

UNIT ONE: IDENTITY, PLURALISM, AND CIVIL DISCOURSE

Complete Unit with Revised Multiracialism Lesson and Updated Wrap-Up

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

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.
- Students can recognize that racial categories are socially constructed and that identity can be complex and fluid.

Lesson Materials:

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

Extension Activity/Homework:

1. Read "Recitatif" by Toni Morrison and prepare to discuss the following questions for next class:

- o What assumptions did you make about the characters' racial identities while reading?
 - o How did you try to determine which character was which race?
 - o What does Morrison's technique of withholding racial identifiers reveal about how we think about race?
2. **Read the Background Essay "Multiracial Identity in America: Past, Present and Future"** and review the **Statistical Timeline Handout** for reference.
 3. **Continue the reflection journaling activity** by completing:
 - o Your identity map if not completed in class
 - o Respond to at least two reflection questions in your journal
 - o Consider: How might your identity be more complex than simple categories suggest?

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 reflection journal will be an ongoing activity throughout the course; 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

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
				<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 • Possible opening question: "When you think about who you are as a person, what aspects of your identity come to mind?" • 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"
3 -- Background Essay and Key Concepts	11 minutes	<p>Provide Question of Identity Handout. Guide students through key concepts of identity, race, ethnicity, and human personality</p> <p>- Use Teacher Resource as a guide. 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>Please see Teacher Resource Guide for Definitions and Key points to emphasize regarding the following aspects of identity:</p> <p>Human personality, Race, Ethnicity, Multiracial identity, Ethnoracial, Culture, Nationality</p> <p>Key Distinction to emphasize:</p> <p>Ethnicity = cultural heritage passed down from ancestors (what you inherit)</p> <p>Culture = cultural practices and contexts you live in daily (what you participate in)</p> <p>Helpful example: "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>

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
				<p>Social Construction Preview: "It's important to understand that racial categories are largely social constructs - meaning they're created by societies rather than being fixed biological realities. Tomorrow we'll explore how this plays out for people with complex racial identities."</p> <p>• 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.</p> <p>Use Carl Sagan's quote: "Every one of us is, in the cosmic perspective, precious. In a hundred billion galaxies, you will not find another."</p>
4 -- Small Group Discussion	10 minutes	Organize students into pairs or small groups to discuss the various aspects of identity listed. Distribute Aspects of Identity Handout	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>• Discussion questions:</p> <p>• Intellect: "How do you like to learn and process information? What kinds of thinking come naturally to you?"</p> <p>• Imagination: "How do you express creativity? What role does imagination play in your life?"</p> <p>• Voice: "How would you describe your unique way of communicating? What makes your perspective distinctive?"</p> <p>• Talents/Affinities: "What activities or interests are you drawn to? What are you naturally good at or passionate about?"</p> <p>• Character Traits: "What values or virtues are most important to you? Which character strengths do you see in yourself?"</p> <p>• Social Roles: "What roles do you play in your family, school, or community? How do these roles shape how you see yourself?"</p>

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
				<ul style="list-style-type: none"> • Gender: "How do you experience and express your gender identity? How does gender influence how you move through the world?" • Race: "How has your racial identity influenced how you see yourself?" • Ethnicity: "What cultural traditions or heritage connect you to your family's background? How do these traditions show up in your daily life?" • Culture: "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?" • National Identity: "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?" • Religious/Spiritual Identity: "How do your faith traditions or spiritual beliefs influence who you are? What role does religion or spirituality play in your daily life?" • Political Affiliation: "How do your political views or civic beliefs shape your identity? What issues or causes are most important to you?"
5 -- Introduction to Identity Mapping & Journaling	7 minutes	<p>Introduce the Reflection Journal as an ongoing tool for reflection throughout the unit.</p> <p>Distribute journal materials.</p>	Begin creating personal identity maps in their journals, placing different aspects of their identity in relation to one another (some	<ul style="list-style-type: none"> • Explain purpose: "This journal will be a space for personal reflection throughout our unit. You'll revisit it in each class." • Demonstrate mapping: "Place aspects of identity on your page, with more important elements near the center, related elements clustered together."

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
		<p>Guide students to begin creating an identity map that visually represents different aspects of their identity and how they relate to each other.</p> <p>Students may complete as homework. If comfortable, share examples of what comprises your own identity as an example.</p>	<p>more central, others more peripheral).</p>	<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"> • Suggest visual approaches: "You might use different colors, symbols, or sizes to represent different aspects of your identity." • Emphasize privacy: "Your journal is personal - you'll only share what you choose to share." • 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?" <p>Complexity Preview: "As you create your map, think about whether simple categories capture your full identity. Tomorrow we'll explore how some people navigate particularly complex racial identities."</p>
6 -- Closure and Homework Assignment	4 minutes	<p>Distribute Self Reflection Handout. Explain the homework assignment, including the "Recitatif" reading and multiracial background essay. Connect to next lesson.</p>	<p>Note homework assignment and ask any clarifying questions. Pack up identity journals to continue work at home.</p>	<ul style="list-style-type: none"> • Emphasize the complex nature of identity and the importance of recognizing that we are all unique individuals with multiple aspects to our identities • Preview "Recitatif": "Tonight you'll read a short story by Toni Morrison that deliberately hides the racial identities of its main characters."

