



EDUCATING TOWARD A **Diverse** **Democracy**

Young Whan Choi, Joe Kahne, and John Rogers

Fall 2026



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Dear Teacher,

The overarching question for this set of lessons is: “**How should we the people work towards a diverse democracy in our schools?**” In posing this question, we hope that students will both think about and work towards democratic principles as members of our diverse society. On this point, John Rogers and Joseph Kahne wrote in *Educating for a Diverse Democracy* (2022), “Scholarship has demonstrated that the goal of preparing students to participate in a diverse democracy can be pursued both through a range of curricular opportunities and through efforts to create a school culture that reflects and reinforces democratic values and practices.”

With political conflict on the rise, it is even more important that we commit ourselves as educators to facilitating informed, respectful, and engaging discussions of political issues. But understanding the nature of our division is not enough. Democracy requires that we participate, and as such, these lessons encourage students to take steps to improve the **culture, policies**, and **curriculum** at their school. Students spend most of their day in schools, and it is there that students have the greatest chance to practice and promote democratic principles.

The **FIRST LESSON** asks, “How can we better promote the principles of a diverse democracy at our school?” Students unpack what people did wrong in a series of school-based scenarios, which leads them to arrive at the four key principles in our framework for a diverse democracy: **Compromise, Laws, Evidence, Respect (CLER)**. They then evaluate their own school based on these principles and brainstorm actions that could improve the democratic **culture** of their school.

The **SECOND LESSON** asks, “In a democracy, what are the rights and limitations to student protest in schools?” Students learn about four criteria established in the *Tinker vs. Des Moines* decision and then grade the actions of real principals who attempted to respond to student protests in their school. They then create a draft **policy** on student protest for their school, which adheres to their interpretation of the *Tinker* decision.

The **THIRD LESSON** asks, “What should students learn about American History in order to promote a diverse democracy? Its successes? Its failures? Both? How much of each?” Students read several short readings that represent a range of perspectives on what students should learn in American history. They first interpret these sources, then arrive at their own conclusion, and finally recommend changes to their school’s US History **curriculum**.

Each of these three lessons is roughly 90 minutes, but each can be split into two shorter lessons to fit a 45–55 minute class. While designed to follow a sequence, they can also be taught as stand-alone lessons. Each lesson includes a detailed plan, a corresponding teacher presentation slide deck, a packet for students, and other materials related to the lesson. The provided lessons and materials are intended for high school students, particularly those in government or civics classes.

Toward a diverse democracy,

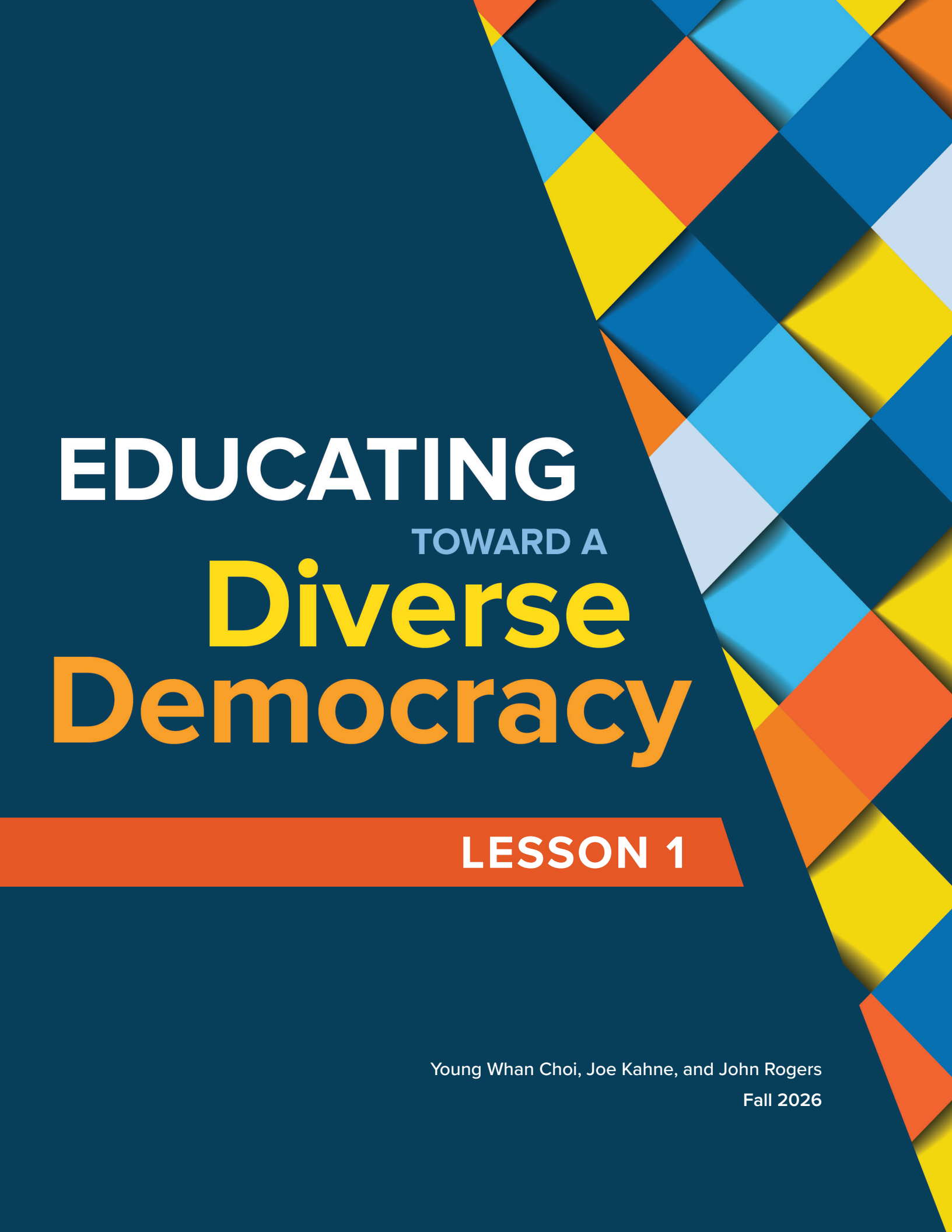
Young Whan Choi, Joe Kahne, and John Rogers

