Creating Our Future Citizens

Ryan Stough
Civic Learning Coach
Los Angeles County Office of Education
Stough_Ryan@lacoe.edu  (562) 922-8766

California Council for the Social Studies Conference
March 5, 2016
Costa Mesa, California
Why is it important that our students engage in high-quality civic learning?
Institutionalize high quality civic learning practices in ten high schools in Los Angeles County and two high schools in Orange County to provide ALL students with the knowledge, skills, and dispositions to become committed, informed, and engaged citizens in the 21st century.

We want all students to leave high school able to:

• participate in civil and productive dialogue about current local, national, and international issues;
• understand and respect the electoral process by registering to vote and voting in elections as informed, engaged citizens; and
• investigate and address community public policy issues by utilizing critical thinking and problem solving skills, creativity and innovation, communication, and collaboration skills needed for effective civic life.
<table>
<thead>
<tr>
<th>School Name</th>
<th>City/County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellflower Middle School/High School</td>
<td>Bellflower USD</td>
</tr>
<tr>
<td>Juan R. Cabrillo High School</td>
<td>Long Beach USD</td>
</tr>
<tr>
<td>Cesar Chavez Alternative School</td>
<td>Compton USD</td>
</tr>
<tr>
<td>Culver City High School</td>
<td>Culver City USD</td>
</tr>
<tr>
<td>Glendale High School</td>
<td>Glendale USD</td>
</tr>
<tr>
<td>Loara High School</td>
<td>Anaheim Union High SD</td>
</tr>
<tr>
<td>Pomona High School</td>
<td>Pomona USD</td>
</tr>
<tr>
<td>Road to Success Academy</td>
<td>Los Angeles County Office of Education</td>
</tr>
<tr>
<td>Santa Monica High School</td>
<td>Santa Monica-Malibu USD</td>
</tr>
<tr>
<td>Savanna High School</td>
<td>Anaheim Union High SD</td>
</tr>
<tr>
<td>Village Academy High School/Park West/SEEO</td>
<td>Pomona USD</td>
</tr>
<tr>
<td>William Workman High School</td>
<td>Hacienda LaPuente USD</td>
</tr>
</tbody>
</table>
Common Core State Standards for ELA

C3 Framework for Social Studies State Standards

The Civic Mission of Schools

Partnership for 21st Century Skills

CALIFORNIA DEMOCRACY SCHOOL
Summer Institute
- Civic Inquiry and Investigation
- Common Core
- C3 Framework
- P21 and the 4Cs
  July 15-19, 2013

Investigation of Public Issues
- Civil Dialogue/Inquiry
- Service-Learning
- Use of Technology
  4 days: Sept. – Nov.

Year One: 2013-2014

Coaching and Technical Assistance

PLC Cycle of Inquiry

Classroom Practice
January - June

School/District Leadership Support
What IS Civic Inquiry and Investigation
Guardian of Democracy: The Civic Mission of Schools
Building Capacity for Civic Learning as a Professional Learning Community
Develop Action Plans

No Citizen Left Behind and the Civic Opportunity Gap
Civil Dialogue About Controversial Issues

Friday, September 27 – Saturday, September 28, 2013
Almansor Court, Alhambra

Diana E. Hess, Ph.D.
Senior Vice President, Spencer Institute
Professor of Education at the University of Wisconsin
Investigation of a Civic Inquiry
Integrating the Common Core, Partnership for 21st Century Skills, the College, Career, and Civic Life (C3) Framework for Social Studies State Standards
Using Technology for Investigation

Ryan Stough, Civic Learning Coach
Michelle Herczog, Ed.D. Initiative Director
Nicole Mirra, Ph.D., Initiative Consultant
Communicating Conclusions and Taking Action
Defining High Quality Service-Learning
The Civic Opportunity Gap in California

Joseph E. Kahne, Ph.D.
Professor of Education at Mills College
The John and Martha Davidson Chair and Research Director of the
Civic Engagement Research Group
Chair of the MacArthur Research Network on Youth and Participatory Politics
**Summer Institute**
- Analyze student work
- Develop end-of-course performance-based assessment measure and rubric
- Develop operational plan
- Identify needed resources
5 days: **July 14-18, 2014**

**Implement Civic Corp Plan within Instructional Program**
i.e. 10th grade English, 12th Grade Government Course, Freshman Seminar Class

**Showcase Event**
May/June

**Year Two: 2014-2015**
<table>
<thead>
<tr>
<th>Year Two Summer Institute</th>
<th>July 14 –18, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Welcome</strong></td>
<td><strong>Curriculum Resource Demonstrations</strong></td>
</tr>
<tr>
<td><strong>Research Findings from Year One</strong></td>
<td></td>
</tr>
<tr>
<td><strong>School Site Presentations</strong></td>
<td><strong>Mikva Challenge</strong></td>
</tr>
<tr>
<td><strong>Socratic Seminar Training</strong></td>
<td><strong>Deliberating in a Democracy</strong></td>
</tr>
<tr>
<td><strong>Planning Time!</strong></td>
<td><strong>Civic Action Project</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Facing History and Ourselves</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Project Citizen</strong></td>
</tr>
</tbody>
</table>
NEW OFFERING!

