



**C.A.P.E.S.**

**Classroom Applications,  
Practical Extensions,  
& Strategies**

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 instruction of Constitutional Democracy as Content and Practice.

**Component & Indicators from the Pedagogy Companion to the EAD Roadmap: Excellence for ALL**

DESCRIPTION	POSSIBLE RESOURCES
<ul style="list-style-type: none"><li>• Students take ownership and responsibility for learning.</li><li>• Students connect content with relevant experiences and interests to deepen learning.</li><li>• Students develop an understanding of themselves, including their identities, interests, strengths, and areas for growth.</li><li>• Students recognize the possibilities for all people in the United States to participate in American constitutional democracy.</li></ul>	<p>Tools for Creating Classroom Norms</p> <ul style="list-style-type: none"><li>• <a href="#">8 Components of a Reflective Classroom</a></li><li>• <a href="#">Do You REALLY Want to Hang That Poster? Creating Civic and Collaborative Spaces</a></li><li>• <a href="#">Classroom Culture from Learning for Justice</a></li><li>• <a href="#">The Science Behind Classroom Norming</a> from Edutopia</li><li>• Facing History and Ourselves:<ul style="list-style-type: none"><li>○ <a href="#">Class Contracting-Video</a></li><li>○ <a href="#">Fostering Civil Discourse</a></li></ul></li></ul> <p>Tools for Understanding Identity</p> <ul style="list-style-type: none"><li>• <a href="#">Lessons in Personhood: How to Truly Lead Your Classroom</a>” from <a href="#">Cult of Pedagogy</a></li><li>• <a href="#">What is your FRAME</a> from <a href="#">Learning for Justice</a></li><li>• <a href="#">Civic Self Portrait</a> from Facing History and Ourselves</li><li>• <a href="#">Identity Charts</a> from Facing History and Ourselves</li></ul>



	<p>Tool for Understanding Biases</p> <ul style="list-style-type: none"><li>● <a href="#">Confirmation and Other Biases from Facing History and Ourselves</a></li><li>● <a href="#">Project Implicit: Online tests to discern biases</a></li></ul> <p>Tools to Understand Multiple Perspectives from Project Zero Visible Thinking Routines</p> <ul style="list-style-type: none"><li>● <a href="#">Circle of Viewpoints:</a></li><li>● <a href="#">Same and Different</a></li><li>● <a href="#">Who Am I? Explore, Connect, Identify, Belong</a></li></ul> <p>Differentiation Tools</p> <ul style="list-style-type: none"><li>● <a href="#">Rewordify.com</a> to simplify text language</li><li>● <a href="#">Text to Speech Reader</a>- free Google extension</li><li>● <a href="#">Talk Points</a> is a free tool to communicate with families in their home language.</li><li>● <a href="#">Read Aloud</a> is a text-to-speech voice reader.</li><li>● <a href="#">Announcify</a> is a Chrome extension that lets students listen to articles on the web.</li><li>● <a href="#">Voice In Voice Typing</a> allows students to voice in their keyboarding on any website.</li><li>● <a href="#">Dyslexia Friendly</a> increases the readability of websites by changing to easier-to-read fonts and adding visual enhancements.</li></ul>
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## Component & Indicators from the Pedagogy Companion to the EAD Roadmap: Growth Mindset and Capacity Building

