Changing Perspectives: Working with Elementary Teachers to Create Curriculum to Increase Students' Civic Perspective-Taking

by

William Toledo

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Doctoral Committee:

Professor Donald Freeman, Chair
Associate Professor Bob Bain
Professor Nell K. Duke
Associate Professor Chauncey B. Monte-Sano
Associate Professor Cheryl Torrez

William Toledo

wtoledo@umich.edu

ORCID Id: 0000-0001-5598-0892

Dedication

To my husband, Clint, my Mammaw and Papa, my mother, and my brother, Justin.

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Abstract

There is an increasing need to engage students with civic topics and concepts in public schools. Researchers have identified the importance of civics, and the benefits of providing opportunities to engage with public issues in schools. This work studies civic perspective-taking, a process wherein students examine multiple perspectives on public issues and form their own stances on these issues using fact-based reasons with a consideration for the public good. To study this concept, I collected data during the 2016-2017 school year at a low-income, majority Latinx school in the Southwest. The research for this dissertation is organized into two papers that are presented here. Each paper represents an important idea in teaching civic perspective-taking in elementary schools: (a) the knowledge teachers use to teach civic perspective-taking and (b) how students understand civic perspective-taking and related concepts.

The first study examines teacher knowledge by identifying the specific types of knowledge needed to teach civics, particularly civic perspective-taking in an elementary school. To do so, the adaptations three second-grade teachers made to a curricular intervention are analyzed through observations of teachers' enactments of each lesson. Findings indicate that teachers used specific types of knowledge to teach civic perspective-taking, namely *knowledge of locally-relevant issues*, *knowledge of students' home lives and cultures*, and *knowledge of the community and its features*. Implications for future research related to teacher knowledge used to teach civics are discussed.

The second study examines student learning related to civic perspective-taking with second-grade students in three majority-Latinx classrooms as they participated in this civics unit. Specifically, student learning related to key concepts within the unit is examined through analyses of students' individual work samples and field notes from small group work and

discussions. Based on these data, levels of learning civic perspective-taking and related concepts are presented. Patterns of student understanding are examined through three student exemplars, each of which demonstrated different levels of understanding of concepts (*advanced*, *developed*, and *limited* levels of understanding) throughout the unit. Implications for future research related to civic perspective-taking and student learning are discussed.

CHAPTER 1: Introduction to Study and Papers

This dissertation originated from my scholarly interests and an opportunity I had to work with teachers at Green Pines Elementary[1], a school where I had previously taught. As I returned to the school site as a volunteer in March of 2016, I found that teachers and the school's administrator were struggling with competing initiatives from different organizational levels. They were being asked to bring students' lived experiences into classrooms in a way that met district standards, but had limited curricular resources and expertise to do so. This led to an opportunity to co-design a curricular intervention with teachers that allowed me to continue to develop my own line of research and meet the needs of teachers at Green Pines.

As a researcher, I worked within the problem space of attempting to address two national issues: the civic empowerment gap and the increasingly polarized U.S. society. The civic empowerment gap has been identified and defined as the gap that exists between the civic and political knowledge, skills, attitudes, and behaviors of low- income non-white individuals and middle-class and wealthy white individuals (Levinson, 2010, 2013; Swalwell, 2015). The increasing polarization of U.S. society has been identified by researchers as they have witnessed increasingly more disparate views on social and public issues and individuals increasingly having fewer interactions with those who hold different opinions or values (Pew Research Center, 2016a, 2016b). I seek to address these issues by examining learning and teaching related to civic perspective-taking, which I define based on a synthesis of prior research as a process

[1] District, school, teacher, and student names have been changed throughout the dissertation.

wherein students examine multiple perspectives on public issues and form their own stances on these issues using fact-based reasons with a consideration for the public good (Bickmore & Parker, 2014; Hess, 2004a, 2004b; National Council for the Social Studies [NCSS], 2013; Selman & Kwok, 2010; Toledo, 2017; Torney-Purta, 2002; Torney-Purta, Lehmann, Oswald, & Schulz, 2001). Civic perspective-taking allows students opportunities to interact with others about public issues that they may or may not agree on, which may address these two pertinent issues to address in schools nationwide by providing a space for civic thinking and discourse with exposure to dissenting opinions.

To address these issues, I worked with three teachers at Green Pines to design a curricular intervention focused on civic perspective-taking. Designing and teaching this unit at Green Pines, a low socioeconomic, majority Latinx school site, represents a particularly important context to conduct research in related to these two national issues. Individuals from lower socioeconomic backgrounds are already, on average, less civically involved than others (Hill, Leighley, & Hinton-Andersson, 1995; Zukin, Keeter, Andolina, Jenkins, & Carpini, 2006). Researchers have found that schools, especially those in lower SES communities like Green Pines, may act as mediators between socioeconomic status and civic involvement by offering students from all socioeconomic backgrounds opportunities to engage with civic issues (Lopez et al., 2006; Pasek, Feldman, Romer, & Jamieson, 2008; Youniss, 2011). For schools to do so, students must have opportunities to engage with one another about relevant civic, or public, issues in classrooms (Hess, 2004a, 2004b). Students who have opportunities to engage in civic discussions in the classroom, including discussions focused on multiple perspectives and perspective-taking, are more likely to engage in these practices outside of the classroom (Kahne, Middaugh, Lee, & Feezell, 2012; Torney-Purta, Lehmann, Oswald, & Schulz, 2001). There is

also justification for engaging students in this type of perspective-taking academically, as the concept was recently acknowledged in the College, Career, and Civic Life (C3) Framework as a key component in the content area of civics education (National Council for the Social Studies [NCSS], 2013).

This study provided an opportunity to engage students in civic perspective-taking to address these nationwide concerns and to address the issues present at Green Pines. Together, teachers and I designed a curricular intervention focused on civic perspective-taking. In developing this curricular intervention, we provided students opportunities to interact with one another about relevant public issues from the local community, which met our collective and individual goals.

Prior Interest in Civic Perspective-Taking

In previous research (Toledo, 2017), I studied civic perspective-taking in a different way. In a quasi-experimental design study, the learning of second-grade students in two classrooms in which teachers taught an integrated literacy and social studies unit focused on civics and government was compared with the learning of second-grade students in two classrooms in which teachers had taught social studies as they had in years past. In this work, I focused on students' civic perspective-taking and the differences in student learning in the experimental classrooms and control classrooms.

This work allowed me to understand the importance of engaging young students in civic perspective-taking using locally-relevant issues. Findings indicated that the two teachers who taught the civics curriculum were able to increase students' perspective-taking abilities in important ways. This was encouraging, but there were several important implications for further research. First, students needed more opportunities to engage in civic perspective-taking as many

students did not fully understand the concept. Second, there was an opportunity to "localize" the public issues students examined. Third, and closely related to the prior implication, the teachers with whom I had worked during my prior research were not directly involved in the design of the curriculum that they taught.

To provide students with more opportunities to engage in civic perspective-taking, teachers and I developed this study with the goal of providing extended opportunities for elementary school students to engage in civic perspective-taking. Instead of students engaging briefly with concepts related to civic perspective-taking over several lessons, the original civic perspective-taking conceptual framework was refined and extended both independently and with teachers throughout the unit design process. Using this framework, key concepts related to civic perspective-taking became the focus of each lesson in this unit.

In the prior study, some students felt disconnected from the community issues they engaged with due to a lack of personal experiences directly related to the issues themselves. For example, in one classroom, students were asked to consider whether bikes should be allowed on sidewalks. As students discussed this in small groups, several students commented that they didn't have bikes due to families' financial circumstances, or that they did not visit the park. Because of this, another goal in this study was to include locally-relevant issues. This was also congruent with teachers' goals of bringing students' lived experiences into the classroom.

In considering the need to involve teachers more in the design of the curriculum, there was an opportunity to do so in this work. Teachers, who had knowledge of the students and communities that they worked within, could use this knowledge to localize the curriculum and make sure the topics and issues we included were relevant to the students in these classrooms. Related to this, researchers have found that active practitioner involvement in research can

increase the utility of the work in classrooms (Cochran-Smith & Lytle, 2009; Wagner, 1997). Guided by these implications, this work seeks to learn more about civic perspective-taking by working with these teachers in a design-based study (The Design-Based Research Collective, 2003) focused on the co-creation of a curricular unit focused on civic perspective-taking.

Overview of the Dissertation

In this dissertation, two journal-length manuscripts are presented. This format allowed for the analysis of two key aspects of the study with one paper focusing on teacher knowledge and the other focusing on student learning. Each paper is self-contained, and includes its own literature review, methodology section, findings, discussion, and references. Following these two papers, an appendix that provides a detailed account of this work is presented.

The first paper presented is titled *Civically Minded: The Types of Knowledge Teachers Used to Adapt a Curricular Intervention Focused on Civic Perspective Taking*. This paper is presented first as it provides an account of how teachers taught the curriculum and teachers' prior experiences in teaching social studies. In this study, I examine teacher knowledge used in teaching civic perspective-taking through the adaptations each teacher made as she taught this curriculum. Based on the adaptations teachers made, different areas of knowledge that teachers used to teach are identified and discussed.

The second paper presented is titled *How is that Fair?: Examining Students' Civic Perspective-Taking in a Curricular Intervention*. This paper examines student learning related to civic perspective-taking in these classrooms. Based on student data from small group work and discussion and individual writing samples, a rubric of learning civic perspective-taking and related concepts is presented. In addition, student exemplars that illustrate different levels of understanding are presented.

The appendix of this dissertation provides a detailed account of the collective work in which the teachers and I engaged. It describes the curricular design process from its earliest stages through the end of the project. For the first ten lessons, key moments from design sessions and teachers' enactments of lessons are discussed. Interviews with teachers and data from community meetings related to this project are also discussed.

In summary, this dissertation attempts to advance understandings related to civic perspective-taking, both in terms of teacher knowledge and student learning. To do so, two stand-alone papers are presented alongside a detailed account of this research. Collectively, these chapters illustrate different aspects of this work that contribute to prior research in both teacher knowledge and student learning in meaningful ways.

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CHAPTER 2
Civically Minded: The Types of Knowledge Teachers Use to Adapt a Civics Curriculum

Abstract

This study examines teacher knowledge used to teach civic-perspective-taking in elementary settings. To do so, the researcher analyzes teacher knowledge in use through the ways three teachers adapted a curriculum focused on civic perspective-taking through observation of teachers' enactments of each lesson. Findings indicate that teachers used specific types of knowledge, namely *knowledge of locally-relevant issues*, *knowledge of students' home lives and cultures*, and *knowledge of the community and its features*, to adapt the lessons they co-designed. Implications for future research based on these findings are discussed.

Keywords: teacher knowledge, civics education, civic perspective-taking

Introduction

Researchers have extensively examined teacher knowledge in content areas such as English Language Arts (Shulman, 1987), mathematics (Ball, Thames, & Phelps, 2008) and history (Monte-Sano & Budano, 2013) and most commonly through stimulated recall and interviews (Shavelson, 1983; Shavelson & Stern, 1981). Here, I focus on how three teachers enacted a civics curriculum that they participated in designing and argue that the curricular moves teachers made as they taught each lesson manifests certain types of knowledge used in teaching civics, specifically civic perspective-taking, which I define based on a synthesis of prior research as a process wherein students examine multiple perspectives on public issues and form their own stances on these issues using fact-based reasons with a consideration for the public good (Bickmore & Parker, 2014; Hess, 2004a, 2004b; National Council for the Social Studies [NCSS], 2013; Selman & Kwok, 2010; Toledo, 2017; Torney-Purta, 2002; Torney-Purta, Lehmann, Oswald, & Schulz, 2001). This study represents an important step forward in studying teacher knowledge, both in terms of subject matter and how teachers' knowledge was examined.

During the 2016-2017 school year, I worked with a team of three second-grade teachers in an urban, Title I school that served predominately Latinx-identifying students in a state in the southwest. As a design team, this group collaboratively created a 13-lesson unit in the content area of civics, an important and under-researched content area in elementary schools (Avery, Sullivan, Smith, & Sandell, 1996; Hess, 2009; Youniss, 2011) focused primarily on civic perspective-taking. Working within the design-based research methodology (Anderson & Shattuck, 2012; Cobb, Confrey, Lehrer, & Schauble, 2003; The Design-Based Research Collective, 2003), the design team utilized a lesson iteration study wherein the design and enactment of one lesson influenced the design and enactment of the lessons that followed. Here,

the ways in which teachers adapted the written curriculum are examined through analyses of classroom observations and formal and informal interviews conducted with each teacher. By examining how each teacher taught lessons within this unit, I was able to get a situated view of enactment and examine teachers' pedagogical reasoning (Shulman, 1987) through the ways they adapted the written curriculum.

Literature Review

This study represents an attempt to further the field of knowledge of teaching civics, specifically civic perspective-taking in elementary settings. By examining teachers' knowledge in use, there is an opportunity to better understand both how the written curriculum changed and the knowledge suggested by the ways teachers adapted the curriculum (Rowland, Huckstep, & Thwaites, 2003, 2005). Prior research has established that teachers use certain knowledge to adapt curricula (Beyer & Davis, 2012; Halvorsen et al., 2012; Remillard, 2000; Van Zoest & Bohl, 2002) which indicates that examining teachers' adaptations represents one way to further study teacher knowledge. Researchers have established that adaptations of curricula can be for better or worse, meaning they can either improve or detract from curricula and its intended learning goals (Brown & Campione, 1996; Brown, Pitvorec, Ditto, & Kelso, 2009). Rather than labeling adaptations as positive or negative, this study considered teachers' adaptations of the written curriculum as essential as they enacted lessons in different classroom contexts to meet students' needs (Barab & Luehmann, 2003; Brown, 2009; Enyedy & Goldberg, 2004; Pintó, 2004).

Like other professions (Abbott, 1988), teachers must use specific types of knowledge in purposeful ways to meet their professional goals and objectives. Researchers have argued that there are different types of knowledge that teachers use in specific ways to educate their students

(Ball, Thames, & Phelps, 2008; Cochran-Smith & Lytle, 1999; Shulman, 1986; Shulman, 1987; Wilson, Shulman, & Richert, 1987). In this study, the ways in which these teachers adapted the written curriculum offered significant insight into teaching civic perspective-taking and the knowledge used to teach this particular content.

This study examines teacher knowledge by analyzing teachers' pedagogical reasoning (Shulman, 1987) through the ways teachers adapted this curriculum, which allowed for a situated view of knowledge in action. Shulman identified the importance of *pedagogical reasoning*, or the ways that teachers comprehend, transform, represent, select, and adapt content as they plan and teach, and later reflect upon the experience to arrive at new understandings. Here, I focus on adaptations (Shulman, 1987), or the ways teachers changed content to meet the needs of their students, a component of pedagogical reasoning that was most evident as these teachers taught and made changes to the written curriculum.

I examined the ways teachers adapted the written curriculum that we had collectively designed to learn more about the specific knowledge needed to teach civic perspective-taking. Prior research focused on teacher knowledge helped to better understand the uses of knowledge suggested by the ways teachers adapted the written curriculum. In his 1986 piece, Shulman identified three broad categories of knowledge: *pedagogical knowledge*, or knowledge related to the practice of teaching; *content knowledge*, or knowledge about a specific content area or topic; or *pedagogical content knowledge (PCK)*, or knowledge related to how to teach specific content areas or topics. Although these broader categories were helpful in considering the types of knowledge these teachers might have used as they enacted the written curriculum, Shulman (1987) further specified these types of knowledge to examine more finite areas of knowledge needed in the profession of teaching (see Table 1).

Table 2.1
Shulman's (1987) Categories of Teacher Knowledge (pg. 8)

General pedagogical knowledge, with special reference to those broad principles and strategies of classroom management and organization that appear to transcend subject matter
Knowledge of learners and their characteristics
Knowledge of educational contexts, ranging from workings of the group or classroom, the governance and financing of school districts, to the character of communities and cultures
Knowledge of educational ends, purposes, and values, and their philosophical and historical grounds
Content knowledge
Curriculum knowledge, with particular grasp of the materials and programs that serve as "tools of the trade" for teachers
Pedagogical content knowledge, that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding

These categories of knowledge provided a way to further examine the knowledge suggested by teachers' pedagogical reasoning as they adapted the written curriculum. Several categories, including *content knowledge*, *knowledge of learners and their characteristics*, and *knowledge of educational contexts*, were key in understanding how teachers taught civic perspective-taking due to the focus on localized content and public issues from the curriculum.

As researchers have continued to examine teacher knowledge, there has been a shift to understand knowledge in different content areas. Ball, Thames, and Phelps (2008) extended Shulman's conceptualizations of knowledge further as the authors considered how students may think about content and how to make content accessible to students, which are particularly important considerations in civic perspective-taking. Ball, Thames, and Phelps separated content knowledge and PCK each in to three more specific domains. Content knowledge became *common content knowledge*, *specialized content knowledge*, and *horizon content knowledge*. Common content knowledge represents the most basic level of content knowledge and includes knowledge such as identifying correct and incorrect student responses and using concepts related to a topic appropriately. Beyond this more surface-level understanding of content lies *specialized content knowledge*, which includes knowledge such as flexible thinking related to the

interpretation of a concept. The third area, *horizon content knowledge*, includes the knowledge related to linked concepts that would be taught both before and after a specific topic.

Pedagogical content knowledge was separated into *knowledge of content and students, knowledge of content and teaching*, and *knowledge of content and curriculum*. Knowledge of students and content focuses on the types of knowledge teachers need about specific students and their learning needs as these needs relate to content specifically. Knowledge of content and teaching includes knowing about content itself and knowing about pedagogical strategies for delivering the content. The final category, knowledge of content and curriculum, consists of knowing the content and knowing features and usages of curricular materials.

Ball, Thames, and Phelps' (2008) work represented an important advancement in the field of research on teacher knowledge as researchers were now considering knowledge in different content areas, which may be quite different. In considering social studies specifically, Monte-Sano and Budano (2013) extended research by Shulman (1987) and Ball, Thames, and Phelps (2008) as they considered teacher knowledge in the content area of social studies, namely historical inquiry. To learn about teacher knowledge, the authors examined two teachers' uses of PCK in history in their pre-service teaching program into their first two years lead teaching as they taught students to engage in historical thinking, reading, and writing. Historical thinking involved "considering cause and effect, recognizing multiple perspectives, situating events in historical context, analyzing the affordances and constraints of historical sources, constructing evidence-based arguments, or evaluating the merits of others' claims" (Monte-Sano & Budano, 2013, pg. 181). This represents a concept much closer to that of civic perspective-taking due to the mutual focus on recognizing multiple perspectives and using fact-based evidence to support

opinions. The authors identified four areas of PCK that teachers used: *representing history*, *transforming history*, *attending to students' ideas about history*, and *framing history*.

Although Monte-Sano and Budano (2013) identified these more complex ways in which teachers used their knowledge to teach history, this study instead seeks to examine teacher knowledge used in teaching civic perspective-taking by examining how they adapted the written curriculum. As there is a much smaller base of previous research on teacher knowledge used to teach civics, and very little to none focused on civic perspective-taking. Previous work that has examined teacher knowledge in civics has done so through stimulated recall or interviews with pre-service teachers in educator preparation programs (Doppen et. al, 2011; Silva & Mason, 2003), high school teachers in Canada (Schugurensky & Myers, 2003), and elementary school teachers in Australia (Dunkin, Welch, Merritt, Phillips, & Craven, 1998).

In summary, this study represents a novel area of research as it examines teacher knowledge in use through the ways teachers adapted this curricular intervention. I argue that the ways teachers adapted the written curriculum as they taught each lesson manifests certain types of knowledge and provide a situated view of enactment and how knowledge works in action.

Methods

In this study, I analyzed the knowledge three second-grade teachers used to teach a 13-lesson civics unit focused on civic perspective-taking. Specifically, this study examined the research question, *What did the ways in which teachers adapted the written curriculum suggest about the types of knowledge they were using in teaching this content?* The curricular design team was interested in the development of theory related to civic perspective-taking and key curricular concepts and worked within the design-based research methodology, or DBR (The Design-Based Research Collective, 2003). DBR supported the design team in engaging in a shared problem

space and allowed for teachers to become shareholders in the curricular design process rather than feeling disconnected from the curriculum (Toledo, 2017).

Within DBR, the team utilized a lesson-iteration design, wherein the design, teaching, and results of one lesson informed the revision and teaching of the next. The team created curriculum for a somewhat novel content area (civic perspective-taking) that had not been widely researched before, particularly in this context and with lower elementary school students. The iterative nature of the work allowed the design team to improve upon and change future lessons based on student learning and teacher feedback. Figure 2.1 displays a visual of the process.

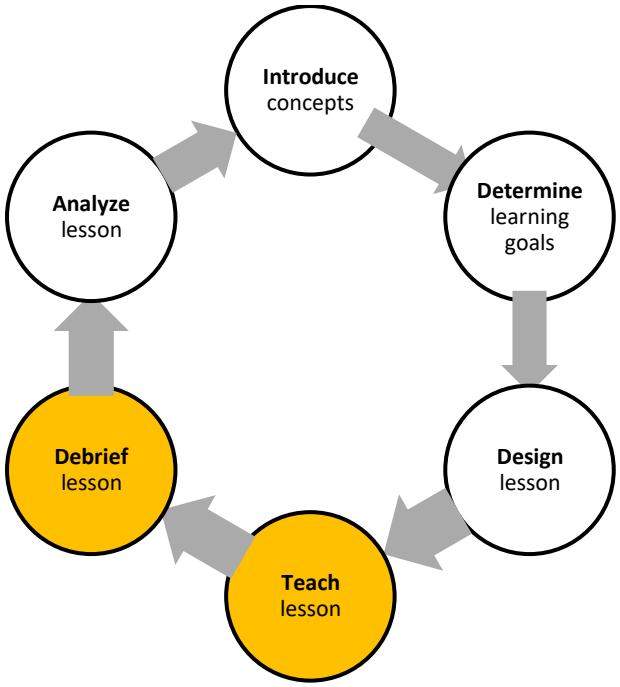

Figure 2.1. Iterative design process.

