

McCormick Foundation Civics Program

Teaching in the Tip

Mary Ellen Daneels

Social Studies Teacher, West Chicago Community High School





Teaching in the Tip

- For each of the following questions, label if you believe it is:
 - An “open” question that is controversial and worthy of discussion
 - A “closed” question that does not require discussion in the form of a controversial issue. The answer is readily agreed upon
 - A “tipping” question: moving from open to closed or closed to open
 - Unclear where it is



Open, closed, tipping, unclear

1. Should the USA have dropped the atomic bomb on Japan?
2. Should same-sex couples have a right to marry?
3. Should homeowners have the right to legally keep a gun in their home?
4. Should people have the right to burn the American flag in protest?



Open, closed, tipping, unclear

6. Should the USA have interned Japanese-Americans during World War II?
7. Should colleges and universities use Affirmative Action programs to create a diverse student body?
8. Should employers have a right to look at electronic media created by company property?
9. Was Andrew Jackson's removal of the Cherokee from Georgia justified?



Open, closed, tipping, unclear

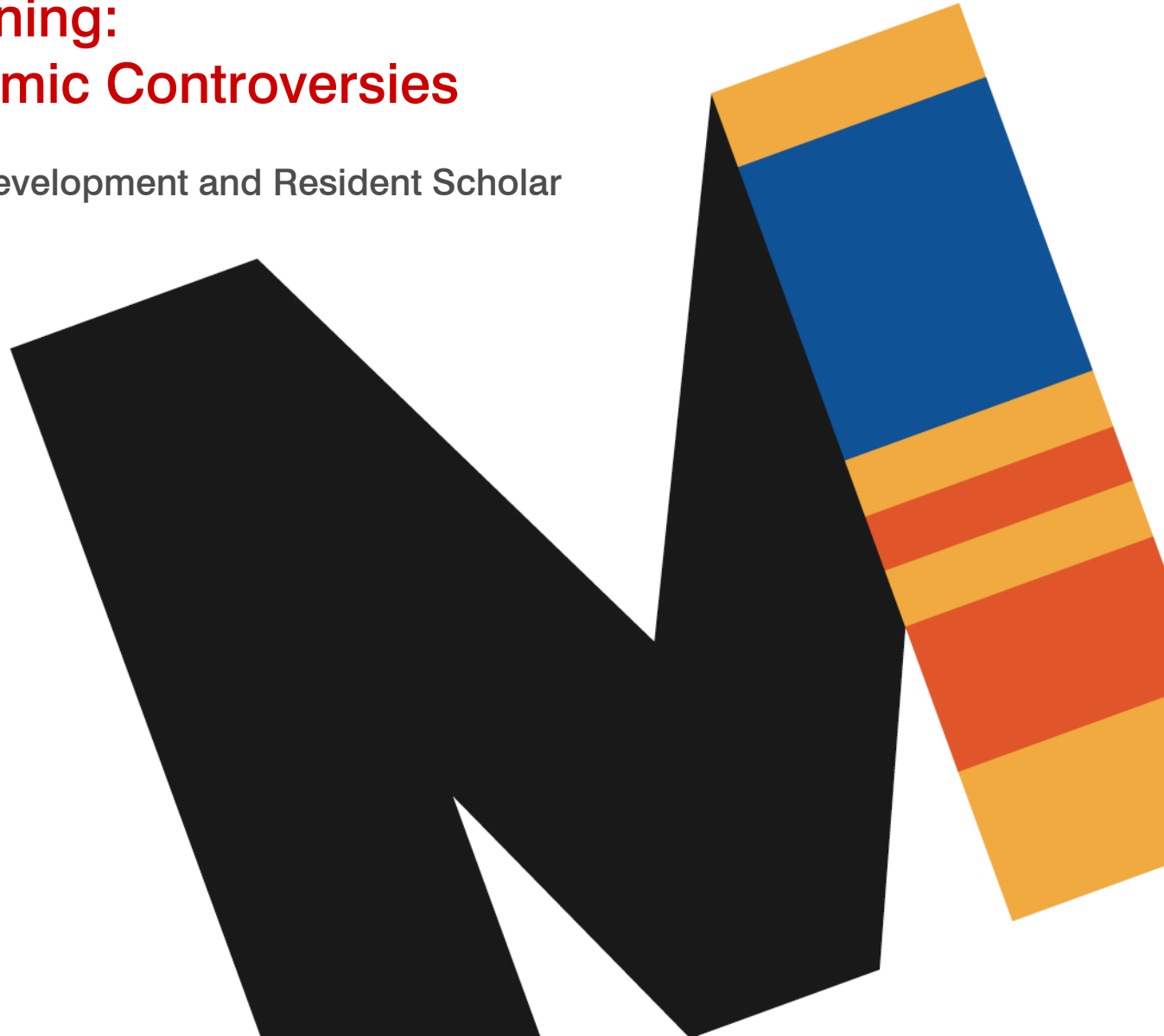
10. Should the Founding Fathers have abolished slavery at the Philadelphia Convention?
11. Should 18 year olds have the right to vote?
12. Did Lyndon B. Johnson violate his oath of office in his actions involving the Gulf of Tonkin resolution?

