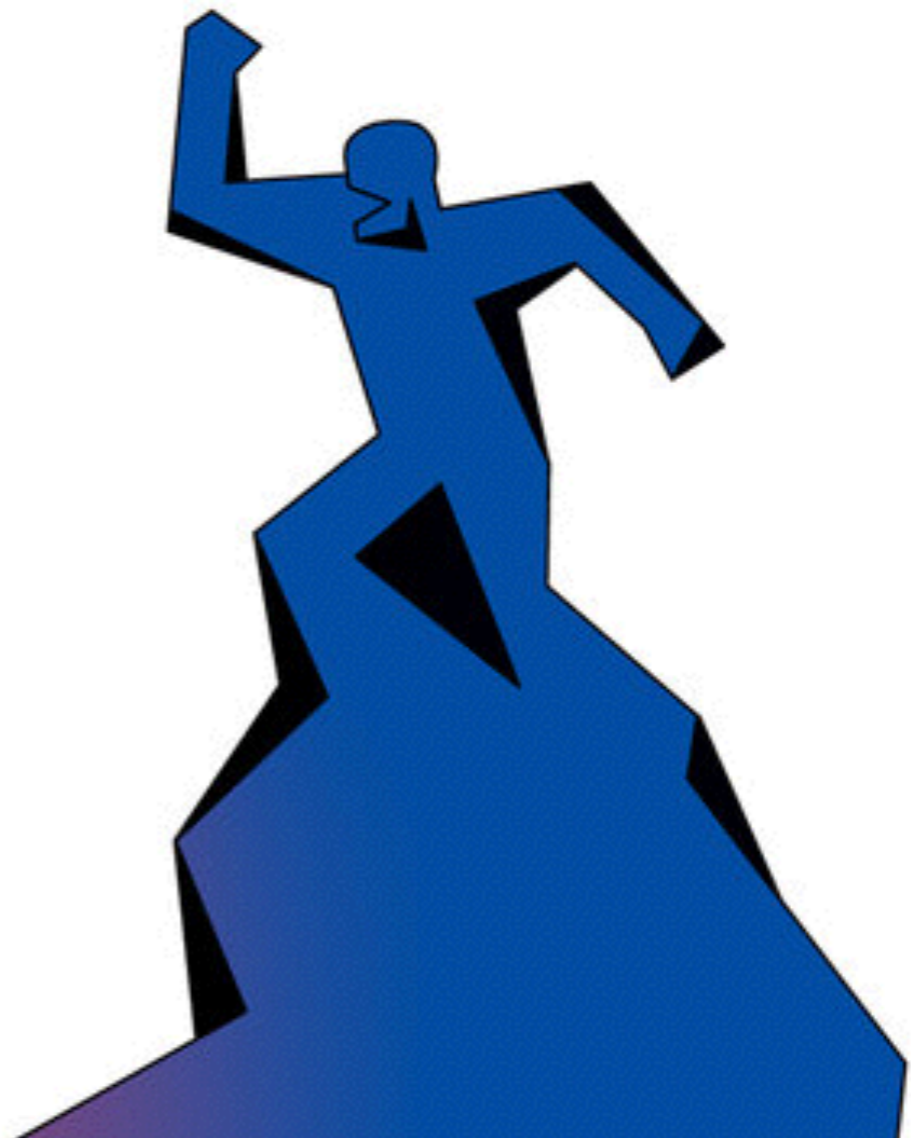


WELCOME!

- We will begin shortly. (4pm PT, 5pm MT, 6pm CT, 7pm ET)





CIVIL CONVERSATIONS

Teacher - 2 - Teacher

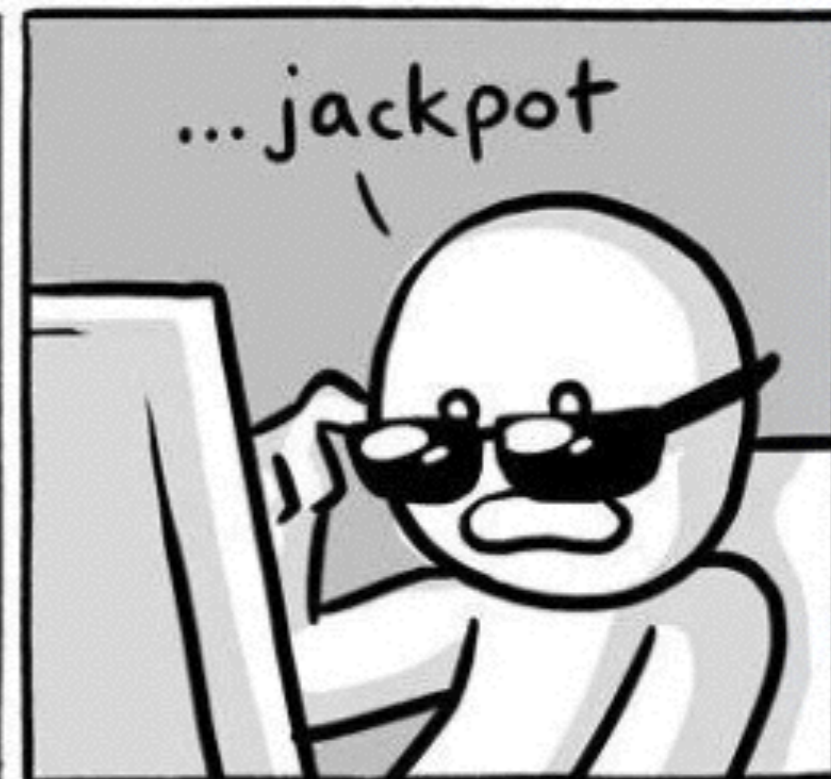
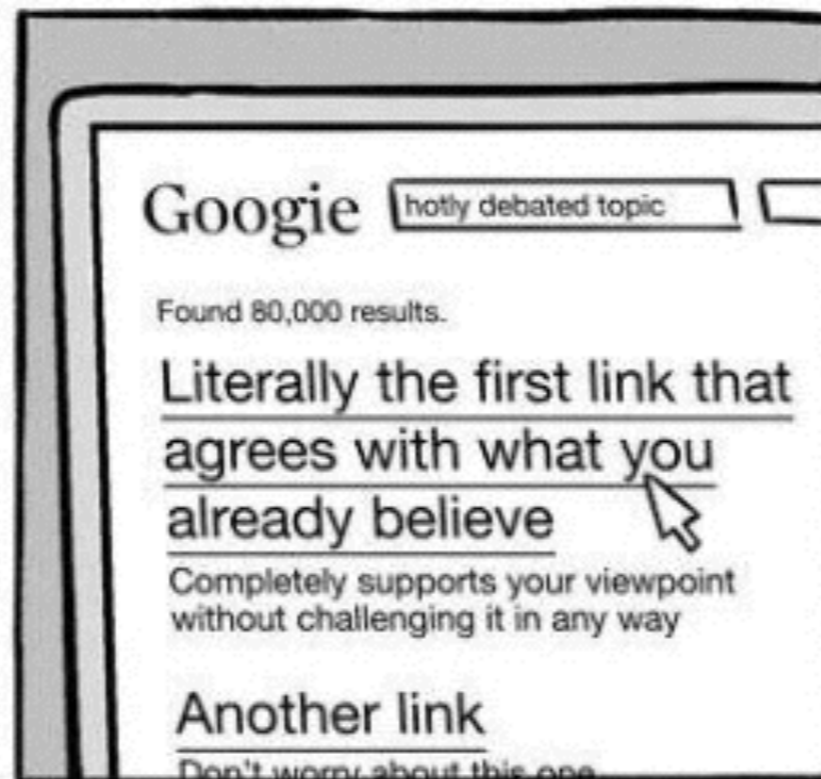
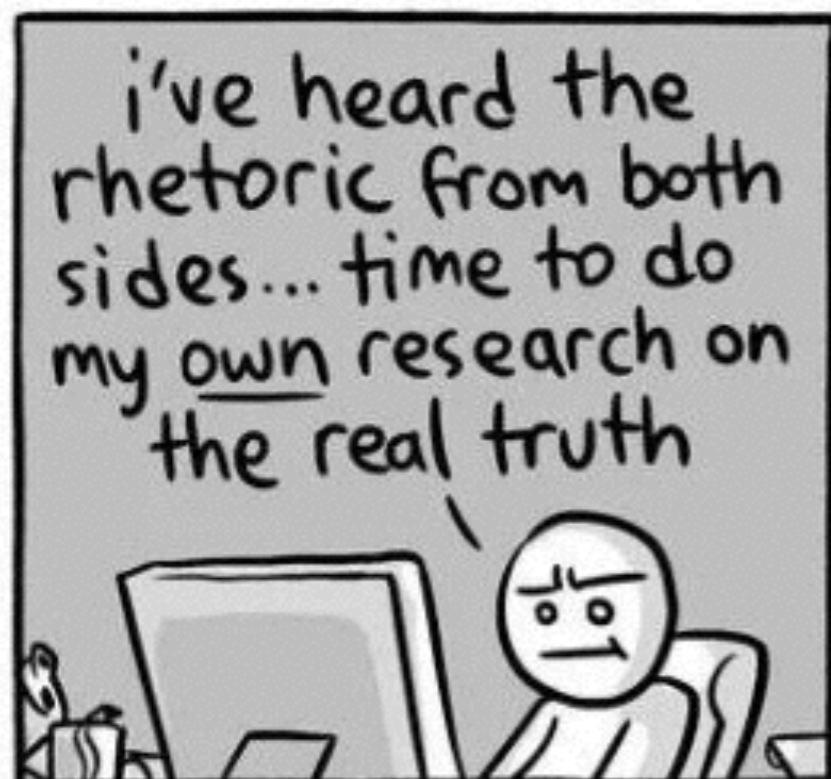
Presented by Ben Conklin & Regina Yount