Teacher knowledge was used throughout the process of design and implementation. In this study, I focus on the knowledge teachers used in the *teach* and *debrief* phases to examine how they adapted the written curriculum through observation of lessons and interviews with teachers after lessons.

Participants

The design team consisted of a researcher and three second-grade teachers, Evelyn Martin, Amanda Cabello, and Rachel Polk[2]. Each teacher was oriented to civics as a space for inquiry and interpretation and received brief professional development about civic perspective-taking and related concepts at the beginning of the study. The working relationship between these three teachers was described by all three as collegial and positive. Ms. Cabello spoke to the important relationship the three teachers had: "We all have our strengths and our weaknesses, and we can help one another out and really work together on what we are good at individually." Ms. Polk, who was the newest teacher on the second-grade team, also agreed, saying, "These two have made it so much easier, I am so happy to be working with them." Below, I provide information on each teacher in terms of their teaching background and familiarity in teaching social studies.

Evelyn Martin

Evelyn Martin had been an educator for six and a half years, all of which were spent teaching at Green Pines. She taught second grade for five years and had taught first grade previously. Evelyn has her BA and MA, both in Elementary Education, and content endorsements in the areas of Social Studies and Teaching English as a Second Language (TESOL). Although Ms. Martin has her content area endorsement in social studies, she said that she was not very familiar with teaching the content area, noting that it is the "first to go" due to time limitations and required time blocks for math and ELA. Despite her lack of familiarity with teaching social studies, Ms. Martin said that she was very interested in teaching it, but unsure of how to implement it in a meaningful way for her students.

[2] All teachers have been assigned pseudonyms.

Amanda Cabello

Amanda Cabello has been a teacher for eleven years, nine of which have been at Green Pines. She has taught second grade for five years. She has her BA in Elementary Education and her MA in Curriculum and Instruction. She has a content endorsement in the area of Teaching English as a Second Language (TESOL). Like Evelyn, Ms. Cabello said that she was not very familiar with teaching social studies, noting that it had not been a priority at any school at which she had previously worked. However, she said that she was very interested in teaching social studies.

Rachel Polk

Rachel Polk has been a teacher for three years, two of which have been at Green Pines. She has taught second grade for one year. Although she did not study education as she pursued her BA, Ms. Polk has her alternative certification in Elementary Education. Like her colleagues, Ms. Polk said that she was not as familiar as teaching social studies as other areas due to the priorities of the school and the district. She was also interested in teaching social studies and finding a space for it in her instructional day.

Data and Analysis

During data collection, I collected data from three sources to examine teacher knowledge used in adapting the curriculum: classroom observations, interviews, and drafts of the written curriculum (see Appendix A). Classroom observations were the primary data source as I observed each teacher's enactment of lessons and video recorded segments of lessons. These data were used to examine specific changes each teacher made to the written version of the curriculum. I conducted two formal interviews and numerous informal interviews during data

collection to gather further information about teachers' perceptions of the adaptations they made to the written curriculum. Written versions of the curriculum were also analyzed alongside field notes to identify key changes.

To analyze these data, I reviewed and transcribed selected video and audio footage from classroom observations and interviews based on key moments highlighted in field notes. Using these transcripts and field notes, I engaged in emergent coding to identify codes in the data (Miles, Huberman, & Saldaña, 2014). First, I engaged in open coding (Strauss and Corbin, 1990; Maxwell, 2012) to identify key themes in the adaptations teachers made to each lesson and then axial coding (Miles & Huberman, 1994) to examine relationships between codes. After this, I engaged in selective coding (Strauss and Corbin, 1990) to triangulate findings between data sources through the refinement of codes and examination of key themes across data sources. Finally, I engaged in deductive coding (Miles, Huberman, & Saldaña, 2014) as codes that emerged from the data were examined alongside Shulman's (1987) categories of teacher knowledge.

Findings

As I examined teachers adapting the written curriculum, I found that these adaptations fell into three primary categories of knowledge: *knowledge of content, knowledge of learners and their characteristics*, and *knowledge of educational contexts* (Shulman, 1987). However, within each area that Shulman identified, there were more specific areas of knowledge that teachers used frequently. *Knowledge of content* emerged in this study specifically as *knowledge of locally-relevant public issues*; *knowledge of learners and their characteristics* emerged as *knowledge of students' home lives and cultures*; and *knowledge of educational contexts* emerged

as *knowledge of the community and its features*. Figure 2.2 displays each of these three types of knowledge.

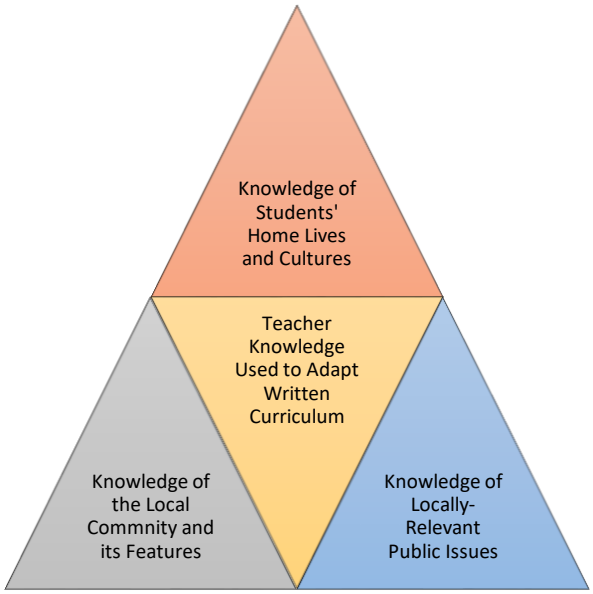

Figure 2.2. Types of knowledge used by teachers to adapt the written curriculum.

Each area of knowledge was identified through field notes and video footage of observations and interviews with each teacher. Knowledge of locally-relevant public issues included knowledge of different issues in the community, including proposed laws and ordinances and public debates. Knowledge of students' home lives and cultures included knowledge of students' family structures, beliefs, and cultures. Knowledge of the community and its relevant features included knowledge of the geographical features of the community and its populations. Table 2.2 defines each code and provides specific examples of how the code emerged in classrooms.

Table 2.2
Teacher Knowledge Used to Adapt the Written Curriculum

Code	Definition	Example
Knowledge of locally-relevant public issues	Teacher adapted written curriculum in some way based on her knowledge of relevant issues in the local community.	"Some people in our community think that schools should sell candy and soda in vending machines, like Point Middle School does, which some of you will go to, but other people say they shouldn't. This was just on the news yesterday, so it is about choice – should we have the choice? Or should we help people make healthy decisions?" (Classroom observation, January 24th, 2017). *Ms. Cabello adapted a lesson by providing an additional example of a public issue based on her knowledge of a locally-relevant issue.*
Knowledge of students' home lives and cultures	Teacher adapted written curriculum in some way based on her knowledge of students' home lives, cultural traditions, or beliefs.	"We are going to need to install and build this Buddy Bench. Alex, I know your dad is a builder, he works in construction. These are the types of people who might be able to help us with this project. Maybe he is someone who might have some good ideas for the Buddy Bench." (Classroom observation, April 11th, 2017). *Ms. Martin adapted a lesson by teaching about community involvement based on her knowledge of a student's home life.*
Knowledge of the local community and its features	Teacher adapted written curriculum in some way based on her knowledge of the community and its features.	"I know that many of you have seen this, or maybe taken it yourself, but there is a city bus route outside of our school. How does this serve the public good?" (Classroom observation, February 7th, 2017). *Ms. Polk adapted a lesson by facilitating an additional whole group discussion about the public good based on her knowledge of the local community.*

All three teachers made adaptations to the written curriculum using these areas of knowledge frequently, which speaks to the significance of these three areas of knowledge in teaching civic perspective-taking in these classrooms. In examining how often teachers adapted the written curriculum using these areas of knowledge, it was evident that Ms. Martin made the most adaptations (39 in total), while Ms. Cabello made the fewest (20). Each teacher's profile in regards to how often they used these areas of knowledge to adapt the written curriculum is displayed in Table 2.3.

Table 2.3
Frequencies of Use of Types of Knowledge by Teacher

Teacher Name	Total Number of Adaptations Made to 13-Lesson Unit	Knowledge of Locally-Relevant Public Issues	Knowledge of Students' Home Lives and Cultures	Knowledge of the Local Community and its Features
Martin	39	10	13	16
Polk	26	6	6	14
Cabello	20	3	10	7

To better understand these three areas of knowledge, I examined how teachers used the knowledge to adapt the written curriculum and what triggered these adaptations. Here, each area of knowledge is discussed more in-depth with specific examples that highlight the knowledge used to adapt the written curriculum.

Knowledge of Locally-Relevant Issues

Teachers' knowledge of locally-relevant public issues was used to adapt the written curriculum to address instances in which some students did not connect with the issues that the design team had included as examples in the written curriculum. When this happened, all three teachers used this area of knowledge to supplement the written curriculum at some point throughout the duration of the study. Table 2.4 is an example of Ms. Polk using her knowledge of locally-relevant issues to adapt the written curriculum.

Table 2.4
Example of Ms. Polk Using Knowledge of Locally-Relevant Issues to Adapt Written Curriculum

Written curriculum	Enacted lesson
Lesson 4: Teachers will display a public issue from a previous lesson (Should New Mexico have bottle deposits?) and model talking about the reasons for and against the issue. Then teachers will model thinking aloud about what decision will best serve the public good.	*Ms. Polk used the issue of bottle deposits as an example of a public issue. After this example, she included another example of a public issue and modeled considering both sides of the issue.* Ms. Polk: They want to close Elm park a few hours earlier because of vandalism. This is a public issue, and we have the two sides, right? We want the park to stay nice, but we want it to be open long enough for people to enjoy. *Ms. Polk then had students discuss this public issue in pairs.* (Classroom observation, January 24th, 2017).

In this example, Ms. Polk used her knowledge of a public issue that she did not initially plan to use in the classroom. After the lesson, she said:

> I noticed a few kids just weren't quite getting it, and I know a few of them go to Elm Park, so it made sense to use that issue. After they had some time talking about it, you could hear, "Oh I've gone there," they related to it and got that it affected other people, even other people in our class… I didn't plan to use the issue in class, but it worked… The issue of bottle deposits was just too out there, they weren't getting it, you could just see it on their faces.
>
> (Ms. Polk, personal communication, January 24th, 2017)

Ms. Polk's knowledge of the issue at Elm Park allowed her to adapt the written curriculum and include an additional example of a concept that she believed would be more accessible to her students than the example of bottle deposits in the written curriculum. She made the change to the written curriculum based on her perception that students did not understand the public issue from the written curriculum.

Knowledge of Students' Home Lives and Cultures

Researchers who study culturally relevant pedagogy and teaching (Ladson-Billings, 1995a, 1995b) have described the importance of bringing students' cultures and lived experiences into the classroom, which teachers did frequently in this unit as they used their *knowledge of students' home lives and cultures* to illustrate specific concepts from the unit. These teachers used their knowledge of students' home lives and cultures to further contextualize key concepts as they adapted the curriculum in ways that indicate that teaching civic perspective-taking may require teachers to have in-depth knowledge of students' home lives and circumstances.

Table 2.5 shows Ms. Cabello's adaptation of the second lesson in the unit based on her knowledge of students' home lives and cultures.

Table 2.5
Example of Ms. Cabello Using Knowledge of Students' Home Lives and Cultures to Adapt Written Curriculum

Written curriculum	Enacted lesson
Lesson 2: Teachers will tell students that today, they will work on coming up with facts, or reasons, to support opinions that they may or may not hold themselves. Teachers will display an opinion ("The Apache Wildlife Museum is the school's best feature.") and think-aloud for students, modeling how she considers the opinion and what facts could support it (e.g. "We can see and learn about different types of animals that live in our state," or, "We can see real animals up close in a safe environment"). They will then think-aloud for students on the opposite stance: "The Apache Wildlife Museum is not the school's best feature." (e.g. "Seeing the animals that aren't alive anymore can be sad").	*Ms. Cabello said that some students' religions or cultural beliefs should be considered in regards to the animal museum.* Ms. Cabello: Nira, can you talk a little bit about your culture and how you aren't supposed to look at certain animals? Nira: Hmm mmm, yeah, so in our culture, we aren't supposed to look at the… certain animals. Like the owl. It's bad luck, it's just not good for you. Ms. Cabello: And that is Nira's belief, it might not be all of our beliefs, it's kind of like an opinion in that way, but we want to respect her opinion. So when I think about the animal museum, I think it might be important to think about that. How certain students might not feel comfortable in there. (Classroom observation, January 19th, 2017).

Ms. Cabello used a contextually- and culturally-appropriate example that introduced a concept into the classroom in a meaningful way. She noted in a subsequent interview that she used her knowledge of students' home lives and cultures as content knowledge to provide this specific example as she considered the cultures present within her classroom:

> We are all designing this week-to-week, and for the most part it feels like we are getting it right, but there are differences even in each classroom. Nira has, her family has actually mentioned this particular issue, and it made sense to show more about opinion and what that means, and how differently we can feel. We are learning about empathy too, and this builds that too, we got to see that people feel differently.
>
> (Personal communication, January 19th, 2017)

Here, Nira's cultural beliefs were used as an effective example to demonstrate how different people may have different perspectives on one of the school's features, the animal museum.

Knowledge of the Local Community and its Features

Teachers' knowledge of the local community and its features provided opportunities to make content more relevant to students and was built as teachers learned more about the Green Pines neighborhood and surrounding areas. This knowledge included knowing about features in the community, such as parks, the layout of the community, such as cross streets, and the neighborhoods in the community, such as different buildings and stores. Table 2.6 is an example of Ms. Martin adapting the written curriculum based on her knowledge of the local community.

Table 2.6
Example of Ms. Martin Using Knowledge of the Community and its Features to Adapt Written Curriculum

Written curriculum	Enacted lesson
Lesson 2: Teachers will introduce and display the terms "fact" and "opinion" as the class discusses in pairs what they believe to be the differences between the two terms. Teachers will take students responses. Then, they will tell students that facts can be proven. They will provide example facts to the class and show how they can be proven. Teachers will then tell the class that opinions are beliefs or thoughts someone may have that someone else may not believe or feel. Teachers will tell students that opinions should always be based on reasons.	*Ms. Martin provided several examples of facts and opinions to aide students' understandings of these concepts.* Ms. Martin: It's still snowing in the Sandia's now. They got two feet of snow over the weekend! So you can still go up there to build a snowman. That's a fact. The snowman looks best with a blue scarf? Opinion. (Classroom observation, January 10th, 2017).

At this point in the lesson, Ms. Martin used their knowledge of the community and its features to adapt the curriculum in a way that she believed would help students understand the key concepts of *facts* and *opinions* and *public issues*. Ms. Martin said after teaching the lesson: "My kids love to kind of track the mountains and if there's snow or not. I knew they would like that example, and it's something we can prove, a fact, right here on campus." This change to the written curriculum was intentional and was made to connect students more closely with the concepts in the unit. This example was particularly interesting as Ms. Martin also used her knowledge of students' home lives, which indicates that these areas of knowledge were not used in isolation, but sometimes simultaneously as teachers adapted the written curriculum.

Discussion

Much of the knowledge these teachers used to adapt the written curriculum was directly informed by the communities in which they taught. This has implications for educator preparation programs that serve as important contexts for pre-service teachers in learning how to teach different content (Cochran, DeRuiter, & King, 1993). In considering teaching civic perspective-taking, these data suggest that there is a need to prepare future educators to provide instruction in ways that align with students' identities and cultures. The teachers at Green Pines attempted to teach in these ways, and referenced in interviews that training from their educator preparation programs prepared them for teaching in a way that considered students' lived experiences. This suggests that, like other content areas, the teaching strategies and dispositions that support teaching civic perspective-taking can and should be taught in educator preparation programs.

Knowledge related to content has also been established frequently as an important part of teachers' professional knowledge that is often taught in preparation programs (Ball &

McDiarmid, 1990; Foss & Kleinsasser, 1996; Kleickmann et al., 2013). However, these data suggest that the knowledge that teachers use to teach civic perspective-taking may be acquired through day-to-day experiences in the communities they work within rather than taught in educator preparation programs (Journell, 2013). This may be due to the localized knowledge needed to teach about civic issues relevant to the community, particularly in lower-elementary school classrooms such as these where many national standards focus on the local community (National Council for the Social Studies [NCSS], 2013).

These teachers' interviews confirmed that they learned the content needed to teach this unit in their day-to-day engagement with individuals in the local community, spending time in the community, and from local news sources. In a post-lesson interview, Ms. Martin indicated that she learned her knowledge about a budget crisis in the school district that she used to extend a lesson from the local news: "I had seen the budget come up on the news last night, which we kind of knew was coming as teachers. I thought that maybe some of the kids had seen it, and it was good to address because families worry about that kind of thing, just like teachers" (personal communication, April 18th, 2017). In this moment, Ms. Martin's content knowledge of a local public issue was developed very close to the time that she taught a lesson and informed her teaching.

Similarly, Ms. Cabello reported that she learned her knowledge about an animal shelter that she used to extend a lesson from a family in her classroom shortly before a lesson: "One of our parents volunteers at the shelter, and it was getting really over-crowded, she had mentioned that after school yesterday" (personal communication, February 2nd, 2017). Based on these data, it may be that educator preparation programs are useful in informing pre-service teachers on ways to teach civic perspective-taking, which may include teaching pre-service teachers to teach

in culturally-relevant ways with considerations for the communities they work in (Ladson-Billings, 1995a). However, the more specific knowledge teachers use as they teach may need to be acquired day-to-day through community interactions and involvement.

Beyond considering how the knowledge needed to teach civic perspective-taking may develop, there is also reason to believe that this knowledge may evolve and change quickly. As referenced previously, teachers' knowledge of locally-relevant public issues changed particularly quickly, which has implications for the need for teachers to continuously update this area of knowledge. This was evident in these classrooms as teachers used their knowledge of locally-relevant public issues to adapt the written curriculum in real time as they included issues or topics that had come up in a very short time period between writing and teaching the curriculum, which varied from a few days to a little over a week. As mentioned, Ms. Martin extended a lesson by referencing a public issue with the school district's budget. Here, she used knowledge that she had learned in the short time between co-developing a written lesson with the design team and teaching the lesson. This indicates that knowledge needed to teach civic perspective-taking may shift particularly rapidly. Because of quickly evolving public issues, teachers should have current content knowledge of public issues to make sure that their instruction is accurate.

Conclusion

Although this study represents a starting place to begin to conceptualize the knowledge needed to teach about civics in elementary schools, there are several implications for future research. First, this study was conducted in a single school with one team of second-grade teachers. Future research should examine the knowledge used in teaching civics with larger groups of teachers across multiple schools. By studying teacher knowledge in this way, more generalizations about these areas of knowledge may be made. Additionally, this study focuses on

the knowledge needed to teach civic perspective-taking, a specific concept within civics. Therefore, the categories of knowledge that teachers used to teach this unit may only be applicable to this and related concepts, such as public issues (Torney-Purta, Lehmann, Oswald, & Schulz, 2001) and the public good (Garcia Bedolla, 2012). Future research should examine teacher knowledge as it is used to teach other key concepts within the content area of civics, such as civic knowledge related to the functions and duties of government (Niemi & Junn, 1998) and Last, it is important to reiterate that this research was conducted in three second-grade classrooms in a low-income, majority-Latinx school. Future research should examine other diverse settings to identify the knowledge teachers use to teach civic perspective-taking in different contexts and communities to examine its similarities and differences with the areas of knowledge these teachers used.

This research demonstrates the need to continue to examine teachers' knowledge in use. All three teachers were collaborators in designing this curricular intervention; however, the curriculum still changed considerably as each teacher taught the unit in her own classroom, which speaks to the importance of teachers' knowledge as they enact curriculum, which will inevitably shift and change as each teacher draws upon her or his own experiences and knowledge as they teach.

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Appendix 2A

Table 2.7: Data Sources, Uses, and Analysis Procedures

Data sources, uses, and analysis procedures

Data source and use	Data analysis
Classroom observations • Field notes and video recordings of each lesson that focused on teachers' instruction • Examined how each lesson was enacted and each teachers' adaptations to the written curriculum	• Reviewed and transcribed selected videos • Engaged in emergent coding through open, axial, and selective coding (Strauss & Corbin, 1990; Maxwell, 2012; Miles, Huberman, & Saldaña, 2014) of transcripts and field notes alongside written curriculum to identify adaptations teachers made • Engaged in a deductive coding (Miles, Huberman, & Saldaña, 2014) alongside Shulman's (1987) categories of teacher knowledge
Teacher interviews • Field notes on informal interviews conducted after each lesson • Video recordings of 2 formal individual interviews with teachers conducted at the beginning and end of the study • Examined teachers' perceptions of why different adaptations were made to the curriculum	• Reviewed videos and transcribed selected footage • Engaged in emergent coding through open, axial, and selective coding (Strauss & Corbin, 1990; Maxwell, 2012; Miles, Huberman, & Saldaña, 2014) of transcripts and field notes to identify teachers' perceptions of uses of knowledge • Engaged in a deductive coding (Miles, Huberman, & Saldaña, 2014) alongside Shulman's (1987) categories of teacher knowledge
Drafts of curriculum • Lesson drafts collected after each design meeting • Examined how teachers adapted written curriculum as they taught	• Engaged in emergent coding through open, axial, and selective coding (Strauss & Corbin, 1990; Maxwell, 2012; Miles, Huberman, & Saldaña, 2014) of written curriculum to examine key changes made to lessons through teachers' adaptations • Engaged in a deductive coding (Miles, Huberman, & Saldaña, 2014) alongside Shulman's (1987) categories of teacher knowledge

CHAPTER 3

How is that Fair?: Examining Students' Civic Perspective-Taking in a Curricular Intervention

Abstract

This article examines the civic perspective-taking of second-grade students in three majority-Latinx classrooms as they participated in a civics unit with a perspective-taking focus. Specifically, this work examines student learning related to key concepts within the unit through analyses of individual student work samples and small group work and discussions. Based on these data, a rubric of learning civic perspective-taking and related concepts is presented. Patterns in student work are examined through three student exemplars which demonstrate *advanced*, *developed*, and *limited* levels of understanding of key concepts throughout the unit. Larger patterns of student understandings from these three classrooms are also discussed.