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
				Pay attention to what assumptions you make as you read." • Preview Lesson 2: "Tomorrow we'll start with your experience reading Morrison's story, then explore how people with multiracial backgrounds navigate identity complexity in America." • Explain the continuation of journal work: "Complete your identity map and respond to at least two reflection questions in your journal." • Connect to next lesson: "Tomorrow we'll explore how identity can be even more complex than categories suggest, and we'll examine some real-world examples of people navigating multiple racial identities."

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 Reflection 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: Identity Beyond Boundaries: Understanding Multiracialism in America

Key Terms and/or Concepts: Multiracialism, Hypodescent, One-drop Rule, Passing, Miscegenation, Racial Formation, social construct

Essential Question(s):

- What is multiracialism?
- How does multiracialism confound our understanding of race and racial categories?
- How did being multiracial affect people in the past?
- What is the significance of multiracialism today?

Lesson Objective(s):

- Understand key terms and concepts related to multiracial identity (e.g., hypodescent, passing, racial formation)
- Analyze how Toni Morrison's "Recitatif" demonstrates the constructed nature of racial categories
- Explore how multiracial identity complicates traditional ideas of race and American identity
- Connect multiracial experiences to broader concepts of identity complexity

Lesson Materials:

- "Recitatif" by Toni Morrison (assigned as homework from Lesson 1)
- Background Essay "Multiracial Identity in America: Past, Present and Future" (assigned as homework)
- Multiracial Case Studies handout (featuring Jordan, Leila, Noah, and Marco's college application dilemmas)
- Statistical Timeline Handout (reference material)
- Reflection Journals from previous lesson

Extension Activity/Homework:

1. **Complete the "Character Strengths: Surviving, Succeeding, Thriving" background essay** reading in preparation for Lesson 3.
2. **Continue your Reflection Journal** by adding a reflection on how today's discussion connects to your own understanding of identity complexity. Consider:
 - How might your identity be more complex than simple categories suggest?
 - What aspects of identity do you think about differently after learning about multiracial experiences?
 - How do Morrison's characters and the case studies challenge simple categorization?

Note to Teacher:

- Students should have read "Recitatif" and the multiracialism background essay as homework
- This lesson addresses complex and potentially sensitive topics about race, identity, and classification systems

- Create a respectful classroom environment where students feel safe discussing these issues
- Emphasize that the goal is to understand the complexity of identity, not to make judgments about how people identify
- Be prepared to address misconceptions about race as a biological versus social construct
- Consider your classroom demographics when facilitating discussions, being mindful that multiracial students in your class may have personal connections to these topics

Lesson 2 Steps

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
1 -- "Recitatif" Discussion	8 minutes	Lead discussion of Morrison's "Recitatif" based on homework reading. Focus on how Morrison deliberately obscures racial identities and what this reveals about racial assumptions.	Share their reading experience. Discuss what assumptions they made about the characters' racial identities and how they tried to determine race.	<p>Key Discussion Questions:</p> <ul style="list-style-type: none"> • "What assumptions did you make about Twyla and Roberta's racial identities while reading?" • "How did you try to figure out which character was which race? What clues did you look for?" • "How did it feel not to know for certain?" • "What does Morrison's technique reveal about how we think about race?" <p>Key Points to Emphasize:</p> <ul style="list-style-type: none"> • Morrison deliberately withholds racial identifiers to force readers to confront their assumptions • Many readers unconsciously use stereotypes, cultural codes, or other markers to try to categorize the characters • The story demonstrates that race is often assumed rather than inherent • This connects to the social construction of race we previewed yesterday <p>Bridge to Today's Lesson: "Morrison shows how racial identity can be ambiguous and assumptions-based. Today we'll explore how this plays out in real life for Americans"</p>