QUICK FEEDBACK

- Please post in the text box how often in a marking period you use formal academic discussion with a typical class.
- *Our goal today is to impress upon you the value and importance of this strategy.*
- Hopefully the frequency and/or quality of this approach will increase.







Everyone I Don't Like is Hitler

**A child's
guide to
online
political
discussion**





PRESIDENT

SP

CIVIL DIALOGUE / FREE SPEECH UNDER ATTACK?

.....

➤ Speech = Violence Ideology

➤ “Triggered”

➤ “Micro Agressions”

➤ “Safe Spaces”

“If liberty means anything at all, it means the right to tell people what they do not want to hear”

-George Orwell





Chris Kjobec



...I saw ten thousand people, maybe more. ***People talking without speaking, people hearing without listening***, people writing songs that voices never share. And no one dared disturb the sound of Silence. “Fools”, said I, “you do not know, silence like a cancer grows”.

How can discussion help you teach essential standards?

History		
Essential Standard	Clarifying Objectives	
Apply historical thinking to understand the creation and development of North Carolina and the United States.	8.H.1.1	Construct charts, graphs, and historical narra to explain particular events or issues.
	8.H.1.2	Summarize the literal meaning of historical documents in order to establish context.
	8.H.1.3	Use primary and secondary sources to interpre various historical perspectives.
	8.H.1.4	Use historical inquiry to evaluate the validity sources used to construct historical narratives formulate historical questions, gather data fro variety of sources, evaluate and interpret data support interpretations with historical evidence
	8.H.1.5	Analyze the relationship between historical context and decision-making

STUDENT CIVIL DISCUSSION GUIDE

➤ Provides simple annotation directions (*Step 1*)

B. Re-read the selection and annotate (“talk to”) the text:

- Underline the main/most important points. You can comment on these points in the margins.
- Circle words or phrases that are unknown or confusing to you.
- Write down any questions you have in the margin labeling them with a “?”.
- Draw an ➡ in the margin next to text that connects to something else you know outside the text. Note what the connection is, such as a news item or personal experience.

➤ Includes a graphic for students to record their thoughts for any text selected (*Step 2*)

➤ Clarifies rules for civil conversation (*Step 3*)

➤ Offers a self assessment (*Step 4*)



STEP 3 RULES...DISCUSS AND LISTEN

1. Everyone in your group should participate
2. Listen carefully to what others are saying
3. Ask clarifying questions if you do not understand a point
4. Be respectful of what others say
5. Refer to the text to support your ideas

“

Without debate, without criticism, no administration and no country can succeed and no republic can survive.

-John F. Kennedy

CIVIL CONVERSATION INGREDIENTS

- Structured Academic Controversy (text carefully read and both sides presented)
 - Text needs to present 2 perspectives or ask a question
- Discussion is completed in pairs or small groups (*3-4 students*)
... not whole class
- Utilize class discussion guide



EXPERIENCE THE MODEL

*“How Should We Judge Our
Nations Founders?”*



TEXT BOX FEEDBACK

- Please take a moment to post in the text box about the potential benefit of using this model in your classroom.

FREQUENT CONCERNS

- Based on past feedback...
 - *Conversations turn into shouting matches and/or are unproductive*
 - *Students show little motivation to converse*
 - *Students show little motivation to use text*
 - *Have low level readers*
 - *Students lack context*
 - *Preparation is too time consuming*
 - *Conversation is too time consuming*

RESOURCES

Lesson Plans aligned to essential standards, as well as other resources, are available at these online databases

- www.carolinak12.org
- newsela.com
- procon.org
- <http://www.crf-usa.org>



SHARE SOME THOUGHTS...

- Define what civil conversation looks like

- Bad Examples...

Conducting a Civil Conversation in the Classroom

OVERVIEW

Our pluralistic democracy is based on a set of common principles such as justice, equality, liberty. These general principles are often interpreted quite differently in specific situation by individuals. Controversial legal and policy issues, as they are discussed in the public arena, often lead to polarization, not understanding. This civil conversation activity offers an alternative. In this structured discussion method, under the guidance of a facilitator, participants are encouraged to engage intellectually with challenging materials, gain insight about their own point of view and strive for a shared understanding of issues.

OBJECTIVES

By participating in civil conversation, students:

1. Gain a deeper understanding of a controversial issue.
2. Use close reading skills to analyze a text.
3. Present text-based claims.
4. Develop speaking, listening, and analytical skills.
5. Identify common ground among differing views.

DISCUSSION FORMAT

Time: Conversations for classroom purposes should have a time limit, generally ranging from 15 to 45 minutes and an additional five minutes to reflect on the effectiveness of the conversations. The reflection time is an opportunity to ask any students who have not spoken to comment on the things they have heard. Ask them who said something that gave them a new insight that they agreed or disagreed with. Consider the length/difficult of the text(s) students will use and how experienced in student-directed discussion your students are in determining the time.