Keywords: civic education, civic perspective-taking, curricular intervention, student learning

Introduction

There is an increasing need to examine how young people, particularly elementary school students, engage with civic ideas and perspectives disparate from their own to understand and foster civic discourse. US society is becoming more polarized than ever before because individuals have fewer and fewer interactions with others who hold different opinions or beliefs (Pew Research Center, 2016a, 2016b). This is problematic because, as our society becomes increasingly divided, more and more citizens become less and less civically involved, particularly individuals from lower socioeconomic groups who are already, on average, less civically involved than others (Bennett and Shapiro, 2002; Hahn & Torney-Purta, 1999). Specifically, studies have found that these individuals are less committed to voting, feel less efficacious, and are less politically active than higher SES individuals (Hill, Leighley, & Hinton-Andersson, 1995; Zukin, Keeter, Andolina, Jenkins, & Carpini, 2006; Dalton, 2008). This phenomenon has been labeled a "civic empowerment gap:" a difference that exists between the civic proficiencies of different socioeconomic groups (Kahne & Middaugh, 2008; Levinson, 2010; Levinson, 2013; Swalwell, 2015; Youniss & Levine, 2009). This gap, coupled with the increasing polarization of US society's political views, may put individuals from lower socioeconomic backgrounds more at risk than ever before to have their voices go unnoticed, which is an issue of equity in terms of representation that challenges our democracy (Levinson, 2010; Levinson, 2012).

Researchers have found that schools, especially those in lower SES communities, may act as mediators between socioeconomic status and the development of civic proficiencies by offering students from all socioeconomic backgrounds opportunities to engage in civic processes (Lopez et al., 2006; Pasek, Feldman, Romer, & Jamieson, 2008; Youniss, 2011). Civic

proficiencies, or the necessary skills and abilities individuals will need to engage in complex civic decision-making processes as adults (Torney-Purta, 2002; Torney-Purta, Lehmann, Oswald, & Schulz, 2001), are developed as individuals have opportunities to engage in these civic processes, namely civic thinking, discussion, and action. Prior research has found that students who had opportunities during their K-12 education to engage in these civic processes, including exposure to multiple perspectives and perspective-taking, are more likely to be able and willing to engage in civic thinking, discussion, and action outside of the classroom (Kahne, Middaugh, Lee, & Feezell, 2012; Torney-Purta, Lehmann, Oswald, & Schulz, 2001). In the absence of opportunities to engage in these civic processes, individuals have fewer opportunities to develop the civic proficiencies that they will need throughout their lives.

This study represents an attempt to address this national issue. I worked with three practitioners at an urban, Title I school in the southwestern United States that served predominately Latinx-identifying students during the 2016-2017 school year. This design team collaboratively developed a 13-lesson civics unit focused on developing one area of students' civic proficiencies, specifically their civic perspective-taking. I define this concept based on a synthesis of prior research as a process wherein students examine multiple perspectives on public issues and form their own stances on these issues using fact-based reasons with a consideration for the public good (Bickmore & Parker, 2014; Hess, 2004a, 2004b; National Council for the Social Studies [NCSS], 2013; Selman & Kwok, 2010; Toledo, 2017; Torney-Purta, 2002; Torney-Purta, Lehmann, Oswald, & Schulz, 2001). Each practitioner taught the unit in her own second-grade classroom over the course of four months. The lessons in the unit each included opportunities for students to engage in civic perspective-taking collectively with peers and

individually and the unit commenced with students writing persuasive letters and giving presentations to authentic audiences to advocate for a positive change in their local communities.

This work analyzes how students interacted with key concepts in the unit and the range of student understanding of each concept to learn more about how young children think about civic perspective-taking. Specifically, patterns of student understanding are analyzed using individual and collaborative work samples.

Literature Review

It is critical to examine perspective-taking in other fields to distinguish why civic perspective-taking represents a unique construct that needs a place in schools. In its most basic form, perspective-taking relates to *theory of mind*, or the human ability to infer what is in the mind of another (Peterson, Wellman, & Slaughter, 2012; Slaughter, 2015; Wellman, Cross, & Watson, 2001). 'Theory of mind' includes the ability to consider what others may think, and the ability to distinguish among multiple perspectives (Marvin, Greenberg, & Mossler, 1976). Although civic perspective-taking requires inferencing what might be in another person's mind and distinguishing perspectives as distinct, the goal is more specific and requires one to consider societal norms in ways that more closely resemble *social perspective-taking* (Selman, 1980; Selman, Demorest, & Krupa, 1984). Social perspective-taking refers to the ability to temporarily suspend one's own views to recognize the perspectives, feelings, and thoughts of others in a social situation (Shantz, 1983). This concept is closely related to civic perspective-taking as both require the consideration of societal circumstances and norms and the perspectives of peers. However, civic perspective-taking is still a unique construct in that the context-based consideration of peers is applied to public issues rather than to more general social situations.

Civic perspective-taking also closely resembles *historical perspective-taking* because of the consideration of social issues. Historical perspective-taking (Ashby & Lee, 1987; Bain, 2005; Lee & Ashby, 2001; Seixas & Peck, 2004; VanSledright, 2002; Westhoff, 2009; Wineburg, 2001; Wiley & Voss, 1999) takes place as individuals use texts and primary source materials to consider the perspectives of individuals from the past. As students engage in historical perspective-taking, they are often asked to consider how others may have felt about a decision that was made, or how an event transpired, and to suspend their own judgment while considering the contexts of the past. This notion of considering perspectives related to important decisions or events while considering context represents an important similarity between historical and civic perspective-taking. However, an important element of historical perspective-taking is the suspension of current societal norms and values as one imagines how certain individuals or groups of people felt in important historical moments in time (Davis, Yeager, & Foster, 2001; Nokes, 2011; Wineburg, 2001;), which highlights a key difference between historical perspective-taking and civic perspective-taking. In this work, students were not asked to suspend current societal norms, but rather to embrace them as they considered current public issues.

Civic perspective-taking is distinct from other types of perspective-taking and therefore requires its own space in schools. Although civic perspective-taking has features in common with social perspective-taking and historical perspective-taking, it is a unique concept. As discussed above, civic perspective-taking is defined in this work as a process wherein students examine multiple perspectives on public issues and form their own stance on these issues using fact-based reasons with a consideration for the public good (Bickmore & Parker, 2014; Hess, 2004a, 2004b; National Council for the Social Studies [NCSS], 2013; Selman & Kwok, 2010; Toledo, 2017; Torney-Purta, 2002; Torney-Purta, Lehmann, Oswald, & Schulz, 2001).

There is a need to examine civic perspective-taking in elementary school settings as there has been little empirical work done to directly examine this phenomenon in classrooms. Civic researchers have examined the positive influence of democratic classroom environments on perspective-taking (Ferguson-Patrick, 2012; Lenzi et al., 2014) as well as the effects in classrooms brought about by the discussion of controversial public issues (Hess, 2004a, 2009). Although these studies represent important work to better understand how students interact with public issues and engage with multiple perspectives, these studies do not examine the development and implementation of curricular interventions focused on civic perspective-taking abilities. Studying curricular interventions is important as curricular materials provide students with opportunities to learn through exposure to specific content (Hiebert, Gallimore, & Stigler, 2002; Remillard, 2000). This lack of curricular intervention studies related to civic perspective-taking highlights an important gap in the literature.

In addition to the lack of studies focused on student learning related to curricular interventions, there is also a need to examine civic perspective-taking with young children. The majority of research in civics education is focused on adolescents and their transition to adulthood (Ballard, 2014; Campbell, 2008; Flanagan & Levine, 2010; Kahne & Middaugh, 2009) as opposed to preadolescent students. However, it is critical to examine younger students' learning related to civics as individuals' civic dispositions and ideas are thought to develop pre-adolescence (Rubin, 2007; Shiller, 2012). Additionally, as it has been demonstrated by prior research (Levstik & Barton, 1997; Schweber, 2008), the way that young students think about and conceptualize issues from the past may be inherently different. Given the similarities between historical perspective-taking and civic perspective-taking, it is important to better understand how young children consider current public issues.

Methods

This study attempts to address these gaps in prior research by examining how these second-grade students understood civic perspective-taking and related concepts as they participated in a curricular intervention that included locally-relevant public issues. Specifically, this study examined two questions:

1. What are the varied levels of student interaction with key concepts related to civic perspective-taking?
2. What patterns of interaction with key concepts emerge from student work?

The design team included a researcher and three second-grade teachers who taught at Green Pines Elementary School[3]. Green Pines is a Title I school in the southwestern United States that serves predominately (>75%) non-White students, with the majority of students (>50%) identifying as Latinx. Many students at Green Pines receive English as a Second Language (ESL) services and 100% of students receive free breakfast and lunch. In total, I collected data from 40 students across three classrooms whose parent(s) or guardian(s) provided consent for participation in this study (see Table 3.1).

Table 3.1
Student Demographics by Teacher (Teacher-Reported Data)

Teacher name	Students with parental consent	White students	Latinx students	Native American students	African American students	Middle Eastern or Asian students	ELL students	Receiving special education services
Martin	14 out of 16	3	8	2	1	0	4	3
Cabello	11 out of 15	2	6	1	0	2	4	3
Polk	15 out of 16	5	5	3	2	0	2	4

Note: Student demographics were reported by classroom teacher.

[3] The names of the school and teachers have been changed to ensure anonymity.

Collectively, these students were a diverse group of learners. Thirty students who participated were non-White, with twenty identifying as Latinx, and ten receiving ELL services on a regular basis. Additionally, ten students received special education services in some capacity. Because of this diversity, this study represents an effort to understand the experiences of non-White, low income students, particularly Latinx-students.

This work sought specifically to examine students' interactions with civic perspective-taking and related concepts. To effectively study and evolve key concepts related to civic perspective-taking, the design team worked within the qualitative methodological paradigm of design-based research, or DBR (The Design-Based Research Collective, 2003). DBR is used to develop theory about both the process of learning and the means that are designed to support that learning (Cobb, Confrey, Lehrer, & Schauble, 2003). Therefore, this methodology allowed the design team to develop theory related to civic perspective-taking as we examined students' work samples and redesigned and adapted our curriculum according to students' needs.

The design team planned lessons using a revised conceptual framework for civic perspective-taking based on my prior research (Toledo, 2017) (see Figure 3.1).

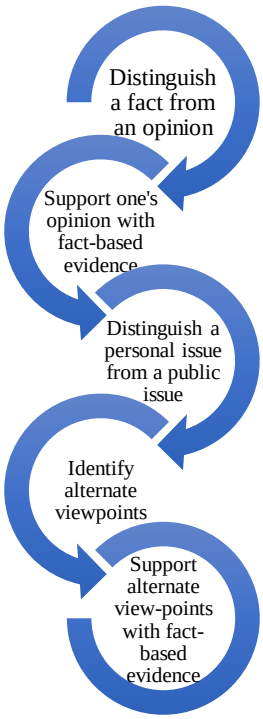


Figure 3.1. The process of learning civic perspective-taking conceptual framework.

Using this conceptual framework, the design team identified concrete learning objectives that students would engage with during the unit. The unit was structured around these learning objectives, which represented the primary goals for students in the unit. Table 3.2 displays a crosswalk between the conceptual framework and the learning goals for the unit:

Table 3.2
Crosswalk Between Conceptual Framework and Unit Learning Goals

Student learning objective and lesson(s)	Related concept(s) from framework
1. Differentiates between facts and opinions	Distinguish a fact from an opinion
2. Supports opinions with reasons	Support one's opinion with fact-based evidence Identify alternate viewpoints Support alternate view-points with fact-based evidence
3. Writes in persuasive genre	Support one's opinion with fact-based evidence Identify alternate viewpoints Support alternate view-points with fact-based evidence
4. Differentiates between public and personal issues	Distinguish a personal issue from a public issue
5. Considers the public good	Distinguish a personal issue from a public issue Identify alternate viewpoints
6. Engages in civic perspective-taking with peers	Identify alternate viewpoints Support alternate view-points with fact-based evidence
7. Uses academic vocabulary	(addressed in all concepts)

Data Sources and Analyses

Student work provided a way to examine students' interactions with these concepts. Data sources included pre- and post-unit writing samples, individual student writing samples from ten of the thirteen lessons, and field notes from classroom observations of students' small group work and discussions. Appendix A displays each data source, its alignment with the research questions, and collection and analysis procedures.

Students completed a writing activity at the beginning and the end of the unit to allow for the examination of changes in students' understanding of key concepts related to civic perspective-taking. By analyzing these samples, the design team determined both how the unit should be developed based on students' pre-unit writing samples and how students' understanding changed over the course of the unit. Students did not have a time limit to complete the writing task and while members of the design team would re-read items or statements for

students as asked, students did not receive feedback or assistance on their ideas or writing.

Figure 3.2 displays the writing activity as it was presented to students.

I want to tell you about a public issue: a park needs new equipment.

Some people think the city should buy new equipment for the park. They think that it is important because it is a place for children to play. They also think it is important because it helps bring people from the community together.

Other people think the city should <u>not</u> buy new equipment for the park. They think the new equipment is too expensive. They also think the old equipment could be fixed instead.

What do <u>you</u> think? Write an argument. Use facts to defend your opinion. Make sure to write about why someone else might have a different opinion.

Figure 3.2. Writing activity as presented to students.

Individual written student work samples were collected from ten of the thirteen lessons to examine how students' thinking about key concepts evolved and changed over time. Written student work samples included argumentative essays, worksheets, and other writing activities completed individually. The design team analyzed written work samples during data collection to determine how the subsequent lesson should change based on these data. After data collection, I independently analyzed student work samples to examine students' individual understandings of key concepts throughout the unit.

Field notes detailing small group work and discussions were analyzed to determine how students collaboratively worked together to understand concepts related to civic perspective-taking. During data collection, the design team analyzed these data to determine how different concepts related to civic perspective-taking emerged in students' collaborative discussions and activities. After data collection, I independently analyzed these data to examine students' understandings of concepts in collaborative settings.

I analyzed these data using emergent coding (Miles, Huberman, & Saldaña, 2014) to identify themes within the data. First, I engaged in open coding (Strauss and Corbin, 1990; Maxwell, 2012) and then in axial coding (Miles & Huberman, 1994) to identify links between emerging themes. After this, I triangulated findings between codes and engaged in selective coding (Maxwell, 2012). Finally, I utilized deductive coding (Miles, Huberman, & Saldaña, 2014) as codes were examined alongside curricular learning objectives for the unit. Collectively, these data were used to examine students' understandings of key concepts throughout the unit through their use of these concepts in small groups and individually. Patterns within the varied levels of student understanding were used to identify different levels of proficiency and to propose a rubric of student learning of civic perspective-taking and related concepts.

Findings

Students' understandings of key concepts from the unit varied considerably, with some students meeting the design team's learning objectives and others either not reaching or exceeding these goals. Here, a rubric of learning based on student work is presented along with three exemplars of students, each of whom represents a different level of understanding of key concepts throughout the unit. Additionally, larger patterns of student engagement are discussed alongside each exemplar and students' post-unit writing assessments are analyzed.

Table 3.4 displays a rubric of students' varied levels of understanding of key concepts within the unit based on written and verbal work samples. As mentioned, the design team identified learning goals associated with each of these concepts prior to data collection, each of which is represented by the *developed understanding* level of a concept. All other levels displayed here emerged from student work samples and represent the range of student learning

within the data. Appendix 3B displays a more detailed version of this rubric that includes examples of each concept from student work.

Table 3.4
Levels of Learning Civic Perspective-Taking and Related Concepts Based on Student Work

	Limited Understanding	Emerging Understanding	Developed Understanding	Advanced Understanding
Engages in civic perspective-taking with peers	Student does not identify alternate perspective from his or her own.	Identifies alternate perspective of peer(s), but does not provide evidence	Identifies alternate perspective of peer(s) and provides evidence.	Identifies alternate perspective(s) of individual(s) beyond peer group and provides evidence.
Considers the public good	Considers his or her own need(s)	Consider(s) the need(s) of his or her family or friend(s)	Considers the needs of direct community (e.g. school or neighborhood)	Considers larger issues of equity or sustainability beyond direct community (e.g. nation, or world).
Differentiates between public and personal issues	Does not correctly identify issues as public or personal	Identifies some issues correctly as public or personal sporadically	Identifies the majority of issues correctly as public or personal	Questions the definitions of personal and public issues and/or societal responsibilities
Writes in persuasive genre	Writes in narrative genre	Writes in persuasive genre with no evidence OR opinion-based evidence	Writes in persuasive based genre with evidence and includes alternate perspective	Proposes a solution to an issue that considers multiple perspectives (compromise)
Supports opinions with reasons	Uses untrue statements to support opinions or does not support opinion	Uses opinion–based statements to support opinions	Uses fact-based statements to support opinions	Uses additional/ multiple fact-based statements to support opinions
Uses academic vocabulary	Uses academic vocabulary incorrectly	Does not use academic vocabulary	Uses academic vocabulary correctly	Uses academic vocabulary in contexts outside of lessons
Differentiates between facts and opinions	Does not correctly identify or use statements as facts or opinions or untrue statements	Correctly identifies or uses some statements as facts or opinions or untrue statements	Correctly identifies or uses the majority of statements as facts or opinions or untrue statements consistently	Identifies issues that may stem from the use of untrue statements

Note: Student understanding of concepts was assessed based on their use of concepts in small group work or discussions or individual writing samples.

Student Exemplars

To more fully illustrate these varied levels of students' understanding of key concepts throughout the unit, three student exemplars are presented: Pablo, who represents a case of a student who used key concepts in advanced ways throughout the unit; Michael, who represents a case of a student who used key concepts in developed ways throughout the unit; and Laila, who struggled with concepts throughout the unit and displayed only limited or emerging understandings of key concepts. After each student exemplar, other student data at the given level of understanding is also examined.

Advanced Understanding of Concepts

Pablo, a Latinx[4], 7-year-old boy, displayed advanced understandings of key concepts throughout the unit. Although he performed well in this unit, he had been referred to the student assistance team and recommended for special education services by two of his prior teachers for difficulties with reading and writing. Ms. Martin, his teacher, described him as a "deep thinker who doesn't always communicate his thoughts well in writing."

I first observed Pablo display an advanced understanding of concepts in Lesson 2. At the end of the lesson, students were asked to write reasons to support two sides of an issue: "We should/ should not have a longer recess." Most students referenced their own experiences or the experiences of their peers when providing evidence. Here, Pablo displayed an advanced understanding of the concept *engages in civic perspective-taking* by considering the perspectives of individuals beyond his peer group. To support the opinion, "We should not have a longer recess," Pablo wrote, "Teachers might be tired of duty and being in the sun."

[4] Student ethnicity as reported by classroom teacher.

During Lesson 3, Pablo continued to display advanced understandings of concepts. During the lesson, students examined posters displaying various personal and public issues in small groups, discussed the issues, and sorted the posters into 'personal' and 'public' piles. Pablo's small group debated whether an issue that the design team classified as a personal issue was in fact 'personal.'

Dominique: Here, here, this one says, 'My cousin forgot his lunch money.'

Caleb: OK, well, it is personal I think.

Sam: Yeah, because it's just his lunch money. It doesn't affect someone else.

Dominique: Yeah, I think so too.

Pablo: But wait, it does, because how is that fair if kids don't eat?

Sam: What do you mean?

Dominique: Wait yeah, that, yeah…

Pablo: OK, so if he has no money and then he has no food, that isn't… he won't be able to concentrate and he will be hungry all day.

Caleb: But is it personal?

Dominique: No because he will act up for the teacher and the other kids, he won't be able to think and stuff.

Pablo: If someone doesn't have food, like the homeless, they could be dying.

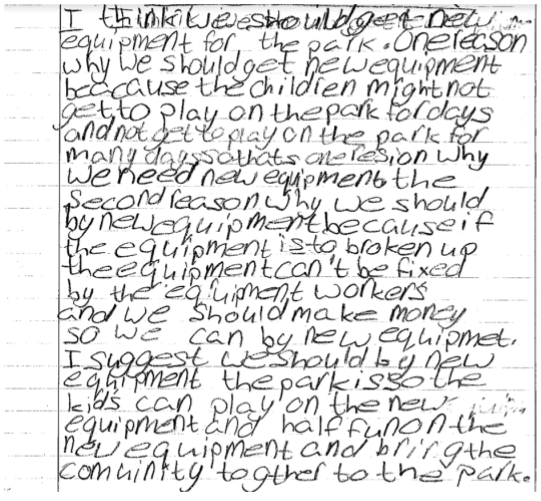
(Classroom observation, January 24th, 2017)

Here, Pablo questioned public and societal responsibilities. He thought critically about the issue and considered who in society was truly responsible for taking care of others, including children and homeless populations. By the end of the discussion, the students in this small group had sorted the poster into the 'public' pile. This instance demonstrated Pablo's consideration of

equity in society as he pushed his peers thinking and demonstrated an advanced level of understanding with the key concept *differentiates between public and personal issues*.