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
2 -- Connection to Multiracialism	4 minutes	Connect Morrison's technique to the real-world experiences of multiracial Americans. Introduce today's focus on multiracial identity. Review homework reading.	Make connections between Morrison's story and multiracial experiences. Take out Reflection Journals.	<p>who don't fit neatly into single racial categories."</p> <ul style="list-style-type: none"> • Connect to "Recitatif": "Morrison's characters resist easy racial categorization. Many multiracial Americans face similar challenges when others try to categorize them." • Frame today's lesson: "Today we'll explore how multiracial Americans navigate identity complexity and what their experiences teach us about race and identity more broadly." • Connect to Lesson 1: "Yesterday we discussed how identity is multidimensional and complex. Multiracial experiences provide powerful examples of this complexity." • Homework Check: "You read about the dramatic growth in multiracial identification - from hidden to celebrated. What surprised you most about the reading?"
3 -- Essential Terms Review	5 minutes	Review key historical concepts from homework reading: hypodescent, one-drop rule, passing, racial formation. Focus on essential concepts only, using homework as foundation.	Take notes on key concepts. Ask clarifying questions. Connect terms to Morrison's story and homework reading.	<p>Key Terms (Focus on Essential Concepts):</p> <ul style="list-style-type: none"> • Hypodescent/One-drop rule - Historical practice forcing people into single racial categories, typically what was deemed the "lower status" race at the time. • Passing - When someone is accepted as a member of a different (usually privileged) racial group

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				<p>• Racial formation - How racial categories are created, changed, and destroyed over time</p> <p>Connect to "Recitatif": "Notice how Morrison's characters might have been subject to these historical practices - the one-drop rule would have forced them into specific categories regardless of their complex identities."</p> <p>Key Point: "These aren't just historical curiosities - they shaped how families and communities understood identity for generations."</p> <p>Connect to Today: "The 276% increase in multiracial identification since 2010 shows how these categories are changing. Note: Most Americans have mixed ancestral heritage and many have mixed racial heritage. Young people are rejecting the one-drop rule their grandparents lived under and embracing all their racial and ethnic identities"</p>
4 -- Multiracial Case Studies Analysis	15 minutes	<p>Introduce the activity: "In 2023, the Supreme Court ruled in Students for Fair Admissions v. Harvard that colleges can no longer use race as an explicit factor in admissions, but students can still describe how race shaped their lives in essays."</p> <p>Distribute the "Multiracial Case Studies" handout. Organize students into small groups (3-4 students).</p>	<p>Work in small groups to analyze all four multiracial case studies (Jordan, Leila, Noah, Marco). Consider how each student navigates identity complexity and institutional expectations.</p>	<p>Activity Introduction:</p> <ul style="list-style-type: none"> • "These case studies show real dilemmas multiracial students face when institutions require them to check boxes that don't capture their complex identities." <p>Case Studies Overview:</p> <ul style="list-style-type: none"> • Jordan (Black/White) - tensions between authentic identity and strategic advantage • Leila (Afro-Hispanic) - cultural connection vs. appearance

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				<ul style="list-style-type: none"> • Noah (Chinese/White) - how names can mask identity • Marco (Chinese-Italian) - misperceptions and assumptions <p>Group Discussion Questions:</p> <ul style="list-style-type: none"> • "What makes each decision difficult?" • "How do these cases connect to Morrison's technique in 'Recitatif'?" • "How do these dilemmas illustrate the concepts we just reviewed?" • "What do these cases reveal about the limitations of racial categories?" <p>Teacher Circulation: Move among groups to facilitate discussion and help students make connections to Morrison's story and historical concepts.</p>
5 -- Whole Class Discussion	10 minutes	Facilitate whole-class discussion about the case studies and their broader implications. Connect to Morrison's story and unit themes about identity complexity.	Share insights from small group discussions. Make connections between case studies, Morrison's story, and broader concepts about identity.	<p>Discussion Questions:</p> <ul style="list-style-type: none"> • "How do these case studies connect to what Morrison was doing in 'Recitatif'?" • "What do these cases reveal about the limitations of 'check-the-box' racial categories?" • "How do these contemporary examples relate to historical practices like the one-drop rule?" • "What does this suggest about race being a social construct?" <p>Key Synthesis Points:</p> <ul style="list-style-type: none"> • Morrison's literary technique mirrors real-world challenges multiracial people face

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				<ul style="list-style-type: none"> • Both the story and case studies reveal how racial categories are imposed rather than inherent • Individual identity is more complex than institutional categories allow • These experiences challenge us to think beyond simple racial boxes <p>Connect to Unit Themes: "These examples demonstrate the identity complexity we mapped in Lesson 1. They also show why we need respectful dialogue about these issues - the civil discourse skills we'll develop throughout this unit."</p>
6 -- Closure and Homework Assignment	3 minutes	Summarize key insights about identity complexity and racial construction. Assign homework and preview next lesson on character strengths.	Note homework assignment and ask any clarifying questions.	<ul style="list-style-type: none"> • Summarize: "Today we've seen how both Morrison's story and real multiracial experiences reveal that racial identity is more complex than simple categories suggest." • Connect to Lesson 1: "This builds on our understanding that identity is multidimensional and fluid." • Preview Lesson 3: "Tomorrow we'll explore character strengths that transcend racial boundaries - qualities that help all humans thrive regardless of their ethnic or racial background." • Homework Assignment: "Continue your Reflection Journal by reflecting on how today's discussion connects to your own understanding of identity complexity. Also, read the character strengths background essay for tomorrow."