Small Groups: This discussion strategy is designed to ensure the participation of every student. Groups of 3-4 students are ideal. If you are scaffolding text for various reading levels, group students who will use the same text.

3. Assessment: Each student should fill in his/her own Civil Conversation Guide. Look for:
 - Step 2 - A B: Basic understanding of text.
 - Step 2 - C D: Text-based arguments.
 - Step 2 - E: Appropriate and compelling questions about the text.
 - Step 3 - A: Level of participation (should be “about the same as others”).
 - Step 3 - B: Answer is appropriately related to topic/issue presented in text.
 - Step 3 - C D: Specificity/text-based.

In addition, you may want to collect the article/text students used to assess the annotations they made in terms of connections to prior knowledge/experience, questions they had while reading, and comments they made.

PREPARATION

- Civil Conversation Guide – one per student.
- Article/Text – one per student.

PROCEDURE

A. Introduction.

Briefly overview the purpose and rationale of the Civil Conversation activity. Use the Overview above to help you.

B. Civil Conversation Guide.

Distribute a copy of the Civil Conversation Guide to each student. The Civil Conversation can be used with a news article or other readings you select. It works best for readings that present two or more perspectives on a subject. Each student should fill in his/her own guide.

C. Conducting the Activity.

Divide the class into groups of 3-4 students. You may want to have each group select a leader who will get the discussion started, ensure the group stays on-task, and finishes on time.

Determine how much time the groups have to complete the discussion. (Depending in the length of the reading and how experienced your students are in student-directed discussion.)

Review the rules of a Civil Conversation and direct the groups to follow the instructions on the Guide to get started.

Let groups know you will be circulating to listen in on their conversations and that each person in a group is expected to participate. The goal is for everyone to contribute equally to the conversation.

If necessary, remind groups of the time and urge them to move to the next steps.

D. Closure

After the groups have completed their discussions, debrief the activity by having the class reflect on the effectiveness of the conversation:

- What did you learn from the Civil Conversation?
- What common ground did you find with other members of the group?
- Conclude the debriefing by asking all participants to suggest ways in which the conversation could be improved. If appropriate, have students add the suggestions to their list of conversation rules.

CIVIL CONVERSATION GUIDE

Name: _____

Class: _____

Title of Reading: _____

Step 1: Read.

A. Read through the entire selection without stopping to think about any particular section. Pay attention to your first impression as to what the reading is about.

B. Re-read the selection and annotate (“talk to”) the text:

- Underline the main/most important points. You can comment on these points in the margins.
- Circle words or phrases that are unknown or confusing to you.
- Write down any questions you have in the margin labeling them with a “?”.
- Draw an ➡ in the margin next to text that connects to something else you know outside the text. Note what the connection is, such as a news item or personal experience.

Step 2: Think about the reading to prepare for the discussion.

A. This reading is about...

B. The MAIN POINTS are:

C. In the reading, I agree with:

D. In the reading, I disagree with:

E. What are two questions about this reading that you think could be discussed? (The best questions for discussion are ones that have no simple answer and that can use the text as evidence.)

1.

2.

Step 3: Discuss and listen.

RULES FOR CIVIL CONVERSATION

1. Everyone in your group should participate in the conversation.
2. Listen carefully to what others are saying.
3. Ask clarifying questions if you do not understand a point raised.
4. Be respectful of what others are saying.
5. Refer to the text to support your ideas.

You will have _____ minutes to discuss. Your goal is to engage with each other and the text to gain insight about your own point of view while finding a shared understanding of issues.

At the end of the reading, you will likely find at least one discussion question. Use that question to get your discussion started. If time permits, you can also discuss questions you came up with in Step 2.

If the reading does not provide discussion questions, choose questions to discuss from Section E above.

Step 4: After your conversation...

A. Compared to others in my group, I spoke: ___ less than, ___ about the same as, ___ more than others

B. Some of the ways I added to the discussion:

C. What evidence did you use from the text to add to the discussion? Why was this evidence helpful?

D. What did you learn about the topic from the civil conversation? (Be sure to reference the text!)

How Should We Judge Our Nation's Founders?

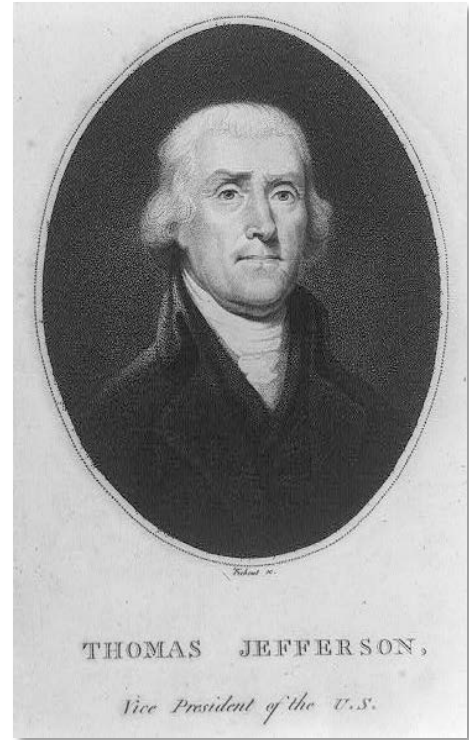
Every generation reinterprets history. People, events, and institutions from the past are continually examined and re-examined. Their meaning and importance often cause debate. One question that has emerged recently concerns slavery.

That “peculiar institution,” as our nation’s founders often referred to it, contradicted our creed of liberty for all. It divided our nation and led to the Civil War, the bloodiest war in our history. It continues to affect us today as we grapple with issues of prejudice, racism, intolerance, and inequality in America.

The legacy of slavery forces us to confront this question: How do we judge the founders of our nation who owned slaves? Thomas Jefferson, author of the Declaration of Independence and our third president, owned slaves. George Washington, revolutionary hero and first president, was one of the largest slave owners in the nation. James Madison, the prime architect of the Constitution and fourth president, held slaves. So did Patrick Henry, best remembered for saying “Give me liberty or give me death.” The same is true of George Mason, one of the most eloquent advocates for individual rights. In fact, 17 of the 55 delegates to the Constitutional Convention owned a total of about 1,400 slaves. Of the first 12 U.S. presidents, eight were slave owners.

These men have traditionally been considered national heroes. Buildings, streets, cities, schools, and monuments are named in their honor. Does the fact that they owned slaves change our perception of them?

Some people believe that it should. They find it difficult to respect anyone who participated in slavery. They point out that many of the founders recognized slavery as evil but continued to own slaves. Instead of fighting the evil, they argue, these men actively participated in and benefited from it.

