Honoring Our Students' Voices to Create a Brighter Future:

Building, Supporting, and Maintaining a Dialogic Classroom

Andrew Bouque

Dawn Forde

Mark Patton

Adlai. E Stevenson High School

**Step One: Understanding the Criteria for a Quality Conversation**

Listen to the following discussion about what makes a successful student noting the strengths and weaknesses of the conversation. Listen for the following:

* In what ways are the participants displaying or not displaying a framework of argument?
* In what ways are the participants displaying or not displaying the behaviors of listening and speaking well?
* In what ways are the participants displaying or not displaying that they have read well?

What is a Successful Student? Transcript

**Amanda:** I’m Amanda. My claim is that hard work and dedication are two of the qualities that one should possess in order to be successful. My main evidence that led me to believe in this was in Document B. It says, “Successful students do all of their homework and never turn in work late. The key to doing well in school is responsibility. The successful student is the responsible student.” I believe that’s also dedication because if you’re dedicated to your work and dedicated to what you’re doing, you will do well and get all your work done and your grades will improve, so in order to be as successful as possible, your grades need to be good.

**Bernard:** Uh, Bernard. To a certain extent I agree with you, Amanda. I feel like working hard is really important, and I feel like to go beyond that, a successful student should be passionate about their studies and doing what they want. That’s like, hard-working is just doing it just for the grade. Being passionate is going one step further and doing it because you want to do it, and you want to do well.

**Sonya**: Um, Sonya. I agree with Bernard and sort of disagree with Amanda because I said a successful student is someone who doesn’t always focus on the grade but the aspect of growth and development like a learner, and I used evidence from Document C. I said that the students were dropping out of college to become like inventors and they were becoming successful without the college education.

**Jonathan**: Um, Jonathan, um, ok. So, I agree with Sonya and Bernard. I said, my claim was a successful student is one who strives for a higher level of knowledge a growth inside and outside of the classroom, and one of my reasons was a student who always strives, or one of the reasons I believe the claim is true is a student always strives for growth and will always improve. And I used those from the sources Sonya did, Source C, talking about how they dropped out of college to pursue what they wanted to do and grow outside of the classroom.

**Margie**: Um, Margie. I agree with Bernard because I think that a successful student reflects a hard-working, diverse and determined and passionate individual, and I found evidence for this that a determined individual perseveres through challenging situations in Source B when it says, “Many students do well in school with these assets but the truly successful student is the one who doesn’t give up when faced with academic challenges.” I thought that working through a challenging situation can be just as important as solving an equation at times, and intelligence would be the road to nothing without the determination and passion to do well in school.

**Step Two: Building a Conceptual Framework and the Vocabulary to Engage in Academic Discussion: Using Pre-Reading Activities**

Coping with Disillusionment: An Opinionnaire

**Directions:** Below, you will find “pairs” of statements, life philosophies, from some of history’s most influential thinkers. Choose which philosophy statement best reflects your experience. Be prepared to support your responses with specific evidence you present and defend in discussions. This evidence can come from a variety of sources, including: news, literature (both fiction and nonfiction), history, movies, entertainment, or personal examples.

**1a. The world is an enormous injustice.** – Jules Romains, writer

**1b. The art of being wise is knowing what to overlook.** – William James, philosopher, psychologist

**2A. The art of life is the art of avoiding pain.** – Thomas Jefferson, statesman

**2b. That which does not kill us makes us stronger.** – Friedrich Nietzsche, philosopher

**3a. The unexamined life is not worth living.** – Socrates, philosopher

**3b. Don’t think. Thinking is the enemy of creativity…you simply must do things.** – Ray Bradbury, writer

**4a. A pleasant illusion is better than a harsh reality.** – Christian Nevell Bovee, writer

**4b. The most dangerous thing is an illusion.** – Ralph Waldo Emerson, philosopher, writer

**5a. Life is the game that must be played.** – Edwin Arlington Robinson, poet

**5b. If they give you ruled paper, write the other way.** – Juan Ramon Jimenez, poet

**6a. Despite everything, I believe that people are really good at heart.** – Anne Frank, diarist

**6b. I don’t imagine you will dispute the fact that at present the stupid people are in absolutely overwhelming majority all the world over. –** Henrik Ibsen, playwright