AUTHOR BIOS

Young Whan Choi has been a public school teacher in South Korea; New York City; Providence, RI; and Oakland, CA, during which time, he has developed expertise in project-based learning, curriculum design, and school-based internships. He developed a national online social studies curriculum, directed the Educating for Democracy in the Digital Age initiative, led multiple initiatives in the Oakland Unified School District, and produced and hosted [The Young and the Woke](#) podcast. His writing has appeared in various publications including *Rethinking Schools*, the Washington Post's Answer Sheet, the *East Bay Times*, EdSource, and UCLA's *Xchange* journal. He is the author of [Sparks Into Fire: Revitalizing Teacher Practice Through Collective Learning](#) (Teachers College Press, 2022). Currently, he teaches the next generation of social studies educators at UC Berkeley.

Joe Kahne is the Ted and Jo Dutton Presidential Professor for Education Policy and Politics and Co-Director of the Civic Engagement Research Group ([CERG](#)) at the University of California, Riverside. Professor Kahne's research focuses on the influence of school practices and digital media on youth civic and political development. Currently, with colleagues, Kahne is leading the Civic Impacts Project which is developing new ways of measuring youth civic learning opportunities and outcomes. In addition, with John Rogers, he is currently studying the politics of democratic education. He is examining ways the political contexts of school districts shape possibilities for educational reform and varied ways educators respond. Finally, Kahne and CERG are currently studying an effort in multiple states to implement a new vision of social studies tied to the Educating for American Democracy Roadmap. Kahne is a member of the National Academy of Education and a fellow of the American Educational Research Association. He can be reached at jkahne@ucr.edu and his work is available at <http://www.civicsurvey.org/>

John Rogers is a Professor of Education and Associate Dean for Research and Public Scholarship in the UCLA School of Education and Information Studies. He also serves as the Director of UCLA's Institute for Democracy, Education, and Access. Rogers studies issues of democracy and education, and has written widely about the role of students, parents, and school leaders in educating toward a multiracial democracy. His scholarship also examines the effects of broad political dynamics on learning and well-being in U.S. public schools. Professor Rogers' research is regularly featured in local, state, and national media and he produces a weekly newsletter, [Just News](#), that highlights important issues related to education and social justice. John Rogers is the recipient of the American Educational Research Association's Presidential Citation. He received his Ph.D. in Education from Stanford University and his B.A. in Public Policy and African American Studies from Princeton University.



EDUCATING TOWARD A **Diverse** **Democracy**

LESSON 1

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Fall 2026

LESSON 1 Diverse Democracy

SUMMARY: Pairs of students identify negative aspects of several scenarios at the classroom and school level. These scenarios provide the basis for understanding four principles of a diverse democracy. Groups of students each prepare a presentation where they evaluate how well their school is doing related to those principles and make suggestions for improvement.

Compelling question: *How can we better promote the principles of a diverse democracy at our school?*

Related CA State Standards:

12.3 Students evaluate and take and defend positions on what the **fundamental values and principles of civil society** are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the **rule of law**; freedom of the press and the right to a fair trial; the relationship of religion and government.

Objectives:

1. Students will identify key aspects of a diverse democracy.
2. Students will evaluate how well their school is doing in promoting democracy.

Content Language Objectives:

1. Students can evaluate their school based on the principles of a diverse democracy.
2. Students can justify their rating of their school with an example.
3. Students can explain their idea for how to promote democracy at their school.

