Social Studies

Civic Reasoning

2024-2025

Aligned with the College, Career, and Civic Life Framework (C3)

Department of Academic Services
Office of Teaching and Learning
Curriculum Division

COLUMBUS CITY SCHOOLS

Curriculum Map

Year-at-a-Glance
The Year-at-a-Glance provides a high-level overview of the course by grading period, including: ● Units; ● Standards/Learning Targets; and ● Timeframes.

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Scope and Sequence
The Scope and Sequence provides a detailed overview of each grading period, including: ● Units; ● Standards/Learning Targets; ● Timeframes; ● Big Ideas and Essential Questions; and ● Strategies and Activities.

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Curriculum and Instruction Guide
The Curriculum and Instruction Guide provides direction for standards-based instruction, including: ● Unpacked Standards / Clear Learning Targets; ● Content Elaborations; ● Sample Assessments; ● Instructional Strategies; and ● Instructional Resources.

Year-at-a-Glance

Entire Semester	**Citizen Action Project**
	Throughout the semester, students in the Civic Reasoning course work on a Civic Reasoning Project. Students choose an issue to research, and then take informed citizen action to address the issue. The purpose of the project is to foster either *dutiful* or *actualized* citizenship. In dutiful citizenship, students engage in traditional hierarchical civic responsibilities (voting, communicating with editors or politicians, or joining local organizations). In actualizing citizenship, students engage with peers to organize citizen action and maximize individual expression through social technologies, (Gleason & von Gillern, 2018).

	Unit 1. Should We Believe Media? 4.5 weeks	**Unit 2. How Do We Become Digital Citizens?** 4.5 weeks

Grading Period 1 or 3	1.1 Freedom of the Press & Media/News Literacy - CR Learning Target 1
	
	1.2 Logical and Ethical Reasoning - CR Learning Targets 2-3
	
	Dimensions 1-4 of the C3 Framework should be incorporated throughout the course:
	  1. Developing Questions and Planning Inquiries
	  2. Applying Disciplinary Concepts and Tools
	  3. Evaluating Sources and Using Evidence
	  4. Communicating Conclusions and Taking Informed Action
	
	Citizen Action Project: Choose issue and create compelling questions
		2.1 Evaluating Sources: Media/News Literacy - CR Learning Target 4
		
		2.2. Responsible and Constructive Use of Technology - CR Learning Target 5
		
		Citizen Action Project: Conduct research to answer compelling questions

	Unit 3. Why Does Civil Discourse Matter? 4.5 weeks	**Unit 4. How Can We Take Civic Action?** 4.5 weeks
Grading Period 2 or 4	3.1 Deliberation and Debate - CR Learning Target 6 3.2 Consensus Building and Compromise - CR Learning Target 7 Citizen Action Project: continue research	4.1 Communicating Conclusions - CR Learning Target 8 4.2 Taking Informed Action - CR Learning Target 9 Citizen Action Project: Present research and take informed action on chosen issue

Scope and Sequence

Unit 1. Should We Believe Media?			4.5 weeks
Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies / Activities**
Grading Period 1 or 3 1.1 Freedom of the Press and News/ Media Literacy	CR 1. Evaluate the importance of a free flow of information in a democratic society.	**Evidence** • Why is a free press important for a democratic society? • How do citizens receive their news?	• First Amendment Checkology course • What is News Checkology course • Sensationalism, yellow journalism, propaganda • Discuss journalism standards • Pre-survey about media use and establishing current media identity • The Role of Media lesson • News vs. Opinion lesson • News Article Analysis • Media Consumers and Creators, What Are Your Rights and Responsibilities? • Developing a Media Portfolio
1.2 Logical and Ethical Reasoning	CR 2. Evaluate and construct arguments using sound deductive and inductive reasoning. CR 3. Apply understanding of major ethical theories to contemporary moral problems and issues.	**Evidence** • How do we know what to believe? • How do we make a strong argument?	• Crash Course Philosophy episodes 2 & 3 *How to Argue* • Analyze logical fallacies in Max Shulman's "Love is a Fallacy" • Notes on Inductive and Deductive Reasoning • KWL chart on Ethical Reasoning • Explore ethical theories (utilitarian ethics, deontological ethics, virtue ethics)- Crash Course Philosophy episodes 35, 36 & 38 • Applying theories to contemporary issues (police brutality, school funding, systemic racism, right to bear arms) • Assign exit slip for groups to complete

	Unit 2. How Do We Become Digital Citizens?		4.5 weeks
	Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**

	Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies / Activities**
Grading Period 2 or 4	2.1 Evaluating Sources: Media/News Literacy	CR 4. Evaluate the accuracy, perspective, and credibility of online information.	**Evidence** • How do we know what to believe? • Should we question everything? • What do we do when sources disagree?	• Using the SIFT Method • Above the Noise videos related to evaluating media • Lateral reading and fact checking • Read a current event article about the how the spread of information affected the result. • Misinformation vs. Disinformation (fake news) • Bad News Game • Newsfeed Defenders • Trusting Influencers • What is confirmation bias?
	2.2 Gathering and Reporting Information	CR 5. Use digital technology constructively for research, problem solving, and civic engagement.	**Evidence** • What is considered a credible source? • What tools do we use to gather data?	• Students create a Tech Tips Podcast • Click Restraint activities • Using Wikipedia wisely • Spot the Troll Quiz
	2.3 Responsible and Constructive Use of Technology	CR 5. Use digital technology constructively for research, problem solving, and civic engagement.	**Change** • How can we be involved in the change process? • What problems can be solved with technology?	• Students evaluate how social media has changed human interaction • How to be a good digital citizen • Ethical use of social media debate - should you be fired for what you post on your own page? • Define digital native • How to Google effectively (lateral reading related) • Understanding Social media algorithms

Unit 3. Why Does Civil Discourse Matter?			4.5 weeks
Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies / Activities**
3.1 Deliberation and Debate	CR 6. Use deliberation strategies to share perspectives and build ideas collaboratively.	**Diversity** • What does it mean to value and respect diversity? • Why is it important to consider multiple diverse perspectives?	• Socratic Seminar on a contemporary issue • Listen to podcasts related to different perspectives and ideas
3.2 Consensus Building and Compromise	CR 7. Apply deliberative and democratic strategies to make decisions and take action in civic contexts.	**Evidence** • How do we generate and investigate compelling questions? **Diversity** • Why is it important to consider multiple diverse perspectives?	• Teach students to ask their own questions. What makes a good question? • 10 Questions for Young Changemakers • Choices Program

Grading Period 2 or 4

Civic Reasoning

Unit 4. How Can We Take Civic Action?			4.5 weeks
Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies / Activities**
4.1 Communicating Conclusions	CR 8. Present arguments and perspectives on issues to reach a range of audiences.	**Evidence** ● How do we make a strong argument? **Power** ● Why is it important to speak truth to power?	● Structured Academic Controversy ● How has your thinking changed from the beginning to the end of the course? ● Research your argument ● Multi-modal project
4.2 Taking Informed Action	CR 9. Assess options for individual and collective action to address local, regional, and global problems.	**Power** ● Why is it important to speak truth to power? **Justice** ● What happens when justice is denied?	● Social Media for Social Action ● Social Justice Media Campaign (PSA, Website, etc) ● KQED Youth Media Challenge ● Work with your school or neighborhood community on a project. ● Informed Action Project ideas

