NATIONAL YOUTH SUMMIT 2021
GENDER EQUITY
EDUCATOR GUIDE
September 21–October 12, 2021
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Comprehensive student-facing materials for the National Youth Summit can be found on the event webpage, [americanhistory.si.edu/nys](http://americanhistory.si.edu/nys). You know your students best and should feel comfortable tailoring the student-facing document to meet their learning needs.

**Looking for ideas on how to modify materials?**
**Email us at historyteachers@si.edu.**

**Register here:** [s.si.edu/nys-register](http://s.si.edu/nys-register)
Welcome Letter

Welcome to the 2021 National Youth Summit!

Thank you for participating in the Smithsonian's National Youth Summit on Gender Equity.

The 2021 National Youth Summit will take place from September 21 through October 12, 2021. Live events will take place on September 21 from 1:00 to 4:00 p.m. EDT and on October 12 from 1:00 to 3:00 p.m. EDT.

The summit is a special experience in which young people from diverse geographies, ethnicities, races, genders, classes, and lived experiences come together in discussion about pressing issues that have faced our nation past and present. Anchored by history, this event asks and challenges teenagers to develop a deeper understanding of issues of power and privilege, equity and justice, continuity and change.

The 2021 National Youth Summit will examine issues of gender, bias, and equity. Together we will grapple with the question: What will the future of gender equity look like? History will be our guide as we unpack this question and envision our own answers to it. To help students prepare for this discussion, four case studies are provided in the student-facing guide. Each case study is designed to prompt students to think about gender—how it is constructed and how it has impacted communities and individuals in different times and places throughout U.S. history. You can access the student guide and additional resources on the event webpage (americanhistory.si.edu/nys).

Each year the summit directly takes on issues that are complex and deeply meaningful, both for individual people and the nation as a whole. Engaging with these topics requires thoughtfulness, compassion, critical thinking, and respect for others. This year is no different.

We have created this guide to provide educators with guidance and recommendations for engaging in this topic with your students. These guidelines include language that supports facilitators and educators responding to negative bias or prejudice against trans and gender non-identifying youth and/or to comments that assert the rightness of only traditional gender roles.

Thank you for participating in this important conversation. Through ongoing discussion, we endeavor to empower learners to create a just and compassionate future by exploring, preserving, and sharing the complexity of our past.

– The National Youth Summit team

The National Youth Summit is made possible by the A. James and Alice B. Clark Foundation and the Patrick F. Taylor Foundation K-12 Learning Endowment. This project also received support from the Smithsonian American Women's History Initiative.
SECTION 1
How to participate
SECTION 1
How to participate

How do I register for the National Youth Summit?

To register for the 2021 National Youth Summit, visit s.si.edu/nys. Teachers must register to receive the materials needed to convene and facilitate your own summit anytime from September 21 through October 12. Registration opens mid-August and educators should register for the class or classes that will participate in the program. Students may not sign up individually for the summit, to protect their privacy.

What is included in the program?

The National Youth Summit is a dynamic program that includes historical investigations, student discussion, livestreamed content, and spaces for reflection. Throughout the live program there are allotted times for discussion periods. During these times we encourage educators to facilitate student discussions on the guiding questions of the panel discussions and case studies (included in the student guide). Recommendations for safely facilitating conversations are included below.

At the conclusion of your summit discussions, educators are encouraged to have students reflect and share what they and their students have learned using an anonymous padlet. The Padlet link will be provided in the summit educator toolkit and is also provided here: https://padlet.com/nmaheducation/NYS2021.

How do my students participate?

Start with the Conversation Kit for Students

The student-facing National Youth Summit Conversation Kit is available at the National Youth Summit webpage (americanhistory.si.edu/nys). It provides students with a suite of tools and resources to help prepare for participating in the summit.

