



October 12, 2010 Agenda

4:30-4:40pm: Welcome, refreshments (Shawn Healy)

4:40-5:10: Defining controversial issues (Mary Ellen Daneels)

5:10-6:10: Controversy in the Classroom (Shawn)

6:10-6:20: Break

6:20-6:45: Teacher disclosure (Mary Ellen)

6:30-7:05: Teaching the Tip (Mary Ellen)

7:05-7:30: Wrap-up (Shawn)

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Defining Controversial Issues

Mary Ellen Daneels

Social Studies Teacher, West Chicago Community High School





Political Spectrum

Read each of the items on the survey and
circle the items that you agree with.
There are no right or wrong answers.



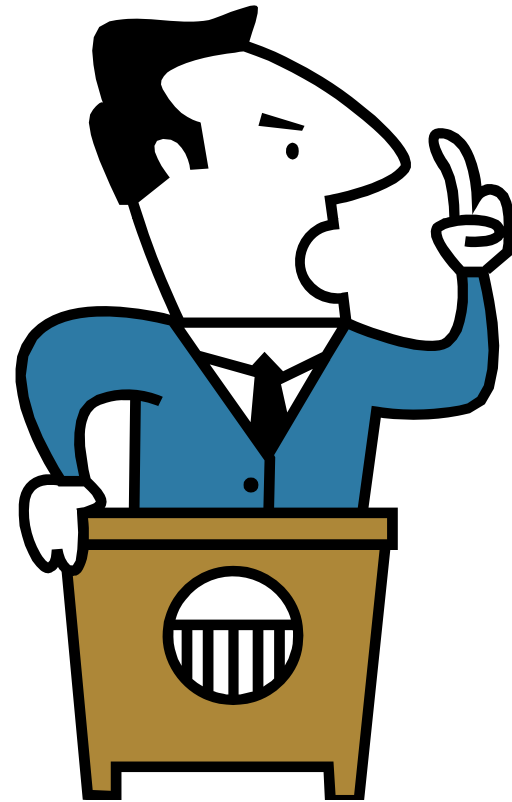
Two box induction

We will categorize each of the items as either an “A” or a “B”. Your job is to figure out the pattern.



Political Spectrum

- People should be able to say whatever they want and have total freedom of speech





Political Spectrum



- The government should make sure that everyone has a place to live, medical care and other basic needs met.



Political Spectrum

- I want the government to stay out of my life. Small government is good government.





Political Spectrum

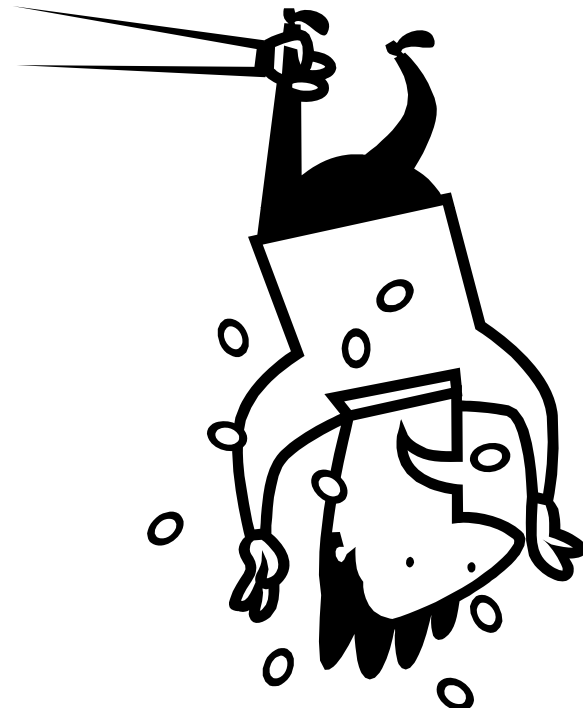


- The United States should be the policemen of the world and help people in need.



Political Spectrum

- Taxes take away freedom, freedom to spend money the way you want to.





What is the pattern?

Discuss in your small groups, what do the “A” statements have in common? What do the “B” statements have in common? What ideas, concepts and values do they share?



“A” or “B”

Try to find the pattern...



Political Spectrum



- The national government cannot solve all the problems in society. City and state governments should do more.



