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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>POSSIBLE RESOURCES</th>
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</table>
| • 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. | • Community Building Activities  
  o [Icebreakers that Rock](#), from Cult of Pedagogy  
  o [10 Powerful Community-Building Ideas](#), from Edutopia  
  o [75 back to school activities for the remote learning classroom](#), from DitchThatTextbook  
  o [But How Do We Build Community? Ideas for Virtual and Hybrid Learning](#), from Educator Pernille Ripp  
  o [Remote Learning Toolkit](#), from IllinoisCivics.org |
| • 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. | • Identity, Community, and Biases  
  o [Confirmation and Other Biases](#), from Facing History and Ourselves  
  o [Classroom Culture](#), from Teaching Tolerance  
  o [What's your FRAME?](#), from Teaching Tolerance  
  o [Project Implicit: Online tests to discern biases](#)  
  o [Lessons in Personhood: 10 Ways to Truly Lead Your Classroom](#), from Cult of Pedagogy  
  o [Icebreakers that Rock](#), from Cult of Pedagogy  
  o [10 Powerful Community-Building Ideas](#), from Edutopia  
  o [The Danger of a Single Story](#), TED talk by Chimamanda Ngozi Adichie  
  o [Peel the Fruit](#), from Visible Thinking |
| • Students identify, create and/or respond to both essential and supporting questions. | • Engaging Student Voice in Building Norms  
  o [Addressing Equity Through Student & Family Voice in Classroom Learning](#), from Institute of Education Services  
  o [Civil Discourse in the Classroom](#), from Teaching Tolerance  
  o [Facing History and Ourselves](#)  
    - [Class Contracting](#)  
    - [Fostering Civil Discourse](#)  
  o [Discussion Inventory for Students](#)  
    - [CCID Student Discussion Inventory-paper](#)  
    - [CCID Student Discussion Inventory - google form](#) |
| • Students are clear on how they will be assessed and ideally, participate in defining proficiency. | • Engaging Student Voice in Creating Questions  
  o [The Question Formulation Technique](#), from Right Question Institute |
| • 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. | |

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**Current & Controversial Issue Discussions**
Creating a Climate for Discussion

- **The Q Matrix**, from Howard Gardner’s Multiple Intelligences
- **Visible Thinking**, from Project Zero
  - See-Think-Wonder
  - Think-Puzzle-Explore
- **Engaging Student Voice in Creating Rubrics**
  - **Involving Students in Creating Assessment**, from Galileo Educational Network
## Facilitation of Knowledge Grounding

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<tbody>
<tr>
<td>• Students preparation is supported with appropriate preparation guides and grade-level appropriate texts.</td>
<td>• Formative Assessment Ideas to Show Mastery or Synthesize Information</td>
</tr>
<tr>
<td>• Students demonstrate mastery of relevant disciplinary content related to the discussion topic.</td>
<td>o 56 Formative Assessment Ideas, curated by David Wees, Formative assessment specialist, New Visions for Public Schools</td>
</tr>
<tr>
<td>• Students analyze a variety of credible texts in order to synthesize information for discussion, taking note of any bias and the author’s purpose.</td>
<td>o 53 Ways to Check for Understanding, from Edutopia</td>
</tr>
<tr>
<td>• Students identify multiple perspectives related to current and controversial issues.</td>
<td>o Tools for Formative Assessment</td>
</tr>
<tr>
<td>• Students synthesize information to address essential and supporting questions related to the discussion.</td>
<td>o 75 Tools to Improve Student Learning, from Stefanie Wager, Iowa DOE</td>
</tr>
</tbody>
</table>

**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

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**Current & Controversial Issue Discussions**
**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
- **Student Self-Awareness of Social Emotional Learning**
  - *CASEL Core Social-Emotional Learning Competencies*
  - *Dialogue vs. Debate*, from Global Campus
Discussion

CURRENT & CONTROVERSIAL ISSUE DISCUSSION
COURSE STRATEGIES & RELATED RESOURCES

Resources to Support Structured Academic Controversy

• Structured Academic Controversy Remote Learning Edition
• Structured Academic Controversy Fillable PDF Student Guide
  
  ○ Education Strategies for Structured Discussion, from Northwest Association for Biomedical Research

Resources to Support Socratic Seminars

• Socratic Seminar Remote Learning Edition
• Socratic Seminar Fillable PDF Student Guide
  
  ○ Socratic Smackdown, from Institute of Play
  ○ Socratic Seminars in Science Class, from U.S. National Library of Medicine
  ○ Socratic Seminar Stems, from Facing History and Ourselves

Resources to Support Philosophical Chairs & Similar Strategies

• Philosophical Chairs Remote Learning Edition
• Philosophical Chairs Fillable PDF Student Guide
  
  ○ Philosophical Chairs Rules, from Julie Thomas
  ○ Four Corners, from Facing History and Ourselves
  ○ Barometer, from Facing History and Ourselves
## Closure and Reflection

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| • Students indicate how thinking has evolved or clarified as a result of knowledge grounding and discussion.  
• Students assess the effectiveness of participation and opportunities for growth.  
• Students reflect on the claims and counter-claims of others to articulate their perspective on a current and controversial issue discussion.  
• Students create additional essential and supporting questions to extend the inquiry. | • 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?](#)  
• Formative Assessment Ideas to Assess Student Growth  
  o [56 Formative Assessment Ideas](#), curated by David Wees, Formative assessment specialist, New Visions for Public Schools  
• 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.  
• 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 |