically* prior right to “life.” If the Juliana case is heard, it will force the courts to determine how to apply constitutional guarantees of rights in the context of environmental issues that are still playing themselves out, or that may manifest themselves in the future. Figuring out who is responsible, and how much responsibility lies with human behavior as opposed to “Mother Nature,” is a complex matter indeed.

### ***Understanding Juliana V. United States: Whose responsibility is climate change?***

While every country on the planet has been affected by climate change and consequent environmental conditions, some have contributed far more than others to the problem at hand. Studies indicate that the developed countries, which have contributed more than others to global warming, are usually less likely to be affected by its negative repercussions. In contrast, countries with low to moderate gas emission levels are considered comparatively more vulnerable—often, acutely so—to its effects. Ironically, the populations of the very countries most adversely affected by climate change nonetheless depend upon fossil fuels as the most reliable and least costly energy source. Yet, as a June 2019 report by Mercy Corps notes, “three out of four people living in poverty rely on agriculture and natural resources to survive. For these people, the effects of climate change—shifting weather, limited water sources and increased competition for resources—are a real matter of life and death. Climate change has turned their lives into a desperate guessing game.”

The International Monetary Fund called upon the world’s developed countries to take the actions needed to provide aid for developing countries coping with the adverse effects of climate change. That being said, to what extent is it the role of developed countries to provide this form of support? The question of responsibility for climate change is complex, especially in view of the fact that many countries lack the technical and/or financial resources to combat global warming. Cases like Juliana challenges countries who are “free riders”—those who produce the most emissions yet suffer the least effects—to assume a central role in finding solutions.

### **What You May Not Know About Science** *(by POOT Project Director Farrah Schiff, with the kind assistance of David Kupperman and Dan Levin)*

*Questions to consider:*

- What is science?
- How do scientists know what they know? How has that changed over history?
- How is science done?
- What should scientists do with their knowledge?

**INTRODUCTION**

Before we begin our brief exploration of science, let's try a quick thought experiment. Using just your brain, take a minute to answer the following questions:

What day is it? \_\_\_\_\_  
 What does 2+2 equal? \_\_\_\_\_  
 How did life begin on earth? \_\_\_\_\_

You probably only needed your memory or a quick observation to answer the first two questions. But the last one is different and, unless you know something the rest of us do not, your answer was probably, "I don't know."

"I don't know" is perhaps one of the hardest things to admit. We routinely pretend to know more than we do in order to fit in or avoid embarrassment. However—and this may surprise you—"I don't know" is at the heart of science. Scientists, generally regarded to be smart people, use what they don't know to ask questions that can lead to the next big discovery.

In the next few pages, we'll explore how scientists make the leap from "I don't know" to finding out—a process that will help us to understand what science is and how it works. We will also examine the role of scientists and science in society.

**WHAT SCIENCE IS – AND ISN'T**

You've studied science throughout most of your time in school (and most of your life so far): biology, earth science, chemistry, and physics. Yet, after all this time studying it, have you ever wondered what, exactly, science is? *In fact, based on your experience, how would you define it?*

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Perhaps you think of science as just facts. It's easy to think that—most science textbooks are filled with so many facts that it may seem like everything important in the universe has already been discovered. Alternatively, you might think of science as action: asking questions, performing experiments, and so on.

*Actually, science is both a body of knowledge and a process by which we gain knowledge.* The body of knowledge includes what the natural universe is made of, how it likely worked in the past, how it works now, and how it will likely work in the future. The process (which we will explore later)

entails everything a scientist does: asking questions, testing ideas against evidence, gathering and examining data, and getting analysis and feedback from other scientists.

Knowing what science is and how it works is important because it can help you better recognize what science is NOT. From the brief definition of science above, you can see that science isn't really about facts or proving things. Instead, scientists look for the best *possible* or most highly *probable* explanations for things they observe in the universe. To come up with these explanations, they need to be able to test ideas and potentially disprove them. This explains why real scientists do not concern themselves with 'supernatural' things that don't follow the laws of nature. So, while *Ghostbusters* is a highly enjoyable movie the scientific jargon and equipment are part of the joke – scientific tests have never suggested that ghosts exist in real life.

Ghostbusting is a funny example of fake science (also known as pseudoscience). Pseudoscience is all around us. If you check your horoscope to see what tomorrow has in store for you, you are indulging in the fake science of astrology. Astrology claims that the placement of planets and stars at the moment of your birth determines your personality and how your life will unfold in the future. Unfortunately, when put to the test, the predictions made by astrology have been shown to be no better than chance. Most astrologers, though, don't care very much about gathering evidence in order to question and revise their assumptions and that, more than anything, makes it NOT science.

Sometimes, our lack of understanding about what science is can have much more dangerous consequences. For examples, in the last decade or so, a group of parents has become convinced that vaccines given to children can cause the disorder of autism, largely because autism symptoms tend to appear around the age when children are getting vaccinations. Scientists have tested this idea, though, and have found that children who are vaccinated do not in fact have a higher rate of autism. Just because two things happen together doesn't automatically mean that one causes the other. Yet some parents continue to refuse to vaccinate their children.

That's not to say that scientists are always right while the rest of us are always wrong. And if so far science is sounding a little too good to be true with its open-mindedness and collaboration, stick around. Remember that science is done by people and can be as imperfect as they are. So while science has improved the lives of millions of people through incredible advances in medicine, transportation, and communication it has also led to environmental destruction and many deaths from ever more powerful weapons. Later, we will explore this

further and ask: should scientists be held responsible for how their knowledge is used?

But for now, let's concentrate a little on those who *do* science. Why would someone want to become a scientist? According to astronomer Carl Sagan, it's as simple as knowing that, "Somewhere, something incredible is waiting to be known." Many scientists are motivated by the possibility of discovery – of finding out something about the universe that was previously unknown. To do this they must have the courage and curiosity to ask questions about what we don't know – and also to reconsider the things we already think we know.

In fact, this tension between what we know and what we don't know is at the heart of science. Scientists work at the edge of what we know: If the answer to a question has already been very well tested ("Have humans evolved from other organisms?"), it's probably not an interesting question to keep asking. On the other hand, if a question is so far into what we don't know that we are unlikely to get close to answering it soon ("Will humans exist in 100,000 years?"), it's probably not a good scientific question, either. Questions that go just beyond what we know, or that reconsider ideas that are close to the border of what we know and don't know ("Did Neanderthals contribute DNA to modern humans?") tend to be the most worthwhile for scientists. It's tempting to think about scientific knowledge as "known" or "not known," but scientists think of knowledge more on a sliding scale, from "well proven," to "needs more testing," to "something we're trying to find out," to "impossible to know anytime soon."

