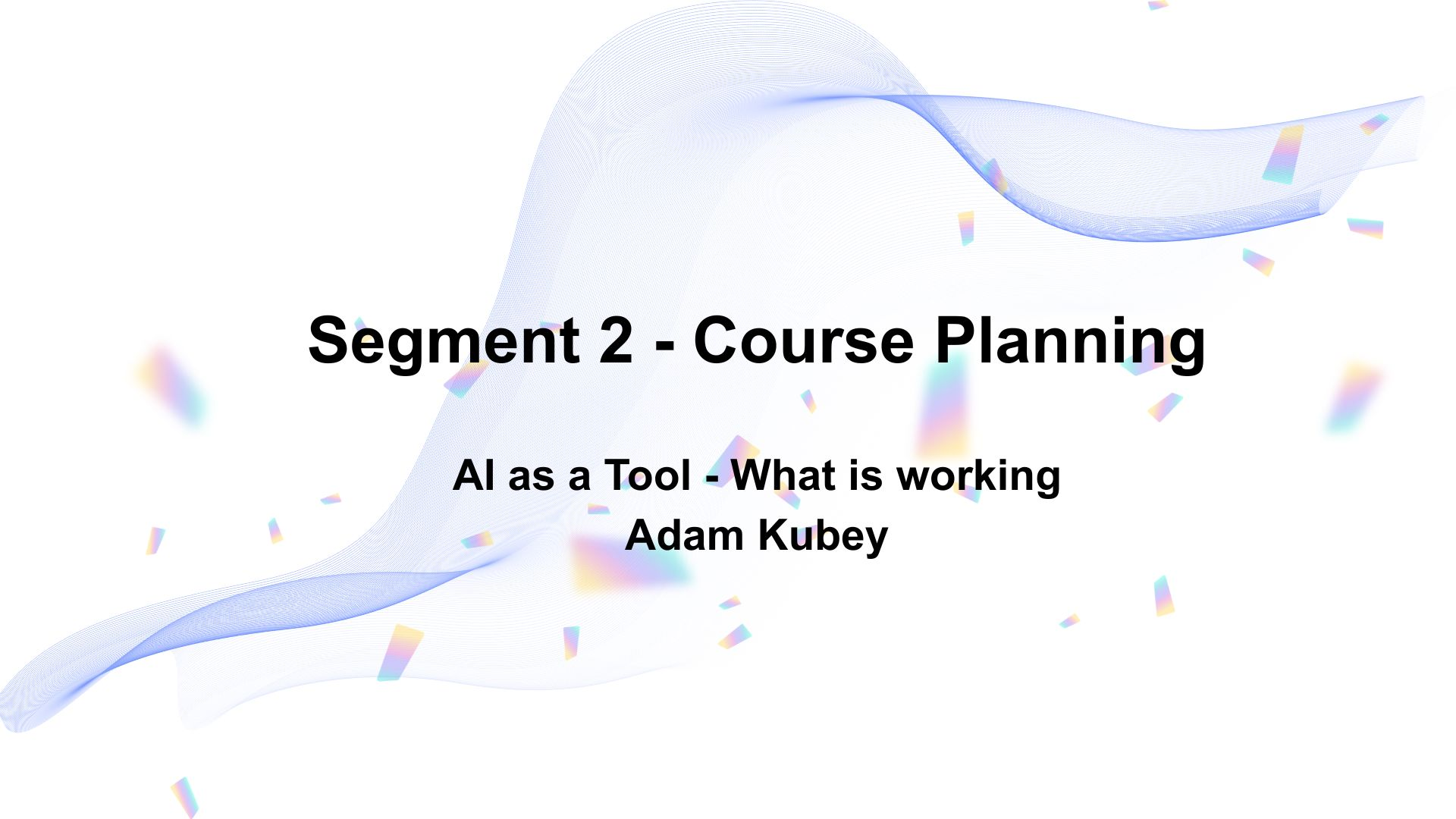




Segment 2 - Course Planning

AI as a Tool - What is working
Adam Kubey

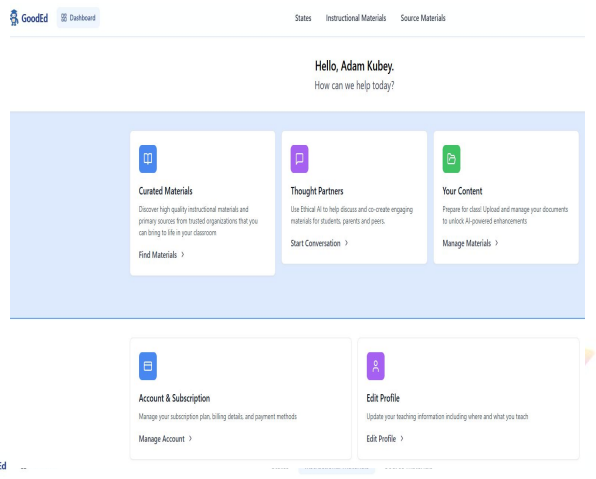
STUDENT PRIVACY



Context

I was needing to blend my civic learning and action civics lessons for newcomer English Language learners. Also needing to support college prep/AP students who live in a “political bubble” with opposing claims/evidence/perspectives so that students could think critically about their claims/assumptions and formulate more dynamic arguments that were grounded in answering counter arguments/forming consensus.

