![C:\Users\Zakiyas\AppData\Local\Microsoft\Windows\INetCache\IE\2QWEZRRD\Balanced_scale_of_Justice_(blue).svg[1].png]()**Jefferson County Schools (Center Point High)**

**National Issues Forums in the Classroom Lesson Plan**

**Teacher**: Zakiya Jenkins, NBCT Skills: Main Idea, Inferences, **Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Grade Level/Subject:** US History 10 Time: SEVEN (90 minute blocks) School Year: 2017-2018

Introduction: The first step in preparing for a National Issues Forum is to choose an issue for your class to deliberate. You may use an issue featured in an NIF issue book, or your class may decide on its own forum issue. Please know, whichever route your class takes, the strength of the forum is in the deliberation itself – the issue you choose is secondary.

This one week lesson includes learning about the issue and deliberation (the process). Then I select one day the following week for the actual forum. Please email me if you have questions and I will happily share any additional information. zjenkins@jefcoed.com

Ordering issues books: Please visit the NIFI Website: [www.nifi.org](http://www.nifi.org).

There is also a kit the National Issues Forums Institute supplied a while back that is extremely beneficial and includes all the lessons that I mention. This teacher binder includes a VHS tape, however, I would not start deliberation without it. It is a great way to organize your instruction and upcoming forum. You may be able to order the teacher binder or Write to NIF Research, 100 Commons Road, Dayton, Ohio 45459-2777, or call 1-800-433-7834.

In my NIF classes, I prepare folders for my students which include the lessons we will cover.

As per the NIF teacher binder, A forum works best in a large, open room. You will want to arrange participants’ chairs in a large circle so the students are able to look at each other’s faces. As the teacher, please be sure to sit in the circle. Your presence in the circle will keep students alert and show them that you are equally involved in the forum discussion.