**7a. Education is the key to unlock the golden door of freedom.** – George Washington Carver, scientist, educator

**7b. “…’education’ is little more than an expensive isolation from reality.**—Thomas Sewell, economist

**What Actions Are Ethical?**

Directions: Read each of the following descriptions. In each case, decide whether or not the character's actions were justified. In the end, you should have a list of guidelines for determining if there is ever a case when one is justified in breaking a law, ignoring a rule, disregarding an order, or violating a society's norms.

1.A group of college friends met at the Candlelight Lounge to take advantage of “reduced price Thursday,” which offered discounts on beer and wine. Samantha and Ahmed were not drinking at all. Samantha was limiting her carbohydrates intake while Ahmed observed religious prohibitions against alcohol. Still, they enjoyed the company of their friends at the bar. After a couple of hours of drinking, Samantha and Ahmed’s friend Cecil weaved his way toward the bathroom, bumping tables along the way and almost walking in front of a darts game in progress. Samantha had seen this sort of behavior with Cecil before and knew he was too drunk to drive. She noticed that he had left his car keys and some loose change on the bar where they were seated. Samantha handed the car keys to Ahmed and insisted that he drive the car back to Cecil’s apartment, assuring Ahmed that she would see that Cecil got home safely. Samantha took charge of Cecil property without his permission. If they are justified in doing so, what is the basis for their justification?

2.A firm called New-Med, which is located in a southern suburb of Chicago, maintains a laboratory where technicians have investigated the use of various man-made materials as skin grafts in burn cases. The lab is, of course, reluctant to use humans in its experiments. In place of humans, the technicians rely on animals, mainly rats, pigs, and monkeys. Their experiments involve inflicting a burn on the animal and then treating it with their experimental material. The firm claims that the animals are anesthetized against the pain of the burn and that they are treated in a humane way, following rigorous medical and scientific protocols.

After making several appeals to the management of New-Med, a group of animal rights activists decided to take matters in their own hands. Mrs. Dorothea Frederick was probably the most vociferous of the group. Mrs. Frederick brought her two full-grown Doberman Pinschers to a meeting in the office of the company's public relations director, where the dogs relieved themselves on the potted plants and chewed on a leather sofa. She told the public relations man, "The law does not now protect the animals in your lab, but it is our responsibility to protect their rights."

Dressed in dark clothing and wearing ski masks to cover their faces, a group of eight persons, led by Mrs. Frederick, one night broke into the New-Med laboratory and released all the animals. During their raid, the activists damaged several of the cages and other equipment in the lab. Someone in the group wrote "The Gang of Eight" with spray paint on several of the walls in the lab and in the company offices. Are any of the actions of Mrs. Frederick and her group justified? Why or why not?

3.Lieutenant John Oberman served two tours of duty in Viet Nam. He was very naive when he arrived, but he quickly learned how to survive under the rigors of war. In the fall of 1968, Army intelligence reported considerable troop movement on the part of the North Vietnamese. It was clear that there was going to be some kind of major offensive soon, but it was difficult to tell what would be the target of the offensive. During one of their daily patrols, Lieutenant Oberman and his unit captured a group of five Viet Cong guerrillas. The five soldiers were part of a larger unit that managed to evade Lieutenant Oberman's men. A sergeant in the lieutenant's unit convinced him that the Viet Cong guerrillas would know the objective of the North Vietnamese offensive. Lieutenant Oberman thought that if he could find out this information, the Army could head off the attack and save thousands of American and South Vietnamese lives.