Grading Period 2 or 4

Curriculum and Instruction Guide

Unpacked Standards / Clear Learning Targets		
C3 Framework Dimension 1. Construct compelling questions that focus on enduring issues and concerns. *Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.*	**Essential Understanding** The inquiry process begins with compelling questions. **Extended Understanding** The most compelling questions focus on enduring issues and concerns.	**Academic Vocabulary** compelling questions enduring issues
Ultimate Learning Target Type: Skill	**Broad Learning Target:** − The student can construct compelling questions that focus on enduring issues and concerns. **Underpinning Knowledge Learning Target:** − The student can explain points of agreement and disagreement experts have about a compelling question. **Underpinning Reasoning Learning Targets:** − The student can explain how a question reflects an enduring issue in the field. − The student can explain how supporting questions contribute to an inquiry. − The student can explain how, through engaging source work, new compelling and supporting questions emerge. **Underpinning Skills Learning Target:** − The student can determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	

Content Elaborations

From the *College, Career, and Civic Life Framework*:
Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns. They deal with curiosities about how things work; interpretations and applications of disciplinary concepts; and unresolved issues that require students to construct arguments in response. In contrast, supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines, and require students to construct explanations that advance claims of understanding in response.

Instructional Strategies

Brainstorm a list of compelling questions students have about civic issues. Sort and organize these compelling questions into categories. For each compelling question, create 2-3 supporting questions.

Use the [Question Formulation Technique](#) to help students learn to develop and ask their own questions about civic issues.

Sample Assessments and Performance Tasks

The Question Formulation Technique follows the following the steps:
1. Design a question focus (QFocus)
2. Introduce the rules
3. Introduce the question focus and produce questions
4. Improve questions
5. Prioritize questions
6. Discuss next steps
7. Reflect

Instructional Resources

College , Career, and Civic Life Framework (C3) Framework –
https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf

C3 Teachers – database of inquiries covering various topics in social studies: http://www.c3teachers.org/inquiries/

Compelling and Supporting Questions C3 Videos: https://youtu.be/0MNeeJ4bpSM and https://youtu.be/3BUdJwYksns

Right Question Institute – Using the Question Formulation Technique, students learn to develop and ask their own questions. http://rightquestion.org/education/

Points of View Reference Center (INFOhio) – An extensive database containing thousands of articles supporting pro and con sides of current issues. Helps students develop arguments to support positions with evidence. https://www.infohio.org/resources/item/points-of-view.

Unpacked Standards / Clear Learning Targets		
C3 Framework Dimension 2. Apply disciplinary concepts and tools to address compelling questions.	**Essential Understanding** Compelling questions can be addressed by using disciplinary skills and tools of the social and behavioral sciences. **Extended Understanding** Application of skills and tools to address compelling questions	**Academic Vocabulary** disciplinary concepts compelling questions
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** – The student can apply disciplinary concepts and tools to address compelling questions. **Underpinning Knowledge Learning Targets:** – The student can summarize key developments and turning points in history. – The student can explain the contributions of individuals and groups in history. **Underpinning Reasoning Learning Targets:** – The student can analyze change and continuity in historical eras. – The student can analyze multiple and complex causes and effects of events in the past. – The student can distinguish between long-term causes and triggering (short-term) events. – The student can analyze how historical contexts shaped and continue to shape people's perspectives. – The student can explain how the perspectives of people in the present shape interpretations of the past. – The student can analyze the relationship between historical sources and the secondary interpretations made from them. **Underpinning Skills Learning Targets:** – The student can detect possible limitations in various kinds of historical evidence and differing secondary interpretations. – The student can critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.	

Content Elaborations

From the *College, Career, and Civic Life Framework*:
Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, "What happened when?" to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Students might begin with key events or individuals introduced by the teacher or identified by educational leaders at the state level, and then investigate them further. Or they might take a source from a seemingly insignificant individual and make connections between that person and larger events, or trace the person's contributions to a major development. Scholars, teachers, and students form an understanding of what is and what is not significant from the emergence of new sources, from current events, from their locale, and from asking questions about changes that affected large numbers of people in the past or had enduring consequences. Developing historical knowledge in connection with historical investigations not only helps students remember the content better because it has meaning, but also allows students to become better thinkers.

Instructional Strategies

Use K-W-L Charts (Know, Want to Know, Learned) to support effective pre-reading, during reading, and post-reading analysis of primary and secondary sources.

Create a Thesis-Proof Chart to consider a thesis and look for information that either supports or refutes a thesis.

Have students use a History Frame to map out the elements of historical events: Where and when did the event take place? Who was involved? What was the problem or goal that set events in motion? What were the key events? how was it resolved? and so what?

Students analyze a variety of primary source types using a three step process: observe, reflect, and question.

When conducting an OUT (Opening Up the Textbook), the teacher juxtaposes a short excerpt from the course's textbook with an additional document or two. These documents are chosen to open up the textbook's story and engage students in comparing and cross checking sources.

Sample Assessments and Performance Tasks

Students can demonstrate the results of original research by writing a traditional research paper or investigation paper. An investigation paper is a written account of between 1,500 and 2,000 words divided into six sections: a plan of the investigation, a summary of evidence, an evaluation of sources, an analysis, a conclusion, and a bibliography or list of sources.

Create an original video documentary using primary and secondary sources, including photographs, texts, audio narration, and sound track.

Project Citizen - http://oclre.org/aws/OCLRE/pt/sp/programs_projectcitizen or Civic Action Project (CAP) - http://www.crfcap.org. Students can complete a civic action project to address a current issue.

Instructional Resources

Points of View Reference Center (INFOhio) – https://www.infohio.org/resources/item/points-of-view

Reading Like a Historian (Stanford History Education Group) - https://sheg.stanford.edu/history-lessons

What is Historical Thinking? (TeachingHistory.org) - https://www.teachinghistory.org/historical-thinking-intro

Historical Thinking Skills (American Historical Association) - https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/teaching-and-learning-in-the-digital-age/the-history-of-the-americas/the-conquest-of-mexico/for-teachers/setting-up-the-project/historical-thinking-skills

Unpacked Standards / Clear Learning Targets

C3 Framework Dimension 3. Gather and evaluate sources and use evidence to support claims.	**Essential Understanding** Claims must be supported using evidence. **Extended Understanding** Sources of evidence must be evaluated and refined.	**Academic Vocabulary** evaluate evidence sources claims
Ultimate Learning Target Type: Skill	**Broad Learning Target:** – The student can gather and evaluate sources and use evidence to support claims. **Underpinning Skills Learning Target:** – The student can gather relevant information from multiple sources representing a wide range of views. – The student can use the origin, authority, structure, context, and corroborative value of the sources to guide the selection of sources. – The student can evaluate the credibility of a source by examining how experts value the source. – The student can develop claims and counterclaims while pointing out the strengths and limitations of both. – The student can identify evidence that draws information from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. – The student can refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.	

Content Elaborations

From the *College, Career, and Civic Life Framework*:
Students should use various technologies and skills to find information and to express their responses to compelling and supporting questions through well-reasoned explanations and evidence-based arguments. Through the rigorous analysis of sources and application of information from those sources, students should make the evidence-based claims that will form the basis for their conclusions.