DESCRIPTION	POSSIBLE RESOURCES
<ul style="list-style-type: none"><li>• Students reflect, relearn, revise, and revisit learning to solidify content acquisition and the ability to analyze, evaluate, and apply their knowledge.</li><li>• Students maintain expectations to continuously improve their work and develop content expertise with civic purpose.</li><li>• Students give feedback about the learning experience and advocate for the support needed to achieve excellence.</li></ul>	<p>Student Reflection Activities for Growth and Improvement from <i>Project Zero Visible Thinking Routines</i></p> <ul style="list-style-type: none"><li>• <a href="#">Compass Point Reflection</a>.</li><li>• <a href="#">Color, Symbol, Image</a></li><li>• <a href="#">3-2-1 Bridge</a></li><li>• <a href="#">Claim, Support, Question</a></li></ul> <p>Student Peer-to-Peer Feedback Activities</p> <ul style="list-style-type: none"><li>• <a href="#">Teaching Kids to Give and Receive Quality Peer Feedback</a> from Edutopia</li><li>• <a href="#">Peer Feedback- Making it Meaningful</a> by Catlin Tucker</li><li>• <a href="#">Five Ways to Make Peer Feedback Effective In Your Classroom</a> from EdSurge</li><li>• EL Education<ul style="list-style-type: none"><li>○ <a href="#">Peer Critique Protocol</a></li><li>○ <a href="#">Critique Protocol</a></li><li>○ <a href="#">Peer Feedback - Silent Conversation Protocol</a></li><li>○ <a href="#">Simple Critique Protocol for Primary and Elementary Students</a></li><li>○ <a href="#">Praise, Question, Suggest Critique Protocol</a></li></ul></li></ul> <p>Student to Teacher Feedback</p> <ul style="list-style-type: none"><li>• <a href="#">5 Reasons you Should Seek Your Own Students Feedback</a> from Cult of Pedagogy</li><li>• <a href="#">Improving Teaching With Expert Feedback—From Students</a> from Edutopia</li><li>• <a href="#">Continually Refine your Practice with Student Feedback</a> by Edutopia</li><li>• <a href="#">Student Feedback Survey</a> from Great Schools Partnership</li></ul>





**Component & Indicators from the Pedagogy Companion to the EAD Roadmap: Build an EAD Ready Classroom to Sustain Strong Learner Communities**

<b>DESCRIPTION</b>	<b>POSSIBLE RESOURCES</b>
<ul style="list-style-type: none"><li>• Students build self-management, empathy, and relational skills to develop social-emotional competencies and character strength.</li><li>• Students develop and exercise voice and choice in the classroom.</li><li>• Students engage collaboratively with peers and learn to take various roles in team dynamics.</li><li>• Students learn to make constructive compromises.</li></ul>	<p>Classroom Community Building Activities</p> <ul style="list-style-type: none"><li>• <a href="#">Icebreakers the Rock</a> ” from <a href="#">Cult of Pedagogy</a>.</li><li>• Learning for Justice <a href="#">Classroom Culture</a></li><li>• Edutopia <a href="#">10 Powerful Community Building Activities</a>.</li><li>• Dave Stuart Jr. <a href="#">How to Humanize Your Classroom or School When You’re Teaching from a Distance: Principles and Practices</a>.</li><li>• Cult of Pedagogy <a href="#">4-Part System for Getting to Know Your Students</a>.</li><li>• <a href="#">How Dialogue Journals Build Student Teacher Relationships</a> from Cult of Pedagogy</li></ul> <p>Engaging Student Voice in Creating Questions for Inquiry</p> <ul style="list-style-type: none"><li>• <a href="#">Question Formulation Technique</a></li><li>• <a href="#">The Q Matrix</a> provides question starters at various Depths of Knowledge.</li><li>• Project Zero's Visible Thinking Routines</li><li>• <a href="#">See-Think-Wonder</a> and <a href="#">Think-Puzzle-Explore</a>.</li><li>• <a href="#">The 5 Whys Technique</a></li><li>• <a href="#">Is Your Classroom Academically Safe?</a></li></ul>





## Component & Indicators from the Pedagogy Companion to the EAD Roadmap: Inquiry as the Primary Mode of Learning

DESCRIPTION	POSSIBLE RESOURCES
<ul style="list-style-type: none"><li>• Students evaluate the strengths, weaknesses, and factualness of varied sources.</li><li>• Students apply historical thinking skills during the analysis and investigation of content.</li><li>• Students construct written and oral arguments using evidence.</li><li>• Students respond to competing arguments and revise their own.</li></ul>	<p>Tools for Media Literacy- Evaluating Sources</p> <ul style="list-style-type: none"><li>• <a href="#">The American Press Institute</a></li><li>• <a href="#">The Center for Media Literacy MediaLit Kit™</a>.</li><li>• Stony Brook University <a href="#">Digital Resource Center</a></li><li>• <a href="#">Crash Course - Navigating Digital Information</a></li><li>• iCivics <a href="#">News literacy</a> Curriculum and <a href="#">NewsFeed Defenders</a> game.</li><li>• Learning about Multimedia Project (<a href="#">LAMP</a>)</li><li>• <a href="#">The National Association of Media Literacy Education</a>.</li><li>• <a href="#">NewsGuard browser extension</a></li><li>• <a href="#">Newseum ED</a></li><li>• The News Literacy Project (NLP)<ul style="list-style-type: none"><li>○ <a href="#">Checkology</a></li><li>○ <a href="#">NLP's resource library</a></li><li>○ <a href="#">Informable</a> is NLP's free mobile app.</li><li>○ <a href="#">Tips &amp; Tools page</a></li></ul></li><li>• PBS NewsHour <a href="#">Journalism in Action</a></li><li>• <a href="#">The Pulitzer Center</a></li><li>• The <a href="#">Stanford History Education Group's</a> portal for <a href="#">Civic Online Reasoning</a></li></ul> <p>Tools for Historical Thinking</p> <ul style="list-style-type: none"><li>• <a href="#">Stanford History Education Group</a> (6-12)<ul style="list-style-type: none"><li>○ Beyond the Bubble</li><li>○ Reading Like a Historian</li></ul></li><li>• <a href="#">Inquiry in the Upper Midwest</a> (K-5)</li><li>• <a href="#">Read, Inquire, Write</a> (6-8)</li><li>• <a href="#">My Case Maker</a> (6-8)</li><li>• <a href="#">DBQuest</a> (6-12)</li><li>• <a href="#">Eagle Eye Citizen</a> (6-12)</li></ul>