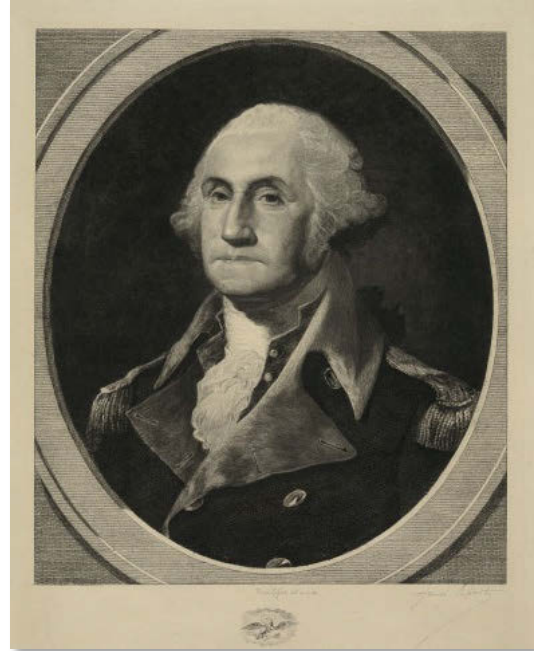


Thomas Jefferson. Library of Congress. <https://www.loc.gov/item/2004669139/>

Many school districts throughout the South have changed the names of schools named for Confederate leaders who fought for the South in the Civil War. A school district in New Orleans, which has close to 90 percent black enrollment, has gone a step further. It has ordered the renaming of any school named after a slave owner.

This has meant that, in addition to changing schools named for Confederate leaders, schools named after other prominent slave owners have been renamed. George Washington Elementary School is now Dr. Charles Richard Drew Elementary, named for a prominent black surgeon. Carl Galmon, a civil rights leader who led the call for these changes asked, “How can we expect African-American students to pay homage and respect to someone who enslaved their ancestors?”

Others question this view. They contend that by honoring someone, we are not claiming the person is 100 percent perfect. Everyone has flaws. They say we must judge all persons by the age they lived in and by their achievements, looking carefully at their strengths and weaknesses. They point out that the founders lived in a society that allowed slavery, as had many societies up to that point in history. To hold this against them, they argue, would be unfair. Taking George Washington as an example, they see him as a great man of his era: Although he held slaves (which he freed at his death), he contributed greatly to America gaining its independence and to making America a democracy.



George Washington. Library of Congress. <https://www.loc.gov/item/20036703087>

For Discussion

1. In a diverse society like America, there will always be debates over who we should or should not honor. When it comes to the men who founded our nation, what standards should we use to judge them?
2. Can we honor them for their contributions to our nation, or is the stain of slavery too great?

October 5, 2016

To President Peter Salovey and the Members of the Yale Corporation:

We—the undersigned alumni, students, faculty, staff, and members of the Yale community—write to express our disappointment in the University’s decision to retain the Calhoun College name.

As undergraduates at Yale understand, Calhoun is much more than a name of a building. Like all incoming Yalies, students assigned to Calhoun are taught that their residential colleges are central to their Yale experiences. Like all Yalies, they are expected to learn their college’s traditions, songs, and chants; to don paraphernalia proudly advertising their residential college; and to compete and cheer for their residential college in intramural competitions. And, like all new Yalies, Calhoun students quickly learn that full membership in the Yale College community is contingent on your membership in your residential college (and that transferring to a different residential college is discouraged).

Yalies thus know that our college namesakes enjoy a ubiquity in our day-to-day lives on campus. The namesake of each college occupies an elevated, if not celebrated, place in undergraduate life.

This is why President Salovey’s proffered reasons for retaining the Calhoun name ring hollow. He has argued that the Calhoun decision advances Yale’s mission as an educational institution, but this decision does precisely the opposite.

Like all Yalies, students of color are eager to take advantage of the wonderful opportunities that a Yale education affords. But doing so becomes difficult when, to become a full member of the Yale community, you are expected to embrace your assignment to a community named after a man who is principally remembered as a steadfast defender of slavery.

More broadly, the Calhoun decision impedes the progress toward inclusion that, even according to President Salovey himself, Yale desperately needs. Last November, he wrote that “we need to make significant changes so that all members of our community truly feel welcome” and reaffirmed his commitment “to a campus where hatred and discrimination are never tolerated.” Notwithstanding this rhetoric, the University has doubled down on a decision Yale never should have made in the first place—honoring a man whose very legacy embodies hatred and discrimination.

Indeed, it is difficult to reconcile the Calhoun decision with the University's decision to eliminate the title "Master." In a recent conference call with alumni, President Salovey stated that the decision to eliminate the title was in part motivated by his discomfort observing custodial staff asking their "Masters" where they should place the trash. These incidents made him and the Council of Masters so uncomfortable that they could no longer tolerate keeping the title in use. The irony should be painfully obvious. It was discomfort experienced by President Salovey and the Council of Masters—not the experiences and feelings of students and staff themselves—that ultimately provoked change.

Accordingly, we reject President Salovey's arguments that we need Calhoun to further the University's educational work. As Professor Matthew Frye Jacobson recently suggested, it is doubtful that Yale would defend a "Joseph Goebbels College" as a pedagogical imperative. Indeed, there are other, more productive steps the University could take. Yale could, for example, grant departmental status to the Ethnicity, Race & Migration Program. It could add an ethnic studies distributional requirement to the undergraduate curriculum. And it could take steps to slow the exit of professors of color from the University. Far more than retaining the Calhoun name, any of these measures would help the Yale community "confront one of the most disturbing aspects of Yale's and our nation's past," as President Salovey hopes.

Over the past several months, students and alumni have resoundingly and repeatedly called for genuine inclusion at Yale. It was our hope that responses like Yale's decision to create the Center for the Study of Race, Indigeneity, and Transnational Migration was just the beginning of a series of steps the University would take to begin addressing the obstacles students of color face at Yale. When Yale decided not to remove the Calhoun name, the University missed a key opportunity to show students and alumni of color that despite the fundraising challenges that might ensue, Yale stands with them. To students who saw in "Dean Salovey" an ally and advocate for cultural centers, this decision was a betrayal.

Much of the Yale community agrees that it is unacceptable to continue to honor John C. Calhoun. We applaud the courageous actions that student-activists have already taken to protest this decision, and we are confident that the protests will pick up again in earnest during the new academic year. We will stand in solidarity with the student-activists until the Calhoun name is removed

Sincerely,

The Undersigned

We Can't Erase History — Or Simplify It

February 15, 2017 4:00 AM

“Over the weekend, Yale University announced that a residential college would no longer be named after John C. Calhoun, secretary of war under James Monroe, vice president of the United States under John Quincy Adams and Andrew Jackson, senator from South Carolina, and secretary of state under John Tyler. Calhoun was a pro-slavery fanatic. Here's what he had to say on the topic:

“I hold that in the present state of civilization, where two races of different origin, and distinguished by color, and other physical differences, as well as intellectual, are brought together, the relation now existing in the slaveholding States between the two, is, instead of an evil, a good — a positive good. . . . I hold then, that there never has yet existed a wealthy and civilized society in which one portion of the community did not, in point of fact, live on the labor of the other.”

Calhoun knew full well the consequences of his position. In 1850, he told Senator James Mason that within twelve years, there would be a dissolution of the country that would “explode in a presidential election.”

None of this has been any secret. Calhoun's nasty legacy of racism was well known in his time and since. Yet Yale saw fit to remove his name only now. President Peter Salovey stated, “I made this decision because I think it is the right thing to do on principle. John C. Calhoun's principles, his legacy as an ardent supporter of slavery as a positive good, are at odds with this university.”