GoodEd.AI



Who is GoodEd/CommonGood?

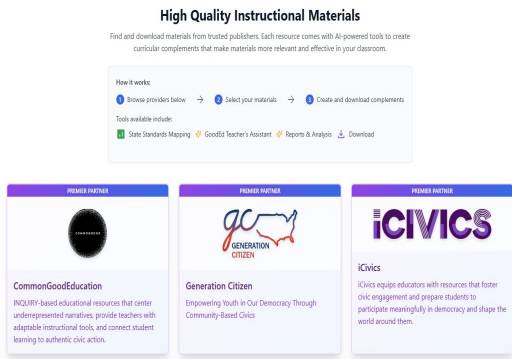
- **CommonGood** is a learning design organization that collaborates with schools, districts, and organizations to co-construct curriculum/instructional resources and design systems that support culturally sustaining practices, inquiry approaches, and authentic civic learning.
- **GoodEd.ai**, created by CommonGood, is a platform of HQIM resources and source collections that leverages AI tools to make those materials classroom-ready.

What it's not:

- It's not a ChatGPT replacement
- It's not a Khanmigo / Magic School replacement

What it is:

- A platform to discover HQIM and Sources materials
- AI-powered tooling to make those materials classroom ready



Prompts for Chat GPT to help support teachers of Newcomers



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Bilingual Dictionaries/Glossaries & Vocabulary

Resource Type	Chat GPT Prompt	Examples from Chat GPT																				
Customized Bilingual dictionary	Create a vocabulary table with the following structure: The first column is titled Term. It includes the English word bolded with its Spanish equivalent in parentheses underneath it on a separate line. The second column is titled Definition. It provides a clear, simple English language learner-friendly definition of the word in English, followed by a paragraph break, then the Spanish translation in parentheses. The third column is titled Example Sentence. It includes an example of the word used in context in English with the word bolded, followed by a paragraph break, and then the Spanish translation of the sentence in parentheses, also with the word bolded. The fourth column is titled Picture and should be left blank for now. Use these example words: insert a list of words, separated by a comma	<i>Example of customized bilingual dictionary</i> <table><tr><th>Term</th><th>Definition</th><th>Example Sentence</th><th>Picture</th></tr><tr><td>Hibernate (Hibernar)</td><td>to sleep for a long time during the winter to save energy. (Dormir por mucho tiempo durante el invierno para ahorrar energía.)</td><td>Bears hibernate in their dens during the cold months. (Los osos hibernan en sus guaridas durante los meses fríos.)</td><td></td></tr><tr><td>Predator (Depredador)</td><td>An animal that hunts and eats other animals for food. (Un animal que caza y come otros animales para alimentarse.)</td><td>The lion is a powerful predator that hunts in the savanna. (El león es un depredador poderoso que caza en la sabana.)</td><td></td></tr><tr><td>Herbivore (Herbívoro)</td><td>An animal that eats only plants. (Un animal que solo come plantas.)</td><td>A deer is an herbivore because it eats grass, leaves, and fruit. (Un ciervo es un herbívoro porque come pasto, hojas y frutas.)</td><td></td></tr><tr><td>Carnivore (Carnívoro)</td><td>An animal that eats only meat. (Un animal que solo come cr ↓)</td><td>A tiger is a carnivore because it hunts and eats other animals. (Un tigre es un carnívoro porque</td><td></td></tr></table>	Term	Definition	Example Sentence	Picture	Hibernate (Hibernar)	to sleep for a long time during the winter to save energy. (Dormir por mucho tiempo durante el invierno para ahorrar energía.)	Bears hibernate in their dens during the cold months. (Los osos hibernan en sus guaridas durante los meses fríos.)		Predator (Depredador)	An animal that hunts and eats other animals for food. (Un animal que caza y come otros animales para alimentarse.)	The lion is a powerful predator that hunts in the savanna. (El león es un depredador poderoso que caza en la sabana.)		Herbivore (Herbívoro)	An animal that eats only plants. (Un animal que solo come plantas.)	A deer is an herbivore because it eats grass, leaves, and fruit. (Un ciervo es un herbívoro porque come pasto, hojas y frutas.)		Carnivore (Carnívoro)	An animal that eats only meat. (Un animal que solo come cr ↓)	A tiger is a carnivore because it hunts and eats other animals. (Un tigre es un carnívoro porque	
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Learning Target(s)	My Reflection:	Teachers Feedback:
Content: I can define industrialism and gilded. I can analyze industrialism and the effect on immigration and creating the Gilded Age.	1 2 3 4	1 2 3 4
Reading: I can read informational text and connect it to graphic organizers.	1 2 3 4	1 2 3 4
Speaking: I can speak about the effects of industrialism on immigration and causing the Gilded age	1 2 3 4	1 2 3 4
Writing: I can write about the effects of industrialism on immigration and causing the Gilded age. I can write about how this topic connects to our class action project	1 2 3 4	1 2 3 4