Doing this kind of work takes a certain kind of character. As the Nobel Prize winning theoretical physicist Richard Feynman explained, "Being a scientist requires having faith in uncertainty, finding pleasure in mystery, and learning to cultivate doubt." Ideally, scientists are both open-minded and skeptical. That means they can not only learn new things and consider new possibilities, but they can also use their knowledge and skills to distinguish good ideas from bad or unlikely ones. That is how science is, as Mr. Sagan described it, "a way of thinking."

There's just one more thing scientists need a lot of: patience. Science is, after all, a process and that process involves many steps, collaboration with many other scientists, and a great deal of testing (and retesting) and analysis. Despite how it may seem when you read about it in your textbook, the process of science is ongoing and our knowledge of how the universe works can change as scientists, inspired by the work of their peers and their own imaginations, ask deeper questions.

## A BRIEF HISTORY OF KNOWLEDGE AND SCIENCE

Most of us know that the earth rotates on its axis and revolves around the sun. How do you know that? Did you feel the earth moving? No, you learned about in school. But for 2000 years, the idea was discounted because it didn't ring true with anyone's experience. Now it is a fact. How does that happen? How do scientists know things that we can't experience? How do they know anything?

Those questions may seem more philosophical than scientific, and with good reason! Science actually began as offshoot of philosophy called, 'natural philosophy,' in which philosophers studied nature and the physical universe to obtain knowledge. The word scientist didn't even exist until the 19<sup>th</sup> century. Given its roots, the early history of science is full of questions about knowledge (like what is it and how do we know we have it?)

Plato and Aristotle claimed that true knowledge exists and we can know things by using, like Plato did, deductive reasoning or, like Aristotle, inductive reasoning. You can learn more about these two types of reasoning in the article "Deductive vs Inductive Reasoning." Deductive reasoning involves coming to a conclusion based on facts you already know. Inductive reasoning, on the other hand, is the process of arriving at a conclusion based on observations. Despite differing forms of logic, both Plato and Aristotle gave us the idea that knowledge must be three things: necessary, certain, and universal. This means that anyone would be able to reason to the same results from a particular premise. But other philosophers, calling themselves Sophists, were skeptical. They asserted that reason is shaped by people's beliefs and opinions. Therefore, you could not know something for certain, you could only know what was likely or probable.



touching, hearing, tasting, and smelling.)

Inspired by the Greek philosophers, the Persian scientists Alhazan and Al-Biruni also had theories of knowledge. Both believed that knowledge exists and the only way to validate it is through experimentation and observation (much like we do today). Both scientists were also early advocates of empiricism: the theory that all knowledge could only be derived through the senses (seeing,

The philosophical debate over knowledge helped create the scientific method in the 17<sup>th</sup> century. Both French philosopher René Descartes and British philosopher Francis Bacon agreed that knowledge exists, but disagreed about how to uncover it. To Descartes, it couldn't come from our senses (as was believed) – because they could deceive us. For example, while dreaming, you might feel like something is actually happening, but it isn't. Therefore, the only way to know something is to deduce it from a series of simple, logical equations. This is demonstrated in Descartes' immortal line: "I think, therefore I am."

Francis Bacon argued that our minds could also deceive us. Therefore, instead of making any assumptions, we must rely on inductive reasoning and experimentation (Empiricism). The first step is to gather data, then draw conclusions from that data. To Bacon, the process would be collaborative and ongoing, changing when new evidence came to light. In effect, he created the scientific method.

You've probably heard of Galileo and Isaac Newton, both of whom have influenced science for centuries. You also probably know that Galileo was put on trial and then under house arrest for championing Copernicus' theory that earth revolves around the sun, in the process challenging the beliefs of the Catholic Church. But how did Galileo know then that he was right? His theories combined experience, experimentation, and many assumptions. Galileo based some of his conclusions on what he saw through his telescope. Later, Newton developed a theory of light after seeing how it passed through a prism. Did Galileo's telescope help him to see reality, or did it produce 'sights'? Did Newton's prism help him uncover the true nature of light, or did it distort light and cause it to break into colors? As science advanced, the use of tools to gain knowledge brought forth these difficult questions.

Newtonian physics explained observations about the world very well for two centuries. His laws of motion and inertia allowed scientists to make accurate predictions about planetary motion and ocean tides, among many other things. But hundreds of years later, scientists began to develop tools that allowed them to observe



what was going on much farther into space and much deeper inside molecules and atoms. At these levels, things behaved differently; Newton's laws were not much use for explaining what scientists observed. Einstein and others developed new theories (including the theory of relativity) to explain what they saw. So who was correct, Newton or Einstein? Both! Both of their theories work, but they explain different things. This shows how scientific knowledge evolves: an idea may seem definitive at one time, only to change or deepen later on.

The success of scientific theories like Newton's helped usher in the Age of Reason in the 18<sup>th</sup> century. For the first time, secular, scientific knowledge supplanted religious knowledge. People began to believe that knowledge could advance human wellbeing, which ushered in centuries of social, political, and economic reforms. In the 19<sup>th</sup> century, this knowledge gives people power over nature and leads to the widespread industrialization that created great wealth in society.

Yet, just as it became more entrenched in society, science was rocked by a series of new discoveries. For example, in the 1820s, mathematicians developed new geometries that challenged Euclidean geometry (the basis of reason for the last 2000 years.) Each new theory was successfully verified. So which theory is right? The emergence of Darwin's theory of evolution also had an effect on scientific knowledge. These new discoveries forced scientists to recognize that knowledge evolves over time and that theories accepted as true in their own time may later be revised or even rejected. For example, in 1543, Copernicus theorized that, contrary to the widely held belief of the time, that earth was not the center of the universe and that it and the other planets revolved around the sun in spherical orbits. His theory was considered right-- until Johannes Kepler corrected it 50 years later by noting that planets move in elliptical orbits, not circular ones. Newton later bore out Kepler's conclusions with mathematics and contributed the laws of motion and gravitation.

Because of all of these developments, by the close of the 19<sup>th</sup> century, scientists largely stopped trying to measure knowledge against the standards of the Ancient Greeks (certain, universal, and necessary). They instead focused on different criteria such as accurate predictions and satisfying explanations that are supported by evidence.

In the 20<sup>th</sup> century, scientific knowledge was challenged by many different groups and from within. Scientists continued to explore the frontiers of knowledge. The theory of relativity and the quantum theory seemed to challenge everything scientists knew about reality. In the early half of the century, Danish physicist Niels Bohr won a Nobel Prize for his theory that atoms revolved around the nucleus much like planets revolve around the

sun. Before the end of the century, other scientists had figured out Bohr's theory was wrong. But just as in the past with Copernicus or Newton, it laid the foundation for the more sophisticated theories that followed.