Salovey also stated that the heads of residential colleges would be renamed “heads of college” instead of “masters.” This, of course, is oversensitive foolishness. The term “master” comes from the Latin *magister*, a title given in the Middle Ages to people who had mastered their craft; no one seriously believes that those who live in the dorms are slaves to the RAs.

Yale isn't the first college to cave to this sort of historical expunging. Last year, Princeton University caved to pressure to remove a painting of President Woodrow Wilson and considered chipping Wilson's name off buildings. Some students at the University of Missouri wanted a statue of Thomas Jefferson removed from campus; in 2014, Washington and Lee University removed a Confederate flag from its chapel, even though General Robert E. Lee served as the university's president and is buried beneath the chapel.

The newfound enthusiasm for erasing history is meant to serve two purposes: first, as a final acknowledgment of the evils of American history; second, as a revisionist desire to wipe away the change and complexities inherent in American history.

It's the second element of erasure that sticks in the craw of so many Americans. Clearly, John C. Calhoun wouldn't be honored with a statue today; nobody is clamoring for a John C. Calhoun School of Law. But leaving his name on a building at Yale helps teach us how far we've come. More important, it recognizes that we must be ever wary of evil — that we shouldn't be so benightedly complacent about our own moral standing, so confident that we would never make the moral errors of our forebears.

Calhoun's name on buildings reminds us that Calhoun was once honored for his perspective rather than derided for it. It is a reminder that evil once held sway in our world, and that we cherished it. It also reminds us that brilliance and patriotism and good and evil can all exist in the same human being: Calhoun's slavery advocacy existed alongside his desire to build up a strong, robust American military; he created the Bureau of Indian Affairs at the same time that he stumped for the expansion of slavery into the Western states.

One of the goals of chopping away at history is to simplify it into a simple battle between the good, who remain, and the evil, who are wiped away. But that's not the way history works, nor is it the way politics works.

That's even clearer with regard to Woodrow Wilson, a dyed-in-the-wool racist who screened *Birth of a Nation* at the White House and worked ardently to re-segregate the federal work force, but who also presided over America's victory in World War I. Wilson's vision of a progressive government led by experts still defines our political debate today, for good and ill. We shouldn't chisel his name off buildings in an effort to disassociate him from ideas that are now discredited.

Most human beings throughout human history have stood with an evil of some sort or another.

History is important only if we recognize that it isn't some sort of Punch-and-Judy drama to be acted out with puppets in black hats and white. Most human beings throughout human history have stood with an evil of some sort or another. FDR, whom leftists embrace, interned the Japanese and turned Jews away from America's shores during the Holocaust. JFK reportedly attempted to turn Sammy Davis Jr. away from his inaugural gala because Davis was dating a white woman. Bill Clinton drafted "Don't Ask, Don't Tell" and did nothing during the Rwandan genocide. Barack Obama opposed same-sex marriage until it became inconvenient to do so, and he stood by while Bashar al-Assad murdered tens of thousands of his citizens. Should all of their names be wiped from buildings? Or should we teach history as it actually happened, with all of its ugliness and all of its bravery?

Leaving names on buildings, and flags in churches, and statues on campuses isn't about honoring those names, flags, and statues. It's about recognizing the past, which is brutal and complex. Doing so reminds us that our present isn't too clear-cut, either, and that anyone approaching current events with the smooth self-assurance of ultimate virtue simply hasn't been judged by history yet.

— *Ben Shapiro is the editor in chief of the Daily Wire.*

From Regina : Welcome! Please respond by letting us know where you're from and what you teach.

From Peg to All panelists : Hi.

From Owner to All panelists : I do not see the prompt

From Raul Byrd to All panelists : Hello from Katy, TX

From Raul Byrd to All panelists : Go Astros!!

From mohanhills23 : Hello

From Regina : Welcome! Please respond by letting us know where you're from and what you teach.

From mohanhills23 : New Jersey - American History

From akunna uka to All panelists : Hello, Akunna Uka, Santa Monica, CA Speech and Debate and World Civ II

From Peg to All panelists : Morris, Minnesota. Civics and American History

From websterm1 to All panelists : I'm from Manchester, UK, and I teach English in Florida.

From 117605 to All panelists : Hello I am in Orlando Florida and I teach English to 10th graders

From Jen Jolley to All panelists : Hello, I am from Melbourne, FL. I teach AP GOV and World History.

From Manuel Gochez : Los Angeles - 8th grade US History

From John Cedio to All panelists : US History teacher from San Antonio Texas

From Wellsc2 to All panelists : Hello, I'm from Jacksonville, FL and I teach World and US History

From Bryson to All panelists : Hello to all! Im from Greensboro, NC and teach AP US Government

From akunna uka : Hello, Akunna Uka, Santa Monica, CA Speech and Debate and World Civ II

From jlodle to All panelists : Hello, I am from Winston-Salem, NC. I teach American History 1.

From Raul Byrd to All panelists : I am a Social Studies teacher, I teach American Government, US History, Economics, and World History

From henryj1 : Hello, I am from Jacksonville, FL and I teach ELAR

From Charles Hall : Gig Harbor, WA, language arts and social studies.

From Barbara to All panelists : I am from Los Angeles and teach all levels and grades of high school English Language Arts. I previously taught Social Studies

From Owner to All panelists : Hello , From Orlando, Florida - Inta Carreno and I teach ELA at Juvenile Detention

From Christine E to All panelists : St. Cloud, FL 11th grade US History

From Kathie to All panelists : Kentucky, College Writing

From Carlee Hollenbeck to All panelists : Good evening! San Diego - Multidisciplinary 12th grade - Academic

From Ruth : Los Angeles, CA - Social Studies (US History & World History)

From Regina : Please make sure your "to" reads- All panelists and attendees

From Maggie mikell to All panelists : Orlando Florida I teach US History and ELA

From ellisone to All panelists : Hello, My name is Liz. I am from Saint Cloud Florida. I teach secondary World and U.S. History.

From Carlee Hollenbeck : Good evening! San Diego - Multidisciplinary 12th grade - Academic Discourse

From Amy : I'm Amy from Florida. I teach 7th grade Civics.

From Wellsc2 : Jacksonville, FL- US and World History

From Jen Jolley : Hello, I am from Melbourne, FL. I teach AP GOV and World History.

From Barbara to All panelists : How do I get my name to show. I did put it in the screen

From jlodle : Hello, I am from Winston-Salem, NC. I teach American History 1.

From Beth : Beth From North Carolina Middle School World History (7th Grade)

From asanders to All panelists : Hello! Ariana from buckeye country! I teach HS Government & Economics

From Raul Byrd : Hello from Katy, Texas

From websterm1 : Hi Henry- I teach in Jacksonville too!

From Barbara : Barbara from Los Angeles. All levels of ELA

From Joe Olson to All panelists : I am Joe from KY

From Michelle Fuller to All panelists : Hello. I am from Carlsbad, CA and teaching World History
From Owner : Hello Orlando Florida ELA 6- 12 Detention Center
From Barbara : Not sure how to get my name to show
From Regina : Hi Jlodle- I grew up inClemmons
From Raul Byrd : I teach US History, Economics, World History, and US Government
From akunna uka : Barbara, your name is showing
From Barbara : Ok thanks
From Regina : Beth- I teach the same content as you.
From Kelly C to All panelists : I teach APUSH and AP Government
From Rebekah Rodriguez : Hi. Rebekah from Ceres, CA. APGOV and US Government and Econ teacher
From henryj1 : Hello Webster!
From 104987 to All panelists : My name is Mike and I teach Civics in Orlando Florida
From Beth : Where are you now, Regina? Not Clemmons, I take it?
From Dan Polasek : Dan, Charleston, South Carolina!
From La-Shanda West : Good Evening. La-Shanda from Miami, Florida. Currently teaching American Government, Law and Economics.
From Amanda Frost to All panelists : Hello I am Amanda Frost and I teach AP Government/Government and AP Macro/Econ in Long Beach California

How often do you do discussions with your students?