First, Lieutenant Oberman and a translator tried to reason with the captives and convince them to provide the information, but the prisoners insisted that they knew nothing. Next he threatened the men with physical punishment, but they still claimed that they knew nothing about the offensive. Finally, Lieutenant Oberman and some of his men took the captives up in a helicopter. Lieutenant Oberman addressed the captives one at a time. When the first man did not answer Lieutenant Oberman's questions, the lieutenant threw the man out of the helicopter, which was now hovering at about five hundred feet. He followed the same procedure with the second man and threw him out of the helicopter when he did not receive a satisfactory reply. The third man was sufficiently terrified at seeing his comrades thrown from the helicopter that he told the lieutenant everything he wanted to know about the planned North Vietnamese attack. To what extent are Lieutenant Oberman's actions justified?

4.On December 1, 1955, Rosa Parks got on a Cleveland Avenue bus at Court Square in Montgomery, Alabama. At that time certain bus seats were reserved for white passengers. A Montgomery city ordinance prohibited non-white passengers from sitting in the "whites only seats." After Ms. Parks boarded the bus, she took a seat in the first row of the middle section of the bus, a section open to blacks as long as no whites claimed the seats. At the next stop some white passengers boarded the bus and filled the "whites only" section. One white man was left standing. James Blake, the bus driver, confronted Ms. Parks and the other three blacks, insisting that they move. At first nobody moved. Then Blake said: "Y'all better make it light on yourself and let me have those seats." The three other black passengers moved, but Ms. Parks remained in her seat. Blake then told Ms. Parks, "Well, if you don't stand up, I'm going to have to call the police and have you arrested." Ms. Parks replied, "You may do that." She never surrendered her seat. Was Ms. Parks justified in violating the city ordinance? Explain.

5. On October 17, 1859, John Brown led a band of men in a raid on the U.S. Army Arsenal at Harper's Ferry, Virginia. Brown's intentions were to gain control of the roads leading into Harper's Ferry, arm slaves from the plantations in the surrounding countryside with the weapons from the federal arsenal, and lead an insurrection against the slaveholders. During the course of Brown's actions in Harper's Ferry, ten of his followers either were killed on the spot or died of their wounds later. Two U.S. Marines were killed in the attempt to capture Brown. At his trial John Brown made the following statement: "I believe that to have interfered as I have done, as I have always freely admitted I have done, in behalf of his despised poor, I did no wrong, but right. Now, if it is deemed necessary that I should forfeit my life for the furtherance of the ends of justice, and mingle my blood further with the blood of my children and with the blood of millions in this slave country whose rights are disregarded by wicked, cruel, and unjust enactments, I say, let it be done." Do you agree with John Brown that he "did no wrong, but right"? Explain your answer.

6.As Barney Pankrantz strolled down the street, he noticed that he was following billionaire heiress Leona Bombay. It was one of those casual moments when a person suddenly recognizes a celebrity. Barney noticed further that Ms. Bombay's wallet dropped from her purse as she pulled out her jeweled cell phone. As Barney picked the wallet up from the pavement and began to motion to Ms. Bombay, he noticed several homeless people hawking Streetwise newspapers at the corner. Barney saw that the wallet was jammed with hundred-dollar bills. He remembered many media accounts of Ms. Bombay's brutal treatment of the employees of her father's hotel business. The stories portrayed her as a completely cold-hearted and callous human being. Barney decided not to return the wallet; instead, he passed out the money to the homeless people in the area and tossed the wallet away. He took no profit himself. Was Barney justified in taking this action? Explain.

**Step Three: Designing Discussion Opportunities**

Directions: In small groups prepare arguments (claim, evidence, explanations, and warrants) for the situation you were assigned, assessing whether each action is justified given our guidelines for ethical actions. Your group will not only want to explore the action itself but the causes and effects of each action. Then your group will take an opposing position after seeing the preparation of different situation. You opposing position should also possess the elements of argument (claim, evidence, explanations, and warrants). Your group may even want to utilize the texts from the pre-reading materials to support your arguments.

