



Introducing PolitiCraft: Four Corners Discussion

<p>Title: What is my responsibility to my community?</p>	<p>Time Frame: 30-45 minutes</p>
<p><u>C3 Framework for Social Studies State Standards</u></p> <p>D2.Civ.9-12. Use appropriate deliberative processes in multiple settings.</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><u>CCSS/ELA Literacy Standards</u></p> <p><u>CCSS.ELA-LITERACY.SL.9-10.1.B</u> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.1.C</u> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.1.D</u> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p>Objectives: Students will deliberate the question, "What is my responsibility to my community?" This will draw out student opinions on the topic of action civics in preparation for PolitiCraft gameplay. The same questions can be revisited after game play to reflect on what students learned about effective civic engagement.</p>	
<p>Recommended Procedures</p> <ol style="list-style-type: none"> 1. Before class begins: label each corner of the classroom with signs reading: agree, strongly agree, disagree, and strongly disagree. 2. Pass out the PolitiCraft Four Corner Anticipation Activity to each student. Have them individually take the survey and document their rationale for each choice 3. Instruct the students that they will be participating in a four corner discussion. Point out where the four signs are posted in the room. 4. Read one statement aloud and have the students stand in the area of the room that most aligns with their view on the statement. It is fine for students to stand in between signs if they desire. 5. Ask students to "huddle" with their colleagues in that corner to discuss why they are standing there. Tell them to be prepared to report out what they heard from others in their area. 	

6. Inform the students that in a moment, they are going to hear from the respective parts of the room. If at any time, they hear something that persuades them to change their position; they are free to move to another area of the room.
7. Select a spokesperson from each corner to justify their position, using evidence they heard from their peers.
8. Once all areas of the room have spoken, allow students to question one another's evidence and ideas.
9. Choose another statement and repeat the exercise. Be sure to emphasize norms of civil discourse throughout the exercise!

Alternative Procedures:

- If classroom space does not allow for four corner movement, replicate the spectrum of agreement from the student worksheet on the board. Read a statement and have students come forward and place their initials on the spectrum (using a post-it, chalk or whiteboard marker). Have students return to their seats and explain their answer.
- Have students take their individual surveys into small groups of 4 students and try to reach consensus on each questions. Discuss as a class the most difficult questions for groups to reach consensus on.
- Use [Kahoot survey](#) for each question. Have students record their answer and then discuss as a class the questions with the most diverse responses.

Other Resources:

- Facing History and Ourselves has more details about the Four Corner deliberation strategy on their website. <https://www.facinghistory.org/resource-library/teaching-strategies/four-corners>
- If norms for classroom deliberations have not been established, here are some resources teachers can use to scaffold civil discourse.
[Conducting a Civil Conversation in the Classroom by CRFC](#)
[Contracting by Facing History and Ourselves](#)

PolitiCraft Pre-Game Play Anticipation Activity

Read each of the statements below and circle if you strongly agree (SA), agree (A), disagree (D) or strongly disagree (SD) with the statement. Document your rationale for each decision. BE prepared to discuss your choices.

1. I am only responsible for myself.

SA A D SD

Rationale:

2. Politicians should make the decisions about what happens in my community

SA A D SD

Rationale:

3. The actions of others in my community affect me.

SA A D SD

Rationale:

4. I have the power to make changes in my community.

SA A D SD

Rationale: