

# Collaborative Learning Guide: Civic Engagement and Citizenship K–5

This Collaborative Learning Guide, specifically designed for the Civic Engagement and Citizenship K–5 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 connect these practices to the standards. The prompts can help deepen engagement while educators navigate 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 K–5 settings as they apply Oregon’s 2024 Social Science Standards. It is designed to help educators deepen their understanding of citizenship, particularly as they relate to underrepresented histories and experiences in Oregon, as reflected in updated social science standards such as 1.C.CE.5 and 4.C.CE.5, 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	<p><b>Module Overview</b></p> <p>Introduces the purpose and learning goals for the module.</p>
1	<p><b>Engaging Prior Knowledge about Citizenship and Civic Engagement</b></p> <p>Presents key concepts from the updated standards to build a foundation for teaching citizenship and civic engagement.</p>
2	<p><b>Civic Engagement and Citizenship</b></p> <p>Provides an article and reflection questions to consider how we understand and frame civic engagement and citizenship in the classroom.</p>

Section	Activities At-a-glance
3	<p><b>Essential Disciplinary Practices for Teaching about Civic Engagement and Citizenship</b></p> <p>Previews suggested Essential Disciplinary Practices for teaching about civic engagement and citizenship.</p>
4	<p><b>Using EDPs to Teach about Civic Engagement and Citizenship: Check Your Understanding</b></p> <p>Checks learning and understanding of how to use the Essential Disciplinary Practices to teach about civic engagement and citizenship.</p>
5	<p><b>Building Background Knowledge about the Civic Engagement of Diverse Communities and Citizens</b></p> <p>Provides background knowledge on the civic engagement of diverse communities and models ways to incorporate these narratives into your context.</p>
6	<p><b>Exploring the Civic Engagement of Oregon Students</b></p> <p>Explores examples of how Oregon students have driven local change and influenced state legislation through advocacy.</p>
7	<p><b>Writing Questions to Foster Student Inquiry and Engagement</b></p> <p>Guides the development of student-facing questions aligned with related social science standards to foster inquiry and personal connection to content.</p>
8	<p><b>Extension Activity</b></p> <p>Offers three optional classroom extension activities to help students see themselves as change agents.</p>
9	<p><b>Module Wrap-up</b></p> <p>Concludes and invites participants to reflect and explore additional resources to deepen content and pedagogical knowledge:</p> <ul style="list-style-type: none"> <li>• <a href="#">Oregon’s Civic Learning Project: A Guide for Community Action Projects</a> (scaffolded for Grades 4–5)</li> <li>• <a href="#">Grades 1–2: How do people make their community successful?</a> from the Oregon Historical Society</li> <li>• <a href="#">First Graders’ Inquiry into Multicolored Stories of School (De)Segregation</a> from the National Council for the Social Studies</li> <li>• <a href="#">Oregon’s Bottle Bill</a>, an example of citizen-initiated environmental reform from the Oregon Encyclopedia</li> </ul>

Section	Activities At-a-glance
	<ul style="list-style-type: none"> <li>• <a href="#">Juliana v. United States</a>, an example of Oregon youth civic engagement.</li> </ul>

## 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 5: Building Content Knowledge About the Civic Engagement of Diverse Communities and Citizens

#### Suggested Facilitation

Ask participants to review Essential Disciplinary Practices (EDP) 1 and 3 on inquiry and meaningful primary source engagement and invite them to share classroom implementation examples while possibly referencing the EDP factsheet. As a group, examine the Portland Public School Board protest photograph, documenting questions that emerge about the image. Then divide participants into grade-band groups (K–1, 2–3, 4–5) to analyze their corresponding grade-specific module resource, using selected guiding questions for discussion. Depending on group dynamics, allow small-group reflection before having participants share insights with the larger group.

#### Reflection Questions

- How did diverse communities exercise their civic responsibilities to create a fairer and more just society?
- How does the civic engagement of diverse communities continue to impact our rights and responsibilities today?
- Consider how the new information you learned helps you answer the question: *How do the individual and collective responsibilities of citizens impact our collective rights?*
- How might you curate culturally responsive primary and secondary resources that incorporate the civic contributions of diverse communities in your own context?
- What additional knowledge might you need about the civic engagement of diverse communities to support your teaching practice?

### Activity 7: Writing Questions to Foster Student Inquiry and Engagement

#### Suggested Facilitation

Before meeting as a group, prepare by asking participants to read the Prior Knowledge, Essential and Supporting Questions Handout. When meeting, ask participants to use a highlighter to identify two key takeaways. In

partners, participants can share their takeaways and discuss the role of using the questions in their classroom to enhance student inquiry and engagement. Invite participants to choose a standard listed in section 7 and practice writing the three types of questions. Consider dividing participants into grade-band groups depending on your context. Reconvene to share questions in a whole-group discussion. Invite participants to compare their work to the example essential, prior knowledge and supporting questions from the module. Ask them to reflect on similarities and differences and reflect on the questions below. To make this activity directly applicable, consider encouraging participants to ground their questions in a current or upcoming lesson plan or topic.

### Discussion Questions

- How can writing their own questions support students to develop a deeper understanding of social science concepts and content?
- How can you write essential, prior knowledge and supporting and questions that connect to students' lived experiences and promote inquiry-driven learning?
- What challenges do you anticipate when using these different types of questions in your classroom? How might you address them?
- What background knowledge would benefit students before they get started on this lesson?

### 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 or, in the case of many K–5 educators, may not teach a standalone social science course. Educators may be grouped according to grade band.

### Content Questions for Consideration

- How can rules help to reduce conflict, address unfairness and promote fairness in different settings and cultures (K.C.CE.6)?
- What are the responsibilities of leaders and team members when participating in rule-making and group activities, and how do these roles help maintain order within a group (1.C.CE.5)?
- How can we explain the idea that all people born in the United States are citizens? And how can we understand how individuals from other countries become citizens, with everyone having rights and responsibilities as community members (2.C.IR.4)?

- How can comparing personal points of view with others' perspectives help in setting rules and addressing disagreements over issues of fairness or injustice (2.C.CE.6)?
- In what ways does a community rely on active civic participation, and what opportunities exist for students to get involved in local and regional issues (3.C.IR.4)?
- How have individuals and groups in the local community and region acted as changemakers for equity, equality and freedom against bias, discrimination, racism and oppression (3.H.CC.3)?
- Why is civic participation, including processes like the ballot initiative, important in changing laws and the Constitution in Oregon (4.C.CE.5)?