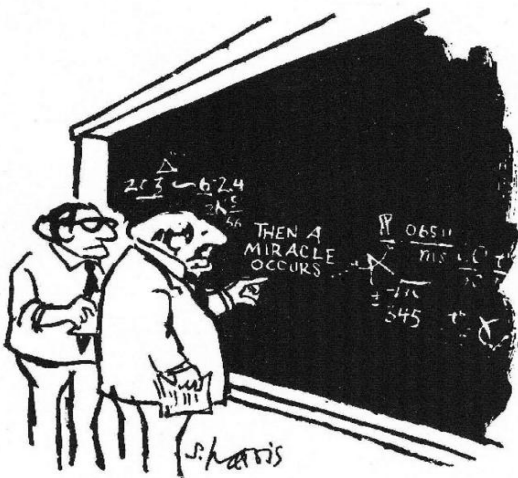
Following World War II, sociologists, historians, and philosophers began critiquing scientific claims of objectivity and universality, asserting that humans—and by extension, science—cannot be objective. Religious groups, particularly fundamentalist ones, fought and continue to fight against science education. Parents challenge scientific claims that vaccines do not cause autism. Many well-educated people doubt scientific consensus that climate change is happening. Since the mid-twentieth century, many people have criticized scientific knowledge as well as the ability of science to know what it claims to.

Given that philosophers and scientists have been debating whether or not they can know anything for centuries, and have often been wrong or, at least, not entirely accurate about what they do know, why should people trust them? Today, scientists utilize the scientific method to verify their findings. The process, detailed in the next section, is ongoing and collaborative, requiring verification from peers. Furthermore, they have expertise in their fields that the rest of us do not have: they have trained and studied for years. Rarely do they claim to be able to know the 'truth'. Instead, you will most often hear scientists assert that what they 'know' is the best explanation available, given the evidence.

### HOW TO DO SCIENCE... MORE OR LESS

Now we know that, today, scientists use a process method to obtain and verify knowledge about the natural world. What do you think that process looks like? The answer is simple, right? The Scientific Method, which looks something like this:

1. ASK A QUESTION.
2. FORMULATE A HYPOTHESIS.
3. PERFORM AN EXPERIMENT.
4. COLLECT DATA
5. DRAW CONCLUSIONS.



"I think you should be more explicit here in step two."

That's likely how you do lab assignments in school: you follow one step to another, as if walking up a staircase. At the end, you reach a conclusion. It's a nice, simple process that gives you a basic understanding of how science is done. The only problem is that it's not entirely accurate.



In reality, scientists do all of those steps, but not necessarily in that order. The process is much messier and can take much, much longer than you would have time for in school. Often, scientists will have started exploring one question only to observe something they did not expect to see. This one observation can, and often does, reroute the direction of their research and lead them on an entirely different path. Science hardly ever follows a linear path from question to conclusion.

The real scientific method is a little more complicated to follow than the list we all learn in school. In fact, the method more closely resembles a circle than a list. The most important thing to realize is that the process is ongoing, one question leading to another and to another.

Let's explore this process a bit further in order to better understand how it contributes to scientific knowledge. Let us imagine a group of cognitive scientists that studying how eating a healthy breakfast before school affects students' memory. They need a hypothesis (a possible explanation that they can test). To test a hypothesis, scientists use previous knowledge and evidence to determine what they might expect to see if their idea turns out to be right. During the test, they will have to compare their expectations to what they actually see happening. Based on previous research and their own observations, they develop this hypothesis: students who have a healthy breakfast will perform better on memory tests than students who do not.

They set up and perform the experiment one morning and, to their surprise, the data they collect (observations, test scores, and so on) does not support their hypothesis. After considering the data, they come up with a new hypothesis: students who eat a healthy breakfast will score higher on memory tests later in the day than students who did not. They perform the experiment again, this time in the afternoon. Fortunately, the data supports their new hypothesis!

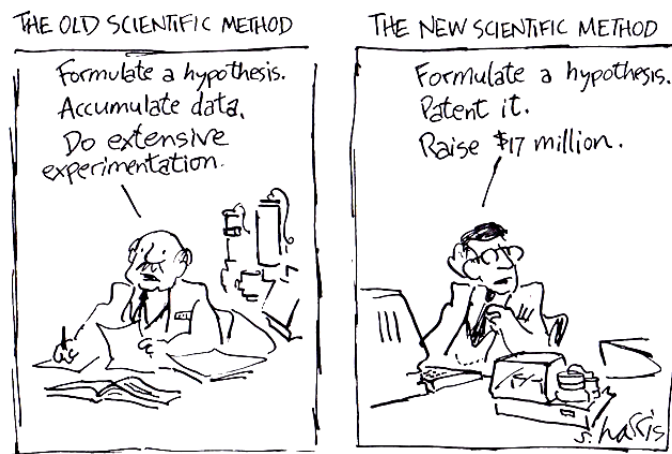
After repeating the experiment several more times and getting consistent results, they write a paper arguing that eating a healthy breakfast can keep memory functioning well throughout the day. The scientists spend a great deal of time organizing their messy process so other scientists will be able to understand exactly what they did. The paper describes their hypothesis and exactly how they performed their experiments. It also provides their data and explains how they interpreted it. They send their paper to a prominent scientific journal and cross their fingers that it will get published.

The journal thinks the topic is interesting but wants to make sure that the information in the study is right. So they send the paper out to several ‘peers’ of the scientists – scientists in the same field (this is called peer review). They check to see if the facts are correct and if the methods used to gather data are sound and ethical. In this case, they recommend that the team make a few minor changes to their paper. The team of scientists makes some changes and sends their paper back in. This time the journal accepts it and publishes it – two years after the experiments were conducted! A few months later, a scientist halfway across the world develops a different memory test. When he conducts his version of the experiment, he gets different results. The process continues. . .

Does it ever end? Not really. That’s not to say that scientists don’t know anything for sure. There are plenty of ideas (gravity, climate change, evolution, etc.) that are widely accepted by the scientific community. As mentioned before, these ideas are testable, are consistent with established ideas, and have multiple ‘lines of evidence’ to support them. Science is simply the best explanation for something that we have at a given time. It can change when new information comes to light or technology improves. As Richard Feynman once said, “We are trying to prove ourselves wrong as quickly as possible, because only in that way can we find progress.”