In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims. Students will learn to develop claims using evidence, but their initial claims will often be tentative and probing. As students delve deeper into the available sources, they construct more sophisticated claims and counterclaims that draw on evidence from multiple sources. Whether those claims are implicitly or explicitly stated in student products, they will reflect the evidence students have selected from the sources they have consulted.

Instructional Strategies

Have students curate a collection of resources on a selected topic or issue. Based on a set of criteria, have students evaluate and rank the credibility of each source.

A Structured Academic Controversy is a discussion that moves students beyond either/or debates to a more nuanced historical synthesis. The SAC method provides an alternative to the "debate mindset" by shifting the goal from winning classroom discussions to understanding alternative positions and formulating historical syntheses.

In the Philosophical Chairs strategy, one student from each team will provide a summary of the viewpoints presented during the discussion by his/her team. A student in the neutral zone must take notes on both sides of the argument, and if his/her position changes, he/she must explain why he/she came to a new conclusion.

Defeating Counterarguments Class Challenge: Students are put into groups of three and the whole class is given an argument that they must defend along with a counterargument. The groups have three minutes to come up with the best response to the counterargument that they can muster.

Sample Assessments and Performance Tasks

What type of evidence would support the following claim: _____?

Read the statement below. Which claim does the statement support?

Read the sources below. Then, choose the claim that historians could make based on these sources.

Using the data provided, support or refute the following claim: _____.

Using the sources below, construct a claim about _____ and provide two pieces of evidence that support it.

Instructional Resources

Reading Like a Historian: Evaluating Sources - http://sheg.stanford.edu/evaluating-sources

Civic Online Reasoning (Stanford History Education Group) - https://cor.stanford.edu/

Points of View Reference Center (INFOhio) - https://www.infohio.org/resources/item/points-of-view.

Logic in Argumentative Writing - https://owl.english.purdue.edu/owl/resource/659/01/

The Writing Center at UNC-Chapel Hill: Evidence - http://writingcenter.unc.edu/handouts/evidence/

Thesis-Proof Chart (Reading Quest) - http://www.readingquest.org/thesis.html

Unpacked Standards / Clear Learning Targets

C3 Framework Dimension 4. Communicate conclusions and take informed action.	**Essential Understanding** Conclusions must be formed with sound reasoning and evidence. **Extended Understanding** Informed action based on sound conclusions	**Academic Vocabulary** conclusions evidentiary claims counterclaims deliberative individual action collective action
Ultimate Learning Target Type: Skill	**Broad Learning Target:** − The student can communicate conclusions and take informed action. **Underpinning Skills Learning Targets:** − The student can construct arguments using precise claims, evidence and sound reasoning from multiple sources. − The student can acknowledge counterclaims and evidentiary weaknesses of an argument. − The student can critique the credibility and validity of claims, evidence and reasoning in arguments. − The student can present arguments with meaningful ideas and perspectives on issues to a range of audiences outside the classroom. − The student can use print and oral technologies and digital technologies to communicate ideas. **Underpinning Reasoning Learning Targets:** − The student can assess options for individual and collective action to address local, regional, and global problems. − The student can apply a range of deliberative and democratic strategies to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	

Content Elaborations

From the *College, Career, and Civic Life Framework*:
Having worked independently and collaboratively through the development of questions, the application of disciplinary knowledge and concepts, and the gathering of sources and use of evidence and information, students formalize their arguments and explanations. Products such as essays, reports, and multimedia presentations offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students' primary audiences will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.

Social studies is the ideal staging ground for taking informed action because of its unique role in preparing students for civic life. In social studies, students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent, and collaborative action; reflect on their actions; and create and sustain groups. It is important to note that taking informed action intentionally comes at the end of Dimension 4, as student action should be grounded in and informed by the inquiries initiated and sustained within and among the disciplines. In that way, action is then a purposeful, informed, and reflective experience.

Instructional Strategies

Invite a group of policy makers and community leaders to a class forum and discuss recent efforts to address issues of social inequality.

Start a social media hashtag/campaign in support or opposition to a public policy.

Write an editorial or create a public service announcement highlighting a social problem in the community or nation.

Write a letter or email to a legislator on a pending bill.

Create print or digital posters for publication/distribution advocating for a particular public policy change.

Provide testimony to the city council or school board for how local officials can address issues of inequality.

Prepare and deliver lessons to introduce civic reasoning to middle or elementary school students.

Sample Assessments and Performance Tasks
Identify two strategies that you could use to address social reform at the state or national level.
Which action below would be appropriate for addressing a social problem in your local community?
How could you use social media to take informed action on inequality?

Instructional Resources
Classroom Tools for Presentations and Slideshows - https://www.graphite.org/top-picks/best-classroom-tools-for-presentations-and-slideshows
PVLEGS - http://pvlegs.com - emphasize effective speaking and listening skills: Poise, Voice, Life, Eye Contact, Gestures, Speed
C3 Teachers: Taking Informed Action video - https://youtu.be/PC6J4tc3_TY
Civic Action Project (Constitutional Rights Foundation) - https://www.crfcap.org/mod/page/view.php?id=205

Unit 1. Should We Believe Media?

Unpacked Standards / Clear Learning Targets		
Civic Reasoning Learning Target 1. Evaluate the importance of a free flow of information in a democratic society.	**Essential Understanding** A free press is essential in a democratic society. **Extended Understanding** A free press allows citizens to make informed decisions in a democracy.	**Academic Vocabulary** free press traditional media social media opinion democratic society ethics propaganda
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can evaluate the importance of a free flow of information in a democratic society. **Underpinning Knowledge Learning Target:** − The student can explain the ways in which the dissemination of information has changed over time. **Underpinning Skills Learning Target:** − The student can differentiate between news and opinion. **Underpinning Reasoning Learning Target:** − The student can analyze how a free press can provide competing information and views about government, policies, and politics.	

Content Elaborations

A democratic society is dependent upon a free press. Although free speech is not absolute, the free flow of facts, ideas, opinions and information must be protected. This free-flow of Information must be evaluated for sensationalism and exaggeration (e.g. yellow journalism), as well as propaganda. The free press also has a responsibility to adhere to a basic code of journalistic ethics: *Seek Truth and Report It, Minimize Harm, Act Independently, and Be Accountable and Transparent.*

The dissemination of information has changed over time, from messages being sent by horseback, to telegraph and telephone, to instantaneous communication via the internet. News has also changed from being disseminated by a multitude of regional newspapers to a handful of major news corporations to individuals via social media. News media reports factual information based on primary sources but also provides a platform for citizens to share their opinions, which may or may not be rooted in fact.

Individuals must be able to differentiate between facts and opinions as well as evaluate editorial information for credibility and reliability. Just as individuals can be biased, so can news agencies.

Part of living in a society with a free press is being able to analyze and evaluate competing views about the government, it's policies and the politics that surround a functioning democratic government. Individuals (private citizens, politicians, government officials) and organizations (news corporations, private and non-profit organizations and public institutions) using social media platforms have circumvented traditional news media. Posts on social media are not subjected to a fact-checking/editorial process like traditional news media. Privately held social media platforms have struggled with curtailing harmful speech and misinformation (hate speech, election integrity, vaccine safety, terrorist plots, bullying, etc.) and the spread of "fake news" has led to a general distrust of media and discord in American society as a whole.

