Name_6th	Title: It's Our Wo	rld ,Too <i>i</i>	Author: Daybook pg.	155
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Evaluating Reasoning

Step 1	Step 2	Step 3	Step 4			
			Evaluate the character's decisions:			
What is the action the	What were the	Why did the character	What flaws were there in the	What logical reasons support the	Do you agree or disagree	Does the character's
character takes?	consequences?	act in this way?	character's thinking?	choices made?	with the characters	treatment of the other
(Text based)	(Text based and/or inferred	(Text based and/or inferred information)	Support your answer.	Support your answer.	reasoning?	characters seem fair?
	information)				Support your answer.	Why or why not?
					Opinion:	Judgment:
Mr. Star:	Class is excited	It was a school activity		He is presenting history; kids enjoy	l agree/disagree	Yes, it's fair/ No, it's not
Class is going to reenact the				simulations	1 agree because learning	fair
Constitutional Convention					history in a fun way	
						Evidence:
Announced that only boys					Evidence: None?	
would be allowed to be						
delegates or vote for delegates	Sarah is furious and decides	He wanted the event to be as close to	He does not realize how women's roles	They would really understand how it	Disagree: girls won't be	
	t protest	history as possible	have changed and that girls won't put	was then;	involved in the learning	Unfair: because girls
	, F. 2.2.2.	······	up with this treatment	They would learn life lessons beyond		can't participate
			the water and a controlle	history —discrimination; not giving in	Evidence: None?	car i participato
				to students	Lviderice. Norte :	
Named and above the second				w statefits		
He would not change his mind						
					Disagree: he is not being	
			He is not flexible in his thinking		flexible	Unfair, because the

	Sarah went to the principal	He does not value Sarah's opinion				principal told him to
					Evidence: None?	change and he did not
Sarah:						
She withheld her feelings about						
only boys being delegates until						
she got home			It increased her frustration. She did not		Agree: she knows herself	
	She became more upset as	She did not speak well when she was	give Mr. Star a chance to respond. She	She did not act impulsively and say	(her strengths and	
	the day went on. Mr. Star did	angry	missed out on comfort from her friends	something she might regret later. Her	weaknesses) and what to do	
	not know how she felt			mom would listen to her and support	when she's angry	
Tells mom				her		
					Evidence: None?	
			She probably thought about it all day		Agree: It is good to share	
					things that bother you with	
	She feels better			Is able to tell he mom about things	your parents	Yes? Why? Evidence?
		To get it off her chest; to let go of it		that bother her		
					Evidence: None?	
She decides to organize a			She might be drawing negative		Agree: She is upset and is	
protest/demonstration			attention to herself from both the boys		working to make it right.	
process decire			and Mr. Star	She is a strong individual	working to made to rights	Yes? Why? Evidence?
	Sha faala ammayarad atrang	Sha had the gumant of how mother and	and Mr. Star	one is a scrong manual	Evidence :None?	res: Why: Evacace:
	Site Jeets empowered, strong	She had the support of her mother and			Lvidence inone:	
		friends — she called asking for support				

Step 1	Step 2	Step 3		Step 4 Evaluate the character's	decisions:	
What is the action the character takes?(Text based)	What were the consequences? (Text based and/or inferred information)	Why did the character act in this way? (Text based and/or inferred information)	What flaws were there in the character's thinking? Support your answer.	What logical reasons support the choices made? Support your answer.	Do you agree or disagree with the characters reasoning? Support your answer. More Evidence:	Does the character's treatment of the other characters seem fair? Why or why not? More Evidence:
<u>Dr. Calvin:</u>						
Agreed that rule was wrong	Teacher chose to not make a choice and ignore Dr. Calvin	To be fair t all students (girls and non-white boys)	What if teacher made the choice to not choose other option? Parents could get mad	She was giving ALL teachers a choice and listening to as student's concern	Agree: the teachers were able to choose to meet Sarah half way — let girls in or to be accurate keep boys out who were not white	Not filled out?
					Evidence? None? Disagree: keep it historically corredt?	

Step 5: What is the most important conclusion that can be drawn from the selection? You should appropriately voice your opinion when you think something is not fair.						
Step 6: What would you do in a similar situation? Why? I would have done what Sarah did. She told her mom about it; she agreed that it did not sound fair. Sarah presented her problem to the principal who gave her more support. She tooklthe right steps for the situation.						
Come up with an opposing answer.						