Unfortunately, the road to progress isn’t always smooth. Besides the constant tests and revisions scientists do to their work, there are other bumps in the road. To begin with, modern science is highly collaborative, but working with other people doesn’t

always work out well. Dr. Tsung Dao Lee and Dr. Chen Ning Yang won the Nobel Prize in 1957 for their collaborative work on particle physics. They have not spoken to each other for over 35 years. Why? Each wants all of the credit for their work. Even when scientists work alone they can have major disagreements with others in the scientific community. In the 1670s, Robert Hooke and Isaac Newton got into a fight over how light travels that ended many years later when Hooke, near death, accused Newton of stealing his idea of gravitation. Collaboration can easily turn into competition and disagreements can turn into lifelong feuds.



An additional bump in the road is that scientists usually don't have the luxury of being self-employed. Instead, they may work for academic institutions in which they are under constant pressure to publish new work or face losing their jobs. Other scientists might find employment at private companies, which often pay well, but at a price: scientists are told what they must research. Furthermore, they are under pressure to produce something (like a new medicine) that their employers can sell in order to make money. The pressure to produce can lead to unethical behavior such as falsifying the results of their studies or pushing new drugs onto the market before they are properly tested.

At times, science can be twisted to serve the darker side of a particular scientist's worldview, or that of her nation or culture. Some of the most horrific examples were the Nazi experiments on prisoners during World War II. Dr. Mengele, the chief medical officer at Auschwitz, continued his research on heredity by performing experiments on prisoners without their consent. Prisoners were given lethal or crippling injections of poisons and pathogens, given prolonged exposure to extreme temperatures, and subjected to extremely painful procedures in order to find out how much pain humans could endure. While science history has many dark episodes, some even more recent, ever more strict ethical guidelines help to prevent such things from reoccurring. We will explore ethics more in the next section, Science and society.

### **SCIENCE AND SOCIETY**

What would your life be like without that electricity that keeps the lights, computer, phone and television on? How about the plastic in everything from your dental floss to the construction of your house? How could the 7 billion people on earth eat without scientific advances in agriculture? And how would your quality of life be if you didn't have access to vaccines and medicine? We live in a world ruled by science, and new advances are being made everyday. But are there limitations to what science can do? Should there be?

In fact, there are some things that science will probably never be able to do. For example, science can tell you how your ears and brain work together to hear sound, but it will never be able to tell you if Taylor Swift's songs are good or bad.

Likewise, it cannot tell you if something is morally right or wrong. Scientists are not likely to spend much of their time exploring these questions because they are not testable. Science can only tell you how things are, how they likely were, and predict how they *might* be in the future. It cannot say how they should or shouldn't be. Similarly, science

doesn't tell you how to use scientific knowledge. That is largely up to scientists to decide.

While most people who become scientists are motivated to do so out of curiosity about the universe, they also need paychecks. In the previous section, we saw that scientists are often pressured by their employers to produce. They strive to follow strict ethical guidelines established by professional organizations in their fields, but occasionally some will cut corners. Very often, colleagues will then 'blow the whistle', preventing them from getting away with unethical behavior (such as falsifying the results of an experiment).

Scientists are also increasingly aware that their work can be used in ways that they never even imagined. During the First World War, a German chemist named Clara Immerwahr tried to prevent her husband, fellow chemist Fritz Haber, from using his knowledge to create chemical weapons. Norbert Wiener, a mathematician and philosopher, refused to help General Electric automate its factories for fear that it would cause many people to lose their jobs. After the U.S. government used botanist Arthur Galston's work to develop Agent Orange (a chemical weapon), he successfully lobbied the government to stop its use. According to Galston, any scientific work can be twisted to destructive purposes and the only way to avoid it is to remain involved.

As science becomes increasingly entrenched in societies the world over, scientific knowledge has come into conflict with other ways of knowing. The relationship between science and religion, for example, has been complicated for centuries. On the one hand, many of the most influential contributors to science were religious. Nicolaus Copernicus, who formulated the idea that the earth revolved around the sun, was a canon (priest) of the Catholic Church. Isaac Newton is often said to have been a religious fanatic, and Galileo was devout, too. Gregor Mendel, the father of genetics, was a monk. Muslim scholars were responsible for keeping the works of the Ancient Greeks around and adding to scientific knowledge while Europe was in its dark ages. On the other hand, science and religion have entirely different ways of knowing. In science, knowledge comes through experience and experimentation and relies on evidence. An idea or hypothesis must be testable. If it is proven wrong, it is replaced with a better explanation. Only when an idea has been tested over and over, by many scientists trying and failing to prove it wrong, is that idea accepted as true. In religion, knowledge is often 'revealed' and the words of ancient religious texts can be embraced as truth. Truth, in religion, is a matter of faith rather than evidence.

In the United States, religion and science seem to clash frequently over scientific theory and practice. On the theory side, many (but not all) religious groups reject the scientific theories of the big bang and evolution because they feel those ideas contradict descriptions provided in religious texts. They also disagree over scientific practices. For example, many religious groups are vocal in their opposition to genetic engineering, cloning, and stem cell research. They often claim that scientists are trying to play God and worry about the consequences (as many nonreligious people and scientists do).

There are other opponents to science. As mentioned previously, in the twentieth century, philosophers and sociologists began to question scientific objectivity. To them, science was no more objective than the people who practiced it, and as a result, had biases and values. Many people took this as a sign that science is just one way of knowing, and that it is no more accurate than any other way. At the onset of the Industrial Revolution, people began to worry that scientific and technological advancement could lead to environmental destruction. Today, scientists from around the world have formed a consensus that climate change is occurring, and that it is likely due to human activity (greenhouse gases emitted by cars, planes, and industries). Health advocates worry about the prevalence of genetically modified crops, hormones given to animals, and dangerous medications. It must also be noted that many scientists also oppose many of these practices.

The scientific community is very diverse and is composed of individuals of differing races, religions or philosophies, and political beliefs. And just like in any other profession, scientists' motivations for doing their work can vary dramatically. Some might be in it to learn, discover. Others might be in it for fame, glory, money, and prestige. And some might be in it for all of those reasons. What unites the community is their embrace of science as a way of thinking. In order to find out more, they must question everything. Fortunately, their skepticism and curiosity often lead to better understandings of how the universe works, technological innovation, better policies, and better ethical standards.

### **SUMMARY**

In this article, we have explored what science is, how the definition of scientific knowledge has evolved over time, and how scientists obtain knowledge today. We have also examined how science and society interact and sometimes clash.