Do Now

			 I see...
			 I think...
			 I wonder...

Word: industrialize (verb) 	Meaning: the act of moving from farming to manufacturing	Examples: a country who is <i>industrializing</i> is China where they are moving from farming to creating more factories.
Word: gilded (noun) 	Meaning: wealthy and privileged, covered in gold	Examples: a person would be Elon Musk or Jeff Bezos, a house would be Donald Trump's House.

MAGIC SCHOOL



Industrialism Reading

Focus Question: What were the impacts of industrialism? How did industrialism lead to increased immigration and the Gilded Age?

Directions:

- Create vocabulary cards for each vocabulary word below.
- Read the reading section. Highlight important facts with a highlighter pen.

Invencción: El acto de crear algo nuevo que nunca antes se había hecho. Innovación: El proceso de mejorar y realizar cambios en ideas o productos existentes para mejorarlos. Progreso: El avance o desarrollo hacia un estado mejor o más avanzado. Fabricante: to hacer algo usando maquinaria grande Revolución: Un cambio significativo que ocurre rápidamente y que a menudo conduce a nuevas ideas o formas de hacer las cosas.	Invention: The act of creating something new that has never been made before. Innovation: The process of improving and making changes to existing ideas or products to make them better. Progress: The forward movement or development towards a better or more advanced state. Manufacturer: To make something using large machinery Revolution: A significant change that happens quickly, often leading to new ideas or ways of doing things.
Invencción, innovación, progreso Estas palabras a menudo están vinculadas con un período de tiempo en el que los avances en viajes tecnológicos y comunicación transformó la vida cotidiana. W.Llamamos esta vez al Industrial Revolution. Antes de la Revolución Industrial, las máquinas de confeccionar y otros productos fueron hechos a mano en <u>el</u> hogares y pequeños negocios de los ciudadanos. <u>do</u>Los productos de rafting requirieron tiempo y esfuerzo y el proceso era a menudo lento. <u>ph</u>Con el tiempo la gente empezó a crear nuevos <u>m</u>maquinaria que haría el trabajo más eficiente, después de todo, crear más bienes en un menos tiempo significaba más dinero. Nuestra historia comienza en Gran Bretaña desde el Década de 1760 a 1840. <u>DD</u>durante ese tiempo, llamó a la primera Revolución Industrial, B. empresarios e inventores británicos Desarrollaron nuevos métodos de fabricación. Fabricante significa hacer algo usando maquinaria grande inventos como el marco de agua, Jenny que gira y la mula que gira, transformó el textil o tela industria Los trabajadores podrían usar estas máquinas para hilar. fibra en hilo a un ritmo vertiginoso en comparación con las máquinas anteriores. <u>oh</u>Además de eso. nuevos métodos de producción El hierro de	Invention, innovation, progress these words are often linked with a period of time when advancements in technology travel and communication transformed everyday life. We call this time the Industrial Revolution. Before the Industrial Revolution, clothing machines and other goods were made by hand in the homes and small businesses of citizens. Crafting Goods took time and effort and the process was often slow. Over time people began to create new machinery that would make the work more efficient, after all creating more goods in a shorter amount of time meant more money. Our Story begins in Britain from the 1760s to the 1840s. During that time, called the first Industrial Revolution, British businessmen and inventors developed new methods of manufacturing. Manufacturer means to make something using large machinery inventions such as the water frame, spinning jenny, and the spinning mule, <u>transformed</u> the textile or cloth industry workers could use these machines to spin fiber into yarn at a lightning pace compared to previous machines. On top of that, new methods of

Assessments/Turn Text to Visuals

INDUSTRIAL REVOLUTION

The Industrial Revolution: Fill in the Blank:

Use the words from the **word bank** to complete the sentences.

