

## JLI The Future is Ours Documentary Classroom Materials

<b>Lesson</b>	The Future is Ours: Civic Discourse (Grades 9-12)
<b>Objectives</b>	<p>To utilize the documentary "The Future is Ours" to introduce civic discourse to students and provide an opportunity for them to share their voice on issues of concern,</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• Understand the meaning of civic discourse</li><li>• Respond to discussion prompts related to a timely documentary</li><li>• Create discussion questions related to the topics</li><li>• Effectively communicate ideas on issues that matter to them</li><li>• Utilize effective discussion strategies to engage with their peers</li></ul>
<b>ELA College &amp; Career Readiness Anchor Standards</b>	<p>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.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.2 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<b>Classroom Resources and Materials Needed</b>	<ol style="list-style-type: none"><li>1. Documentary link: The Future is Ours</li><li>2. Worksheet (digital or printed): The Future is Ours Discussion Prep</li><li>3. Worksheet (digital or printed): Issue Inquiry Choice Activity (optional)</li><li>4. Sticky notes</li><li>5. Poster paper or white board and markers</li><li>6. Electronic devices for student use, if needed</li></ol>
<b>Teacher Prep</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Preview the documentary "The Future is Ours"</li><li><input type="checkbox"/> Secure class materials listed above</li><li><input type="checkbox"/> Preview and print or digitally post two handouts</li><li><input type="checkbox"/> Consider how you will assess learning during the Socratic Seminar</li><li><input type="checkbox"/> On Day 4, you will need to set up your classroom so it is conducive to a whole class discussion</li></ul>
<b>Glossary terms</b>	<i>documentary, civic discourse, norms, Socratic Seminar</i>

This 4- or 5-day lesson plan uses a documentary to introduce students to the idea of civic discourse and provide a chance for them to engage in a meaningful discussion on topics that matter to them.

**Instructor's note about "The Future is Ours" documentary:**

The documentary included in this lesson plan centers around interviews with Gen Z student journalists who share their unique ideas and perspectives related to issues of great concern to them. The 35-minute film features news clips of current events, students speaking about their personal views, and topics that some might consider sensitive in nature. It is important for teachers to preview the documentary before showing it to your high school students in order to be best prepared during the lessons.

**Day 1 Lesson Plan: Civic discourse and norms**

Warm Up

Define civic discourse: *Civil discourse involves having respectful conversations that aim to build understanding and facilitate constructive communication. In civil discourse, members of a group share diverse viewpoints and perspectives in order to enrich the learning process for everyone involved.*

Provide students with sticky notes.  
Ask students what strategies and methods should be used in order to have effective civic discourse.  
Allow students to come up with answers individually or in pairs and place their sticky notes in a central location.

Debrief as a class.

Instructional Steps

Instructor:

- Share the goals and objectives of the 5-day lesson plan
- Share the definition of "norms" with your students: rules or standards of behavior shared by members of a group.
- Explain that students will work in small groups, and then as a class, to create a list of norms to be used during a Socratic Seminar on Day 5.

**Instructor Note:** You may wish to provide students with examples of short video clips that exhibit effective civic discourse. Also, be sure to reference the results of today's warm-up activity.

- Create groups of 3-4 students and provide groups with poster paper and markers (or space on the whiteboard).

Students:

- Work together with a small group to create a list of 5-8 norms for civic discourse and effective discussion on the poster paper (or whiteboard).
- As a group, share the list with the class.
- After each group has presented their ideas, work as a class to create a list of 10 norms that they will follow



		during their upcoming discussion. <b>Instructor Note:</b> It would be a good idea to post the norms in a visible location of the classroom so that students can be reminded of the norms throughout the week.
	Reflection	Provide students with an exit ticket asking the following questions and give students 5 minutes to respond.: <input type="checkbox"/> What does it mean to engage in civic discourse? <input type="checkbox"/> Why is it important for people in a democratic society to share their voice and discuss issues that matter to them?
<b>Day 2 Lesson Plan:</b> <b>“The Future is Ours”</b> <b>documentary viewing</b>	Warm Up	Ask students to think about current topics that are interesting to them. They may share with a partner if they choose.
	Instructional Steps	Instructor: <input type="checkbox"/> Remind students of the goals and objectives of the 5-day lesson plan <input type="checkbox"/> Provide a brief background on the documentary “The Future is Ours” <b>Instructor Note:</b> You may wish to provide students with some details about the sensitive nature of some scenes and topics included in the documentary. <input type="checkbox"/> Provide students with the documentary discussion guide. Let them know they can take notes during the documentary, but they will have class time to complete the discussion questions tomorrow.  Students: <input type="checkbox"/> Preview the discussion prep questions. <input type="checkbox"/> Watch the documentary, taking notes while viewing.
	Reflection	Ask students to share a movie-rating of the documentary (5-stars, 2-thumbs up, etc.) and provide a brief rationale for the rating.
<b>Day 3 Lesson Plan:</b> <b>Documentary analysis and discussion prep</b>	Warm Up	Begin class by asking students to share quick thoughts about yesterday’s documentary.
	Instructional Steps	Instructor: <input type="checkbox"/> Remind students of the goals and objectives of the 5-day lesson plan <input type="checkbox"/> Explain that students will use class time to prepare for Day 5’s discussion by responding to the “The Future is Ours” Documentary Prep Questions, <input type="checkbox"/> Monitor students as they complete the preparation, assisting students as needed. <b>Instructor Note:</b> You may wish to provide students with the link to the documentary if they would like to rewatch clips while they



