

## **Unit One, Lesson: #1**

**Lesson Title:** The Question of Identity: Race, Ethnicity, and the Self

**Key Terms and/or Concepts:** identity, ethnicity, race, human personality, social construct, multiracial identity

**Unit Essential Question(s):** How do we understand identity, and what roles do race and ethnicity play in shaping who we are as individuals and as Americans?

### **Lesson Objective(s):**

- Students can explain the concepts of race and ethnicity, and articulate the critical differences between them.
- Students can define the term "human personality" in their own words and explain its significance in understanding individual identity.
- Students can articulate how various aspects of identity (beyond race and ethnicity) contribute to a holistic understanding of the self.

### **Lesson Materials:**

- "Question of Identity" handout (separate file)
- "Aspects of Identity" handout (separate file)
- Identity Journal materials (blank paper, colored pencils, markers)
- Student Reflection worksheet (separate file)

### **Extension Activity/Homework:**

1. Read "Recitatif" by Toni Morrison and prepare to discuss the following questions for next class:
  - How does Morrison's deliberate omission of racial identifiers affect your reading experience?
  - What assumptions did you make about the characters' racial identities while reading?
  - What does this story suggest about the role of race in how we understand others?
2. Continue the identity journaling activity by completing:
  - Your identity map if not completed in class
  - Respond to at least two reflection questions in your journal
  - (Optional) Add a creative expression to your journal

### Note to Teacher:

- This lesson addresses complex concepts regarding identity that students may find both intellectually challenging and personally meaningful.
- Be prepared for potentially sensitive discussions about race and ethnicity; establish clear ground rules for respectful dialogue.
- The lesson is designed to move from abstract concepts to personal reflection, helping students connect theoretical frameworks to their lived experiences.
- Some students may be uncomfortable discussing aspects of their identity in class. Provide options for private reflection when appropriate.
- The identity journal will be an ongoing activity throughout the unit; students should bring their journals to each class.

### Lesson 1 Steps

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
1 -- Classroom Norms Development	8 minutes	Facilitate creation of Class Discussion Norms  Guide students to create a list of agreements for civil discourse.	Brainstorm norms as a class. Discuss and refine into final list.	Establish discussion norms: respect diverse perspectives, speak from your own experience, actively listen to others  • Guide students toward key norms: - Listen to understand, not just to respond - Use "I" statements rather than generalizations - Ask questions before making assumptions - Focus on ideas, not attacks on people - Acknowledge good points from all perspectives - Be open to changing your mind • Create a visual display of agreed norms • Emphasize these norms will apply throughout the course and will be revisited in our Civil Discourse and Wrap Up Lessons.
2 -- Introduction	5 minutes	Ask students to share what comes to mind when they think about "identity."	Participate in the discussion. Share their thoughts on what identity means to them.	• Begin by acknowledging that discussions about identity can be complex and personal • Emphasize that the goal is to understand different perspectives, not to reach consensus on the "right way" to think about identity

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
				<ul style="list-style-type: none"> <li>• Possible opening question: "When you think about who you are as a person, what aspects of your identity come to mind?"</li> <li>• Frame the lesson: "Today we'll explore how ethnicity, culture, race and other aspects of identity shape who we are and how we experience the world"</li> </ul>
2 -- Background Essay and Key Concepts	11 minutes	<p>Provide <a href="#">Question of Identity Handout</a></p> <p>Guide students through key concepts of identity, race, ethnicity, and human personality - <b>Use Teacher Resource as a guide.</b></p> <p>Emphasize the differences between race and ethnicity, ethnicity and culture, and provide examples to illustrate concepts.</p>	Take notes on key concepts. Ask clarifying questions to understand the distinctions between race, ethnicity, and other aspects of identity.	<p><b>Please see Teacher Resource Guide for Definitions and Key points to emphasize regarding the following aspects of identity:</b></p> <p><b>Human personality, Race, Ethnicity, Multiracial identity, Ethnoracial, Culture, Nationality</b></p> <p><b>Key Distinction to emphasize:</b>  Ethnicity = cultural heritage passed down from ancestors (what you inherit)  Culture = cultural practices and contexts you live in daily (what you participate in)</p> <p><b>Helpful example:</b> "Someone might have Mexican American ethnicity (inherited heritage with traditions like Día de los Muertos) while also participating in gaming culture, school culture, and regional California/Pacific Northwest culture."</p> <p><b>Clarification for students who seem confused about ethnicity vs. culture:</b> "Think about it this way - your ethnicity is like your family's cultural background that was passed down to you, while culture includes all the different groups and contexts you're part of right now. You inherit ethnicity, but you participate in multiple cultures."</p> <ul style="list-style-type: none"> <li>• <b>Remind students that no single aspect of identity can fully capture who a person is and an identity is fluid, meaning it may change over time and context.</b></li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
				Use <b>Carl Sagan's quote</b> : "Every one of us is, in the cosmic perspective, precious. In a hundred billion galaxies, you will not find another."
3 -- Small Group Discussion	10 minutes	<p>Organize students into pairs or small groups to discuss the various aspects of identity listed.</p> <p>Distribute <a href="#">Aspects of Identity Handout</a></p>	<p>Work in pairs or small groups to discuss the different aspects of identity listed. Select the aspects that they feel are most important to their own identity and explain why.</p>	<ul style="list-style-type: none"> <li>• <b>Discussion questions:</b></li> <li>• <b>Intellect:</b> "How do you like to learn and process information? What kinds of thinking come naturally to you?"</li> <li>• <b>Imagination:</b> "How do you express creativity? What role does imagination play in your life?"</li> <li>• <b>Voice:</b> "How would you describe your unique way of communicating? What makes your perspective distinctive?"</li> <li>• <b>Talents/Affinities:</b> "What activities or interests are you drawn to? What are you naturally good at or passionate about?"</li> <li>• <b>Character Traits:</b> "What values or virtues are most important to you? Which character strengths do you see in yourself?"</li> <li>• <b>Social Roles:</b> "What roles do you play in your family, school, or community? How do these roles shape how you see yourself?"</li> <li>• <b>Gender:</b> "How do you experience and express your gender identity? How does gender influence Race: "How has your racial identity influenced how you see yourself?" how you move through the world?"</li> <li>• <b>Ethnicity:</b> "What cultural traditions or heritage connect you to your family's background? How do these traditions show up in your daily life?"</li> <li>• <b>Culture:</b> "What cultures do you actively participate in? How do different cultural contexts shape how you behave?" "Do you ever feel like you're part of multiple cultures simultaneously?"</li> <li>• <b>National Identity:</b> "What does being American mean to you personally?" "To what extent do you feel American? How does being American shape who you are?" "How does your American identity interact with your ethnic or cultural backgrounds?"</li> <li>• <b>Religious/Spiritual Identity:</b> "How do your faith traditions or spiritual beliefs influence who you are? What role does</li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
				<p>religion or spirituality play in your daily life?"</p> <ul style="list-style-type: none"> <li>• <b>Political Affiliation:</b> "How do your political views or civic beliefs shape your identity? What issues or causes are most important to you?"</li> </ul>
4 -- Introduction to Identity Mapping & Journaling	6 minutes	<p>Introduce the identity journal as an ongoing tool for reflection throughout the unit. Distribute journal materials.</p> <p>Guide students to begin creating an identity map that visually represents different aspects of their identity and how they relate to each other. Students may complete as homework.</p> <p>If comfortable, share examples of what comprises your own identity as an example.</p>	<p>Begin creating personal identity maps in their journals, placing different aspects of their identity in relation to one another (some more central, others more peripheral).</p>	<ul style="list-style-type: none"> <li>• Explain purpose: "This journal will be a space for personal reflection throughout our unit. You'll revisit it in each class."</li> <li>• Demonstrate mapping: "Place aspects of identity on your page, with more important elements near the center, related elements clustered together."</li> </ul> <p>"Consider mapping different cultural influences separately from ethnic identity. Think about cultures you've inherited versus cultures you've chosen to participate in."</p> <p>"When mapping ethnicity vs. culture, consider: What cultural heritage did your family pass down to you? (ethnicity) What cultural groups and practices are you actively part of today? (culture) These might overlap, but they're not the same thing."</p> <ul style="list-style-type: none"> <li>• Suggest visual approaches: "You might use different colors, symbols, or sizes to represent different aspects of your identity."</li> <li>• Emphasize privacy: "Your journal is personal - you'll only share what you choose to share."</li> <li>• Prompt reflection: "As you map your identity, consider: Which elements feel most essential to who you are? Which are most visible to others? Which are most valued by you?"</li> </ul>
5 -- Closure and Homework Assignment	5 minutes	<p>Distribute <a href="#">Self Reflection Handout</a></p> <p>Explain the homework assignment, including the "Recitatif" reading and continued journal work.</p>	<p>Note homework assignment and ask any clarifying questions.</p> <p>Pack up identity journals to continue work at home.</p>	<ul style="list-style-type: none"> <li>• Emphasize the complex nature of identity and the importance of recognizing that we are all unique individuals with multiple aspects to our identities</li> <li>• Preview that Toni Morrison's "Recitatif" deliberately omits racial identifiers, challenging readers to confront their assumptions</li> <li>• Explain the continuation of journal work: "Complete your identity map and respond to at least two reflection questions in your journal."</li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
				<ul style="list-style-type: none"> <li>• Connect to next lesson: "Next time, we'll explore different philosophical approaches to racial identity and discuss Toni Morrison's story. Please bring your identity journals to class."</li> </ul>

#### Assessment Notes:

- Monitor student understanding of key concepts (race vs. ethnicity, human personality, social constructs) through participation in discussions and small group work
- Observe students' comfort level with discussing identity topics and adjust facilitation accordingly
- Review identity journal entries (when shared voluntarily) for evidence of thoughtful reflection on multidimensional identity
- Note student ability to connect abstract concepts to personal experiences through identity mapping activity
- Look for respectful engagement with classroom discussion norms and adherence to established guidelines
- Check for understanding that identity encompasses multiple dimensions beyond race and ethnicity

#### Unit One, Lesson: #2

**Lesson Title:** Philosophical Approaches to Racial Identity

**Key Terms and/or Concepts:** colorblindness, race transcendence, racelessness, race pride, multiracial identity, race essentialism/anti-racism

**Unit Essential Question(s):** How do we understand identity, and what roles do race and ethnicity play in shaping who we are as individuals and as Americans?