Word Bank:

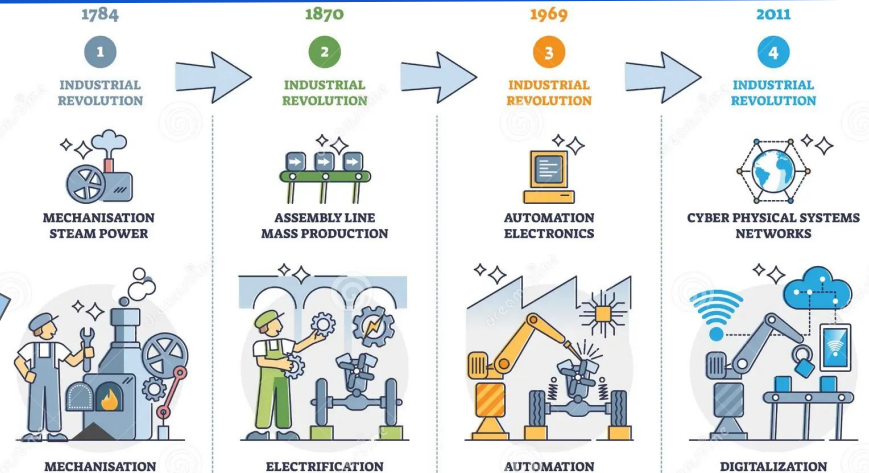
Manufacturing – Factories – Steam Engine – Textile – Communication – Labor – Industrial Revolution – Transportation – Child Labor – Telegraph

- The period of time when new inventions changed how goods were made and how people lived is called the _____.
- Before machines, people made goods by hand, but later, _____ made it possible to produce goods faster.
- The _____ industry was one of the first to be transformed by new machines. The spinning jenny and the water frame, which helped make cloth quickly.
- The _____ helped power machines and new types of travel, such as trains and boats.
- Workers in _____ had long hours and worked under harsh conditions to produce goods.
- Many children were forced to work long hours for little pay, a practice known as _____.
- Railroads and steamboats improved _____, allowing people and goods to move much faster.
- The _____ was an important invention that helped people send messages over long distances using Morse code.
- Many workers _____ in factories.
- The Industrial Revolution led to the development of _____.



conditions.

text and share



Turn text into visuals





CONTEXT

Imagine being born and growing up in a place, but not being allowed to come back after a trip. This really happened to a man named Wong Kim Ark. Wong was born in San Francisco, California in 1873. His parents had moved from China and lived in the United States for about 20 years. In 1889, they moved back to China.

A few years earlier, the Chinese Exclusion Act (1882) became law. This law said that people born in China could not become U.S. citizens, and that only a small number of Chinese immigrants could enter the United States each year.

Wong stayed in California, but later traveled to China to visit his family. When he tried to return to the United States, the customs officer refused to let him in, saying he was not a U.S. citizen. Wong was told that because his parents were Chinese citizens, he was also a citizen of China—even though he was born in the U.S. Wong believed this was wrong. He sued the U.S. government to be allowed back into the country and to have his citizenship recognized.

ARGUMENTS

The U.S. Government's Argument: The U.S. government said that citizenship comes from your parents, no matter where you are born. This idea is called *jus sanguinis*, which means "law of the blood."

According to this idea, because Wong's parents were Chinese citizens, Wong must be Chinese too.

Key points from Context

1. A key point was _____

2. A key point was _____

KEY POINTS

Key points from Arguments

A key point of the Government argument was ...

Wong Kim Ark's Argument: Wong argued that the 14th Amendment made him a U.S. citizen. It says that any person born in the United States (or places under U.S. control) is a citizen. This idea is called *jus soli*, which means "law of the soil"—citizenship comes from where you are born.

Wong said:

- I was born in California
- Therefore, I am a U.S. citizen
- I should be allowed back into my own country

THE DECISION

The Supreme Court decided 6–2 that Wong Kim Ark was a U.S. citizen. The Justices looked at English laws, which followed *jus soli* (citizenship by birthplace). England had a few exceptions to birthright citizenship, but Wong did not fit any of those exceptions:

- His parents were not enemies of the United States
 - They were not working for the Chinese government while living in the U.S.
- Because he was born in the U.S., the Court said that Wong was a U.S. citizen.

SO WHAT?

This case confirmed that the 14th Amendment gives citizenship to almost everyone born in the United States.

However, American Indians were not given U.S. citizenship until 1924, when the Indian Citizenship Act was passed.

Today, U.S. citizenship can come from:

- *Jus soli* – being born in the U.S.
- *Jus sanguinis* – having U.S.-citizen parents

A key point of Wong Kim Ark's argument was ...

What was the decision, who won?

The US Supreme Court decided by a vote of

_____ - _____ that _____

So what? Why is this important?

This case is important because...