- [Private i History Detectives](#) (K-5)

#### Facilitating Classroom Discussions

- [Let's Talk](#) from Learning for Justice
- The [Big List of Discussion Strategies](#) from Cult of Pedagogy
- [Dialogue vs. Debate](#) from the United States Institute of Peace
- iCivics [Roadmap for Teaching Current and Controversial Issues](#)

#### Active Listening

- Facing History and Ourselves: [Learn to Listen, Listening to Learn](#)
- Greater Good Science Center - UC Berkeley [How to Listen with Compassion](#)

#### Rhetorical Tools

- The Constitutional Rights Foundation Civic Action Project provides an overview of rhetorical tools with [The Basics of Persuasion](#).
- [Four-Step Refutation Strategies](#) from the Department of Communication, University of Pittsburgh, emphasizes the 4 “S’s” of signposting, stating, supporting, and summarizing.

#### Sentence Starters

- [26 Sentence Stems for Higher Level Conversations in the Classroom](#) from Teach thought University
- [Secondary Discourse Sentence Starters](#) from Study Lib
- [Discussion Transition Statements](#) from Illinois Civics Coach Candace Fikis





- [Accountable Talk Stems](#) Adapted from Institute for Learning, 2003 by Corie Yow, Illinois Civics Coach

**Component & Indicators from the Pedagogy Companion to the EAD Roadmap: Practice Constitutional Democracy and Student Agency**

<b>DESCRIPTION</b>	<b>POSSIBLE RESOURCES</b>
<ul style="list-style-type: none"> <li>• Students analyze multiple perspectives around issues and events.</li> <li>• Students compare and contrast to build informed well-supported arguments.</li> <li>• Students identify and research issues that are central to students' communities.</li> <li>• Students develop interviewing skills and interview members of the community</li> <li>• Students partner with school administration</li> </ul>	<p>Identifying Options, Allies, and Challenges</p> <ul style="list-style-type: none"> <li>• <a href="#">Blue Sky Envisioning Activity</a> from Learning to Give</li> <li>• <a href="#">Youth Interest Inventory</a> from generationOn</li> <li>• <a href="#">Root Cause Tree Analysis</a> from The Learning Channel: Educating for Democracy Deep Dive</li> <li>• <a href="#">Iceberg Analysis</a> from Facing History and Ourselves</li> <li>• <a href="#">5 Whys Technique Video</a> from ASQ TV</li> <li>• <a href="#">Service Learning Planning Worksheet, Youth Voice Spectrum and Brainstorming</a> from generationOn</li> </ul> <p>Engage with Community Stakeholders</p> <ul style="list-style-type: none"> <li>• <a href="#">Participatory Asset Mapping Toolkit</a> from Community Science</li> <li>• <a href="#">Community Mapping for Youth</a> from generationOn</li> <li>• <a href="#">Investigation and Research Tools</a> from Educating for Democracy: Deep Dive from the Teaching Channel</li> <li>• <a href="#">Writing Good Survey Questions</a> from ReadThinkWrite</li> <li>• <a href="#">Polling Lesson Plans and Activities</a> from Roper Center for Public Opinion Research</li> <li>• <a href="#">Tips for Effective Interviews</a> from StoryCorps</li> </ul>