#### Lesson Objective(s):

- Students can analyze different philosophical approaches to racial identity, including colorblindness, race transcendence, racelessness, and race pride.
- Students can explain what ethnicity means and how it differs from race, providing examples of how ethnicity connects people to cultural heritage and community.
- Students can explain the complexities of multiracial identity and its importance in American diversity.
- Students can apply philosophical frameworks to literary analysis through discussion of Toni Morrison's "Recitatif."

### Lesson Materials:

- "Recitatif" by Toni Morrison (assigned as prior homework)
- Philosophical Approaches to Racial Identity Handout #3
- Identity journals from previous lesson
- Student reflection worksheets

### Extension Activity/Homework:

1. Complete the following reflection writing assignment:
  - What aspects of your identity do you consider most central to who you are?
  - How do your various identities interact with each other?
  - Has your understanding of any aspect of your identity changed over time? If so, how?
2. Read the Character Strengths background essay in preparation for Lesson 3.
3. Continue your identity journal by adding a reflection on which philosophical approach(es) to racial identity resonate with you and why.

### Note to Teacher:

- This lesson builds on both the previous lesson about identity and the assigned reading of "Recitatif."
- The philosophical approaches section may be challenging for some students, so be prepared to provide concrete examples.
- The discussion of "Recitatif" should emphasize how Morrison deliberately obscures racial identity to reveal assumptions.
- Students may have strong reactions to different philosophical approaches; maintain a respectful discussion environment.
- Consider assigning the "Character Strengths: Surviving, Succeeding, Thriving" background essay as homework before next lesson to allow more in-class time for discussion and application. If assigned as preview reading, begin class with a quick 2-minute partner check-in where students share one key insight from the reading before proceeding to more in-depth analysis.

### Lesson 2 Steps

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
1 -- Introduction & Review	5 minutes	Briefly review key concepts from the previous lesson on identity, race, and ethnicity. Introduce today's focus on philosophical approaches to racial	Participate in review and share key takeaways from the previous lesson. Take out identity journals.	<ul style="list-style-type: none"><li>• Key review points:</li><li>• Race as a social construct vs. ethnicity as cultural heritage</li><li>• Human personality as a shared capacity across differences</li></ul>

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
		identity. Ask students to take out their identity journals.		<ul style="list-style-type: none"> <li>• Identity as multidimensional</li> <li>• Frame today's lesson: "Today we'll explore different philosophical frameworks for thinking about racial identity and examine how Toni Morrison challenges our assumptions in 'Recitatif'"</li> </ul>
2 -- Philosophical Approaches to Racial Identity	12 minutes	<p>Provide <a href="#">Philosophical Approaches Handout</a></p> <p>Explain the different philosophical approaches to racial identity: colorblindness, race transcendence, racelessness, race pride and race essentialism. Use examples to illustrate each approach.</p>	Listen and take notes on the different approaches. Ask questions for clarification.	<ul style="list-style-type: none"> <li>• Present the following as different perspectives rather than endorsing one over others</li> <li>• <b>Racelessness</b> - rejecting racial categorization as a meaningful aspect of identity</li> <li>• <b>Colorblindness</b> - the idea that we should not consider race in our interactions with others</li> <li>• <b>Race transcendence</b> - acknowledging race while seeking to move beyond racial categorization</li> <li>• <b>Race pride</b> - emphasizing racial identity as a source of strength and community</li> <li>• <b>Race Essentialism/Anti-Racism</b> - Approaches that center race as a key organizing principle of society, including both race essentialist views (which see racial differences as fundamental) and anti-racist approaches (which focus on dismantling racial inequalities). While these have very different goals, they share an emphasis on race-conscious analysis. Proponents argue they address real inequalities; critics suggest it may reinforce racial divisions or reduce complex issues to racial terms.</li> </ul>



Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				<ul style="list-style-type: none"> <li>- Provide examples of how each might appear in society</li> <li>- Connect to multiracial experiences and how they might relate to these approaches</li> </ul>
3 -- Discussion of "Recitatif"	15 minutes	<p>Lead a discussion on Toni Morrison's "Recitatif" based on questions and observations students prepared for homework.</p> <p><a href="#">Recitatif Analysis</a> Handout may be used to guide discussion.</p> <p>Focus on how Morrison deliberately obscures the racial identities of the main characters to highlight their shared humanity.</p>	<p>Share their prepared questions and observations about "Recitatif." Discuss how Morrison's technique makes readers examine their assumptions about race and identity.</p>	<ul style="list-style-type: none"> <li>• Guide discussion toward how Morrison deliberately withholds racial identifiers for the main characters</li> <li>• Ask how this technique affects readers' perceptions</li> <li>• Highlight how the story focuses on universal human experiences and character traits rather than racial differences</li> <li>• Key questions to pose: <ul style="list-style-type: none"> <li>- How did you try to determine which character was which race?</li> <li>- What assumptions did that process reveal?</li> <li>- What does the story suggest about the role of race in how we understand others?</li> <li>- How does friendship transcend differences in the story?</li> </ul> </li> <li>• Make connections between the story and the philosophical approaches discussed earlier</li> </ul>
4 -- Identity Journal Reflection	8 minutes	<p>Guide students to reflect in their identity journals on which philosophical approach(es) to racial identity resonate with them and why.</p> <p>Prompt them to consider if and how their understanding of their own identity relates to these approaches.</p>	<p>Write in identity journals, reflecting on the philosophical approaches that resonate with them personally and why.</p> <p>Consider how these approaches relate to their own identity map.</p>	<ul style="list-style-type: none"> <li>• Prompts for journal writing: <ul style="list-style-type: none"> <li>• "Which philosophical approach(es) resonates with your own thinking about race and identity? Why?"</li> <li>• "How might different approaches affect your interactions with others who are different from you?"</li> <li>• "Does your response to Morrison's story connect to one of these approaches?"</li> </ul> </li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				<ul style="list-style-type: none"> <li>• "How might your identity map from last class connect to these approaches?"</li> <li>• Circulate to assist students and answer questions as they write</li> <li>• Remind students this is personal reflection—no need to share unless they choose to</li> </ul>
5 -- Closure and Homework Assignment	5 minutes	<p>Invite 2-3 volunteers to share brief insights from their journal reflections (only if comfortable).</p> <p>Summarize key points from the lesson. Explain the homework reflection assignment and preview the next lesson on character strengths.</p>	Listen to shared reflections. Note homework assignment and ask any clarifying questions.	<ul style="list-style-type: none"> <li>• Summarize: "Today we explored different philosophical approaches to racial identity and saw how Morrison challenges us to examine our assumptions about race."</li> <li>• Emphasize: "These approaches give us frameworks for thinking about identity, but none is inherently 'correct' - they represent different ways of navigating complex social realities."</li> <li>• Preview: "Next class, we'll shift from discussing how we're different to exploring universal character strengths that transcend ethnoracial boundaries. Please bring your identity journals to continue our reflections."</li> </ul>

#### Assessment Notes:

- Monitor student comprehension of philosophical approaches through quality of class participation and journal reflections
- Assess ability to analyze Morrison's "Recitatif" and connect literary techniques to philosophical concepts about racial identity
- Note student comfort level with discussing different approaches to racial identity without requiring personal disclosure
- Review journal entries for evidence of thoughtful consideration of how philosophical approaches relate to personal identity understanding
- Observe students' ability to engage with complex theoretical concepts and apply them to literary analysis
- Check for understanding that different philosophical approaches represent valid but different ways of thinking about race and identity
- Look for evidence that students can separate understanding an approach from personally endorsing it

## **Unit One, Lesson: #3**

**Lesson Title:** Character Strengths and Shared Humanity

**Key Terms and/or Concepts:** character strengths, values, virtues, thriving, shared humanity, universal strengths

**Unit Essential Question(s):** What does it mean to be human? How do character strengths transcend cultural and ethnic boundaries?

**Lesson Objective(s):**

- Students can explain what a character strength is
- Students can explain how character strengths help individuals and cultures to thrive
- Students can explain how character strengths transcend ethnicities and are human in scope
- Students can connect philosophical approaches to racial identity with universal character strengths

**Lesson Materials:**

- Character strengths video
- Background essay "Character Strengths: Surviving, Succeeding, Thriving"
- Philosophical Approaches to Racial Identity handout (from Lesson 2)
- Identity journals from previous lessons

**Extension Activity/Homework:**

1. Consider someone you know well and respect. Name one character strength they have that is part of the reason you respect them. Explain how the person applies this character strength to benefit the community, and how it benefits that person as an individual.
2. Consider yourself. Name one character strength you have that is part of the reason you respect yourself. Explain how you use this character strength to benefit your community, and how it benefits you as an individual.
3. Continue your identity journal by adding a reflection on how character strengths connect to your identity map. Add at least one character strength to your identity map and explain how it relates to other aspects of your identity.
4. To maximize in-class discussion time in the next lesson 4, consider assigning one Hakakian<sup>1</sup> excerpt as homework with a brief "notice and wonder" prompt and Background Essay. Students can come to class having already identified examples of belonging/alienation in the text, allowing class time to focus on deeper analysis and connections rather than initial reading.