BIRTHRIGHT CITIZENSHIP vs. NO BIRTHRIGHT CITIZENSHIP

Countries WITH Birthright Citizenship (*Jus Soli*)

- U.S., Canada, Mexico, Brazil, Argentina
- All Central America:
 - ▶ Guatemala, Honduras
 - ▶ El Salvador, Nicaragua
 - ▶ Costa Rica, Panama

Countries WITHOUT Birthright Citizenship (*Jus Sanguinis*)

- Japan, China, India
- Saudi Arabia, Germany

Central America: ALL Use Birthright Citizenship



- 14th Amendment & Wong Kim Ark case

- Equality, simple rule
- "Born here = citizen"
- Integrate immigrants



- Guatemala
- Honduras
- El Salvador
- Nicaragua
- Costa Rica
- Panama



- Based on ancestry (*Jus Sanguinis*)

- National identity & strict control
- Limit automatic citizenship

Critical Thinking Questions



Compare: "Countries in the Americas tend to support birthright citizenship *because...*"



Evaluate: "One strong argument in favor of/against birthright citizenship is..."



Connect: "Historical events such as... influenced citizenship laws by..."

Take Action

If I wanted to support...

- ✓ Write to lawmakers
- ✓ Create a presentation
- ✓ Join a debate



Use the info to:

- ✓ Show examples of countries with/without
- ✓ Explain reasoning from the chart



Birthright Citizenship vs No Birthright Citizenship (with Central America focus)

● Countries WITH Birthright Citizenship

Examples: • United States • Canada • Mexico • Brazil • Argentina

● Countries WITHOUT Birthright Citizenship

Examples: • Japan • China • India (mostly restricted) • Saudi Arabia • Germany (mostly conditional)

★ Special Section: Central America (ALL use birthright citizenship)

• Guatemala • Honduras • El Salvador • Nicaragua • Costa Rica • Panama

(No Central American countries fall in this category)

Core Idea: Citizenship = place of birth

Core Idea: Citizenship = family/ancestry

Key Legal Foundation (U.S.):

• Fourteenth Amendment to the United States Constitution • United States v. Wong Kim Ark

Key Legal Foundation:

• Citizenship laws based on *jus sanguinis* (bloodline)

Key Reasons FOR this system:

- Guarantee equality (post-slavery in U.S.)
- Prevent discrimination
- Simple rule: "born here = citizen"
- Integrate immigrants quickly
- Common in the Americas due to colonial history

Key Reasons AGAINST birthright citizenship:

- Preserve national identity based on ethnicity
- Avoid automatic citizenship for noncitizens' children
- Maintain stricter control over citizenship
- Concerns about immigration impact
- Emphasis on ancestry and lineage

Historical Context:

• Post-colonial societies needed inclusive systems

Historical Context:

• Nations formed around shared ethnicity/language



ChatGPT

Critical Thinking & Analysis Questions

Understanding the arguments

1. Why might countries in the Americas (including Central America) favor birthright citizenship more than countries in Europe or Asia?
 - *Sentence stem:* "Countries in the Americas tend to support birthright citizenship because..."
2. How does the United States v. Wong Kim Ark decision support one side of the argument?
 - *Sentence stem:* "The Wong Kim Ark case is important because it shows that..."
3. Which system (jus soli vs jus sanguinis) do you think creates a more fair society? Why?
 - *Sentence stem:* "I believe the more fair system is... because..."

Evaluating perspectives

4. What are the strongest arguments for birthright citizenship?
 - *Sentence stem:* "One strong argument in favor of birthright citizenship is..."

5. What are the strongest arguments **against** birthright citizenship?
 - *Sentence stem:* "One strong argument against birthright citizenship is..."
6. What might be some unintended consequences of each system?
 - *Sentence stem:* "One possible consequence of this system could be..."

Making connections

7. How does history (like slavery in the U.S. or nationalism in Europe) influence citizenship laws today?
 - *Sentence stem:* "Historical events such as... influenced citizenship laws by..."
8. Why do you think all Central American countries use birthright citizenship?
 - *Sentence stem:* "Central American countries may all use birthright citizenship because..."

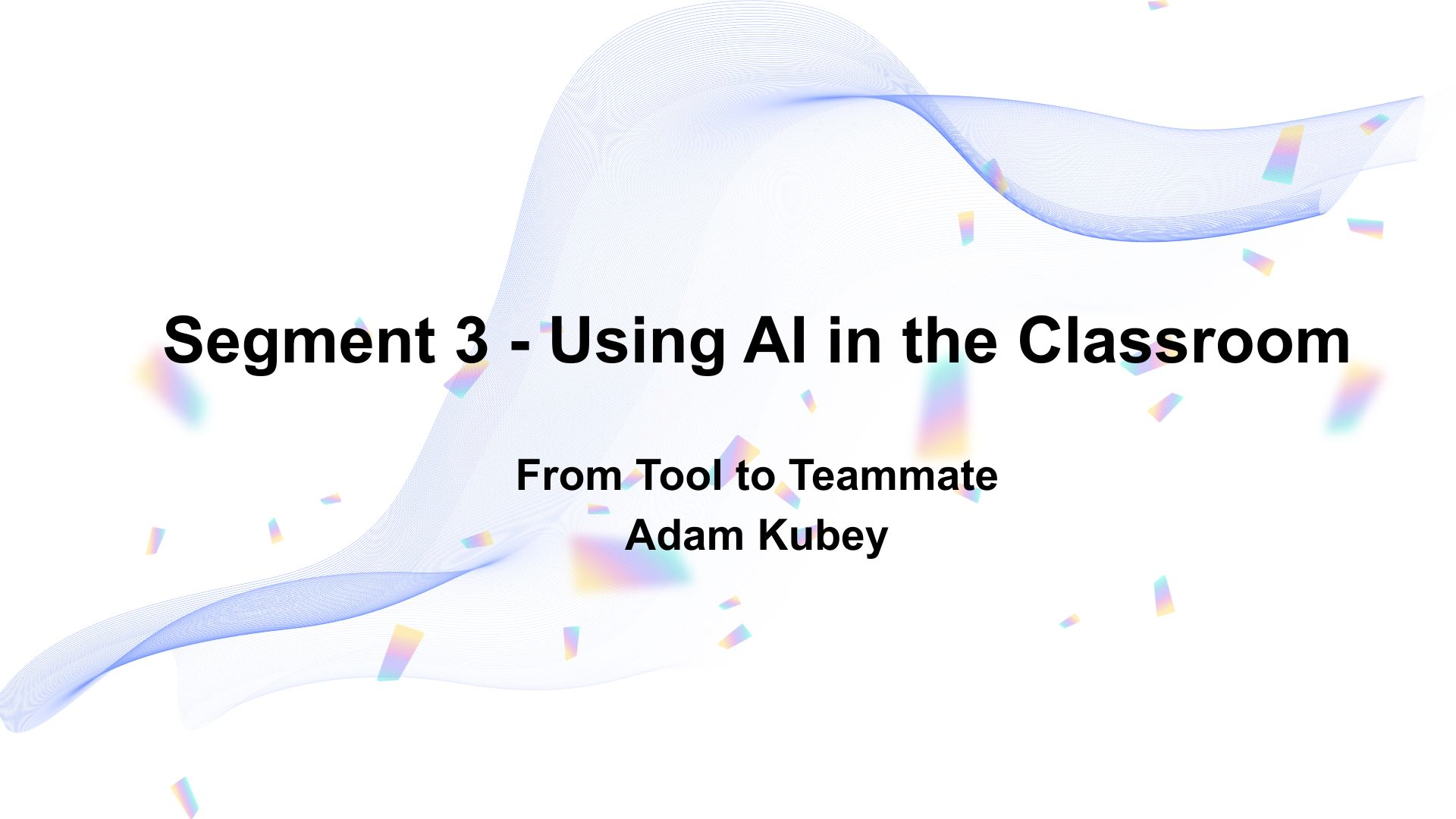


Taking Action (Civic Engagement)

9. If you wanted to support **one side of this issue**, what actions could you take?
 - Examples: writing to a lawmaker, creating a presentation, joining a debate, raising awareness
 - *Sentence stem:*
"If I wanted to support (birthright citizenship / restricting it), I would..."
10. How could you use information from this chart to support your position?
 - *Sentence stem:*
"I could use the information from this chart by showing that..."
"For example, I would point out that countries like... because..."

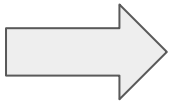
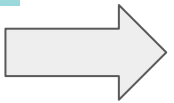
Final takeaway

This chart helps you not just understand **what countries do**, but also **why they do it**—and gives you the tools to **analyze, debate, and take informed action** on the issue.

The background features a large, flowing, light blue wavy line that curves across the frame. Scattered throughout are numerous small, multi-colored rectangular confetti pieces in shades of blue, green, yellow, and red.

Segment 3 - Using AI in the Classroom

From Tool to Teammate
Adam Kubey



CHATGPT PROMPT FORMULA

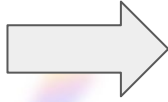
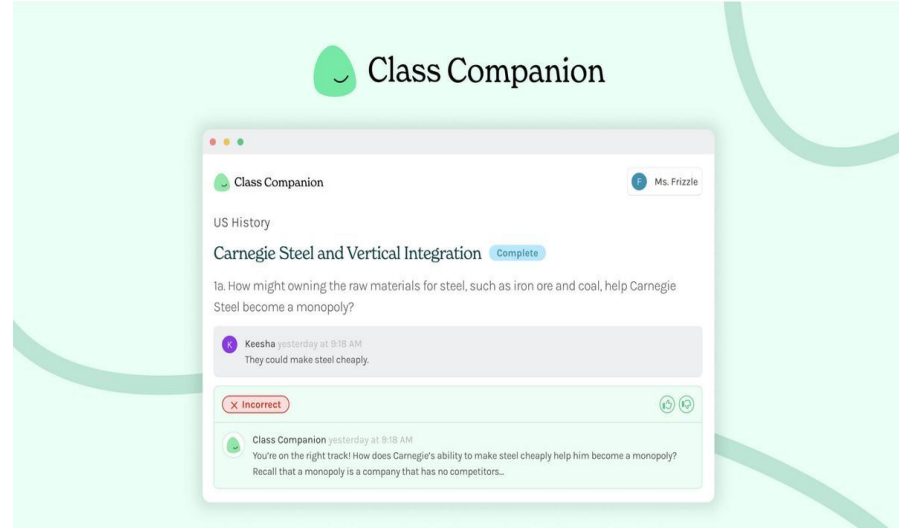
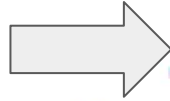
- 1 Context →

Ignore the previous prompts in this conversation. You are an experienced content writer with the tech industry. Your job is to write content that will be published online on websites, email, media, newsletters and in advertisements. Your writing style is informative, friendly and engaging while incorporating humor and real-life examples. I will provide you with a topic or series of topics and you will come up with an engaging article outline for this project.
- 2 Task →
- 3 Instruction →
- 4 Clarify →

rewrite using more natural, expressive language and include some examples to accompany this information
- 5 Refine →



Going from Critical Thinking to Product/Informed Action



GenAI Feedback Process

Use the GenAI Script Feedback document for this process.

What can I help with?

Ask anything



Search



Reason



Copy & paste the
prompt here!

You are a supportive script editor for a **middle school student** writing an audio commentary about an issue they care about. Start by asking the student to share their script with you. First, identify 2 things the student did well. Then, provide 2-3 suggestions for how they can **revise their script to clarify their argument**. Provide examples from their script to illustrate suggestions. For each suggestion, provide 2 different ways to revise the text. Make sure your suggestions are actionable within **one 50-minute class period**. Do not make edits that change the overall tone of the piece.

- Do not assume an authoritative tone.
- Do give feedback that is readable at the **8th grade level**
- Do encourage and praise the inclusion of personal elements.
- Do end with a question that asks the student if your feedback is helpful and if they would like more feedback.

GenAI Feedback Process

That sounds great! Go ahead and share your script with me, and I'll give you feedback to help strengthen your argument while keeping your unique voice.

I'll start by pointing out two things you did really well, then suggest a few ways to clarify your points. I'll give specific examples and two different ways to revise each suggestion, so you can choose what feels right.

Looking forward to reading it!



Copy & paste
your script here! 

Ask anything



Search



Reason



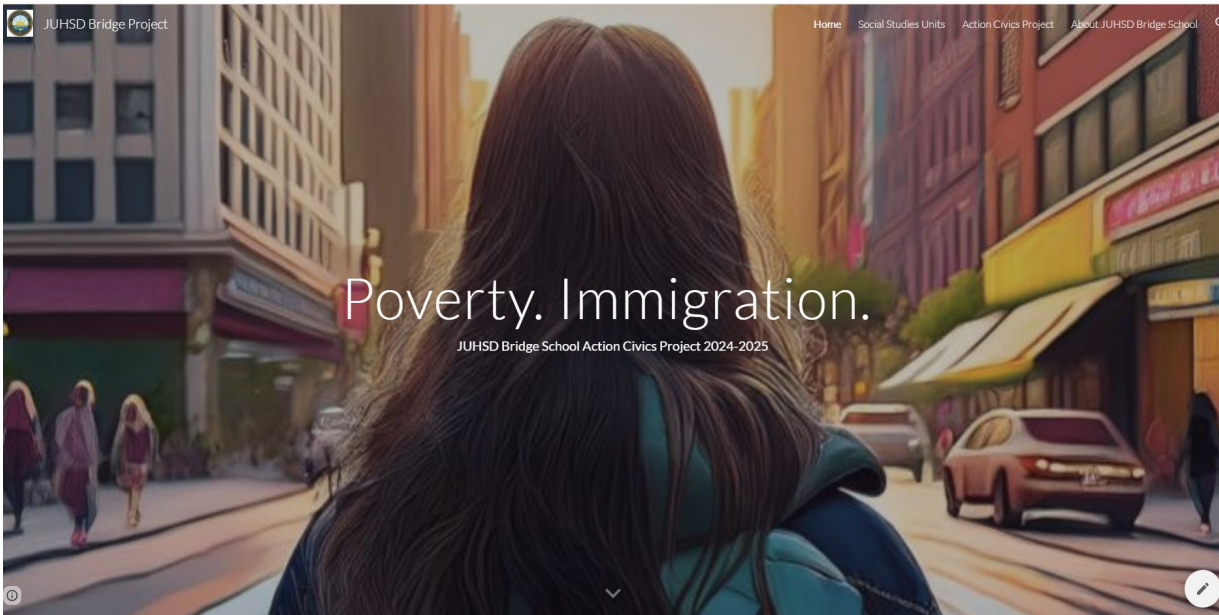
Carefully read over what the GenAI tutor said you did well, as well at the 2-3 suggestions provided.

