

Debriefing PolitiCraft: Who are the “civic players” in my community?

<p>Title: Who are the civic players in my community?</p>	<p>Time Frame: Two/three 45 minutes class periods, informed action project can vary.</p>
<p><u>C3 Framework for Social Studies State Standards</u></p> <p>D1.1.9-12. Explain how a question reflects an enduring issue in the field.</p> <p>D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.</p> <p>D2.Civ.7.9-12. Evaluate citizen’s and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level.</p> <p>D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</p> <p>D4.7.9-12 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy, identification and complex causal reasoning.</p>	<p><u>CCSS/ELA Literacy Standards</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.4</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.2.A</u> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Objectives: Students will reflect on the narrative that they created in PolitiCraft game play & connect community resources to jump start a civic engagement plan of action.</p>	
<p>Recommended Procedures</p> <ol style="list-style-type: none"> 1. At the end of game play, have students document the cards played. They can do this on the handout provided or if students have smartphones, they can photograph the cards played in the game & transfer to handout provided. 2. Have students conduct a web quest to connect the ideas from the cards to effective civic engagement in their community. For example, if students played a card that stated that they would help the less fortunate- have them document what organizations in the community help the less fortunate. If they played a card in which they wrote an editorial, have them find an example of an editorial written on a social issue. If they played a card that stated that they ran for the U.S. Senate, they can document who are currently their U.S. senators. Given time constraints, you can set a minimum number of cards they must find examples of. 3. Students can create a slide deck (using power point, Prezi or google slides) illustrating their findings to present to the class. Have students illustrate the top five examples of civic engagement they found and explain their choices. 4. At the end of the presentations, the class can vote on the issue(s) and informed actions they would like to pursue as a “civic player” in their community. 	

Alternative Procedures:

- This could be a team activity. Groups can focus on the “winning player’s” cards and jigsaw, or divide up the cards amongst the players, to connect game play to real world examples.
- The Informed Action project could be done by individual students, in small groups or as a class.

Other Resources: There are a number of organizations and resources that provide inspiration, structure and assessment resources for successful informed action.

- The [National Council for the Social Studies](#) has a C3LC webinar called [Completing the Inquiry Arc: Exploring Dimension 4 of the C3 Framework](#). Insights are provided on how students can best communicate and critique conclusions and take informed action.
- Register for the [Civic Action Project](#) facilitated by the [Constitutional Rights Foundation](#). This resource is unique in that it not only connects teachers, but also students engaging informed action projects.
- The [Mikva Challenge](#) has a number of online resources to help scaffold successful action civics projects. You can sign up for their educator network to access information for trainings and opportunities for students in your region.
- Become part of a network of practitioners committed to student-centered, project based, high-quality civic informed action. Join the [National Action Civics Collaborative](#) . There is a toolbox of resources to help guide best practice.
- Join the [Generator School Network](#) hosted by the [National Youth Leadership Council](#) to access free professional development, curriculum and a network of teachers ready to support your work. Topics such as assessment, management and inspiration for service learning projects are addressed.

PolitiCraft Post-Game Play Activity: Who are the “civic players” in my community?

Document the cards you played in the PolitiCraft game in the chart below. Then, find examples of real-world examples of the each civic action described on the card, citing the sources for the evidence presented.

List card played	Explain real world example of card	Cite source (http://www.easybib.com/)

Choose the top five examples of real world civic engagement listed about and create a slide deck that summarizes your findings.