1. Montag steals books and hides them in his house. Is Montag justified?

2. Beatty visits Montag to persuade Montag into returning to his job. Is Beatty justified?

3. Montag decides to visit Faber about his frustration with life? Is Montag justified?

4. Montag and Faber decide to plant books in firemen’s houses? Are they justified?

5. Montag reads the poem to Mildred’s friends. Is Montag justified?

6. Montag kills Beatty. Is Montag justified?

Transcript for Situation One

Claudia: Well, it’s important to note that when Montag stole the book, he did so because he was curious—Clarisse asks him, “Are you happy?” (Bradbury, 1951, p. 7), and Montag knows he’s not happy.  In fact, he’s quite miserable because when he found that Mildred overdosed, he felt like he was “cut in half” (Bradbury, 1951, p. 11). Montag stole the book because he didn’t want to witness Mildred’s suicide, and therefore because he wants to save his wife, he’s justified.

Nathan: Claudia—are you suggesting Montag’s concern for his wife gives him the right to steal the book?

Claudia: Yes.

Nathan: Well, I would like to disagree with you because books are illegal here—and while he might want to help himself and Mildred, he didn’t tell Mildred that he had the books in the first place. He just hid the books in the house. He even confessed to her saying, “This is your house as well as mine, I feel it’s only fair that I that I tell you something now. I should have told you before” (Bradbury, 1951, p. 62). Montag uses the word “fair” here, meaning that Mildred had a right to know about his act because her security is now threatened because of his choices not hers. Mildred should feel betrayed by Montag.

Alyssa: Not only is Mildred unaware of Montag’s actions, as Nathan proved, she also wouldn’t consider stealing a book in the first place. When she sees the books for the first time, Bradbury compares the books to a “pack of mice” (Bradbury, 1951, p. 63). Mildred “seizes a book and runs to the incinerator” (Bradbury, 1951, p. 63). Mice are often considered pests that homeowners find disgusting. Mildred is appalled to have the books in her house. She also “seizes” or grabs the book in a flurry and runs to destroy it. Mildred is a conformist as we established earlier, and she won’t change. Montag knew that his wife would freak out over the books, but he hid them anyway in her house.

Patrick: While Montag does admit that he should have told Mildred the truth, we know that Mildred out of touch with her emotions. She calls the actors on the television her “parlor family,” and she can’t “remember where [she] met Montag” (Bradbury, 1951, p. 40). The fact that she can’t distinguish who matters makes her unreliable—Montag is trying to save her and their marriage.  If anything, Montag is acting as “an extremist for love” as Martin Luther King, Jr. noted. Montag loves his wife and so if you love someone, you will do whatever it takes to save them.

Michael: I think we should also point out that Montag didn’t even know that he was taking the book in the first place. It says on page 35 that his hand had “a brain of its own.” Montag isn’t thinking about the act. When Montag mindlessly steals the book, it isn’t with intent to help or destroy—he impulsively acts because he just wants to understand life. Maybe his subconscious is telling him that he has no other choice.

Nathan: Blaming your hand isn’t going to hold up in this world.

**Political Thought – *Ethics, Morals, Values***

**Directions:** Read each scenario and write out responses to the focus questions on another sheet of paper. In your responses, try to use the terms: ethics, morals, values or related terms (*self- interest, greater good, consequence, unjust, individual responsibility, moral principle, fairness*). The purpose of this activity is to think about our underlying set or ethics, morals, and values; to think about what we mean when we say *an action is right; and to establish a vocabulary for discussing morality.*

Reshma Jain comes from a high-income family. Her parents give her $40 a week for food and spending money. Despite her parents’ wealth and generosity, Reshma is doing everything she can to save for her spring break trip with her friends to Spain. She knows that even if her parents help out, she’ll want every dollar she can to help make it the time of her life (YOLO). One day before her vacation, Reshma strolled into the local mom and pop store to purchase some grocery items. At the register, she gave the cashier a $10 bill, and the cashier gave Reshma change for $20.