**Note to Teacher:**

- If "Character Strengths: Surviving, Succeeding, Thriving" background essay was assigned as preview reading homework, begin class with a quick 2-minute partner check-in where students share one key insight from the reading before proceeding to more in-depth analysis.
- This lesson builds on the previous two lessons about identity and philosophical approaches to race.
- The distinction between values and virtues may be challenging for some students; be ready to provide additional clarifying examples.
- Be prepared for students to share personal reflections and experiences related to character strengths.
- This lesson helps students see beyond differences to recognize shared human qualities that contribute to thriving.
- The journal activity continues to build on previous reflections, now integrating character strengths.

**Lesson 3 Steps**

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
1 -- Brief Review	5 minutes	Introduce today's focus on character strengths that transcend cultural boundaries. Ask students to take out their identity journals.	Recall key points from the previous lesson and take out identity journals.	<ul style="list-style-type: none"><li>• "Today we'll shift from exploring differences to examining what we share across cultures - specifically character strengths that help all humans thrive"</li><li>• Connect: "While our previous lessons explored how we understand differences, today we'll examine qualities that transcend cultural boundaries while being expressed in culturally distinct ways"</li></ul>
2 -- Video on Character Strengths	8 minutes	Show the character strengths video. Instruct students to take careful notes, focusing on the definition of character strengths and examples provided.	Watch the video and take notes on the definition and examples of character strengths.	<ul style="list-style-type: none"><li>• Before showing the video, direct students to note:<ul style="list-style-type: none"><li>- The definition of character strengths</li><li>- At least three examples of character strengths</li><li>- How character strengths develop</li><li>- How character strengths benefit individuals and communities</li></ul></li><li>• After the video, briefly check for understanding before moving to the reading</li></ul>

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				<ul style="list-style-type: none"> <li>• Ask: "How might these character strengths appear across different cultural contexts?"</li> </ul>
3 -- Reading and Questions	12 minutes	Have students read the background essay " <a href="#">Character Strengths: Surviving, Succeeding, Thriving.</a> " Direct them to answer the questions that follow the essay.	Read the background essay and answer the questions individually.	<ul style="list-style-type: none"> <li>• Circulate among students as they read and answer questions</li> <li>• Look for student understanding of: <ul style="list-style-type: none"> <li>- The difference between values and virtues</li> <li>- How character strengths support thriving</li> <li>- The universality of certain character strengths</li> </ul> </li> <li>• Be prepared to clarify the concept of "thriving" versus merely surviving</li> <li>• Help students who struggle with the distinction between subjective values and universal virtues</li> </ul>
4 -- Class Discussion	10 minutes	<p>Lead a discussion on the essay and students' answers to the questions. Focus particularly on the distinction between values and virtues, and how character strengths transcend ethnic and cultural boundaries.</p> <p><b>Explore Cross-Cultural Character Strengths Examples:</b> Include these specific examples of how character strengths manifest differently across cultures while serving similar purposes:</p> <ul style="list-style-type: none"> <li>- <b>Honesty:</b> In some cultures, honesty means direct communication even when uncomfortable; in others, it means preserving harmony while still conveying truth indirectly</li> <li>- <b>Respect:</b> May be shown through deferential behavior and formal address in</li> </ul>	Share their answers to the questions. Engage in discussion about character strengths and their universal nature.	<ul style="list-style-type: none"> <li>• Expected responses to background essay questions: <ol style="list-style-type: none"> <li>1. Character strengths might include: honesty, kindness, perseverance, gratitude, responsibility</li> <li>2. Importance of character strengths: <ul style="list-style-type: none"> <li>- Help individuals face challenges and build relationships</li> <li>- Help communities survive and thrive over time</li> <li>- Create conditions for mutual trust and cooperation</li> </ul> </li> <li>3. Values vs. virtues: <ul style="list-style-type: none"> <li>- Values are subjective principles people prioritize (could be positive or negative)</li> <li>- Virtues are qualities that universally support human flourishing</li> </ul> </li> <li>4. Thriving means not just surviving but enjoying responsibilities and finding meaning in contributing to community</li> </ol> </li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
		<p>some traditions; through attentive listening and affirming individuality in others</p> <p>- <b>Perseverance</b>: Might emphasize stoic individual determination in some contexts; community-supported resilience in others</p> <p>These examples help students recognize that universal virtues can have culturally distinct expressions.</p>		<p>5. Character strengths transcend ethnicities because they are universal qualities needed for any human community to function well over time</p> <ul style="list-style-type: none"> <li>• Ask students to consider: "How might different philosophical approaches to racial identity influence how people understand shared character strengths?"</li> </ul>
5 -- Identity Journal Integration	7 minutes	<p>Guide students to integrate character strengths into their identity journals.</p> <p>Instruct them to add at least one character strength to their identity maps and reflect on how it connects to other aspects of their identity.</p>	<p>Add character strengths to their identity maps and write a brief reflection on how these strengths connect to other aspects of their identity.</p>	<ul style="list-style-type: none"> <li>• Journaling prompts:</li> <li>• "Add at least one character strength to your identity map. How central is this to your sense of self?"</li> <li>• "How does this character strength connect to your ethnic or cultural background?"</li> <li>• "Does this strength help you bridge differences with others? How?"</li> <li>• "How might this strength contribute to both your individual well-being and community thriving?"</li> <li>• Encourage students to be specific about how character strengths manifest in their lives</li> <li>• Remind students they'll continue developing these reflections for homework</li> </ul>
6 -- Closure and Homework	3 minutes	<p>Summarize key points from the lesson.</p> <p>Explain the homework assignment, emphasizing the connection between individual character strengths and community benefit.</p>	<p>Note homework assignment and ask any clarifying questions.</p>	<ul style="list-style-type: none"> <li>• Summarize: "Today we've seen how character strengths provide a foundation for human thriving across cultural differences."</li> <li>• Link back to previous lessons: "These universal qualities exist alongside our unique identities and cultural traditions."</li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				<ul style="list-style-type: none"> <li>• Preview homework: "For homework, you'll reflect on character strengths you observe in others, yourself, and your communities."</li> <li>• Remind students: "Continue your identity journal by adding reflections on how character strengths connect to other aspects of your identity."</li> <li>• Preview next class: "In our next lesson, we'll explore how these concepts apply to pluralism in American society."</li> </ul>

#### Assessment Notes:

- Monitor student understanding of character strengths concepts through discussion participation and reading comprehension
- Assess ability to distinguish between values and virtues through responses to background essay questions
- Review identity journal integration for evidence of connecting character strengths to other aspects of identity
- Note quality of cross-cultural character strength examples and understanding of universal vs. culturally specific expressions
- Observe students' ability to identify character strengths in themselves and others through homework assignment quality
- Check for comprehension of how character strengths support both individual and community thriving
- Look for connections students make between character strengths and previous lessons on identity and philosophical approaches

These revised lessons integrate the identity journaling activity across all three sessions, making it a continuous thread throughout the unit. Each lesson includes specific time for journal work that builds progressively:

1. Lesson 1: Students begin creating identity maps
2. Lesson 2: Students reflect on philosophical approaches to racial identity
3. Lesson 3: Students integrate character strengths into their identity maps

The journal serves as both a personal reflection tool and a way to help students connect abstract concepts to their lived experiences.

## **Unit One, Lesson: #4**

**Lesson Title:** E Pluribus Unum: The Challenges of Integrating Experiences and Backgrounds

**Key Terms and/or Concepts:** belonging, alienation, in-groups, out-groups, ethnicity, integration, melting pot, mosaic, salad bowl, cultural adaptation

**Unit Essential Question(s):** How do our ethnicities shape our experiences of belonging and alienation in America? Which metaphor—melting pot, mosaic, or salad bowl—best describes how different groups integrate into American society?

### **Lesson Objective(s):**

- Students can define belonging, alienation, in-groups and out-groups
- Students can explain how being part of an in-group can lead to exclusion or alienation of others
- Students can understand how ethnicity shapes feelings of belonging by analyzing one immigrant's experiences
- Students can compare and evaluate the melting pot, mosaic, and salad bowl metaphors for American cultural integration
- Students can explain that belonging and alienation in America are complex
- Students reflect on their own experiences of belonging or alienation in different in-groups

### **Lesson Materials:**

- Key Concepts Handout
- Selected excerpts from [Roya Hakakian's "A Beginner's Guide to America" \(2 excerpts\)](#);
- Metaphors for American Integration handout;
- Discussion questions worksheet

### **Extension Activity/Homework:**

1. Complete [Background Essay](#) reading on Periwig Controversy for Lesson 5
2. Read one additional Hakakian excerpt (provided as handout)
3. Complete reflection questions:
  - What are some ways you find belonging through in-groups in your life?