Democracy School Introductory Training

- October 2, 2014
  Introduction to Civic Inquiry and Investigations

- October 13, 2014
  Civil Dialogue About Controversial Issues with Dr. Diana Hess

- January 28, 2015
  Investigation and Research

- March 18, 2015
  Communicating Conclusions and Taking Action
Year Three: 2015-2016

Coaching and Technical Assistance → PLC Cycle of Inquiry → Strengthen Internal Capacity → Showcase Work

Mentor Other Schools → School/District Leadership Support → California Democracy School Recognition
SAVE THE DATE!!

CALIFORNIA DEMOCRACY SCHOOL

Showcase Event

Saturday, May 2, 2015
8:00 a.m. – 3:00 p.m.

Richard Nixon Library & Birthplace
18001 Yorba Linda Blvd.
Yorba Linda, CA 92886
SAVE THE DATE!!

Showcase Event

Saturday, April 30, 2016
8:00 a.m. – 3:00 p.m.

Ronald Reagan Presidential Library
Simi Valley, California
California Democracy School

Civic Learning Initiative

The California Democracy School Project, funded by the S.D. Bechtel, Jr. Foundation, is designed to institutionalize civic learning in high schools to prepare all students for college, career, and citizenship in the 21st century. The project strengthens existing initiatives including the Common Core State Standards, the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, Partnership for 21st Century Skills, and the Campaign for the Civic Mission of Schools.
# Civic Inquiry and Investigation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Inadequate</th>
<th>Adequate</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Framing of the</strong></td>
<td><strong>The Inquiry Question</strong></td>
<td><strong>The Inquiry Question</strong></td>
<td><strong>The Inquiry Question</strong></td>
</tr>
<tr>
<td><strong>Inquiry Question</strong></td>
<td>• is unclear or overly broad</td>
<td>• is somewhat clear and not overly broad</td>
<td>• is clear, specific, authentic, and manageable</td>
</tr>
<tr>
<td></td>
<td>• does not address a particular problem</td>
<td>• addresses a particular problem</td>
<td>• addresses a problem that is authentic and relevant to students</td>
</tr>
<tr>
<td></td>
<td>• did not engage students in the development stage</td>
<td>• engaged students in the development stage</td>
<td>• actively engaged students in the development stage</td>
</tr>
<tr>
<td></td>
<td>• does not have the potential to meet Common Core State Standards or other content standards</td>
<td>• has the potential to meet the Common Core State Standards and/or other content standards</td>
<td>• has the potential to develop creativity, collaboration, communication, and critical thinking skills</td>
</tr>
<tr>
<td></td>
<td>• provides little opportunity to develop creativity, collaboration, communication, or critical thinking skills</td>
<td>• has some opportunity to develop creativity, collaboration, communication, or critical thinking skills</td>
<td>• will develop cognitive and participatory skills of students to result in students’ taking informed civic action in the form of policy or direct service</td>
</tr>
<tr>
<td><strong>Civil Dialogue</strong></td>
<td><strong>Dialogue and discourse</strong></td>
<td><strong>Dialogue and discourse</strong></td>
<td><strong>Dialogue and discourse</strong></td>
</tr>
<tr>
<td></td>
<td>• discredits diverse viewpoints</td>
<td>• values most but not all viewpoints</td>
<td>• values all viewpoints</td>
</tr>
<tr>
<td></td>
<td>• is not civil or respectful</td>
<td>• is civil or respectful at times</td>
<td>• is civil or respectful at all times</td>
</tr>
<tr>
<td></td>
<td>• is spontaneous; facilitator and participants are not prepared in advance</td>
<td>• reflects some preparation in advance from the facilitator and participants</td>
<td>• reflects a great deal of preparation in advance from the facilitator and participants</td>
</tr>
<tr>
<td></td>
<td>• does not demonstrate use of academic language</td>
<td>• demonstrates some use of academic language</td>
<td>• demonstrates much use of academic language</td>
</tr>
<tr>
<td></td>
<td>• does not rely on evidence from research</td>
<td>• partially relies on evidence from research and multiple sources</td>
<td>• relies heavily on evidence from research and multiple sources</td>
</tr>
<tr>
<td></td>
<td>• is primarily delivered by the facilitator; not by the participants</td>
<td>• is delivered by the facilitator and participants</td>
<td>• is delivered by a facilitator but primarily delivered by participants</td>
</tr>
<tr>
<td></td>
<td>• does not allow enough time to explore a particular idea before moving to another point</td>
<td>• allows adequate time to explore a particular idea before moving to another point</td>
<td>• allows adequate time to explore a particular idea before moving to another point</td>
</tr>
<tr>
<td></td>
<td>• does not allow participants to feel comfortable</td>
<td>• allows participants to feel comfortable</td>
<td>• allows participants to feel comfortable</td>
</tr>
<tr>
<td></td>
<td>• prompts questions are insubstantial and do not refer back to previous points made in the discussion</td>
<td>• prompts questions that are authentic and refer back to previous points made in the discussion</td>
<td>• prompts questions that are authentic and refer back to previous points made in the discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• is intentionally designed to make all participants feel comfortable</td>
<td>• is intentionally designed to make all participants feel comfortable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• prompts questions that are authentic and refer back to previous points made in the discussion</td>
<td>• prompts questions that are authentic and refer back to previous points made in the discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• is monitored and “owned” by the entire group</td>
<td>• is monitored and “owned” by the entire group</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Question</strong></td>
<td><strong>Should you shop at Wal-Mart?</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Investigation** | • Watch *Wal-Mart: The High Cost of Low Price*
 • Read Joel Kotkin: “The Ultimate Pro-Wal-Mart Article”
 • Review article/documentary for logical fallacies
 • Interview community: why do you shop at Wal-Mart |
<p>| <strong>Civil Dialogue</strong> | Socratic Seminar |
| <strong>Communicating a Conclusion</strong> | Synthesis essay: Will you shop at Wal-Mart? Justify your stance with economic, financial, and moral arguments. |
| <strong>Informed Action</strong> | Students individually choose whether or not they will boycott Wal-Mart. |</p>
<table>
<thead>
<tr>
<th>The Question</th>
<th><strong>Should voting in ASB elections be mandatory?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td>Conducted Surveys of 9th, 10th, 11th, 12th grade Savanna students Researched ASB/Scheduling: Garden Grove Unified Santa Ana Unified Anaheim Union</td>
</tr>
<tr>
<td>Civil Dialogue</td>
<td>Socratic Seminar/Web We used the results to discuss student involvement on our campus and searched for solutions to increase involvement.</td>
</tr>
<tr>
<td>Communicating a Conclusion</td>
<td>Students wrote one page reflections on both the process and any changes they deemed could improve Savanna’s student representation.</td>
</tr>
<tr>
<td>Informed Action</td>
<td>Students drafted proposal letters to ASB/the ASB director.</td>
</tr>
</tbody>
</table>
### 10th Grade World History