* What should Reshma do? Should she return the money, keep it? Why?
* Would it be different if she was at Walmart? Explain.
* Should individuals use **“self-interest”** as a means of calculating right conduct? When should a person abandon **self-interest** for a **greater good**?

Tommy has had the reputation of being a “thug” in the East Side neighborhood for the past five years.  He has plagued the community, but somehow Tommy has evaded any attempts at catching him in the act.  One late night, old-time East Side resident Thelma Hopkins notices a youth breaking into a neighboring home.  Immediately she phones 911.  As the sirens approach, someone runs from the scene.  Minutes later, Tommy is picked up, having been spotted in the area**.** While not completely certain, Thelma realizes that this is a chance to “clean up the hood.”  She tells the police that Tommy is “their man.”

* Is this **just?** Why or why not?
* Does Thelma’s decision support the “**greater good**”?
* Is it worth violating certain principles (honesty, privacy, nonviolence) in order to achieve a **greater good**?

Ben McDonald is a recent graduate from the University of Illinois with a degree in marketing. After graduation, Ben applied for a dozen jobs, and received interviews from four different companies. He soon realized the competitive nature of the job market. After interviewing with a number of different companies, he only received one: Ben was offered a job with tobacco giant, Philip Morris International. Ben realized that the job would require him to market for Philip Morris, ultimately trying to persuade people to use a toxic product. Without the job, his parents would be forced to continue to support Ben.

* What are the **consequences** of taking the job? What are the **consequences** of not taking the job?
* What should Ben do? Should he take a stand on **principle** at his parents’ expense? Does your recommendation appeal to Ben’s self-interest or to the common good?
* Is a marketing consultant for a tobacco company responsible for those that smoke?

Inspired by some of the national coverage to Colin Kaepernick and many of the players kneeling in the NFL, some of the players at Monroe High School in New Jersey decided to take action. Four players on their football team decided to take a knee during the national anthem. The Monroe High School’s position is that students have a constitutional right to not stand for the pledge of allegiance, and so they are treating kneeling during the anthem in the same way. In response, two of the referee’s—a father and son, Ernie and Anthony Lunardelli—decided to leave the field when they noticed the four players kneeling. Anthony, the son, shared his justification, "They've got a right to protest and so do we," he said. "[Taking a knee during the anthem] is not how I was brought up, and that's not how I was raised. I'm not criticizing their right. That's just my viewpoint." With the help of some parents, the game was able to be played. Since then Lunardelli’s protest, many of the neighboring high schools have decided not to hire the father and son to referee their games. Their rationale was that the refs were putting their students’ safety in jeopardy.

* To what extent does the Lunardelli’s **personal values** conflict with their community’s values? To what extent are they aligned?
* Is it **fair** for neighboring high schools to avoid hiring the referee’s based on their **moral principles**?
* Is it possible for two opposing groups to be both **morally justified**?

It is not uncommon at a Palmer family party for the conversation to dip into the realm of politics. The dinner table and family reunions typically exhibit a roar of excitement over the most recent headlines. Almost all of the family members share the same Democratic viewpoints, and most of the conversation ends up being a “bashing” of the Republican Party. Most of the conversation ends up being commentary on personality traits of top politicians rather than comments that discuss policy or anything of substance. However, Emma Palmer, doesn’t share the majority viewpoints of his family. After taking macroeconomics as a college freshman, Emma has found that her viewpoints are tending to be more conservative. Emma has tried to speak up at family gatherings, but her views are quickly neglected. On one instance, her grandpa—the family patriarch—told Emma to, “keep your crazy rightwing views to yourself.” Emma is disgruntled with how she is being treated; she wants to speak up but sees her efforts as futile.