The core of the document includes four case studies that connect to the driving questions for the event and livestreamed program. Each case study highlights historical narratives and includes thinking prompts to support student learning. Which case studies you emphasize and how you facilitate engagement is up to you. Included at the end of the student-facing document is a zine-making toolkit.
Here are suggestions for facilitating each case study:

**Case Study 1: Dress De-Coded**

**Time:** 20–30 minutes

**Framing question:** How is gender equity complicated by race, ethnicity, and class?

**Method:** Move students into groups of three. In each triad, students should read the introductory section and then divvy up the three clothing narratives. Students can examine the clothing using the provided questions or ones from the U.S. National Archives and Records Administration to record their findings and engage in discussion with their peers.

**Case Study 2: Girls Just Wanna Have Fun**

**Time:** 20–30 minutes

**Framing question:** How can gendered expectations shape what we think we can do for fun?

**Method:** Post each of the six Process and Analyze questions on a separate poster. Hang these around the room to create a Gallery Walk. After students examine the case study, have them write or draw their responses to each question on its poster. Facilitate small group or individual reflections on the responses.

**Case Study 3: Writing the Next Chapter**

**Time:** 30 minutes

**Framing question:** What strategies can we use to identify gender inequities and examine gender bias?

**Method:** Using a Socratic Seminar format, engage students in a full-class discussion on the text of Naomi Wadler’s speech.

**Case Study 4: Not Checking the Boxes**

**Time:** 30–45 minutes

**Framing question:** How can sharing culture create welcoming and equitable spaces for people across the gender spectrum?

**Method:** Have students read the introductory paragraph and two narratives individually. As they read you might consider encouraging them to draw their reactions or feelings to the text. After students individually complete the Reflect and Connect questions, facilitate discussion focused on the culture building and communication methods described in each narrative.
Decide when and how you will participate

The schedule, needs, and interests of each classroom are different. To accommodate as many participants as possible, we have several ways for you and your students to participate in the 2021 National Youth Summit. We encourage you to mix and match from the options listed below to create an experience that works for you and your students.

No matter how you join us, we encourage you to:

- Stream your selected events for students to watch.
- Provide ways for students to access the online live chat to engage with speakers.
- Prompt students to share their reflections to the anonymous public [padlet](https://padlet.com) right after engaging in discussion.

Option 1: Join the live opening events on September 21

(We encourage you to select this option if it makes sense for you and your students)

The 2021 National Youth Summit kicks off on Tuesday, September 21, from 1:00 to 4:00 p.m. EDT with livestreamed discussions and a live chat with Smithsonian educators and curators. The schedule of events is listed below.

We encourage you to select the events that make sense for your classroom and then tune in with your students. You are welcome to join as many of these events as you would like.

During the panel discussions, Smithsonian educators and curators will engage in a live chat with participants. Students are encouraged to ask questions to Smithsonian staff and to the speakers. Some questions from the chat may be shared with the speakers and answered live.
## Livestream Schedule

### September 21

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>What to expect?</th>
<th>What should you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00–1:15 p.m.</td>
<td>Welcome to all participants!</td>
<td>Musical performance, tone and goal setting</td>
<td>Watch with your students</td>
</tr>
<tr>
<td>1:15–1:35 p.m.</td>
<td>Panel Discussion A</td>
<td>Speakers will dive into a discussion grounded in history and looking to the future.</td>
<td>Watch with your students and encourage them to submit questions to panelists and the Smithsonian!</td>
</tr>
<tr>
<td>1:35–1:50 p.m.</td>
<td>Discussion Period</td>
<td>Slideshow of historic images and objects and background music.</td>
<td>Engage your students in a facilitated discussion reflecting on the panel conversation, history, and their ideas.</td>
</tr>
<tr>
<td>1:50–2:10 p.m.</td>
<td>Panel Discussion B</td>
<td>Speakers will dive into a discussion grounded in history and looking to the future.</td>
<td>Watch with your students and encourage them to submit questions to panelists and the Smithsonian!</td>
</tr>
<tr>
<td>2:10–2:35 p.m.</td>
<td>Discussion Period</td>
<td>Slideshow of historic images and objects and background music.</td>
<td>Engage your students in a facilitated discussion reflecting on the panel conversation, history, and their ideas.</td>
</tr>
<tr>
<td>2:35 – 2:55 p.m.</td>
<td>Panel Discussion C</td>
<td>Speakers will dive into a discussion grounded in history and looking to the future.</td>
<td>Watch with your students and encourage them to submit questions to panelists and the Smithsonian!</td>
</tr>
<tr>
<td>2:55–3:20 p.m.</td>
<td>Discussion Period</td>
<td>Slideshow of historic images and objects and background music.</td>
<td>Engage your students in a facilitated discussion reflecting on the panel conversation, history, and their ideas.</td>
</tr>
<tr>
<td>3:20–3:40 p.m.</td>
<td>Panel Discussion D</td>
<td>Speakers will dive into a discussion grounded in history and looking to the future.</td>
<td>Watch with your students and encourage them to submit questions to panelists and the Smithsonian!</td>
</tr>
<tr>
<td>3:40–4:00 p.m.</td>
<td>Discussion Period</td>
<td>Slideshow of historic images and objects and background music.</td>
<td>Engage your students in a facilitated discussion reflecting on the panel conversation, history, and their ideas.</td>
</tr>
</tbody>
</table>