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				<ul style="list-style-type: none"> • Journal Prompt: "Consider: How might your identity be more complex than simple categories suggest? What aspects of identity do you think about differently after today's lesson?"

Assessment Notes:

- Monitor student comprehension of multiracial concepts through quality of case study discussions
- Assess ability to connect Morrison's literary technique to real-world identity challenges
- Note student comfort level with discussing complex identity issues without requiring personal disclosure
- Review journal entries for evidence of thoughtful consideration of identity complexity
- Observe students' ability to make connections between literature, history, and contemporary experiences
- Check for understanding that racial categories are socially constructed and that identity is more complex than simple boxes

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

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 character strengths to the identity complexity explored in previous lessons

Lesson Materials:

- Character strengths video
- Background essay "Character Strengths: Surviving, Succeeding, Thriving" (assigned as homework)
- 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.

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 complexity and multiracial experiences.
- 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 & Connection	5 minutes	Introduce today's focus on character strengths that transcend cultural boundaries. Connect to previous lessons about identity complexity. Ask students to take out their identity journals.	Recall key points from previous lessons and take out identity journals.	<ul style="list-style-type: none"> • "Today we'll shift from exploring differences to examining what we share across cultures - specifically character strengths that help all humans thrive" • Connect to Previous Lessons: "In Lesson 1, we explored identity complexity. In Lesson 2, we saw how Morrison's characters and

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				<p>multiracial Americans navigate complex identities. Today we'll examine qualities that transcend these differences."</p> <ul style="list-style-type: none"> • "Morrison's story showed us how people can connect across racial boundaries. Character strengths help explain how that connection happens." • "The multiracial experiences we studied show how complex identity can be - character strengths show us what we share across that complexity"
2 -- Video on Character Strengths	8 minutes	Show the character strengths video. Instruct students to take careful notes, focusing on the definition and examples provided.	Watch the video and take notes on the definition and examples of character strengths.	<ul style="list-style-type: none"> • Before showing the video, direct students to note: <ul style="list-style-type: none"> - The definition of character strengths - At least three examples of character strengths - How character strengths develop - How character strengths benefit individuals and communities • After the video, briefly check for understanding before moving to the reading • Ask: "How might these character strengths appear across different cultural contexts?" • Connect to Previous Lessons: "Think about Morrison's characters or the multiracial students we studied - what character strengths did they demonstrate in navigating complex situations?"
3 -- Reading and Questions	12 minutes	Have students read the background essay "Character Strengths: Surviving, Succeeding, Thriving"	Read the background essay and answer the questions individually.	<ul style="list-style-type: none"> • Circulate among students as they read and answer questions • Look for student understanding of:

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
		and answer the questions individually.		<ul style="list-style-type: none"> - The difference between values and virtues - How character strengths support thriving - The universality of certain character strengths • Be prepared to clarify the concept of "thriving" versus merely surviving • Help students who struggle with the distinction between subjective values and universal virtues • Connect to Previous Lessons: "As you read, think about how these concepts relate to the identity complexity we've been discussing. Do character strengths transcend the racial and ethnic boundaries we've been exploring?"
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>Explore Cross-Cultural Character Strengths Examples: Include these specific examples of how character strengths manifest differently across cultures while serving similar purposes:</p> <ul style="list-style-type: none"> - Honesty: In some cultures, honesty means direct communication even when uncomfortable; in others, it means preserving harmony while still conveying truth indirectly 	Share their answers to the questions. Engage in discussion about character strengths and their universal nature.	<ul style="list-style-type: none"> • Expected responses to background essay questions: 1. Character strengths examples: honesty, kindness, perseverance, gratitude, responsibility 2. Importance of character strengths: <ul style="list-style-type: none"> - Help individuals face challenges and build relationships - Help communities survive and thrive over time - Create conditions for mutual trust and cooperation 3. Values vs. virtues: <ul style="list-style-type: none"> - Values are subjective principles people prioritize (could be positive or negative) - Virtues are qualities that universally support human flourishing