Language Demands

From Prior Learning	New Vocab and Concepts	Language Functions
Basic understanding of democracy	Diverse, democracy, principles of a diverse democracy (Compromise, Laws, Evidence, Respect)	Evaluate, Justify, Explain

MATERIALS:

Teacher Presentation Slide Deck

Packet

Student Presentation Slide Template

Clipboards (if doing Stand Up, Hand Up, Pair Up)

Procedure (~90 minutes):

(6) Warm up

In pairs, students “see, think, wonder” about the image (in 3 parts)

Reveal each new section after 30–45 seconds

Spend 1–2 minutes getting ideas from the whole class after the entire image is revealed

(2) Debrief image

Ask students if they know the [event](#) depicted (beating of Charles Sumner in the Senate in 1856 by Representative Preston Brooks who was incensed by Sumner’s anti-slavery speech)

What does this image have to do with our current politics? What is the same? What is different?

- ▶ Allow for open-ended sharing
- ▶ There’s no right or wrong answer

(8) Framing of our political context

We are at a politically divided moment in history, however, there have been other moments as well—American Revolution, free vs. slave states, reconstruction, McCarthyism, etc.

- ▶ Therefore, our future is not determined

So, how bad are things in the US?

- ▶ One way to think about it is, what do we think of other people in our country
- ▶ Ask, “Do you walk around thinking, oh this is a fellow country person, I can trust them? My fellow country person is morally good?”
- ▶ Click through the countries and before getting to the US, ask where we are going to be, compared to the other countries listed...
- ▶ We are dead last of the 25 countries surveyed (Source: 2025 Pew Research)

(7) Talk about [diversity](#)

One thing that is objectively true about America is that we encompass a lot of diversity

Briefly point out the kinds of diversity they see on the slide

- ▶ religion, ethnicity, race, languages, political views, gender expression, etc.

Regardless of your view, diversity is the reality of who lives in America. Diversity offers strengths and poses challenges when running a country.

In pairs, students take 2–3 minutes to discuss the strengths and challenges of diversity.

Ask for volunteers to share out a strength (e.g. leads to creative ideas) and a challenge (e.g. hard to compromise).

(5) Hopes for the day's lesson

We have to find a way forward. This lesson is about promoting the principles that will support a diverse democracy.

Point out that we each make choices every day and our choices impact the kind of country we live in. Contribute to the hate and chaos? Try to make it a better place to live for all?

Students may wonder if their actions can make a difference

- ▶ Using the slide animations, point out that we are small within our nation, within our state, even within our city
- ▶ *But* students do have influence in their school *and* if we promote democracy in school it connects to the other parts of society

Point out that within school, we can have an impact in many different ways

- ▶ Lesson 1 we focus on the culture of a school
- ▶ Lesson 2 we look at a school policy
- ▶ Lesson 3 we look at the curriculum

In today's lesson, we are going to explore: *How can we better promote the principles of a diverse democracy at our school?*

Consider whether or not you will share students' ideas with your principal (edit slide accordingly)

(25) Explore examples of each principle by analyzing what's wrong with the scenario

(8) Show one example

- ▶ Pass out the [handout](#) "What's Wrong With This???" (includes Examples A–F).
- ▶ Explain that in this activity, they will read examples of things that should not happen in a democracy. With partners, their job is to identify what's wrong in each example. Or what happened that went against what should happen in a democracy.
- ▶ Go over the first example together. Read aloud Example A. What's wrong with this?
- ▶ Give students one minute to write down their responses
- ▶ Get ideas from the class:
 - Start with what's wrong. Students should notice that the teacher did not follow the rule *and* the student (at least according to the teacher) cussed at him/was not respectful. There may be multiple things "wrong" in each example.
 - Ask for someone to frame the example in terms of what we should do
 - Emphasize how a *diverse* democracy requires a higher level of behavior
- ▶ Example responses are on a skipped slide

(17) Students continue doing the activity in pairs

- ▶ As you rotate around helping students, you can pause the group to go over more examples together (each example A–D is on a slide) if you think they need the help or let them keep working
- ▶ The packet includes additional [examples](#) (G, H, I) that can be used to extend the activity
- ▶ One optional interactive way to do this is "[Stand Up, Hand Up, Pair Up](#)" where students stand and find a partner

(8) Debrief

Ask students to share out anything that they felt was wrong from any example

- ▶ They can use the sentence frame, “In example..., one thing I noticed wrong was that...”
- ▶ Type their responses onto the slide
- ▶ Try to group similar examples that fit within the four principles of CLER (Compromise, Laws, Evidence, and Respect)
- ▶ If not all four principles are named, take one of the examples that fits with the missing principle and ask students to share something wrong with that example (you can have them turn and talk first)

Put up the slide with the diverse democracy principles.