Pablo displayed advanced understandings of concepts in other ways throughout the unit: in Lesson 4, he displayed an advanced understanding of the concept *considers the public good* as he reflected on equity and fairness in the greater society. Pablo considered a store-owner who treated a customer unfairly based on their appearance and asked Ms. Martin, "Why would people shop there and support him if that's how he is? People can't go there." Here, he suggested not supporting a store based on the owner's unequal treatment of customers. In Lesson 6, he displayed an advanced understanding of this concept again by writing, "No one should ever have to feel bullied or be treated unfairly," as one of his reasons to support the Buddy Bench project.

In Pablo's post-unit writing sample, he displayed an advanced understanding of several concepts, including *writes in the persuasive genre* by proposing a compromise to the public issue of a park needing new equipment: the community could come together to help with the project (see Figure 3.3).



I think we should get new equipment for the park. One reason why we should get new equipment beacause the children might not get to play on the park for days and not get to play on the park for many days so thats one resion why we need new equipment the second reason why we should by new equipment because if the equipment is to broken up the equipment can't be fixed by the equipment worker's and we should make money so we can by new equipmet. I suggest we should by new equipment the park is so the kids can play on the new equipment and half fun on the new equipment and bring the comuinity togther to the park.

Figure 3.3. Pablo's post-unit writing sample[5].

[5] Transcriptions of student work samples retain the original spelling and punctuation.

Pablo suggested that "we should make money so we can [buy] new equipment," a compromise that allowed for new equipment to be purchased without it being too expensive for the city. This represented an advanced level of understanding as he went beyond advocating for one side of the issue and instead considered a solution that could appease individuals on both sides. However, although it is implied in his solution, Pablo did not directly write about an alternate stance, which speaks to the fact that levels of student understanding were not always consistent across concepts.

Other students also displayed advanced understandings of concepts. In Lesson 3, students were asked to consider whether the issue, "A storeowner was rude to someone because of the way they looked," was personal or public and to provide reasons to support their answer. Table 3.4 displays examples of students' writing samples from this lesson that indicated advanced understandings of the concept *considers the public good*.

Table 3.4
Selected Student Responses that Display Advanced Understandings of the Concept *Considers the Public Good*

Student Name	Written response to public issue involving storeowner
Jeremiah	We need to grow up and make the world a better place. A law should be made against being mean to someone because of how they look.
Lena	Judging someone because of how they look is how a war gets started, like the Civil War.
Jasmine	People should not support the store if the storeowner does this. It's not fair.
Juan	The storeowner is judging people based on how they look, which is wrong.
Sabrina	Judging someone on how they look is unfair, it has happened before in our country.
Monique	The storeowner is wrong to judge someone for their skin color.
Schena	You shouldn't judge someone for how they look.

Here, students considered the world beyond their local communities and considered justice and equity. Some students, like Lena and Sabrina, referenced historical inequities affecting the world. Others considered how individuals might combat injustice. Jasmine suggested not supporting the store because of the owner's prejudice, as Pablo had in his comment to Ms. Martin.

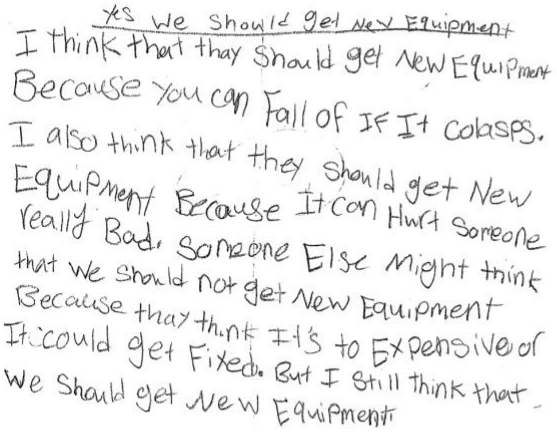
Developed Understanding of Concepts

Michael, a White, 7-year-old boy in Ms. Martin's class, was an example of a student who regularly reached developed levels of understandings of key concepts in ways that met the design team's envisioned curricular goals. Ms. Martin described him as "a good student who is usually on task," and said that he was helpful and liked to complete classroom tasks, such as organizing books and taking the lunch count to the office.

Michael demonstrated developed levels of understandings of concepts in the unit from the first lesson. In the first lesson when students were asked to write an opinion that they themselves held with a reason to support their opinion, he wrote, "Ice cream can come in many flavors." Here, he demonstrated a proficient level of understanding of the concept *supports opinions with reasons* as he used a fact-based opinion to support his opinion.

In Lesson 5, students were asked to discuss different public issues in small groups and what would best serve the public good with each issue. Michael's small group discussed the public issue of whether after school clubs should be cancelled. One member of his group said that the clubs should not be cancelled because students would "get paid to go to clubs," which was an untrue statement. Michael quickly corrected this saying, "No, that is not on our fact sheet, that's one of the untrue statements." Here, Michael demonstrated a developed understanding of the concept *differentiates between facts and opinions* by correctly using the terms in his small group discussion.

At the end of the unit, Michael wrote about the park that needed new equipment and demonstrated a developed understanding of the concept of *writes in the persuasive genre*. (see Figure 3.4).



Yes We Should get New Equipment

I think that thay should get New Equipment Because you can Fall of If It colasps. I also think that they should get New Equipment Because It can Hurt Someone really Bad. Someone Else Might think that We should not get New Equipment Because thay think It's to Expensive or It could get Fixed. But I Still think that we Should get New Equipment.

Figure 3.4. Michael's post-unit writing sample.

Michael provided his opinion, two reasons to support his opinion, an alternate stance with an opinion, and a conclusion in the form of restating his opinion. This represented a developed level of understanding that was congruent with the design team's expectations. However, Michael did not use any academic vocabulary in his writing sample.

There were many other students were interacted with concepts in developed ways. Nearly all students (39 out of 40) demonstrated a *developed understanding* of one of the seven key concepts at some point during the unit. The majority of students, 33 out of 40, displayed a developed understanding of each of the seven key concepts at some point, either in writing or verbally.

Limited Understanding of Concepts

Laila, a White, 7-year-old girl in Ms. Cabello's class, is an example of a student who displayed limited levels of understanding of key concepts throughout the unit. Ms. Cabello described her as a "fairly high achieving" student who performed well across subject areas.

I first observed Laila's resistance to ideas different from her own in Lesson 1. During the lesson, students were asked to write an opinion that they themselves held and to supply a reason

to support their opinion. Laila wrote, "I like ice cream cause it's good if you don't you're dumb." Here, she displayed a limited understanding of the concept *supports opinions with reasons* as she rejected the idea that others may feel differently and did not support her opinion with a reason.

Laila continued to display limited understanding of concepts throughout the unit. In Lesson 2, students circulated around the room to different posters displaying opinions and discussed reasons to support the opinion on the poster and the alternate opinion. A small group of students discussed the poster, "We should have teachers on duty at recess."

Teresa: We have to be watched, so that is a reason for.

Laila: No, I don't want teacher's out there. It's more fun without that.

Juan: OK, but if we don't have them…

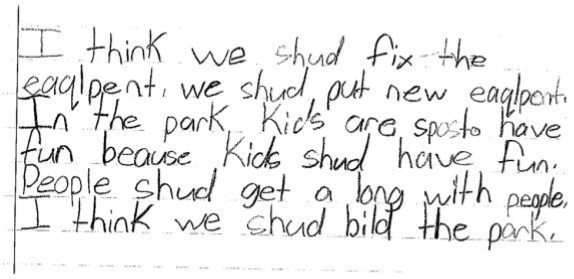
Laila: Oh well. I don't like duties at recess, it is kid time.

(Classroom observation, January 19th, 2017)

Here, Laila dismissed the other side of the issue and considered only her own perspective and displayed a limited understanding of the concepts *supports opinions with reasons* and *engages in perspective-taking with peers.*

These patterns continued throughout the unit as well. During Lesson 4, students were asked to provide reasons on both sides of the public issue of whether the district should implement year-round school. Here, Laila displayed a limited understanding of the concept *considers the public good* as she considered only herself and wrote, "Yes we should have year-round school so I get more breaks." On the other side, she wrote, "No! This is what I think," with an arrow indicating her stance on the issue. In Lesson 6 as students brainstormed ideas for reasons to support the Buddy Bench project, she continued to display limited understanding of concepts as she told Ms. Cabello, "I don't really care if we have it, so I don't have reasons."

In her post-unit writing sample, Laila displayed a limited understanding of the concepts *writes in the persuasive genre*, *supports facts with opinions*, and *considers the public good* as she did not provide fact-based reasons to support her own opinion or an alternate perspective aside from her own (see Figure 3.5).



I think we shud fix the eaqlpent. we shuld put new eaqlpent. In the park Kids are sposto have fun beause Kids shud have fun. People shud get a long with people. I think we shud bild the park.

Figure 3.5. Laila's post-unit writing sample.

In each of these instances, Laila displayed an unwillingness to engage with ideas outside of her own.

Other students displayed limited levels of understanding of key concepts as well. Table 3.5 displays examples of small group work and discussions wherein a student displayed a limited understanding of the concept engaging in civic perspective-taking.

Table 3.5
Selected Student Responses that Display Limited Understandings of the Concept *Engages in Perspective-Taking*

Lesson	Activity description	Student conversation
Lesson 2 (Classroom observation, January 19th, 2017).	Students circulated around the room to different posters and gave reasons to support the opinion on the poster. A small group of students discussed the poster, "We should have school on Saturdays."	Angel: I think I agree with this, we should have school on Saturdays. Ben: No, no, we shouldn't. We have too much school already. Angel: If we go Saturday we can learn school… learn more, and get smarter. Ben: No, this poster is wrong. Cara: This is an opinion, member, it isn't wrong or it isn't right. Ben: No, this one is wrong cause we shouldn't.
Lesson 2 (Classroom observation, January 19th, 2017).	Students circulated around the room to different posters and gave reasons to support the opinion on the poster and the alternate opinion. A small group of students discussed the poster, "Going to the mountains is the best weekend activity."	Paulette: OK, well for reasons is you get outside. Dan: No! It is cold in the winter. Desiree: It is cold in the winter! So one side is you're outside, one side is you get real cold. Dan: Nope. No sides here. I am not going to be cold. Wrong!
Lesson 4 (Classroom observation, February 2nd, 2017).	Students moved to a side of the room that indicated their stance on the public issue, "Should we have year-round school?" After this, students paired up with someone who felt differently to discuss the two different stances.	Marcos: OK, I said, "yes," you said, "no." Why no? Dani: No because it's wrong. We shouldn't have it. Marcos: I think we should because we get more breaks. Some schools like [school name] have it because my cousin goes there. Dani: Nah, we just shouldn't. Marcos: Why do you say no? Dani: Because I like summer and I'm right. It is so cool in summer to have fun and go to the pool, and play.

Here, Ben, Dan, and Dani prioritized their own perspectives and views over their peers. They also conflated the concepts of facts and opinions by deeming their own opinions as "fact" and dismissing their peers' perspectives as "wrong."

To understand more about all students' understanding of concepts at the end of the unit, I analyzed students' post-unit writing samples using this theoretical rubric. In post-unit writing samples, students engaged with all seven of these concepts and had the opportunity to display all levels of understanding for each concept with the exception of the advanced levels of the three concepts *differentiates between personal and public issues*, *uses academic vocabulary*, and *differentiates between facts and opinions*. Table 3.6 displays demonstrated levels of understanding of each key concept at the end of the unit.

Table 3.6
Post-Unit Writing Sample: Student Understanding Proportions for Each Key Concept (n=39)

	Number of instances of each level of understanding for each concept							
Level of understanding of concept	Civic perspective-taking	Public good	Public and personal issues	Persuasive genre	Support opinions	Academic vocabulary	Facts and opinions	Total
Initial	1	1	0	1	1	0	0	4
Emerging	2	3	1	2	2	12	1	23
Developed	28	29	38	28	29	27	38	217
Advanced	8	6	*n/a*	8	7	*n/a*	*n/a*	29
Total	39	39	39	39	39	39	39	

In looking at the different levels of student understandings of key concepts, 79% of instances demonstrated developed levels of understanding, which represented the learning objective in the unit. This may speak to the alignment of the curricular intervention and these key concepts. Just over 10% of the instances of students demonstrated advanced levels of understanding of these concepts, while 10% demonstrated limited or emerging levels of understanding.

When considering individual students' post-writing samples, advanced levels of understanding were more evident. Eleven students, or roughly a quarter, demonstrated advanced understandings of a concept, while eight of these students demonstrated advanced understanding of multiple concepts. Only two students displayed initial levels of understanding of concepts, although it is important to note that one of these students received special education services for reading and writing.

Discussion

The most interesting levels of student understandings of key concepts occurred in the advanced and limited categories as some students' work at these levels suggested different types of civic thinking. Some students displayed advanced understandings of concepts congruent with justice-oriented thinking (Westheimer & Kahne, 2004), a type of civic thinking that focuses on

questioning social norms and structures in terms of equity and fairness rather than simply accepting them. For example, Pablo may have been thinking in justice-oriented ways when he questioned societal responsibilities and re-labeled the issue "My cousin forgot his lunch money," as public rather than personal. Although this research cannot make claims about why certain students displayed these advanced ways of thinking that went beyond curricular goals, there are implications for future research. Young students like Pablo who displayed these types of advanced understandings of concepts should be studied in greater depth to learn more about children's advanced thinking related to civic perspective-taking.

On the other end of the spectrum in the *limited understanding* category, some students displayed limited civic thinking (Torney-Purta, Schwille, & Amadeo, 1999), including resistance to ideas different from their own (Ekman & Amnå, 2012). In these students' writing samples and small group work and discussions, they avoided ideas that were incongruent with their own and would not accept their peers' perspectives. In further considering students like Laila who displayed resistance to ideas outside of her own, there may have been reasons for this. Bohm (2006) identified that in many cases, individuals' own views become so ingrained that their resistance to other views is unconscious. As we see with adults, this unwillingness to engage with alternate perspectives may also be due to an unwillingness to compromise (Perreault, 2012). Students who regularly displayed limited understandings of concepts should also be examined further to learn more about this phenomenon.

Students more frequently displayed advanced levels of understandings of concepts in their small group work and discussions. In 10 out of the 13 lessons in the unit, I observed more instances of advanced understandings of concepts in small groups than in students' individual writing samples. Table 3.7 displays examples of advanced levels of understandings of the key

concept *engaging in civic perspective taking* as students engaged in small group work and conversations.

Table 3.7
Selected Student Responses that Display Advanced Understandings of the Concept *Engages in Civic Perspective-Taking*

Lesson	Activity description	Student conversation
Lesson 1 (Classroom observation, January 18th, 2017).	Students circulated around the room to different posters and gave reasons to support the opinion on the poster. A small group of students discussed the poster, "The Natural History Museum is the best museum in our community."	Juan: OK, I have to say, I love this museum. They have T-Rex! Raquel: Yes. So cool, but a little scary. Eek… Juan: OK, so one reason why it is the best too is because [teacher name] in the library is trying to teach us all about our state and stuff, like natural stuff. If we go here, she might be happy because we learn a little extra about all that.
Lesson 3 (Classroom observation, January 24th, 2017).	Students sorted cards that listed different issues into two piles, one for "personal issues," and one for "public issues." They discussed their rationale for sorting each card into its respective pile. A small group of students discussed the card, "A tree fell over in the middle of my street."	Tim: Let's see, "A tree fell over in the middle of my street." Ariana: Oh! That would be bad, man that would be bad. Schena: Yes, way bad. I think… OK, I think it could be public. Look at this picture. Imagine you are someone, you are a grown up. You are driving to somewhere. Ariana: To work! Schena: Yeah, to work. And you have this tree right in your street, and you're like, "I can't go to work boss. I can't make it because of the tree." That messes up everything.
Lesson 5 (Classroom observation, February 9th, 2017).	In small groups, students read about different public issues with evidence to support both sides of the issue. Afterwards, they discussed what would best serve the public good as a group. Then they proposed this solution to the class. A small group of students discussed the public issue, "Should there be more parks like Common Park?"	Parker: "Should there be more parks like Common Park?" Katie: YES! Yes. Yes. Yes. Reggie: Oh yeah. Well, OK. So this is the thing guys. My cousin uses a wheel chair. And some kids are mean to him, bullies, mean bullies. Katie: OK, they need to stop. Parker: What about the park? Reggie: Common Park is a place for kids with special needs, see? (points to evidence on handout) Parker: Yes. It does. It has all that, I saw a little picture of a wheel chair on some of the stuff and my mom said that means it is for wheel chair people too. Reggie: If we have more parks like this, we can make those kids happy. [Cousin's name] would be so happy.

These examples were illustrative of students' advanced understanding of concepts in small groups throughout the unit. In these examples, students considered the perspectives of individuals beyond their peer groups and their circumstances or responsibilities. Juan considered the school librarian's learning objectives for her class and how an out-of-school experience might help students learn more about a topic. Schena considered the responsibilities of an adult with a job and how a public issue may impact their professional life. Reggie's case was

particularly interesting. Although he considered the perspective of an individual from his peer group in terms of age, he considered the perspective of someone with a physical disability, which the design team considered to be outside of his peer group based on circumstance. All three of these students displayed a consideration for someone with experiences quite different than their own, and took the concepts that they were learning in the unit to a higher level without prompting from teachers.

There are two possible implications that may explain students' more frequent advanced displays of knowledge in small group work and discussions than in written work. First, students' written work at this age and ability level may not have been fully expressive of their knowledge. As prior research has established (Shanahan, 2006; Vygotsky, 1978) writing takes longer to develop than other language systems. As previously mentioned, each of these classrooms had high percentages of students who received ELL supports or special education services. Therefore, it may be that the more common displays of advanced understandings of concepts in students' small group work and conversations were due to students' more developed oral language and less developed written language. However, as writing can influence and be influenced by other language systems, including oral language (Berninger et al., 2000; Shanahan, 2006), it was important that students participate in both verbal and written communication in the unit.

Second, it may be that the collaborative nature of perspective-taking engages individuals in more advanced levels of thinking. The importance of collaboration in civics has been referenced in prior work (Anderson, & Lubig, 2012; Harris, 2002; Michaels, O'Connor, & Resnick, 2008), which may explain students' more common displays of advanced understandings of concepts in these small group settings. Within these small groups, there was

opportunity for collaborative discussion and for students to engage with one another's ideas, which may have allowed for deeper understanding of key concepts.

Conclusion

In considering the results from this work collectively, it is evident that there is a need to further examine civic perspective-taking. Although this work begins to examine young students' thinking about key concepts related to civic perspective-taking, this work represents a situated view of students within these three second-grade classrooms. Further, not all students' interactions with concepts were as stable as those of Pablo, Michael, and Laila. Some students would shift back and forth between levels of understanding, and students' writing was not always reflective of their demonstrated verbal understanding of concepts, which speaks to the complicated nature of civic perspective-taking and the differences in oral and written language development.

To learn more about civic perspective-taking with young students, examining how students engage with these concepts at different ages is key to understand how student learning changes and evolves. Additionally, there is a need to examine how students engage with concepts related to civic perspective-taking in different contexts. As mentioned, Green Pines was a Title I school that served predominately Latinx-students. This context likely influenced how students engaged with the curriculum. To learn more about civic perspective-taking, future research may focus on other diverse contexts to examine what occurs in schools different than Green Pines.

Beyond research in different contexts focused on how students engage with key concepts related to civic perspective-taking, there is also a need to better understand civic development in pre-adolescent children. Although this work has identified advanced and limited levels of student

interaction with concepts that suggest patterns of civic thinking may begin to develop at this age as other research has suggested (Rubin, 2007; Shiller, 2012), no definitive claims can be made. Future research may examine case studies of students, like Pablo, who exhibit justice-oriented thinking and students, like Laila, who exhibit resistance to ideas outside of their own. By focusing on individuals rather than a collective group, researchers may be able to further identify patterns of civic thinking and consider the conditions present within an individual's life (e.g. home situations) that may impact this phenomenon in some way.

In terms of implications for classrooms, these examples of students' understandings of different concepts related to civic perspective-taking represent the variety of ways that teachers might go about teaching this content. Each of the seven concepts outlined here was important for students to consider and engage with as they learned about civic perspective-taking. Using these concepts and levels of student interactions as a starting point, educators may consider teaching civic perspective-taking to have children begin to examine multiple perspectives in ways that are congruent with the local community and its populations.