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| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Task/Topic of Lesson:**Introduction to National Issues Forums | **Task/Topic of Lesson:**What is Public Opinion?What is Public Policy?Understanding Public Policy | **Task/Topic of Lesson:**NIF PedagogyFinding Common Ground? | **Task/Topic of Lesson:*****Focus Question:*** *How Should Communities Increase Safety While at the same time ensuring justice?* | **Task/Topic of Lesson:*****National Issues Forums Purpose: We are here to move toward a public decision or CHOICE on Safety and Justice: How Should Communities Reduce the Violence?*** |
| **Alabama Course of Study Standards: Grade 10**#4 Describe the political system of the United States based on the Constitution of the United States. • Interpreting the Preamble to the Constitution of the United States; separation of powers; federal system; elastic clause; the Bill of Rights; and the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments as key elements of the Constitution of the United States • Describing inadequacies of the Articles of Confederation • Distinguishing personalities, issues, ideologies, and compromises related to the Constitutional Convention and the ratification of the Constitution of the United States, including the role of the Federalist papers• Identifying factors leading to the development and establishment of political parties, including Alexander Hamilton’s economic policies, conflicting views of Thomas Jefferson and Alexander Hamilton, George Washington’s Farewell Address, and the election of 1800# 15 Compare congressional and presidential reconstruction plans, including African-American political participation. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.i., A.1.k. • Tracing economic changes in the post-Civil War period for whites and African Americans in the North and South, including the effectiveness of the Freedmen’s Bureau • Describing social restructuring of the South, including Southern military districts, the role of carpetbaggers and scalawags, the creation of the black codes, and the Ku Klux Klan • Describing the Compromise of 1877 • Summarizing post-Civil War constitutional amendments, including the Thirteenth, Fourteenth, and Fifteenth Amendments • Explaining causes for the impeachment of President Andrew Johnson • Explaining the impact of the Jim Crow laws and Plessey versus Ferguson on the social and political structure of the New South after Reconstruction • Analyzing political and social motives that shaped the Constitution of Alabama of 1901 to determine their long-term effect on politics and economics in Alabama **Alabama College and Career Standards 9th-10th Grades**History/Social Studies Standards Satisfied by using National Issues Forums in the ClassroomCraft and Structure:**[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.RH.9-10.5](http://www.corestandards.org/ELA-Literacy/RH/9-10/5/)**Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.**[CCSS.ELA-Literacy.RH.9-10.6](http://www.corestandards.org/ELA-Literacy/RH/9-10/6/)**Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.**CCSS.ELA-Literacy.RH.9-10.7**Integrate visual information.Speaking & Listening Standards Satisfied by using National Issues Forums in the Classroom[CCSS.ELA-Literacy.SL.9-10.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/)Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.[CCSS.ELA-Literacy.SL.9-10.1.a](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/a/)Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.[CCSS.ELA-Literacy.SL.9-10.1.b](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/b/)Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.[CCSS.ELA-Literacy.SL.9-10.1.c](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/c/)Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.[CCSS.ELA-Literacy.SL.9-10.1.d](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/d/)Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.[CCSS.ELA-Literacy.SL.9-10.3](http://www.corestandards.org/ELA-Literacy/SL/9-10/3/)Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**Presentation of Knowledge and Ideas:**[CCSS.ELA-Literacy.SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/)Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.WRITING Standards Satisfied by using National Issues Forums in the Classroom[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.W.9-10.2.b](http://www.corestandards.org/ELA-Literacy/W/9-10/2/b/)Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.[CCSS.ELA-Literacy.W.9-10.2.c](http://www.corestandards.org/ELA-Literacy/W/9-10/2/c/)Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.[CCSS.ELA-Literacy.W.9-10.2.d](http://www.corestandards.org/ELA-Literacy/W/9-10/2/d/)Use precise language and domain-specific vocabulary to manage the complexity of the topic.[CCSS.ELA-Literacy.W.9-10.2.f](http://www.corestandards.org/ELA-Literacy/W/9-10/2/f/)Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**Production and Distribution of Writing:**[CCSS.ELA-Literacy.W.9-10.5](http://www.corestandards.org/ELA-Literacy/W/9-10/5/)Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. [CCSS.ELA-Literacy.W.9-10.6](http://www.corestandards.org/ELA-Literacy/W/9-10/6/)Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**Range of Writing:**[CCSS.ELA-Literacy.W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10/)Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**Meeting the National Standard: In considering issues and viable solutions, students will need to examine what has been done in the past as well as how changes in policy would affect people in the future. While meeting or exceeding this standard, students will have shared their experiences and insights in a public setting. In addition, students will have to consider their tone, volume, and word choice as they speak to other participants.** |
| **Daily Learning Task / Target:**Students will * Become oriented to National Issues Forum using several teacher directed activities (Intro videos, NIF vocabulary terms (IDs or identifications) in their composition notebook.
 | **Daily Learning Task / Target:**Students will * Become aware of one’s place in a community.
* Show respect for the skills, abilities, experiences, and views of others.
* Students will adjust their use of spoken, written, and visual language (conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes.
 | **Daily Learning Task / Target:**Students will * Gain a deeper understanding of a public issue.
* Become aware of one’s place in a community.
* Show respect for the skills, abilities, experiences, and views of others.
 | **Daily Learning Task / Target:**Students will * Participate in a deliberative process.
* Gain a deeper understanding of a public issue.
* Become aware of one’s place in a community.
* Show respect for the skills, abilities, experiences, and views of others.
 | **Daily Learning Task / Target:**Students will * read, discuss, and express their opinions about an issue.
* participate in the deliberative process.
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| **Engage(Before)** **Motivation/Hook/Warm-up:** ***Purpose:*** ***Activate Prior Knowledge*****Strategy*:*** Quick Write**Procedure:** Students will imagine there is a community problem that must be solved. Students will describe in detail how they think the community should go about solving the issue as well as describe their ideal community (what it looks like, feels like, smells like). Then students will be given the opportunity to share their thoughts with the class. | **Engage(Before)****Motivation/Hook/Warm-up:** ***Purpose: Introduce a concept and connect with prior experiences******Strategy:*** Quick Write**Procedure:** Students will respond to a Quick Write prompt: Do you think a community can survive without politics? Why or why not? | **Engage(Before)****Motivation/Hook/Warm-up:** ***Purpose: Make Predictions******Strategy:*** Quick Write**Procedure:** Suppose you have been accepted to two different colleges. One is a large state school, the other is a local college. You must choose one. Describe how you would make your decision.  | **Engage(Before)****Motivation/Hook/Warm-up:** ***Purpose: Activate Prior Knowledge & gather initial thoughts on the issue******Strategy:*** Questionnaire**Procedure:** Students will complete the Questionnaire that accompanies the Issue Book. | **Engage(Before)****Motivation/Hook/Warm-up:** ***Purpose: Activate Prior Knowledge******Strategy:*** Discussion Starter I (Before the Forum)**Procedure:** Students will record their thoughts and opinions about the issue that will be the focus of the forum. |
| **Explain & Explore (During)*****Purpose:*** Engage with the content / text; Motivate the students**Strategy*:*** Gallery Walk, Video, Peruse the Folder of NIF Handouts / Documents**Procedure:**The teacher will introduce NIF to the students by 1. Showing the NIF introductory video (VHS) – 10 min
2. After the video, the teacher will provide different NIF Issue guides around the room using the strategy (Gallery Walk) for the students to look through.
3. Students will view the NIF Video that features me, their teacher (Motivation).