- What are some ways you experience alienation by being excluded from out-groups?
- Do any in-groups you belong to create out-groups? How might this be addressed?
- Which metaphor (melting pot, mosaic, or salad bowl) best describes your family's experience of cultural integration? Why?
- How might different metaphors apply to different contexts or time periods?

#### Note to Teacher:

- This lesson introduces complex concepts of belonging and alienation that students may find personally meaningful and potentially sensitive
- The Hakakian excerpts deal with immigrant experiences that may resonate differently with students from various backgrounds
- Be prepared to facilitate discussions about in-groups and out-groups without allowing students to feel excluded or judged
- The integration metaphors (melting pot, mosaic, salad bowl) can generate strong opinions - maintain focus on understanding different perspectives rather than determining which is "correct"
- Some students may feel uncomfortable discussing their own experiences of belonging or alienation; provide options for private reflection
- The lesson builds directly on identity concepts from previous lessons, so be ready to make those connections explicit
- Consider your students' cultural backgrounds when discussing different conceptions of belonging and integration

#### Lesson 4 Steps

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
1 -- Opening	5 minutes	<p>Introduce lesson concepts with relatable example (school cafeteria seating patterns). Connect to E Pluribus Unum theme.</p> <p>Check in on if <a href="#">Background Essay</a> Homework was read</p>	Brainstorm examples of in-groups/out-groups they've observed	<ul style="list-style-type: none"> <li>• Start with familiar context: "Think about how students sit at lunch. What creates these groups?"</li> <li>• Connect to lesson focus: "Today we'll explore how these patterns relate to ethnicity and American identity, including different ways of thinking about how groups integrate into American society"</li> <li>• Use student-relevant examples (sports teams, friend groups, cultural celebrations)</li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				<p>- When explaining in-groups, briefly mention their historical importance: "Throughout history, in-groups provided survival benefits through cooperation, security, and building trust. They weren't just about belonging but about creating systems where people could safely interact."</p>
2 -- Key Concepts	8 minutes	<p>Provide <a href="#">Key Concepts Handout</a></p> <p>Present and define core terms with clear examples: belonging, alienation, in-groups, out-groups.</p> <p><a href="#">Provide Metaphors Handout</a> and briefly introduce the three metaphors for American integration.</p>	Take notes, ask clarifying questions, provide personal examples when prompted	<ul style="list-style-type: none"> <li>• <b>Belonging:</b> Feeling at home and competent within a group</li> <li>• <b>Alienation:</b> Feeling disconnected or lost</li> <li>• <b>In-groups:</b> Groups where you understand the "rules" and fit in</li> <li>• <b>Out-groups:</b> Groups where you lack understanding or access</li> </ul> <p>• <b>Three Integration Metaphors:</b></p> <ul style="list-style-type: none"> <li>- <b>Melting Pot:</b> Different cultures blend together to create something new</li> <li>- <b>Mosaic:</b> Different cultures maintain distinctiveness while contributing to a larger picture</li> <li>- <b>Salad Bowl:</b> Different cultures remain separate but exist together in the same space</li> <li>• "We'll see how these metaphors relate to experiences of belonging and alienation"</li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
3 -- Text Analysis	18 minutes	<p>Distribute and read two selected Hakakian excerpts with class. Facilitate analysis connecting to both belonging/alienation concepts AND integration metaphors.</p> <p>When analyzing Hakakian's excerpts, ask students to also identify character strengths that help navigate belonging and alienation: "What character strengths does Hakakian demonstrate in navigating her 'twilight' experience between cultures? What character strengths might help someone build belonging in new communities while honoring their heritage?" Examples might include adaptability, social intelligence, and authenticity</p>	<p>Read excerpts, identify examples of belonging/alienation, discuss how ethnicity shapes experience, consider which metaphors Hakakian's experience supports</p>	<p><b>Excerpt 1 (America as liberating):</b> How the author finds unexpected belonging</p> <p><b>Excerpt 2 ("Twilight citizens"):</b> The experience of being between cultures</p> <ul style="list-style-type: none"> <li>• Guide discussion to connect each excerpt to key concepts</li> <li>• <b>Integration questions:</b> <ul style="list-style-type: none"> <li>- "Which integration metaphor does Hakakian's experience most support?"</li> <li>- "How does her 'twilight' experience relate to these different ways of thinking about American integration?"</li> <li>- "Does her experience suggest complete assimilation (melting pot) or cultural maintenance (mosaic/salad bowl)?"</li> </ul> </li> <li>• Ask: How does ethnicity create both barriers and bridges?</li> </ul>
4 -- Application & Integration Metaphors	10 minutes	<p>Guide students to connect concepts to their own experiences AND evaluate the three metaphors.</p> <p>Have them take out identity journals for brief reflection.</p>	<p>Work in pairs/triads to share examples of belonging/alienation from their lives AND discuss which integration metaphor best describes their family or community experience. Add brief reflection to identity journals.</p>	<ul style="list-style-type: none"> <li>• Prompt: "Think of a time you felt you belonged. What created that feeling?"</li> <li>• Follow-up: "Think of a time you felt excluded. What barriers existed?"</li> <li>• <b>Metaphor discussion:</b> "Which integration metaphor best describes your family's experience or your community? Can you give specific examples?"</li> <li>• <b>Journal prompt:</b> "Select one aspect of your identity from your map. How has this aspect influenced experiences</li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				of belonging or alienation? Which integration metaphor best describes how this aspect of your identity fits into American society?"
5 -- Closure	4 minutes	<p>Summarize key insights about the complexity of belonging/alienation and integration.</p> <p>Assign homework, preview next lesson. Read <a href="#">Background Essay</a> on Periwig Controversy for Lesson 5</p>	Note homework assignments, share one key insight from discussion	<ul style="list-style-type: none"> <li>• Emphasize complexity of belonging/alienation</li> <li>• <b>Connect metaphors to pluralism:</b> "These different metaphors represent different approaches to the same challenge we'll explore next class: How does pluralism—diversity of viewpoints—create both challenges and opportunities?"</li> <li>• "Notice how the melting pot, mosaic, and salad bowl metaphors each represent different solutions to the challenge of E Pluribus Unum—creating unity from diversity"</li> <li>• Assign complete readings and reflection questions</li> </ul>

#### Assessment Notes:

- Observe student understanding during discussion
- Check homework completion next class
- Look for grasp of concepts beyond simple definition
- Note student ability to connect integration metaphors to personal experiences and text analysis
- Assess understanding of how metaphors relate to belonging/alienation experiences

**Unit: Part One, Unit One Lesson: #5**

**Lesson Title:** Pluralism in Practice: The Periwig Controversy

**Key Terms and/or Concepts:** Pluralism, Common Good, Faction/Factionalism, Competing Goods, Social Contract, Historical Case Study

**Unit Essential Question(s):** What is Pluralism? How is Pluralism distinct from Diversity? What challenges does pluralism pose to democratic self-government? How can pluralism benefit democratic societies?

**Lesson Objective(s):**

- Students can define pluralism and explain how it differs from diversity
- Students can identify different conceptions of the common good and their role in pluralistic societies
- Students can recognize that conflicts in the public sphere often represent competing goods rather than good vs. bad values
- Students can apply pluralism concepts to analyze a historical case study
- Students can explain how pluralism can benefit democratic societies

**Lesson Materials:**

- PowerPoint presentation "What Is Pluralism and Why Is It Important?" (slides 1-13)
- "The Great Puritan Periwig Controversy" article (assigned as homework from Lesson 4)
- Periwig Analysis worksheet
- Modern Parallels discussion handout

**Extension Activity/Homework:** Complete "Modern Parallels Analysis" worksheet:

- Identify a current controversy that demonstrates similar competing goods
- Apply pluralism concepts to analyze the modern example
- Explain how understanding competing goods changes your perspective on the issue
- Reflect on how civil discourse might help resolve or manage the controversy

### Note to Teacher:

- Students should have read the Periwig Controversy article as homework from Lesson 4
- The streamlined presentation covers essential slides while allowing time for hands-on analysis
- Most class time is devoted to analyzing the historical case study
- This lesson directly prepares students for civil discourse lessons (Lessons 6-8)
- The Periwig case study provides concrete application of abstract pluralism concepts
- This builds on the integration metaphors (melting pot, mosaic, salad bowl) from Lesson 4
- Connect Periwig analysis to character strengths from Lesson 3 when appropriate

### Lesson 5 Steps

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
<b>1 -- Opening &amp; Review</b>	3 min	Present <a href="#">Power Point Slide Show</a> - slide 2 to briefly review diversity concepts from previous lessons (belonging/alienation, integration metaphors from Lesson 4). Introduce today's focus on applying pluralism concepts to a historical case study.	Recall previous lesson concepts and note today's focus on historical application.	<ul style="list-style-type: none"><li>• Connect to E Pluribus Unum theme: "How do we create unity amid differences of opinion?"</li><li>• "Last class we discussed melting pot, mosaic, and salad bowl metaphors for cultural integration"</li><li>• "Today we'll see pluralism in action through a fascinating historical controversy"</li><li>• "You read about the Periwig Controversy - we'll use it to understand how competing goods create complex debates"</li><li>• "The Puritans faced questions about cultural adaptation vs. preservation that connect to our integration metaphors discussion"</li></ul>
<b>2 -- Pluralism Definition &amp; Distinction</b>	8 min	Present slides 3-7 covering pluralism definition, pluralism vs. diversity distinction, and competing goods. Emphasize political vs. social nature of the concepts.	Take notes on key concepts, ask clarifying questions, participate in brief discussions about examples.	<ul style="list-style-type: none"><li>• <b>Pluralism Definition</b> (Slides 3-4): "Recognition and acceptance that people will have different values, interests, beliefs, and lifestyles, and that to live together peacefully all people must be able to</li></ul>