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Appendix 3A

Table 3.8: Data Sources, Uses, and Analysis Procedures

Data Sources, Uses, and Analysis Procedures

Data source and use	Data analysis
Student work samples	
☐ Collected after each lesson ☐ Included written work samples, such as persuasive essays and work sheets ☐ Examined students' individual understandings of key concepts related to civic perspective-taking	☐ Engaged in emergent coding through open, axial, and selective coding (Strauss & Corbin, 1990; Maxwell, 2012; Miles, Huberman, & Saldaña, 2014) to identify key concepts related to civic perspective-taking and the range of student engagement with each concept ☐ Engaged in a deductive coding (Miles, Huberman, & Saldaña, 2014) alongside curricular learning goals
Pre- and post-unit writing activities	
☐ Students wrote a persuasive essay about a public issue before and after the unit ☐ Examined students' individual understandings of key concepts related to civic perspective-taking	☐ Engaged in emergent coding through open, axial, and selective coding (Strauss & Corbin, 1990; Maxwell, 2012; Miles, Huberman, & Saldaña, 2014) of prompts to identify themes in the data that displayed how students' perspective-taking changed over time ☐ Engaged in a deductive coding (Miles, Huberman, & Saldaña, 2014) alongside curricular learning goals
Classroom observations	
☐ Field notes of each lesson that focused on students' small group work and discussions ☐ Examined students' collaborative understandings of key concepts related to civic perspective-taking	☐ Engaged in emergent coding through open, axial, and selective coding (Strauss & Corbin, 1990; Maxwell, 2012; Miles, Huberman, & Saldaña, 2014) of field notes to examine students' understandings of key concepts ☐ Engaged in a deductive coding (Miles, Huberman, & Saldaña, 2014) alongside curricular learning goals

Appendix 3B

Table 3.9: Rubric of Learning Civic Perspective-Taking and Related Concepts with Examples

	Limited Understanding	Emerging Understanding	Developed Understanding	Advanced Understanding
Engages in civic perspective-taking with peers	*Description:* Does not identify alternate perspective from his or her own. *Example:* In Lesson 2; students wrote reasons to support both why there should and should <u>not</u> be a longer recess. Instead of providing reasons on both sides of the issue, Cara wrote, "No, we need to have a longer recess so kids can get their energy out."	*Description:* Identifies alternate perspective of peer(s), but does not provide evidence *Example:* In Lesson 2, students discussed the reasons why going to the mountains was the best weekend activity in small groups. Carlos told his group, "Hmm, other people might think it's the best cause… I don't know, just cause they think it."	*Description:* Identifies alternate perspective of peer(s) and provides evidence. *Example:* In Lesson 5, students read about public issues in small groups and discussed what would best serve the public good. A group of students discussed the issue, "Should the school cancel all after school clubs?" Sophia told her group, "I might like something like LEGO club, cause I like to build, but then you might like something like Spanish club."	*Description:* Identifies alternate perspective(s) of individual(s) beyond peer group and provides evidence. *Example:* In Lesson 2, students discussed reasons to support the opinion, "[name of museum] is the best museum in our community." Juan told his group, "OK, so one reason why it is the best too is because [teacher name] in the library is trying to teach us all about our state and stuff, like natural stuff. If we go here, she might be happy because we learn a little extra"
Considers the public good	*Description:* Considers his or her own need(s) *Example:* In Lesson 5, a small group of students considered what would best serve the public good with the public issue, "Should the school cancel all after school clubs?" Joe told his group, "I don't like them, so I don't care."	*Description:* Consider(s) the need(s) of his or her family or friend(s) *Example:* In Lesson 5, students wrote their own personal definition of kindness. Jake wrote, "Kindness is when my mom gets my brother a sucker, cause he loves them."	*Description:* Considers the needs of direct community (e.g. school or neighborhood) *Example:* At the beginning and end of the unit, students wrote about a park that needed new equipment in the community. At the end of the unit, Antonio wrote, "Lots of people in the community use the park so it needs new equipment."	*Description:* Considers larger issues of equity or sustainability beyond direct community (e.g. city, state, nation) *Example:* In Lesson 4, students wrote about personal and public issues. For the issue, "A store owner was rude to someone because of how they looked," Jerimiah wrote, "A law should be made against being mean to someone because of how they look."

	Limited Understanding	Emerging Understanding	Developed Understanding	Advanced Understanding
Differentiates between public and personal issues	*Description:* Does not correctly identify issues as public or personal *Example:* In Lesson 3, students wrote about different issues and whether they were personal or public. Ashley mislabeled a public issue as personal and wrote, "It's a personal issue cause it's about people."	*Description:* Identifies some issues correctly as public or personal sporadically *Example:* In the same Lesson 3 writing task, Sophia labeled some issues correctly and mislabeled others, supplying reasons like, "Personal cause it has people," and "Public because it affects everyone."	*Description:* Identifies the majority of issues correctly as public or personal *Example:* In the same Lesson 3 writing task, Dariel correctly labeled all issues, supplying reasons such as, "Personal cause it doesn't affect anyone other than you," and, "It's public because it affects people in the community."	*Description:* Questions the definitions of personal and public issues and/or societal responsibilities *Example:* In Lesson 3, students discussed issues in small groups and whether they were personal or public. When discussing the issue, 'My cousin forgot his lunch money,' Pablo asked his group, "How is that fair if kids don't eat? OK, so if he has no money and then he has no food, that isn't… he won't be able to concentrate and he will be hungry all day."
Writes in persuasive genre	*Description:* Writes in narrative genre *Example:* In Lesson 4, students wrote reasons for and against having year-round school. Tim wrote, "One day I went to year-round school. I played with my friends. I went to recess. We had fun."	*Description:* Writes in persuasive genre with no evidence OR opinion-based evidence *Example:* In Lesson 1, students wrote two opinions they themselves held with a reason to support each opinion. Kelsey wrote, "I love ice cream because I love it."	*Description:* Writes in persuasive based genre with evidence and includes alternate perspective *Example:* In Lesson 6, students created outlines for their letters about the Buddy Bench. Tavia included reasons for the Buddy Bench and included on his outline an alternate perspective, "Some people might think we shouldn't have a Buddy Bench because kids could be too shy to use it, but I still think we should have a Buddy Bench."	*Description:* Proposes a solution to an issue that considers multiple perspectives (compromise) *Example:* At the beginning and end of the unit, students wrote about a park that needed new equipment in the community. At the end of the unit, Pablo wrote, "We can raise money in the community for new equipment so it's not as expensive."

	Limited Understanding	Emerging Understanding	Developed Understanding	Advanced Understanding
Supports opinions with reasons	*Description:* Uses untrue statements to support opinions *Example:* In Lesson 3, students wrote about different issues and whether they were personal or public. In response to the issue "Amy's brother took her toy," Derrek wrote, "Amy let her brother take her toy."	*Description:* Uses opinion – based statements to support opinions *Example:* In Lesson 4, students wrote reasons for and against having year-round school. Kim wrote, "We should not have year-round school because year-round school isn't good."	*Description:* Uses fact-based statements to support opinions *Example:* In Lesson 1, students wrote two opinions they themselves held with a reason to support each opinion. Kia wrote, "Ice cream is the best dessert because it can come in lots of flavors."	*Description:* Uses additional/ multiple fact-based statements to support opinions *Example:* In Lesson 4, students wrote reasons for and against having year-round school. Lena wrote, "We should not have it because you can have summer and see family."
Uses academic vocabulary ***Academic vocabulary:*** *reason, support, fact, opinion, stance, issue*	*Description:* Uses academic vocabulary incorrectly *Example:* In Lesson 7, students created rough drafts of their letters to the PTA and school administrator. Joe wrote, "One opinion why I think this is because it could help everyone."	*Description:* Does not use academic vocabulary *Example:* In her final writing sample, Laila did not use any academic vocabulary terms.	*Description:* Uses academic vocabulary correctly *Example:* At the beginning and end of the unit, students wrote about a park that needed new equipment in the community. At the end of the unit, Ben included 5 academic vocabulary terms in his writing.	*Description:* Uses academic vocabulary in contexts outside of lessons *Example:* Ms. Martin described what happened in another lesson, saying, "We were talking about Rosa Parks and Civil Rights movement. One student said, Yeah, her not being able to use the bus was a public issue. It happened to her, but it could happen to others too.'"
Differentiates between facts and opinions	*Description:* Does not correctly identify or use statements as facts or opinions or untrue statements *Example:* In Lesson 1, students sorted cards into fact and opinion piles. Tim told his group referencing an opinion card, "This card is a fact because I think it, it's true."	*Description:* Correctly identifies or uses some statements as facts or opinions or untrue statements appropriately Example: In Lesson 1, students sorted cards into fact and opinion piles. One group sorted four cards correctly and four cards incorrectly.	*Description:* Correctly identifies or uses the majority of statements as facts or opinions or untrue statements consistently *Example:* In his post-writing sample, Carlos wrote, "It is my opinion that we should change the park equipment because of the fact that it is broken."	*Description:* Identifies issues that may stem from the use of untrue statements *Example:* In Lesson 2, Cara said during the whole group session, "That is really bad if people use those [references untrue statements] and says they are facts, it could confuse people and then they don't know what to think.

Appendix 3C: Detailed Account of the Study

Beginning Our Collective Work

As I began my work as a researcher at Green Pines, I learned more about competing initiatives with which teachers were struggling. As I spoke with a second-grade teacher at Green Pines, Evelyn Martin[6], I learned that there was a tension between the state's mandated curriculum and standards initiatives for "failing schools," a category that Green Pines fell in to, and an upcoming district-based "Expeditionary Learning" initiative (Expeditionary Learning, 2011). New Mexico Public Education Department (NMPED) had its own requirements that were to be taken up by all "failing schools." Per the state's mandates, Green Pines teachers were expected to teach exclusively using the Common Core State Standards (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010) for English language arts and math and state-specific standards for social studies and science. However, the teachers at Green Pines had very few curricular materials aligned with these standards, which made it difficult to teach them. The materials teachers had to teach literacy were from a large, national textbook corporation that included basal readers and leveled readers. They were considerably dated (over five years old and many of them pre-CCSS implementation) and missing supplemental materials, such as workbooks, that were intended to be used alongside the curriculum. The district mandated that social studies be taught during literacy due to a lack of

[6] The names of teachers have been changed per the district's IRB agreement to ensure anonymity.

instructional time that could be allotted to the content area specifically. Teachers told me that this was difficult, as they had absolutely no curricular materials with which to teach social studies.

Aside from these complexities, the district had its own upcoming "Expeditionary Learning" initiative. One component of the program was a focus on connecting students' communities and identities to what they learned in schools. Ms. Martin described the initiative as being focused on students "taking charge of their own learning and learning things that are relevant in their lives and community that are of interest to them." A large part of the initiative was focused on examining issues and problems present in the community and how they could be changed to support the public good. Ms. Martin was excited about this initiative and thought it was a step in the right direction for students. However, she said that it was incongruent with current state requirements due to a lack of materials in social studies and the availability of only dated, generic materials in literacy, such as basal readers. Ms. Martin told me that the Expeditionary Learning program had its own set of materials, but the district was unable to purchase the materials for every classroom, again due to budget constraints. The district provided professional development on Expeditionary Learning, but only to a select few teachers. Ms. Martin was one of the teachers selected to attend the professional development lessons and was expected to share her learning with her peers. Although she wanted to share this knowledge, she told me that she did not feel adequately prepared to do so. She told me that she wasn't an instructional coach and had not been trained on how to teach other teachers.

Here, I saw an opportune space to continue my line of research to help support teachers and meet their needs. I described my own research agenda, and Ms. Martin expressed her interest in collaborating. Ms. Martin told me that her goals were consistent with the goals of civic perspective-taking. I saw that a mutually beneficial partnership could exist in this context:

collaboratively, Ms. Martin and I could develop a locally relevant civics curriculum focused on community issues. By doing so, I would have the opportunity to study civic-perspective-taking and continue to develop my conceptual frameworks. I would also have the opportunity to study collaborative curricular design. Ms. Martin would feel more prepared to teach in a way congruent with district-initiatives and have social studies curriculum to use in coming years. She would also have the opportunity to learn more about designing curriculum, which could be useful as she encountered future issues with district curriculum, or lack-thereof. I also saw a benefit for students as they would have opportunities to engage with locally relevant issues and consider the public good in a unit focused on civic perspective-taking. I spoke to Ms. Martin about my research and suggested that we might work together to develop a study that would meet both of our needs.

Ms. Martin said that other teachers at Green Pines might be interested in this work as well. She told me that the other two teachers on the second-grade team, Amanda Cabello and Rachel Polk, felt unprepared to address the district's Expeditionary Learning initiative for many of the same reasons. As Ms. Martin and I began to conceptualize what this work might look like, she introduced me to Ms. Cabello and Ms. Polk. Both teachers were interested in this idea, and told me that they felt this work would benefit everyone involved. We made a tentative plan to move forward with a start date of late fall 2017, pending administrator and district approval. After this, I spoke with the school administrator, Jamie Sanchez, who was also struggling with developing ways to integrate students' lived experiences and communities into the curriculum. As I described our tentative plans, Ms. Sanchez thought this plan could benefit students and teachers. Ms. Sanchez said that she would be supportive of this partnership as long as the curriculum we developed was based on both the Common Core State Standards (CCSS) and

New Mexico Content Standards for Social Studies (Common Core State Standards Initiative, 2010; New Mexico Department of Education, 2009).

Over the next six months, I communicated with teachers, Ms. Sanchez, and individuals from the district office to develop the study design. Ultimately, teachers and I decided that we would collaboratively develop a unit focused on civic perspective-taking. The unit would be based in the Common Core State Standards for persuasive writing, speaking, and listening and the New Mexico Content Standards for social studies. To meet teachers' goals of including more of students' lived experiences into the classroom, we would include local issues and topics in each lesson.

During this time, we negotiated our shared responsibilities as we established our researcher-practitioner partnership. All three teachers communicated to me at some point that they felt unprepared to develop the curriculum from its earliest stage. They asked if I would be willing to develop an initial outline. Based on conceptual frameworks from my prior work (Toledo, 2017), I developed a hypothetical learning trajectory (Cobb, Confrey, Lehrer, & Schauble, 2003) to guide our work. This trajectory included anticipated starting points and learning objectives and goals that we might focus on for each lesson. I also reviewed several options for how we would structure lessons with teachers. Teachers told me that they felt confident taking on the role of content experts in the design team; if I designed a framework for our lessons, they would take on the primary responsibility of determining the content of the lessons, namely the public issues and community topics we would center lessons around. Together, we negotiated these terms and developed a design for the study with which everyone felt comfortable.

Reviewing Prior Work

As teachers and I considered what it might look like to engage young children in civic perspective-taking, we reviewed an excerpt from history education researcher John Bickford (2013) who discusses children's perspective-taking using everyday experiences:

> A young child has the cognitive abilities to note that a single event can generate two divergent perspectives with each perspective containing unique intent and unintentional bias. When an argument erupts between two students over tentative ownership of a toy, "Hey, that's mine" confronts "I just set it down for a minute to get a tissue, but I was coming right back." Every time he or she witnesses such a disagreement, the young student experiences divergent perspectives along with the intent and unintentional bias of each perspective. When a close call at home base during a kickball game generates disagreement, a young child weighs evidence, testimony, and the speakers' intentional biases when listening to the catcher and the pitcher claim "out" as the runner and her teammates call "safe." Students can identify and distinguish perspective (pg. 62).

Here, Bickford describes the everyday experiences that young children have as ones that contribute to their abilities to identify and distinguish between different perspectives. As they witness and participate in disagreements, or situations that can be interpreted in different ways, students make judgments and relate to others as they consider different outcomes and scenarios based on perspectives.

Bickford's statement became a key aspect of the unit we designed: we started small with students' day-to-day personal experiences and built up to engaging students with public issues that affected their communities. Although these experiences act as a point of entry, the concept of civic perspective-taking that we sought to develop is inherently different from perspective-

taking using everyday events as it asks one to consider how decisions and outcomes may affect various groups or communities in different ways (Halvorsen et al., 2012). After this, I prepared a brief review of literature in the fields of educational psychology, history education, and civics education that guided our work.

To fully understand this project, it is important to detail the process of design and implementation of this unit. Here, I describe this study by providing an account of the work we did chronologically, focusing on key moments throughout our time together. I describe the work of the design meetings, my observations of lessons, and important moments in between. First, I describe the unexpected sociopolitical contexts that emerged during my entry to schools that influenced the work we did. Then, I describe the process of designing and teaching each lesson to provide information about the important design decisions we made, changes teachers made to lessons as they taught them, and how students interacted with the content in the lessons. I describe lessons 1-5 individually to provide a sense of the structure of our design meetings, the relationships built with teachers, and specific information about student learning in each lesson. Finally, I discuss the remaining lessons of the unit, including the project that emerged from the unit.

A Shift to "Trump's America"

The unexpected sociopolitical climate that emerged during this study impacted what happened in classrooms. During this project, which began in August of 2017 and ended in May 2017, national sociopolitical contexts shifted tremendously. Teachers and I would design this unit during a time where public opinion signaled that opinions did not have to be justified, where inaccurate accounts of events were simply "alternative facts," and where facts that might be

unwelcome were the product of "fake news." It made the work more difficult, but also more purposeful and timely.

Before I began this work, I wanted to get a sense of what was happening in each teacher's classroom. I thought that this would be helpful in establishing my own membership in our design team and in establishing my presence at the school site. In addition to my initial meetings that I described previously, I traveled to Albuquerque once during September and once during October of 2016. As I visited each classroom during these visits, I discussed what this work might look like with each teacher. Most of these conversations were focused on teachers' goals of having students learning more about their communities, incorporating Common Core State Standards, and supplementing the dated curricular materials that teachers had access to. Teachers were receptive to my goal of increasing students' civic perspective-taking abilities, and said that it complemented their own goals of bringing students' home lives in to the classroom and acquiring new curriculum that could be used in the future.

In hindsight, the visions that we discussed during my first few visits might have seemed simpler because we discussed them with a particular future in mind: one in which Hillary Clinton would have recently been elected the first female president. This would mean "business as usual;" the continuation of President Obama's legacy and trajectory, which included protections for "Dreamers," a population of American immigrants who were born in our country. In these classrooms, some of the students were Dreamers themselves. Not all teachers held the same political views or supported Hillary Clinton; however, each teacher did mention at one point or another that they *believed* she would become our president. Ms. Martin commented to me during an initial class visit that, "It will be really exciting to be teaching more about civics with our first female President, especially for our girls. It will be powerful."

However, November 8th, the night of the 2016 presidential election, arrived. After what was sure to be a historic night, I was set to fly to Albuquerque on November 9th and was very much looking forward to visiting schools and firming our plans. However, things did not go as planned. The work that I was about to conduct with teachers began with what I considered an unexpected blow to our democracy and to the very concept of civic perspective-taking that we were set to develop a unit around. Hillary Clinton would not, as we had expected, become the first female president. Instead, Donald J. Trump would become president. Donald J. Trump had made comments throughout his presidential campaign denigrating Mexicans and Mexican-Americans, the majority populations at Green Pines. He labeled Mexican immigrants as "thieves" and "rapists," and discussed frequently his plans to build a wall in between the United States and Mexico. His election had many implications for the contexts I was about to enter and the work we were about to begin. Our work was going to be vastly different because the students at these schools no longer felt safe or protected in this country as they previously had.

Teachers at the school were surprised at this news, and it made my visit to schools on November 9th difficult. Ms. Martin had tears in her eyes and asked me, "How did this happen?" as I walked in to her classroom. A heaviness hung in the air and we got very little accomplished at this meeting other than setting up possible observation times for each teacher and possible design-team meeting times. The unexpected outcome of the election and tumultuous political environment would continue to influence my own morale, the morale of teachers and students, the contexts we worked in, the design and implementation processes, and how students interacted with the unit.

Over the next month, people nationwide began to adjust to the new political climate. For some, this meant a new normal of protesting and calling representatives daily. For others, the

change was less severe and for some it was a positive change. For me personally, it meant that the work we were about to embark on was even more crucial: working with Mexican-American populations of students to develop their civic knowledge and proficiencies became part of my own activism and role in Trump's America. I wanted to make sure that these students were developing the skills they would need to participate in a democracy throughout their lives.

Initial Planning Meeting

Teachers were concerned about non-White students in their classrooms in the post-election climate, particularly those of Mexican-American descent. In our initial planning meeting before winter break in December, 2016, some of the conversation was centered on students' families and students' fears of what was about to transpire in our country.

> Ms. Polk: We have really diverse groups of kids, some of them are scared about what is going to happen because what they heard for these past few months.
>
> Ms. Martin: They are talking about deportation and… it's just sad.
>
> Ms. Cabello: We have had kids asking about immigration and things like that.
>
> (Initial planning meeting, December 16, 2016)

Students' fears were based on their own identities. Although we had previously discussed the diversity of the school in terms of cultures and languages in our initial meetings earlier in 2016, teachers provided me with more specific demographic information. Out of the forty students whose parents or guardians would later consent for their participation in this study, only ten, or a quarter, were White. Nineteen of the students in these classrooms, or nearly half, were Latinx. Eight of these Latinx students, or half, were non-native English speakers. This spoke to the diversity of these classrooms, but also to the possible impact of the election results on these students. Half of these students represented what to some people in our country was now the

designated “other.” Because of the color or their skin, the languages they spoke, how they spoke. These students were, to some, the untrusted, the “less than.” The undocumented, the “criminals.”

Other conversations that we had centered on teachers’ perceptions of students’ low academic performances, particularly those of Ms. Polk and Ms. Cabello.

> Ms. Cabello: I just am a little worried… I’m worried about their writing. I mean, some of these kids won’t even know what a fact is. Or what an opinion is.
>
> Ms. Polk: I have students in that same space, I think I have… three, I have three students who receive services.
>
> Ms. Martin: Yeah, some students at this point probably couldn’t even communicate what a fact or an opinion is.
>
> (Initial planning meeting, December 16, 2016)

These conversations allowed us to think about the unit and our starting places; we needed to start small and build. A logical starting place that we agreed upon was beginning with teaching students about facts and opinions and their characteristics, and then progressing to the differences between the concepts.

We also set our schedule: for each of the 10 lessons, we would meet the week prior to a lesson being taught to design the lesson collaboratively. After this, I would observe each lesson and circulate the classrooms with teachers as students engaged in small group work and discussions. Finally, I would collect student work at the end and debrief the experience with each teacher.