From Charles Hall : Regularly
From Peg : yes.
From Kathie to All panelists : yes
From websterm1 : Yes
From Barbara : I tend to use informal discussion
From Michelle Fuller : about 50% of the time
From Carlee Hollenbeck : At least weekly
From mohanhills23 : Yes, very much so.
From Amanda Frost to All panelists : Yes
From Christine E to All panelists : once per semester
From Jen Jolley : 1-2 times
From Bryson to All panelists : Once a quarter, roughly
From Ruth : yes
From 117605 : Does this include turn and talk type discussion?
From jlodle : Yes
From Owner : I am not in the habit in doing that at all.
From jkasman23 to All panelists : Yes, at least once a week
From Maggie mikell to All panelists : Yes
From Beth : I have not used formal discussions in my classroom.
From jdeatherage to All panelists : Yes, once or twice per quarter
From Regina : That's great! Sounds like we are preaching to the choir!
From La-Shanda West : Yes, at least once a week. - La-Shanda
From asanders to All panelists : Not in the habit at all! Always worry about participation!
From Raul Byrd : Although we do have conversations, I cannot state that we use a purposeful model.
From akunna uka : In speech and debate class, every session. I grade fish bowl discussions multiple times a unit.
From Matthew Leader to All panelists : weekly
From 104987 to All panelists : Very rarely. I have before, but it is not practiced often

From John Cedio to All panelists : Absolutley. Debate, Socratic Seminar, using Depth and Complexity to create good critical thinking.

From Dan Polasek : weekly, certainly...

From Amy : Same here, Raul.

From 117605 : We have just started to include this type of training

From Laura to All panelists : When teaching Civics it is natural to use it quite often.

From henryj1 : I often have students meet with appointments to discuss questions and answers related to the text, but I haven't formally taught discussion techniques.

From Barbara : I think teachers take way too much blame for these things. A lot belongs to society and parents

From Regina : We hope that this simple approach will equip you to continue or to start Civil Conversations.

From Amy : Amen, Barbara!

From Barbara : We've also been forced to adhere to standards that are a mile wide and an inch deep

From Barbara : In order to have these conversations, kids need background knowledge and context and that doesn't always fit with the fads pushed onto teachers.

From Laura to All panelists : Laura - 8th grade Civics - Florida

From Barbara : I think this is an awesome idea but teachers need to ignore pacing plans and spend the time needed to build background knowledge in students

From Regina : Barbara, we hope that the CRF materials we have will interest you...they have both sides and are research based

From Barbara : They look fantastic

From Barbara : extra e!!

From Barbara : Yes I will use them but I think my students will need more background knowlege first

From Laura : Laura - 8th grade Civics - Osceola County, FL

From Regina : Agreed, Barbara...students must have context

From Laura : In Civics, having these types of conversations is almost a weekly occurence. Maybe not as

From Regina : The structure was a god-send for my classroom...that's when we really started to make head-way

From Barbara : I don't think the reactions are "emotional" so much as logical reactions to false information. We need to delineate between opinion and incorrect information

From Regina : Yes...and our students need instruction in how to do this...that's a great take-away we give them to be productive citizens in real life

From Regina : beyond school

From Laura : Wise words by George Orwell.

From Owner : Agreeded

Structured Discussions

From Regina : This is complex text...this is our content...it's simultaneous

From 117605 : ELA practice...annotations!

From Regina : Students take personal responsibility of text. Preparation helps the shy students to feel more assured in their responses

From Regina : For middle school- guide rules/ ground rules are very important.

From Regina : Small groups really help students to have those conversations, too

From Ruth : agree!

From Laura : Regina, I agree. For middle school those rules are very important.

From Regina : Model - then slowly release control to students

From 117605 : Step three is a great place to have sentence frames for ell students

From Laura Wesley : Good point! Who is 117605?

From 117605 : Susan Whaley

From Regina : I start with non- controversial text to get them comfortable with disagreeing. To learn how to respectfully disagree and counter point

From Laura Wesley : Thanks Susan!

From Owner : Establishing the guidelines and practice of the rules is what promotes success.

From nicolefontaine : how big should these groups be? I have done structured academic controversies with four and it's hit or miss. they are either engaged or it's pulling teeth for a conversation.

From 104987 to All panelists : Norms are also a great way too!

From Owner : I agree Regina

From williamsj24 : I do as well.

From Regina : Group size should be no bigger than 4

From Noemi Padro : I agree middle school needs these rules, they easily go off topic by the smallest details within a lesson, they rules will help them keep them in line

From Laura : This is very similar to the AVID strategies of Socratic Seminars and Philosophical Chairs.

From 117605 : Great for when ELA begins Argumentative papers

From asanders : If you have groups of 4, are you doing fishbowl style or just walking around and hearing what you can hear?

From Owner : this is similar to agree to disagree

From Barbara : Shouldn't there be more than 2 perspectives? Isn't that the problem with how our political system functions? We are locked into this two view system?

From Regina : After students are familiar with group norms and more comfortable with true conversation...then present text with two separate perspectives on the same issue.

From Regina : It's important to have both sides represented

From John Cedio to All panelists : This model will work great with Socratic Seminar. Love the set up!

From Dan Polasek : This works so well with the SHEG Reading Like a Historian program I teach for 7th grade.

From Regina : You could certainly build up to more than 2 views...but starting slow sometimes means moving

From Regina : Especially those not used to controversy, having too many sides might be confusing and

From Regina : More advanced students can handle more.

From Barbara : Maybe I could ask students if they have a 3rd view after the first two are examined then have someone research that

From Laura : Barbara: I do give students each of the major political parties platforms and third party platforms, which is more than the two-party system perspective, and the conversations are awesome!

From Regina : Yes Read like a Historian is a great resource!

From Regina : Any other recommendations?

From Charles Hall : I live in Washington state; should our state's name be changed because Washington owned

From Regina : John Cedio-I find lots of connections to philosophical chairs and inside/ outside circles from Socratic method...I agree

From williamsj24 to All panelists : Where do I find the text?

From stella ortega to All panelists : is there a way someone could email me the document we are reading? I don't have access to it. stellamaris009@gmail.com

From Owner : In Orlando we changed a Middle school's name for exactly this reason this .

From Laura Wesley : It is in the email sent today.

From Regina : Charles- that's a great guiding question for your kids..I'm sure that would engage them

From nicolefontaine : this is a great article for my cotaught classes

From williamsj24 to All panelists : I received no email for today. Please send to williamsj24@duvalschools.org

From Laura Wesley : I'll send it to you Stella

From Regina : We are no longer the sage on the stage

From stella ortega to All panelists : thank you!