Work row by row

- ▶ Ask a student to read aloud what we aspire to and what we avoid
- ▶ With each principle, connect to something that students brought up in the earlier debrief

(20) Work Time

Assign groups of three to complete the following tasks as a slide presentation:

- ▶ **Share** the [student slide deck](#) (there is also a one-page [handout version](#) of the activity in the packet)
- ▶ **Explain** using the teacher slide deck that the same set of slides repeat (or use Google classroom or another tool to distribute a slide template to each student) (teacher deck slides are linked to the student facing slides and can be updated)
- ▶ **Assign** each group a number which corresponds to a set of six slides (first slide of each step says, “Group 1” then “Group 2” etc. (slide deck includes slides for up to 12 groups, feel free to use more or less as needed)
- ▶ **Show** them how to **move** the principles (click and find the arrows at the edges then drag)
- ▶ Emphasize that they are to **discuss first** how well the school is doing. The discussion questions are meant to get students to dig deep.
- ▶ Tell them to **rate** how well the school is doing in teaching students to act according to each principle
- ▶ Students choose the principle that they think the school does the worst at. They give at least one **example** to support their rating.
- ▶ Students name one thing the school could do better related to that principle. Students can use the ideas that are provided. They need to provide a full explanation about the ideas and how they would be effective.

(10) Mini-presentations by groups (this can also be done more informally)

Each student presents at least one slide

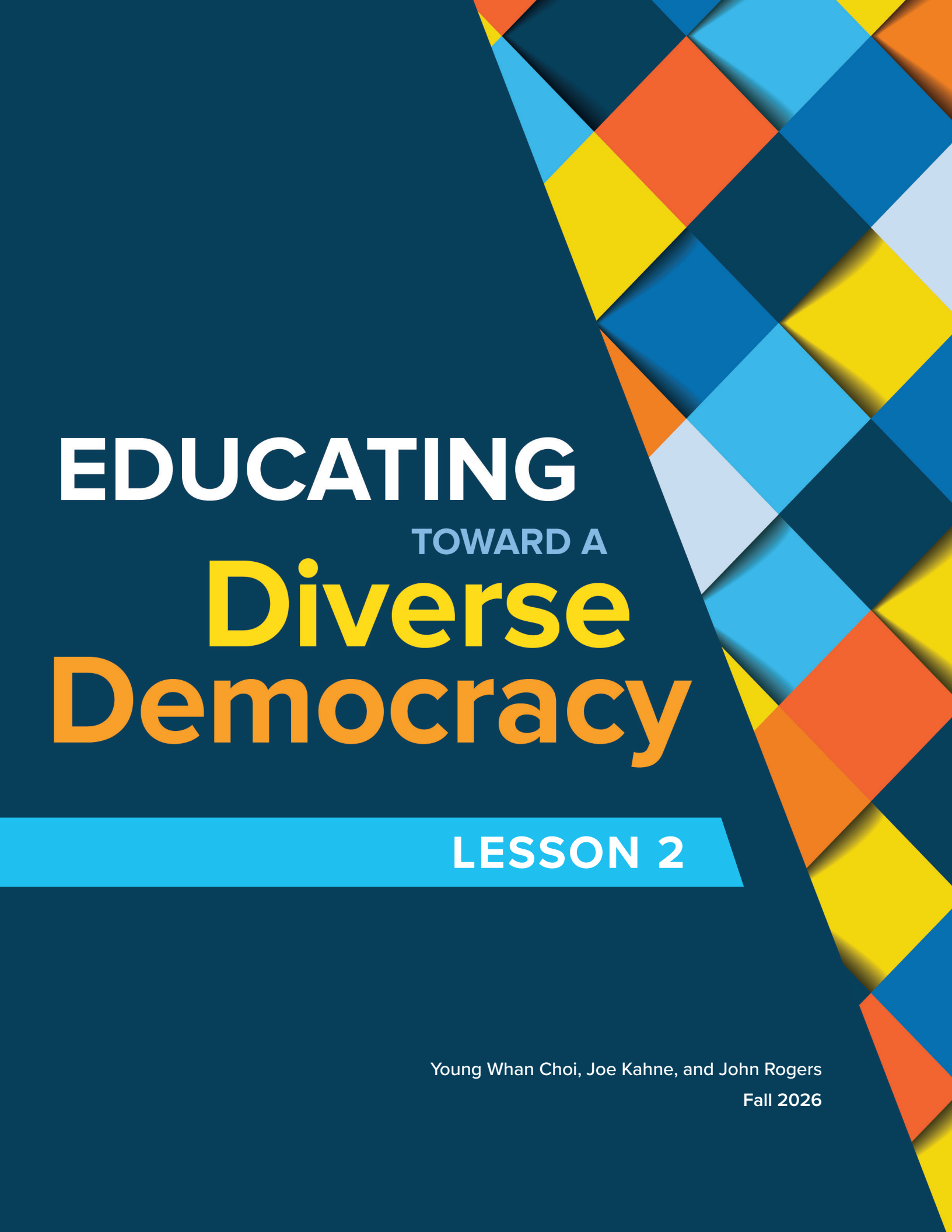
Hear from as many groups as you have time for

Offer a summary or paraphrase of the major trends

Follow up

Review their responses to check for understanding

If you choose to and if you have the students' consent, you can share their slides with the principal of the school or invite the principal to come in to hear some of their ideas



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LESSON 2

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LESSON 2 Student Protest

SUMMARY: Pairs of students evaluate the actions of real principals based on the criteria for students' rights to protest in school as expressed in the U.S. Supreme Court's *Tinker vs. Des Moines* decision. Trios then write a school policy regarding student protest that they must justify using the criteria from *Tinker*.

Compelling question: *In a diverse democracy, what are the rights and limits to student protest in schools?*

Related CA State Standards:

12.3.4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the **First Amendment**...

12.10 Students formulate questions about and defend their analyses of **tensions within our constitutional democracy** and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; **civil disobedience and the rule of law**; freedom of the press and the right to a fair trial; the relationship of religion and government.

Objectives:

1. Students can identify four key takeaways of the Supreme Court ruling in *Tinker vs. Des Moines*.
2. Students can express their understanding of students' rights and limits to protest through a draft policy statement on student protest, which is consistent with the *Tinker vs. Des Moines* decision.

Content Language Objectives:

1. Students can evaluate a principal's actions using criteria from *Tinker vs. Des Moines*.
2. Students can justify a policy on student protest using criteria from *Tinker vs. Des Moines*.

Language Demands

From Prior Learning	New Vocab and Concepts	Language Functions
Supreme Court, Vietnam War, democracy	Autocracy, First Amendment, <i>Tinker vs. Des Moines</i> , reasonable limits (time, place, and manner conditions)	Evaluate Justify

MATERIALS:

Teacher Presentation Slide Deck

Packet

Survey

Procedure (~90 minutes):

(7) Warm up

(3) In pairs, students discuss: You are a principal of a middle school in 1968. Several students show up wearing arm bands supporting a Christmas Truce in Vietnam advocated by Senator Robert F. Kennedy. This is a highly controversial statement and you fear that their protest might lead to bullying or fighting. What do you do?

(1) Ask for a show of hands, who said: Do nothing? Tell students to take off their arm bands? Punish them? Other?

(3) Present the compelling question: *In a democracy, what are the rights and limitations to student protest in schools?*

- ▶ If you taught the first lesson on “diverse democracy,” this is a chance to review the four principles of CLER (Compromise, Laws, Evidence, and Respect)
- ▶ CLER is a way for us to think about rights and limitations in a democracy
 - Sometimes, these principles conflict. For example, we are supposed to compromise to make decisions, but what do we do when those decisions are unjust? We are supposed to follow them anyway, but we also have the right to protest them. How do we protest in ways that are still respectful even in situations where people are harmed?

Note: In the actual event, the five high school principals gathered and decided on a new school policy that any student wearing an armband would be suspended from school. When the students showed up to school with armbands, one of the boys was harassed by another student who tried to rip off his armband. ([Supreme Court history](#))

(2) Review

Remind students that we have been talking about diverse democracy

That they learned about four principles that are important to a diverse democracy: CLER

That they do have the power to impact their school and that this is a reflection of the larger society

That they have the power to impact school culture, policy, and curriculum

(3) Explain the Hypothetical Scenario

In response to a controversy (you can add a specific issue here if it feels relevant or motivating, such as cell phone policy, school uniforms, etc.), students at our school are planning a walkout. The school’s principal has invited you as respected leaders to help draft a school policy on protests.

In order to write this policy, we will do three things:

1. As your teacher, I will provide a mini-lecture on the rights to protest in a democracy, particularly in schools.
2. You will give an A, B, C, F grade to actual principals who responded to student protests.
3. You will take what you have learned to write a school policy on protests.

(15) Mini-lecture: The role of protest/civil disobedience in Democracy vs. Autocracy

(3) Show slide with images of protesters killed in Iran and of protesters with Israeli and Palestinian flags. Protest is a protected right in democracy. No one should be killed for exercising their freedom of assembly. Read the quote from the First Amendment.

Ask for a show of hands who thinks protest is protected in schools.

(5) *Tinker vs. Des Moines* is a case where Mary Beth Tinker was suspended for protesting the Vietnam War in 1969. It went to the Supreme Court and that ruling is a partial guide to protest in schools. The main takeaways are:

- ▶ Students can protest
- ▶ Principals have the right to consider **safety**
- ▶ Principals can have **reasonable limits** on time, place, manner
- ▶ Principals should **stay neutral**
- ▶ Principals cannot give **extra punishments** in the case of a walkout

(2) Pair share: What is a takeaway that you think is most important to creating a fair policy? Why?