You can always ask for clarification, for example:

“What did you mean by ____?”

“What is an example of ____?”

Remember, you don't have to follow all of the GenAI tutor's suggestions! Instead, choose the suggestions that are most helpful to your script.



Bridge School Students attending the JHSD Immigration Resources Night



Know Your Rights

Information for immigrant communities, including Red Cards and a Family Preparedness Plan template.



Bridge School students listening to Faith

in Action and JHSD Know Your Rights

Presentations



Here you'll find out about many of the Social Studies class units of study



Early US History

US Industrialism

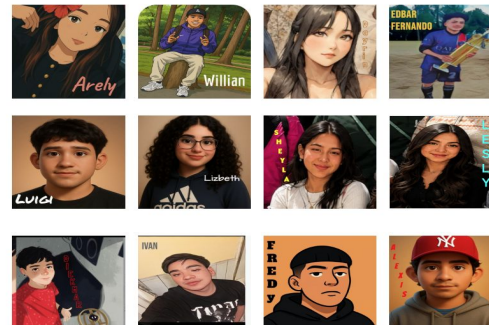


Below is analysis of how the Bridge School students Identified, Investigated, Measured Various Responses, and Took Action on their class focus issue of Poverty and Immigration.

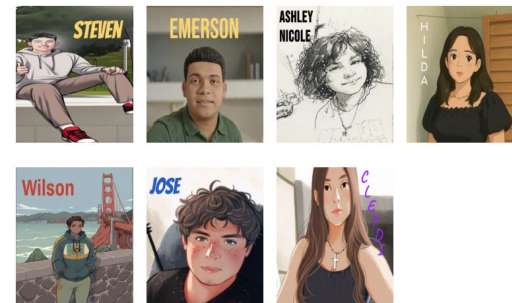


Visual

Bridge School Students



Bridge School Alumni



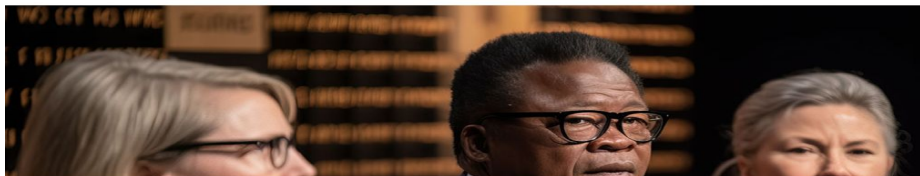
Taking Informed Action

How can AI support students making positive change?



CivxNow
A PROJECT OF CIVICS

Resources & Events | News & Insights
What's At Stake | Advancing Policy | Impact | About



Coalition Members

About Us | Coalition Members | State Affiliates | Our Team

With more than 410 organizational members, CivxNow is the nation's largest cross-partisan coalition working to prioritize civic education in the United States.



Action Civics Project Townhall Event

The Bridge School students hosted an online townhall event where they presented their action civics project work, their findings and their actions taken. They hosted a thought partnership discussion where different stakeholders and government officials shared their work around the issue of poverty and immigration. There, collaboration and planning of future actions were discussed.



Amanda Johnson
Regional Director
Second Harvest of Silicon Valley



Sarah Dewitt-Feldman
Immigrant Services Coordinator
County of San Mateo
Office of Community Affairs



Edwin Sevilla
Constituent Services
Office of California
Senator Adam Schiff



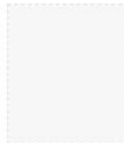
Raghad Karajah
Director of Constituent
Services
Office of California
15th Congressional
District Representative
Kevin Mullin



Mike O'Neill
Trustee Area 5
County of San Mateo
Board of Education



Abby Taylor
Director
Faith in Action Bay
Area



Mohammad Popalizi
Manager
JobTrain North Fair
Oaks Site



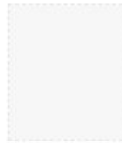
Josué Revolorio
Senior Programs
Director
Multicultural
Institute's North Fair
Oaks Day Laborer
Program



Mark Gomez
Civic Educator
US Santa Cruz History
and Civics Project



Dan Arzaga
Diversity, Equity,
Inclusion, Ethnic
Studies Coordinator
Jefferson Union High
School District



Melissa Granetz
Education Leadership
TNTP

