

DEMOCRACY

A NATIONAL YOUTH SUMMIT CIVIC EDUCATION SERIES

Educator Guide

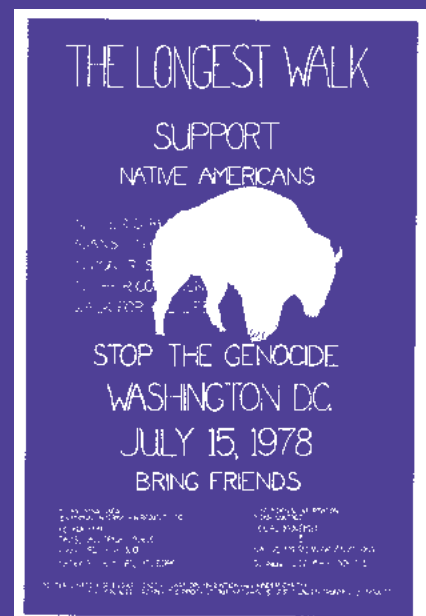
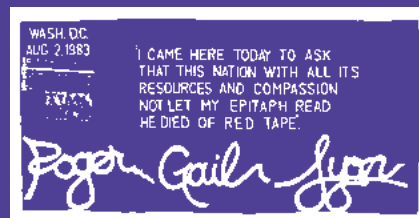


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Comprehensive student-facing materials for the National Youth Summit will be posted on the event webpage. You know your students best and should feel comfortable tailoring the student-facing documents to meet their learning needs.

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

WELCOME LETTER

Welcome to the 2022 National Youth Summit!

We are excited to introduce the National Museum of American History's Democracy: A National Youth Summit Civic Education Series. Over the 2022-2023 school year, we will publish a series of three case studies, each focused on a topic that supports the driving question for our theme: **How do the stories we tell about the past shape our democracy?**

This civic education series will examine history as a tool for understanding our present and shaping our shared future. Secondary students nationwide will strengthen their historical and civic literacies by analyzing and evaluating how the story of our history shapes who we are as a people and how we imagine and move toward a democracy that is inclusive and just for everyone.

The 2022 summit will be grounded in three historical case studies of groups and individuals who worked to create a stronger nation and democracy by widening our country's historical narrative. The release of each case study will be accompanied by an introductory webinar aired live for active participation and recorded for asynchronous viewing. With the webinar as an entry point to the content of each case study, learners will begin to practice skills related to primary resource analysis, historiography, and identifying gaps in U.S. historical narratives.

The content and approach in the 2022 summit will build upon the recent scholarship included in the [Educating for American Democracy Roadmap](#). This project brought a diverse council of people together to create an inquiry framework that interlaces history and civics together and empowers students to learn by engaging with difficult questions. We have created this guide to provide educators with tips and recommendations for facilitating this case study series with your students. We have also included suggestions for thinking routines from [Harvard's Project Zero](#) Thinking Routine Toolbox. These resources can support facilitators and educators in supplying robust lines of questioning to prompt deep and thoughtful engagement.

Please join us in November 2022, January 2023, and March 2023 for the release of a new case study. We will close the series in April 2023 with a live teach-in event. You can access the student guide, additional resources, and future registration information on the event [webpage](#).

Thank you for participating in these important conversations. 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

Democracy: A National Youth Summit Civic Education Series is made possible by the A. James and Alice B. Clark Foundation and the Patrick F. Taylor Foundation K-12 Learning Endowment.



Smithsonian Affiliations

SECTION 1: PREPARING TO PARTICIPATE

What is included in the civic education series?

This year's summit is built around a series of three case studies—these are conversation kits that will help you guide your students through discussion, reflection, and historical investigation. The case studies will be published on our webpage in November 2022, January 2023, and March 2023, and each will be accompanied by a webinar on the topic that can be used live or asynchronously. The civic education series will culminate in a streaming interactive teach-in event in April 2023.

How do my students participate?

- We recommend starting with the case studies as they become available on the webpage. They will provide a suite of tools and resources to help facilitate historical investigations and discussions in your classroom.
- Which case studies you emphasize and how you facilitate participation is up to you! Your class can explore all three case studies, do a deep dive into one, or just join us for the teach-in event in April 2023.
- Whether you are joining us for live programming or utilizing these resources asynchronously, we want to create a community of learning among educators and students. The National Youth Summit includes an anonymous public [Padlet](#) where all participants can share their reflections and learn from the findings of others.