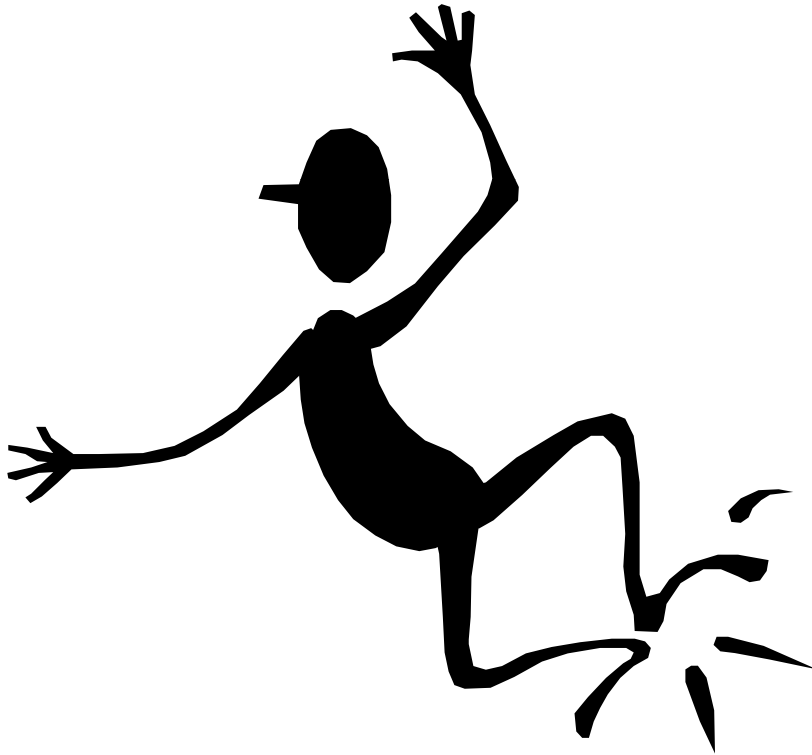
Political Spectrum

- I support traditional values: family, church...the same as my grandparents.





Political Spectrum



- **Things are good the way they are, the government should not try to change society.**



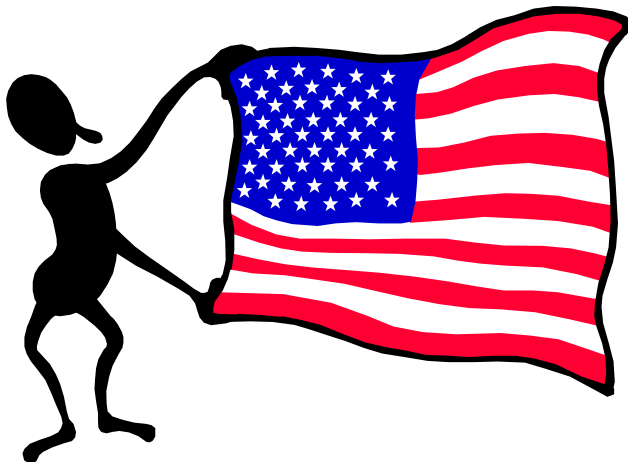
Political Spectrum

- The rich are getting richer and the poor are getting the poorer. This is wrong and the government should stop it.





Political Spectrum



- Burning the American flag is okay, it is free speech.



Re-evaluate Hypothesis

- What attributes on each side should be eliminated?
- What would you add to the pattern? What ideas, concepts and values do the “A” statements share? The “B” statements?



“A” or “B”

Signal if you think “A” or “B”



Political Spectrum

- The government can help the economy by giving money to poor people in need.





Political Spectrum

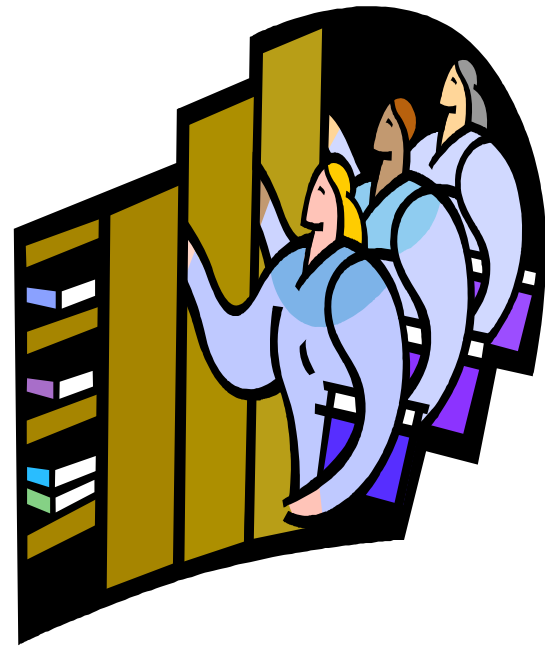


- There should be strict gun control laws.



Political Spectrum

- Searching student lockers for dangerous items is fine because it protects all students.





