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| **Title:** How can we respond in times of crisis?**Applying PolitiCraft: How can we respond in times of crisis?** | **Time Frame:** Two/three45 minutes class periods, informed action project can vary. |
| [**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. Evaluate citizen’s and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level.D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.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. | [**CCSS/ELA Literacy Standards**](file:///%5C%5Cstaff.d94.org%5Chome%24%5Cmdaneels%5CCCSS%5CELA%20Standards)[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.[CCSS.ELA-LITERACY.RH.11-12.7](http://www.corestandards.org/ELA-Literacy/RH/11-12/7/)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.[CCSS.ELA-LITERACY.SL.11-12.5](http://www.corestandards.org/ELA-Literacy/SL/11-12/5/)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. |
| **Objectives**: Students will respond to times of crisis with gameplay that inspires informed action |
| **Recommended Procedures**1. Times of crisis, whether from nature or man-made, can leave students feeling confused, helpless, angry and scared. I encourage you to discuss current events relating to crisis in a safe environment. [Facing History and Ourselves](https://www.facinghistory.org/resource-library?search=september%2011) as well as [Teaching Tolerance](https://www.tolerance.org/) both have resources to help student process difficult current events.
2. Have students conduct a web quest or analyze resources that you have vetted to discern current needs related to the event as well as future needs, ideas for prevention and preparedness for the future.
3. Students can create a slide deck (using power point, Prezi or google slides) illustrating their findings to present to the class.
4. At the end of the presentations, have students pick their top three ideas addressing the question, “How can we respond to times of crisis?”
5. Have students play PolitiCraft choosing one idea from step 4 to build their narrative for change.
6. At the end of game play, have students reflect on how their narrative played out in game play. Then have the class make a commitment how they as individuals will take informed action and address the compelling question, “How can we respond to times of crisis?”
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| **Alternative Procedures:*** Step 6 could be a team activity. Groups can focus on the “winning player’s” cards and 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.
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| **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](http://www.socialstudies.org/resources/c3/c3lc/completing-inquiry-arc-exploring-dimension-4-c3-framework) has a C3LC webinar called [Completing the Inquiry Arc: Exploring Dimension 4 of the C3 Framework](http://www.socialstudies.org/resources/c3/c3lc/completing-inquiry-arc-exploring-dimension-4-c3-framework). Insights are provided on how students can best communicate and critique conclusions and take informed action.
* Register for the [Civic Action Project](http://crfcap.org/) facilitated by the [Constitutional Rights Foundation](http://www.crf-usa.org/). This resource is unique in that it not only connects teachers, but also students engaging informed action projects.
* The [Mikva Challenge](http://www.mikvachallenge.org/educators/online-resources/) 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.
* Join the [Generator School Network](https://gsn.nylc.org/) hosted by the [National Youth Leadership Council](https://nylc.org/) 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.
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