Instructional Strategies

Use the Checkology lesson, [What is News? Checkology](), to have students explore how journalists "filter" information, or determine which events and issues to cover in a given news cycle.

Have students analyze why the First Amendment's five rights and freedoms are vital to democracy. Using the [Checkology lesson on the First amendment](), students examine Supreme Court decisions in which these protections were challenged.

Use the iCivics lesson, [The Role of Media]() to have students examine how the media takes on the role of gatekeeper, agenda-setter, and watchdog.

Have students analyze how news and opinion articles differ on news sites. In the Civic Online Reasoning lesson, [News vs. Opinions]() students evaluate news headlines and snippets from a news site.

Students can create an infographic on the key characteristics of the three most common types of news articles: straight news, feature, and opinion from [News Article Analysis]() *Facing History & Ourselves*. This lesson can also be done use analyzing multiple news outlets.

Ask students to gather samples of the ways media depicts people in advertising. Have students write a reflection about how the images were collected and how it can influence personal decisions. The Learning for Justice lesson, [Developing a Media Portfolio]() provides additional guidance.

Emphasize the responsibilities of news and media creators and consumers using the Learning for Justice lesson, [Media Consumers and Creators, What Are Your Rights and Responsibilities](). Students will explore the PEN America's News Consumers' Bill of Rights and Responsibilities and read an article about "fake news" that presents strategies on how to approach digital sources.

Sample Assessments and Performance Tasks

Have students complete a "Getting to Know You" Digital Citizen Survey. Students answer questions related to access, online activity, and skill level. Allow students to reflect and justify their responses.

Present students with a variety of articles on the same topic. Have students read both articles and list the differences they see between the articles. Assess students' mastery by asking them to identify whether the articles are news or opinion. If the articles are news, they will need to evaluate how the article meets the standards of objective, accurate, and balanced news reporting. If the article represents an opinion, students will need to determine whether it is op-ed, viewpoint, commentary, or editorial. Students will need to cite specific passages to support their points (*Stanford University Civic Online Reasoning*)

Have students identify 2-3 issues within either their local community. Students will research how well those issues have been covered in the community. After they research they will determine what further action needs to take place in order for those issues to receive more coverage.

Use the News Literacy Project News "Lit Quiz: How news-literate are you?"to assess students' understanding of the news.

Provide students with a graphic organizer to track their lateral reading in order [the a news article checklist] to determine the overall significance of the point of view of a series of news articles. Students should answer the following questions about the articles: *What questions does this article raise? Where can I go to get answers or more information? Where can I go to get the other side of the argument?*

Instructional Resources

Crash Course Media Literacy - series of YouTube videos addressing the history and psychology of media; includes tips on how to become more media savvy

Facing History & Ourselves: Democracy & Civic Engagement Resources (Facing History & Ourselves) - Classroom resources on democracy, a free press, and media literacy

News Literacy Project: Checkology (News Literacy Project) - Lessons and resources to help students identify credible information, seek out reliable sources, and apply critical thinking skill sot separate fact-based content from falsehoods

Learning For Justice Classroom Resources - lesson plans designed based on the four domains of identify, diversity, justice, and action

Journalism Ethics & Standards (University of Washington)

Ethical Journalism: A Handbook of Values and Practices for the News and Editorial Departments (New York Times)

Digital Citizenship in Action: Empowering Students to Engage in Online Communities. Mattson, Kristen (International Society for Technology in Education).
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On the Media podcast with Brooke Gladstone

Unpacked Standards / Clear Learning Targets		
Civic Reasoning Learning Target 2. Evaluate and construct arguments using sound deductive and inductive reasoning.	**Essential Understanding** Deductive and inductive reasoning can be used to make arguments. **Extended Understanding** The strengths or weaknesses of arguments can be evaluated for their validity.	**Academic Vocabulary** argument deductive reasoning inductive reasoning validity propositions fallacies
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** – The student can evaluate and construct arguments using sound deductive and inductive reasoning. **Underpinning Knowledge Learning Target:** – The student can describe the parts of an argument: premises and conclusions. – The student can explain the principles of deductive reasoning. – The student can explain the principles of inductive reasoning. – The student can identify and describe common fallacies. **Underpinning Reasoning Learning Targets:** – The student can demonstrate the difference between deductive and inductive arguments. – The student can evaluate the validity of deductive arguments. – The student can evaluate the strength of inductive arguments. – The student can distinguish logical fallacies from sound reasoning.	

Content Elaborations

Logic is the study of the rules that distinguish sound reasoning from fallacious reasoning. *Propositions* are declarative sentences that state a claim that can be either true or false. An *argument* is the fundamental unit of reasoning. A sound argument includes a set of propositions in which the premises attempt to provide a reason for thinking that the conclusion is true. The claim that is being supported is the conclusion of an argument; the reasons given to support it are the premises.

Deductive reasoning draws specific conclusions from general principles or premises. In a deductive argument, if all premises are true, and the rules of deductive reasoning are followed, then the conclusion reached is necessarily true. A deductive argument is valid if and only if it takes a form that makes it impossible for the premises to be true and the conclusion nevertheless to be false.

Inductive reasoning starts with specific observations and moves to broad generalizations. In an inductive argument, the conclusion is probable, based upon the evidence given, but there is always some degree of uncertainty. An inductive argument is strong to the degree that it provides strong reason for its conclusion. Inductive strength is a matter of probability, how probable the conclusion is, given the premises.

Fallacies are common errors in reasoning that undermine the validity or strength of an argument. Common fallacies include s*lippery slope, straw man, non sequitur, hasty generalization, bandwagon, post hoc ergo propter hoc, genetic fallacy, ad hominem* and *false dilemma.*

Instructional Strategies

View videos about deductive and inductive reasoning from WiPhi and Crash Course Philosophy and conduct a think-pair-share. Discussion questions: *What is the difference between a deductive and inductive argument? What makes a deductive argument valid? How can an argument be valid, but not sound? Why does critical thinking require both logical thinking and research? In what situations is inductive reasoning useful? What are the problems with using inductive reasoning?*

Have students examine a series of op-eds and social media posts to identify strong logical arguments and logical fallacies. Students can highlight valid arguments with one color and logical fallacies with a secondary color and provide their own explanations as annotations.

Use the Max Shulman story, "Love is a Fallacy" to study logical fallacies. A video version is also available on YouTube. Have students take notes on the logical fallacies presented. Then, have students work with a partner to think of examples of each type of fallacy they may have heard (or used) in daily life.

Students can participate in an experiential exercise in which they conduct an investigation of a topic. Groups can be assigned to use either deductive or inductive reasoning methods to make claims about a topic and defend them to the class.

Present students with a variety of memes or images that students may see circulating on social media. Have students reflect on the meme or image and share with a partner and/or whole group discussion on the following: What is the message of the meme or image? Do you agree with the artist's message? Are they using reason, emotion, or both to communicate the message?

Sample Assessments and Performance Tasks

Construct a Venn diagram to compare and contrast deductive and inductive reasoning.

What makes a strong argument?

Explain the difference between sound logical reasoning and logical fallacies.

Which method of reasoning do you think provides the most reliable conclusions?

Civic Reasoning Project - Students will select a broad topic that addresses a local, regional, and/or global issue. Students will narrow down their broad topic into a specific issue they will research. Note: This project will be the culminating project for the semester.