Don't forget to sign up for our newsletter [Learning Commons](#) to stay on top of each new case study release!

How should I prepare?

We hope you and your students will join us in April for the live teach-in. To prepare for the livestreamed event we recommend you plan for the following:

- **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 understand 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 dialogue 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 students participating in the live programs on how to share questions or comments.
- **Respect your own personal boundaries, including privacy, and those of others.** Remember that these are complicated 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 2: FACILITATION STRATEGIES AND RECOMMENDED RESOURCES

However you choose to participate this year, we encourage you to set aside 30 minutes for student discussion using the questions below:

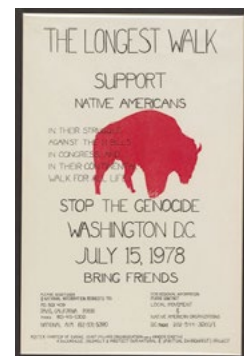
Driving Question

How do the stories we tell about our past shape our democracy?

Supporting Questions

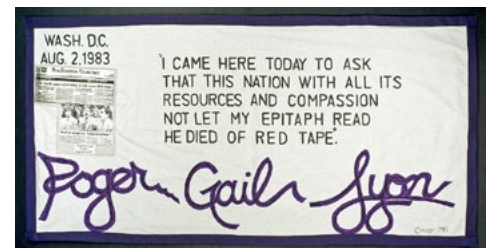
November 2022

- What happens when all or part of your identity is not included in the narrative of U.S. democracy?
- “The Longest Walk” poster, 1978
- Project Zero thinking routine: [Values, Identities, Actions](#)



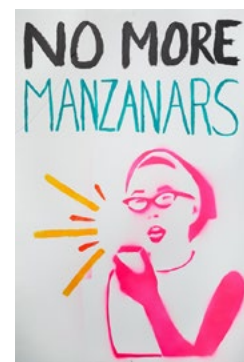
January 2023

- How do understandings change when other perspectives are added?
- AIDS quilt panel, 1980s
- Project Zero thinking routine: [Lenses for Dialogue](#)



March 2023

- What tools are available to shift, expand, or reimagine the story of democracy in the United States?
- “No More Manzanars” protest sign, 2017
- Project Zero thinking routine: [Circles of Action](#)



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. 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?

Investigate the topic and learn from different perspectives

While each case study will focus on a different topic and question, they will all provide a similar structure for investigation, analysis, discussion, and reflection:

1. **Moment of reflection:** a warm-up activity with prompts meant to activate learner background knowledge on the topic and set the stage for a rich discussion
2. **History investigation:** a brief historical overview about the topic including a timeline and glossary of terms
3. **Analyze:** a suggested thinking routine to structure observation and analysis of a specific museum object
4. **Discuss:** questions to encourage learners to think about how the history of the topic has shaped their assumptions and understanding of U.S. history
5. **Process:** questions to examine what participants have learned about the topic, reflect on new questions raised through the activity, and how the topic relates to their own experiences

All case studies will also include links to additional related resources for further exploration.

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: padlet.com/nmaheducation/NYS2022

After completing your case study discussions, direct your students to the Padlet as a closing activity. Reflections shared in the Padlet may be read live at the teach-in event in April.

SECTION 3: STANDARDS ALIGNMENT

National Youth Summit Aligned Standards and Concepts

Educating for American Democracy

Theme 1: Civic Participation

Concepts:

- Analyze strategies and examples of civic participation, including instances of participation by those without full political rights
- Analyze the past and present role of the media in shaping civic participation, including the importance of using credible sources

Design Challenge

DC1.1 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?

Theme 3: We the People

Concepts:

- Analyze the impact of enslavement, Indigenous removal, immigration, and other hard histories on definitions of and pathways to citizenship
- Evaluate the extent to which marginalized groups have won incorporation into “the people” and advanced the shared values and principles of the U.S.

Design Challenge

DC2.1 How can we integrate the perspective of Americans from all different backgrounds when narrating a history of the U.S. and explicating the content of the philosophical foundations of American constitutional democracy?

DC2.3 How can this more plural and more complete story of our history and foundations also be a common story, the shared inheritance of all Americans.

National Council for the 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.