

Collaborative Learning Guide: Civic Engagement and Citizenship 6–12

This Collaborative Learning Guide, specifically designed for the Civic Engagement and Citizenship 6–12 module, is intended for instructional coaches, district and school leaders and administrators to support communities of practice with educators. It provides a snapshot of the Canvas module content, discussion questions to help educators consider key instructional practices and prompts to help educators connect these instructional practices to the standards. The prompts can deepen engagement while educators are navigating the course or after they have completed it. Use this guide to facilitate discussions among communities of practice or other groups of educators who engage in the professional learning modules together.

Module Summary

This module supports educators in exploring civic engagement and citizenship across 6–12 settings as they apply to Oregon’s 2024 Social Science Standards. It is designed to help educators deepen their content knowledge about civic engagement and advocacy with an emphasis on Oregon contexts, as reflected in updated social science standards such as 8.C.CE.13 and HS.C.CE.17, and acquire research-based instructional practices for teaching these topics in their own contexts.

What’s in this module?

Section	Activities At-a-glance
0	Module Overview Introduces the learning goals and success criteria for the module.
1	Setting the Stage: Exploring Youth and Civic Engagement Provides key vocabulary and a reflection activity using a primary source to spark thinking about youth civic engagement.
2	Pedagogical Strategies That Promote Critical Thinking and Civic Engagement Examines three pedagogical strategies—inquiry-driven learning, document analysis and argument construction—that encourage critical thinking and engagement.

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3	Check Your Understanding Checks learning and understanding of how to use three pedagogical strategies to teach about civic engagement and citizenship in grades 6–12 with an ungraded quiz.
4	Employing Document Analysis to Teach About Civic Engagement Guides participants in document analysis to examine civic engagement, assess historical context and bias and develop inquiry-based classroom questions.
5	Employing Critical Thinking and Inquiry-driven Learning to Teach About Civic Engagement Examines youth advocacy examples in Oregon to consider how to support students in engaging with civic action.
6	Employing Argument Construction to Teach About Civic Engagement Explores argument construction and provides an opportunity to reflect on how argumentation supports advocacy while considering ways to integrate it into teaching.
7	Closing Reflection Reflects on the learning goals and success criteria posed at the beginning of the module.
8	Extension Activity Provides participants with an opportunity for additional practice in writing inquiry questions.
9	Module Wrap-up Concludes and invites participants to explore additional resources to deepen content and pedagogical knowledge: <ul style="list-style-type: none"> • Meida Literacy Guide: How to Detect Bias in News Media • Civic Online Reasoning Curriculum • Measure 9 DBQ from the Oregon Historical Society • Valley Migrant League DBQ, from the Oregon Historical Society Resources focused on past and current housing inequities, including redlining and segregation: <ul style="list-style-type: none"> • Vanport, from Oregon Encyclopedia • Redlining and Climate-related Heat, from the Oregon Encyclopedia • Hattie Redmond Apartments Welcome Some of Portland’s Most Vulnerable Residents • Portland Housing Bureau awards over \$40M to Home Forward and Urban League

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	<p>Grades 6–8 Resources:</p> <ul style="list-style-type: none"> • Authentic Student Civic Engagement: A Guide for Community Action Projects (Middle School) • Learning How Laws Protect and Limit Rights Through Images and Objects, from the Oregon Historical Society <p>Grades 9–12 Resources:</p> <ul style="list-style-type: none"> • Authentic Student Civic Engagement: A Guide for Community Action Projects (High School) • Lesson Plan: News Matters • Learning How to Be Civically Active Through Images and Documents, from the Oregon Historical Society

Bring the Practices to Life

This section selects a few key activities from the module that afford meaningful learning and discussion in a collaborative group setting. Each selected activity has suggested facilitation moves and guiding questions for discussion, although you are encouraged to adapt the structure to meet your group’s needs and strengths.