McCormick Foundation Civics Program

Cooperative Learning: Structured Academic Controversies

Shawn Healy

Director of Professional Development and Resident Scholar





Social Emotional Learning Standards

How do cooperative learning techniques address the ISBE's Social Emotional Learning Standards?

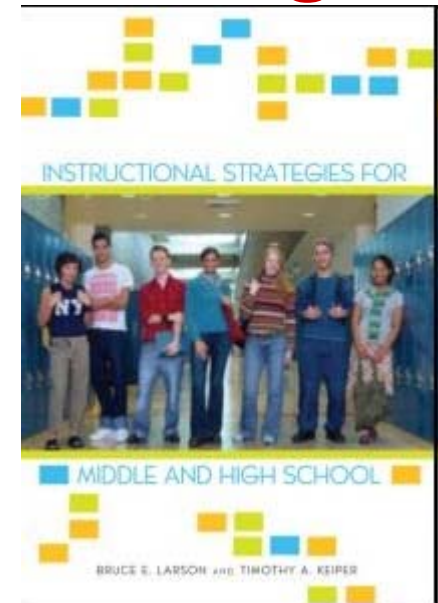
Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Chapter 8: Cooperative Learning

- A. How is cooperative learning distinguished from group projects? Informal versus formal cooperative learning?
- B. Why is it important to create heterogeneous groups? What factors should we take into account when forming them?
- C. What are effective methods of assessing cooperative learning?





Chapter 10: The Structured Academic Controversy

Organizing controversies:

- A. Choosing the discussion topic
- B. Preparing instructional materials
- C. Guiding the controversy
 - i. Learning the positions
 - ii. Presenting positions
 - iii. Discussing the issue
 - iv. Reversing perspectives
 - v. Reaching a decision
- D. Debriefing

McCormick Foundation Civics Program

A Burning Issue: A Structured Academic Controversy Concerning a Flag Protection Amendment

Mary Ellen Daneels

Social Studies Teacher, West Chicago Community High School





What is the pattern?

Sort the statements in your envelope into categories.



Check your hypothesis

- Read your assigned article and identify the statements that paraphrase some of the points made in your reading
 - A: Texas v. Johnson Majority Opinion
 - B: Letter from Colin Powell
 - C: Texas v. Johnson Stevens Dissent
 - D: Statement for Senator Dianne Feinstein



Group Re-Check

Re-sort your statements into categories based on your readings.



Corner Check

Go to your corners and check to see if you all claimed the same statements.



Pair Share & Compare

- Pair up with the person who reflects that same side of the controversy as you. Write a paragraph expressing your view.
- Pairs, paraphrase your paragraphs to one another.



The Flag Desecration Amendment

The Congress shall have power to prohibit the physical desecration of the flag of the United States.



Individual Accountability

Write a paragraph expressing what you think about the Flag Desecration Amendment. Explain how you voted AND acknowledge and respond to the opposition's arguments.

McCormick Foundation Civics Program

Constitutional Rights Foundation Chicago

Dee Runaas, Director of High School Programs



McCormick Foundation Civics Program

Session Wrap-up

Shawn Healy

Director of Professional Development and Resident Scholar



Sources

Constitutional Rights Foundation Chicago. Available Online: <http://crfc.org/>. Accessed: October 18, 2010.

Hess, Diana. 2009. *Controversy in the Classroom: The Democratic Power of Discussion*. NY: Routledge.

Johnson, David W. and Roger T. Johnson. 1988. "Critical Thinking Through Controversy." *Educational Leadership*. (May)

Larson, Bruce E., and Keiper, Timothy A. 2007. *Instructional Strategies for Middle and High School*. NY: Routledge.

Lee, Rosetta. "Structured Academic Controversy: What Should We Do?" Northwest Association for Biomedical Research. Available Online: <http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SAC.pdf>. Accessed: October 18, 2010.

Wide Angle. "Power and Politics: Violence as a Means of Resistance." PBS. Available Online: <http://www.pbs.org/wnet/wideangle/classroom/lp4c.html>. Accessed: October 18, 2010.

"Structured Academic Controversy in the History Classroom." National History Education Clearinghouse. Available Online: <http://teachinghistory.org/teaching-materials/teaching-guides/21731>. Accessed: October 18, 2010.