* If you were Emma, what would you do?
* Is it in Emma’s **self-interest** to keep silent? Does it hurt the **greater good** to stay silent?
* Is Emma’s problem common or unique? Is Emma’s problem an individual problem or a societal issue?

Thomas Armstead is a border patrol officer along the southern border of New Mexico and Las Palomas, Mexico. Early one morning in June 2018, he recognized a mother and her five-year-old son crossing the border into the U.S. The woman claimed that she and her son traveled from El Salvador to seek asylum from their home-town, which escalated into severe violence and was totally under the control of the cartel. Thomas knew that if he apprehended the two, the mother and the son would be separated. Thomas motioned his hand to the U.S. side as if to tell them to keep walking. He quickly turned his back and walked the other way. The next day he quit his job as border patrol officer.

* What are the **consequences** of Thomas’ decisions?
* What should one do when their **personal values** don’t align with their work?
* What is more important, following the **law** or following **morals**? How often do the two align?

Samuel Diaz is a senior in Mrs. Daniel’s AP Constitutional Law class. Mrs. Daniels is very popular and well respected amongst students, staff, and the community. Last summer the Daily Herald even did a write up on how Mrs. Daniels goes above and beyond in her responsibilities as a teacher. Sam, on the other hand, has been very disappointed in her teaching style. He feels that Mrs. Daniels is completely biased, and doesn’t hide her political views. She goes on tangents from the curriculum, often exposing her personal beliefs and views on current events. The other students love her “stories,” and when Sam informed her parents about the issue, they told him “to learn everything you can from Mrs. Daniels—you’re lucky to be in her class.” Worse, Sam feels that Mrs. Daniels has favorites. Sam received a “B-” on his editorial that took a stance he knew Mrs. Daniels would disagree with; his friend received a “A-” on an issue that was less partisan, even though their writing skills are similar. Sam wants to confront Mrs. Daniels, but fears it would only further jeopardize his grade.

* What should Sam do? Is his problem common or unique?
* To what extent should teachers keep their **personal values** to themselves?
* What are the **consequences** of confronting Mrs. Daniels? Of remaining quiet?

**Political Thought – Critical Conversations:  *Discussions that Count***

One of the goals of *Political Thought* is to provide you with meaningful opportunities to discuss the issues that are most relevant and current to American Society and your life.  This activity will give you the chance (1) to choose an issue that you believe is significant, (2) to research that issue and prepare relevant information, (3) to lead a discussion on that issue, and (4) to participate in conversations that span a range of critical and relevant topics.

You will be assessed on:

* Your ability to incorporate research
* Your ability to incorporate a visual in your seminar
* Your ability to present information and facilitate a discussion on your issue.
* Your ability to engage in conversations that other group members lead
* Your ability to take notes throughout the seminars
* Your ability to read, annotate, and apply knowledge in a meaningful way.

**NOTE:** The key difference between a presentation and a seminar is that a presentation is very much about the speakers; in a seminar, the speaker’s goal is to get the audience involved in the conversation.  You will be doing a seminar, not a presentation.

***STEP 1*** *- Choose a topic and narrow your focus*.  Your topic should be a relevant and current issue that American politicians are grappling (or should be grappling) with.  Choose an appropriate scope for your issue. “Taxes” or “Foreign Policy” would be too large of a scope; rather, consider more manageable topics such as “Tax breaks for the wealthy” or “U.S. relations with Israel.”

