



The C.A.P.E.S page serves as a supplemental resource to personalize your learning. Free materials are linked for your consideration to support the implementation of current and controversial issue discussions.

Creating a Climate for Discussion

DESCRIPTION

- Students critically think about issues related to identity and community to help them assess possible biases that could impact their understanding of self and others.
- Students are clear on ground rules that reflect key principles of inclusive and productive discussions. Ideally, student voice should be included in building or clarifying norms.
- Students identify, create and/or respond to both essential and supporting questions.
- Students are clear on how they will be assessed and ideally, participate in defining proficiency.
- Students reflect on how their lived experiences with controversial issues discussion impact their attitudes towards deliberation. Instruction is designed to address both strengths and challenges in civil conversations.

POSSIBLE RESOURCES

- **Identity, Community, and Biases**
 - [Confirmation and Other Biases](#), from Facing History and Ourselves
 - [Classroom Culture](#), from Teaching Tolerance
 - [What's your FRAME?](#), from Teaching Tolerance
 - [Project Implicit: Online tests to discern biases](#)
 - [Lessons in Personhood: 10 Ways to Truly Lead Your Classroom](#), from Cult of Pedagogy
 - [Icebreakers that Rock](#), from Cult of Pedagogy
 - [10 Powerful Community-Building Ideas](#), from Edutopia
 - [The Danger of a Single Story](#), TED talk by Chimamanda Ngozi Adichie
- **Engaging Student Voice in Building Norms**
 - [Civil Discourse in the Classroom](#), from Teaching Tolerance
 - Facing History and Ourselves
 - [Class Contracting](#)
 - [Fostering Civil Discourse](#)
 - Discussion Inventory for Students
 - [CCID Student Discussion Inventory - paper](#)
 - [CCID Student Discussion Inventory - google form](#)
- **Engaging Student Voice in Creating Questions**
 - [The Question Formulation Technique](#), from Right Question Institute
 - [The Q Matrix](#), from Howard Gardner's Multiple Intelligences
 - [Visible Thinking](#), from Project Zero
 - [See-Think-Wonder](#)
 - [Think-Puzzle-Explore](#)
- **Engaging Student Voice in Creating Rubrics**
 - [Involving Students in Creating Assessment](#), from Galileo Educational Network



**Current & Controversial
Issue Discussions**



Facilitation of Knowledge Grounding

DESCRIPTION

- Students preparation is supported with appropriate preparation guides and grade-level appropriate texts.
- Students demonstrate mastery of relevant disciplinary content related to the discussion topic.
- Students analyze a variety of credible texts in order to synthesize information for discussion, taking note of any bias and the author's purpose.
- Students identify multiple perspectives related to current and controversial issues.
- Students synthesize information to address essential and supporting questions related to the discussion.

POSSIBLE RESOURCES

- **Formative Assessment Ideas to Show Mastery or Synthesize Information**
 - [56 Formative Assessment Ideas](#), curated by David Wees, Formative assessment specialist, New Visions for Public Schools
 - [53 Ways to Check for Understanding](#), from Edutopia
 - [Tools for Formative Assessment](#)
 - [75 Tools to Improve Student Learning](#), from Stefanie Wager, Iowa DOE
- **Text Resources to Ground Discussion**
 - [Student Government Affairs Newsletter](#)
 - [AllSides.com](#)
 - [Pro/Con.org](#)
 - [IllinoisCivics.org Lesson Plans](#)
 - [The Choices Program](#), from Brown University
 - [National Issues Forums](#)
 - [Street Law Deliberations](#)
 - [Above the Noise](#), from KQED
- **Tools for Differentiation**
 - [Rewordify.com](#)
 - [Text to Speech Reader](#)





Discussion	
DESCRIPTION	POSSIBLE RESOURCES
<ul style="list-style-type: none">• Students utilize a discussion strategy that is appropriate for the content and focus of the conversation.• Students employ a variety of rhetorical tools (logos, ethos, pathos) in an effort to inform and persuade others.• Students actively listen and respond appropriately to their peers to corroborate, clarify, question or provide an alternative perspective.• Students use appropriate transitions throughout the discussion, acknowledging the thoughts of others.• Students invite others into the conversation and encourage the sharing of multiple viewpoints.• Students demonstrate self-awareness, the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.• Students take a role in enforcing the ground rules and hold one another accountable, in a civil and respectful way.	<ul style="list-style-type: none">• Rhetorical Tools for Students<ul style="list-style-type: none">○ The Basics of Persuasion, from CRF Civic Action Project○ Four Step Refutation Strategies, from Univ. of Pittsburg Department of Communication• Active Listening<ul style="list-style-type: none">○ Learn to Listen, Listen to Learn, from Facing History and Ourselves○ How to Listen with Compassion, from Greater Good Science Center at UC Berkeley• Discussion Transition Statements• Socratic Seminars in Science Class, from U.S. National Library of Medicine• Ground Rules for Philosophical Chairs• Education Strategies for Structured Discussion, from Northwest Association for Biomedical Research• The Political Classroom• Equity Mapping Tool• 26 Sentence Stems for Higher-Level Conversation in the Classroom, from Teach Thought• Student Self-Awareness of Social Emotional Learning<ul style="list-style-type: none">○ CASEL Core Social-Emotional Learning Competencies○ Dialogue vs. Debate, from Global Campus





Closure and Reflection

DESCRIPTION	POSSIBLE RESOURCES
<ul style="list-style-type: none">• Students indicate how thinking has evolved or clarified as a result of knowledge grounding and discussion.• Students assess the effectiveness of participation and opportunities for growth.• Students reflect on the claims and counter-claims of others to articulate their perspective on a current and controversial issue discussion.• Students create additional essential and supporting questions to extend the inquiry.	<ul style="list-style-type: none">• Reflection Strategies<ul style="list-style-type: none">○ Reflection and Action for Civic Participation, from Facing History and Ourselves○ Big Paper Talk, from Facing History and Ourselves○ Reflective Writing and Thinking, from UTM Experiential Education Office○ Visible Thinking, From Project Zero<ul style="list-style-type: none">▪ I Used to Think, Now I Think▪ What Makes You Say That?• Formative Assessment Ideas to Assess Student Growth<ul style="list-style-type: none">○ 56 Formative Assessment Ideas, curated by David Wees, Formative assessment specialist, New Visions for Public Schools• Engaging Student Voice in Creating Questions<ul style="list-style-type: none">○ The Question Formulation Technique, from Right Question Institute○ The Q Matrix, from Howard Gardner's Multiple Intelligences