From Regina : student engagement and exposure to reality are great trade-offs here

From John Cedio to All panelists : We have had these multiple perspective discussion using Debonos Six Thinking hats. Here in San Antonio they just renamed Robert E Lee HS.

From Regina : Pulling in current events as ancillary to a base text is a great method to increase engagement

From Charles Hall : We already changed the name our largest county; King (from Rufus King, the slave owner VP with Pierce) to King (for MLK).

From 104987 to All panelists : One of the middle schools in orlando did the same thing!

From Michelle Fuller to All panelists : But isn't it still King County?

From jdeatherage to All panelists : SOAPStone method . . .

From websterm1 : I love the idea of contention- but finding the question can be so hard.

From henryj1 : Jacksonville has yet to change schools named after controversial Presidents and confederate leaders, but they changed the school name of the school named after the leader of the KKK. Nathan B. Forrest

From websterm1 : Can someone send me the articles? mwebster449@gmail.com

From Regina : Yes- Thinking Hats are another method. I liked the structure the Civ/Con guide provided...sometimes the inside/outside circles, philosophical chairs, thinking hats, etc gave my students a

From websterm1 : Jacksonville itself is problematic!!

From Laura : I need the articles too! :(

From Regina : Love that you all are sharing ideas...I think this is the BONUS for groups like this. So glad you all showed up to share

From Laura Wesley : WillamsJ24 you have a question?

From websterm1 : Thank you!!

From williamsj24 to All panelists : Yes, I have not received the emails sent today. Please send to williamsj24@duvalschools.org .

From jdeatherage to All panelists : I'm trying to find the article online . . . does anyone have the exact article title or source?

From Bryson to All panelists : Lots of applications of this model in teaching Psychology as well...confirmation bias. in-group/outgroup bias, group polarization, etc.

From Laura : Please send the articles to gotayl@osceola.k12.fl.us

From Laura Wesley : Ill resend the artcile along with the PPT tomorrow. It was sent an hour ago and maybe went to your junk folder?

From Barbara : So I would provide context via the views of the Civil War as well as other countries. We are a young country relative to others. Should we keep hanging on to the past or do we need to shed some of it to

From williamsj24 to All panelists : ok.

From henryj1 to All panelists : I got kicked out or kicked myself out. What are we supposed to be doing?

From jdeatherage to All panelists : I'll check there . . . thanks.

From Laura : Ok.

From Owner : They came on the second email reminding us

From Charles Hall : Had the students at Yale read Fahrenheit 451?

From jdeatherage to All panelists : Found the email. Thanks so much!

From Barbara : I would also discuss the concept of legitimacy and whether monuments legitimize certain practices or do they simply reflect history?

From Regina : Charles Hall-Connecting classic lit to current events! Love it!

From nicolefontaine : depending on the grade level that you teach, students should have learned about Civil war in middle school. for me as a high school teacher, I briefly reflect to have a discussion like this

From Pete to All panelists : We are currently reading Farenheit 451.

From Barbara : Unfortunately, most of my students don't know what the Civil War is

From Barbara : They need a comprehensive lesson over two class periods which I would love to do

From nicolefontaine to All panelists : how? they learn it in middle and high school
From Laura Wesley : Just sent it to gotayl@osceola.k12.fl.us

From Regina : Barbara...as you said- building context- teaching vocal is an important pre-step, for sure
From Regina : Oops- vocabulary
From Laura : Thank you Ms. Wesley. :)
From Raul Byrd : Thank you for the articles
From Laura Wesley to Barbara and all panelists : There is a great Newsela article that you can use with the Civil CONversation guide. It's on the T2T webpage.
From Regina : I find history is very broad...I have to pick and choose topics that show the broader view and choose where to go deep. What I love about history...and the frustrations of class time limits
From Joe Olson to All panelists : not seeing the article
From Regina : Newsela has great resources,too
From Barbara : I don't think this article provides balance. I think it tries to pigeonhole the points of view "One of the goals of chopping away at history is to simplify it into a simple

From Laura Wesley to Joe Olson and all panelists : I resent the attachments. They should be at the bottom of the email.

From Michelle Fuller : Are there any international articles or is this just a USA issue?

From sandrastreet : These articles provide an entry point to discuss various perspectives on a topic, though several topics can be chosen from these articles.

From Laura Wesley to Joe Olson and all panelists : You can use the civil conversation model with any topic as long as you have multiple perspectives

From nicolefontaine to All panelists : I agree with Barbra but I see why it was selected to show how it's ok to

From sandrastreet : Multiple lenses for argumentative writing

From Barbara : Is that statement really true or do we need shed our past in order to move forward? Did we let the Nazi's keep their statues up when we defeated them? So why let a rogue defeated slave state continue to have legitimacy? That's not a simplistic good and evil argument

From Regina : Sandrastree- exactly!

From Charles Hall : Great articles; thank you!

From Owner : I agree Charles

From mallory to All panelists : really great articles! thanks for the awesome reading material!

From Ruth : very informative!

From Carlee Hollenbeck : I look forward to using these articles with my seniors!

From Laura : Very good articles!

From Laura : This will definitely get my middle schoolers talking.

From Barbara : Yes I think they all need to be used together

From Raul Byrd : Excellent presentation, Sir.

From nicolefontaine : would it be too overwhelming to encourage students to do further research along with

From La-Shanda West : Agreed, article 3 is academic and can engage students. I am still puzzled about doing away with "Masters" degree which does not equate to slavery.

From Regina : Scaffolding would be important for students that struggle..you can provide the background context and help them understand the finer points

From websterm1 : Yes I think it will.

From Bryson to All panelists : Definitely will use it! Psychology as well as it illustrates the components of social interaction and context

From 117605 : I love the idea of presenting reliable sources for both sides of a current issue for students to discuss and then, for me, to write about

From Barbara : Yes apparently someone doesn't know that Master has different meanings!!

From Noemi Padro : I can see how you can use these to give them both sides of the coin on the subject but with my middle schoolers I would have to use more of the kinds of articles like the first one.

From Jen Jolley : It gives students different perspectives that they can provide to make a claim. In other words, evidence to support their claim.

From Charles Hall : I hope it will challenge students, as we have too much division in our country. Building understanding is key.

From Laura : Benefits: It will get even the most shy students to talk. Eight grade students are very opinionated and passionate about their views.

From Raul Byrd : The benefit of using this strategy is that it gives students the opportunity to use critical

From Wellsc2 : it would be away for the students to reflect and express how it makes them feel.

From La-Shanda West : Debate and solid essay writing

From Michelle Fuller : The structure allows students to focus on the article, identify the aha sentences, provide easy to reference discussion points, and a place to take notes during discussion about questions they

From 104987 to All panelists : I think this will be a good way to get them to socialize. This allows the students to show true feelings in a comfortable setting. I think though norms must be set as students will be discussing issues that could bring up violence such as slavery or the civil war

From Beth : The benefit is the intangible lesson of learning respect.

From John Cedio to All panelists : I think concerns are minimal enough that this is very usable. I can see a fantastic multiple perspective conversation.

From nicolefontaine : I can use this method for an argumentative writing piece

From Owner : I think it will prepare them for the realities of what life really is - A mix of opinions and strong emotions attached . Also how stay civil

From Maggie mikell to All panelists : conversation starters, absolutely.