Instructional Resources

Wi-Phi - over 160 video lessons on critical thinking, ethics, epistemology, and more

Logical Fallacies - Purdue Writing Lab - an annotated list of logical fallacies with descriptions and examples

Crash Course Philosophy episodes about Deductive and Inductive Reasoning- How to Argue- Episode 2- Philosophical Reasoning Episode 3- Induction and Abduction

Love is a Fallacy Video - a video adaptation of Max Shulman's 1951 short story; takes a humorous look at logical fallacies in daily life.

Avoiding Logical Fallacies in History and Social Sciences - poster-size infographic with descriptions of eight logical fallacies

Unpacked Standards / Clear Learning Targets

Civic Reasoning Learning Target 3. Apply understanding of major ethical theories to contemporary moral problems and issues.	**Essential Understanding** Ethical theories can be applied to contemporary moral problems and issues. **Extended Understanding** Ethical theories can be used to establish positions on contemporary issues.	**Academic Vocabulary** common good right duty value virtue ethics utilitarianism deontology
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** - The student can apply understanding of major ethical theories to contemporary moral problems and issues. **Underpinning Knowledge Learning Target:** - The student can describe key ethical concepts, including good, right, duty, value, and virtue. - The student can identify important questions and problems of moral philosophy. - The student can explain the three major ethical theories: utilitarianism, deontology, and virtue ethics. **Underpinning Reasoning Learning Targets:** - The student can evaluate the three major ethical theories: utilitarianism, deontology, and virtue ethics. - The student can connect major ethical theories to positions on contemporary issues.	

Content Elaborations

Utilitarianism (consequentialism) is an ethical theory that determines right from wrong by focusing on consequences. Utilitarianism promotes actions that maximize utility, defined as happiness and well-being, and the most ethical choice when facing a problem is the one that will produce the greatest good for the greatest number.

Deontology is an ethical theory that the morality of an action should be based on whether that action itself is right or wrong under a series of rules, rather than based on the consequences of the action. It is also referred to as as duty, obligation, or rule-based ethics.

Virtue ethics emphasize moral character rather than duties or consequences. A *virtue* is a morally good disposition or character trait that is central to one's personality. A vice is a morally bad disposition.

To elaborate on the three major ethical theories, consider a situation where someone is in obvious need of help. A deontologist would act in accordance with a moral rule such as "Do unto others as you would have them do unto you." A utilitarian would point to the fact that the consequences of helping others will maximize well-being. A virtue ethicist would emphasize that helping others would be charitable or benevolent.

Instructional Strategies

Complete a KWL chart on Ethical Reasoning. Complete the Know and Want to Know columns at the beginning of the lesson and the L column at the end of the end of the lesson.

Begin a class discussion on ethics with the following questions: *How do we know what is right and good? Are there certain actions that are always right or wrong, or does it depend on the circumstances? Does everyone agree on what is right and wrong? How should society determine what is ethical when there conflicting viewpoints? Why is important to learn about ethics in this course? How does ethics relate to advocating for public policy?*

Explore ethical theories (utilitarian ethics, deontological ethics, virtue ethics) with Crash Course Philosophy episodes 35, 36 & 38. Have students a take notes on using a three-column chart. Use the exit slip strategy to have students reflect on information learned, and express their thoughts about ethical theories.

Students can participate in a jigsaw activity in which three groups research the major ethical theories using the Stanford Encyclopedia of Philosophy and present their findings to the other groups.

View a few videos from Michael Sandel's "Justice" to discuss how ethical theories are applied to contemporary issues and public policy in democratic society.

Task students with applying theories to a contemporary issue (police brutality, school funding, systemic racism, right to bear arms, etc.). Organize students into groups based on theories. Groups can then debate how to address that particular problem form their assigned theoretical perspective.

Sample Assessments and Performance Tasks

Define utilitarianism.

Define deontology.

Define virtue ethics.

Use a graphic organizer (like a three Venn diagram) to compare and contrast the three major ethical theories.

Read the statements below. Decide which ethical theory is reflected in the statements and move the statements to the correct column to match the theory.

Which ethical theory do you think best applies to contemporary problems?

Civic Reasoning Project - Students will write a research question/thesis based on the specific topic they selected to research. Note: This project will be the culminating project for the semester.

Instructional Resources

Wi-Phi - over 160 video lessons on critical thinking, ethics, epistemology, and more.

History of Utilitarianism (Stanford Encyclopedia of Philosophy) - reference article on utilitarian approaches and thinkers

Consequentialism (Stanford Encyclopedia of Philosophy) - reference article on consequentialism as a form of utilitarianism

Deontological Ethics (Stanford Encyclopedia of Philosophy) - reference article on deontological ethical approaches

Virtue Ethics (Stanford Encyclopedia of Philosophy) - reference article on forms of virtue ethics

"Justice" (Michael Sandel) - video lectures about justice, equality, democracy, and citizenship

Crash Course Philosophy episodes about Ethical Reasoning: Episode 35- Kant and Categorical Imperatives, Episode 36- Utilitarianism, Episode 38- Aristotle and Virtue Theory

Unit 2. How Do We Become Digital Citizens?

Unpacked Standards / Clear Learning Targets		
Civic Reasoning Learning Target 4. Evaluate the accuracy, perspective, and credibility of online information.	**Essential Understanding** Online information must be evaluated for accuracy, perspective and credibility. **Extended Understanding** Evaluation of online information involves careful examination of source material.	**Academic Vocabulary** credibility bias claim evidence fake news lateral reading perspective
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can evaluate the accuracy, perspective, and credibility of online information. **Underpinning Knowledge Learning Target:** − The student can explain criteria for evaluating credibility of sources. − The student can identify who is behind (the source of) online information. − The student can evaluate credibility based on how experts value the source. **Underpinning Reasoning Learning Targets:** − The student can identify multiple perspectives on an issue. − The student can apply understanding of source credibility to online sources. − The student can detect bias in online sources. **Underpinning Skills Learning Targets** − The student can use lateral reading to cross check online information. − The student can distinguish between legitimate news and fake news. − The student can evaluate claims and evidence on social media. − The student can deconstruct news reports, social media posts, editorials, and op-eds on local, state and national policy issues.	

Content Elaborations

Researching a civic issue involves determining which sources of information are relevant to the task, identifying the perspective or position of each source and evaluating the credibility of the sources. Considerations involved with determining the credibility of sources and/or media outlets include:

- The qualifications/reputation of the writer and/or organization;
- The circumstances in which the source material was generated;
- Internal consistency and agreement with other credible sources;
- The use of supporting evidence and logical conclusions; and
- Evidence of bias or unstated assumptions.

The internet makes it possible for anyone to publish information online. This allows a wide variety of sources to be available, but it also necessitates investigating who is behind information and whether we ought to trust that source. When you come across information online, ask yourself: *Who is behind the information? What is the evidence? and What do other sources say?*

Infographics, hyperlinks in news stories and polling data may be cited as evidence in online information. In order to effectively evaluate claims and find trustworthy information on which to base our decisions, we must be able to analyze evidence.

The best way to learn about a website is lateral reading, or leaving a site to see what other digital sources say about it. It is important to corroborate arguments and verify claims across multiple online sources.