		<p>complete the discussion preparation.</p> <p>Students:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using notes and thoughts from yesterday's viewing of the documentary "The Future is Ours" complete the discussion prep questions.</li> </ul>
	Homework	<p>Allow students to finish the discussion prep for homework if they are unable to do so in class.</p> <p>Another idea: Students can also utilize an outside text during the Socratic Seminar. Suggest students find an article that connects to the documentary, read and annotate the article, and be prepared to incorporate it into the discussion.</p>
<p><b>Day 4 Lesson Plan: Socratic Seminar and civic discourse</b></p>	Warm Up	<p>As a class, review the civic discourse norms from Day 1. Now that students have watched the documentary and prepared responses to discussion question prompts, ask them to revisit the class norms from Day 1. Are any norms missing? Do any norms need to be revised? Added?</p> <p>Provide students an opportunity to improve the norms for civic discourse they have created.</p>
	Instructional Steps	<p>Instructor:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be sure you have set up your classroom in a way that will be conducive to a Socratic Seminar.</li> </ul> <p><b>Instructor's Note:</b> Depending on the size of your class, you may choose to do a whole-class Socratic, small group Socratics, or fishbowl-style Socratics.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain the purpose of the Socratic Seminar <ul style="list-style-type: none"> <li><input type="checkbox"/> To discuss the documentary</li> <li><input type="checkbox"/> To engage in civic discourse with peers</li> <li><input type="checkbox"/> To practice effective ways to discuss issues that matter to them</li> <li><input type="checkbox"/> To listen to peers and engage in meaningful dialogue</li> <li><input type="checkbox"/> To have a platform to share their ideas</li> </ul> </li> <li><input type="checkbox"/> Explain that a key component to an effective Socratic Seminar is evidence.</li> <li><input type="checkbox"/> Explain your method for conducting the Socratic Seminar</li> <li><input type="checkbox"/> Allow students a few moments to review any materials needed for the discussion (notes, prep handout, outside text, etc.)</li> <li><input type="checkbox"/> Allow students to conduct the Socratic Seminar</li> </ul> <p><b>Instructor's Note:</b> It might be helpful to take notes during the students' discussion. Be sure not to intervene unless students get</p>

		<p>off-track.</p> <p>Students:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in a Socratic Seminar</li> <li><input type="checkbox"/> Follow class norms</li> <li><input type="checkbox"/> Consider the meaning of civic discourse</li> <li><input type="checkbox"/> Utilize evidence based on the documentary and the discussion prep</li> </ul> <p><b>Instructor's Note:</b> Depending on the method used for the discussion, it might be helpful to set time limits for discussion.</p>
	Reflection	Exit ticket: Ask students to rate how well the class followed the norms for civic discourse and provide a brief explanation of their rating.
<p><b>Day 5 Lesson Plan:</b>  <b>Extension Issue Inquiry Choice Activity</b>  <i>(optional)</i></p>	Warm Up	Allow students time to discuss yesterday's discussion.
	Instructional Steps	<p>Instructor:</p> <p><b>Instructor's Note:</b> Today's lesson is optional. It serves as a follow-up to the documentary and discussion and provides a chance for students to explore more about an issue.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide students with the handout <i>"The Future is Ours" Issue Inquiry Choice Activity</i></li> <li><input type="checkbox"/> Explain the instructions for the activity; provide any necessary materials and deadlines.</li> <li><input type="checkbox"/> You may choose to have students work individually, in pairs or with small groups.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review the handout <i>"The Future is Ours" Issue Inquiry Choice Activity</i></li> <li><input type="checkbox"/> Choose ONE activity to complete during class time.</li> </ul> <p><b>Instructor's Note:</b> Choose how you would like students to share their work: presentations, gallery walk, digital board, etc.</p>
	Reflection	<p>Revisit: Why is it important for people in a democratic society to share their voice and discuss issues that matter to them?</p> <p>Ask students to reflect on their peers' choice activity creations.</p>
<p><b>Assessment of Learning</b></p>	<p>Students should be able to participate in a discussion using the norms of civic discourse. Consider assessing students on the following during the discussion:4</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Preparation: Comes fully prepared with required materials demonstrating thoughtfulness and effort.</li> <li><input type="checkbox"/> Speaking &amp; Listening: Contributes relevant perspectives and arguments;</li> </ul>	



	<p>listens attentively by incorporating and thoughtfully responding to others' views.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Civic Discourse: Communicates in a respectful manner that promotes mutual understanding; aims for constructive exchange of ideas. Follows classroom norms for civic discourse.</li> <li><input type="checkbox"/> Understanding of Issues: Demonstrates solid grasp of key issues and perspectives through comments and questions.</li> <li><input type="checkbox"/> Evidence: Actively participates through substantial, relevant contributions that move discussion forward.</li> </ul>
<b>Life Application</b>	<p>Civic discourse is key to a healthy democracy. Students who develop strong communication skills will experience more success with their pursuits throughout their lifetimes. Furthermore, students will benefit from practicing civic discourse with their peers, while also having a chance to share their thoughts and perspectives on issues important to them.</p>

Have feedback for our Curriculum Team? Use [this form](#) to let us know how the lesson went.

