

### Planning a Hybrid Civics and History Unit

**The unit I am modifying is:** \_\_\_\_\_

1. What is happening in this unit in a traditional history course? In my history course?
2. Who is **not** represented in your current unit? Why not?
3. Do some research about the people who are underrepresented in your unit. How did those people fight to gain agency? What courses of action did they take to influence government?
4. Is there a modern connection to those people you wrote about in question three? What is it? How do the students see themselves the modern process, or how can you get them to see themselves as a part of a current movement?

#### Reflect

- What citizenship themes can I identify in my history course?
- What are my responsibilities as a teacher of citizens?
- How can I be more explicit about civics in my class?