Political Spectrum

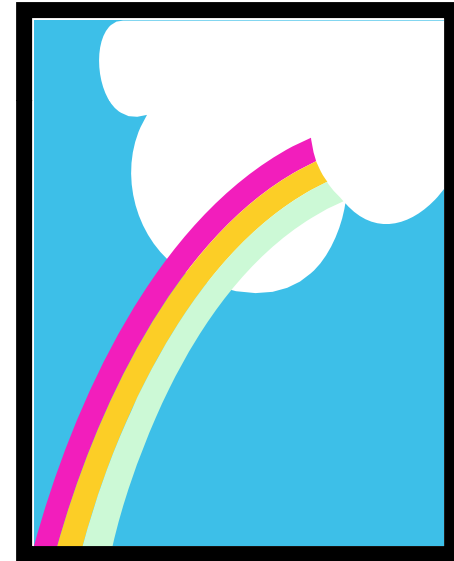


- Rich people should pay a higher percentage of taxes than poor people.



Political Spectrum

- Homosexuals should be protected by the government with special laws, just like other minorities.





Replace “A” and B”

How would your groups title the categories? What name would you give them? Type in your responses.

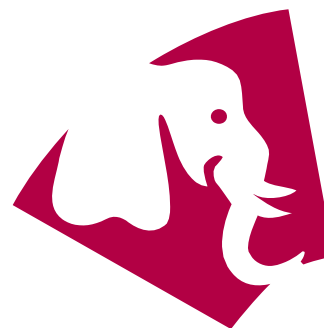


Political Spectrum

- A=Ideas to the left of the spectrum
- Often called “democrats”
- Often referred to as “liberal” or “progressive”



- B= Ideas to the right of the spectrum
- Often called “republicans”
- Often referred to as “conservative”





“Left” of “Right”

Let's practice our new terms. Call out if it is left or right.



Political Spectrum



- Student led prayer in school is fine.



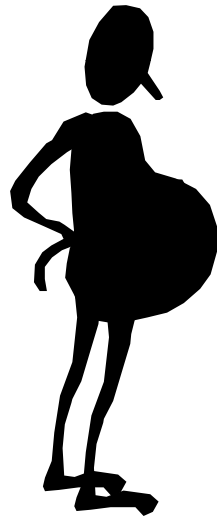
Political Spectrum

- There should be a death penalty.





Political Spectrum

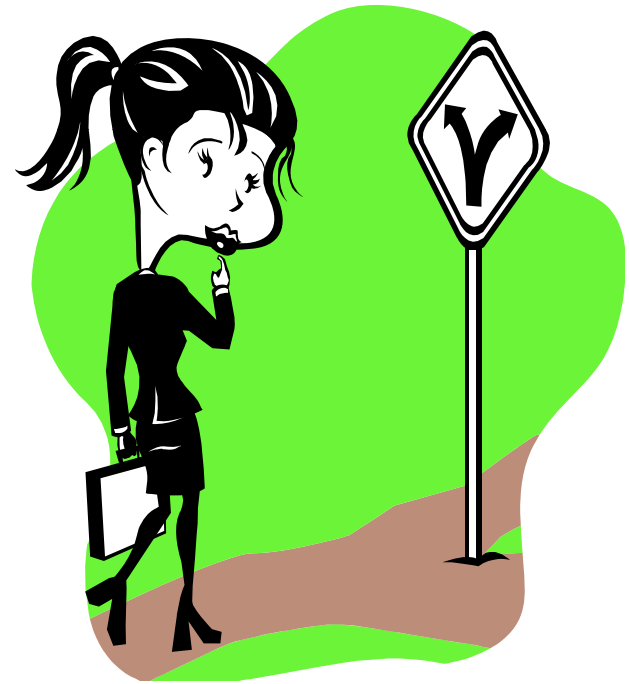


- Schools should fight teenage pregnancy and give out condoms in school.



Political Spectrum

- Abortion is a choice women should have.





Political Spectrum



- Tax dollars should not be spent on artists that some think are bad.

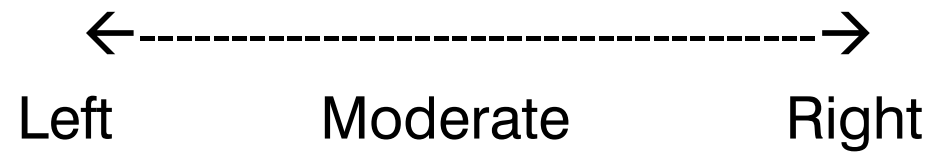


Where do you fall?

Count up how many statements to the left you circled
and how many statements to the right you circled?



Political Spectrum



Sheltered Responses

A= Left	E Right
people agree with gov	people against gov * SMALL
want gov. help in need	gov should not help people
freedom agree good things <u>democrats</u> liberals	disagree gov <u>protect</u> society discrimination <u>Republicans</u> conservatives



Effective Citizens...

- Knowledge
- Skills
- Attitudes
- Actions



Categorize the statements in your groups

- Which 3 statements do you think would lead to the best discussion in your class?
- Which 2 statements do you think would not be good discussion starters?
- Which statement would make you most uncomfortable to discuss in class?
- Which statement do you think is most controversial?