Instructional Strategies

Teach the difference between Misinformation vs. Disinformation. Have students draw vocabulary sketch notes to help them remember important terms. The lesson from PBS NewsHour, What is the difference between mis - and dis - information? provides greater depth. Students can discuss how this relates to the newer term "fake news." Use the Buzzfeed fake news quiz to test students' knowledge.

Students can research *confirmation bias* and how it influences our media consumption. View the Above the Noise video on confirmation bias, then define the most common types of confirmation bias.

Students can research what role influencers play in the spreading of fake news. Can what they say be trusted? Have students create a pro/con list about trusting influencers. Give them different scenarios for trust - do you trust them to tell you where to eat? What do think? What to wear? Then show them the video Can you trust influencers on YouTube?

Use the student viewing guide and discussion guide for a classroom discussion on Above the Noise videos. These videos contain current event topics and videos on how to be a good digital citizen.

Use the SIFT Method to help students learn how to evaluate online resources. Students can practice utilizing this source by evaluating multiple websites on a current civic issue. Discuss as a class what the students found in their evaluation of websites and how they can further use this method when completing research.

Model for the students how to utilize lateral reading when evaluating websites. Students will practice utilizing the lateral reading method to determine how trustworthy a source is. If needed, use the videos the Crash Course: Check Yourself with Lateral Reading and Sort Fact from Fiction from Stanford University Civic Online Reasoning

Present students a series of current event articles about the spread of information on current civic issues (ex: Covid-19/vaccinations, voting, current legislation, etc.) Students will evaluate how the spread of information has had either a positive or negative impact on the issue. Students can use the website www.allsides.com to evaluate potential bias in news sources.

Bad News Game - Online simulation that allows students to gain insight into various tactics and used to spread misinformation. After students play the game, discuss the various techniques that were used to spread misinformation.

Newsfeed Defenders *iCivics* - Online game that allows students to identify problematic news and other news-related types of misinformation.

Sample Assessments and Performance Tasks

The following three items are meant to be used as a pre-assessment. At the end of the unit, students can revisit their responses and determine what changes they would make to their responses. The assessments were designed by *Stanford University Civic Online Reasoning.*
- [Website Reliability](#) - Students will evaluate the provided website and determine whether it is a trustworthy source. Students will cite evidence from the website to defend their answer.
- [Webpage Comparison](#) - Students will compare two provided websites and then defend which one they would use for research purposes.
- [Evaluating Videos](#) - Students will analyze the video provided from a Facebook post. Students will evaluate the reliability of the evidence presented in the video.

Create and administer an acceptable use of technology quiz.

Exit slip/ticket for Crash Course video: [Check Yourself with Lateral Reading](#)

[What's the Evidence? Saturday School](#) (Stanford University Civic Online Reasoning) - Students will evaluate evidence that is presented in three online arguments about mandatory Saturday School. Students can utilize the [SIFT Method](#) to complete their analysis..

[What Do Other Sources Say? Saturday School](#) *Stanford University Civic Online Reasoning* - Students will corroborate claims and evidence presented about mandatory Saturday School. Students can utilize the lateral reading strategy.

Students can create a children's book/informational brochure on how to navigate social media and evaluating the credibility of sources.

Instructional Resources

9-12 Resources from Common Sense Media - Variety of digital citizenship lesson plans to address timely topics.

Fact Checking and Evaluating Media Sources (Youngstown State University)

10 Resources to Boost Student Media Literacy (ISTE)

Crash Course: Media Literacy - Series of YouTube videos addressing the history and psychology of media. The videos also include tips on how to become more media savvy.

Civic Online Reasoning (Stanford University) - Curriculum provided to help teach students how to evaluate online information that affects them, their communities, and the world.

Above the Noise - YouTube series for teens that discusses controversial issues in their daily life. Videos for many different aspects of this course

NewsHour Extras (PBS.org) - Lesson plan database using daily news to teach digital literacy.

Digital Civics Toolkit (MacArthur Research Network) - Collection of modules for teachers to use in their classroom about the civic potential of digital life

Evaluating Sources in a "Post Truth" World - (New York Times) A collection of lesson plans for teaching fake news

Facing Ferguson: News Literacy in a Digital Age (Facing History) - Collection of digital literacy lessons developed around the death of Michael Brown in Ferguson, Missouri

Student News Daily - Collection of daily current event articles for teachers to use in the classroom

Harvard's Implicit Bias quizzes - Collection of quizzes used to determine your bias towards specific

Check, Please! Starter Course - Course about how to apply the SIFT Method

Unpacked Standards / Clear Learning Targets

Civic Reasoning Learning Target 5. Use digital technology constructively for research, problem solving, and civic engagement.	**Essential Understanding** Civic engagement requires constructive use of digital technologies. **Extended Understanding** Digital technologies must be aligned with specific goals and audiences.	**Academic Vocabulary** constructive digital identity intellectual property click restraint boolean search dutiful citizenship actualizing citizenship
Ultimate Learning Target Type: Skill	**Broad Learning Target:** − The student can use digital technology constructively for problem solving and civic engagement. **Underpinning Knowledge Learning Targets:** − The student can explain the rights and responsibilities of digital citizenship. − The student can explain the opportunities of living in an interconnected digital world. **Underpinning Skills Learning Targets:** − The student can gather, organize, analyze, and synthesize information using a variety of digital tools. − The student can identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence. **Underpinning Skills Learning Target:** − The student can manage their digital identity and reputation. − The student can engage in positive, safe, legal and ethical behavior when using technology and social media. − The student can respect the rights and obligations of using and sharing intellectual property. − The student can curate information from digital resources to learn and build knowledge.

Content Elaborations

The concept of digital citizenship refers to the responsible use of technology to learn, create, and participate in communities. Many current approaches to digital citizenship emphasize a list of rules and prohibitions for online behavior. An active, participatory approach to digital citizenship, however, recognizes the importance of student voice and ownership.

From the ISTE Standards:
Digital citizenship shouldn't be a long list of don'ts. It should be about the do's that help create thoughtful, empathetic digital citizens who can wrestle with the important ethical questions at the intersection of technology and humanity. Those do's include:
- Using technology to make your community better.
- Engaging respectfully online with people who have different beliefs than you.
- Using technology to make your voice heard by public leaders and shape public policy.
- Determining the validity of online sources of information.
- Digital citizenship goes beyond conversations about personal responsibility. It's about being active citizens who see possibilities instead of problems, and opportunities instead of risks as they curate a positive and effective digital footprint.

Instructional Strategies

Citizen Action Project: students can begin to prepare presentations on their research

Compare and contrast the different forms of digital citizenship: *dutiful* and *actualizing citizenship*. Dutiful citizenship is predicated on civic responsibility, membership in civic organizations, and reflects a hierarchical style of both information dissemination and possibilities for leadership (voting, writing letters to the editor and/or local politicians, or belonging to civic organizations). Actualizing citizenship is based on engagement with peer networks that crowdsource information and organize civic action using social technologies (maximize individual expression).

Practice the use of digital media, specifically production, collaboration, sharing and critiquing media using current and emerging technologies This includes reading, writing and engaging in dialogue that contributes to democratic discussion.

Have students listen to the It's Been a Minute podcast from NPR. Host Sam Sanders engages in conversations with other journalists about current events, pop culture, and politics.

Assign small groups to collect evidence about a specific topic using different digital sources (research articles, news articles, social media, Op-Ed pieces) and evaluate each source's credibility/validity.

