

Integrating Sources of Information About Individual Rights

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When you **integrate sources of information**, you bring together facts, opinions, and ideas from different print and digital sources. When you integrate information into a writing project, you must reproduce the information accurately and acknowledge the source appropriately.

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You integrate sources of information when you

- adapt several online recipes to create your own recipe for guacamole
- reference information from a documentary film, an online article, and an interview with an immigration agent in a paper you are writing about recent changes to your state's immigration laws.
- write a description of the invasion of Normandy after reading eyewitness accounts from soldiers and studying images of maps and battle plans from World War II

In what other situations might you integrate sources of information?

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Directions: In the next cluster, you will be reading paired selections about topics related to students' rights. In Model A, you can see how one reader integrated information. Model B asks you to write a paragraph integrating information from the same sources. Be sure to include in-text citations.

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Model A

Source 1: “Tinker Case Guides Court as Student’s Parody of Principal is Ruled Protected Speech,” by Beth Hawkins, page 114

“Because the School District concedes that Justin’s profile did not cause disruption in the school, we do not think that the First Amendment can tolerate the School District stretching its authority into Justin’s grandmother’s home and reaching Justin while he is sitting at her computer after school in order to punish him for the expressive conduct that he engaged in there,” the court found.

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Model A

Source 2: “Student Speech Can Be Restricted,” by Chief Justice John Roberts, page 117

The question thus becomes whether a principal may, consistent with the First Amendment, restrict student speech at a school event, when that speech is reasonably viewed as promoting illegal drug use. We hold that she may.

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Model A

Model Integration: The type of student speech protected under the First Amendment depends upon where the student is and what that speech is promoting. The Supreme Court has ruled that schools can't punish students for behavior in their homes (Hawkins 114). However, the Court has ruled that schools may "restrict student speech at a school event, when that speech is reasonably viewed as promoting illegal drug use" (Roberts 117).

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Model B

Source 1: “Tinker Case Guides Court as Student’s Parody of Principal is Ruled Protected Speech,” by Beth Hawkins, page 112

In 1965, a 13-year-old Iowa girl by the name of Mary Beth Tinker wore a black armband to school in protest of the Vietnam War and in defiance of a school-board policy enacted specifically to ward off the display . . . [Tinker and her brother] also came to the attention of the American Civil Liberties Union, which waged a four-year court battle on their behalf that culminated in *Tinker v. Des Moines*, a landmark U.S. Supreme Court decision barring public school officials from censoring student speech unless it disrupts the educational process.

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Model B

Source 2: “Student Speech Can Be Restricted,” by Chief Justice John Roberts, pages 117–118

The essential facts of *Tinker* are quite stark . . . the students sought to engage in political speech, using the armbands to express their “disapproval of the Vietnam hostilities and their advocacy of a truce, to make their views known, and, by their example, to influence others to adopt them.” Political speech, of course, is “at the core of what the First Amendment is designed to protect” [*Virginia v. Black* (2003)].

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Model B

Possible Integration: In 1965, when Mary Beth Tinker wore an armband to school in protest of the Vietnam War, school officials censored her display (Hawkins 112). The Supreme Court later ruled that Tinker's right to freedom of speech had been denied and that political speech within the school context is protected by the First Amendment (Roberts 117–118).