

While we're teaching the knowledge of the struggle for voting rights, can we also teach the necessary civic skills to help students make their knowledge matter?

C3 Framework and Voting Rights

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Workshop Agenda

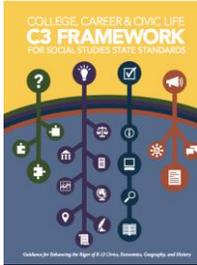
- 1. Voting Rights and Our Roles as Educators
- 1. The C3 Inquiry Arc
- 1. Time to Work
- 1. Share out and Troubleshoot

Leo Casey

- Executive Director of the Albert Shanker Institute and former Vice President of Academic High Schools for the UFT
 - Why does civic education need to be the core of social studies education?
 - In what ways can the C3 Framework deepen teaching and learning of Social Studies?
 - What role does the AFT play in advocating and protecting the voting rights of Americans?

What is the C3 Framework?

- Centered on an Inquiry Arc of learning
- Standards impart discipline-specific skills
- Promotes active and responsible citizenship



Inquiry Arc



- **Dimension 1:** Developing Questions and Planning Inquiries
- **Dimension 2:** Applying Disciplinary Tools and Concepts (Civics, Economics, Geography, and History)
- **Dimension 3:** Evaluating Sources and Using Evidence
- **Dimension 4:** Communicating Conclusions and Taking Informed Action

Developing Questions

Criteria for Compelling Questions—Does your question...

	Emerge from students' curiosities? Has the potential to get under their skin?
	Require students to apply disciplinary concepts and skills?
	Require students to construct an argument in response?
	Address problems and issues found across the disciplines?
	Ground itself in social studies content?
	Free of jargon and teacher-speak?

Compelling Questions: Examples

Global History: Nationalism

- Why are there 196 countries in the world?

U.S. History: Civil Rights

- Who is responsible for the successes of the Civil Rights Movement?

Dimension 4: Communicating Conclusions and Taking Informed Action

- Practice active and responsible citizenship
- Engage in the world outside of the classroom
- Emphasizes the importance of collaborative action



Communicating Conclusions and Taking Informed Action

Global History: Nationalism

- Generate “likes” on Facebook or Twitter related to post about the vote for Scottish Independence.
Or
- Discuss the issue of Scottish Independence with one friend and one family member

U.S. History: Civil Rights

- Research a local or national Civil Rights Memorial and assess the extent to which these memorials capture the most crucial ideas and individuals of the Civil Rights Movement.
- Students then advocate for a change or addition to the memorial.

Formal Channels	Direct Action	Community Dialogue
<p><i>Possible Actions</i></p> <ul style="list-style-type: none"> File a law suit Submit an Amicus Brief Provide evidence to a law enforcement agency Encourage a candidate to run for office Campaign on behalf of a candidate Hold a candidate forum Volunteer at a polling station Track the voting record of elected officials Start a petition Draft a law or statute Write a letter to an elected official Lobby an elected official Other: 	<p><i>Possible Actions</i></p> <ul style="list-style-type: none"> Hold a rally or demonstration Protest in front of a business or office Conduct a march Stop buying certain products Stop using certain services Start buying certain products Start utilizing certain products Refuse to obey an unjust law Withhold your work Conduct a sit-in Hold a flash mob Conduct a walk out Hold a noise barrage Other: 	<p><i>Possible Actions</i></p> <ul style="list-style-type: none"> Hold a community forum Create a public art exhibit Build a social media platform Perform a song or skit Write a graphic novel Produce posters Write a letter to the editor Develop an informational flyer or report Conduct a radio interview Write a news article Teach a class to others Collaborate with people of different backgrounds or perspectives Conduct a poll or survey Engage in street theater Draw political cartoons Other:

Sample Unit: Voting Rights



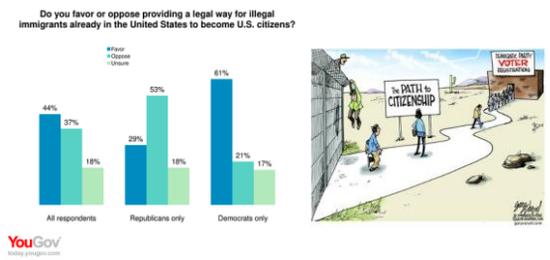
Central Text

- “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive to these ends, it is the right of the people to alter or abolish it, and to institute new government...”

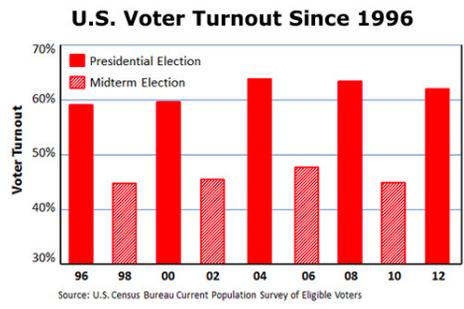
26th Amendment and Beyond...



Pathway to Citizenship



Compulsory Voting?



Share Out

- What compelling question did you generate?
- In what ways will students take informed action or communicate results?
- What are some potentially beneficial sources that will inform your investigation?

Troubleshoot

- What are some potential obstacles (both internal and external) that may make implementing the C3 framework difficult?

Thanks

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