(3) Share out: Ask for a couple students to share which takeaway and why.

(30) Grade principal actions

(2) Ask a student to read aloud the directions at the top of the packet.

- ▶ “Pairs read aloud each description. **Underline or highlight** words related to the *Tinker* decision.”
 - NOTE: if you have colored highlighters, you could have students use different colors. On the slides, safety (blue), reasonable limits (yellow), stay neutral (green), no extra punishments (purple).
- ▶ “*Together*, you and your partner must agree on a grade for the principals on each key takeaway from *Tinker*.”

(8) Do the first example together: Principal W. Ask for a volunteer to read it aloud and ask students to think about the *Tinker* takeaways while the volunteer reads.

Ask students to take a minute to do their own grading. It is fine for students to grade differently as long as they can justify their grades.

Then ask:

- ▶ Do we think the principal is primarily concerned with “safety”? (One could argue no since there is no mention of safety. Or could argue that not “disrupting” would also imply some concern for safety. Point out that students will need to infer in some cases. But we still want to give a grade in all cases.)
- ▶ Did the principal talk about limits? Where in the text? (use the animation to reveal underlining where the principal talks about not disrupting education) Is that a reasonable limit? (One can argue that a protest is meant to disrupt to some extent. A protest is meant to get attention, not just be a normal school day. But too much disruption might be bad. Where’s the line?)

- ▶ Did the principal talk about being neutral? (not directly). Use the animation to show that he does say “they” meaning students have the right to express their point of view. So the principal is kinda staying out of it.
- ▶ Does the principal talk about punishment? (No) Let’s infer. How might this principal respond to a student walkout if he’s announcing that they cannot disrupt their education?

(20) Pairs: Work together on the graphic organizer. Each student should fill out their own handout but agree on the grade. Use a timer for each principal (3–4 minutes).

- ▶ Students begin work in pairs on Principal X using the packet. Alternatively, if you think students will need more help scoring, you can project Principal X with all the underlined parts (click through the animations). They can use those underlined parts as clues to help them score.
- ▶ Bring them back to do a check for understanding:
 - Ask students to give a grade for Principal X on safety
 - Ask what language in the text helped them evaluate the principal
 - Then continue through the other categories
- ▶ If students seem to be doing well after going over Principal X, you can have them work on Y and Z without interruption
- ▶ OR if students seem to need lots of help, then consider stopping after Y and doing another check for understanding
- ▶ Continue until finished with Principals X, Y, and Z.

(10) Synthesis

(1) Use the slide to review the discussion questions. Ask students to read the questions aloud.

(1) Use the animation to reveal the sentence frames. Teacher reads the *optional* sentence frames explaining how to use them.

(2–3) Students write: Which of the principals did best at following the *Tinker vs. Des Moines* decision. Explain with examples.

(2) Ask a couple students to share their ideas. Make sure students are able to give examples.

(2–3) Students write: Which of the principals did worst? Explain with examples.

(2) Ask a couple students to share out

What’s important is that students can explain their grades using language from the examples (they do not need to agree on the grades).

(15) Write the policy

In pairs, students write a school policy that describes the rights and limits of student protests based on the *Tinker vs. Des Moines* decision

- ▶ Consider framing the task as trying to write a policy that would receive all A’s based on the *Tinker* takeaways

Put the “takeaways” slide up as reference

(7–15) Mini presentations/share outs

Depending on the culture of the classroom and how far students got in their writing, you could either

- ▶ Ask each pair of students to take turns standing up and reading their policies. OR
- ▶ Ask a few students to share an important idea that came up in their policy writing.