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Controversy in the Classroom: The Democratic Power of Discussion

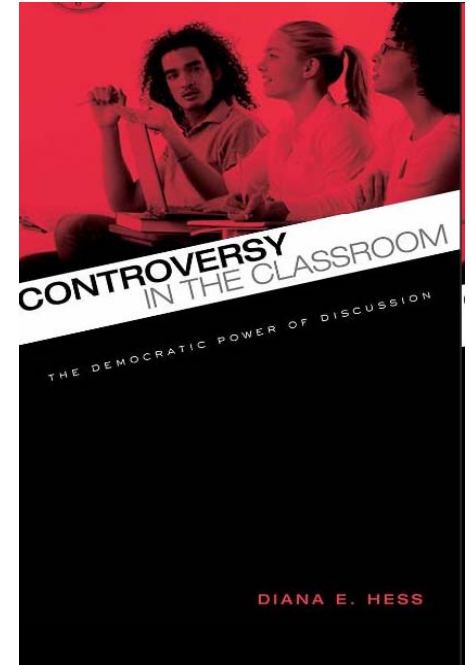
Shawn Healy

Director of Professional Development and Resident Scholar



Chapter 1: Why democracy demands controversy

- A. Why does democracy demand controversy?
- B. What makes schools ideal sites to facilitate classroom discussions of controversial issues?
- C. Have you ever encountered, or do you anticipate, barriers to classroom-based controversial issues at your school? Explain.



Chapter 4: Skillful teaching of controversial issues discussions

- A. What are some of the most effective forms of classroom discussion models you have employed?
- B. Why is important to assign “shared texts” and to require “tickets” for students to enter a class discussion?
- C. Why should be expect, and how can we accommodate, differential participation in class discussion among our students?



Chapter 5: Diversity in our midst

A. How ideologically diverse are students, their classes, and their teachers? To what extent to they have coherent political views?

B. To what extent to students recognize diversity in their midst?

C. What impact does ideological diversity have on students' experience and learning?



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To Disclose or Not to Disclose

Mary Ellen Daneels

Social Studies Teacher, West Chicago Community High School



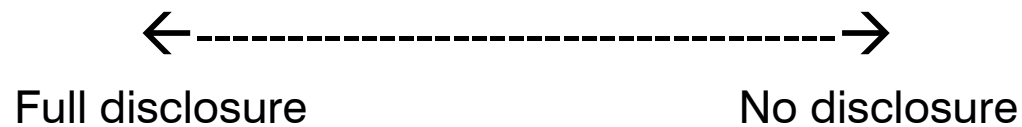


To Disclose or not to disclose...that is the question

- On the top of your card, write your name.
- Which best describes your disclosure policy?
 - Full disclosure
 - No disclosure
 - Partial disclosure
 - Situational disclosure
- Explain 2-3 reasons for your policy



Place your card on the
disclosure spectrum





Passport Paraphrase

We will discuss your disclosure policies. To begin your comments, you must restate the main point of the person who spoke previous to you in a “civil” manner.



Paraphrase starters...

- I agreed with John when he said....and I would add...
- I disagree with Amy when she said...because I believe...
- Bob made a good point when he said..., but I would also consider...
- What I heard Jessica say was.... I would react by saying...

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Teaching to the Tip

Mary Ellen Daneels

Social Studies Teacher, West Chicago Community High School





Teaching to 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?



Four corners

Place your statements in the appropriate corner of the room.

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Session Wrap-up

Shawn Healy

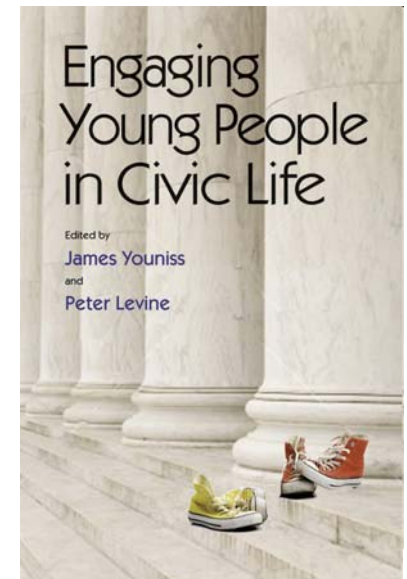
Director of Professional Development and Resident Scholar





Principles for policy

- A. Equity: universal student access to controversial issues discussions
- B. Quality: “teachers’ prowess and the intellectual rigor of the materials used to prepare students for discussion”
- C. Focus: scaffolding throughout a students’ educational career in preparation for controversial issues discussions
- D. Currency: embrace contemporary issues alongside historical controversies





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