



VS.



RAISE
AWARENESS !

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REAL LIFE



SOCIAL STUDIES

RIGHT NOW



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CCPS_SOCIALSTUDIES

Awareness vs. Avoidance

I SEE...



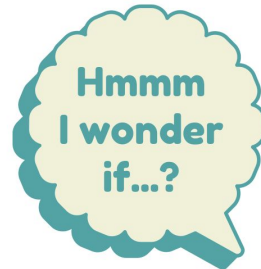
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[https://meet.google.com/linkredirect?authuser=1
&dest=https%3A%2F%2Fwww.youtube.com%2
Fwatch%3Fv%3DHGJMgCn0fQs](https://meet.google.com/linkredirect?authuser=1&dest=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DHGJMgCn0fQs)

I THINK...



I WONDER...



AWARENESS VS. AVOIDANCE

- 1.) What constitutes a “controversial issues”?
- 2.) Do we address “controversial issues”?
- 3.) How do we address “controversial issues” from the news?
- 4.) What about the grade level content?
- 5.) How do we support our teachers and students with teaching/ learning and discussing “controversial issues”?
- 6.) Who are the “team members” that we need to have a successful implementation?



What will teaching
controversial issues look
like in CCPS?

**THE
WORK**

Setting the Expectation...

“...we must expose our students to historical documents with viewpoints that are different from their own viewpoints and even our own viewpoints.”

“While discourse and debate are highly encouraged, the Department of Social Studies also encourages teachers to allow students to seek their own truth instead of teachers imparting their own beliefs onto students.”

“America’s history, as well as the world’s history, is full of controversial events that are difficult to understand and that evoke a variety of emotions among adults and children, especially in today’s climate.”



Clayton County Public Schools
Department of Social Studies

MORDECAI BEASLEY
Superintendent of Schools

REGINA WALLACE
Coordinator, K-12 Social Studies

2021-2022 School Year

Clayton County Public Schools is not responsible for the views expressed in the documents used in the Social Studies curriculum that are not created by the District, including but not limited to, the documents used in the Document Based Questions (DBQ) program, the images used in the Unit Preview Day materials, and the sources used to respond to the compelling questions throughout the curriculum. The *Taking Informed Action* tasks are no longer apart of the curriculum but can still be used for extracurricular activities. According to the historical thinking skills developed by the National Center for History in the Schools, students must understand multiple perspectives, which means learning about historical events and people that have diverse views. In order to teach students how to “think like a historian,” we must expose our students to historical documents with viewpoints that are different from their own viewpoints and even our own viewpoints. The teacher must provide a historical context that allows students to think critically about multiple perspectives and help them understand the historical setting of each document. The Social Studies Georgia Milestones assesses all of the aforementioned skills, and we must do our due diligence to prepare students to be successful by exposing them to the DBQ process, compelling questions, and high impact strategies for teaching Social Studies.

Civic and civil discourse is one of those high impact practices supported by our district as well as the Georgia Department of Education. When analyzing documents and answering essential questions, students and teachers often engage in conversations about controversial issues. Clayton County Public Schools is not responsible for the personal opinions held by individual teachers. Nevertheless, the Department of Social Studies provides teachers with guidance on how to engage in those conversations while being sensitive to all communities. While discourse and debate are highly encouraged, the Department of Social Studies also encourages teachers to allow students to seek their own truth instead of teachers imparting their own beliefs onto students.

America’s history, as well as the world’s history, is full of controversial events that are difficult to understand and that evoke a variety of emotions among adults and children, especially in today’s climate. Those events will continue to show up in our state standards. Also, our curriculum would not be complete without making connections between the past and the present, discussing current events, and making it relevant for our students now. When doing so, it is our job as social studies educators, among other things, to 1) provide students the opportunity to learn about history and current events using the content standards, 2) afford students the opportunity to learn about multiple perspectives, 3) teach students to critically think about how historical trends manifest into current events and systems, and 4) to support students in the learning process as they determine the beliefs and ideals they will adhere to for their lives.

Clayton County Public Schools acknowledge parents’ rights to not have their children engage in learning about certain topics, and the teachers in collaboration with the principal and parents may provide appropriate standards-based alternative assignments for those students.

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Disclaimer

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Successful Implementation = Supported Implementation...