Teach students how to Google effectively using boolean search terms, click restraint, and understand the algorithm/how search "Eight TIps to Google like a Pro"

Instructional Strategies (continued)

Model for the students how to use click restraint when utilizing search engines. Allow students time to practice utilizing click restraint. The following click restraint activity can be used as a follow-up. If needed, use the video How to Find Better Information from Stanford University Civic Online Reasoning

Have students choose a contemporary problem and use digital technology to communicate policy suggestions to a public leader or elected representative.

Teach students about social media algorithms using this lesson - Social Media and Algorithms

Students can keep a daily journal to track their digital footprints (what digital technology they use, for what purpose, for how long each day).

Use the COR lesson, Evaluating Wikipedia to teach how to use Wikipedia wisely.

Students can practice their media literacy by taking the Spot the Troll Quiz

Present students with a case study on social media and school discipline (Brandi Levy SCOTUS case). Have students discuss in a small group what role they think the school should play in that scenario. Then have the students research the legal responsibility of schools when it comes to discipline and social media. Students can then discuss what changes they would make to the law and actions they could take to achieve those changes.

Present students with the guiding question: "Should 'outsiders' be able to regulate free speech in digital communities?" Students can locate articles that will support their arguments. They will also need to evaluate the credibility of the sources they chose.

Use the "Effective vs. Ineffective Online Discussions" on pages 62-71 from the book, *Digital Citizenship in Action* to talk about civil and constructive engagement with members of the digital community.

Sample Assessments and Performance Tasks

Evaluate student participation in their digital footprint diary.

Have students participate in a debate about school discipline and social media posts.

How can you determine if Wikipedia articles are reliable or credible?

Evaluate student arguments and evidence for the question: "Should 'outsiders' be able to regulate free speech in digital communities?"

Students can create a Tech Tips Podcast. (Lesson from NY Times on how to create podcast)

Civic Reasoning Project - Students will conduct research for their chosen topic utilizing the strategies in this unit. Note: This project will be the culminating project for the semester.

Instructional Resources

10 Resources to Boost Student Media Literacy (ISTE)

Common Sense Media research program

Google's own explanation about how their search engine works.

Spot the Troll Quiz (Clemson University)

Mattson, Kristen. *Digital Citizenship in Action: Empowering Students to Engage in Online Communities*. International Society for Technology in Education, 2017.

Gleason, B., & von Gillern, S. (2018). Digital Citizenship with Social Media: Participatory Practices of Teaching and Learning in *Secondary Education. Educational Technology & Society*, 21 (1), 200–212.

Unit 3. Why Does Civil Discourse Matter?

Unpacked Standards / Clear Learning Targets		
Civic Reasoning Learning Target 6. Use deliberation strategies to share perspectives and build ideas collaboratively.	**Essential Understanding** Collaborative ideas require the use of specific deliberation strategies. **Extended Understanding** Consensus-building requires considering multiple perspectives through deliberation and debate as well as constructing arguments supported by evidence from many sources.	**Academic Vocabulary** deliberation debate perspective argument claim evidence
Ultimate Learning Target Type: Skill	**Broad Learning Target:** − The student can use deliberation strategies to share perspectives and build ideas collaboratively. **Underpinning Knowledge Learning Target:** − The student can identify the aims of deliberation: to share perspectives and knowledge and to build ideas. − The student can explain guidelines for deliberation. **Underpinning Reasoning Learning Targets:** − The student can distinguish between deliberation and debate. **Underpinning Skills Learning Target:** − The student can practice careful listening and an openness to the knowledge and the views of others. − The student can construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.	

Content Elaborations

Deliberation is a critical element of democratic society. Deliberation is defined as a collaborative process that involves the experiences and perspectives of more than one individual. Successful deliberation requires careful listening to the perspectives and the knowledge of all participants.

Debate is a competitive process in which the aim is to win an argument. Debate is useful when we want to persuade others of our positions. The aim of deliberation is to share perspectives and knowledge and to build ideas, not to defend them. Deliberation is useful when our positions are not fully developed, and there is a complex issue to address from multiple perspectives.

Instructional Strategies

Citizen Action Project: students can continue to prepare presentations on their research

Conduct a Socratic Seminar on a contemporary issue. Choose a text to read for this activity. Current events texts are available at INFOhio.org, Newsela.com, Learning for Justice (formerly Teaching Tolerance), facinghistory.org,

Debate teams can research different perspectives on topics using the Points of View Reference Center on Infohio/EBSCO

Students can listen to model debates on Open Debate.

Students can also listen to The Argument, a weekly podcast from the NY Times, hosted by Jane Coaston

Conduct a classroom discussion using a topic from Thinkalong. Students will investigate, contemplate, and debate by consuming information from three different resources (video, article, and podcast) about the same topic. Topics are chosen by the students. This can be done individually or as a small/whole group.

Have students read an argument from the NYT Room for Debate. Have them evaluate the effectiveness of the conversations in the comments section. Students may also use the comments section of the Learning Network Writing Prompt section to practice useful and respectful dialogue.

See page 84 of *Digital Citizenship in Action* book for steps to connecting with an online community.

Sample Assessments and Performance Tasks

Teams can create arguments and participate in debates. Arguments and debate participation can be evaluated.
- Socratic Seminar Rubric and Tips

Students can be evaluated for their participation in and preparation in a Socratic Seminar.

Instructional Resources

Guidelines for Deliberation (Choices Program)

Civil Discourse in the Classroom (Learning for Justice)

Digital Citizenship in Action, by Kristen Mattson, ISTE, 2017

Socratic Seminar Lesson (Facing History)

Socratic Seminar Video Example - What is a Socratic Seminar? Demonstrated by a middle school class.

How to Participate in a Socratic Seminar? - Step-by-Step instructions on how to have a successful socratic seminar.

Points of View Reference Center from InfOhio/EBSCO

Open Debate

Room for Debate and Writing Prompts (New York Times)

Unpacked Standards / Clear Learning Targets		
Civic Reasoning Learning Target 7. Apply deliberative and democratic strategies to make decisions and take action in civic contexts.	**Essential Understanding** Civic action requires the use of the deliberative process. **Extended Understanding** Successful use of deliberative processes requires application of the appropriate strategies in given contexts.	**Academic Vocabulary** deliberative process persuasion propaganda compromise consensus negotiation
Ultimate Learning Target Type: Skill	**Broad Learning Target:** – The student can apply deliberative and democratic strategies to make decisions and take action in civic contexts. **Underpinning Knowledge Learning Target:** – The student can identify strategies reaching agreement and settling differences. – The student can can explain the purpose of persuasion, compromise, consensus building, and negotiation. **Underpinning Skills Learning Target:** – The student can use deliberative processes when making decisions or reaching judgments as a group. – The student can compare deliberative processes used by a wide variety of groups in various settings.	

Content Elaborations

The *democratic process* requires the use of interpersonal and decision-making skills for effective functioning.

Persuasion is a process of inducing others into accepting a point of view by means of reasoning and argumentation.

Compromise is a process of making concessions to settle differences.

Consensus building is a process of working toward achieving general agreement within a group.

Negotiation is a process of settling differences through a discussion of issues.

These processes come into play by varying degrees during activities related to governing. These skills should be understood within a real-world context as a collective, interdependent group as opposed to isolated techniques. For example, negotiation may involve persuasion and lead to compromise.

