While we're teaching the knowledge of the struggle for voting rights, can we also teach the necessary civic skills to help students make their knowledge matter? C3 Framework and Voting Rights Tim Evans: Brooklyn HS of the Arts Andy Snyder: Harvest Collegiate HS	
Workshop Agenda	
1. Voting Rights and Our Roles as Educators	
1. The C3 Inquiry Arc	
1. Time to Work	
Share out and Troubleshoot	
Leo Casey	
Executive Director of the Albert Shanker Institute and former Vice President of Academic High Schools for the UFT	
 Why does civic education need to be the core of social studies education? In what ways can the C3 Framework deepen teaching and learning of Social Studies? What role does the AFT play in advocating and protecting the voting rights of Americans? 	

What is the C3 Framework?

- Centered on an Inquiry Arc of learning
- Standards impart discipline-specific skills
- Promotes active and responsible citizenship





Inquiry Arc

- Dimension 1: Developing Questions and Planning Inquiries
- **Dimension 2:** Applying Disciplinary Tools and Concepts (Civics, Economics, Geography, and History)
- Dimension 3: Evaluating Sources and Using Evidence
- Dimension 4: Communicating Conclusions and Taking Informed Action

Developing Questions

Criteria for Compelling Questions—Does your question....

Emerge from students' curiosities? Has the potential to get under their skin?
Require students to apply disciplinary concepts and skills?
Require students to construct an argument in response?
Address problems and issues found across the disciplines?
Ground itself in social studies content?
Free of jargon and teacher-speak?

Compelling Questions: Examples

Global History: Nationalism

 Why are there 196 countries in the world?

U.S. History: Civil Rights

 Who is responsible for the successes of the Civil Rights Movement?

Dimension 4: Communicating Conclusions and Taking Informed Action

- Practice active and responsible citizenship
- Engage in the world outside of the classroom
- Emphasizes the importance of collaborative action



Communicating Conclusions and Taking Informed Action

Global History: Nationalism

- Generate "likes" on Facebook or Twitter related to post about the vote for Scottish Independence.
 - Or
- Discuss the issue of Scottish Independence with one friend and one family member

U.S. History: Civil Rights

- Research a local or national Civil Rights Memorial and assess the extent to which these memorials capture the most crucial ideas and individuals of the Civil Rights Movement.
- Students then advocate for a change or addition to the memorial.

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Formal Channels
Passible Actions File a law suit Submit an Amicus Brief Provide evidence to a law enforcement agency Encourage a candidate to run for office Campaign on behalf of a candidate Hold a candidate forum Volunteer at a polling station Track the volting record of elected officials Stat a petition Draft a law or statute Write a letter to an elected official Lubby an elected official

Sample Unit: Voting Rights



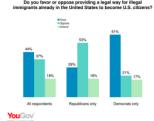
Central Text

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive to these ends, it is the right of the people to alter or abolish it, and to institute new government..."

26th Amendment and Beyond...



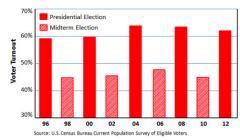
Pathway to Citizenship





Compulsory Voting?

U.S. Voter Turnout Since 1996

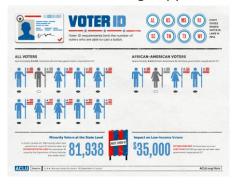


Compulsory Voting

Countries with Compulsory Voting Laws:



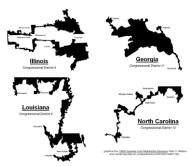
Voter ID and Voting Suppression



Voter ID and Voting Suppression

Driving	Donate Blood
Boarding an Airplane	
	Buy a Firearm
Doctor's Office/ Hospital	 Social Security Services
When applying for a Job	 Pawn Shops
Pharmacy	 Writing a Check
Bank Transactions	Using a Credit Card
Applying To School	Buying Car Insurance
Applying for Store Credit	
Establish a Utilities Account (Water/Light)	 Buying Train Tickets
Purchasing a Car	 Buying Annual Tickets to Amusement Park
Car Registration	 Volunteer at Non-Prophet Orgs.
Outpatient Testing	 Check Out a Book/Library
Medicare/Medicaid	 Applying for a Professional License
Open a Retirement Account	Buy a House
	Apartment Rental Applications

Gerrymandering



Gerrymandering

Gerrymandering, explained

Three different ways to divide 50 people into five districts

50

1. Perfect compact, but unfair but unfair

People representation but unfair

D2: Disciplinary Concepts and Tools

TABLE 2: Dimension 2—Applying Disciplinary Tools and Concepts

WASHINGTONPOST.COM/WONKBLOG

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Spatial Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	eration: Applying Civic es and Democratic		Perspectives
Processes, Rules, and Laws	The National Economy	Human Population: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

Scalario Beschold Scal	_		THINKING CHART	
* When and where was the document of the control will be	al Reading kills	Questions Who wrote this? What is the author's perspective? When was it written? Where was it written? Why was it written? Is it reliable? Why? Why not?		The author probably believes
Shirt do start documents says of grounds on the company of starting starting of starting s	entextualization .	When and where was the document created? What was different then? What was life the circumstances in which the document was created affect its content?	Uniderstand how context/ background information influences the content of the document to content of the document products of particular points in time	Based on the background information, I understand this document differently because: The author might have been influenced by Chistorical context). This document might not give me the whole picture.
Short common does the author modes Short with the author channel of the author product of the author produ	Corroboration	What do other documents say? Do the documents agree? If not, why? What are other possible documents? What documents are most reliable?	Establish what is probable by comparing documents to each other Recognize disparities between accounts	The author agrees/disagrees
Compiles Commenced in Compiles - page Compiles Commenced in Commenced	lose Reading	What claims does the author make? - What evidence does the author use? What language (words, phrases, images, symbols) does the author use to persuade the document's audience? - How does the document's language indicate the author's perspective?	Identify the author's claims about an event Evaluate the evidence and reasoning the author uses to support claims Evaluate eathor's word choice; understand that language is used deliberately	I think the author chose these words in order to The author is trying to convince me The author claims The author claims The author claims is
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Share Out	
What compelling question did you generate?	
 In what ways will students take informed action or communicate results? 	
 What are some potentially beneficial sources that will inform your investigation? 	
Travellachaat	
Troubleshoot	
 What are some potential obstacles (both internal and external) that may make implementing the C3 framework difficult? 	
Thanks	
Tim Evans: tevans@uft.orgAndy Snyder: andy@utfL.net	
Leo Casey: LCasey@ashankerinst.org	