Activity 4: Employing Document Analysis to Teach About Civic Engagement

Suggested Facilitation

Prior to the meeting, invite participants to review the primary source Ballot Measure 9 and read the background information on the Oregon Citizens Alliance’s 1992 Amendment. When gathering as a whole group, recall the strategy of document analysis, its purpose and the main steps from the narrated presentation. Encourage participants to practice writing document analysis questions using one of the primary sources: “Yes on Ballot Measure 9” or “No on Ballot Measure 9.” You may consider having participants share their responses and document their questions in a space where participants can see them. Have participants reflect on key takeaways from the related background article and writing activity in small groups or as a whole group. To conclude, select a few guiding questions to discuss and reflect on together. Depending on the size and dynamics of your group, you might ask participants to reflect in pairs before sharing with the whole group.

Reflection Questions

- What strategies did Oregonians use to mobilize against Ballot Measure 9? What can this tell us about civic engagement more broadly?
- How do the arguments in the "Yes on Ballot Measure 9" and "No on Ballot Measure 9" sources use language to frame their positions?

- How did media sources contribute to activism and resistance against Ballot Measure 9? How might their role be compared to modern forms of advocacy through social media?
- What don't you know about Ballot Measure 9 that you want to know before teaching about it?

Activity 5: Employing Critical Thinking and Inquiry-driven Learning to Teach About Civic Engagement

Suggested Facilitation

Before the session, invite participants to select one of the two background articles—"Ethnic Studies in Portland Schools" or the "Klamath River Dam Removal"—based on their interests or teaching context. Begin by revisiting the attributes of inquiry-driven learning and the Essential Disciplinary Practices highlighted in this section using the Designing Inquiry-based Questions for Primary and Secondary Sources guide. Have participants reread their selected article, either individually or in small groups, and reflect on some of the questions below. Next, ask them to draft one or two inquiry-based questions using the guidance. Conclude by sharing a few examples of the inquiry questions the group created and strategies for supporting students in developing their own inquiry questions in the classroom.

Discussion Questions

- What strategies did youth or community members use to organize and advocate for change in the article you read? What does this reveal about civic engagement in action?
- In what ways did the individuals or groups in the article use language, storytelling or public platforms to frame their message and mobilize others?
- How were diverse perspectives represented in the article you read? How did those perspectives shape the outcome of the civic action?
- How can inquiry-based learning deepen students' understanding of civic engagement and their roles in a democratic society?
- What strategies can support students in developing strong inquiry questions that lead to meaningful investigation and discussion?
- How might you adapt the process of analyzing civic behaviors and real-world examples to support student-driven inquiry in your classroom?

Apply the Content

This section contains prompts to help educators deepen their content knowledge of the 2024 Social Science Standards and apply their pedagogical learning from the relevant module, aligned with the grade levels they teach.

Suggested Facilitation

Ask participants to review the standards that align with their grade level and the content of the module and reflect on the questions below. Keep in mind that not all educators in the group may teach the same grade level. Educators may be grouped according to grade band.

Content Questions for Consideration

For 6–8 educators:

- How effective are different methods of resistance available in pluralistic democracies in combating misinformation, indifference and discrimination (6/7.C.IR.8)?
- What methods have individuals and movements used to expand justice, equality and the rights of citizenship for historically underrepresented groups, both locally and nationally (8.C.CE.13)?
- How have historical and contemporary efforts aimed at creating more inclusive societies emphasized advocacy and activism to promote justice, equality and equity for underrepresented groups (8.C.CE.14)?

For 9–12 educators:

- What civic behaviors help to promote and strengthen a pluralistic democracy, and how can these be encouraged within communities (HS.C.IR.9)?
- How can primary sources from multiple perspectives help identify historical and contemporary efforts to address the gaps between American democratic ideals and the realities for underrepresented groups (HS.C.DP.12)?
- In what ways can active citizens and political or social movements influence the lawmaking process at various levels (HS.C.CE.17)?
- What actions and methods have groups facing discrimination used from 1865 to the present to expand rights and liberties, and what have been the outcomes of these efforts (HS.US.CE.10)?