*Discussion periods should be used as a time for students to discuss and summit on the guiding question through facilitated conversation. Recommendations for safely facilitating conversations are included below.*
Option 2: Convene your summit asynchronously between September 21 and October 12

The time of the livestreamed event may not work for you and your students. If that is the case, we encourage you to facilitate your own summit discussion at a time and pace that is right for you between September 21 and October 12. All the livestreamed events held on September 21 will be immediately archived and made available for you to use as part of your asynchronous discussions. Students should still participate in a 30-minute discussion period after watching the selected videos.

And join the live closing events on October 12!

(We encourage you to select this option if it makes sense for you and your students)

The 2021 National Youth Summit will close on Tuesday, October 12, with livestreamed events taking place between 1:00 and 3:00 p.m. EDT. The schedule of events is listed below. This day’s programming will focus on action-planning and workshops.

We encourage you to select the events that make sense for your classroom and then tune in with your students. You are welcome to join as many of these events as you would like.

Livestream Schedule

October 12

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>What to expect?</th>
<th>What should you do?</th>
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</thead>
<tbody>
<tr>
<td>1:00–1:10 p.m. EDT</td>
<td>National Youth Summit summary and reflection</td>
<td>Artistic performance and snapshot of student reflections throughout the summit.</td>
<td>Watch with your students.</td>
</tr>
<tr>
<td>1:10–1:40 p.m. EDT</td>
<td>Zine-making workshop</td>
<td>Speakers will dive into a discussion grounded in history and looking to the future.</td>
<td>Watch with your students and encourage them to follow along to create their own zine!</td>
</tr>
<tr>
<td>1:40–2:05 p.m. EDT</td>
<td>Discussion Period</td>
<td>Slideshow of historic images and objects and background music.</td>
<td>Engage your students in a facilitated discussion reflecting on the zine workshop and their ideas.</td>
</tr>
<tr>
<td>2:05–2:50 p.m. EDT</td>
<td>Engaging Fearlessly workshop</td>
<td>Smithsonian educators will facilitate activities that connect art and science to civic action.</td>
<td>Watch with your students and encourage them to create a sketch of their civic action plan.</td>
</tr>
<tr>
<td>2:50–3:00 p.m. EDT</td>
<td>National Youth Summit closing</td>
<td>Recognition of all participants and supporters.</td>
<td>Watch with your students.</td>
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</table>
**Create Community through Shared Reflections**

To create a community of learning among educators and students, the National Youth Summit includes an anonymous public padlet for all participants to utilize. Learners should use the padlet to share their reflections and learn from the findings of others.