DISCUSSING CONTROVERSIAL ISSUES

The purpose of the *Discussing Controversial Issues Teacher, Student, and Research Guides* is to promote critical thinking among students around topics that stimulate public disagreement. It is essential that students' thinking is supported by a variety sources and media that provide diverse perspectives, establish a historical context, and facilitate the development of more student-driven inquiry for corroboration. Teacher to student, student to teacher, and student to student civil and civic discourse are also essential to the process essential to the process. Remember, the goal is to allow students to seek their OWN truth and form their OWN reasonable opinion.

<ul style="list-style-type: none">Analyze the issue through the lens of a variety of viewpoints.	<ul style="list-style-type: none">Examine first hand accounts and media that provide facts, opinions, and reactions related to the issue.	<ul style="list-style-type: none">Evaluate sources for bias or misleading nature that may be used merely to promote or publicize a particular political cause or point of view.	<ul style="list-style-type: none">Consider the historical context of the issue. What historical people, places, and/or events are related and aligned to the issue being discussed?
<p>Perspective</p> 	<p>Primary Sources</p> 	<p>Propaganda</p> 	<p>Past Experiences</p> 

Successful Implementation = Supported Implementation...

Discussing Controversial Issues

Is the United States democracy under assault?



January 6, 2021, Supporters of President Donald Trump enter the U.S. Capitol Building in Washington, D.C.



June 1, 2021, Police clash with protesters during a demonstration in Washington, D.C. Thousands of protesters took to the streets throughout the region after George Floyd was killed. A riotous atmosphere allowed Derek Chauvin to be freed from his duties for hours.



January 6, 2021, Supporters of President Donald Trump march under the Capitol building after exiting the Capitol building in Washington, D.C.



June 6, 2021, A person wearing a duck mask and sunglasses stands in front of a building during a protest against police brutality and the death of George Floyd in Washington, D.C.





January 6, 2021, A man calls out to the building as supporters march with police and officers in front of the U.S. Capitol Building in Washington, D.C.



June 1, 2021, A person kneels in front of a building during a protest against police brutality in Washington, D.C.

Successful Implementation = Supported Implementation...

Discussing Controversial Issues

Teacher's Guide

Note: The discussion of controversial issues should promote critical thinking among students. Their thinking must be supported by sources that provide a variety of perspectives, a historical context, and facilitate the development of more student-driven inquiry. Thus, this activity should be completed using the provided resources. (See resource page)


Part I. The purpose of part I is for students to have an opportunity to express their initial thoughts on the issue.



- Students will use the provided resources to determine if the event is a local/state issue, a national issue, or an international issue. Once they have made that determination, they will explain their opinion on the event using the corresponding box. For example, if the event took place in Georgia, I would use the box labeled "Local/State" to explain my opinion of the event.
- Next, students will use the remaining boxes to discuss possible implications in other sectors. For example, if the event was identified as a "National" issue, I would explain how the event impacts us locally using the box labeled "Local/State", and I would explain how the event could have international implications using the box labeled "International". The purpose is for students to realize how interconnected and interdependent we are as a society.

Part II. This section asks students to identify if the event in question is a social, political, environmental, or economic issue. This identification process will support students in creating possible solutions for the identified issue.

- There are 4 boxes, one for each type of issue (social, political, environmental, & economic). In the top box students should visually describe the definition of each type of issue. This will support their understanding of the pertinent vocabulary and help foster proper interpretation of the event. **Example:**

Environmental Issue


- Next, students should identify if the event being discussed is a social, political, environmental, or economic issue. The event may fall into more than one category. Students should use the boxes below each image to explain why the event falls into the identified category.
 - An appropriate sentence frame to support student writing would be...
 "I believe that the events that took place in _____ concerning _____ is a(n) _____ event because _____."

Discussing Controversial Issues

Resource Guide

Disclaimer: The teacher should guide students through understanding the information presented in the resources provided. Please ensure that a process is in place that would allow the teacher to monitor students' interpretations of the resources provided.

Topic Specific Resources
"THE VERDICT"

Using the provided resources, analyze the precedence set by the Derek Chauvin trial, in your opinion what next steps should be taken by all stakeholders (government officials, law enforcement, American citizens, world citizens, etc.) to assure America lives up to its pledge of "liberty and justice for all?"

Taking Informed Action: Create a Public Service Announcement using the media of your choice to communicate the next steps you think are critical following this event.

Note: The resources below represent different perspectives on the case study. Select resources that are appropriate for the students you teach and that provide multiple viewpoints on this topic. You may use the "Additional Sites for Resources" for consultation and additional viewpoints. The goal is to present students with all facets and opinions so that they can critically think and make their own conclusions on this topic.