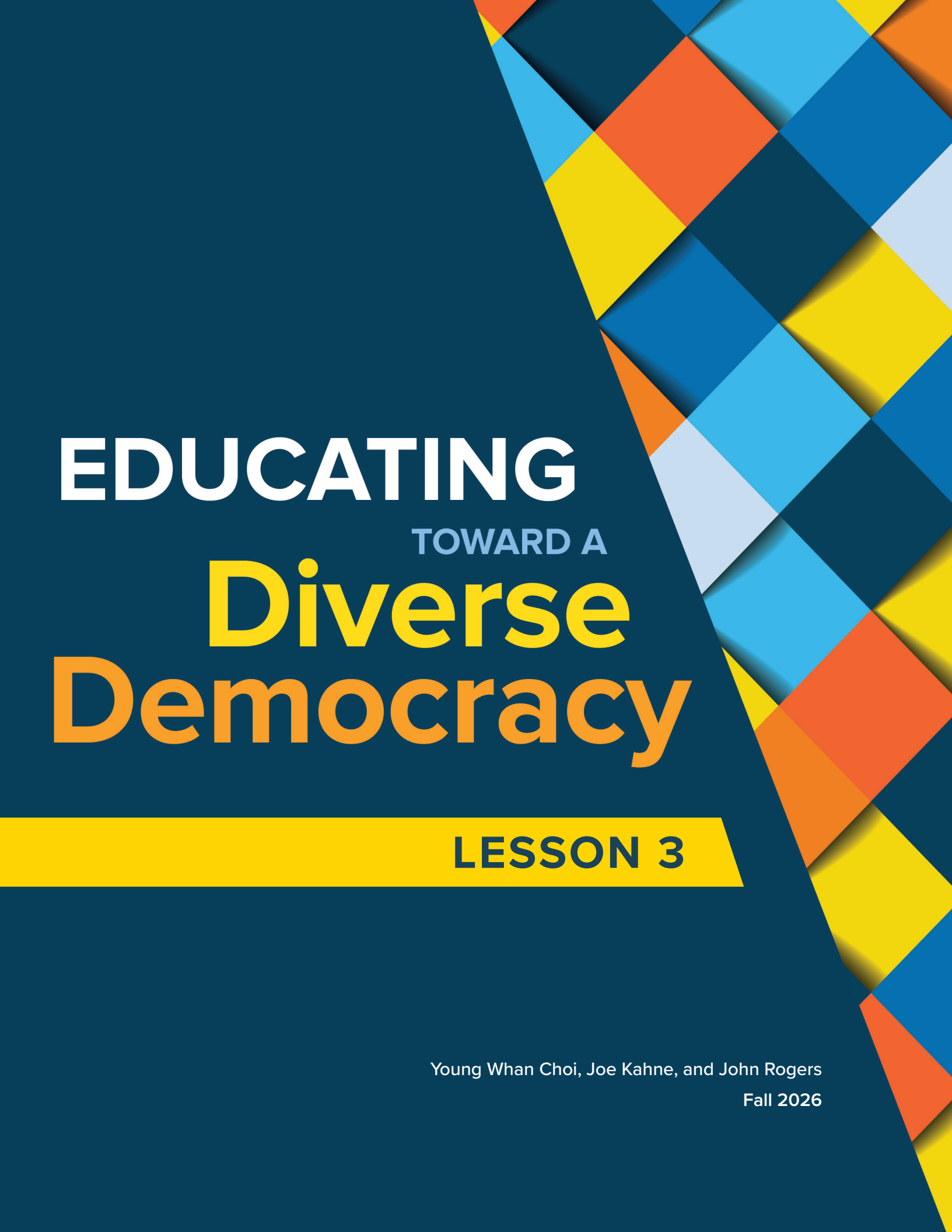
Optional: Anonymous [Survey](#) to the principal (will ask you to make a copy)

Publish the survey.

Have students complete the survey based on their own beliefs and knowing that protest is a fundamental right of democracy.

The feedback on this form can be provided to the principal of the school.

Optional: Share policy drafts with the principal



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LESSON 3

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LESSON 3 Teaching American History

SUMMARY: Students grapple with four differing perspectives on what students should learn about American History. They initially work in pairs reading just two sources and then get together in groups of four and teach the other pair what they learned, so that everyone is exposed to all four sources. Finally, students reflect on their own views and share those ideas with their teacher.

Compelling question: *What should students learn about American History in order to promote a diverse democracy? Its successes? Its failures? Both? How much of each?*

CA State History-Social Science Framework:

As an example unit question, the CSHSSF offers, “The question **How have American freedom and slavery coexisted in the nation’s past?** reminds students of the parallel—and seemingly paradoxical—relationship.” This question relates directly to the tension explored in this lesson of what students should learn about American history.

Objectives:

1. To consider multiple viewpoints on what students should learn in American history and come to their own conclusion.

Content Language Objectives:

1. Students can identify the main ideas from several readings and infer what the authors believe about the teaching of American History.
2. Students can build on the ideas from the readings to argue what students should learn about American History.

Language Demands

From Prior Learning	New Vocab and Concepts	Language Functions
Democracy, diverse	American Founders, the Founding, exceptionalism, reparations, patriotism, civic purpose	Identify Argue

MATERIALS:

[Teacher Presentation Slide Deck](#)

[Packet](#)

[Survey](#)

[Find Your Matching Pair Notecards](#)

Procedure (~85 minutes):

(8) Warm up

Ask students in pairs to give America a grade in 1776 and 2026

Ask students what grade they gave America in 1776 and 2026

Explore their reasoning

- ▶ What did they think about: Freedom? Slavery? Equality? Independence? Democracy?
- ▶ Why did they rate 1776 better or worse than today?

One possible concluding point: How we remember the past affects how we live in the present.