	<p>Taking Informed Action</p> <ul style="list-style-type: none"> <li>• <a href="#">Four Types of Action</a> from Learning to Give</li> <li>• <a href="#">Six Types of Service Learning</a> from Boise State</li> </ul> <p><a href="#">What Kind of Citizen?</a> from Kahne and Westheimer</p>
<b>Component &amp; Indicators from the Pedagogy Companion to the EAD Roadmap: Assess, Reflect, and Improve</b>	
<p style="text-align: center;"><b>DESCRIPTION</b></p> <ul style="list-style-type: none"> <li>• Students engage in continuous growth through assessment, feedback, and revision.</li> <li>• Students participate in peer review/assessment processes to provide substantive and constructive feedback to others.</li> <li>• Students practice self-reflection and self-assessment of work and track growth/learning over time.</li> </ul>	<p style="text-align: center;"><b>POSSIBLE RESOURCES</b></p> <p>Engaging Student Voice in Creating Rubrics</p> <ul style="list-style-type: none"> <li>• Galileo Project: <a href="#">Involving Students in Creating Rubrics</a></li> <li>• Cult of Pedagogy: <a href="#">Co-Constructing Success Criteria with Students</a></li> <li>• Cult of Pedagogy: <a href="#">Know Your Terms, Holistic, Analytic, and Single-Point Rubrics</a></li> </ul> <p>Formative Assessment Tools</p> <ul style="list-style-type: none"> <li>• <a href="#">56 Formative Assessment Ideas, curated by David Wees, Formative assessment specialist, New Visions for Public Schools</a></li> <li>• <a href="#">Edutopia - 53 Ways to Check for Understanding</a></li> <li>• <a href="#">Formative Assessment Tools</a></li> <li>• <a href="#">75 Tools to Improve Student Learning - Stefanie Wager, Iowa DOE</a></li> <li>• <a href="#">Reflective Writing and Thinking - UTM Experiential Education Office</a></li> <li>• <a href="#">Visible Thinking: Harvard University Project Zero</a> <ul style="list-style-type: none"> <li>○ <a href="#">I used to think, now I think... What makes you say that?</a></li> </ul> </li> </ul>





## Addressing Community Concerns about the Teaching of Social Studies and Civics

Many current media narratives around the teaching of civics and history provide opportunities and challenges for classrooms. What can districts do to combat misinformation and create a school climate to help students, staff, and the community navigate the brewing “culture wars?”

- The Center for Information and Research on Civic Learning and Engagement (CIRCLE) at Tufts University recently published [\*What the Research Says: History and Civics Education\*](#).
- The National Council for the Social Studies released [\*A Response to the Attacks on Social Studies Education in State Legislatures and Local Boards of Education\*](#).
- [\*Learn From History\*](#) is a broad-based coalition of organizations of parents, students, teachers, school system leaders, community leaders, and other concerned Americans, facilitated by Stand for Children Leadership Center. Its goals are to educate parents and the public about what is taught in schools, explain the vital importance of students learning thorough, accurate, and fact-based history and that racism is wrong, and dramatize in an authentic, non-political, non-confrontational way through first-person accounts the harm and cost of efforts to restrict what is taught in classrooms across the country.
- [\*Making History Matter: From Abstract Truth to Critical Engagement\*](#) is a deep-dive research project undertaken in partnership with the American Association for State and Local History, the National Council on Public History, and the Organization of American Historians and funded by the Andrew W. Mellon Foundation. This report provides a framing strategy, which includes a set of specific recommendations for communicators. This report is accompanied by an earlier report summarizing the public’s existing understanding of history and a supplement that summarizes the research methods used in the project and describes the evidence behind each of the recommendations presented.
- [\*Making History Matter Toolkit for Communicators\*](#) is designed to facilitate more effective communication with the public about history: why it matters, how it can be interpreted, and why it is important to incorporate critical thinking and diverse perspectives in the ways we understand it.
- The [Illinois Civics Hub](#) recently hosted a webinar, [\*Sorting Facts from Fiction: What Districts Can Do to Combat Misinformation in the Current Culture Wars\*](#), to explore proactive measures administrators can take to create a supportive school climate for all stakeholders. Participants heard from leading experts in school climate, civics, news literacy, and social-emotional learning. A recording





of the webinar is available on the [Illinois Civics Hub Webinar Archive](#) along with blogs that share resources.

