



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"> • 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. 	<ul style="list-style-type: none"> • Community Building Activities <ul style="list-style-type: none"> ○ Icebreakers that Rock, from Cult of Pedagogy ○ 10 Powerful Community-Building Ideas, from Edutopia ○ 80 back to school activities for the remote learning classroom, from DitchThatTextbook ○ But How Do We Build Community? Ideas for Virtual and Hybrid Learning, from Educator Pernille Ripp ○ Remote Learning Toolkit, from IllinoisCivics.org • Identity and Biases <ul style="list-style-type: none"> ○ Confirmation and Other Biases, from Facing History and Ourselves ○ Project Implicit: Online tests to discern biases ○ Lessons in Personhood: 10 Ways to Truly Lead Your Classroom, from Cult of Pedagogy ○ The Danger of a Single Story, from TED talk by Chimamanda Ngozi Adichie ○ 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 ○ Peel the Fruit, from Visible Thinking • Engaging Student Voice in Building Norms <ul style="list-style-type: none"> ○ Addressing Equity Through Student & Family Voice in Classroom Learning, from Institute of Education Services ○ Facing History and Ourselves <ul style="list-style-type: none"> ▪ Class Contracting ▪ Fostering Civil Discourse ○ Discussion Inventory for Students <ul style="list-style-type: none"> ▪ CCID Student Discussion Inventory-paper ▪ CCID Student Discussion Inventory - google form • Engaging Student Voice in Creating Questions



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