"We live in a society exquisitely dependent on science and technology," Carl Sagan once said, "in which hardly anyone knows anything about science and technology." We know how science became such a big part of

our lives, usually for better and sometimes for worse, but very few of us know what science is or how it is done. How did this happen? If scientists have a responsibility to use their knowledge in a certain way, do average citizens have a responsibility to learn more about science?

## Exhibit Halls & Topics

*The Exhibit Halls are places where guests can discuss documents, images, or media that provide background or evidence for the trial, and that are connected to one of the three **major themes** for our case: **Rights of Youth; Personal Responsibility; and Environmental Equity and Justice** . For each thematic area we'll examine documents or images that will help us to understand specific contextual or background issues.*

*As a practical matter, know that we will be sending you the documents or images for each of the exhibit halls in advance of their being posted on the site, allowing you time to look them over and to work with them in class before the online discussions begin. We encourage you to make as much use of the exhibit halls as your time allows, both for teacher-directed work and for student exploration. Finally, please know that we totally understand that not every guest will comment on every exhibit. We ask each guest to take part in at least one of the Exhibit Hall discussions, and of course they are welcome to participate in as many of the discussions as your time and plans allow.*

### Working with materials from The Exhibit Halls

The Exhibit Halls are a place where guests can discuss documents, images, or media that provide background or evidence for the trial, and that are connected to one of three major themes for our case. For each thematic area we'll select an exhibit that we hope will illuminate some of the key questions listed above – the themes are all important components of thinking about our main trial concepts of the rights of refugees and how we best assure just and appropriate punishment for crimes.

As a practical matter, know that we will be sending you the exhibits for each of the exhibit halls in advance of their being posted on the site, allowing you time to look them over and to work with them in class before the online discussions begin. We encourage you to make as much use of the exhibit halls as your time allows, both for teacher-directed work and for student exploration in class. To help you with that, there's a protocol for closely examining images or texts on the next page (created by Miriam Raider-Roth, founding Director of our sister project, the Jewish Court of All Time) that you might want to use or adapt. Finally, please know that we totally understand that not every guest will comment on every exhibit. We ask each guest to take part in at least one of the Exhibit

Hall discussions, and of course they are welcome to participate in as many of the discussions as your time and plans allow. *The Exhibit Halls will be opened during the week of March 8th.*

## Describing a Text or Image: *In-Class Activity Protocol*

- For each **step** listed below, conduct a **round** in which each participant in the group, in turn, **describes something they noticed about the image or text (step 2), poses a question about it (step 3), and offers some interpretation (step 4)**. For example, in step two, each student would share one observation about a particular thing they noticed (more detail below).
- The teacher/facilitator keeps things organized, keeps time, and offers brief summaries at the end of each round, guiding the participants, in step two for example, to **make observations only, and not to offer possible interpretations of the text or image's meaning until step four**.
- *Every round and step offers each participant an opportunity to speak uninterruptedly, and to make one observation about the image or text.*

### Step 1: Look carefully at the image OR read the text aloud

- The importance of bringing voice to the text

### Step 2: Description What stands out? What do you notice? "Say what you see"

- The importance of taking the time to look, not judge or interpret
- The importance of describing the images, words, details
- **For Images:** Describe just one thing you see, or one quality/color/shape/visual impression, etc. that you noticed
- **For Texts:** Any interesting or unexpected **word choices**? Do any **words** catch your eye or your ear? Do the words evoke any **visual images** for you? Are there any interesting **repetitions**? Any curious or noteworthy **turns of phrase**?

### Step 3: Raising questions What questions does his document raise for you?

- The importance of connecting this new experience to prior knowledge
- The importance of taking an inquiry stance

### Step 4: What is the author/photographer trying to say?

- After describing and inquiring, the importance of making meaning from the text or image
- The importance of surfacing and hearing multiple interpretations
- The importance of attending to the historical stance, presentism

**Adapted from work created by Dr. Miriam Raider-Roth, Director of the Action Research Center at the University of Cincinnati School of Education & the Mandel Teacher Educator Institute.**

\* This process is inspired by:

- 1) "The Collaborative Assessment Conference" developed by Steve Seidel and colleagues from Harvard Project Zero:  
[http://pzweb.harvard.edu/mlv/index.cfm?content\\_section=11&content\\_page\\_id=60&section\\_page\\_level=4](http://pzweb.harvard.edu/mlv/index.cfm?content_section=11&content_page_id=60&section_page_level=4)
- 2) "Looking at Student Work" developed by Patricia Carini and colleagues at the Prospect Center for Education and Research : [bit.ly/ur9LRV](http://bit.ly/ur9LRV)



## TEACHING RESOURCES

### Preparing For A Fishbowl Debate

*Stacie Lindsay developed this handout to help her students prepare for an in-character "Fishbowl Debate" in which students were assigned to defend one side of the debate or another.*

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

*Official Debate Note Sheet: 10 points possible*

#### **Fishbowl: Building the Mosque**

This is the one item that you may bring with you into the fishbowl debate. Therefore, make good use of the space provided so that you may offer well-informed and thoughtful ideas to the discussion. Use the articles provided to prepare yourself.

*My assigned position is (circle one):*

- a. In support of the plaintiff.*
- b. In support of the defense.*

1. What is the background of this issue? Be detailed here.
- 2.
3. What are the THREE strongest arguments that support my position?
4. Be prepared for the attack!

The THREE strongest arguments against my position are:	The evidence/arguments that I will use during the debate against each of the attacks are:
1.	1.
2.	2.
3.	3.

## MENTORING IN POOT

### Supporting the Mentors

Let's start by saying that you are taking a risk by giving up valuable curricular space to *POOT*. We are grateful to you for entrusting your students to us, and we take that responsibility very seriously. In this brief section, we want to give you a more detailed sense of how we endeavor to support your work, and carry out our responsibility to you. The mentors are the central part of that effort, as they facilitate the game and ideally act as good teaching assistants to you.

To start with, you should know that the mentors work on *POOT* in the context of university courses at the University of Michigan. What goes on in these classes, you ask? The mentors are assigned their character early in the term. We choose characters for the mentors to portray that we think can spice up the conversations and bring in alternate ways of thinking about problems and solutions. During the early sessions of class, the mentor-portrayed characters introduce themselves to one another. We try to employ as many ways as we can think of to lessen the distance between student and character (*"Select and bring an artifact of some kind, something that you feel is representative of your character, and be prepared to show it and talk about it in class."*). The mentors do a lot of speaking in character, and we present them with a variety of prompts and scenarios to react to. In short, the work done by participants in *POOT* is every bit as challenging for the mentors as it is for the students. The next piece was written by a mentor, Shannon Cook, about how her image of what it means to be a mentor changed rather dramatically, thanks to the help of a student participant.