Instructional Strategies

The Choices program simulations can be utilized to engage students in the democratic process to address specific issues.

The Zinn Education Project provides several role-playing activities to use with students on various historical and contemporary topics.

Use this Scholastic Persuasion lesson with students to practice persuasion.

Watch and analyze persuasive techniques in presidential campaign commercials using the Living Room Candidate site from the Museum of the Moving Image.

Watch and analyze persuasive techniques in popular TV commercials. Pair with this lesson about persuasion from Read Write Think.
Students can also learn about propaganda techniques using this lesson from Read Write Think.

Lead students through this lesson on Consensus Decision Making from Read Write Think (suggests texts but could be adapted to any text).

Use simulations to teach negotiation (PBS Newshour simulation on Labor Day and Unions that focuses on negotiation)

Digital Citizenship in Action featured activity pages 97-99. Is slacktivism equal to activism?

Sample Assessments and Performance Tasks

What are some effective persuasion techniques?

Why is compromise an important part of the democratic process?

How do formal negotiations work?

Student groups can create TV commercials to practice persuasion techniques. Pages 31-33 in "Digital Citizenship in Action" book

Participate in a simulation in which student groups must adopt different perspectives on an issue and come to a consensus about how to address the issue. Participation and final products can be assessed.

Civic Reasoning Project - Students will design an action plan to address their local, regional, and/or global issue. Note: This project will be the culminating project for the semester.

Instructional Resources

The Game of Persuasion lesson (Scholastic)

Persuasive techniques in advertising lesson (Read Write Think)

Consensus Decision Making lesson (Read Write Think)

Propaganda Techniques lesson (Read Write Think)

General resources for teaching controversial issues:

The Choices Program from Brown University

The Zinn Education Project teaching activities

PBS Labor Day and Unions negotiation simulation

Digital Citizenship in Action, by Kristen Mattson, ISTE, 2017

Unit 4. How Can We Take Civic Action?

Unpacked Standards / Clear Learning Targets		
Civic Reasoning Learning Target 8. Present arguments and perspectives on issues to reach a range of audiences using print, oral, and digital technologies.	**Essential Understanding** To reach a wide range of audiences, arguments must be presented in various ways. **Extended Understanding** Aligning the most effective strategies with goals and audiences will produce the best results.	**Academic Vocabulary** print technologies oral technologies digital technologies claims counterclaims evidentiary weaknesses
Ultimate Learning Target Type: Skill	**Broad Learning Target:** − The student can present arguments and perspectives on issues to reach a range of audiences. **Underpinning Knowledge Learning Target:** − The student can identify effective print technologies for communicating conclusions. − The student can identify effective oral technologies for communicating conclusions. − The student can identify effective digital technologies for communicating conclusions. **Underpinning Skills Learning Target:** − The student can present a summary of an argument using print, oral, and digital technologies. − The student can construct explanations using sound reasoning, correct sequence, examples, and details with significant and pertinent information and data. − The student can construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. − The student can present arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom.	

Content Elaborations

Successful argumentation involves the skilled use of a variety of media in order to effectively reach an audience. Media can include print, oral, and digital media. Examples include:
- Print: posters, essays, letters, reports, maps, visual art
- Oral: debates, speeches, talks, presentations
- Digital: social media, digital documentary, podcast, film

The overarching goal of this course's culminating Civic Action Project is for students to use what they've learned about media and argumentation to construct a focused, balanced and nuanced argument about a particular issue and present their arguments in a skilled and authentic way.

Instructional Strategies

Conduct a Structured Academic Controversy - Students will evaluate a problem within their community (local, national, global). Students will evaluate alternative perspectives and engage in a shared decision-making process. (adapted from Teaching Democracy: Unity and Diversity in Public Life)

Students can keep a journal and write a reflection essay on their perspective on digital citizenship and their personal use of media and how it has changed since the beginning of the course.

Students can watch TEDx talks and use a graphic organizer to evaluate the presenters. Talks can be selected that address issues students are researching.

Sample Assessments and Performance Tasks
Citizen Action Project: students present on their issue and research findings Student journals can be evaluated for participation. Student reflection essays can be evaluated using a [rubric](#).

Instructional Resources
[Presentation Tools](#) for students (Common Sense Media) [Presentation Tips-](#) can be adapted for student use (SkillsYouNeed) [TEDx Talks](#) that align with class topics

Unpacked Standards / Clear Learning Targets		
Civic Reasoning Learning Target 9. Assess options for individual and collective action to address local, regional and global problems.	**Essential Understanding** Individual and collective action require the assessment of options that best address local, regional and global problems. **Extended Understanding** Individuals and groups can affect change at the local, regional, and global level.	**Academic Vocabulary** collective action power justice strategy causality research stakeholder artivism
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can assess options for individual and collective action to address local, regional, and global problems. **Underpinning Knowledge Learning Target:** − The student can explain different strategies to address local, regional, and global problems. **Underpinning Reasoning Learning Targets:** − The student can predict possible results of various strategies for taking action. − The student can assess potential impact by taking into account a range of possible levers of power, strategies, and potential outcomes. − The student can assess options for taking action by engaging in self-reflection, strategy identification, and complex causal reasoning.	

Content Elaborations

Civic engagement may take many forms, from making independent and collaborative decisions within the classroom to starting and leading student organizations within schools, to conducting community-based research and presenting findings to external stakeholders. Collaborative efforts may range from teaming up to work on a group presentation with classmates to actual work on a local issue that could involve addressing real-world problems.

Civic engagement can also take the form of individual or public art projects. Artwork (performing and/or visual), displayed publicly or shred digitally, can raise awareness and/or inspire others to take citizen action.

Instructional Strategies

Social Media for Social Action - Students will debate about the efficacy of social media as a tool for change. (Learning for Justice)

Review past citizen action (social media campaigns, boycotts/buycotts, policy research, letter writing, public speaking/presentation, social protest).

Watch *The Children's March* and complete provided viewing questions (full lesson plans also available from Learning for Justice).

Watch Selma: The Bridge to the Ballot about the movement for voting rights (full lesson plans from Learning for Justice).

Watch The Revolutionary Optimists and complete an exit slip/ticket.

Students can interview local community organizations that address local, regional, and/or global issues. Students can ask a series of self generated questions on the goals of the organization and how they use technology/social media to achieve those goals.

The Power to Change the World: A Teaching Unit on Student Activism in History and Today

Sample Assessments and Performance Tasks

Civic Reasoning Project - Students will create a social justice media campaign (public service announcement, podcast, public art project, website, etc) to address a local, regional, and/or global problem. Student action projects/campaigns can be evaluated with a rubric.

Civic Reasoning Project Reflection Writing - Students will write a reflection based on what they found in their research and how they utilized strategies learned throughout the semester. Note: This project will be the culminating project for the semester.

Students can review the Informed Action Project list to select and take action on the current local, regional, and/or global problem.

Instructional Resources

Civic Action Project (Constitutional Rights Foundation) - The toolkit contains how-tos for many types of students action projects.

Teenagers in The Times (New York Times) - Monthly collections of Times articles featuring young people in the news.

 The Children's March (Learning for Justice)

The Revolutionary Optimists (PBS.org)

Artivism: Making a Difference Through Art (Art & Object)

Wexner Center for the Arts programs for schools