Then we will work through the Deliberative Pedagogy including vocabulary, rules, and reflection goals.In order to simplify the process, the teacher will create NIF Deliberation Folders for each student containing lessons, knowledge checks, and discussion starters.(The teacher will make a class set and students will complete everything in their composition notebooks). | **Explain & Explore (During)*****Purpose:*** To activate prior knowledge and to connect the prior knowledge to new knowledge – establish the foundation for learning about deliberation**Strategy*:*** Graphic Organizers, Discussion & Reflection Questions**Procedure:****Lesson 1**: You’ve Got Issues – In this short 10-min lesson, Students will look at a list and determine which ones are Public Policy Issues? **Knowledge Check Lesson 1**Students will answer three assessment questions about the lesson.**Lesson 2**: Politically Speaking - In this short 15 min mini-lesson, Students will list three positive and three negative images of politics that are based on their own experiences or understanding of the definition of politics as presented in the reading.**Knowledge Check Lesson 2**Students will answer three assessment questions about the lesson.**Lesson 3**: What is Public Opinion? In this short 15 min lesson, Students will use their assigned Plickers Cards to answer two public opinion questions by responding Agree, Disagree, or Don’t know. Students will be able to see their responses on the screen as they respond. The teacher may acquire this information using a paper/pencil survey, Socrative Student app, etc. **Knowledge Check 3**Students will answer four assessment questions about the lesson.**Lesson 4**: (20 min)Understanding Public Policy. In this lesson, Students will read the lesson (3.9) in a whole class setting. Then students will annotate the reading (3 paragraphs). Then the students will be given the opportunity to ask questions if they should have any. Then, students will be placed in small groups and given a policy scenario to read and suggest what problems must be responded to.**Knowledge Check 4**Students will answer five assessment questions about the lesson. **Lesson 6: Making Trade-offs**The teacher will introduce scarcity to the students using musical chairs simulation. Then the students will complete lesson 6 by thinking of a decision they recently made and to determine whether or not they made the right trade-off.**Knowledge Check 6**Students will answer five assessment questions about the lesson.  | **Explain & Explore (During)*****Purpose:*** To activate prior knowledge and to connect the prior knowledge to new knowledge – establish the foundation for learning about deliberation**Strategy*:*** Graphic Organizers, Discussion & Reflection Questions**Procedure:****Lesson 5**: Time to Deliberate – In this short 10-min lesson, Students will determine if they went through the deliberation process while completing the Quickwrite at the start of class.**Knowledge Check Lesson 5**Students will answer four assessment questions about the lesson.**Lesson 7**: Finding Common Ground – In this short 20-min lesson, Students will individually read and annotate the lesson. Then they must record in the provided table: Benefits, Drawbacks, and Possibilities for common ground for action.**Knowledge Check Lesson 7**Students will answer five assessment questions about the lesson.**Lesson 8**: Focus on Forums – In this short 20-min lesson, Students will take notes on the reading and then answer the following question: Name at least two things that forum participants should take away from a successful forum.**Knowledge Check Lesson 7**Students will answer five assessment questions about the lesson.**Lesson 9**: NIF in Your Classroom – In this short 25-min lesson, Students will work with a partner. Students will completed the survey individually and then share responses. Then students will take notes on the reading and then discuss an issue that is important to them and then write it down on their handout. Lastly, Students will in whole group, write the responses of their classmates on their tally table.**Knowledge Check Lesson 9**Students will answer five assessment questions about the lesson. | **Explain & Explore (During)*****Purpose:*** Engage with the text**Strategy*:*** Reading, Note-taking, Graphic Organizers**Procedure:**Lesson Part I:The students will be introduced to the topic by viewing the video clip ***Safety and Justice: How Should Communities Reduce the Violence? Then students will read their copy of the issue guide.***Students will work in their NIF Folder completing Issue Book Handouts 1-4.#1 Identifying the Choices. Students will read through the choices in the issue book. Then state the issues, state the problems associated with this issue, and identify the consequences of each alternative.#2 Analyzing Choices. Students will read the alternatives provided by the Issue Book and then list the benefits and drawbacks of each alternative.#3 Understanding Who Benefits. Students will complete the table answering the following questions: Who benefits? What are the benefits? Who does not benefit? The questions will be answered based on all approaches.#4 Recognizing Trade-Offs. In deciding the trade-offs for each alternative, consider the following questions:1. Who benefits from this choice?
2. What are the drawbacks of this choice?
3. What must be done to implement this choice?