Lesson 1

Design

During our design meeting for the first lesson, two overarching themes occurred: navigating my membership within this group as an outsider while determining the balance of these newly forming relationships and collectively focusing on designing a unit that fit *these* students and *this* context.

During the first few minutes of our meeting, it felt immediately as if teachers were trying to see if I really understood the students at Green Pines.

Ms. Polk: "So you worked here before?"

Will: Yes, I worked here my first year teaching in 2009, and I did my student teaching here too.

Ms. Polk: Oh, okay, but you have been gone for… a while (laughs).

Ms. Cabello: Yeah, a lot has changed in APS. But you do know these students and these families – a lot of mobility, a lot of issues with parent involvement. I mean, I have only gotten six permission slips back and I have sent them twice.

(Lesson 1 planning meeting, January 9, 2017)

As the meeting unfolded, teachers seemed to believe that I understood the contexts that I was entering. Like them, I wanted to challenge these students and to get them to think critically. However, I knew from previously working in the school district that the students would need a scaffolded curriculum with various types of supports to be successful.

As we began, I presented a draft version of the first lesson that included some main ideas and points that I thought were important based on our initial meetings. The idea that we needed

to "start small and build big" had been established, but teachers' concerns with making sure the lessons and their content were appropriate for students took center stage again.

> Ms. Martin: "I think this is great; the content is great, the way it is laid out is great. I like that it's the I do, we do, you do stuff too. I want them to feel successful, you know? They aren't great with writing, I can admit that, but when I look at what we want them to do in this first lesson, it's mostly talking and discussing, and then we get into writing, but it's scaffolded."
>
> Ms. Cabello: (nods in agreement) Yeah…I just worry about our kids being able to do this. We aren't looking for 'proficient.' That idea as it is in other places just isn't the same here. We can get them to think, and to work, and they work hard, but they need these scaffolds, so I agree, I like this idea of, 'OK, we start whole group, we go small group, we go individual, but little by little.'
>
> Ms. Polk: Yeah, we should split that up.
>
> (Lesson 1 planning meeting, January 9, 2017)

As the conversation continued to unfold, we determined the general structure of the first lesson: teachers would begin by introducing the concepts of facts and opinions. Teachers would discuss with students what made statements facts – they could be proven. In other words, there was a "right" and a "wrong" answer. In our discussion of facts, teachers again used their prior knowledge of students. "I think we need to say 'reason.' We can introduce the term 'fact' later, but reason is going to be more familiar," said Ms. Martin. "Yeah, particularly academic language, which I would consider fact – we can build up to academic language but start small with more accessible terms," Ms. Cabello agreed. After introducing facts, teachers would then

introduce the concept of opinions and their characteristics – that they could not be proven wrong and that there were not "right" or "wrong" answers.

As we discussed examples of opinions, an important moment arose: the first time that a difference arose between my own goals and a teacher's goals. Teachers decided to use the statement, "Green Pines is the best elementary school in the city" as an opinion to discuss.

> Ms. Cabello: Reasons can be facts or feelings. I think we need to go that route, because as adults that's how it is too. You have an opinion and it's supported by a reason that is a fact or a feeling.
>
> (Lesson 1 planning meeting, January 9, 2017)

At this moment, I immediately considered national sociopolitical contexts. Opinions not grounded in facts were part of what was fueling hateful rhetoric. This definition of a "reason" was also not congruent with the unit goal of students weighing evidence on both sides of a public issue to make a decision. I did not want to begin our design meetings by dismissing teachers' ideas, and instead decided to pose the question to the group:

> Will: What do you guys think?"
>
> Ms. Polk: I think so too, yeah. It's more how we think about things in the world as adults.
>
> Ms. Martin: I think that's true, yes, I get that we think about things and have feelings and reasons, or feelings or reasons, but I think for this it is important to keep it on reasons as in facts, or evidence.
>
> Ms. Cabello: I'm okay with that… I think in this particular role, that does make sense.
>
> Ms. Polk: Me too.
>
> (Lesson 1 planning meeting, January 9, 2017)

This first moment of dissonance between my goals and a teacher's goals went relatively smoothly. I was able to articulate my own thinking, while still hearing and affirming Ms. Cabello's perspective. This moment showed me that each teacher had her own perceptions of different concepts in the unit. Part of my work was not only in building this unit with teachers and providing specificity for the concepts we would engage with, but also finding places where I could adapt to teachers' goals and understandings.

To address teachers' concerns about students' academic performances, I presented a version of the gradual release of responsibility model. Based on our prior interactions, I understood that these students needed more scaffolding and opportunities to engage with content. The more traditional "I do, we do, you do" sequence wasn't detailed enough, and this model gave more precise steps that were scaffolded further. As I talked teachers through this initial framework, their responses were quite positive. They commented that they thought the structure would work well in each of their classrooms.

The teachers were primarily responsible for determining the content in each lesson. I provided a structure and framework to pilot for the first lesson and teachers determined the facts and opinions we would ask students to engage with during this lesson. The teachers had more knowledge of the students and community, and they used this knowledge to make sure that the content was relevant to these students. To facilitate the development of content, I brought in a document with potential standards to use in the unit from the New Mexico Common Core State Standards for writing, speaking, and listening (Common Core State Standards Initiative, 2010), the New Mexico State Content Standards for Social Studies (New Mexico Department of Education, 2009), and the C3 Framework (National Council for the Social Studies [NCSS], 2013). Ms. Martin pointed out the New Mexico Content Standard *K-4 Benchmark II-A:2:*

Identify major landforms, bodies of water, and other places of significance in selected countries, continents, and oceans and suggested focusing on Carlsbad Caverns, a popular tourist destination in southern New Mexico, could be a good topic to model determining facts and opinions.

> Ms. Martin: I just went this summer. I think that's it good to pick a place that we know about and have been to.
>
> Ms. Cabello: Plus, lots of our kids go there, these families don't have the money for these extravagant trips, but they road trip during the summer.
>
> Ms. Polk: Hmmm, I like it, but some of my students definitely haven't been.
>
> Ms. Cabello: We can build their background knowledge then; each of us has some students who *can* speak to the experience, and we know about it or have been, so I think it works. It is also something that they're going to be excited about. We don't talk about things in our state a lot.
>
> (Lesson 1 planning meeting, January 9, 2017)

Here, teachers used their knowledge of students and the context they worked in to select a topic for the lesson. As we discussed ideas for the small group activity to accompany the lesson, Ms. Martin again used her knowledge of her students to make sure the unit fit her classroom context: "We need to make sure there are pictures on the sort cards. I think that will help our ELLs and our struggling readers. Plus, it will give them a cue of what they are looking for if it's a fact they need to prove."

As our meeting ended, all three teachers voiced how busy and overwhelmed they were as our meeting ended:

> Ms. Martin: I love this stuff, but my God, we are just swamped. I have two IEPs tomorrow and no prep.

Ms. Cabello: I was a little worried this was going to feel like one more thing, you know, but it was a great break from the monotonous stuff.

Ms. Polk: Yeah, I am just fried. I am sorry if I didn't participate as much today, I am really liking this all, but I am just fried.

(Lesson 1 planning meeting, January 9, 2017)

Because of a lack of time, teachers asked me if I would be willing to design the materials needed for the lesson on my own: a PPT, sort cards listing different facts and opinions that we had decided upon as a small group activity, and an individual writing activity to end the lesson.

Implementation

Each teacher extended the lesson beyond the written curriculum. I considered incidents to be extensions of the written curriculum when a teacher did or said anything to elaborate upon key concepts within the unit that went beyond the original conceptualization of a 10-lesson version of the written curriculum. Specifically, teachers used their knowledge of students, including their economic situations, their hobbies, their prior experiences, and their cultures and beliefs and their knowledge of the community, including geographical features and cultures present within the community, to make extensions to the written curriculum. I also observed that students would connect their thinking back to the context-specific examples and scenarios that their teachers used during the lesson.

Ms. Martin extended the lesson the most frequently and in the most significant ways. Although the lesson was designed to be one 45-minute lesson, Ms. Martin taught the lesson in two lessons, one on January 10th that was approximately 40 minutes and one on January 11th that lasted nearly an hour. She provided many additional examples of concepts to students using contextually-based scenarios and providing additional times for students to share their thinking

in small and whole group settings. She referenced students' hobbies and interests outside of school, such as their favorite television shows:

> *Carlos, I know your favorite television show is Ninja Turtles. You have the backpack and the lunch box. So, Ninja Turtles is the best show ever! Is that a fact or an opinion?*

She referenced geographical features in the community:

> *It's still snowing in the Sandia's now. They got two feet of snow over the weekend! So you can still go up there to build a snowman. That's a fact. The snowman looks best with a blue scarf? Opinion.*

And she referenced the geographical location of the school.

> *Our school is on Clark Road. Can I prove that? Clark Road and Zia Road connect. Can I prove that?*

Both Ms. Polk and Ms. Cabello also extended the written version of the curriculum. Although they did not make as many, they both used their knowledge of students, the community, and public issues several times. As Ms. Polk taught on January 11th, she modeled her thinking about facts and opinions related to Carlsbad Caverns, she referenced a local public issue:

> *One good reason to visit Carlsbad is that part of your ticket price goes to helping these places, these national attractions and natural parks, to clean them up. We have had some issues with vandalism and littering at these parks in our state, but when you visit and buy a ticket, you are helping work against this problem!*

Ms. Cabello taught on January 12th and referenced her students' previous experiences in discussing the concept of opinions.

When you have a substitute, like you guys had a substitute last week, some of you have the opinion that it is bad, you don't like it. Some people have the opinion that they like that. Are one group of you wrong? And the other right? No. Just different opinions.

Students in each classroom displayed an understanding of the two concepts as I observed students working collaboratively to sort "fact" and "opinion" cards into their respective piles during the small group portion of the lesson:

Drea: OK, this says *There is an elephant pencil cup on my teacher's desk.*

Pablo: Fact, because remember when she said Carlsbad had those (student attempts to say stalactite) things that hang from the ceiling or come up for the ground. That you can prove so if we walk over (walks over) you see it.

Drea: There's the cup, we proved it. Fact!

(Ms. Polk classroom observation, January 11^{1h}, 2017)

A similar situation occurred in Ms. Polk's room:

Megan: This one says *Green chile is the best food*.

Taviana: Oh yeah, fact. It IS the best food.

Charles: Yes, it is. Yummy, yummy, yummy.

Megan: But she (references Ms. Cabello) said someone else might not think it if it's not fact, like me, I don't think it. So, it's not really a fact.

(Ms. Cabello classroom observation, January 12th, 2017)

In these two group discussions, students connected their discussions back to teachers' examples, definitions, and modeling to work through their activity.

A primary objective of this work was to establish an equal and reciprocal partnership with teachers. After Ms. Martin's lesson, she asked me if it was okay that she had made so many

changes to written curriculum. I felt that this was an opportune moment to establish Ms. Martin as an expert and to reiterate that teachers should feel ownership of the curriculum.

> Will: I don't want you to feel like you ever have to ask for my permission with something. I really view you guys as the experts. What we are developing together is a working written version of lessons – these will inevitably shift and change in each context, each classroom. You are the one who knows the most about your students and what they need and can do, your classroom. I want you to feel free to change things and to really make this work in here. Even though, we are all, yeah, in one school, even each classroom is different.
>
> Ms. Martin: Wow. That is really nice to hear. I mean, so often that is just not what we are hearing, and to have that affirming… or affirmation. That is really nice, Will (laughs). (Personal communication, January 10th, 2017)

This was a formative moment in building our relationship; from this moment, I believe Ms. Martin saw me not as someone who was "above" her or intending to direct her and her instruction, but as a partner to think through things, problem solve, and to make this content work for these specific students.

Lesson 2

Design

In our second design meeting, we started to examine how students engaged in written argumentation, a key feature of this unit, to determine our next steps. Additionally, I began to see teachers consistently using the same types of knowledge related to their students and the communities that they used to extend lessons to make design decisions about the unit.

First, we focused on examining students' written work to determine where we should go next in terms of the second lesson. Ultimately, we identified five stages in students' written argumentation (see Table 4.1).

Table 4.1
Stages of Students' Written Argumentation from Lesson 1 Writing Activity

Stage of Argumentation	Example	Characteristics	Number of Samples in Category
No Argument	One day my mom made me pizza and it was pepperoni. She said make sure to eat it all.	Student fails to write argument.	2
Emerging	I like ice cream because I like it.	Student engages in circular argumentation.	4
Intermediate	Football is the best sport because it is fun.	Student supports argument with an opinion-based reason.	10
Expected	My mom is the best mom because she is helps me with my homework.	Student supports argument with a fact-based reason.	20
Advanced	My birthday is my favorite day because I see family and get lots presents.	Student supports argument with additional fact-based reasons.	3

There were two work samples that did not fit into themes of argumentation (*no argument* stage). Instead, two students wrote short narrative statements instead of opinions or reasons. In the *emerging* stage, students wrote their opinion and then supported their opinion by restating their opinion. "It's like they know they have to have reasons, but the reasons aren't here yet," said Ms. Martin. The next set of student work samples we identified as the *intermediate* stage of argumentation. Here, we identified ten students' work samples where students supported their opinions with another opinion. The next tier, and what we considered to be the *expected* tier that represented our goal in the lesson, was a group of work samples in which students defended their opinions with facts. Beyond this stage, three students incorporated additional fact-based reasons beyond what we asked them to include, which we considered to be an *advanced* tier of argumentation.

Ms. Cabello synthesized the group's thinking about the work samples at the end of the discussion as she referenced samples in the *expected* and *advanced* stages:

These are the types of arguments that we want to see. Strong opinions, strong evidence. The other, the intermediate stage, those kids are almost here. They are starting to get the idea that they need to defend, they just need a little practice to get here. I mean this is detail-oriented writing. They've never done writing like this before.

(Lesson 2 planning meeting, January 17th, 2017)

Based on this review of student work samples, we decided to proceed with the proposed topic from my unit outline of examining opinions outside one's own views. Here, students would be able to work with opinions that they themselves might not believe and get more practice using fact-based evidence to defend opinions in whole group, small group, and individual settings.

As we worked, teachers frequently used their knowledge of students and the community to make design decisions. One example was as we discussed the types of issues to include:

Ms. Polk: "I want it to be relevant, I mean, I think we can tackle some bigger issues than ice cream and things like that."

Ms. Martin: "It would be powerful to include issues that impacted the community, but we need to make sure that we are being sensitive too."

Ms. Cabello: "Yes, it's a balance."

Ms. Martin: "I want to think about things, like public issues, and public rights. Certain public issues we should really think about including. A lot of these kids have witnessed abuse, or seen abuse, or been homeless, or gone without food. I think it is important to include some of those, but we really need to think about how we open the conversation."

(Lesson 2 planning meeting, January 17th, 2017)

Here, teachers' knowledge of students' out-of-school experiences helped us further contextualize the unit and create the balance that Ms. Cabello mentioned; we didn't want to upset or alarm students, but we did want to address pertinent public issues that directly impacted these students.

Considerations related to students came up often throughout our design meetings as we decided what topics to include and how to frame them. Teachers used their knowledge of students' cultures and beliefs in selecting a topic for the modeling portion of lesson 2:

> Ms. Martin: What if we talked about the animal museum? Some of our Native American students can't go in it because of some of the animals.
>
> Ms. Cabello: Yeah, the owls. It would be interesting to model with that one because the school has debated taking some of the animals out or changing it because it has happened every year with kids not being able to go in, but then we don't really want to remove the animals because it's like, that is part of the history of it and most kids like it.
>
> Ms. Martin: At the PTA meetings, it has been brought up, and the PTA actually had the news come and do that story on the museum, so it really is a community issue we could use.
>
> (Lesson 2 planning meeting, January 17th, 2017)

Teacher were not only using their knowledge of students from the current classes, but their knowledge of the community based on their previous years teaching and living in the area. We collectively agreed on this topic as we concluded our second design meeting. Teachers' many contributions based on their knowledge of students and the community were a signal to me that the teachers were invested; they were willing and able to contribute in meaningful ways to the design process.

Implementation

During Lesson 2, I started to observe larger differences in students' emerging perspective-taking abilities. Additionally, teachers continued to extend the written curriculum based on their knowledge of students, the community, and public issues.

As I observed students, I saw displays of advanced understanding of civic perspective-taking concepts. One of Ms. Martin's students, Juan, considered his teacher's viewpoint while looking at the poster stating the opinion, "*The Natural History Museum is the best museum in our city*."

Juan: OK, I have to say, I love this museum. They have T-Rex!

Raquel: Yes. So cool, but a little scary. Eek…

Juan: OK, so one reason why it is the best too is because [teacher name] in the library is trying to teach us all about our state and stuff, like natural stuff. If we go here, she might be happy because we learn a little extra about all that.

(Classroom observation, January 18th, 2017)

Juan considered the perspective of an individual outside of his peer group, an advanced type of perspective-taking that we did not anticipate.

I saw other students struggle to understand concepts. In Ms. Cabello's classroom, Dan had difficulties considering perspectives outside of his own as he and his group discussed the poster, *"Going to the mountains is the best weekend activity."*

Paulette: OK, well for reasons is you get outside.

Dan: No! It is cold in the winter.

Desiree: It is cold in the winter! So one side is you're outside, one side is you get real cold.

Dan: Nope. No sides here. I am not going to be cold. Wrong!

(Classroom observation, January 19th, 2017)

Dan displayed that he still had misconceptions about facts and opinions. He labeled an opinion as "wrong," and failed to engage with a perspective that he himself did not hold.

In terms of teachers' extensions to the lesson, one particularly interesting extension occurred when Ms. Cabello talked about specific students and had one student share her own cultural beliefs during the section of the lesson about the school's animal museum:

Ms. Cabello: Nira, can you talk a little bit about your culture and how you aren't supposed to look at certain animals?

Nira: Hmm mmm, yeah, so in our culture, we aren't supposed to look at the… certain animals. Like the owl. It's bad luck, it's just not good for you.

Ms. Cabello: And that is Nira's belief, it might not be all of our beliefs, it's kind of like an opinion in that way, but we want to respect her opinion. So when I think about the animal museum, I think it might be important to think about that. How certain students might not feel comfortable in there.

(Classroom observation, January 19th, 2017)

Here, Ms. Cabello used her knowledge of a specific student to extend the written curriculum and make the concept even more relevant in her own classroom.

Lesson 3

Design

Our third design meeting was greatly impacted by national events during the previous week that prompted us to make changes to the curriculum and to reconsider our goals for the

unit. Additionally, we began to observe larger differences in students' understanding of the content, which also impacted our design decisions.

In terms of the political climate, events that occurred the week before our design meeting led to some significant changes to the unit. On Friday, January 20th, 2017, Donald J. Trump was inaugurated as 45th President of the United States. In the days following, Counselor to President of the United States, Kellyanne Conway, introduced the world to a new term during an interview with *Meet the Press* on January 22, 2017 (Bradner, 2017). On the show, Chuck Todd questioned Conway about White House Press Secretary Sean Spicer's false statement that the attendance numbers for Donald Trump's inauguration as President of the United States exceeded the attendance numbers for other inaugurations. Conway stated that Spicer was not lying; he was simply providing "alternative facts." The term "alternative facts" was simply another name for a mistruth. This term was used shortly after another Donald Trump used the term "fake news," which also impacted our design process. I began the design meeting by discussing these events with teachers.

> Will: I'm a little worried that students will miss our points. That we need to have reasons for what we think, and that making things up don't count as 'alternative facts,'"
>
> Ms. Martin: I had a student ask me what "fake news" meant today.
>
> Ms. Polk: We need something like a graphic I think. Like from our first lesson, that graphic?
>
> (Lesson 3 planning meeting, January 24th, 2017)

I displayed the "machine" from our first lesson that students put statements in to determine if they were facts or opinions (see Figure 4.1).

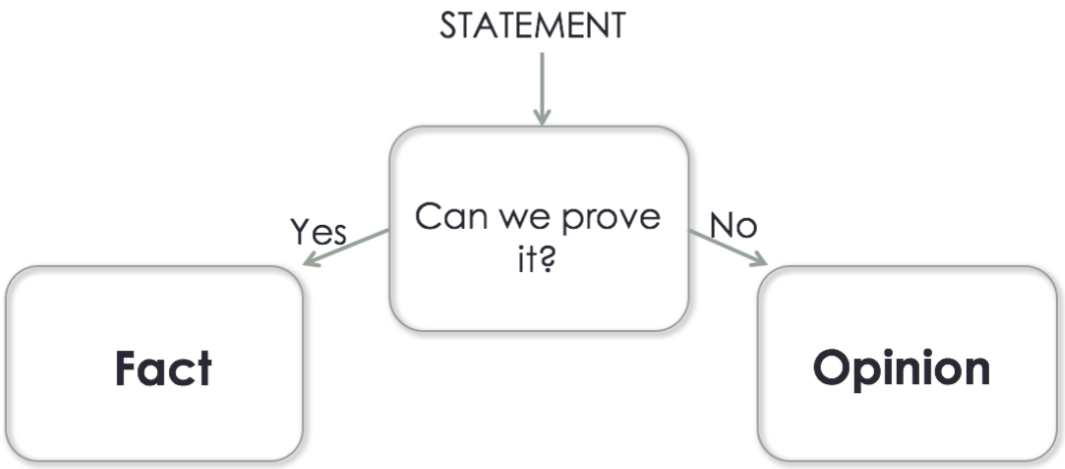

Figure 4.1. Original graphic organizer to determine category of statements.

It was critical that we addressed this in some way; ignoring that facts were being refuted on a national scale by the Trump administration would be detrimental to the unit and our goals. We discussed possible options.

Ms. Martin: We could add a piece that facts have to be true, like there is a right or wrong answer. That was in our original definition and maybe we can emphasize that?