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
		<p>- Respect: May be shown through deferential behavior and formal address in some traditions; through attentive listening and affirming individuality in others</p> <p>- Perseverance: Might emphasize stoic individual determination in some contexts; community-supported resilience in others These examples help students recognize that universal virtues can have culturally distinct expressions.</p>		<p>4. Thriving means not just surviving but enjoying responsibilities and finding meaning in contributing to community</p> <p>5. Character strengths transcend ethnicities because they are universal qualities needed for any human community to function well over time</p> <p>• Key Discussion Points:</p> <ul style="list-style-type: none"> - How character strengths appear differently across cultures while serving similar purposes - Examples: honesty might be direct in some cultures, indirect in others, but serves trust-building in both <p>• Connect to Previous Lessons: "How do these universal qualities relate to Morrison's story? How might character strengths help multiracial individuals navigate complex identity situations?"</p>
5 -- Identity Journal Integration	7 minutes	Guide students to integrate character strengths into their identity journals. 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.	Add character strengths to their identity maps and write a brief reflection on how these strengths connect to other aspects of their identity.	<p>• Journaling prompts:</p> <ul style="list-style-type: none"> • "Add at least one character strength to your identity map. How central is this to your sense of self?" • "How does this character strength connect to your ethnic or cultural background?" • "Does this strength help you bridge differences with others? How?" • "How might this strength contribute to both your individual well-being and community thriving?"

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				<ul style="list-style-type: none"> • Encourage students to be specific about how character strengths manifest in their lives • Connect to Previous Lessons: "Think about how character strengths might help navigate the kind of identity complexity we've been discussing. How might these strengths help people like Morrison's characters or multiracial students connect across differences?" • Remind students they'll continue developing these reflections for homework
6 -- Closure and Homework Assignment	3 minutes	Summarize key points from the lesson. Explain the homework assignment, emphasizing the connection between individual character strengths and community benefit. Preview how this connects to upcoming lessons.	Note homework assignment and ask any clarifying questions.	<ul style="list-style-type: none"> • Summarize: "Today we've seen how character strengths provide a foundation for human thriving across cultural differences." • Link back to previous lessons: "These universal qualities exist alongside our unique identities and cultural traditions - just as Morrison's characters could connect across racial differences." • Preview homework: "For homework, you'll reflect on character strengths you observe in others, yourself, and your communities." • Connect to Unit Themes: "Notice how this connects to our earlier discussions of identity complexity. Character strengths don't erase our differences - they provide common ground for connection." • Preview upcoming lessons: "In our next lesson, we'll explore how these concepts apply to building belonging in diverse

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				communities - the ongoing American challenge of creating unity from diversity."

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 complexity and multiracial 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

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:
 - o What are some ways you find belonging through in-groups in your life?
 - o What are some ways you experience alienation by being excluded from out-groups?
 - o Do any in-groups you belong to create out-groups? How might this be addressed?
 - o Which metaphor (melting pot, mosaic, or salad bowl) best describes your family's experience of cultural integration? Why?
 - o 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 Scenario & Identity Connection	5 minutes	Present a concrete pluralism scenario requiring shared decision-making. Connect to previous lessons on identity complexity and multiracial experiences.	Participate in brief think-pair-share about communication challenges and identity influences	<ul style="list-style-type: none"> • "Imagine a town meeting where residents from different cultural backgrounds must decide on a community issue" • Link to previous lessons: "In our previous lessons, we explored how identity is complex - as we saw with multiracial experiences - and how character strengths transcend differences" • Frame lesson: "Today we'll explore how these complex identities create both challenges and opportunities for belonging in diverse communities" • "The multiracial experiences we discussed show how people can belong to multiple groups simultaneously - today we'll explore this from a community perspective"
2 -- Key Concepts	8 minutes	Provide Key Concepts Handout. Present and define core terms with clear examples: belonging, alienation, in-groups, out-groups. Provide Metaphors Handout and briefly introduce the three metaphors for American integration.	Take notes, ask clarifying questions, provide personal examples when prompted	<ul style="list-style-type: none"> • Belonging: Feeling at home and competent within a group • Alienation: Feeling disconnected or lost • In-groups: Groups where you understand the "rules" and fit in • Out-groups: Groups where you lack understanding or access <p>• Three Integration Metaphors:</p> <ul style="list-style-type: none"> - Melting Pot: Different cultures blend together to create something new - Mosaic: Different cultures maintain distinctiveness while contributing to a larger picture

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				<p>- Salad Bowl: Different cultures remain separate but exist together in the same space</p> <ul style="list-style-type: none"> • "We'll see how these metaphors relate to experiences of belonging and alienation"
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. 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>Excerpt 1 (America as liberating): How the author finds unexpected belonging</p> <p>Excerpt 2 ("Twilight citizens"): The experience of being between cultures</p> <ul style="list-style-type: none"> • Guide discussion to connect each excerpt to key concepts • Integration questions: <ul style="list-style-type: none"> - "Which integration metaphor does Hakakian's experience most support?" - "How does her 'twilight' experience relate to these different ways of thinking about American integration?" - "Does her experience suggest complete assimilation (melting pot) or cultural maintenance (mosaic/salad bowl)?" • Ask: How does ethnicity create both barriers and bridges?
4 -- Application & Integration Metaphors	10 minutes	<p>Guide students to connect concepts to their own experiences AND evaluate the three metaphors. 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</p>	<ul style="list-style-type: none"> • Prompt: "Think of a time you felt you belonged. What created that feeling?" • Follow-up: "Think of a time you felt excluded. What barriers existed?" • Metaphor discussion: "Which integration metaphor best describes your family's experience or your community? Can you give specific examples?"

