Participants: Rebekah Pignaloso, Curtis Troeger, Amy Carter, Paige Lahaise, Heidi Thomas

**“Threshold Concepts” for MS/HS English**

* The goal is not to persuade the other party, but to leave with a better understanding of a topic than before
* Have students prepare arguments supporting an opposing viewpoint.
* Research opposing viewpoints on the same issue and then create a summary presentation objectively explaining both sides
* Use a variety of sources, and be aware of biases inherent in the internet sources (digital literacy)
* Have students compare information from various websites on the internet, noting changes in the information that occur as the source changes.
* Check biases at the “door”
* Have students operate in a debate with an assigned role
* Students are given a culture to research. They have to record a pre-existing bias/misconception, research, and present about how the bias you had was fulfilled/justified or were you wrong?
* Apply active listening skills when participating in a discussion/debate
* Use academic language/sentence stems to encourage the use of academic language within the conversation. Helps to limit emotionally charged language.
* I can use specific strategies when conversing with others about challenging topics
* Socratic Seminar structure
* Franklin-Douglass debate stucture
* Anchor charts with academic language to use when debating with others about sensitive topics for students to refer to throughout the conversation