I felt that this was a good start, but I knew we needed a bit more. We had to include something to combat this type of rhetoric in our lessons.

Ms. Polk: What about adding something… I don't know, untrue statements?

Immediately I saw how we could revise our "machine" (see Figure 4.2).

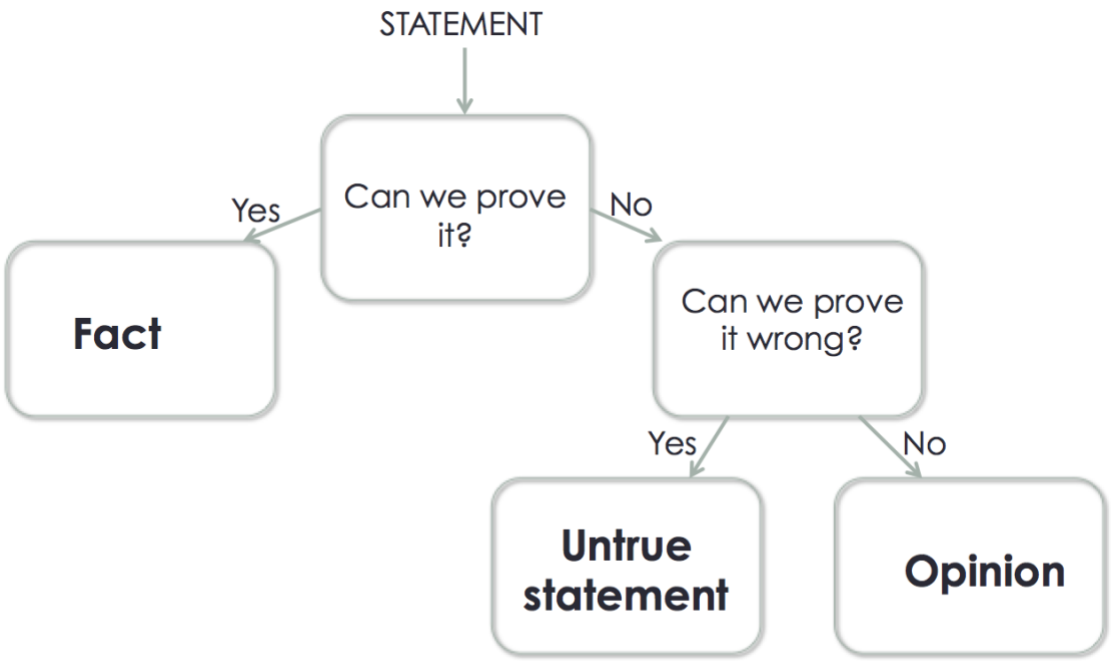

Figure 4.2. Revised graphic organizer to determine category of statements.

In the revised version of the machine, teachers provided examples of facts, opinions, and the newly added concept *untrue statements*. They used this graphic organizer in the same manner; a statement would go in, go through tests, and end up being placed into one of these three categories. For example, the untrue statement, "Our school is named Blue Pines," might go into the machine. First, it would go through the first test: can this statement be proven? After determining that it could not, it went to the second test: can this statement be proven wrong? After determining that it could be proven wrong in a variety of ways, such as looking up the school's name in the APS directory or going to the front of the school to see its name, it was categorized as an *untrue statement*. We all agreed that this critical to re-address this, particularly in this context.

After working through the issues related to national contexts that recently arose, we began to brainstorm ideas for final projects. Even though we were not set to discuss this topic

during the third design meeting, there was a sense of excitement and purpose in thinking about our collective work. In the following excerpt, which I quote at length to show the dynamic of debate amongst the group, teachers discussed possible options:

> Ms. Martin: We could present the idea of a community garden? Students could feel ownership over that. And it would be a positive thing for the community.
>
> Ms. Cabello: Yeah, but that could work for maybe this year, 'cause we will have our kids care for it, but what about next year? What if their teachers don't want to keep going?
>
> Ms. Polk: Yeah, or over the summer? The plants will die.
>
> Ms. Cabello: We really want to think long term, a project that can be sustained.
>
> Ms. Martin: Yeah, I just like the idea of a garden.
>
> Ms. Cabello: What do you like about it?
>
> Ms. Martin: I don't know, that they have the ownership of it, they take care of it.
>
> Ms. Cabello: OK, so we need to think more about ownership. We want to think of some projects to suggest to them that they can be excited about, feel ownership…
>
> (Lesson 3 planning meeting, January 24th, 2017)

Teachers pushed back on one another's ideas and focused on student ownership and sustainability. Each teacher's comments pushed the others to consider the elements that the design team wanted to include in the final project. They also spoke to important issues such as sustainability, fit in relation to key concepts in the unit, and feasibility. As the discussion continued, teachers got into a discussion about focusing on a project that reaffirmed, or even reinvented, school-wide anti-bullying campaigns that "weren't really taking off," Ms. Martin mentioned. Although we didn't decide upon a topic for the final project during this design

meeting, we did decide that it addressing the public issue of bullying at the school was a possibility.

We examined students' work samples to see how they were using facts to support their opinions, a skill that we felt was now of even greater importance. We saw that not all students reached this goal. We identified two of these instances as a design team (see Table 4.2).

Table 4.2
Student Responses to Lesson 2 Writing Task (Limited)

Question	Student	Response
We should not have a longer recess because…	Chris	*No, we need to have a longer recess so kids can get their energy out.*
	Ben	*I don't know. I think we should.*

Instead of providing a reason against having an extra recess, a stance he did not agree with, Chris instead gave an additional reason to support the stance he supported. Ben also had trouble supporting a stance he did not support. Only these two students did not attempt to provide reasons on both sides of the stance. Of the additional 36 student work samples, we identified 26 students who provided fact-based reasons on both sides of the argument.

Some students provided evidence in a way that considered the perspectives of individuals beyond their peer groups, which went beyond what we anticipated. Three students wrote about the perspectives of adults at the school in their reasons and how the additional recess might make things difficult for them (see Table 4.3).

Table 4.3
Student Responses to Lesson 2 Writing Task (Advanced)

Question	Student	Response
We should not have a longer recess because…	Pablo	*Teachers might be tired of duty and being in the sun.*
	Dariel	*Some teachers might have work to do and not be outside with us for a long time.*
	Dominique	*Teachers have a lot to do and they might need assistance.*

Implementation

Teachers extended the written curriculum more frequently during Lesson 3 than they had in the previous lessons. Across classrooms, I observed a total of 18 extensions during this lesson. In terms of the knowledge teachers used to make these extensions, teachers continued to use their knowledge of students and the community. However, an important new type of knowledge began to enter classrooms: knowledge of public issues. Additionally, teachers informed me that they began to extend lessons by incorporating the content and concepts from lessons into other areas of the school day. In observing students' small group work, I saw that students were interacting with concepts from the unit in more advanced ways than we had anticipated.

Teachers began to reference issues from the community and beyond as they extended the written curriculum. Ms. Polk provided an additional example of a public issue as she brought up the closing time of a local park. In doing so, she provided an additional opportunity for small group discussion as she had students discuss reasons why this was a public issue with a partner. Ms. Polk told me after the lesson that she did not plan to add the example about the closing time of the park:

> I noticed a few kids just weren't quite getting it and I know a few of them go to Elm Park so it made sense to use that issue. After they had some time talking about it, you could hear, 'Oh I've gone there,' they related to it and got that it affected other people, even other people in our class.
>
> (Personal communication, January 24th, 2017)

Ms. Polk used her knowledge of the community and of students to extend their understanding of the concept of public issues. I was beginning to see that teachers were consistently using their

knowledge of students and the community not just in the design of the lessons, but in teaching each lesson as well.

Beyond the ways I observed teachers extending the written curriculum, they informed me that they were also incorporating the content from the unit into other areas of the day. This indicated that the content students were learning in our unit was not isolated; teachers and students were internalizing the concepts and using them throughout the day. After teaching, Ms. Martin told me that she used the concepts from our unit during another lesson:

> The other day when we talked about civil rights with MLK, we talk about him all of January pretty much, the kids were asking about some different things, so I went back and thought I could connect to our stuff. I asked them whether things he had to deal with, like racism and protests, were personal or public issues. We had a talk about it and I think it was good because it related it to something else we were learning.
>
> (Personal communication, January 24th, 2017)

As I observed students' small group work and discussions, I noticed high student engagement in the small group activity and a great deal of higher level thinking. In their small group activities, students sorted cards that listed different issues into two piles: one for "personal issues" and one for "public issues." They discussed their rationale for sorting each card into its respective pile. Most student conversations that I observed had students engaging with the issues and considering who was affected by each issue to determine if they were personal or public.

One group that I observed had a student, Schena, who engaged in perspective-taking in an advanced way by considering the perspectives of an individual outside of her peer group as she and her group discussed the card, *"A tree fell over in the middle of my street."*

Tim: Let's see, "A tree fell over in the middle of my street."

Ariana: Oh! That would be bad, man that would be bad.

Schena: Yes, way bad. I think… OK, I think it could be public. Look at this picture. Imagine you are someone, you are a grown up. You are driving to somewhere.

Ariana: To work!

Schena: Yeah, to work. And you have this tree right in your street, and you're like, "I can't go to work boss. I can't make it because of the tree." That messes up everything.

(Classroom observation, January 24th, 2017)

Here, Schena was able to consider the perspectives and responsibilities of adults. She considered the work life of an adult, including aspects like commuting and relationships with supervisors.

Some students began to think critically about the concepts in the unit to the point where they questioned the design team's definitions of concepts. Pablo pushed his peers to reconsider whether the issue "My cousin forgot his lunch money," was personal or public in ways that ultimately changed not only his peers' definitions of these concepts, but the design team's definitions as well:

Dominique: Here, here, this one says, 'My cousin forget his lunch money.'

Caleb: OK, well, it is personal I think.

Sam: Yeah, because it's just his lunch money. It doesn't affect someone else.

Dominique: Yeah, I think so too.

Pablo: But wait, it does, because how is that fair if kids don't eat?

Sam: What do you mean?

Dominique: Wait yeah, that, yeah…

Pablo: OK, so if he has no money and then he has no food, that isn't… he won't be able to concentrate and he will be hungry all day.

Caleb: But is it personal?

Dominique: No because he will act up for the teacher and the other kids, he won't be able to think and stuff.

Pablo: If someone doesn't have food, like the homeless, they could be dying.

(Classroom observation, January 24th, 2017)

Pablo engaged his peers in critically thinking about the issue. He considered the responsibilities of the greater society in taking care of others in ways that even the design team did not.

I told Ms. Martin about this small group discussions before students shifted to individual work. Ms. Martin decided to address these discussions with the whole class at the end of the lesson.

Ms. Martin: So, Mr. Toledo was telling me about a small group discussion he heard that he was really impressed by, and I was impressed when he told me. Phillip, can you talk a little bit about what happened in your group, what you said about the issue about the cousin who forgot his lunch money?

Pablo: Yeah, I said that it wasn't fair for kids to go hungry and that it was public because it is everyone's… everybody's problem if there are hungry kids.

Ms. Martin: Wow. You know, we didn't think of it that way. When Mr. Toledo, and Ms. Polk and Ms. Cabello and I met, we didn't see that, but you know what Pablo? I think you're right. I think this is a public issue.

(Classroom observation, January 24th, 2017)

Ms. Martin affirmed Pablo's critique of the issue and this signaled the first moment in which students became a part of the design process as they contributed to the evolving definitions of concepts within our unit.

Lesson 4

Design

In our fourth design meeting, my membership in the group evolved, we examined student to determine how to adjust the unit to what were becoming more widespread differences in students' work, and decided how we would return to less successful moments in lessons that didn't work as we had anticipated.

My increasing sense of membership in the group was reiterated by teachers throughout the meeting. First, teachers invited me to a science night that the school was hosting:

> Ms. Martin: You know Will, you need to come to our science night.
>
> Ms. Polk: You should! The kids would be really excited to see you.
>
> Ms. Cabello: Yes, they would. They always ask, is Mr. T. coming, and when we had to reschedule last week they were all like, "Awww…"
>
> Ms. Martin: Mine too, Pablo and Tito just think you're the best.
>
> (Lesson 4 design meeting, January 30th, 2017)

Later, they referenced my own knowledge of the community:

> Ms. Cabello: Parent involvement isn't the best. I mean, you remember that from teaching here in these areas, it's just not high.

In student work samples, we noticed some students displayed advanced understandings of concepts related to civic perspective-taking. For the writing activity, students were asked to

identify issues as personal or public and to provide rationale. Some students went beyond simply identifying issues as public or personal and wrote comments about the issues.

Some students displayed an advanced understanding of civic perspective-taking by considering the perspectives of teachers, adults outside of their peer groups. For the issue, *"The school needs more teachers,"* three students made comments:

It isn't fair for teachers to have all these kids, they need help.

Teachers might not be able to control kids or might feel overwhelmed.

The teacher will not be able to do their job, they feel totally crazy.

These students empathized with teachers and used fact-based evidence (e.g. teachers having too many students) to validate these perspectives.

Other students displayed an advanced understanding of perspective-taking by commenting on issues of equity. This happened most frequently as they responded to the issue, *A store owner was rude to someone because of the way they looked.* In their comments, some students wrote about how the store owner's actions undermined equality. Others brought up historical and civic implications related to this public issue. Below, these six students' responses are presented.

Table 4.4
Student Responses Displaying Considerations for Equity

Jeremiah	*We need to grow up and make the world a better place. A law should be made against being mean to someone because of how they look.*
Lena	*Judging someone because of how they look is how a war gets started, like the Civil War.*
Jasmine	*People should not support the store if the store owner does this. It's not fair.*
Juan	*The store owner is judging people based on how they look, which is wrong.*
Alton	*You shouldn't judge someone that is different than you. This is unfair.*
Sabrina	*Judging someone on how they look is unfair, it has happened before in our country.*

These students considered fairness and equality in different situations. Although most of the students in the above samples commented on the lack of fairness of the situation, two students went further. Jeremiah considered the legal ramifications of a situation like the one described,

and Lena linked the situation to the United States' history of inequality and one of the root causes for the Civil War.

Other students were less successful in engaging with these issues. Four students justified unfair behaviors for two of the issues presented to them (see Table 4.5).

Table 4.5
Student Responses to Different Issues in Lesson 3

Issue	Student name	Response
Amy's brother took her toy.	Ben	Amy let her brother take her toy.
	Roman	Her brother took her toy because he needed a new one.
A store owner was rude to someone because of how they looked.	Charles	The store owner thinks that they are ugly maybe.
	Carly	The person was wearing inappropriate clothing.

These students made assumptions about situations to justify unfair actions or behaviors. Although they may have considered different perspectives, they considered perspectives that were not fact-based or grounded in evidence,

As we wrapped up our design lesson, we decided to revisit the public issue, *A store owner was rude to someone because of the way they looked*. Although some students understood the issue, many did not, and we all agreed it needed to be readdressed:

> Ms. Martin: I think we need to come back to it in a way that makes sense to these kids… I am trying to think…
>
> Ms. Cabello: Can we reframe it? Can we make it a little lighter?
>
> Ms. Martin: Oh! I know! Wait, I know, okay. So Sam and I watched *Zootopia* this past weekend and there is a scene where this elephant… The world is kind of divided by species, so that in itself says something, but these elephants run an ice cream shop and refuse to sell to a fox.
>
> Ms. Cabello: We watched that a few months ago, and yes, I know that part, I think it's perfect. Some of my kids have talked about that movie.

Ms. Polk: One of my kids has a *Zootopia* backpack! (laughs)

(Lesson 4 design meeting, January 30th, 2017)

Teachers decided that the Disney-Pixar film *Zootopia*, which addressed issues of racism and prejudice in a child-friendly context, was a nice way to return to an important topic in way that would be both engaging and relatable.

Implementation

During Lesson 4, I observed teachers modify the written curriculum to improve the lesson. As I observed students, I saw that most students were understanding concepts at or above levels that we anticipated, but that a few students were still struggling with very basic concepts from the unit.

As teachers taught this lesson, they modified the lesson by supplementing more contextually-appropriate examples in the place of issues from the written curriculum that students had trouble understanding. Ms. Polk and Ms. Martin saw that students were not engaged with the public issue of bottle deposits. Although we thought this issue was timely and contextually appropriate because of a recent city proposal involving bottle deposits, it proved to be confusing for students and disconnected from their own experiences. To address this, they each modified the lesson and decided to go through the modeling process again with a different issue that they felt would resonate more with students. Ms. Polk referenced another public issue that students had viewed in the *Zootopia* clip and expanded on it:

Ms. Polk: OK, so in the *Zootopia* clip, you guys brought up that the elephant wasn't gloving his trunk and that it was also a public issue, why?

Paul: Because it affects people.

Dominique: They could get sick?

Ms. Polk: Right, and this is a public issue that happens in real life too, right? There are restaurants here in our city that have been shut down because the food wasn't clean and people were getting sick. Now, if I think about this issue, I need to think of both sides. OK, so someone working at a restaurant might not want to wear gloves. They might make their hands hot, or they might think that they are too hard to mess with. But then the other side is that if they aren't clean, if they don't have clean hands with gloves, they could spread germs or bacteria and get people sick. Remember, the public good means, what is going to help the most people, the most people. That is the important part. When I think about it like that, I think I have my answer.

Dominique: The public good is to wear gloves 'cause who cares if you are annoyed by gloves, you could hurt someone!

(Classroom observation, February 1st, 2017)

Here, Ms. Polk used her knowledge of a relevant community issue *and* returned to an issue that had previously engaged students. She was able to expand the lesson and include additional modeling and whole group discussions. After this, she continued to extend the lesson by facilitating a whole group discussion around the issue of food safety to reinforce the idea of public issues affecting a community.

Ms. Martin also noticed that some students did not understand the public issue of bottle deposits. Based on her knowledge of other relevant issues, she modeled thinking through a different issue, cuts to the school district's money:

Ms. Martin: I am going to think about another issue. The school district, which you guys have probably heard about, is thinking about cutting some of the funding for our schools. This would mean a lot of things that could hurt us, but it could mean some things that

could help certain people or in other ways. So… it could mean bigger classes, which would be hard for teachers. We couldn't give you guys as much of our attention. It could also mean we might lose some programs, like art or music. On the other side, it could mean we save money that could be used for other things in the community. It could mean not raising taxes, which would help people. But, if I think about what would be the best for the most people, the public good… I have to say I think cutting schools would hurt the public good. Because schools are a public service. They are for you guys, so you can get smart and be successful and go to college, maybe even get your PhD like Mr. Toledo. (Classroom observation, February 1st, 2017)

Here, Ms. Martin used her knowledge of the local public issue of reducing funding for schools, which had been proposed in a recent legislative lesson. The issue was relevant to the community and students' lives. After this, Ms. Martin facilitated a whole class discussion on the issue.

Beyond watching teachers extend the written curriculum, I observed that some students were still struggling with basic concepts in our unit, such as "facts" and "opinions." Students paired up with someone who felt differently to discuss the two different stances for the public issue, *"Should we have year-round school?"* In Ms. Cabello's class, I observed a student, Dani, assert her opinion as fact:

Marcos: OK, I said, "yes," you said, "no." Why "no?"

Dani: No because it's wrong. We shouldn't have it.

Marcos: I think we should because we get more breaks. Some schools like [school name] have it because my cousin goes there.

Dani: Nah, we just shouldn't.

Marcos: Why do you say no?

Dani: Because I like summer and I'm right. It is so cool in summer to have fun and go to the pool, and play.

(Classroom observation, February 2nd, 2017)

I noted this interaction and started to develop a running list of the different tiers students were at with their understanding of certain concepts.

Lesson 5

Design

The design meeting for Lesson 5 began with an unexpected and alarming revelation. I arrived at Ms. Martin's room for our meeting a bit early. When I walked in, Ms. Martin was distraught: the father of a student in her class had been deported. As a design team, we had dealt with rhetoric before; we added concepts to adapt to an emerging sociopolitical context that denied truth; we considered how we could tackle sensitive topics in our unit. But this was much more than just rhetoric. We were now dealing with the repercussions of hateful rhetoric in classrooms. Ms. Martin looked to me for answers in this moment, and unfortunately, I had none. I offered the only piece of advice I could.

Will: That's kind of why we are doing this, to me. It's a big piece of this work. So this doesn't happen. So people learn to understand before they judge or hate. I know it doesn't feel like it, but this will make a difference.

Ms. Martin: Oh, I know it will. It just... this is all so surreal.

(Lesson 5 design meeting, February 6th, 2017)

We sat in silence for a few moments before Ms. Cabello and Ms. Polk came into the room. We didn't mention this incident during our design meeting.

The majority of our discussion focused on the final project and the importance of student ownership and fostering a sense of the public good through the project. Ultimately, we decided to pursue the project that teachers had dubbed "Growing Kindness," which focused on fundraising for a Buddy Bench for the school, a bench with a special purpose to combat bullying and promote kindness.

As I packed up to leave the meeting, Ms. Martin stayed behind with me for a moment and we walked out to our cars together.

> Ms. Martin: Thanks for not bringing that up in there, it's just… I knew you would be on the same page as me. That it's just awful. It's just… not right.
>
> Will: Of course. Let me know if there is anything I can do to help.
>
> Ms. Martin: Show me some pictures of [your dog] again? (laughs)
>
> (Lesson 5 design meeting, February 6th, 2017)

As I drove home, I felt more motivated than ever to continue this work and to focus on making this a positive experience for teachers and students. Dwelling in what I could not change was not an option.

Implementation

In classrooms, I saw teachers continue to extend the written curriculum more frequently and more spontaneously. I also observed an elevated sense of social justice and consideration for the public good in students' small group work and discussions.