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				<p>participate in democratic debate, deliberation, and governance"</p> <ul style="list-style-type: none"> <li>• <b>Key Distinction</b> (Slides 5-6): Diversity = social coexistence, requires tolerance; Pluralism = political engagement, requires active dialogue</li> <li>• <b>Examples</b>: School with diverse students vs. student council with different viewpoints working together</li> <li>• <b>Check Understanding</b>: "Can you think of a school issue that involves pluralism vs. just diversity?"</li> </ul>
<b>3 -- Common Good &amp; Historical Foundations</b>	9 min	Present slides 8-11 covering the common good concept, Madison's concerns about factions, and Mill's defense of diverse viewpoints. Connect to E Pluribus Unum theme.	Take notes on historical perspectives, consider different conceptions of common good, make connections between founding principles and pluralism concepts.	<ul style="list-style-type: none"> <li>• <b>Common Good</b> (Slides 7-8): "Conditions that benefit all members of society" - discuss different cultural/religious conceptions</li> <li>• <b>Madison's Factions</b> (Slide 9): Natural but potentially dangerous; large diverse republic dilutes factional power</li> <li>• <b>Mill's Contribution</b> (Slide 10): Freedom of thought and speech essential; diversity of ideas leads to progress; truth emerges from debate</li> <li>• <b>Key Questions</b>: "Who defines what's 'good' for all in a diverse society?" "How do we balance competing visions of the common good?"</li> <li>• <b>Connect to Next Activity</b>: "The Periwig controversy shows these principles in action"</li> </ul>
<b>4 -- Risks &amp; Promise of Pluralism</b>	5 min	Present slides 11-12 on risks and promise of pluralism. Facilitate brief discussion on balancing these considerations in a democratic society.	Consider benefits and challenges of pluralism, discuss how to maximize	<ul style="list-style-type: none"> <li>• <b>Risks</b> (Slide 11): Political gridlock, mutual misunderstanding, social fragmentation, power imbalances</li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
			benefits while minimizing risks.	<ul style="list-style-type: none"> <li>• <b>Promise</b> (Slide 12): Inclusion and tolerance, dialogue and compromise, support for common good and social contract</li> <li>• <b>Discussion Prompt:</b> "How do we balance these competing considerations?"</li> <li>• <b>Key Insight:</b> "Understanding these trade-offs helps us see why pluralism requires skill and effort"</li> </ul>
<b>5 -- Periwig Case Study Analysis</b>	15 min	Facilitate structured analysis of the Periwig Controversy using <a href="#">guided worksheet</a> . Help students identify competing values and apply pluralism concepts learned in slideshow. Connect to character strengths and integration metaphors where relevant.	Work in small groups to analyze the Periwig case, identifying competing goods, stakeholder perspectives, and pluralism principles. Apply slideshow concepts to historical example.	<ul style="list-style-type: none"> <li>• <b>Guided Analysis Questions:</b> <ul style="list-style-type: none"> <li>- "What were the competing values on each side?"</li> <li>- "Why did each side believe their position served the common good?"</li> <li>- "How does this illustrate 'competing goods' rather than good vs. evil?"</li> </ul> </li> <li>• <b>Expected Competing Goods:</b> <ul style="list-style-type: none"> <li>- Religious tradition vs. practical adaptation</li> <li>- Community standards vs. individual expression</li> <li>- Biblical interpretation vs. contextual application</li> </ul> </li> <li>• <b>Key Insight:</b> "Both sides had legitimate concerns about community welfare"</li> <li>• <b>Connect to Previous Lessons:</b> <ul style="list-style-type: none"> <li>- "How does this relate to melting pot vs. mosaic approaches?"</li> <li>- "What character strengths might help navigate such controversies?"</li> </ul> </li> <li>• <b>Apply Slideshow Concepts:</b> "How does this case demonstrate pluralism vs. simple diversity?"</li> </ul>



Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
<b>6 -- Whole Class Discussion &amp; Modern Applications</b>	5 min	<p>Lead discussion connecting Periwig analysis to slideshow concepts and modern controversies.</p> <p>Provide <a href="#">Modern Parallels Discussion Handout</a></p> <p>Guide students to see patterns applicable to contemporary issues and previous unit concepts.</p>	Share group insights, make connections between historical case and pluralism concepts from slideshow, identify modern parallels and unit connections.	<ul style="list-style-type: none"> <li>• <b>Discussion Prompts:</b> <ul style="list-style-type: none"> <li>- "How does this case illustrate 'competing goods' from our slideshow?"</li> <li>- "What made this a pluralistic challenge rather than simple diversity?"</li> <li>- "How might the risks and promises of pluralism apply here?"</li> </ul> </li> <li>• <b>Connect to Previous Unit Concepts:</b> <ul style="list-style-type: none"> <li>- "Did the anti-periwig side want a 'melting pot' approach while the pro-periwig side wanted a 'mosaic' approach?"</li> <li>- "How might different character strengths have influenced the debate?"</li> <li>- "What does this suggest about balancing cultural adaptation vs. preservation?"</li> </ul> </li> <li>• <b>Connect to Modern Examples:</b> School dress codes, social media policies, environmental policies</li> <li>• <b>Key Takeaway:</b> "Understanding competing goods helps us approach controversies with more nuance"</li> </ul>
<b>7 -- Looking Ahead &amp; Homework Assignment</b>	3 min	Present slide 13 previewing civil dialogue. Introduce homework assignment connecting historical case to modern parallels. Summarize key learning about pluralism in practice.	Note homework assignment, ask clarifying questions, reflect on lesson insights.	<ul style="list-style-type: none"> <li>• <b>Preview Civil Dialogue</b> (Slide 13): "Next lessons we'll learn specific skills for civil dialogue that help us navigate competing goods constructively"</li> <li>• <b>Preview Homework:</b> "Find a current controversy that shows similar competing goods pattern"</li> <li>• <b>Key Learning:</b> "Pluralism helps us see that most debates involve legitimate but competing values"</li> <li>• <b>Unit Integration:</b> "Notice how this connects to our earlier discussions of</li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				identity, character strengths, belonging, and cultural integration" • <b>Exit Reflection:</b> "Name one insight from the Periwig case that changed how you think about public controversies"

### Assessment Notes:

- Monitor student understanding during case study analysis
- Look for ability to identify competing goods rather than right/wrong dichotomies
- Assess application of pluralism vocabulary to historical example
- Review homework for understanding of competing goods in modern contexts
- Note preparation for upcoming civil discourse lessons

### Unit One Lesson: #6

**Lesson Title:** From Pluralism to Civil Discourse Foundations

**Key Terms and/or Concepts:** Civil Discourse, Dialogue vs. Debate, Civility vs. Politeness, Straw-manning, Steel-Manning, Star-Manning, Digital Discourse, Pluralism in Practice

**Unit Essential Question(s):** How do diverse identities and perspectives in a pluralistic society necessitate civil discourse skills?

**Lesson Objective(s):**

- Students can explain why pluralistic societies require effective civil discourse
- Students can complete the Civility Self-Reflection Survey to establish a baseline for skill development
- Students can distinguish between debate and dialogue and between politeness and civility
- Students can identify how digital spaces present unique challenges for civil discourse
- Students can explain steel-manning and star-manning concepts

### Lesson Materials:

- Civility Self-Reflection Survey
- "What is Civil Discourse" handout

- Steel-Manning/Star-Manning practice worksheet
- Digital Discourse Challenges worksheet
- Pluralism scenario example

### Extension Activity/Homework:

1. Complete the Steel-Manning/Star-Manning practice worksheet
2. Read the Surprise, Learn, Engage & Win (SLEW) Framework handout and write a brief reflection on how it connects to civil discourse concepts

### Note to Teacher:

- This lesson transitions from content-focused learning to skill development, which may feel different to students
- The Civility Self-Reflection Survey requires honest self-assessment; emphasize that this is for personal growth, not evaluation
- Some students may be defensive about their communication skills or resistant to the idea that they need improvement
- Digital discourse challenges may generate strong opinions about social media and online behavior - keep discussions focused on skills rather than platform debates
- Steel-manning and star-manning concepts can be challenging for students who are used to "winning" arguments; emphasize the value of understanding over defeating the opposition
- The distinction between civility and politeness may be subtle for some students - be ready with concrete examples
- This lesson sets the foundation for subsequent civil discourse practice, so ensure students understand core concepts before moving forward