**The padlet can be found at this link**
https://padlet.com/nmaheducation/NYS2021

After completing your summit discussions, direct your students right away to the padlet as a closing activity. Reflections shared in the padlet will be used to create an ongoing virtual mural that will be shared at the end of the summit with all registered participants. Reflections shared during the livestream programs on September 21 and October 12 may be shared live.
SECTION 2
Preparing for your summit
SECTION 2
Preparing for your summit

Getting ready for your summit

• If you are teaching virtually, double check your chosen platform. Make sure to check with your participating teacher(s) that your selected platform for discussion works on the devices they and their students use.

• Remember that your summit is live. Hiccups are to be expected. Be patient and have a strategy ready for some of the more common problems.

• Create a code of conduct and share it with students, teachers, and other participants before and at the start of your program. See a sample code of conduct below.

• Identify and prepare your team. Consider having a facilitator (likely the lead teacher) and someone to monitor and moderate the chat (a trusted student, another educator, etc.) if you are in a virtual setting. All participating team members should know the materials well and your strategies for both facilitating discussion and handling issues. All participating team members must also know and follow your code of conduct.

Sample code of conduct for participants

To foster a dialog that welcomes all perspectives, we encourage the following norms for all summit discussions.

• Be present. This is an opportunity to learn from others and to deepen your understanding of the topics. You are welcome to contribute to the discussion of each, or actively listen, as you feel comfortable. We will provide instructions for how to share your questions or comments for students participating in the live programs on September 21 and October 12.

• Respect your own personal boundaries, including privacy, and those of others. Remember that these are complicated and sometimes private topics, and that everyone (including you) should only be asked to share what they are comfortable talking about publicly. Do not share private information about yourself or anything that you may know about others in the discussion.

• Think before you speak. Think before you hit the send button. Remember, once something is sent or said, it cannot be erased. Also how we conduct and express ourselves during the summit can be supportive or disruptive, and memorably so. To minimize disruption when expressing disagreement, we would encourage you to critique the idea that is under discussion, and not the personal attributes of any person(s) sharing the idea. Convey your views, and the strength of your views, without vulgarity, threats, or targeted attacks.

• Be patient and compassionate. Remember that all come to this conversation with different lived experiences, perspectives, and ideas; and participants may be at different points in the process of formulating ideas and understandings of the topic. Even in disagreement, we can learn from each other and create a better future.
SECTION 3
Facilitation strategies and recommended resources
SECTION 3
Facilitation strategies and recommended resources

Whether you participate in the live webcasts or hold your summit asynchronously, we encourage you to set aside 30 minutes for student discussion using the questions and recommendations below.

**Driving Question: What will the future of gender equity look like?**

**Supporting questions:**

- How is gender equity complicated by race, ethnicity, and class?
- How can gendered expectations shape what we think we can do for fun?
- What strategies can we use to identify gender inequities and examine gender bias?
- How can sharing culture create welcoming and equitable spaces for people across the gender spectrum?

**Start by encouraging students to reflect.**

*Important note: During these warm-up activities and throughout the National Youth Summit program, your students are not asked to draw on their own experience with gender—for many people, personal experience related to gender is a private topic. Remind students that they may want to silently reflect on their own lived experience, but that they are not asked to share that information in this activity or at any time during the National Youth Summit.*

Before jumping into the summit, take the temperature of the room with a Fist to Five activity. Ask students to show their level of comfort discussing gender by holding one hand up in the air. If they feel very comfortable, they should open their hand and hold out all fingers. If they feel very uncomfortable, they can show a closed fist. This is a quick activity that can help you as an educator gauge how to approach the topic and where you might need to use extra caution.

You can also have students take a moment to reflect on their feelings about gender. The following questions can help them think about this. Then, they can use space in their student guide or a blank sheet of paper to draw how they feel.
Prompts for reflection:

• When you hear the word gender, what emotions do you feel?
• If these emotions had a shape, what would it be? What color would they be? How would these emotions interact with each other?
• Now take a few moments to draw these emotions and feelings. You do not need to label or explain with words.

Have students establish shared expectations and discussion norms

The National Youth Summit is meant to be a challenging and complex discussion with no easy answers. To prepare for this, have students take the time to create norms to foster respectful and inclusive discussions.