People may support a choice, despite its drawbacks and challenges, because the benefits it offers are valued so highly. Lesson Part IIThe teacher will guide the students through the Issue and the students will have a chance to express their ideas about each alternative to get a feel for the issue.  | **Explain & Explore (During)*****Purpose:*** Engage with the text**Strategy*:*** Jigsaw**Procedure:** Let’s Put It All on the TableLesson Part IIIAfter working through the Issue Guide and completing the Issue Book Handouts, the students will break into small groups of 4 and Discuss each ALTERNATIVE!THEN…………As a group, we consider the following ideas, values, or interested to be extremely important (Common Ground):As a group, we are willing to make the following trade-offs:As a group, we are not willing to live with the following consequences:As a group, we reached common ground when we realized that ….  |
| **Evaluate (After)*****Purpose: Summarize information******Strategy:*** Twitter Summary***Procedure:*** Now that you have learned about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, send a “Tweet” of 140 characters or less that summarizes what you have learned. You may use text-messaging lingo and spelling. Be prepared to share. | **Evaluate (After)*****Purpose:*** Variety**Strategy*:*** Think-Pair-Share**Procedure:** Students will Share their response to question five from the assessment with a partner. Why do you think the process of making public policy requires so many steps? | **Evaluate (After)*****Purpose:*** Self-monitor comprehension**Strategy*:*** Exit Ticket**Procedure: 3-2-1****Three** things I learned**Two** things I found interesting**One** thing I still have a question about | **Evaluate (After)*****Purpose:*** Variety**Strategy*:*** Think Pair Share**Procedure:** Students will consider the alternatives again, based on their importance to your community rather than to yourself alone, would your preference change? Why or why not. Students will post their responses to the teacher created PADLET using [www.padlet.com](http://www.padlet.com). This will allow you to see all responses like an online display board. Please know you can change this any way you like (exit ticket, Video response, then share with a partner). | **Evaluate (After)*****Purpose:*** Self-monitor comprehension**Strategy*:*** Exit Ticket **Procedure:** Discussion Starter #5Handout Title: Questions I Still Have |
| **Extend*****Purpose:*** Reflect on the content of the lesson**Strategy*:*** Reflection & Questioning**Procedure:**Become familiar with the NIF Folder prepared by the teacher. Come to class tomorrow prepared for the discussion, having read and researched material under study. | **Extend*****Purpose:*** Reflect on the content of the lesson**Strategy*:*** Reflection & Questioning**Procedure:**Lesson 3 (cont’)Students will answer three questions and mark the statement as an (O) Opinion or a (J) Judgement. Then write a brief explanation of why they identified the statement as an opinion or a judgment.Online video lesson on decision making and scarcity using [www.econedlink.org](http://www.econedlink.org) | **Extend*****Purpose:*** Reflect on the content of the lesson**Strategy*:*** Reflection & Questioning**Procedure:** 1. Identify at least two goals of the National Issues Forums.
2. What are some benefits you might receive from participating in a National Issues Forum?
3. What artifact would you like to create as a final product to demonstrate your NIF experience?
 | **Extend*****Purpose:*** Reflect on the content of the lesson**Strategy*:*** Reflection & Questioning**Procedure:**1. Which approach appears to benefit the most people?
2. Which approach appeals to you at this point? Why?
3. I favor the ideas in Alternative # \_\_\_\_\_\_\_, even though \_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | **Extend*****Purpose:*** Gain Knowledge**Strategy*:*** Reading, Write, Reflect**Procedure:**Students will continue to read the Issue book and to read over the work completed in their NIF Folder in order to be as prepared as possible for the forum on next week. |
| **Intervention (Tier II)**Differentiated Instructional Support: Describe how instruction can be differentiated according to learner needs to help all learners either meet the intent of the specified objective or, if the objective is already met, to advance beyond the specified objective. | **Intervention (Tier II)** | **(Day 6)****The Forum** **Scheduled for Tuesday of Next Week!** **We will hold the forum in 90 minutes.****Follow Up (Day 7)**1. Discussion Starter #2