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
			experience. Add brief reflection to identity journals.	<ul style="list-style-type: none"> • Journal prompt: "Select one aspect of your identity from your map. How has this aspect influenced experiences of belonging or alienation? Which integration metaphor best describes how this aspect of your identity fits into American society?"
5 -- Closure	4 minutes	Summarize key insights about the complexity of belonging/alienation and integration. Assign homework, preview next lesson. Read Background Essay on Periwig Controversy for Lesson 5	Note homework assignments, share one key insight from discussion	<ul style="list-style-type: none"> • Emphasize complexity of belonging/alienation • Connect metaphors to pluralism: "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?" • "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" • Assign complete readings and reflection questions

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 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

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
1 -- Opening & Review	3 minutes	Present PowerPoint slide - 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"> • Connect to E Pluribus Unum theme: "How do we create unity amid differences of opinion?" • "Last class we discussed melting pot, mosaic, and salad bowl metaphors for cultural integration" • "We also explored how complex identities - like the multiracial experiences we studied earlier - create different experiences of belonging and alienation" • "Today we'll see pluralism in action through a fascinating historical controversy" • "You read about the Periwig Controversy - we'll use it to understand how competing goods create complex debates" • "The Puritans faced questions about cultural adaptation vs. preservation that connect to our integration metaphors discussion and the identity complexity we've been exploring"
2 -- Pluralism Definition & Distinction	8 minutes	Present slides 3-7 covering pluralism definition, pluralism vs. diversity distinction, and competing goods. Emphasize	Take notes on key concepts, ask clarifying questions, participate in	<ul style="list-style-type: none"> • Pluralism Definition (Slides 3-4): "Recognition and acceptance that people will have different values, interests, beliefs, and lifestyles, and that to live together peacefully"

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

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

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

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				<ul style="list-style-type: none"> • Unit Integration: "Notice how this connects to our earlier discussions of identity, character strengths, belonging, and cultural integration" • Exit Reflection: "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

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 &	5 minutes	Present a concrete pluralism scenario requiring shared decision-making. As students consider the scenario, prompt	Participate in brief think-pair-share about communication	• "Imagine a town meeting where residents from different cultural

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
Identity Connection		them to briefly reference their identity journals: "How might different aspects of your identity influence your approach to this community decision?"	challenges and identity influences	backgrounds must decide on a community issue" <ul style="list-style-type: none"> • Link to pluralism: "This is pluralism in action - different values seeking common ground" • Frame lesson: "Today we'll explore why diverse societies need civil discourse skills"
2 -- Civility Self-Assessment	8 minutes	Administer the Civility Self-Reflection Survey. 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"> • Ensure students understand it's about honest reflection, not scoring "perfectly" • Emphasize: "These skills become increasingly important in diverse settings where miscommunication is more likely"
3 -- Core Civil Discourse Foundations	15 minutes	Present comprehensive overview using "What is Civil Discourse" handout. Cover: civility vs. politeness, debate vs. dialogue, and character strengths connections. Connect explicitly to pluralism concepts.	Take notes, ask clarifying questions, provide examples from their experiences	<ul style="list-style-type: none"> • Civil Discourse: "Respectful exchange of ideas, especially when disagreeing" • Politeness vs. Civility: Politeness = avoiding offense; Civility = honest respect even in disagreement • Debate vs. Dialogue: Debate = challenging ideas to test them; Dialogue = connecting perspectives to understand • Character Strengths Connection: "Notice how character strengths like honesty, open-mindedness, and perspective-taking directly support civil discourse in pluralistic settings"
4 -- Digital Discourse Challenges	7 minutes	Lead brief discussion on how digital spaces 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"> • Key challenges: absence of nonverbal cues, quick reactions, echo chambers, anonymity effects

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
				<ul style="list-style-type: none"> • Connect to identity: "Online spaces can both mask and heighten identity differences" • Emphasize: "Digital spaces can either increase polarization or create connections across differences"
5 -- Steel-Manning & Star-Manning Introduction	10 minutes	Introduce concepts with clear examples. Distribute Steel Manning practice worksheet and demonstrate with accessible example. Assign remaining practice as homework.	Learn concepts, participate in first example, note homework assignment	<ul style="list-style-type: none"> • Steel-Manning: "Presenting the strongest version of someone else's argument before responding" • Star-Manning: "Acknowledging good intentions behind positions you disagree with" • 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" "Student-friendly reminder: 'People aren't their positions. Someone might support Policy X for reasons that surprise you, and they might change their mind if they learn new information.'" • Connect to character strengths: "These techniques develop intellectual fairness and empathy"