### Lesson 6 Steps

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
1 -- Opening Scenario & Identity Connection	5 min	Present a concrete <a href="#">pluralism scenario</a> requiring shared decision-making. As students consider the scenario, prompt them to briefly reference their identity journals: "How might different aspects of your identity influence your approach to this community decision?"	Participate in brief think-pair-share about communication challenges and identity influences	<ul style="list-style-type: none"> <li>• "Imagine a town meeting where residents from different cultural backgrounds must decide on a community issue"</li> <li>• Link to pluralism: "This is pluralism in action - different values seeking common ground"</li> <li>• Frame lesson: "Today we'll explore why diverse societies need civil discourse skills"</li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
2 -- Civility Self-Assessment	8 min	Administer the <a href="#">Civility Self-Reflection Survey</a> . Explain this establishes a baseline to track growth throughout civil discourse lessons.	Complete survey individually, reflecting honestly on current communication habits	<ul style="list-style-type: none"> <li>• Ensure students understand it's about honest reflection, not scoring "perfectly"</li> <li>• Emphasize: "These skills become increasingly important in diverse settings where miscommunication is more likely"</li> </ul>
3 -- Core Civil Discourse Foundations	15 min	<p>Present comprehensive overview using <a href="#">"What is Civil Discourse"</a> handout.</p> <p>Cover: civility vs. politeness, debate vs. dialogue, and character strengths connections. Connect explicitly to pluralism concepts.</p>	Take notes, ask clarifying questions, provide examples from their experiences	<ul style="list-style-type: none"> <li>• <b>Civil Discourse:</b> "Respectful exchange of ideas, especially when disagreeing"</li> <li>• <b>Politeness vs. Civility:</b> Politeness = avoiding offense; Civility = honest respect even in disagreement</li> <li>• <b>Debate vs. Dialogue:</b> Debate = challenging ideas to test them; Dialogue = connecting perspectives to understand</li> <li>• <b>Character Strengths Connection:</b> "Notice how character strengths like honesty, open-mindedness, and perspective-taking directly support civil discourse in pluralistic settings"</li> </ul>
4 -- Digital Discourse Challenges	7 min	Lead brief discussion on how <a href="#">digital spaces</a> present unique challenges for civil discourse across different identity groups.	Identify challenges and opportunities of digital discourse in pairs or small groups	<ul style="list-style-type: none"> <li>• Key challenges: absence of nonverbal cues, quick reactions, echo chambers, anonymity effects</li> <li>• Connect to identity: "Online spaces can both mask and heighten identity differences"</li> <li>• Emphasize: "Digital spaces can either increase polarization or create connections across differences"</li> </ul>
5 -- Steel-Manning & Star-Manning Introduction	10 min	<p>Introduce concepts with clear examples.</p> <p>Distribute <a href="#">Steel Manning practice worksheet</a> and demonstrate with accessible example. Assign remaining practice as homework.</p>	Learn concepts, participate in first example, note homework assignment	<ul style="list-style-type: none"> <li>• <b>Steel-Manning:</b> "Presenting the strongest version of someone else's argument before responding"</li> <li>• <b>Star-Manning:</b> "Acknowledging good intentions behind positions you disagree with"</li> <li>• Example: Original: "Students should use phones in class" → Steel-man: "You believe phones can be educational tools" → Star-man: "I appreciate you want to prepare students for a digital world"</li> <li>• "Student-friendly reminder: 'People aren't their positions. Someone might support Policy X for</li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				<p>reasons that surprise you, and they might change their mind if they learn new information.”</p> <ul style="list-style-type: none"> <li>• Connect to character strengths: "These techniques develop intellectual fairness and empathy"</li> </ul>

**Assessment Notes:**

- Monitor student understanding of key distinctions (civility vs. politeness, debate vs. dialogue) through participation in discussions
- Note quality of student responses connecting identity to communication challenges in opening scenario
- Review self-assessment results to identify areas needing emphasis in subsequent lessons
- Observe student grasp of steel-manning and star-manning concepts through their questions and examples
- Assess student ability to connect pluralism concepts to the need for civil discourse skills
- This is primarily a foundation-building lesson; more formal assessment will occur in subsequent lessons

**Unit One Lesson: #7**

**Lesson Title:** Logical Fallacies & Analysis Skills

**Key Terms and/or Concepts:** Logical Fallacies, Ad Hominem, Straw Man, False Dichotomy, Appeal to Popularity, Slippery Slope, SLEW Framework, Swap Variables

**Unit Essential Question(s):** How can we prepare for and engage in civil discussions of issues we disagree about?

**Lesson Objective(s):**

- Students will identify and avoid 5 common logical fallacies
- Students will practice examining their own perspectives using the "swap variables" technique
- Students will understand the SLEW Framework for engaging with different viewpoints

**Lesson Materials:**

- Logical Fallacies handout,
- Logical fallacies in media homework
- "Spot the Fallacy" worksheet,

- SLEW Framework handout with examples
- Civil Discourse Handout

### Extension Activity/Homework:

1. Find an example of a [logical fallacy in media](#) and explain how it could be reframed
2. Apply the "swap variables" technique to a belief you hold strongly and write a brief reflection

### Note to Teacher:

- Students often enjoy identifying fallacies in others' arguments but may be resistant to examining their own reasoning
- The "swap variables" technique can be uncomfortable as it challenges students' existing beliefs - frame this as intellectual growth rather than criticism
- Some students may become overly focused on "fallacy hunting" and miss the larger point about constructive dialogue
- The SLEW Framework concepts require maturity and self-reflection that may challenge some younger students
- Be prepared for students to bring up political examples when discussing fallacies - redirect to more neutral, school-based examples when possible
- Students may struggle with the difference between identifying fallacies and engaging constructively - emphasize both skills
- The logical fallacies content can feel academic; connect it consistently to real-world applications and civil discourse goals

### Lesson 7 - Steps

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
1 -- Review & Logical Fallacies Introduction	8 min	Brief review of steel-manning/star-manning from homework. Define logical fallacy and explain impact on discourse.	Recall previous concepts, actively listen, ask clarifying questions	<ul style="list-style-type: none"> <li>• Review: "How did the steel-manning practice help you understand different perspectives?"</li> <li>• Define logical fallacy: "A flaw in reasoning that may appear convincing but is misleading"</li> <li>• Connect to character strengths: "Avoiding fallacies requires intellectual honesty and fairness"</li> </ul>
2 -- Five Essential Fallacies	15 min	Present and explain the <a href="#">5 essential fallacies</a> with clear, student-relevant examples for each.	Take notes, ask questions, identify fallacies in provided examples	<ul style="list-style-type: none"> <li>• <b>Ad Hominem:</b> Attacking person, not argument</li> <li>• <b>Straw Man:</b> Misrepresenting position</li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				<ul style="list-style-type: none"> <li>• <b>False Dichotomy:</b> Only two options</li> <li>• <b>Appeal to Popularity:</b> "Everyone believes it"</li> <li>• <b>Slippery Slope:</b> Extreme consequences</li> <li>• Use examples like: "If we allow phones at lunch, soon no one will learn anything" (Slippery Slope)</li> </ul>
3 -- Fallacy Practice	12 min	Guide whole-class practice identifying fallacies in example statements. Discuss how each could be rephrased to avoid the fallacy.	Identify fallacies in examples, suggest non-fallacious alternatives, explain reasoning	<ul style="list-style-type: none"> <li>• Present 3-4 examples one at a time</li> <li>• For each ask: What fallacy? Why problematic? How to restate?</li> <li>• Connect to civil discourse: "Avoiding fallacies maintains productive dialogue"</li> </ul>
4 -- SLEW Framework & Perspective-Shifting	10 min	<p>Introduce <a href="#">SLEW Framework</a> with focus on "swap variables" technique.</p> <p>Provide clear examples relevant to high school students.</p> <p>Handout <a href="#">Civil Discourse Handout</a> for students to keep to prep for next session and as reference throughout the course for use in Unit Wrap-Up sessions.</p>	Listen actively, discuss examples, identify situations where perspective-shifting would be valuable	<ul style="list-style-type: none"> <li>• Focus on "Learn" section of SLEW</li> <li>• <b>Swap Variables example:</b> "If you think athletes should get priority registration, would you feel the same if debate team got priority instead?"</li> <li>• Explain: "This helps us see if positions are based on principles or just personal benefit"</li> <li>• Connect to other SLEW techniques: swapping who's talking, testing extreme cases</li> </ul>

#### Assessment Notes:

- Monitor students' ability to identify logical fallacies correctly during practice exercises
- Assess quality of student explanations for why fallacies are problematic and how to reframe them
- Note student engagement with steel-manning/star-manning homework through discussion quality
- Observe understanding of "swap variables" technique through student-generated examples
- Check for comprehension of SLEW Framework concepts through student questions and participation
- Review homework assignments for evidence of fallacy identification skills and perspective-shifting application

#### Unit One Lesson: #8

**Lesson Title:** Civil Discourse Application

**Key Terms and/or Concepts:** Civil Dialogue, Structured Discussion, Perspective-Taking, Common Ground

**Unit Essential Question(s):** How can we prepare for and engage in civil discussions of issues we disagree about?

**Lesson Objective(s):**

- Students will apply civil discourse principles in structured discussion
- Students will practice avoiding logical fallacies in real-time dialogue
- Students will use steel-manning, star-manning, and perspective-shifting techniques
- Students will find common ground while respecting different viewpoints

**Lesson Materials:**

- Civil Dialogue Template
- Discussion topic materials (Youth Curfew OR Social Media scenarios),
- Discussion preparation worksheet

**Extension Activity/Homework:**

1. Complete the Civil Dialogue Template for the topic discussed in class from your assigned perspective
2. Reflect on which civil discourse skill was most challenging and why

**Note to Teacher:**

- This lesson requires students to apply all previously learned skills simultaneously, which can be challenging
- Students may revert to debate mode rather than dialogue mode under pressure - gentle redirection will be needed
- Assigning positions students may not personally agree with can cause initial resistance, but emphasizes skill over opinion
- The structured discussion format may feel artificial to students initially - explain the purpose of the structure
- Monitor group discussions closely for teachable moments and skill application
- Some students may dominate discussions while others withdraw - consider group composition and facilitation strategies
- The reflection component is crucial for skill development - ensure adequate time for students to process their experience
- This lesson serves as formative assessment for civil discourse skills before the unit wrap-up discussion