[Justice in Policing Act information](#)

[Democrats renew push for George Floyd Justice in Policing Act](#)

[Biden calls for passage of the George Floyd Bill](#)

President and Vice President's reactions and statements from different individuals:

Additional Sites for Resources	
Local/State News	
Atlanta Journal Constitution	http://www.ajc.com/
Clayton News Daily	http://www.news-daily.com/
National News	
CNN	http://www.cnn.com/
Fox News	http://www.foxnews.com/
International News	
BBC	http://www.bbc.com/news
Huffington Post	http://www.huffpost.com/section/george-floyd

Historical Context	
GAOGE Teacher Notes	http://www.gaogcstandards.org/Georgia-Teacher-Notes/George-Floyd-Case-Study/
Smithsonian Institute	https://www.si.edu/our-work/teaching/controversial-topics
Library of Congress	https://www.loc.gov/
Additional Sites for Resources	
Teaching Tolerance	https://www.teachingtolerance.org/
Talk Center for Teaching and Learning	https://www.talkcenterforlearning.com/teaching-controversial-topics

Name: _____ Date: _____ Course: _____

Part I: In the space provided below, answer the following questions using the corresponding box: Is the event being discussed a local/state issue, national issue, or international issue? What is your opinion on the issue? In the remaining boxes, explain how this event directly relates to the remaining issues. For example, if the event occurred in Georgia, I would respond to the initial questions using the space provided by the box labeled "Local/State". Next, using the space provided by the boxes labeled "National" and "International", I would explain how this event has national and international implications. Justify all responses using the provided resources.


Local/State

National


International

Part III: Identify perspectives related to the issue, and explain how someone with each perspective would feel about the issue. When explaining perspectives, please consider the impact of historical context on the varying perspectives. Justify your response using the provided resources.


Perspective #1



Perspective #2



Perspective #3



TAKING INFORMED ACTION...



JOIN US FOR A CONVERSATION ON
SOCIAL JUSTICE!

Prizes Games





"GOOD TROUBLE"
VIRTUAL TOWN HALL

MUSIC BY DJ STURGESS V-103

FRIDAY, DECEMBER 4, 2020

Hosted By AT 1:00pm-2:00pm

Avoid
Bad
Trouble!

			
Mr. Benjamin Straker CCPS School Board, D9	Mr. Charles Brooks Clayton Solicitor General	DJ Sturgess V-103	Ralph Simpson, Ed. D Deputy Superintendent

For all inquiries, contact Dr. Carter at chantara.rumph-carter@clayton.k12.ga.us.

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TAKING INFORMED ACTION...



TAKING INFORMED ACTION...

Social Media
Dos
Don'ts
Fake News



The measure of our success...

House Bill 888

A Week of Action • A Year of Purpose • A Lifetime of Practice • A Week of Action • A Year of Purpose • A Lifetime of Practice

CLAYTON COUNTY PUBLIC SCHOOLS - BLACK LIVES MATTER

COMPELLING QUESTION



Part A: Should HB888 (and other similar legislations) be passed in Georgia?

Part B: Should The Black Lives Matter Movement address education and legislations such as HB888 as their 8th Demand? If not, what should be added as their 8th Demand?

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CLAYTON COUNTY PUBLIC SCHOOLS - BLACK LIVES MATTER



Due March 5, 2022 @ 9 am

Create **2** Public Service Announcements responding to Part A and Part B of the Compelling Question for a chance to be featured in the CCPS Districtwide Public Service Announcement and/or be sent on behalf of the CCPS community to the BLM organization for a response!

Click below for PSA Criteria

[Part A Criteria](#) [Part B Criteria](#)

[Submit your PSAs Here!](#)



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DUE DATE: TBD

AWARENESS VS. AVOIDANCE

- 1.) What constitutes a “controversial issues”?
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- 3.) How do we address “controversial issues” from the news?
- 4.) What about the grade level content?
- 5.) How do we support our teachers and students with teaching/ learning and discussing “controversial issues”?
- 6.) Who are the “team members” that we need to have a successful implementation?



AWARENESS VS. AVOIDANCE

- 1.) Ensure that all stakeholders have the same understanding of what constitutes a “controversial issue” and how your organization will navigate these issues as they arise.
- 2.) Support all stakeholders with understanding why bringing awareness may be necessary.
- 3.) Develop resources that meet the needs of your stakeholders.
- 4.) Allow the students to lead to the work.



What would happen if we
ALWAYS
choose avoidance over
awareness?

Awareness v. Avoidance
Ms. Regina Wallace
K-12 Social Studies Coordinator
Clayton County Public Schools

