

Join the national conversation!



Word Generation - Unit 3.14

Focus Words

emerge | exploit | furthermore | confront | interfere

Weekly Passage

In 2007, CBS began filming a reality TV series called *Kid Nation*. Forty kids, eight to fifteen years old, lived alone, without any adults, in a ruined town deserted in the late 1800s. The town had no running water or electricity. The director and camera operators were always present, but they did not interfere unless it was necessary. The kids made their own laws and had to cooperate with each other.

The show's producers divided the participants into four teams. Teams competed against each other for money and other rewards. Participating children had the choice to leave the show anytime they wished. In fact, three kids did leave in the middle of the show. Supporters of the program say this was a good opportunity for kids to learn about the challenges inherent in running a town.

Supporters of *Kid Nation* thought the show gave kids an interesting opportunity to confront challenges collaboratively. Some kids emerged as leaders of the group, and others took on important roles in managing the town. All participants were rewarded for their work on the show with a \$5,000 paycheck. Through the competitions, they also had the opportunity to earn gold stars worth \$20,000 to \$50,000. At the end of the show three participants received \$50,000 gold stars.

Opponents say CBS was exploiting the kids to make money. Some even accused CBS of not caring about the kids' safety or well-being during the series. They point out that the kids sometimes experienced dangerous situations. In one instance five kids drank bleach from unmarked bottles

thinking it was water. While they all survived, none of the adults warned them or intervened to stop them.

Opponents remind us that, in each episode, the kids were confronted with a "challenge" that was designed to create conflict on the set. On a TV show, conflict is more interesting than everyone getting along, so people who are against *Kid Nation* say this is another way that CBS exploited the kids.

Furthermore, opponents remind us that the kids worked long hours and had limited privacy (kids were filmed all the time). CBS said that the program was like summer camp, so the station did not have to follow child labor laws that protect kids who work. Parents had to sign a contract stating they would not sue the television network if anything happened to their kids, which included the possibility of death.

Supporters say this was a good opportunity for kids to develop leadership skills and make some money. Opponents suggest that the producers were mostly concerned with the show's ratings and that they endangered and exploited the young participants. Supporters want there to be a *Kid Nation 2*. What is your opinion? Should there be a *Kid Nation 2*?

TEACHER: Discussion Questions

- ▶ The show was set to take place in what time period?
- ▶ What kinds of challenges do you think kids would have in that time period that they would not have today?
- ▶ Why do you think being a volunteer would not trigger child labor laws?
- ▶ What are some lessons kids might learn on *Kid Nation*?
- ▶ What are some dangers kids might face on *Kid Nation*?

Unit 3.14 - Should there be a Kid Nation 2?

Focus Word Chart (teacher version)

Word	Meaning	Forms			Related Words
		Inflectional	Basic Word Classes	Prefixes/ Suffixes	
confront	(v.) - to face, especially in challenge	confronts confronted confronting		confrontal confronter confrontation confrontational	affront
interfere	(v.) - to get in the way of	interferes interfered interfering		interferer interference	
emerge	(v.) - to become known; to come out	emerges emerged emerging	merge	emergence emergent	submerge immersion
exploit	(v.) - to make use of, often unfairly	exploit (n.) exploits exploited exploiting		exploiter exploitable exploitability exploitation	
furthermore	(adv.) - in addition to what came before				

Unit 3.14 - Should there be a *Kid Nation* 2?

Problem of the Week



Option 1: On the show *Kid Nation*, kids worked and played without adult **interference**. As time went by, certain kids **emerged** as leaders. They resolved **conflicts**. **Furthermore**, they were able to **exploit** opportunities to bring kids together, like when Morgan helped set up a no-pressure prayer time. Morgan was awarded two gold stars, worth a total of seventy thousand dollars.

Which of the following choices represents seventy thousand dollars?

- A) \$7,000
- B) \$70,000
- C) \$700,000
- D) \$70,000,000

Option 2: Some people accused company that produced of *Kid Nation* of **exploiting** kids. These kids were put in situations designed to create **conflicts** that would make the TV show exciting. When kids got upset, their angry words or sad tears were broadcast to millions of people. On the other hand, some people said, if the kids chose to participate, why should anyone else **interfere**? Many of the kids wanted to be actors, and they loved the attention. Some **emerged** as celebrities who appeared on talk shows and got acting roles. **Furthermore**, some kids won cash prizes.

Out of 40 contestants, 16 won cash prizes. When the show began, what was the probability that any one kid would earn a cash prize?

Answer: 2/5

Math Discussion Question: Different observers tell **conflicting** stories of what happened on *Kid Nation*. Did adults **exploit** innocent kids to make money? Or did **emerging** young actors **exploit** an opportunity to become famous? **Furthermore**, who should decide if kids are being exploited? If kids *are* being exploited, who should **interfere** or step in to protect them from **exploitation**?

Wikipedia.org (n/d) Kid nation. Retrieved on August 16, 2008 from http://en.wikipedia.org/wiki/Kid_nation

Should there be a Kid Nation 2? Debating the Issue



GO!

I. Get ready...

Pick one of these positions (or create your own).

A Kid Nation is a great opportunity for kids. Kid Nation 2 should be made in just the same way as Kid Nation.

B Kid Nation is a great opportunity for kids. Kid Nation 2 should be made but with clearer rules about when adults will become involved.

C Kid Nation exploits kids. Kid Nation 2 should not be made until the producers have better safety rules.

D Kid Nation exploits kids and puts them at risk. Kid Nation 2 should not be made.

E _____

Be a strong participant by using phrases like these.

...because...

I disagree with part of that...

An example might help convince me. Can you give me an example?

What part of the passage makes you think that?

2. Get set...

Be ready to provide evidence to back up your position during your class discussion or debate. Jot down a few quick notes:

TEACHER

Whatever debate format you use in your class, ask students to use academically productive talk in arguing their positions. In particular, students should provide reasons and evidence to back up their assertions. It may be helpful to read these sample positions to illustrate some possibilities, but students should also be encouraged to take their own positions on the issue at hand.

Unit 3.14 - Should there be a Kid Nation 2?

Science Activity



This activity is designed to help you practice thinking like a scientist and to use this week's focus words. Sometimes the data are based on real research, but they should never be considered true or factual.

Marta, a student in Professor Seemy's class, doesn't like the idea of Kid Nation. "If I went on Kid Nation, problems might **emerge** that I wouldn't want to **confront** without adults to help me. What if somebody got hurt? **furthermore**, I wouldn't want to do all my own cooking and chores!"

Nate disagrees. "I don't think that Kid Nation **exploits** children at all. All the children on the show agreed to join, and kids should be able to make their own choices without adults **interfering**! I don't understand why we have to wait until we turn 18 to sign contracts and vote. 18 years is a long time! I bet that most other countries have a voting age lower than 18."

"Let's find out if Nate is right about voting ages!" says Professor Seemy.

Source: The voting age statistics can be found at the following site:

http://en.wikipedia.org/wiki/Voting_age#Voting_ages_around_the_world

This quote from the above website describes the countries with the highest and lowest ages: "The minimum age is 16 in Austria, Brazil, Cuba, Nicaragua and the Isle of Man (though Mann is not a sovereign state). People aged 16–18 can vote in Bosnia, Serbia and Montenegro if employed. The highest minimum voting age is 25 in Uzbekistan."

For a more challenging activity, students can be asked to calculate the percentage of countries with a voting age under 18, and the percentage of countries with a voting age of 18 or over.

Question:

How many countries allow citizens to vote when they are younger than 18?

Hypothesis:

Over 50% of countries in the world will have a voting age that is lower than 18.

Materials:

- ▶ Data about the legal voting age in different countries around the world

Procedure:

Using the data set, calculate the percentage of countries with each voting age.

Data:

Voting Age	Number of Countries	Percentage of Countries
16	7	3.20%
17	6	2.74%
18	187	85.39%
19	3	1.37%
20	3	1.37%
21	12	5.47%
25	1	0.46%

Conclusion:

Is the hypothesis supported or not by the data?

Supported

What evidence supports your conclusion?

Fifteen percent more native speakers “remembered” the false target than non-native speakers.

How would you make this a better experiment?

Encourage students to consider sample size, number of trials, control of variables, whether the procedure is a true measure of the question, whether the experiment can be repeated by other scientists, data collection and recording systems, and other potential explanations for the outcome. Students should understand that these simple experiments represent the beginning of an exploration, not the end. If time permits, have students suggest how the experiment could be strengthened, emphasizing the use of the target words in the discussion.



Writing Prompt

Who is responsible for protecting teens from online predators?

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

Focus Words

pose | contact | prime | minimum | unmonitored

TEACHER

Ask students to write a response in which they argue a position on the weekly topic.

Put the writing prompt on the overhead projector (or the board) so that everyone can see it. Remind students to refer to the word lists in their Word Generation notebooks as needed.

A tool to help you think about your own writing!

Remember you can use focus words from any of the WG Units.

Check off what you accomplished:

Good Start

- ☐ Stated my own position
- ☐ Included 1 focus word

Pretty Good

- ☐ Stated my own position clearly
- ☐ Included 1-2 arguments
- ☐ Included 1-2 focus words

Exemplary

- ☐ Stated my own position clearly
- ☐ Included 1-2 arguments
- ☐ Included 1 counterargument
- ☐ Used 2-5 focus words

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.