## WHAT DO THE MENTORS DO?

### Part One

*Written by Shannon Cook, former POOT mentor and faculty member at Liberty High School Academy District 20 in Colorado Springs, Colorado. As a mentor, Shannon portrayed Queen Isabella. She tells this story of how she approached an interaction with Anne Frank, who was being portrayed by a middle school student...*

At first I was hesitant to make students feel uncomfortable by voicing the strong opinions of Queen Isabella, though with time, I realized that this is what got the students to respond. For instance, I wrote a message in response to a post that Anne Frank had made about leaders, and how there are no “good” leaders. I was hesitant to approach her in an angry defensive manner, so instead I simply said:

*I was very taken back by your comment about "good" leaders, and how it is not common to find them. You must realize that not all leaders act as this man you call Hitler. We as leaders must make sacrifices and do what is necessary for our people. I wonder, have you ever considered the choices that leaders have to make and why they decide to do what they do? It is not as easy as you think, my dear.*

Surprisingly, Anne Frank did not stand down, and I am glad that she did not because she showed me what we were really supposed to be doing for the class. She stood her ground as Anne Frank, not the person she really was, which helped me to start acting more like the Queen, and less like a teacher approaching a student. She responded by saying:

*You have the right to believe what you want. My opinion will not change due to yours. I don't really know who you are but your title is QUEEN, so you must think that you have some type of authority. Have you ever thought about what your people wanted? Have you ever thought that people wanted a say in what they did with their own lives? have you ever thought that maybe your not a very good leader? Have you ever thought about the term "Good?" Who determines what a good leader is?*

I tried to be more defensive in my next response, and I also wanted to incorporate what was happening in the trial, therefore I said:

*Yes I have considered what it means to be a good leader, and I do think that I fall under this category. I dedicated my life to the people of Spain, and I did what was necessary in order to give them the best lives possible.*

My attempt to change the subject and force her to think about what being a leader actually entails failed miserably, though she did not disappoint me. Anne Frank continued to defend her original opinion, and did so very well with much thought. I was very impressed that she mentioned that in my eyes I would always see myself as a good leader. She turned the situation around by asking me questions in order to make me think about things rather than simply saying yes I know what a good leader is:

*Not to be rude ma'am but, you didn't answer my question. I asked you who determines what a good leader is? We all have our own opinion on what a good leader is. Some people may say that Hitler was a wonderful leader, and others may choose to think differently. In your own eyes of course, you are a good leader. Did you meet everyones exspectations? If you answered yes to that question then how do you know? You can't be a perfect leader at any time. Believe me it isn't possible. You might be one of the worst leader sever, but you believe differently so that is fine. I hope that you understand where I am coming from. How do you know that the people of Spain didn't already have good lives according to themselves without you as Queen? How do you know that you made their lives any better, maybe just maybe they didn't want a queen and you took control and they were unhappy. People need their freedom and certain people think they have control and enough power to just take that away! What is the real definition of a "GOOD" leader?*

## WHAT DO THE MENTORS DO?

### Part Two

Written by Stephanie Van Duinen of the School of the Future in New York City. In 2010, Stephanie created and implemented the "POOT News," a newspaper feature that allowed us to showcase student work, and to give students a platform on which to step outside the "action," and to reflect on what was taking place. In this section, Stephanie offers two glimpses of the kinds of analysis the mentors do in the interest of supporting the students. In the first case, she looks at a student post and (in italics) discusses how the mentors might help the French Queen to more fully embody her role...

**Queen Marie Antionette:** "I was wondering if you could give me your opinion about my execution. Of course, I will defend my case. My people of France raided our palace, captured my family and friends, and dragged me to prison. They had accused me of horrible crimes and sent me to the guillotine. The lowly peasants did not have any proof for the crimes they accused me of. Well, yes, I have to admit that I ignored their needs of food and shelter and gambled away much of the money. I also made myself enemies with the other royalty because of the painting of me with the "Muslin Dress". Well, now comes to time for your decision. Did you think that I should have been executed?"

- *She's royalty – why does she care what the rest think?*
- *Seems like an opportunity for mentors who play strong leaders to say something about this:*
  - *"don't apologize for the actions you had to take, the people don't understand what it's like to lead, etc."*
  - *Get her to really embody the Queen role.*

As you'll see in this second example, there are a number of spelling and grammatical errors in this posting by Sir Thomas More. While the mentors might gently address some of these issues (by correctly spelling the words in their response, for example), we don't want to lose sight of the fact that Sir Thomas evinces some innovative thinking in this posting, offering the mentors opportunities to engage with the student and encourage his efforts...

**Sir Thomas More:** i belive that every bndy has a place on this earth and evry one has a raason for being on this earth. thweir may be those who decide to commit

bad deeds but as you know i am famouse for my poetry and i beklive that it is the reason that was put on to this earth wass to inspire people with my intellages as you know me as thomouse more i haave commited many bad deeds that i regret thanks.

*Great thoughts disguised by errors.*

*Might think that this kid doesn't know what he's talking about and just overlook it – but he/she's hinting at something really important – 'just because I have done bad things doesn't mean you should discount my abilities.' Let's try to build on this.*

## ORIENTING THE MENTORS— Homeless Scenario PLUS...

### Picture this...

You are walking alone on a cold Manhattan street after an afternoon of shopping. You have a few bags in your hands, and put spare change in your pocket after purchasing a newspaper on the corner of 42<sup>nd</sup> and Broadway.

As you scurry down the street, bundled in your gloves, hat, and scarf, you notice a homeless man standing outside an abandoned building. He appears to be in his mid-40's and is wearing a thin, ripped overcoat. The five people that just walked by him avoided the empty paper cup that rested on the ground next to him. The man looks at you, sincerely, and says, "Can you spare some change?"

- *What is the problem here? (\*is\* there a problem?)*
- *What is the first question you would ask about this situation?*
- *What is your conjecture about why this has come to pass?*
- *What (if anything) would you do?*

You saw this scenario in the **Case-Related Classroom Activities** section. We use it both to help the mentors get into character, and as a tool to help them think about the relationship between themselves and their character. We also make use of lots of questions like those connected with the scenario above – we want the mentors to think about why they think that their character thinks as s/he does, and to practice articulating that thinking. Our conjecture is that if the mentors get in the habit of asking why questions of themselves, they can use these kinds of questions to help the students think through the choices they make in their character portrayals. Our goal for the mentors (and ultimately, for the students) is that they can explain why they had their character say this or that. Since there is no definitive answer to the question of what (for example) Sir Winston Churchill would think about the issues of our trial, we focus on the intellectual and imaginative act of thinking about what the issues of the case are, what we know about who Queen Esther is and what was important to her, and then making connections between the two dimensions that they can articulate. The mentors will be trying to help you help your students to take stock of all the resources they have available to help them decide what their character will say (and why).

We encourage the mentors to play their characters with flair and a sense of style. We'll ask them to exaggerate characteristics or to take another character into their confidence (an example from the mentor's guide: "Consider the possibility of creating distance between your public self and your private self--"I had to say this publicly, but just between us the truth is..."). Of course, the students often teach the mentors about embracing a sense of theatricality in their character play, so we spend a lot of time looking at student work in class, and thinking about what we can learn from the words of a given character, and what we see the student trying to do in her portrayal (see more about this in the next section, "Queen Isabella and Anne Frank"). In addition to trying to equip the mentors with a variety of strategies for engaging the student characters, we regularly plan out wrinkles that we'll throw into the evolving story, so that we can hold the interest of your students, and give them more experience dealing with the unexpected.

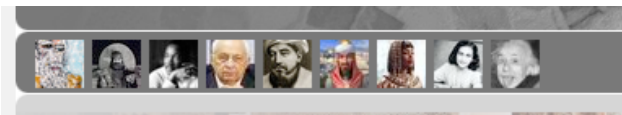
You should know that we have some tools that we use to assist the mentors and to help you keep on top of things. The mentors are each assigned a group of "Buddies," to whose work they pay more careful attention, and who they will seek to engage through private messages. We try our best not to let a student slip through the cracks and feel left out, though if one of your students is having trouble getting engaged, please let one of the directors know – we have a few tricks up our sleeves for bringing student characters into the action. We also have a link on the website to "**view user logins and activity**" where you can see all of the posts made by any of your students.

Finally, we cordially invite you to get involved in the simulation. You will be assigned a character, and though not all teachers choose to participate, most do, and many report that it puts a productive twist on things to use your character (in class and/or online) to draw out your students. Teachers report that their students are quite willing to suspend disbelief and interact with the teacher "in character." Of course, if you want to get sneaky, we're here to help ;-) We can, for example, set you up with two characters, so that you can both disclose to the students who your character is, and keep it a secret! In short, we want to help you in whatever ways that we can, so we cordially invite you to contact us whenever you have questions or suggestions.



## POOT WEBSITE QUICK GUIDE

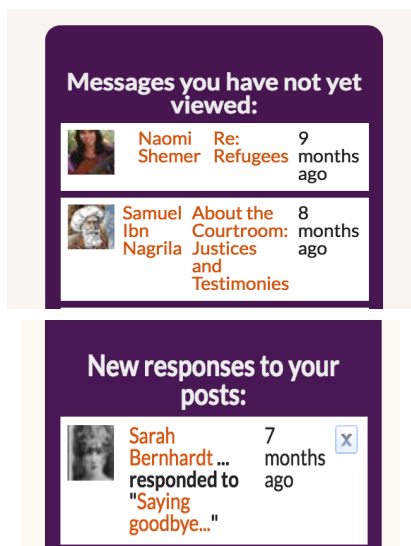
<http://poot.icsmich.org>



### The Picture Bar

The “picture bar” near the top of the screen shows the guests who have most recently posted or edited something on the site. The guest with the most recent activity appears at the left. Click the thumbnail image to go to that guest’s profile and see his or her latest activity.

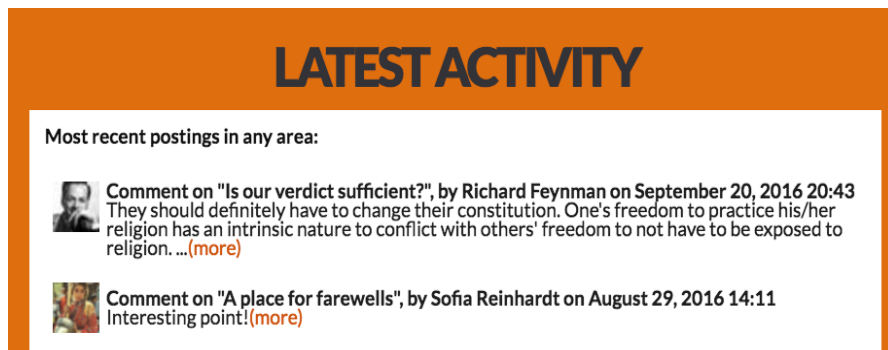
### Staying Current



At the center of the home page as you access the site you will see the *latest announcement*. On the left side, you will see *mail messages* to you that you have not yet viewed, *responses to comments you’ve made on public posts*, and *featured posts from various sections of the site*.

Click the **MORE** link at the end of the listed thumbnails of each posting to view that item in full, in the area where it was posted.

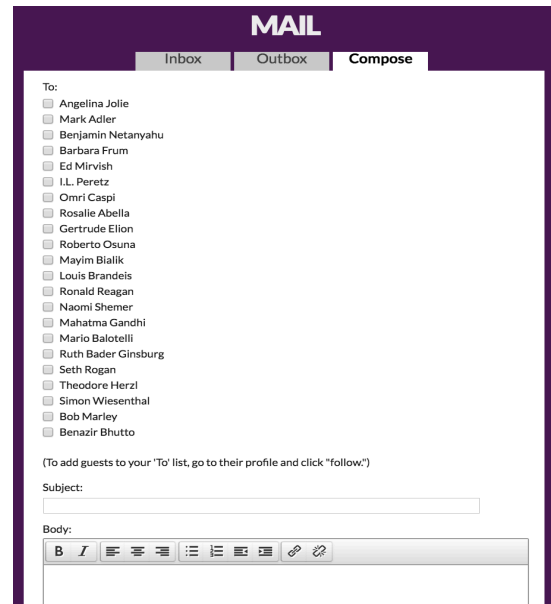
The "**Latest Activity**" section (follow the link in the orange Home section of the right-side menu bar) allows you to see the most recent posts by all guests, regardless of where on the site they were posted.



## Mail

Mail is POOT’s private mail system. Click on **mail inbox** to find your messages, which will appear with their titles in bold.

In order for a guest to send an individual message to another guest, she or he must first “follow” that guest (see “Guest List” below). Once you follow a guest, mailing them will become an option once you click on **Compose Mail**, as in the example shown here.



## Notifications

There is also a tab for "notifications" -- messages informing you that someone has responded to a *public* post of yours.



## Discussions & Declarations – Forum Posts



**Forum Posts** are the means by which guests participate in discussions in POOT, as well as how they make declarative statements.