## Lesson 8 - Steps

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
1 -- Review & Topic Introduction	2 min	Quick review of key concepts from previous lessons. Introduce discussion topic and explain that students will apply all techniques learned.	Recall previous concepts, listen to topic introduction, prepare mentally for application	<ul style="list-style-type: none"> <li>• Brief review: "Today you'll apply steel-manning, star-manning, fallacy avoidance, and perspective-shifting"</li> <li>• Choose topic: youth curfews OR social media civility</li> <li>• Frame: "Remember, your goal is productive dialogue, not 'winning'"</li> </ul>
2 -- Position Assignment & Thorough Preparation	20 min	<p>Randomly assign positions. Distribute preparation worksheet.</p> <p><a href="#">Provide Discussion Prep Handout</a> and Guide students through comprehensive preparation process.</p> <p>Circulate to provide guidance.</p>	Work in small groups with same-position peers to develop strong, fallacy-free arguments using preparation worksheet	<ul style="list-style-type: none"> <li>• Assign positions that may not match personal views</li> <li>• Guide preparation: clearly articulate position, identify key arguments, consider opposing views (steel-manning), recognize good intentions (star-manning), check for fallacies, apply "swap variables"</li> <li>• Remind: "Even with assigned positions, use these techniques to strengthen reasoning"</li> <li>• Remind: "Before we discuss this issue, let's remember that holding any position doesn't make someone a particular 'type' of person. We're engaging with ideas, not attacking or defending identities."</li> </ul>
3 -- Structured Civil Dialogue Practice	20 min	<p>Facilitate structured small-group discussions.</p> <p>Organize students into mixed-position groups of 4-6.</p> <p>Provide <a href="#">Discussion Topic Handout</a></p>	Engage in structured civil dialogue, applying techniques learned: avoiding fallacies, steel-manning, star-manning, examining perspectives	<ul style="list-style-type: none"> <li>• Structure: Position statements (2 min each side), Clarifying questions (3 min), Responses (3 min each side), Finding common ground (4 min), Closing thoughts (2 min each side)</li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
		Circulate to observe and provide feedback.		<ul style="list-style-type: none"> <li>• Circulate to: gently note fallacies, highlight effective techniques, encourage finding agreement, provide positive feedback</li> <li>• Watch for teaching moments demonstrating good civil discourse</li> </ul>
4 -- Reflection & Closure	3 min	<p>Guide brief whole-class reflection. Connect to unit wrap-up and explain homework.</p> <p>Complete <a href="#">Civil Dialogue Template</a> for deeper reflection &amp; use during Unit Wrap Ups.</p>	Share quick observations about what worked well and what was challenging. Note homework assignment.	<ul style="list-style-type: none"> <li>• Ask 1-2 students to share insights: "What technique most helped your discussion?" "What was most challenging?"</li> <li>• Emphasize: "These skills develop through practice - this is just the beginning"</li> <li>• Connect to unit wrap-up: "You'll apply these skills in our final unit discussion"</li> <li>• Assign homework: Civil Dialogue Template completion</li> </ul>

#### Assessment Notes:

- Observe application of civil discourse techniques during structured discussions (steel-manning, star-manning, fallacy avoidance)
- Monitor students' ability to engage respectfully with assigned positions that may differ from personal views
- Assess quality of preparation and use of discussion preparation worksheet
- Note effectiveness of students' perspective-shifting and common ground identification
- Provide specific feedback on civil discourse skills demonstrated during practice
- Review homework Civil Dialogue Templates for evidence of concept understanding and application
- Use this lesson as a formative assessment to gauge readiness for unit wrap-up discussion
- Document individual student progress on civil discourse skills for ongoing development

#### Unit One Lesson: #9 (Unit Wrap-Up)

**Lesson Title:** E Pluribus Unum: Civil Discourse in Practice

**Key Terms and/or Concepts:** identity, ethnicity, character strengths, belonging, alienation, pluralism, civil discourse (review), competing goods, logical fallacies

#### Unit Essential Question(s):

- How do we understand identity, and what roles do race and ethnicity play?

- How do character strengths transcend cultural boundaries?
- How do we experience belonging and alienation in a pluralistic society?
- How can we engage civilly in discussions of complex identity issues?

**Lesson Objective(s):**

- Students will apply civil discourse skills to discuss complex identity and pluralism issues
- Students will evaluate different perspectives on balancing individual identity with shared American values
- Students will practice finding common ground while respecting diverse viewpoints
- Students will demonstrate understanding of unit concepts through respectful dialogue
- Students will avoid logical fallacies while using steel-manning and star-manning techniques

**Lesson Materials:**

- Civil Dialogue Template),
- Discussion prompt handout,
- Unit synthesis worksheet
- Student reflection journal

**Extension Activity/Homework:** Write a 2-page reflection addressing the following:

1. How has your understanding of identity (your own and others') evolved through this unit?
2. Select one civil discourse skill you practiced today that you found most valuable. Explain how you might apply it to discussions outside the classroom.
3. Choose one character strength discussed in the unit that you want to develop further. Create a specific plan for how you will practice this strength in the coming week.

**Note to Teacher:**

- This lesson applies civil discourse skills to substantive content from the unit
- Students will engage in structured civil dialogue about a contemporary issue that synthesizes identity, pluralism, and belonging concepts
- The discussion topic is chosen to be relevant but not overly divisive
- Keep the focus on process (civil discourse) while ensuring content demonstrates unit understanding
- Use this as an assessment opportunity for both content knowledge and discourse skills

**Lesson 9 (Part 1 of 2 Civil Discourse Wrap Up)**

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
1 -- Opening	5 minutes	<p>Review unit concepts and introduce today's civil discourse practice session.</p> <p>Connect to previous learning.</p> <p>Provide <a href="#">Civil Dialogue Template</a> if not provided in previous lesson</p>	Participate in review, prepare for civil discourse exercise	<ul style="list-style-type: none"> <li>• "Today we'll apply our civil discourse skills to synthesize the key concepts we've learned"</li> <li>• Remind students the goal of civil discourse is not to defeat opposing position, nor for both sides to reach agreement but rather to help clarify points of difference, understand each side, and find common ground</li> <li>• Remind students of key terms: identity, ethnicity, character strengths, belonging, alienation, pluralism</li> <li>• Connect to E Pluribus Unum theme: "How do individual identities contribute to shared American identity?"</li> <li>• "Over the past three lessons, we established civil discourse foundations, learned to identify logical fallacies, and practiced structured dialogue"</li> <li>• "Today we'll synthesize all these skills while discussing complex identity and pluralism issues"</li> </ul>
2 -- Issue Framing	10 minutes	<p>Present and discuss <a href="#">discussion prompt</a>: "To what extent should individuals adapt cultural expressions (food, clothing, language, etc.) when in mixed-group settings versus maintaining traditional practices?"</p>	Listen to issue presentation, receive Civil Dialogue Template, form initial thoughts	<ul style="list-style-type: none"> <li>• Present as exploring balance between adaptation and preservation</li> <li>• Frame both perspectives as representing different priorities: <ul style="list-style-type: none"> <li>- Adaptation perspective: Building bridges, finding common ground, creating new shared experiences</li> <li>- Preservation perspective: Maintaining authentic identity, honoring heritage, cultural continuity</li> </ul> </li> <li>• Provide examples: language use at home vs. public, traditional vs. adapted cuisine, cultural holidays</li> <li>• Emphasize this connects to unit concepts of belonging, alienation, and identity</li> <li>• Note this reflects real challenges in a pluralistic society</li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
3 -- Position Development	15 minutes	<p>Divide class into three groups: Cultural Adaptation advocates, Cultural Preservation advocates, and Moderator/Synthesizer.</p> <p>Distribute perspective materials - <a href="#">Discussion Guide</a></p> <p>"Before we discuss this issue, let's remember that holding any position doesn't make someone a particular 'type' of person. We're engaging with ideas, not attacking or defending identities."</p>	Work in assigned groups to develop arguments using Civil Dialogue Template Part 1	<ul style="list-style-type: none"> <li>• Adaptation group: Focus on: <ul style="list-style-type: none"> <li>- Building connections across difference</li> <li>- Finding common ground in mixed settings</li> <li>- Practical benefits (social acceptance, opportunities)</li> <li>- Flexibility as a character strength</li> </ul> </li> <li>• Preservation group: Focus on: <ul style="list-style-type: none"> <li>- Maintaining authentic identity</li> <li>- Cultural continuity and heritage</li> <li>- Psychological benefits of authenticity</li> <li>- Courage as a character strength</li> </ul> </li> <li>• Moderator group: Identify potential middle grounds and contexts where each approach might be most appropriate</li> </ul>
4 -- Small Group Preparation	10 minutes	Guide groups as they refine arguments and prepare for whole-class discussion	Practice articulating positions, anticipate counterarguments, identify underlying values	<ul style="list-style-type: none"> <li>• For Adaptation advocates, suggest connections to: <ul style="list-style-type: none"> <li>- Melting pot concept from earlier lessons</li> <li>- Character strengths like social intelligence and adaptability</li> <li>- Historical examples of successful cultural integration</li> <li>- Scenarios like international business, multicultural neighborhoods</li> <li>- Benefits: reduced alienation, building bridges, social opportunities</li> </ul> </li> <li>• For Preservation advocates, suggest connections to: <ul style="list-style-type: none"> <li>- Cultural mosaic/salad bowl concepts</li> <li>- Character strengths like authenticity and courage</li> </ul> </li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
				<ul style="list-style-type: none"> <li>- Examples of cultural practices that enrich community</li> <li>- Heritage language maintenance, traditional celebrations</li> <li>- Benefits: psychological well-being, cultural continuity</li> <li>• For Moderators, guide consideration of: <ul style="list-style-type: none"> <li>- Contextual factors: family settings vs. public spaces</li> <li>- Different domains: language, food, dress, holidays</li> <li>- Questions about who should adapt to whom and when</li> <li>- Balance points: expressing culture while being accessible</li> </ul> </li> </ul>
5 – Closure	5 minutes	Distribute Part 2 of Civil Dialogue template and SLEW framework, and ask students to review both in preparation for next lesson's civil dialogue	Ask Clarifying Questions	<ul style="list-style-type: none"> <li>-Note that further research into the topic is neither required nor prohibited</li> <li>-Note also that that groups will have 10 minutes at the beginning of tomorrow's class to review today's work</li> </ul>