Teachers were beginning to feel more agency over the lessons and the content and were becoming more comfortable with extending the written curriculum. For example, as Ms. Martin discussed the public good, she seamlessly interjected her knowledge of her students and her knowledge of bus routes in the community:

So people get around a lot of different ways, and we need to be considerate of this and this about this. I know that many of you have seen this, I know some of you have taken it yourself, but there is a city bus route outside of our school. How does this serve the public good?"

(Classroom observation, February 7th, 2017)

Similarly, as Ms. Polk taught, she quickly connected the lesson to another project at the school where students learned about human development by having a baby brought to their class that they observed and asked questions about:

This is kind of like empathy, like in our unit with our baby. Paul has a baby brother at home, so he is practicing this always. He is taking care of him, like we do our baby, he is showing empathy, or thinking about what is good for someone else.

(Classroom observation, February 9th, 2017)

Teachers weren't hesitant to change the lessons to meet the needs of their students. As Ms. Martin mentioned to me after her observation, "After years of being told to teach something 'with fidelity,' this feels good to be actually viewed as the professional."

As I observed students during this lesson, I saw that students were able to engage with and understand public issues in the larger community with a focus on equity. Aa a small group of students in Ms. Martin's classroom discussed the public issue of whether health care should be free for children in the city, themes related to equality and fairness emerged:

Carlos: How could anyone think it was fair to not help a sick kid?

Isla: They need the doctor they should go! Not worry about money.

Carlos: I am pretty sure this is a law.

(Classroom observation, February 7th, 2017)

At the end of the lesson, I collected students' written work samples. As students defined the public good in their writing, this sense of equality was also apparent:

Public good means giving money to the poor, starting a business to collect donations for the poor because they need our help.

It is giving food to the homeless and helping the earth.

The public good is giving things to the poor. If someone is homeless, give them money.

Part is not being rude to people who are different than you.

Being nice to people who look different than you or dress different than you.

Be nice to someone, even if they don't look like you.

Seeing students think so deeply about the perspectives and needs of others was inspiring; the unit allowed for the creation of a much-needed space for positivity and considering equality within the community.

Lesson 6 - Lesson 10

In this section, I describe the remainder of my work with teachers, which focused on students writing their final letters, presenting their work to the school administrator and the PTA, and implementing their final project.

After lesson 5, I met with teachers to plan lessons 6-8. In these lessons, we determined what the criteria for students' persuasive essays and examined their final products. In terms of shifting group dynamics, teachers' enthusiasm for establishing a sustainable project grew and teachers began to create their own materials instead of relying solely on me for creating materials.

For their persuasive essays, we decided that students would create an outline, a rough draft, and a final copy of a letter to scaffold the writing process. The final letters would be given

to the PTA representatives and school administrator, Ms. Garcia, who would end up being the students' audience for their final presentations. A discussion about the most important elements of these essays arose:

> Will: I think it is really important that we include all the pieces that we really had them working on in this final essay – so giving their opinion about the project, evidence…
>
> Ms. Martin: Referencing the other opinion, perspective…
>
> Will: Yes.
>
> Ms. Cabello: Also, an introduction and conclusion.
>
> Will: Yes, that seems right too. How about for the conclusion, we tie in the other side? Something like… "Someone else might think X, but I still think…" and then they can restate their own stance at the end.
>
> (Lessons 6-8 design meeting, February 13th, 2017)

Teachers were determined to ensure that this project was sustainable and to foster community involvement. After students completed their final letters, we met again to design meetings 9 and 10 in which students would collectively create a digital presentation to accompany their letters. They discussed different ideas for the Buddy Bench and for the Growing Kindness project going forward in the coming years:

> Ms. Martin: So I was just brainstorming and I think that there is a lot we can do for the Bench and the project. Like I thought maybe we could have an art contest and partner with the office. And then kids could go do a gallery walk, look at the art submissions, and then the favorite would be painted on the bench.,
>
> Ms. Cabello: By the kids?

Ms. Martin: No, I was thinking our student helpers from Falcon High School could do it. Mine, Kelsey, is super into art and she could do it.

Will: I like that because it involves the community even further, you know?

(Lessons 6-8 design meeting, February 13th, 2017)

Teachers considered not only the current project, but how it could continue to grow and how others in the community could become more involved.

Teachers also began to bring their own materials to use in our lessons. Ms. Polk came to the meeting with "scenario cards" she made for students to act out as they modeled as a class proper ways to use the buddy bench (see Figure 4.3).

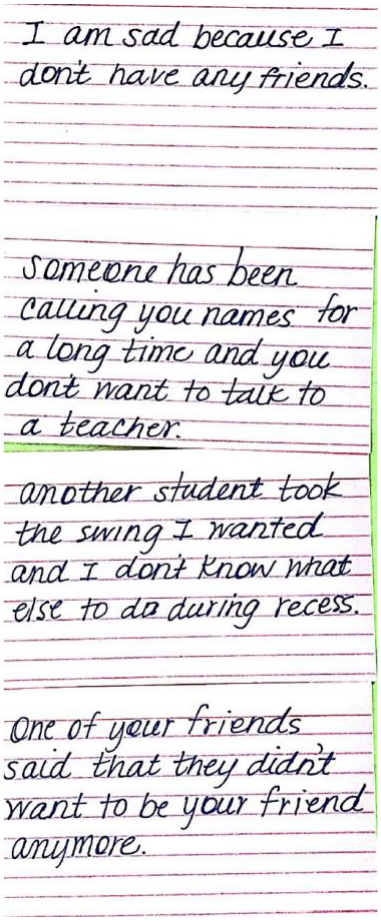

Figure 4.3. Ms. Polk's Buddy Bench scenarios.

As we shifted our discussion to examine students' persuasive letters to the PTA and Ms. Garcia, we noticed that every letter included strong evidence to support getting the Buddy Bench and nearly every letter included a reasonable argument as to why someone else might not want the bench. Teachers said that they were impressed by the quality of these letters and how students writing had developed over the course of the unit. Figure 4.4 displays two typical examples of student work.

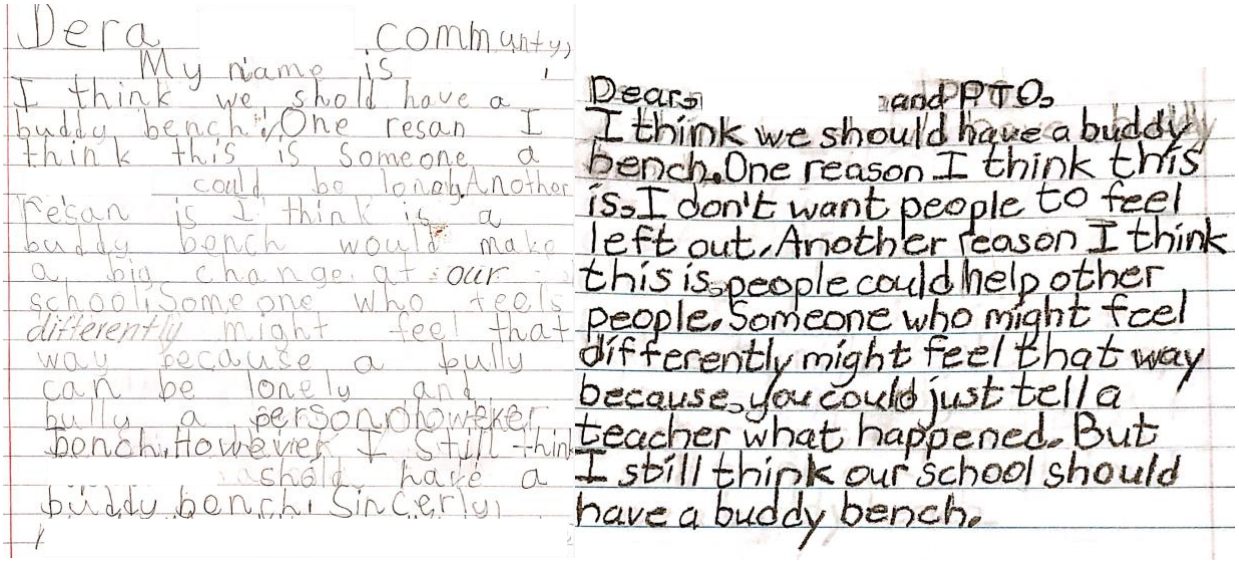

Figure 4.4. Two examples of students' final persuasive letters.

Presentation and Additional Lessons

The students presented their final project to the PTA and the principal in late March of 2017. Students informed their audience about the big "take-aways" from our unit and explained the importance of understanding both sides of an issue, the differences between personal and public issues, and what "the public good" meant. Students then introduced the final project aimed at improving the public good in their local communities, the Buddy Bench. Students provided reasons to support their argument that the Buddy Bench would serve the public good in

the area and created illustrations to accompany the presentation. Figure 4.5 shows two examples of slides.

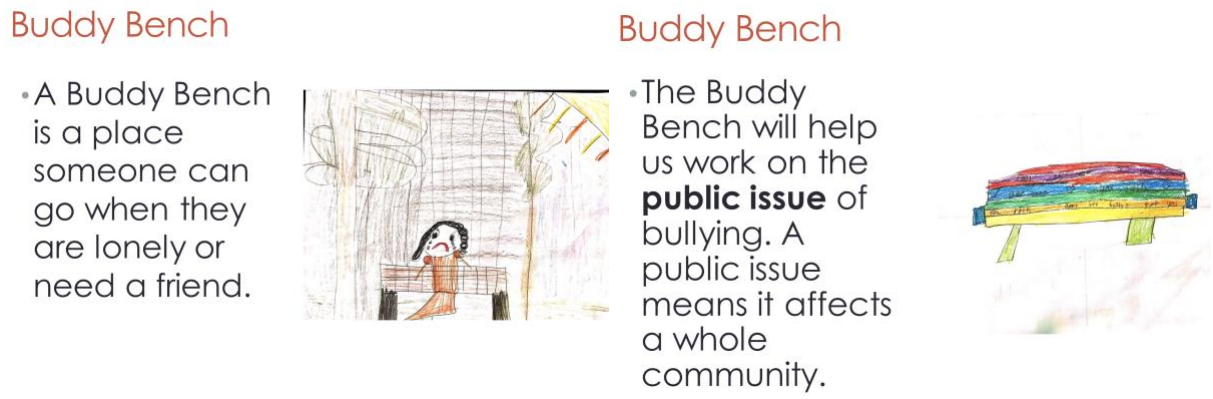

Figure 4.5. Examples of slides with artwork from the presentation.

At the end of the presentation, the students laid out a proposed budget that they devised and asked the PTA for funding to complete the project. They also each delivered their persuasive letters to members of the audience.

The principal and the PTA members told the students how impressed they were by the quality of their presentation and the richness of their ideas. After the presentation, both PTA members, Patricia and Cara, who attended the presentation and the school principal complimented the students for all the hard work they put in to their presentation. A week later, Stephanie included a short write-up about the Buddy Bench in the school-wide March newsletter (see Figure 4.6).

Exciting things happening in 2nd grade…On Friday, the 2nd graders presented a community service project to myself and Sarah and Christine from the P.T.A. Every 2nd grader had a responsibility to share something during the presentation. They were confident, articulate and excited about bringing a Buddy Bench to our playground. More information will be coming your way soon!

Figure 4.6. Buddy Bench write-up in the Green Pines February newsletter.

The PTA members brought students' letters and the information they learned from the presentation to the next PTA meeting following the presentation, which was a week later. I was permitted to attend the meeting and took notes on its proceedings. Seven other PTA members attended the meeting. Patricia and Cara spoke at the meeting.

> Patricia: We want to do this. We are ready to give money for the bench. We will vote, of course, but we want to get the ball rolling so students see the payoff for the hard work they did.
>
> Cara: I held back tears during the kids' presentation. How much these kids care... It was special.
>
> (PTA meeting, April 6th, 2017)

The PTA passed the letters students wrote around to those in attendance at the meeting. Teachers began to comment on their work.

> Denise: The quality of letters and writing is better than my fourth-grade students work!
>
> Carla: This is really good stuff. It's informative. It's very persuasive, it is convincing.
>
> Denise: Can I borrow these, or some of these, to share with my own students? I want to inspire them to improve the quality of their own work.
>
> (PTA meeting, April 6th, 2017)

At the end of the meeting, Sarah, a PTA member, volunteered to further research Buddy Benches and to consider the details of how the project could be completed.

After the meeting, the "seeds" of the project began to spread and more and more people from the community became involved. Sarah sent the second grade team a flyer about a local New Mexican company that built benches for schools and teachers began to debate the selection process. A newsletter that the PTA sent home with students after the meeting focused on the

project and presented information about the project to others in the school. These newsletters circulated around the community and others began to get word of the project. A student teacher in one of the classrooms I worked in brought a copy of the newsletter home to her mother. Her mother, a former teacher, said that the story "resonated with her" and that she "wanted to help in any way she could." She offered to fund the project and donate a bench to the school. In Ms. Martin class, a student's father, who was a professional home builder, said that his son consistently talked about the project at home and that he too wanted to help the school by donating a bench that he constructed.

After hearing that the school was possibly receiving three benches, the teachers and I held an additional meeting lesson to plan our next steps. The three teachers described their continued excitement about the project and the increasing community participation. Because of this, teachers decided that we needed two additional lessons: one lesson that allowed students to brainstorm and input their ideas for the project and another where students would learn more about the Buddy Bench and practice modeling using the bench and teaching others about the bench, similar to the activity Ms. Polk designed in an earlier lesson.

Together, we planned two additional lessons that allowed students these opportunities. The addition of extra lessons to the unit was the biggest commitment by teachers in terms of time and energy, and these lessons made the unit a total of 13 lessons instead of the 10-lesson unit that was originally proposed.

During the first additional lesson, students first discussed options for the Buddy Benches, including location, color, design, and other features. Students' giving nature emerged again as they discussed the possibilities for the other two benches the school may receive. Ms. Polk facilitated a whole group discussion about the bench:

Chris: Why don't we donate the bench to Branches? (a middle school in the same district as Green Pines)

Lena: Or we could give it to Thomas, for Thomas to have one too,

Gabe: Yeah, Alex's dad from Ms. Martin's class, he could… could build the bench for Green Pines. And we can give the others to schools so they have kindness too.

(Classroom observation, April 19th, 2017)

Similar conversations also occurred in Ms. Martin's room and Ms. Cabello's room. The teachers and students thought that these types of plans could start integrating the idea of kindness into a greater community. Someone in each class mentioned the idea of "paying it forward" as well.

During the second additional lesson, students modeled using the bench and teachers discussed how they might best convey the bench's purpose to others.

Ms. Cabello: OK, let's have two people show what it might look like to go help someone who needs a friend and is sitting on the bench.

(Classroom observation, April 20th, 2017)

Ms. Polk: That was great you guys – did you see how they did that? Sara showed that she was sad, and Dominique asked if she wanted to talk. When Sara said no, Dominique just sat with her – sometimes people need that, they company. They might not want to talk, but they like having someone there.

(Classroom observation, April 19th, 2017)

Ms. Martin: Great work, Carlos. You really showed us how important it can be to relate to someone. When Dario said that his uncle passed and he was said, Carlos said that he had lost someone too. Sometimes it's these really sad, hard events that can bring us

together. We can really share what might be personal issues but still work towards the public good by helping someone for our community who is in need.

(Classroom observation, April 18th, 2017)

At the end of the second lesson, students in all three classrooms eagerly asked about the bench – when was it coming? What would it look like? How many of their suggestions would it incorporate? When could they show their school how to use it? Would they be able to donate benches to other schools at the end of the school year?

Buddy Bench Installation

At the end of April, a Buddy Bench was installed at Green Pines Elementary.

Figure 4.7. Buddy Bench at Green Pines Elementary.

It incorporated many of the students' design ideas: it was plain wood so that the students could paint the bench at a later time, it was the style students selected, and it was installed in the location students had selected.

On the day of its installation, four students from Ms. Martin's class made their way to the school's office to read a speech about the Buddy Bench and to welcome their peers to use the Buddy Bench at morning recess:

Aiden: Have you ever felt like you needed a friend? Have you ever needed some positivity?

Lena: The students in Ms. Martin, Ms. Cabello's, and Ms. Polk's classes have been working on a project to meet the public good in our community.

Sam: This means it will make our community a better place. Our project is the Buddy Bench.

Dario: This is a Bench where you can go when you are lonely and you need a friend. If you see someone sitting on the bench, go talk to them and offer your friendship to make their day brighter.

All: Please come visit us under the big tree by the gym at first recess to learn more about the bench!

(School announcements, April 27th, 2017)

About an hour later, Ms. Polk, Ms. Martin, and Ms. Cabello took their students out to the playground about 5 minutes before morning recess. The students from the three classes ran eagerly to the Buddy Bench, which was installed in a central location on the playground under a large tree. Students chattered loudly, with some jumping up and down.

Dominique: Oh wow, oh wow, it looks really good.

Brooke: OK, kids gotta learn *how* to use these, they aren't just showing up here to sit on it.

Abel: Look it has those slots like we wanted it to have!

Brooke: OK, back up everyone, don't touch it quite yet!

(Playground observation, April 27th, 2017)

The teachers congregated the students around the bench to talk to them briefly before recess began.

> Ms. Martin: OK, everyone, I know a lot of you want to show everyone how to use this bench. You know, we have spent a lot of time with Mr. Toledo, and even some alone without him here, talking about this. How we should use it, what it's for. Gabe and Marcos did a really great job introducing the bench on the announcements, but you know what? You guys have to *show* people how to use it. Remember our modeling? Think about that. You might want to act something out, or bring a friend or two over to explain it.
>
> (Playground observation, April 27th, 2017)

At this moment, the bell rang and the rest of the school's students flooded the playground. As they did, students from these three classrooms ran out excitedly to their friends, bringing them over in small groups to the bench.

As I sat by the bench to watch the process, it was difficult to capture any specific interactions as there was so much discussion. Some students modeled how to use the bench, explaining how they were sad, and asked another classmate to come help them to show how the bench could be used to combat loneliness. Almost every student from the school came to see the bench, and wanted to know more details about the bench and how it could help the school before a better place. Every student that I observed teaching others about the bench was enthusiastic and prideful in the work they had accomplished.

Wrapping up Our Project

Before I ended this work, I sat down with each teacher individually to reflect on the experience of creating and teaching the curricular intervention. I came to these sit-downs with a set of questions focused on both the experiences of teachers and their perceptions of students' experiences.

First, I sat down with Ms. Martin. She was positive about the unit and felt that it was much needed given the current sociopolitical contexts:

> Ms. Martin: I didn't expect – I became more passionate about this than I expected at first. I mean, you saw that, I always went over the time for my lessons (laughs). It just felt so important – we were talking about what was really going on in the world, in this community. What was happening to these students.
>
> (Final interview, May 2nd, 2017)

Beyond these comments, Ms. Martin discussed the growth she saw in her students:

> Ms. Martin: Students were so excited and proud of their work – I hadn't seen them engaged like this before. They have the responsibility of change in their hands now, and think that is empowering. It changed how they spoke to each other, how they interacted throughout the day. It changed their writing. All for the better. I don't think I heard a single complaint about doing this wrong from anyone.
>
> (Final interview, May 2nd, 2017)

Ms. Martin felt that the experience changed her, her students, and her community for the better. Hearing this encouraged me and spoke to the importance of this type of work, especially in this context.

After speaking with Ms. Martin, I spoke to Ms. Polk, who spoke to how the unit improved her practice as a teacher:

> Ms. Polk: I feel a lot more comfortable teaching social studies. The kids just don't get enough of it. It was nice for me to have this setting where we all worked together, and our ideas were heard and used. It was just a different type of teaching and I learned a lot about how to design my own materials I think.
>
> (Final interview, May 2nd, 2017)

She also spoke to how her students benefited from this unit, particularly considering the sociopolitical contexts present during our work:

> Ms. Polk: I was surprised how deeply these students thought. What they knew. They would talk about "the wall" a lot. How it wasn't best for all people, or how they had a friend who could be affected by this. It was hard to hear that, but they had such compassion for each other. They became really comfortable talking about issues, real issues. They can also solve problems differently, more quickly. Like, they just think differently, even in other subjects. They approach problems differently.
>
> (Final interview, May 2nd, 2017)

Like Ms. Martin, Ms. Polk felt the process of creating and teaching the unit was beneficial for students and herself.

I spoke with Ms. Cabello last. Although she considered the unit to be beneficial and one she would teach again, she spoke about different benefits:

> Ms. Cabello: I loved the collaborative process, how we could bounce ideas off of each other. I felt valued. And I know the kids felt valued. Having you there was a motivator for them, and then having the PTA and the principal. Especially the principal.

(Final interview, May 2nd, 2017)

Ms. Cabello felt that having authentic audiences to share their work with was a big factor that increased students' engagement and participation. She thought that the quality of their work also improved because of this:

> Ms. Cabello: I was impressed by their work, with the thought processes kids went through. These kids really spoke up, especially some kids who normally were quiet or reserved. They found their voices. I haven't had as many little issues since this unit either. Like the, "Oh, Ben touched me." They know that there are bigger fish to fry.
>
> (Final interview, May 2nd, 2017)

All three teachers concluded that they would teach the unit again and planned to work together during the 2017-2018 school year to make some small changes and to consider a new project that would support the unit's goals.

Here, I detailed the contexts and tensions present at Green Pines that helped shape our collective work. I described how our work began and the process of the design and implementation of this curriculum in detail. In examining this work, I focused on the sociopolitical contexts that shaped our work, identified different areas of knowledge that teachers used to make design decisions and to extend the written curriculum, and described students' engagement with the key concepts throughout the unit.

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