• Have students set expectations for themselves and norms for their discussion. What behaviors or attitudes will they deploy in the discussion to foster collaboration, mutual respect, and productive discussion? How will they keep this in mind during the discussion?
• Collaboratively define expectations of others. What behaviors or attitudes do students hope others will bring with them to the discussion? How will students adjust if their expectations don't meet reality?
• Discuss general expectations of the summit. What do students want to get out of the summit discussion?
Share Definitions

For many students, examining gender may be a new or unfamiliar experience. It is important to share definitions so all participants can create a shared understanding of the topic.

**Bias:** prejudice in favor of or against one thing, person, or group compared with another.

**Binary system:** something that contains two opposing parts; binary systems are often assumed despite the existence of a spectrum of possibilities. Gender (man/woman) and sex (male/female) are examples of binary systems often perpetuated by our culture.

**Equity:** the situation in which everyone is treated fairly and equally.

**Gender:** this refers to socially constructed and enacted roles and behaviors which occur in a historical and cultural context and vary across societies and over time. All individuals act in many ways that fulfill the gender expectations of their society. **

**Gender bias:** unfair difference in the way women and men are treated.

**Gender Equity:** the ongoing process of being fair to men and women.

**Gender expression:** the way we show our gender to the world around us. Societal expectations of gender expression are reinforced in almost every area of life. Even very young children are clear about the gendered choices that boys and girls are “supposed to” make in relation to toys, colors, clothes, games, and activities.*

**Gender identity:** an individual's deeply held sense of being male, female, or another gender. This is separate from biological sex.*

**Inequity:** the quality of being unfair, or something that is not fair or equal.

**Nonbinary:** an umbrella term that refers to individuals who identify as neither man or woman, or identify as a combination of man or woman. Instead, nonbinary people exhibit a boundless range of identities that can exist beyond a spectrum between male and female.

**Sex:** this refers to biological differences between females and males, including chromosomes, sex organs, and endogenous hormonal profiles.**

**Sexual orientation:** referring to one's physical, emotional, and/or romantic attractions to others. Like gender identity, sexual orientation is internally held knowledge.*

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** Definition from the National Institutes of Health, [https://orwh.od.nih.gov/sx-sex-gender](https://orwh.od.nih.gov/sx-sex-gender)
Seek additional resources

Discussing and teaching about gender requires thoughtful planning. Creating safe and inclusive spaces for learning can help students find common ground with those whose experience they may not be familiar with or understand. As you prepare to facilitate, we strongly recommend taking time to review the resources provided below to be prepared with appropriate terminology and teaching strategies.

Learning For Justice provides a robust set of resources for teaching and engaging with topics of gender. We highly encourage all participating teachers to familiarize themselves with the recommendations outlined by Learning For Justice article, “Let’s Talk.” https://www.learningforjustice.org/magazine/publications/lets-talk

Additional resources from Learning For Justice and other organizations providing educational resources, facilitation strategies, and recommendations for creating inclusive and safe communities are included in the table below.