#### Assessment Notes:

- Observe students' use of civil discourse techniques (steel-manning, star-manning, fallacy avoidance, perspective-shifting)
- Note demonstration of unit content understanding through connections to identity, character strengths, pluralism, and belonging concepts
- Monitor students' ability to engage respectfully with complex, potentially sensitive topics
- Assess quality of argument development and ability to find common ground
- Look for evidence of logical fallacy avoidance and structured reasoning
- Consider having students self-assess their participation using civil discourse skills checklist
- Use reflections to gauge both content mastery and skill development
- Document individual student progress on civil discourse skills for ongoing development

## **Unit One Lesson: #10 Part Two (Unit Wrap-Up)**

**Lesson Title:** E Pluribus Unum: Civil Discourse in Practice

**Key Terms and/or Concepts:** identity, ethnicity, character strengths, belonging, alienation, pluralism, civil discourse (review), competing goods, logical fallacies

### **Unit Essential Question(s):**

- How do we understand identity, and what roles do race and ethnicity play?
- How do character strengths transcend cultural boundaries?
- How do we experience belonging and alienation in a pluralistic society?
- How can we engage civilly in discussions of complex identity issues?

### **Lesson Objective(s):**

- Students will apply civil discourse skills to discuss complex identity and pluralism issues
- Students will evaluate different perspectives on balancing individual identity with shared American values
- Students will practice finding common ground while respecting diverse viewpoints
- Students will demonstrate understanding of unit concepts through respectful dialogue
- Students will avoid logical fallacies while using steel-manning and star-manning techniques

### **Lesson Materials:**

- Civil Dialogue Template),
- Discussion prompt handout,
- Unit synthesis worksheet
- Student reflection journal

**Extension Activity/Homework:** Write a 2-page reflection addressing the following:

1. How has your understanding of identity (your own and others') evolved through this unit?
2. Select one civil discourse skill you practiced today that you found most valuable. Explain how you might apply it to discussions outside the classroom.
3. Choose one character strength discussed in the unit that you want to develop further. Create a specific plan for how you will practice this strength in the coming week.

### **Note to Teacher:**

- This lesson applies civil discourse skills to substantive content from the unit

- Students will engage in structured civil dialogue about a contemporary issue that synthesizes identity, pluralism, and belonging concepts
- The discussion topic is chosen to be relevant but not overly divisive
- Keep the focus on process (civil discourse) while ensuring content demonstrates unit understanding
- Use this as an assessment opportunity for both content knowledge and discourse skills

### Lesson 10 (Part 2 of 2 Civil Discourse Wrap Up)

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
1 – Civil Dialogue Prep	10 minutes	<p>Have students assemble in their assigned groups from yesterday to review their preparation for today's civil dialogue</p> <p>Make sure all groups have a Civil Discourse template and SLEW framework (or project for whole class</p>	Review and refine their position and strategy for engagement	Circulate among groups and guide/respond to questions as necessary
2 -- Civil Discourse Exercise	20 minutes	Repeat yesterday's reminder: "Before we discuss this issue, let's remember that holding any position doesn't make someone a particular 'type' of person.	Engage in structured dialogue, with each side presenting arguments and responding respectfully	<ul style="list-style-type: none"> <li>• Structure for productive dialogue: <ul style="list-style-type: none"> <li>- Each side presents main arguments (3 min each)</li> <li>- Clarifying questions only - not rebuttals (2 min)</li> <li>- Response to questions, addressing key concerns (4 min)</li> <li>- Moderators identify potential synthesis (2 min)</li> <li>- Final brief reflections from each side (2 min)</li> </ul> </li> </ul>



Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
		<p>“We're engaging with ideas, not attacking or defending identities.”</p> <p>Facilitate whole-class discussion using Civil Dialogue Template Part 2.</p> <p>Model good facilitation.</p>		<ul style="list-style-type: none"> <li>• Watch for key teaching moments: <ul style="list-style-type: none"> <li>- Highlight when students successfully steel-man/star man opposing views</li> <li>- Gently identify logical fallacies if they emerge</li> <li>- Note when students connect to unit concepts</li> <li>- Appreciate star-manning moments that acknowledge good intentions</li> <li>- Watch for students applying techniques from recent lessons: avoiding logical fallacies, using steel-manning/star-manning, and applying perspective-shifting</li> <li>- Gently remind students to check their arguments for the 5 fallacies we studied if they appear during discussion</li> </ul> </li> <li>• Potential synthesis points: <ul style="list-style-type: none"> <li>- Cultural adaptation occurs along a spectrum, not all-or-nothing</li> <li>- Different contexts may call for different approaches</li> <li>- Both cultural maintenance and connection require effort from all groups</li> <li>- Individual choice vs. community expectations</li> <li>- Core values vs. cultural practices distinction</li> </ul> </li> </ul>
3 -- Synthesis & Reflection	10 minutes	Lead brief synthesis of discussion.	Participate in synthesis, write reflection on civil	<ul style="list-style-type: none"> <li>• Help class identify key insights: <ul style="list-style-type: none"> <li>- Scenarios where adaptation is particularly valuable</li> </ul> </li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
		<p>Have students complete <a href="#">Unit Synthesis worksheet</a> or in their journals -- this can also be done independently following class.</p> <ul style="list-style-type: none"> <li>• Guide class to identify: <ul style="list-style-type: none"> <li>- Areas of common ground discovered</li> <li>- How unit concepts appeared in the discussion</li> <li>- Civil discourse skills successfully demonstrated</li> </ul> </li> </ul> <p>Encourage students to write in journal.</p>	<p>discourse experience</p>	<ul style="list-style-type: none"> <li>- Contexts where preservation is especially important</li> <li>- How the discussion connected to unit concepts</li> <li>- Civil discourse skills that proved most useful</li> <li>• Discussion synthesis questions: <ul style="list-style-type: none"> <li>- "What might a balanced approach to cultural expression look like?"</li> <li>- "How might we create spaces where both adaptation and preservation can occur?"</li> <li>- "What responsibility do different groups have in this process?"</li> </ul> </li> <li>• Journal reflection prompts: <ul style="list-style-type: none"> <li>- Which argument from either side did you find most compelling and why?</li> <li>- How does this discussion connect to our unit concepts of identity, belonging, and character strengths?</li> <li>- What insights about cultural adaptation/preservation did you gain from this discussion?</li> <li>- Which specific civil discourse technique from our recent lessons (steel-manning, star-manning, fallacy avoidance, or perspective-shifting) was most helpful in today's discussion?</li> </ul> </li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
				<ul style="list-style-type: none"> <li>- Did you notice yourself or others avoiding logical fallacies? How did this improve the dialogue?</li> <li>- Which civil discourse skill was most challenging to apply?</li> </ul>
4 -- Closure	5 minutes	Summarize unit learning and preview next unit. Assign homework.	Note homework assignment, ask final questions	<ul style="list-style-type: none"> <li>• Connect discussion to unit themes:               <ul style="list-style-type: none"> <li>- Identity is complex and multifaceted</li> <li>- Character strengths help navigate challenges of belonging</li> <li>- Pluralism requires balancing unity and diversity</li> <li>- Civil discourse enables E Pluribus Unum</li> </ul> </li> <li>• Acknowledge skill development:               <ul style="list-style-type: none"> <li>- "I noticed several moments of excellent steel-manning today"</li> <li>- "Your questions showed genuine curiosity about other perspectives"</li> <li>- "The moderator group identified important common ground"</li> </ul> </li> <li>• Preview next unit:               <ul style="list-style-type: none"> <li>- "Next unit we'll explore how American governance structures accommodate pluralism while maintaining unity"</li> <li>- "We'll see how the Constitution creates frameworks for balancing competing interests"</li> </ul> </li> <li>• Clarify homework expectations:               <ul style="list-style-type: none"> <li>- Due date for 2-page reflection</li> <li>- Connection to unit concepts</li> </ul> </li> </ul>

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
				- Character strength application plan

**Assessment Notes:**

- Observe students' use of civil discourse techniques (steel-manning, star-manning, fallacy avoidance, perspective-shifting)
- Note demonstration of unit content understanding through connections to identity, character strengths, pluralism, and belonging concepts
- Monitor students' ability to engage respectfully with complex, potentially sensitive topics
- Assess quality of argument development and ability to find common ground
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- Consider having students self-assess their participation using civil discourse skills checklist
- Use reflections to gauge both content mastery and skill development
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