Practicing Civil Discourse through Literature

Centering around a Reader's Writers Workshop idea, these lessons are paced for a 48-minute class period. Each day's lesson has a daily plan. Suggestions for books, short stories, images, and poems are included, but use what you know works in your district, school, and classroom.

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STANDARDS

COMMON CORE STATE STANDARDS

CCSS.ELA-LITERACY.RH.11–12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

NAEA ART STANDARDS

VA:CR1.2.IIA
Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

VA:CR2.1.IA
Engage in making a work of art or design without having a preconceived plan.

Pacing

Note: This is just one example of how to pace the unit. It centers around a Reader's Writers Workshop idea, in the sense that you read the chosen book daily (book club, choice, or whole class novel) and work with a text daily. This is paced for a 48-minute class period. Each day's lesson has a daily plan. Suggestions for books, short stories, images, and poems are below. Use what you know works in your district, school, and classroom.

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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Civil Discourse Introduction: Getting to Know You Intro Activity: Reading an Image Create: Quilt Cordel Do: Class Values, Class Norms	Discuss: What Is Civil Discourse? Do: Media with Activity Do: Work on Quilt Cordel (if not finished during class, must be finished by next Monday)	Civil Discourse Introduction: Getting to Know You Intro Activity: Reading an Image Create: Quilt Cordel Do: Class Values, Class Norms	Civil Discourse Introduction: Getting to Know You Intro Activity: Reading an Image Create: Quilt Cordel Do: Class Values, Class Norms	Civil Discourse Introduction: Getting to Know You Intro Activity: Reading an Image Create: Quilt Cordel Do: Class Values, Class Norms
Read: Introduce Book and 10 Minutes of Reading Write: Quick Write Share: Cordel with Class	Read: 20 Minutes of Reading Book Discussion Share: Cordel with Class	Read: Introduce Book and 10 Minutes of Reading Write: Quick Write Share: Cordel with Class	Read: Introduce Book and 10 Minutes of Reading Write: Quick Write Share: Cordel with Class	Read: Introduce Book and 10 Minutes of Reading Write: Quick Write Share: Cordel with Class
Read: 20 Minutes of Reading Book Discussion (Close Read)	Read: 10 Minutes of Reading Write: Quick Write Read: Media with Activity	Read: 20 Minutes of Reading Book Discussion (Close Read)	Read: 20 Minutes of Reading Book Discussion (Close Read)	Read: 20 Minutes of Reading Book Discussion (Close Read)
Read: 10 Minutes of Reading Write: Quick Write Read: Media with Activity	Read: 10 Minutes of Reading Create: Introduce Civil Discourse Media Project Centered on Theme	Read: 20 Minutes of Reading Book Discussion (Close Read)	Read: 10 Minutes of Reading Write: Quick Write Read: Media with Activity	Read: 10 Minutes of Reading Write: Quick Write Read: Media with Activity
Activity: Civil Discourse—A Topic Flood	Write: Quick Write Topic Flood	Activity: Civil Discourse—A Topic Flood	Activity: Civil Discourse—A Topic Flood	Activity: Civil Discourse—A Topic Flood

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with a Quick Write	Discussion: What Did You Learn?	with a Quick Write	with a Quick Write	with a Quick Write

Note: These are just ideas of works that could be used. This list is not exhaustive. Use what you know works in your district, school, and classroom.

QUICK WRITING PROMPTS

Essential Question: How do we define who we are? What is culture and how do we express it?

What topics/ideas are significant to your lives? What topics are relevant and necessary to human relationships?

What do you see? What does family look like? School? Holidays? Civil Discourse Statement (Cato Institute)

What is this book? Is it a window, mirror, door, or …? (Grant Snider)

CATO CIVIL DISCOURSE STATEMENT

When I engage in discussions on controversial topics with other people, I will allow them to state their own views and treat them with respect and dignity, even if I disagree with them. I will share my own views and make my own case, but I will not attack others personally, insult them, call them names, or otherwise impugn their character.

Full Statement

TEACHER AIDS

Three Words You Need for Your Next Hard Conversation: Oops. Ouch. Whoa.

What's Going on with Gen Z and Civil Discourse? (Cato Institute)

Windows, Mirrors, Doors

Project Zero 180 Days: Two Teachers and the Quest to Engage and Empower Adolescents by Kelly Gallagher and Penny Kittle

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With Rigor for All by Carol Jago

Why Do I Have to Read This?: Literacy Strategies to Engage Our Most Reluctant Students by Cris Tovani

So What Do They Really Know?: Assessment That Informs Teaching and Learning by Cris Tovani

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