Introducing PolitiCraft: What is effective civic engagement?

Title: What is effective civic engagement?	Time Frame: 30-45 minutes
C3 Framework for Social Studies State Standards D1.1.9-12. Explain how a question reflects an enduring issue in the field. 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. D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others.	**CCSS/ELA Literacy Standards** CCSS.ELA-LITERACY.RH.9-10.4 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. CCSS.ELA-LITERACY.W.9-10.2.A 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.
Objectives: Students will analyze components of effective civic engagement using a four corner magnet chart. This serves as a pre-test of sorts to discern what knowledge, skills, attitudes and actions associated with effective civic engagement before PolitiCraft game play. Students can revisit the magnet chart after game play and add elements of effective civic engagement they learned from the game.	

Recommended Procedures

1. Draw a chart on the board comprised of four boxes that replicates the student worksheet. Label boxes as follows: knowledge, skills, attributes/beliefs and actions.
2. Ask students to take individual think time and identify a person, past or present, which demonstrates effective civic engagement and briefly explain their choice. You can model this by responding to the prompt yourself.
3. Do a wrap around the room to hear the student choices. As they explain their choices, add the attributes they describe to the appropriate box on the board. (i.e. If a student cites Cesar Chavez because he organized a boycott, list "boycott" under action and "organized" under attributes). Have students document on their magnet chart as well.
4. When done with the wrap around activity, have students get together in small groups of 4 to 6 students and give each group a deck of PolitiCraft Cards
5. Have students go through the cards in the deck and find at least three more ideas to add to each box on the chart.
6. Have students share out their chart additions with the class.

After PolitiCraft game play,

A. Have students revisit chart and add more elements to each box based on game play.
B. Have students circle the elements on the chart that were most helpful in successful PolitiCraft game play. Have students share their choices.

C. Have students use elements on the chart to respond to the prompt, "What is effective civic engagement?"

Alternative Procedures:

- Have students meet in small groups to complete the chart with their individual examples and have small groups stand and share their charts.
- Create a common google doc for the class and have individuals/ groups simultaneously document the attributes of effective civic engagement in the chart. Students can then journal about the ideas in the chart that are new to them and which elements of the chart they have personal experience with.

Other Resources:

- Facing History and Ourselves has more details about the wrap around activity on their website: https://www.facinghistory.org/resource-library/teaching-strategies/wraparound-whiparound
- If norms for classroom discussions 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: What is effective civic engagement?

Individual Think Time: Name a person you think represents effective civic engagement. You can choose someone you know personally, a current public figure or a historical figure. Explain your choice.

My model for effective civic engagement is:

I chose this person because:

Magnet Chart of Components of Effective Civic Engagement

Knowledge	Skills
Attributes/Beliefs	**Actions**