After clicking on **Forums**, follow along the left to find forum discussions and to respond yourself, to reply to posts by others, or to start a forum discussion.

## Exhibit Hall

The Exhibit Hall is a set of "rooms" where guests can examine and discuss sets of documents, images, or media that provide background or evidence for the consideration – see the EXHIBIT HALLS on page 38 for more detail. It is also the location for the **committee** meetings in which small groups will have discussions about the major issues and questions that we are faced with.



## Profiles/Guest List

The Profiles/Guest List link provides access to each guest's Profile, status updates, and recent activity. Any guest can "follow" another guest, and see a list of activity by all the people that one is "following." Following someone also allows you to send a private email to that guest through the Mailbox.



## Bookmarks

Interested in one of the discussions that's unfolding in response to a forum post? Would you like to see what comments are evoked by an interesting posting? **Bookmark** it! If you bookmark any discussions on POOT, you will receive notifications when any comments have been posted in that discussion. It's a great way to stay on top of important conversations.

To bookmark a post, click the  icon next to that post. To unbookmark, click the  icon.

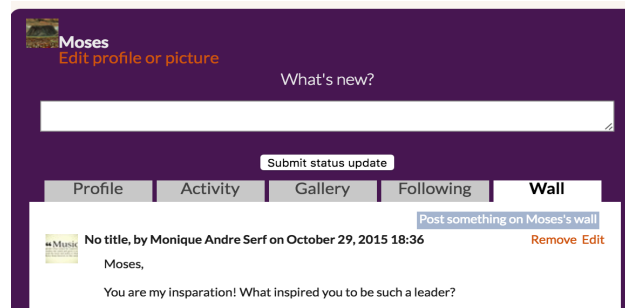
## The Green Room

The Green Room is a place where players can temporarily put aside their character personas and talk to each other in their own voices. Postings work in the same way as in the Great Hall and other areas of the site, but character names are not shown (there is an internal record of the posting author, however, for accountability purposes).



## The Wall

The Wall feature is a place where players can post public comments directed at a specific character...all guests can respond to any wall post.



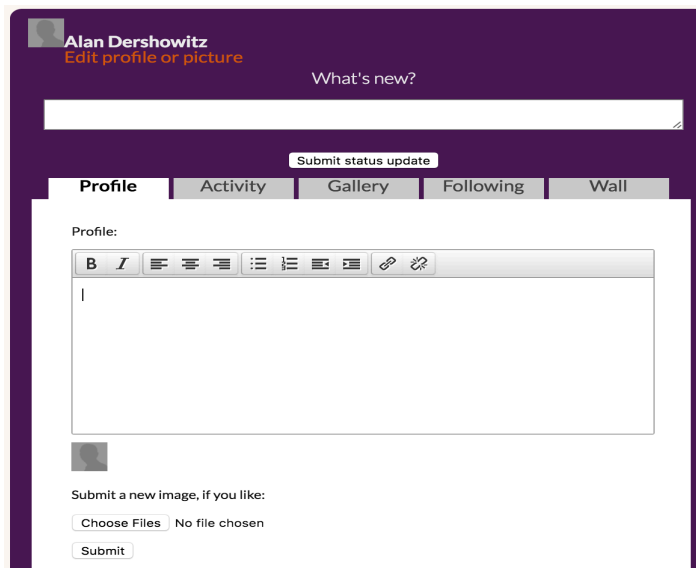
## Posting Your Profile

To post your Profile, start by clicking on **My Profile** and then, on the next page (which is your character's page) click on **Edit Profile or Picture**:



This will bring you to a page like the one shown here, where you can enter the text of your Profile, along with a picture to accompany it (download the image to your desktop first).

When you paste in the text of your Profile, we recommend cutting and pasting from word into a non-formatted word processing program like **notepad** (PC) or **textedit** (MAC), and then copying again before pasting into the browser) along with your picture.

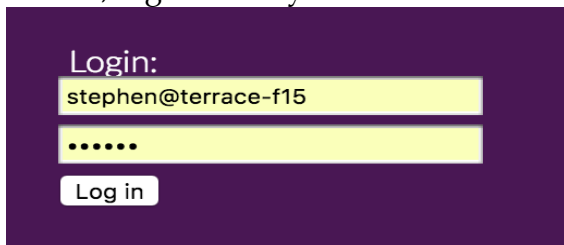


If you should ever need to amend your Profile, you can access the text by going back to your **My Profile** page, and then clicking again on **Edit Profile or Picture**.

## Viewing your students' online work

This guide will show you how to view your students' login names and passwords, public postings, and mailboxes in a consolidated way. It assumes that you have been given your own character with facilitator privileges. (If you're not sure, contact the project directors).

1. First, log on with your own character's login and password.



2. Along the right hand side, you should see a link that says, “Facilitators only: view user logins and activity.”

### Facilitators only:

view user logins and activity

3. The link will bring up a list of characters that are assigned to your class. (Contact the project directors if these characters are not the ones you expected to see).

Students  
**Angelina Jolie:** angelie@terrace-f15: thuspume ([change pwd](#)) ([profile/public posts](#) | [mail](#) | [all posts](#))  
**Barbara Frum:** frum@terrace-f15: quanawe ([change pwd](#)) ([profile/public posts](#) | [mail](#) | [all posts](#))  
**Ed Mirvish:** mirvish@terrace-f15: chokyste ([change pwd](#)) ([profile/public posts](#) | [mail](#) | [all posts](#))

Each character name is followed by that character’s login and password. (*The colon is not part of the login or password*). After the password, there is a link to each character’s profile (which has a list of their public posts), a second link to secretly view that character’s mailbox, and a third link to see everything that character has posted (publicly or privately) in one long list.

4. The “Activity” tab will show that character’s most recent 25 or so posts, but if you want to see more than that, click the “show all public activity” link at the very bottom.

**Angelina Jolie** ([delete?](#))  
[Edit profile or picture](#) [Unfollow](#)

Profile **Activity** Gallery Following Wall

Recent posts by Angelina Jolie:

**Comment on Testimony "Our second witness is called...Laila's Grandfather", by Angelina Jolie on December 02, 2015 11:56**  
 Mr. Mokeddem, What are your feelings about going against your granddaughter? Would you rather fight for the French government than your own granddaughter? Or, you will fight for what you believe ...[\(more\)](#)

**Comment on Testimony "Opening Statement of the Defense ", by Angelina Jolie on November 27, 2015 10:32**  
 Dear Marine Le Pen, I understand how you want everyone at your school to be focused on their schooling and not their religion but the truth is that everyone is different, even if they look and dre...  
[\(more\)](#)