1. OUR TOPIC:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Each member of the group should do an individual brainstorm here about that topic.  What do you know about the topic, and what do you need to know.
2. Create a narrowed essential question for your classmates to focus and take a stand on. *(For example, if my topic was “privacy,” I would ask “To what extent should the federal government limit my privacy for national security?”)* **ESSENTIAL QUESTION:**
3. What are some additional questions that would be helpful and relevant for participants to consider? Come up with at least 3-4 discussion questions (sub-topics)

***STEP 2*** *– Organize* your seminar and assign roles and PUT YOUR NAMES ON THE SLIDES YOU ARE RESPONSIBLE FOR...    **While you are not limited to the following categories**, consider organizing your presentation by:

* Relevant background & historical  information
* Important statistics
* Key figures (people)
* Recent Developments
* Right View vs. left view or Pro vs. Con (The key here is multiple viewpoints -- it doesn’t have to be left / right but should reflect a variety of viewpoints on the political continuum.  Consider less obvious perspectives as well).
* Proposed Solutions or recommended action steps
* Other focus questions that are essential to explore
* Someone in charge of graphics (political cartoons, charts, videos, pics, quotes, etc)

Individual areas I will focus on:

***STEP 3*** *–* ***Research relevant sources*** *- THIS IS NOT A PRESENTATION*

1. Every Individual must have 5 pages of reading (one or more articles) annotated.
2. The Group must make sure that at least one person researches “Left” and one researches “Right”.
3. Email Block and Patton a few, 2-4 resources, that you think would be great for students to read in order to understand your topic.

Notes on group articles:

Anchor Readings

*Source 1:*

*Source 2:*

***Step 4*** *– Create a Google Slide presentation*.  Incorporate any combination of images, videos, graphs, facts, and text (the fewer words the better).  This presentation must be shared with the instructor by the day you are presenting.

1. The goal of this component is to spark conversation, establish background in a quick and meaningful way, and spark the audience’s understanding and interest in the topic.

***Step 5*** *– Include some moment to engage the audience*.  Remember, this is not a presentation; this is a seminar, so you will be evaluated on how your group incorporates audience participation.  **Find creative ways to engage the audience and foster participation!**

Audience Participation Ideas:

* Pose a question
* Turn and talk
* Google Survey
* Picture / Video reactions (paired with question)
* QR Code / Survey
* Public Votes / Surveys

In order to prepare for a successful seminar the group should lay out an outline or sequence of events for the day you lead the class. But first choose from one of the debate topics below:

1. College tuition
2. Minimum Wage, The Economy, & Income Inequality
3. Media and Journalism Relations
4. School, Race, & CRT
5. Civil Liberties, Personal Privacy, & Security
6. Immigration
7. Other

***Step 6*** *– Present & engage in seminars:  Evaluation and expectations*

**\*\*\*Each person should (1) present research and relevant information (2) create a visual aid component (3) engage the audience (4) hand in their individual reading and writing assignments.**

\*\*\***You are required to pose questions, offer competing perspectives, add on, or create objections to other groups’ claims and use of reasoning.**

**Seminar Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Audience Participation** | **Use of Support (R)** | **Presentation** | **Outside Participation** |
| **4** | Individual provides engaging and sophisticated moments for the audience to engage in the topic. | Responses are supported with ample and well-chosen details.  Develops ideas fully, integrating specific and relevant reasons and examples.  Explicit and deliberate explanation of quotes. | Presentation is well-done and reflects thoughtful and creative collaboration.  Presentation demonstrates a strong knowledge of resources. | Makes a number of number of  significant and varied contributions as an outside member. |
| **3** | Individual provides moments for the audience to engage in the topic. | Responses are supported with sufficient and appropriate details.  Develops ideas fully, integrating specific and relevant reasons and examples. | Presentation has all the requirements included and reflects effective collaboration. | Makes multiple, meaningful contributions from the outside |
| **2** | Individual provides a moment for the audience to engage in the topic, but at a basic or partially effective level. | Responses may lack sufficient details to support.  Attempts to develop ideas with reasons and examples, but examples may not clearly connect to the overall claim. | Presentation may be missing one requirement, or contains minor details that are not presented appropriately. | Passive participation |
| **1** | Lacking audience engagement | Responses lack details to support | Presentation may be incomplete or many inappropriate details. | Does not participate as an outside member |