<table>
<thead>
<tr>
<th>The Question</th>
<th>Is Genocide still an issue today? Yes or No? Why? What groups of people are still under threat of genocide? How can we support these people?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td>Students conducted internet research to determine if genocide is an issue today. They contacted and researched resources from various sources such as Genocide Watch and Mikva. Lists were composed of groups of people who have been victims of genocides since the Holocaust.</td>
</tr>
<tr>
<td>Civil Dialogue</td>
<td>Students engaged in Socratic discussion and questioning to share their findings. The results were used to communicate conclusions about the inquiry question.</td>
</tr>
<tr>
<td>Communicating a Conclusion</td>
<td>Students wrote reflections on their research and their findings. They also concluded that genocide is too narrow of a focus but rather, human atrocities would have allowed for a broader scope.</td>
</tr>
<tr>
<td>Informed Action</td>
<td>Students participated in a local awareness campaign to stress the importance of becoming knowledgeable of atrocities and students agreed to attend the annual Armenian Genocide protest in Anaheim (Brookhurst Street).</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td><strong>The Question</strong></td>
<td><strong>Should California have a lottery?</strong></td>
</tr>
</tbody>
</table>
| **Investigation** | Internet research on the lottery in California v. other states
How much money does California make on the lottery and where does it go?
Calculating the probabilities of winning- does it change if it is a multi-state lottery? What are the odds of the different types of lotteries? Does the population of the state change the chances of winning? |
| **Civil Dialogue** | Socratic Seminar/Debate- Should we have a lottery in California?
This will occur twice- once before they start the research and once after. They will have a chance to discuss if they changed their minds and to share why or why not. |
<p>| <strong>Communicating a Conclusion</strong> | Students write a research paper to choose if they think California should have a lottery. |
| <strong>Informed Action</strong> | Students will break up into groups of no more than four to create PSAs to either encourage or discourage people to play the lottery. It must include at least two relevant statistics to back up their position. |</p>
<table>
<thead>
<tr>
<th><strong>US History- 8th grade</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inquiry Question:</strong></td>
</tr>
<tr>
<td><strong>Investigation:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Civil Dialogue:</strong></td>
</tr>
<tr>
<td><strong>Communicating Conclusions:</strong></td>
</tr>
<tr>
<td><strong>Taking Informed Action:</strong></td>
</tr>
<tr>
<td>History and English</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td><strong>The Question</strong></td>
</tr>
</tbody>
</table>
| **Investigation**  | Conducted a survey among all students and available Probation staff.  
Researched laws regarding voting rights for felons across the country. |
| **Civil Dialogue** | Philosophical Chairs  
T Chart on pros and cons of issue |
| **Communicating a Conclusion** | Students wrote a five paragraph essay on their stand of the inquiry and facts to support claim. |
| **Informed Action** | Students constructed a preliminary piece of legislation that emphasized the historical foundation of voting rights and the individual and societal benefits for felons to vote while being incarcerated. |
Step 1:

All team members will write as many questions as they can in reference to the issue on the post-it notes.
Step 2:

Review the definitions of Compelling Questions and Supporting Questions
What are Compelling Questions?

- ‘Intellectually meaty’- needs to reflect an enduring issue, concern or debate
- ‘Student-friendly’- needs to be relevant to their lives or interests
- Provocative, engaging and worth spending time on
- Link to the Informed Action that students will take

Source: S.G. Grant- From Inquiry Arc to Instructional Practice: The Potential of the C3 Framework
Framing the Inquiry Question

Examples:

• What can we do to ensure that our state government is ethically managing the lottery?

• What can we do to help our parents generation be more accepting of the LGBTQ community?

• Was the Civil Rights Movement of the 1960’s a success?

• Has the definition of Americans changed over time?
What are Supporting Questions?

- Contribute knowledge and insights
- Focus on descriptions, definitions and processes
- Help scaffold student investigations

Source: S.G. Grant- From Inquiry Arc to Instructional Practice: The Potential of the C3 Framework
Examples

• When was the lottery first enacted in California and why?

• What are the attitudes of different generations towards the LGBTQ community?

• Who were the important figures of the Civil Rights movement? What were their roles?

• How have immigration patterns changed in the past 150 years?
Step 3:

Analyze the questions you have created and answer the following questions with your group?

1. Which questions can serve as the COMPELLING QUESTION?
2. Which questions can be set aside for SUPPORTING QUESTIONS?
3. Can we modify one of the questions to become a COMPELLING QUESTION?
4. Do we need to create an original COMPELLING QUESTION?
Choose one question to serve as your Compelling Question.
Table Presenter - Stand and state your compelling question
Step 4:

Analyze the questions you have created and answer the following questions with your group?

1. Which questions are linked to the most COMPELLING QUESTION and can serve as SUPPORTING QUESTIONS?

2. Can we modify some of the questions to become SUPPORTING QUESTIONS for our COMPELLING QUESTIONS?

3. Do we need to create more SUPPORTING QUESTIONS?
Add SUPPORTING QUESTIONS on post-it notes as you keep in mind that supporting questions should be linked with your compelling question.
Step 5:

• Copy the graphic organizer in your handout onto your chart paper.

• Place your TOPIC in the top box

• Place your COMPELLING question in the box below.

• Add your SUPPORTING QUESTIONS underneath the COMPELLING QUESTIONS
Step 6:
Share out your Compelling Question and Supporting questions.
Table Talk:

1. How can you implement this in your classroom? What modifications would you make?

2. What are some challenges associated with this type of activity?
What are some challenges associated when students ‘Take Informed Action’?
Taking Informed Action

Step 1:

Based on our study of __________, what action could you take to create change.
Step 2:
Participate in a brief pair-share with your elbow partner.
Step 3:

The class will participate in a whole class discussion while the teacher charts the responses.
Taking Informed Action

Step 4:
Students will be divided into groups of 3-5. They will receive “Civic Action Cards.”
Step 5:

Students will sort the cards on a spectrum using the following prompt:

What do you believe is the most effective and appropriate action to address the issue?
Step 5b:

Students will provide a value for each card. A value of “0” denotes an action that would be extremely ineffective and inappropriate and a value of “10” denotes an action that would be extremely effective and appropriate.
Step 6:
The name of a Civic Action will be announced. Each group will post their card on the spectrum created on the board. A discussion will be facilitated to discuss the results.
Step 7: Reflection

a. What do you believe is the most effective and appropriate action? Choose one.

b. In order, what are your next steps?

c. What resources will you need?

d. What do you need from the teacher?
Reflection

How can you use this lesson in your classroom?

What modifications might you make?
The better educated our citizens are, the better equipped they will be to preserve the system of government we have. And we have to start with the education of our nation’s young people.

Knowledge about our government is not handed down through the gene pool. Every generation has to learn it, and we have some work to do.

Justice Sandra Day O’Connor