



DAVID MATHEWS **CENTER *for* CIVIC LIFE**

2024-2025 Innovators in Civic Education Fellowship

The David Mathews Center for Civic Life's (DMC) Innovators in Civic Education Fellowship provides classroom and community-based educators with the resources and training they need to bring high-quality, civics-forward social studies education to their classroom. The skills learned during the fellowship can benefit teachers in any social studies discipline or grade-level.

Fellows will assist the DMC in expanding and improving the impact that the Center's educational programming has within schools and communities. The DMC's educational programming and resources emphasize the way that place-based, inquiry-based, and discussion-based education can prepare students to be active citizens. Through our work, we aim to cultivate essential skills such as critical thinking, perspective-taking, active-listening, and a desire for collaboration; skills that not only benefit students in the classroom but in community life and their career.

The primary role of the Fellows is to help the David Mathews Center create lesson plans and activities that correspond to guides for classroom discussions about issues in history. Our issue guides align with topics and events required by the ALSDE social studies standards, including the Creek War, Reconstruction, Women's Suffrage, and the Civil Rights Movement.

With the insight of the Innovators in Civics Education Fellows the DMC plans to expand the scope, depth, and accessibility of these classroom resources.

Selected fellows will participate in a daylong workshop at the DMC located at the American Village in Montevallo, Alabama. During the workshop fellows will participate in engaging professional development sessions with the DMC and partner organizations from across the state. Following the workshop fellows are asked to act as a liaison for the DMC in their school and district by sharing these resources and strategies and assisting the DMC in the promotion of our state-wide workshop, which fellows are required to attend.

Fellows will receive a \$600 stipend for participating in the workshop, and lunch and housing (if needed) will be provided.

The following is required of selected Fellows:

- a) Participating in a daylong summer workshop (Thursday, July 11, 2024), during which Fellows will be trained in the practices of deliberation and other educational resources.
- b) Excellent written and verbal communication skills, critical thinking and argument identification skills, and a passion for history!
- c) Conducting a minimum of one test of a DMC issue guide in a school setting during the 2024 - 2025 school year.
- d) Assisting the DMC with outreach by promoting the DMC's state-wide teacher workshop in their local school or district during the 2024 - 2025 school year.

Optional: The opportunity to assist the DMC with the creation of future educational resources, for which compensation will be provided.

Compensation for the fellowship includes:

- (a) \$600 stipend.
- (b) A class set of issue guides
- (c) The opportunity to have a significant and widespread impact on civic and social studies education throughout the state of Alabama.



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**Innovators in Civic Education Fellowship
Application**

I confirm I will be available to attend the summer intensive workshop, Thursday, July 11, 2024 at the American Village in Montevallo, Alabama.

Degree(s) Earned (include the name of educational institution):

Teaching Experience (teaching experience may include private, public, or charter schools, museum education, or community-based education i.e. 4-H, Cooperative Extension, etc.)

Awards or Honors:

SHORT ANSWER QUESTIONS (Please limit responses to 250 words per question.)

1) How do you make your lessons engaging for students? Do you use any particular methods in your classroom instruction?

2) Do you partner with any state or educational institutions, nonprofits, museums, etc. or utilize their resources in the classroom? If so, which organization/resources?

3) Why do you consider place-based, inquiry-based, or discussion-based learning to be important in the classroom? How have you seen it create a positive impact on student learning?

I have attended a past DMC forum or event: Yes No

Event Attended:

Location:

Date:

I can confirm that I will be available to attend the Innovators in Civic Education Summer Workshop on DATE:

Signature: _____

APPLICATION PACKET CHECKLIST:

- Completed and Signed Application
- Letter of Recommendation from Principal or Direct Supervisor

Send completed application packet to Lauren Lockhart, Education Coordinator, at llockhart@mathewscenter.org. Application packets must be submitted no later than May 3rd, 2024. Incomplete applications will not be considered.

Appendix A

Civic Competencies

Civic Content Knowledge

Civic content includes both core knowledge and the ability to apply knowledge to different circumstances and settings.

- Key historical periods, episodes, cases, themes, and experiences of individuals and groups in U.S. history
- Principles, documents, and ideas essential to constitutional democracy
- Relationship between historical documents, principles, and episodes and contemporary issues
- Structures, processes, and functions of government; powers of branches and levels of government
- Political vehicles for representing public opinion and effecting political change
- Mechanisms and structure of the U.S. legal system
- Relationship between government and other sectors
- Political and civic heroes
- Social and political networks for making change
- Social movements and struggles, particularly those that address issues as yet unresolved
- Structural analyses of social problems and systemic solutions to making change

Civic Skills: Intellectual

Intellectual civic skills encompass knowing how to identify, assess, interpret, describe, analyze, and explain matters of concern in civic life.

- Critical thinking
- Perspective-taking
- Understanding, interpreting, and critiquing various media
- Understanding, interpreting, and critiquing different points of view
- Expressing one's opinions
- Active listening
- Identifying public problems
- Drawing connections between democratic concepts and principles and one's own life experience

Civic Skills: Participatory

Civic participatory skills encompass knowing how to cope in groups and organizational settings, interface with elected officials and community representatives, communicate perspectives and arguments, and plan strategically for civic change.

- Engaging in dialogue with those who hold different perspectives
- Active listening
- Communicating through public speaking, letter writing, petitioning, canvassing, lobbying, protesting
- Managing, organizing, participating in groups

- Building consensus and forging coalitions
- Community mapping
- Utilizing electoral processes
- Utilizing non-electoral means to voice opinion (protest, petitioning, surveying, letter writing, boycotting, and so on)
- Planning and running meetings
- Utilizing strategic networks for public ends
- Organizing and demonstrating

Civic Dispositions

Civic dispositions encompass interpersonal and intrapersonal values, virtues, and behaviors.

- Tolerance and respect
- Appreciation of difference
- Rejection of violence
- Concern with the rights and welfare of others
- Commitment to balancing personal liberties with social responsibility to others
- Personal efficacy
- Sense of belonging to a group or polity
- Readiness to compromise personal interests to achieve shared ends
- Desire for community involvement
- Attentiveness (to civic matters, the news, etc.)

Source: Campaign for the Civic Mission of Schools, "Civic Competencies," Link: <http://www.civicismionofschools.org/policymakers/civic-competencies>. Accessed on 10/15/2014.