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

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 minutes	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"> • Review: "How did the steel-manning practice help you understand different perspectives?" • Define logical fallacy: "A flaw in reasoning that may appear convincing but is misleading" • Connect to character strengths: "Avoiding fallacies requires intellectual honesty and fairness"
2 -- Five Essential Fallacies	15 minutes	Present and explain the 5 essential fallacies with clear, student-relevant examples for each.	Take notes, ask questions, identify fallacies in provided examples	<ul style="list-style-type: none"> • Ad Hominem: Attacking person, not argument • Straw Man: Misrepresenting position • False Dichotomy: Only two options • Appeal to Popularity: "Everyone believes it" • Slippery Slope: Extreme consequences • Use examples like: "If we allow phones at lunch, soon no one will learn anything" (Slippery Slope)

Step	Time	What does teacher do?	What do students do?	Teacher Resource/Suggested Responses
3 -- Fallacy Practice	12 minutes	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"> • Present 3-4 examples one at a time • For each ask: What fallacy? Why problematic? How to restate? Connect to civil discourse: "Avoiding fallacies maintains productive dialogue"
4 -- SLEW Framework & Perspective-Shifting	10 minutes	Introduce SLEW Framework with focus on "swap variables" technique. Provide clear examples relevant to high school students. Handout Civil Discourse Handout for students to keep to prep for next session and as reference throughout the course for use in Unit Wrap-Up sessions.	Listen actively, discuss examples, identify situations where perspective-shifting would be valuable	<ul style="list-style-type: none"> • Focus on "Learn" section of SLEW • Swap Variables example: "If you think athletes should get priority registration, would you feel the same if debate team got priority instead?" • Explain: "This helps us see if positions are based on principles or just personal benefit" • Connect to other SLEW techniques: swapping who's talking, testing extreme cases

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

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 minutes	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"> • Brief review: "Today you'll apply steel-manning, star-manning, fallacy avoidance, and perspective-shifting" • Choose topic: youth curfews OR social media civility • Frame: "Remember, your goal is productive dialogue, not 'winning'"
2 -- Position Assignment & Thorough Preparation	20 minutes	Randomly assign positions. Distribute preparation worksheet. Provide Discussion Prep Handout and Guide students through comprehensive preparation process. Circulate to provide guidance.	Work in small groups with same-position peers to develop strong, fallacy-free arguments using preparation worksheet	<ul style="list-style-type: none"> • Assign positions that may not match personal views • Guide preparation: clearly articulate position, identify key arguments, consider opposing views (steel-manning), recognize good intentions (star-manning), check for fallacies, apply "swap variables" • Remind: "Even with assigned positions, use these techniques to strengthen reasoning" • 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."
3 -- Structured Civil Dialogue Practice	20 minutes	Facilitate structured small-group discussions. Organize students into mixed-position groups of 4-6. Provide Discussion Topic Handout. Circulate to observe and provide feedback.	Engage in structured civil dialogue, applying techniques learned: avoiding fallacies, steel-manning, star-manning, examining perspectives	<ul style="list-style-type: none"> • 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)

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

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 Part 1)

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, multiracialism

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	Review unit concepts and introduce today's civil discourse practice session. Connect to previous learning. Provide Civil Dialogue Template if not provided in previous lesson	Participate in review, prepare for civil discourse exercise	<ul style="list-style-type: none"> • "Today we'll apply our civil discourse skills to synthesize the key concepts we've learned" • 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 – that's a win. • Remind students of key terms: identity, ethnicity, character strengths, belonging, alienation, pluralism, multiracialism • Connect to E Pluribus Unum theme: "How do individual identities contribute to shared American identity?" • "Over the past three lessons, we established civil discourse foundations, learned to identify logical fallacies, and practiced structured dialogue" • "Today we'll synthesize all these skills while discussing complex identity and pluralism issues"
2 -- Issue Framing	10 minutes	Present and discuss discussion prompt: "To what extent should individuals adapt cultural expressions (food, clothing,	Listen to issue presentation, receive Civil Dialogue	<ul style="list-style-type: none"> • Present as exploring balance between adaptation and preservation • Frame both perspectives as representing different priorities:

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
		language, etc.) when in mixed-group settings versus maintaining traditional practices?"	Template, form initial thoughts	<ul style="list-style-type: none"> - Adaptation perspective: Building bridges, finding common ground, creating new shared experiences - Preservation perspective: Maintaining authentic identity, honoring heritage, cultural continuity • Provide examples: language use at home vs. public, traditional vs. adapted cuisine, cultural holidays • Emphasize this connects to unit concepts of belonging, alienation, and identity • Note this reflects real challenges in a pluralistic society
3 -- Position Development	15 minutes	Divide class into three groups: Cultural Adaptation advocates, Cultural Preservation advocates, and Moderator/Synthesizer. Distribute perspective materials - Discussion Guide "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."	Work in assigned groups to develop arguments using Civil Dialogue Template Part 1	<ul style="list-style-type: none"> • Adaptation group: Focus on: <ul style="list-style-type: none"> - Building connections across difference - Finding common ground in mixed settings - Practical benefits (social acceptance, opportunities) - Flexibility as a character strength • Preservation group: Focus on: <ul style="list-style-type: none"> - Maintaining authentic identity - Cultural continuity and heritage - Psychological benefits of authenticity - Courage as a character strength • Moderator group: Identify potential middle grounds and contexts where each approach might be most appropriate
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"> • For Adaptation advocates, suggest connections to: <ul style="list-style-type: none"> - Melting pot concept from earlier lessons - Character strengths like social intelligence and adaptability

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
				<ul style="list-style-type: none"> - Historical examples of successful cultural integration - Scenarios like international business, multicultural neighborhoods - Benefits: reduced alienation, building bridges, social opportunities • For Preservation advocates, suggest connections to: <ul style="list-style-type: none"> - Cultural mosaic/salad bowl concepts - Character strengths like authenticity and courage - Examples of cultural practices that enrich community - Heritage language maintenance, traditional celebrations - Benefits: psychological well-being, cultural continuity • For Moderators, guide consideration of: <ul style="list-style-type: none"> - Contextual factors: family settings vs. public spaces - Different domains: language, food, dress, holidays - Questions about who should adapt to whom and when - Balance points: expressing culture while being accessible
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"> -Note that further research into the topic is neither required nor prohibited -Note also that that groups will have 10 minutes at the beginning of tomorrow's class to review today's work

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
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Unit One, Lesson: #10 (Unit Wrap-Up Part 2)

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, multiracialism

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	Have students assemble in their assigned groups from yesterday to review their preparation for today's civil dialogue. Make sure all groups have a Civil Discourse template and SLEW framework (or project for whole class	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	<ul style="list-style-type: none"> • Structure for productive dialogue: - Each side presents main arguments (3 min each)

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." Facilitate whole-class discussion using Civil Dialogue Template Part 2. Model good facilitation.</p>	<p>arguments and responding respectfully</p>	<ul style="list-style-type: none"> - Clarifying questions only - not rebuttals (2 min) - Response to questions, addressing key concerns (4 min) - Moderators identify potential synthesis (2 min) - Final brief reflections from each side (2 min) • Watch for key teaching moments: - Highlight when students successfully steel-man/star man opposing views - Gently identify logical fallacies if they emerge - Note when students connect to unit concepts - Appreciate star-manning moments that acknowledge good intentions - Watch for students applying techniques from recent lessons: avoiding logical fallacies, using steel-manning/star-manning, and applying perspective-shifting - Gently remind students to check their arguments for the 5 fallacies we studied if they appear during discussion • Potential synthesis points: - Cultural adaptation occurs along a spectrum, not all-or-nothing - Different contexts may call for different approaches - Both cultural maintenance and connection require effort from all groups - Individual choice vs. community expectations - Core values vs. cultural practices distinction

Step	Time	What does teacher do?	What do students do?	Teacher Prompts & Suggested Responses
3 -- Synthesis & Reflection	10 minutes	<p>Lead brief synthesis of discussion. Have students complete Unit Synthesis worksheet or in their journals -- this can also be done independently following class.</p> <p>• Guide class to identify: - Areas of common ground discovered - How unit concepts appeared in the discussion - Civil discourse skills successfully demonstrated Encourage students to write in journal.</p>	Participate in synthesis, write reflection on civil discourse experience	<p>• Help class identify key insights:</p> <ul style="list-style-type: none"> - Scenarios where adaptation is particularly valuable - Contexts where preservation is especially important - How the discussion connected to unit concepts - Civil discourse skills that proved most useful <p>• Discussion synthesis questions:</p> <ul style="list-style-type: none"> - "What might a balanced approach to cultural expression look like?" - "How might we create spaces where both adaptation and preservation can occur?" - "What responsibility do different groups have in this process?" <p>• Journal reflection prompts:</p> <ul style="list-style-type: none"> - Which argument from either side did you find most compelling and why? - How does this discussion connect to our unit concepts of identity, belonging, and character strengths? - What insights about cultural adaptation/preservation did you gain from this discussion? - 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?

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