|  |  |
| --- | --- |
| **Title:** How should we live together?**Introducing PolitiCraft: How should we live together?** | **Time Frame:** Three 45 minute class periods |
| [**C3 Framework for Social Studies State Standards**](http://socialstudies.org/c3)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**](file:///%5C%5Cstaff.d94.org%5Chome%24%5Cmdaneels%5CCCSS%5CELA%20Standards)[CCSS.ELA-LITERACY.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/)Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.[CCSS.ELA-LITERACY.RH.9-10.4](http://www.corestandards.org/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](http://www.corestandards.org/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 President Barack Obama’s Farewell address to discern characteristics of effective civic engagement and issues to take to action in their community. |
| **Recommended Procedures**1. Create a [K-W-L chart](https://www.facinghistory.org/resource-library/teaching-strategies/k-w-l-charts) on the board that replicates the student worksheet. Have the students independently fill out the “K” portion of the chart on their own as to A) What are the principles/values that guide how we live together? B) What historical events have shaped how we live together today? C) What are some of the current challenges to how we live together? D) What are some positive actions individuals can take to shape how we live together?
2. Do a wrap around the room to solicit student responses to each of the questions.
3. Inform students that they will be analyzing President Obama’s Farewell Address to the Nation. Have them independently complete the “W” portion of the chart as to what they would like to learn from the speech in each of the areas A-D.
4. Share speech with students. Students should complete the third column “L” as to what they learned from the speech. The speech can be shared via [video, transcript](http://www.latimes.com/politics/la-pol-obama-farewell-speech-transcript-20170110-story.html) or [audio file](http://wgnradio.com/2017/01/10/audio-president-obamas-farewell-address/).
5. Instruct students that they will now play PolitiCraft, an action civics card game that will give them even more information about their role in shaping how we live together.
6. At the end of gameplay, have students return to their K-W-L chart to add more ideas to the “L” column concerning what they learned about how we should live together, concluding with a discussion in the class. Emphasis should be put on the actions individuals can take to shape how live together.
 |
| **Alternative Procedures:*** Have students meet in small groups to complete the KWL chart and have small groups stand and share their charts.
* Create a common google doc for the class and have individuals/ groups simultaneously complete the KWL 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.
* PolitiCraft gameplay can be shaped with the challenges students identified from President Obama’s speech.
* Other historical speeches can be used to introduce PolitiCraft. George Washington’s Farewell Address and Dr. Martin Luther King’s “I Have a Dream” are just two examples.
 |
| **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](http://www.crfc.org/sites/www.crfc.org/files/program_documents/ConductingCivilConversation.pdf) [Contracting by Facing History and Ourselves](https://www.facinghistory.org/resource-library/teaching-strategies/contracting) |

**How Should We Live Together?**  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | K-What do I **know**? | W-What do I **want to know?** | L-What did I **learn?** | L**-**What did **learn from PolitiCraft?** |
| A) What are the principles/values that guide how we live together?  |  |  |  |  |
|  B) What historical events have shaped how we live together today?  |  |  |  |  |
| C) What are some of the current challenges to how we live together ? |  |  |  |  |
| D) What are some positive actions individuals can take to shape how we live together?  |  |  |  |  |