



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	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Students identify, create and/or respond to both essential and supporting questions.</li> <li>• Students are clear on how they will be assessed and ideally, participate in defining proficiency.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community Building Activities</b> <ul style="list-style-type: none"> <li>○ <a href="#">Icebreakers that Rock</a>, from Cult of Pedagogy</li> <li>○ <a href="#">10 Powerful Community-Building Ideas</a>, from Edutopia</li> <li>○ <a href="#">80 back to school activities for the remote learning classroom</a>, from DitchThatTextbook</li> <li>○ <a href="#">But How Do We Build Community? Ideas for Virtual and Hybrid Learning</a>, from Educator Pernille Ripp</li> <li>○ <a href="#">Remote Learning Toolkit</a>, from IllinoisCivics.org</li> </ul> </li> <li>• <b>Identity and Biases</b> <ul style="list-style-type: none"> <li>○ <a href="#">Confirmation and Other Biases</a>, from Facing History and Ourselves</li> <li>○ <a href="#">Classroom Culture</a>, from Learning for Justice</li> <li>○ <a href="#">What's your FRAME?</a>, from Learning for Justice</li> <li>○ <a href="#">Project Implicit: Online tests to discern biases</a></li> <li>○ <a href="#">Lessons in Personhood: 10 Ways to Truly Lead Your Classroom</a>, from Cult of Pedagogy</li> <li>○ <a href="#">The Danger of a Single Story</a>, from TED talk by Chimamanda Ngozi Adichie</li> <li>○ <a href="#">Icebreakers that Rock</a>, from Cult of Pedagogy</li> <li>○ <a href="#">10 Powerful Community-Building Ideas</a>, from Edutopia</li> <li>○ <a href="#">The Danger of a Single Story</a>, TED talk by Chimamanda Ngozi Adichie</li> <li>○ <a href="#">Peel the Fruit</a>, from Visible Thinking</li> </ul> </li> <li>• <b>Engaging Student Voice in Building Norms</b> <ul style="list-style-type: none"> <li>○ <a href="#">Addressing Equity Through Student &amp; Family Voice in Classroom Learning</a>, from Institute of Education Services</li> <li>○ <a href="#">Civil Discourse in the Classroom</a>, from Learning for Justice</li> <li>○ Facing History and Ourselves               <ul style="list-style-type: none"> <li>▪ <a href="#">Class Contracting</a></li> <li>▪ <a href="#">Fostering Civil Discourse</a></li> </ul> </li> <li>○ Discussion Inventory for Students               <ul style="list-style-type: none"> <li>▪ <a href="#">CCID Student Discussion Inventory-paper</a></li> <li>▪ <a href="#">CCID Student Discussion Inventory - google form</a></li> </ul> </li> </ul> </li> <li>• <b>Engaging Student Voice in Creating Questions</b></li> </ul>



## Creating a Climate for Discussion

- [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](#)
  - [Slides of Visible Thinking Routines](#), from Dr. Caitlyn Tucker
- **Engaging Student Voice in Creating Rubrics**
  - [Involving Students in Creating Assessment](#), from Galileo Educational Network
  - [Co-Creating Success Criteria with Students](#), from Cult of Pedagogy





## 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](#)
  - [Talking Points](#)
  - [Read Aloud: A Text to Speech Voice Reader](#)
  - [Announcify](#)
  - [Voice in Voice Typing](#)
  - [Dyslexia Friendly](#)
- **Tools to Support News Literacy**
  - [Independent and Collaborative Learning Resources](#), from Checkology & News Literacy Project
  - [Online Classes and Training, Lesson Plans and Discussion Topics](#), from Newseum
  - [Civic Online Reasoning](#), from Stanford History Education Group (SHEG)
  - [News Literacy Resources](#), from iCivics





## Discussion

### DESCRIPTION

- 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.

### POSSIBLE RESOURCES

- **Rhetorical Tools for Students**
  - [The Basics of Persuasion](#), from CRF Civic Action Project
  - [Four Step Refutation Strategies](#), from Univ. of Pittsburg Department of Communication
  - [Kialo.com](#)
- **Active Listening**
  - [Learn to Listen, Listen to Learn](#), from Facing History and Ourselves
  - [How to Listen with Compassion](#), from Greater Good Science Center at UC Berkeley
- [Building Students' Cognitive Flexibility](#), from Edutopia
- [Resources to Respond to Tragedy and Violence](#)
- [The Political Classroom](#)
- [Equity Mapping Tool](#)
- **Sentence Starters to Support Civil Discourse**
  - [26 Sentence Stems for Higher-Level Conversation in the Classroom](#), from Teach Thought
  - [Secondary Discourse Sentence Starts](#)
  - [Discussion Transitions](#), from Mrs. Candace Fikis, Community HS, West Chicago, IL
  - [Bounce Cards](#), from Himmele, P & Himmele W, Total Participation Techniques
- **Student Self-Awareness of Social Emotional Learning**
  - [CASEL Core Social-Emotional Learning Competencies](#)
  - [Dialogue vs. Debate](#), from Global Campus
- **Online Tools for Remote Learning**
  - [Essential Apps for the Physical and Digital Classroom](#), from Edutopia
  - [Distance Learning Tools](#)





## Discussion

### CURRENT & CONTROVERSIAL ISSUE DISCUSSION COURSE STRATEGIES & RELATED RESOURCES

#### Resources to Support Structured Academic Controversy



[Structured Academic Controversy Remote Learning Edition](#)



[Structured Academic Controversy Fillable PDF Student Guide](#)

- [Education Strategies for Structured Discussion](#), from Northwest Association for Biomedical Research

#### Resources to Support Socratic Seminars



[Socratic Seminar Remote Learning Edition](#)



[Socratic Seminar Fillable PDF Student Guide](#)

- [Socratic Smackdown](#), from Institute of Play
- [Socratic Seminars in Science Class](#), from U.S. National Library of Medicine
- [Socratic Seminar Stems](#), from Facing History and Ourselves
- [Socratic Seminar](#), from LTA Toolkit

#### Resources to Support Philosophical Chairs & Similar Strategies



[Philosophical Chairs Remote Learning Edition](#)



[Philosophical Chairs Fillable PDF Student Guide](#)

- [Philosophical Chairs Rules](#), from Julie Thomas
- [Four Corners](#), from Facing History and Ourselves
- [Barometer](#), from Facing History and Ourselves





## Closure and Reflection

### DESCRIPTION

- 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.

### POSSIBLE RESOURCES

- **Reflection Strategies**
  - [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
    - [I Used to Think, Now I Think](#)
    - [What Makes You Say That?](#)
    - [Visible Thinking Routines](#), from Dr. Caitlyn Tucker
- **Formative Assessment Ideas to Assess Student Growth**
  - [56 Formative Assessment Ideas](#), curated by David Wees, Formative assessment specialist, New Visions for Public Schools
- **Assessment Tools**
  - [Know Your Terms: Holistic, Analytic and Single-Point Rubric](#), from Cult of Pedagogy
  - [Three Key Questions on Measuring Learning](#), from ASCD
  - [Authentic Ways to Develop Performance-Based Activities](#), from ThoughtCo.
- **Engaging Student Voice in Creating Questions**
  - [The Question Formulation Technique](#), from Right Question Institute
  - [The Q Matrix](#), from Howard Gardner's Multiple Intelligences