(2) Reminder of **norms**

(3) Review

Remind students that we have been talking about diverse democracy

That they learned about four principles that are important to a diverse democracy: CLER (Compromise, Laws, Evidence, and Respect)

That they do have the power to impact their school and that this is a reflection of the larger society

That they can impact school culture, policy, and curriculum

(5) **Frame** the discussion—As we work for a diverse democracy, what should students learn about American History? Its successes? Its failures?

CLER is a way for us to think about this question. Does learning that America has done great things help our diverse democracy? Does learning that America has done horrible things help our diverse democracy?

Let them know that there are no right answers. It's not just about choosing either failures or successes. It can be both. If so, what's the right balance?

Ask students to share their initial opinion through a quick hand poll. Raise your hand if you are learning more towards successes? Toward failures? In the middle?

Ask them to keep an open mind and consider four different viewpoints on what's important to learn about American history.

(5) Let's consider some **data**

67% of adults in the US think that we should teach the successes

66% of adults in the US think we should teach the failures

But what do students think? You all are closest to the experience of learning about American history.

(5) **Overview** of process

Students will get into pairs. If there is an odd person, make a trio.

- ▶ One possible way to do this would be to pass out **notecards** with letters (use corresponding **slide**) and have students find their match.
- ▶ Pairs A, C, E, etc. will read **Sources 1–2**. Pairs B, D, F, etc. will read **Sources 3–4**.

Pass out **Sources 1–4**

All sources address the question of what should students learn about American History. Students will likely have to *infer*.

Students will read and take notes on your 2 sources (work together but each person in the pair is responsible to teach one of the sources)

Then, students will get into groups of four (A+B, C+D, etc.). Take turns teaching one another about the sources that you read until everyone has learned about all 4 sources

Note: If you want to extend this activity or if your class tends to get through reading quickly, you can add in [Sources 5 and 6](#) and assign each pair to read three sources instead of two. This could look like Pairs A, C, E, etc. reading **Sources 1–2 + 5**. Pairs B, D, F, etc. reading **Sources 3–4 + 6**.

(7) Explain the vocabulary/concepts and prediction

Using the slide, explain that giving your brain an idea of what you are about to read is like doing a warm up before exercising. So we are going to start each reading with some key vocabulary and a chance to guess at what the source is going to be about. Tell them that making predictions is a good habit that students can use to develop into stronger readers.

Practice: Ask for volunteers to read the definitions of the key vocabulary

Turn&Talk: What is this source going to be about?

Whole group: Ask for at least one person to share their prediction

Then use the slides to show them what the rest of the handout is asking of them

- ▶ Briefly show the reading
- ▶ Read the questions aloud and make sure that students understand the questions and that they are expected to use the key concepts when writing about the author's main idea

(10–15) Read and discuss questions in pairs

Have one person read the definitions

Together, come up with a prediction about the author's point

Have one person read aloud the Source

Both people discuss the questions and take their own notes. Do NOT copy.

Have the other person read aloud the other Source

Again discuss and take notes

If a pair finishes their two assigned sources, ask them to read Sources 5–6

(10) Teach back in groups of four

Before getting into groups of four, make sure that each pair is ready to teach (use the checklist on the slide)

Assign groups of four to meet

Take turns teaching with other group members taking notes

There might not be perfect numbers so make groups of five as needed. In a group of five, the Source that has two people will be taught twice, with the second person adding on to what the first said.

If any groups finish early, they can tackle Sources 5–6

Tell students to share an appreciation of one another

(8) Optional: If you aren't sure where students are in their understanding or if you notice misconceptions, then check for understanding

Show them the "Gist" slide. Let them know that having the gist of something can help with recall and also for making comparisons and synthesizing information.

Ask whole class, what is Source 1's gist as it relates to what students *should learn about American history*? You will write the gist into the slide.

As a whole class, continue through Sources 2–4

(8) Discussion and writing in groups of four

Emphasize that students are to discuss *before* writing! Conversation with those who think differently from us is important to develop our understanding.

Indicate that students are now switching from thinking about what others had to say to what they think. This requires grappling with multiple viewpoints. Refer to the "Gist" slide to remind them of the various viewpoints. Remind them that the point isn't to stick to their original position. The goal is to consider other perspectives including those of their classmates.

Ask students to consider everything that they have read and heard and their own lived experiences as they draft responses to the questions

Review the discussion questions using the slide (corresponding [handout](#))

- ▶ What should students learn about American History that would promote the CLER principles of a diverse democracy?
- ▶ Pick at least one event/aspect of American History and argue for why it is important that we focus on it in school. You may pick from the possible topics to the right or choose your own.
- ▶ Should our school do something to commemorate the 250th Anniversary of the Declaration of Independence?

Students write their responses on the handout. Or have them fill out this [survey](#) if you want to collect the data in a form that is more readily shareable (will ask you to make a copy).

- ▶ Don't have them submit until after the sharing so that they can refer to what they wrote in the share out.

More time can be allocated if the discussions seem to be fruitful

(5) Share as a whole group