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

### Creating a Climate for Discussion

#### DESCRIPTION

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

#### POSSIBLE RESOURCES

**Identity, Community, and Biases**
- Confirmation and Other Biases, from Facing History and Ourselves
- Classroom Culture, from Teaching Tolerance
- What’s your FRAME?, from Teaching Tolerance
- Project Implicit: Online tests to discern biases
- Lessons in Personhood: 10 Ways to Truly Lead Your Classroom, from Cult of Pedagogy
- Icebreakers that Rock, from Cult of Pedagogy
- 10 Powerful Community-Building Ideas, from Edutopia
- The Danger of a Single Story, TED talk by Chimamanda Ngozi Adichie
- Peel the Fruit, from Visible Thinking

**Engaging Student Voice in Building Norms**
- Addressing Equity Through Student & Family Voice in Classroom Learning, from Institute of Education Services
- Civil Discourse in the Classroom, from Teaching Tolerance
- Facing History and Ourselves
  - Class Contracting
  - Fostering Civil Discourse
- Discussion Inventory for Students
  - CCID Student Discussion Inventory - paper
  - CCID Student Discussion Inventory - google form

**Engaging Student Voice in Creating Questions**
- The Question Formulation Technique, from Right Question Institute
- The Q Matrix, from Howard Gardner’s Multiple Intelligences
- Visible Thinking, from Project Zero
  - See-Think-Wonder
  - Think-Puzzle-Explore

**Remote Learning Toolkit**, from IllinoisCivics.org

**Engaging Student Voice in Creating Rubrics**
- Involving Students in Creating Assessment, from Galileo Educational Network
## Facilitation of Knowledge Grounding

### DESCRIPTION

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

### POSSIBLE RESOURCES

- **Formative Assessment Ideas to Show Mastery or Synthesize Information**
  - [56 Formative Assessment Ideas](#), curated by David Wees, Formative assessment specialist, New Visions for Public Schools
  - [53 Ways to Check for Understanding](#) from Edutopia
  - [Tools for Formative Assessment](#)
  - [75 Tools to Improve Student Learning](#), from Stefanie Wager, Iowa DOE

- **Text Resources to Ground Discussion**
  - [Student Government Affairs Newsletter](#)
  - [AllSides.com](#)
  - [Pro/Con.org](#)
  - [IllinoisCivics.org Lesson Plans](#)
  - [The Choices Program](#), from Brown University
  - [National Issues Forums](#)
  - [Street Law Deliberations](#)
  - [Above the Noise](#), from KQED

- **Tools for Differentiation**
  - [Rewordify.com](#)
  - [Text to Speech Reader](#)

- **Tools to Support News Literacy**
  - [Independent and Collaborative Learning Resources](#), from Checkology & News Literacy Project
  - [Online Classes and Training, Lesson Plans and Discussion Topics](#), from Newseum
  - [Civic Online Reasoning](#), from Stanford History Education Group (SHEG)
  - [News Literacy Resources](#), from iCivics
## Discussion

**DESCRIPTION**

- Students utilize a discussion strategy that is appropriate for the content and focus of the conversation.
- Students employ a variety of rhetorical tools (logos, ethos, pathos) in an effort to inform and persuade others.
- Students actively listen and respond appropriately to their peers to corroborate, clarify, question or provide an alternative perspective.
- Students use appropriate transitions throughout the discussion, acknowledging the thoughts of others.
- Students invite others into the conversation and encourage the sharing of multiple viewpoints.
- Students demonstrate self-awareness, the ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior.
- Students take a role in enforcing the ground rules and hold one another accountable, in a civil and respectful way.

**POSSIBLE RESOURCES**

- **Rhetorical Tools for Students**
  - [The Basics of Persuasion](#), from CRF Civic Action Project
  - [Four Step Refutation Strategies](#), from Univ. of Pittsburg Department of Communication
- **Active Listening**
  - [Learn to Listen, Listen to Learn](#), from Facing History and Ourselves
  - [How to Listen with Compassion](#), from Greater Good Science Center at UC Berkeley
- **Discussion Transition Statements**
- **Socratic Seminars in Science Class**
  - from U.S. National Library of Medicine
- **Ground Rules for Philosophical Chairs**
- **Education Strategies for Structured Discussion**
  - from Northwest Association for Biomedical Research
- **The Political Classroom**
- **Equity Mapping Tool**
- **Sentence Starters to Support Civil Discourse**
  - [26 Sentence Stems for Higher-Level Conversation in the Classroom](#), from Teach Thought
  - [Secondary Discourse Sentence Starts](#)
  - [Discussion Transitions](#), from Mrs. Candace Fikis, Community HS, West Chicago, IL
  - [Bounce Cards](#), from Himmele, P & Himmele W, Total Participation Techniques
- **Resources to Support Socratic Seminars**
  - [Socratic Smackdown](#), from Institute of Play
  - [Socratic Seminar Rules](#), from Facing History and Ourselves
- **Philosophical Chairs & Similar Strategies**
  - [Philosophical Chairs Rules](#), from Julie Thomas
  - [Four Corners](#), from Facing History and Ourselves
  - [Barometer](#), from Facing History and Ourselves
- **Student Self-Awareness of Social Emotional Learning**
  - [CASEL Core Social-Emotional Learning Competencies](#)
  - [Dialogue vs. Debate](#), from Global Campus
### Closure and Reflection

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<thead>
<tr>
<th>DESCRIPTION</th>
<th>POSSIBLE RESOURCES</th>
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| • Students indicate how thinking has evolved or clarified as a result of knowledge grounding and discussion. | • Reflection Strategies  
  o [Reflection and Action for Civic Participation](#), from Facing History and Ourselves  
  o [Big Paper Talk](#), from Facing History and Ourselves  
  o [Reflective Writing and Thinking](#), from UTM Experiential Education Office  
  o [Visible Thinking](#), From Project Zero  
    ▪ [I Used to Think, Now I Think](#)  
    ▪ [What Makes You Say That?](#)  
| • Students assess the effectiveness of participation and opportunities for growth. | • Formative Assessment Ideas to Assess Student Growth  
  o [56 Formative Assessment Ideas](#), curated by David Wees, Formative assessment specialist, New Visions for Public Schools  
| • Students reflect on the claims and counter-claims of others to articulate their perspective on a current and controversial issue discussion. | • Assessment Tools  
  o [Know Your Terms: Holistic, Analytic and Single-Point Rubric](#), from Cult of Pedagogy  
  o [Three Key Questions on Measuring Learning](#), from ASCD  
  o [Authentic Ways to Develop Performance-Based Activities](#), from ThoughtCo.  
| • Students create additional essential and supporting questions to extend the inquiry. | • Engaging Student Voice in Creating Questions  
  o [The Question Formulation Technique](#), from Right Question Institute  
  o [The Q Matrix](#), from Howard Gardner’s Multiple Intelligences  