(During the Forum)Questions 1-51. Discussion Starter #4

(After the Forum)Questions 1-5HomeworkDiscussion Starter # 6**Next Time……**Discussion Starter # 7**What’s Next?** The prompts will help the students determine what actions they might take now, that they have participated in an issue forum. Students will complete the prompts provided.**Forum Assessments**1. Self
2. Peer
3. Overall Progress
4. NIF Materials
5. Moderator
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| **Summative Assessment**The following are possible assessment examples: Performance tasks/projects (include rubric), standard-based test, etc. **These are your weekly or bi-weekly assessments. Only enter on the days you are having a test or upon final submission of project, etc.** | **Summative Assessment** |
| **Technology/Resources:**  | 1. National Issues Forums Website www.nifi.org
2. Safety & Justice Issue Book
3. Teacher prepared folder for students discussion starters and selected lessons
4. National Issues Forums Binder (Lessons to be used according to teacher discretion).
5. VHS video
6. Issue video clip found at [www.nifi.org](http://www.nifi.org)
7. Ground Rules Poster
8. Reflection Poster (Green Writing)
9. Index cards or sticky notes
10. Pens
11. Promethean Board / White Board
12. Crayons and Color Pencils
13. Chart Paper and Markers
14. Rolling Computer Lab / Chromebooks
15. Internet Access
16. [www.padlet.com](http://www.padlet.com)
17. Socrative app
18. [www.plickers.com](http://www.plickers.com)
19. [www.econedlink.org](http://www.econedlink.org) Website
20. <http://www.econedlink.org/tool/194/> (Scarcity Video)
21. Chairs for the scarcity lesson
22. Music for the scarcity lesson
23. <http://www.econedlink.org/tool/184/Decision-Making%252FCost-Benefit-Analysis-Video-Quiz> Decision-Making Video
24. Twitter Summary Page
25. NIF.pngNIF Logo (See Below)
 | **Vocabulary:** | 1. Moderator
2. Recorder
3. Forum
4. Deliberate
5. Deliberative Process
6. Public Policy
7. Public Opinion
8. Choice
9. Benefits
10. Costs
11. Trade-offs
12. Common Ground
13. Approach
14. Choice
15. Safety
16. Justice
17. Palpable
18. “first responders”
19. Trade-offs
20. Inequity
21. Deescalate
22. De-militarize
23. Prejudice
24. erode
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