From mohanhills23 : The more we can have students evaluate historical resources the better. Help to evaluate contemporary issues in the news

From Barbara : It is very beneficial. I think instead of completing what I was going to do I would do this.

From henryj1 to All panelists : This articles and activities will help to challenge my students thinking as well as deepen their understanding of informational text through healthy discussions. It addresses the Reading standard dealing with claims and evidence and providing text evidence to support your argument

From jdeatherage to All panelists : This would be especially helpful for my seventh grade Civics students who don't have a lot of background information, and who would need to see multiple sides in order to form opinions

From Jen Jolley : Definitely get the kids to talk first, so they can write better as well!

From Myshine : I used this strategy last year and it was very successful for group conversation. My groups were actually a little larger (6) but still successful Students enjoyed hearing the perspectives of other students.

From Owner : Yes Beth!

From henryj1 to All panelists : These*

From Amanda Frost : I think the article addresses more than one side. I also liked that it used examples from both political parties in reading 3

From ellisone : I find my students are easily led. One will make a bold statement and the rest follow. These are strong articles and I think that with my U.S. history classes will be able to discuss the first article.

From Laura : It will definitely challenge students to consider multiple perspectives.

From John Cedio to All panelists : Challenge them to find middle ground. As they did in history.

From williamsj24 : I think it would be challenging for the students, but I will still like to use this technique. It would give my students insight and help in evaluating different sources.

From Ruth : higher order thinking! leads to great class discussions

From Barbara : It's a great excuse to teach my students about history they don't know

From Christine E to All panelists : I think it will help students to go deeper with the material

From Regina : Yes Ruth

From Emily : A benefit of the grouping of 4 students can allow reluctant students to feel more safe to discuss their ideas. Also the multiple perspectives and writing after the discussion can allow for all language domains reading, writing, speaking, and listening.

From Laura : Definitely good for polishing those critical thinking skills.

From Peg : Multiple perspectives would help to provide role models when dealing with historical people. This might help with conversations on current affairs.

From Myshine : Do we have access to the powerpoint after this meeting?

From Wellsc2 : The emotion or a relevant article to the students life or surrounding communities is important so that they can make a connection. The connection to the article will produce excellent responses.

From Barbara : Maybe groups of three

From Jen Jolley : I agree, Peg

From Amy : how do you make sure that all four are engaged when there are 7 or 8 groups in one class you are trying to facilitate.

From Jen Jolley : good point Ben!

From nicolefontaine to All panelists : three may be uncomfortable where one may feel ganged up on or may feel like they need to agree with the other two

From 117605 : Amy, I use leaders with my groups

From Regina : Civil Conversation...not debate. Try to move past the language which might trigger some kids

From Owner : Excellent point Ben!!!!!!

From Peg : I have used a literature circle. Have a recorder keep track of the points made by the individuals.

From Noemi Padro : it is ironic that this is the topic because I have been teetering back and forth on whether I was even going to cover this topic with them. I have had some question come up, ;but because this has not been a standard has not addressed it yet I did not want to get too deep with answering their question

From Laura : I think that as long as you are clear about the rules and expectations, this strategy will work wonders with the students.

From John Cedio to All panelists : I did something similar using the Bille Holiday song "Strange Fruit". The discussion was one of the best lessons I ever gave, and they did most of the work!

From Regina : The structure helps keep the conversations on track... always redirect to the text. At first it takes constant monitoring- but they get the hand of it

From Noemi Padro : but you are right they want info on this and I can see that can use this to help me try it out

From ellisone : Would having students take notes on their groupmate's points be something students can be held accountable for?

From akunna uka : In terms of adding a research component, you can have half of the students find sources to support one article and have the other half of the class find sources supporting the other side.

From Laura Wesley to Joe Olson and all panelists : It helps if you use this strategy more than once so students get used to the procedure. Some teachers do it weekly with different topics.

From ellisone : Or should it be conversation based?

From 117605 : OH NEWSOLA is amazing

From Amy : can you do this without technology in the class room?

From 117605 : I just did a training with them

From Regina : Ellisone- that's an inner/ outer circle method for socratic discussions

From asanders : Does CRF have a twitter account? Or anybody have good class accounts to follow for great ideas? My school is big on this!

From 117605 : procon is also amazing

From La-Shanda West : Our state exams requires high school students to use academic discussions using multiple perspectives (written)

From Laura Wesley to Joe Olson and all panelists : You can find more at www.crf-usa.org and T2t library

From Ruth : Amy, I assign each group member a job. Ones a time keeper, one keeps everyone on task, one is the note taker, one is the speaker (depends on the assignment, job responsibility changes)

From Laura : Thanks for the resource websites!

From Charles Hall : Thank you for this webinar!

From Barbara : This is awesome. Thanks so much.

From Jen Jolley : CSPAN also has "issue" resources - NEW

From Laura : Thank you Ben!

From Noemi Padro : will we get these slides that he used

From Amanda Frost : Thank you for the great ideas and the lesson plan links

From Peg : Thank you!!

From Amy : thank you, Ruth!

From Pete to All panelists : Thanks Ben

From Joe Olson to All panelists : Thanks

From La-Shanda West : Thank you Ben and Regina

From Owner : Thanks for the information

From John Cedio to All panelists : Highly reccomend you all to check out using Kaplans Depth and Complexity and Debonos Six Thinking Hats

From 104987 to All panelists : Thanks!

From Maggie mikell to All panelists : Thank you Ben Great Job

From 117605 : Thank you so much!

From Bryson to All panelists : Awesome presentation! Thanks!

From fernando.vera : thank you

From Laura : Very valuable indeed.

From Michelle Fuller : thank you- well organized discussion

From nicolefontaine : thanks

From Carlee Hollenbeck : Thanks!

From jlodle : Thank you so much!

From Ruth : THANK YOU FOR THIS INFORMATIVE SESSION

From Laura : Have a Good Night too!

From Emily : Thanks!

From websterm1 : Awesome- thanks!

From jdeatherage to All panelists : This was fantastic. Short and sweet and full of great information . . . Thanks so much!

From Beth : Thank you!

From henryj1 to All panelists : Than you!

From wmoore to All panelists : thanks

From sandrastreet : Powerpoint resources are appreciated, Laura.

From Christine E to All panelists : thank you

From John Cedio to All panelists : Great Stuff! Thanks so much!

From Owner : And to all a good night :)

From Beth : Woot!

From mohanhills23 : Much appreciated

From jkasman23 to All panelists : Thank you

From Amy : Thank you! I'm a new(wish) teacher and trying to figure this all out.
From 117605 : Can't wait till the next face to face
From Barbara : Thanks again
From akunna uka : Thank you
From Raul Byrd : Thank you.
From Dan Polasek : Great information. Thank you! Especially for the resources
From fernando.vera : thanks
From 104987 to All panelists : Thanks!
From fernando.vera : bye
From Laura : Thank you!
From Maggie mikell to All panelists : Please share powerpoint
From Kathie to All panelists : thanks!
From mohanhills23 : Looking forward to next webinar
From Bryson to All panelists : Thanks to all the educators for all you do!
From Laura : Bye.
From ellisone : Very informative. Thanks
From williamsj24 : Great information, and thank you!
From Rebekah Rodriguez : Thank you.
From Noemi Padro : thank you bye