

## GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Reading	Cognitive Skill Level - Evaluation	Correlation to Framework - 04.01/04.05	Lesson Number - 13
<p><b>Activity Title - Evaluating Material By Using Quotations</b></p> <p><b>Goal/Objective</b></p> <p>To increase a student's skill in evaluating reading selections.</p> <p><b>Lesson Outline</b> <b>Introduction</b></p> <p>Reading, as well as writing, is an active process, which requires the participant's involvement. Effective readers evaluate the material they are reading by mentally asking and answering questions as they read. One method of learning how to do this quickly is by quoting directly from the material in response to specific questions. This Newsweek article reports a specific incident and then discusses the broader implications of that incident. Passive readers often miss the meaning of an article like this because they pay attention only to the literal incident and fail to evaluate the entire discussion.</p> <p><b>Activity</b></p> <p>Have the students read the article by previewing it (read the title and the first sentence of each paragraph). Ask the students if they can predict or infer what this article is about based on their preview. Provide students with a list of questions regarding the article. Have the students respond to each question and underline the passage which supports the response. Discuss with students what the implications of this article are for everyone.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>Review students' responses to the questions. Discuss questions and concerns related to the far-reaching implications of the material found in the article.</p>			<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Handout—"The Duties of a Bystander" Newsweek, 1983'</li> <li>• Handout—Reading Assessment</li> <li>• Paper and pencils/pens</li> </ul>
			<p><b>Extension Activity</b></p> <p>Have student find articles in the paper or magazines that highlight victim's rights and how those rights have been violated. Discuss possible changes in the law that would better protect victims rights.</p>
<p><b>Real-Life Connection</b></p> <p>There has been much focus recently in the news on patient's rights. In fact, during the 2000 Presidential Campaign there was much discussion about establishment of a Patient's Bill of Rights. Have students write a letter to their senator about the need to protect patient's rights. Make sure students include supporting details and information as the basis for their request.</p>			<p><b>ESE/ESOL Accommodations</b></p> <p>Have student read along with another student</p> <p>Have students list words or phrases that are unfamiliar</p> <p>Highlight key phrases and concepts in the article</p>

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### Activity Title—Evaluating Material By Using Quotations

#### Introduction

*Say:* Reading, just like writing, is an active process, which requires you to get involved . Effective readers evaluate the material they are reading by mentally asking and answering questions as they read. One method to do this quickly is to quote directly from the material in response to specific questions. We are going to review an article from Newsweek magazine. When you first read this article you may think that it is just talking about a specific incident. However you will find that there are much boarder implications of that incident.

Remember, passive readers often miss the meaning of an article like this because they don't evaluate the entire discussion.

#### Main Activity

Have the students read the article by previewing it (read the title and the first sentence of each paragraph). Ask the students if they can predict or infer what this article is about based on their preview of it. Provide students with a list of questions regarding the article. Have the students respond to each question and underline the passage which supports the response. Discuss with students what the implications of this article are for everyone.

#### Debriefing/Evaluation Activity

Review students' responses to the questions. Discuss questions and concerns related to the far-reaching implications of the material found in the article.

**“The Duties of a Bystander”**  
**Newsweek, 1983**

The crime is beyond exaggeration. But there are technical problems with a case about men who repeatedly raped a woman while a crowd of drinkers stood by in New Bedford. Last week a grand jury indicted the alleged rapists and two of the witnesses who reportedly encouraged the attack and helped hold the woman on a pool table. But what about the others? Police say that no one came to the victim's aid, not even the man who brushed off her clutching arms as he edged past the attackers. Didn't they at least owe her a phone call to the police?

Ethically, most people would say yes. But legally, the answer is no. Where strangers are involved, the criminal law does not recognize sins of omission. Witnesses are not required to report crimes, and will not be punished for their silence. "Mere presence during a crime is not enough" to make someone an accessory, says New Bedford's District Attorney Ronald A. Pina. "You must have participated." Pina felt intense pressure to bring charges against the by-standers--3,000 demonstrators marched through the city demanding their heads. He considered dusting off an old common-law crime known as "misprision of a felony," which loosely translates to failure to give authorities information about a crime. But there are technical problems with that charge, and when the U. S. Supreme Court reviewed it--in 1822--it was found "too harsh for man."

Tort law follows the same path. It's a black-letter rule, as the lawyers say, that people have no duty to rescue strangers. Exceptions to that doctrine have developed: storeowners and landlords must reasonably protect their customers and tenants, much as sea captains of yore had to look after their sailors. But those variations only reinforce the general rule and its corollary: strangers need not even call 911. "Take this case," says Jerome Leitner, a Brooklyn Law School torts specialist. "A baby slips off a dock into three feet of water. All an adult has to do to save him is get his feet wet. Can he stand there with impunity? Yes. Is he his brother's keeper? Anglo-Saxon law says no."

The Europeans take a different view. The French penal code holds that anyone who fails to aid someone in peril is liable for imprisonment and fine. West Germany and the Soviet Union have similar provisions. But in this country only Vermont levies a fine of \$100 for failing "to reasonably assist" a gravely endangered person. Even that provision,

according to a 1982 law-review article, has yet to be used. The resistance to adopting the European model stems at least in part from the potential courthouse complications. How can liability be apportioned among many bystanders? Does a witness with a bad heart have a complete defense? Will the threat of prosecution stimulate strangers to help, or encourage them to run in the opposite direction?

**Group Effect:**

While the lawyers argue, the social scientists have been trying to discover under what circumstances strangers will intervene. The research began in earnest 19 years ago after 38 New Yorkers listened to Kitty Genovese scream for help but did nothing to save her from her murderer. After considerable effort, researchers have discovered that bigger, stronger and more self-confident people are most likely to offer assistance. The most intriguing finding comes from Bibb Latane, who uncovered the "group effect" in his work at Ohio State University. His research suggests that when more potential helpers are present, it is less likely that any will step out of the crowd. As Fordham University's Harold Takooshian says, witnesses are unwilling to break "the prevailing norm" and instead will try to "rationalize or misinterpret" what they see. It's hard, however, to misread a two-hour rape. The witnesses in Big Dan's Tavern may not go to prison, but they presumably face the task of doing time with their consciences.