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<thead>
<tr>
<th>Organization</th>
<th>Resources</th>
<th>Link</th>
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<tbody>
<tr>
<td>National Institutes of Health, Office of Research on Women’s Health</td>
<td>Definitions of sex and gender</td>
<td><a href="https://orwh.od.nih.gov/sex-gender">https://orwh.od.nih.gov/sex-gender</a></td>
</tr>
<tr>
<td>United States Department of Education, Office of Civil Rights</td>
<td>Resources for LGBTQ+ Students</td>
<td><a href="https://www2.ed.gov/about/offices/list/ocr/lgbt.html">https://www2.ed.gov/about/offices/list/ocr/lgbt.html</a></td>
</tr>
<tr>
<td>Youth.gov</td>
<td>Resources about LGBT youth</td>
<td><a href="https://youth.gov/youth-topics/lgbt">https://youth.gov/youth-topics/lgbt</a></td>
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<tr>
<td>Organization</td>
<td>Resources</td>
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<tr>
<td>Learning For Justice</td>
<td>Let’s Talk! Discussing Gender in the Classroom Webinar</td>
<td><a href="https://www.learningforjustice.org/professional-development/webinars/lets-talk-gender">https://www.learningforjustice.org/professional-development/webinars/lets-talk-gender</a></td>
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<tr>
<td>Learning For Justice</td>
<td>5 Steps to Safer Schools</td>
<td><a href="https://www.learningforjustice.org/professional-development/5-steps-to-safer-schools">https://www.learningforjustice.org/professional-development/5-steps-to-safer-schools</a></td>
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<tr>
<td>Learning For Justice</td>
<td>Critical Practices for Anti-Bias Education: Classroom Culture</td>
<td><a href="https://www.learningforjustice.org/professional-development/critical-practices-for-antibias-education-classroom-culture">https://www.learningforjustice.org/professional-development/critical-practices-for-antibias-education-classroom-culture</a></td>
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<tr>
<td>GLSEN</td>
<td>Supporting LGBTQ+ Students of Color</td>
<td><a href="https://www.glsen.org/activity/supporting-lgbtq-students-color">https://www.glsen.org/activity/supporting-lgbtq-students-color</a></td>
</tr>
<tr>
<td>Gender Spectrum</td>
<td>Responding to Concerns: Teaching About Gender</td>
<td><a href="https://genderspectrum.org/articles/responding-to-concerns-teaching">https://genderspectrum.org/articles/responding-to-concerns-teaching</a></td>
</tr>
<tr>
<td>Gender Spectrum</td>
<td>Responding to Concerns: Facilitation Principles</td>
<td><a href="https://www.genderspectrum.org/articles/responding-to-concerns-principles">https://www.genderspectrum.org/articles/responding-to-concerns-principles</a></td>
</tr>
<tr>
<td>Gender Spectrum</td>
<td>The Language of Gender</td>
<td><a href="https://genderspectrum.org/articles/language-of-gender">https://genderspectrum.org/articles/language-of-gender</a></td>
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</table>
SECTION 4
Standards Alignment
SECTION 4
National Youth Summit Aligned Standards and Concepts

National Council On Social Studies’ College, Career, and Civic Life (C3) Framework

**D2.Civ.10.6-8.** Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

**D2.Civ.14.6-8.** Compare historical and contemporary means of changing societies, and promoting the common good.

**D2.His.1.6-8.** Analyze connections among events and developments in broader historical contexts.

**D2.His.3.6-8.** Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

**D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.

**D2.Civ.10.9-12.** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

**D2.Civ.14.9-12.** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

**D2.His.1.9-12.** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**D2.His.3.9-12.** Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

**D2.His.5.9-12.** Analyze how historical contexts shaped and continue to shape people’s perspectives.

Common Core State Standards

**CCSS.ELA-LITERACY.CCRA.R.7**
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**CCSS.ELA-LITERACY.CCRA.R.9**
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-LITERACY.CCRA.W.7
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

National Center For History In The Schools: National Standards For History

Standard 2: Historical Comprehension
Appreciate historical perspectives (a) by describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded—the values, outlook, options, and contingencies of that time and place; and (c) avoiding “present-mindedness,” judging the past solely in terms of present-day norms and values.

Standard 3: Historical Analysis & Interpretation
Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

Standard 5: Historical Issues
Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

Educating for American Democracy

Key Concepts

- Analyze leadership through past and present examples of change-makers.
- Build civic friendship through informed civil dialogue and productive disagreement.
- Cultivate understanding of personal values, principles, commitments, and community responsibilities.
- Cultivate an understanding of personal interests, motivations, and decisions as civic agents.
**Design Challenges**

- How can we help students understand the full context for their roles as civic participants without creating paralysis or a sense of the insignificance of their own agency in relation to the magnitude of our society, the globe, and shared challenges?

- How can we help students become engaged citizens who also sustain civil disagreement, civic friendship, and thus American constitutional democracy?

- How can we help students pursue civic action that is authentic, responsible, and informed?