

Fundamentals - Reading NonFiction

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **6 weeks**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Nonfiction is a rich, engaging genre offering a variety of topics that will entice any reader! Students will spend a great deal of time in school (and their lives outside of school) reading nonfiction, from newspaper articles to textbooks, from recipes to biographies, from travel brochures to informational web sites. Reading nonfiction is empowering. So often students feel like “experts” about the topics or subjects they have read about.

Nonfiction reading sparks students’ curiosity and opens their eyes to new worlds and different points of view. Nonfiction has so much to offer readers and is an essential genre to study.

Part of the magic in any unit of study is exposing students to possibilities within a genre. By reading and studying three types of nonfiction (reference, literary, and biography), students will develop an understanding of various forms, features, and purposes of nonfiction. Their reading of nonfiction texts will be enhanced by an understanding of the structure, layout, and text features associated with each particular type of nonfiction writing. Common conventions and features enable authors to make their ideas and information clear and accessible to readers. Nonfiction writers stir the imagination and write in vivid, engaging styles. Students will enjoy the aesthetic features of nonfiction texts, while appreciating the clear and accurate information and the presentation of facts.

Nonfiction reading often leads to inquiry. Students have a natural curiosity and wonder about many things. Nonfiction texts encourage students to closely observe and learn about all that is around them. Students will develop passions for locating information, finding answers, and deepening their understanding about the nonfiction topics they are reading and learning about. This unit will help students learn and apply specific reading skills and strategies that will enable them to discover facts, identify big ideas, and learn new information about the topics they are reading about. It will also address the challenges of reading nonfiction, as well as ways to work through difficult text—essential skills for any reader.

Transfer

Students will be able to independently use their learning to...

-What kinds of long term, independent accomplishments are desired?

- Read a variety of types of nonfiction, including reference, literary nonfiction, and biography;
- Use knowledge of genre, text structure, and text features to support understanding;
- Use comprehension strategies before, during, and after reading to monitor and deepen comprehension;
- Employ a repertoire of strategies and self-monitoring skills to figure out unfamiliar vocabulary while reading;
- Use textual evidence to support thinking about nonfiction reading in both conversation and writing;
- Infer an author’s purpose or viewpoint;
- Summarize and synthesize information to determine important ideas;
- Analyze the impact of the author’s language choices on the meaning and tone of the text;
- Analyze and evaluate arguments presented in nonfiction texts;

- Synthesize and compare information across texts and in various formats (e.g., print, visual); and
 - Determine and pursue meaningful goals for enhancing the reading of nonfiction.
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For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

Students will understand that by reading a variety of nonfiction texts, including reference, literary nonfiction, and biography, it will enhance their ability to summarize and synthesize information to determine important ideas of a text.

Students will also learn apply knowledge of genre, text structure, text features to support understanding as well as use comprehension strategies before, during and after to monitor and deepen comprehension.

Essential Questions

Students will keep considering...

-What thought provoking questions will foster inquiry, meaning making and transfer?

- What is the topic?
- What connections can I make to this topic or across books?
- What do I know about the topic or about the person?
- What text features will help me learn more information?

Application of Knowledge and Skill

Students will know...

Students will know...

Students will know how to make connections and retrieve and activate prior knowledge to connect to what is known and deepen understanding of the texts as they read.

Students will know how to use prior knowledge and textual information to draw conclusions, make predictions, and form opinions.

Students will know how to identify key ideas themes or topics and distinguish between important and unimportant information.

Students will be skilled at...

Students will be skilled at...

*determining importance using text features, cues and structures to identify key ideas and important information

*making inferences using prior knowledge and textual information to draw conclusions, make predictions and

analyze texts

*synthesizing-combining textual information with existing knowledge to summarize texts or form new ideas or opinions

Academic Vocabulary

Instructional Vocabulary: The Instructional Vocabulary are words derived from the discussions and instructions outlined in each lesson.

analyze		navigate
awareness		organize
Bibliography	diagrams	paraphrase
biography	discussion	point of view
caption	effects	problem
categorize	elements	recognize
cause	engage	reference
central idea	evidence	reread
chronological	examine	respond
collaboration	features	schema
comparing/comparison	font	solution
conference	genre	subheadings
connection	Glossary	supporting
context	headings	synthesizing Table
contrast	illustrating	of ConWisdom:
crafted	imagination	The Midway
cutaways	Index	Albatross tents
description	inferences	techniques
details	inspiration	text structure
determine	literary nonfiction	topic
devices	main idea	visuals
	monitorin	

Tier 2 and 3 Vocabulary - Mentor Texts

Mentor Text	Henry's Freedom Box	I is for Idea Lizards	A Warmer World	Wisdom: The Midway Albatross	Women Explorers
Tier 2	conveniently inflated	basking camouflage conformers courtship descend nocturnal	adapt compact dense prowl	courtship devastation identify mate mated overran	acquire contemptuous daunted meticulous pursuit quest

			regulators therma		regurgitate remarkable soared squawk starved survived	solitude stiflingly
Tier 3	master mistress vitriol	boneshaker cyclist x-ray	ectotherm herpetologist keratin reptile saurian scales	biodiversity carcasses climate habitat hibernate migrate	albatross atoll banded earthquake gooney bird leg band longline fishing migrate rookery storm surge tsunami	botanist cannibals fleet foliage herbariums primitive

Tier 2 and 3 Vocabulary - Shared Texts

Shared Text **“Brace Yourself” Excerpt from Zoobooks: Birds of Prey (p. 16)** **Excerpt from Zoobooks: Penguins (pp. 6 and 7)** **“Penguins on Parade”**

Tier 2	alignment decreases overwhelming	decreases dwindled endangered reproducing	crested plentiful	armor awkwardly behold diverse dowdy huddle humble resourceful
Tier 3	malocclusion orthodontist	bait captivity parasites pesticides scavenger	breeding predators underside	blubber flipper-like plumes soar squatty torpedoshaped waddle

Learning Goal 1

Students will build schema

Students will understand the different types of fiction.

Students will learn that the purpose of all types of fiction is to inform readers.

Skills and Strategies:

*Using Text and Genre Features/Structures

*Determining Importance

*Making Inferences

*Finding Word Meaning (Vocabulary)

*Synthesizing

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

IRA 1 Target: Introduction to Nonfiction

Readers need to understand the significance of nonfiction and how the genre is different from fiction.

- Students will learn about the different types of nonfiction and the unique elements within various texts.

"Penguins of Parade" by Tamar L. (in resources)

Appendix "A Reader's Puzzle"

<https://drive.google.com/drive/folders/14tJprZQRQf3RMdmltsd-HqbdvLevgSCT>

LA.RF.5.4.A	Read grade-level text with purpose and understanding.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Formative Assessment Opportunities

Chalkboard Splash

Numerous students respond to a prompt/question on the chalkboard or whiteboard at the same time.

Pose the question. "What did we notice about Non-Fiction?"

Conference Questions:

Why is it important that we activate our prior knowledge before we read a nonfiction text?

How does activating prior knowledge help us understand new information?

Why is it important to ask questions before, during and after reading?

IRA 2 Target: The Look of Reference Nonfiction

Readers of reference nonfiction identify textual features and use them to locate and sort information.

- Students will pay attention to common features to help them navigate and make meaning of texts.

"Penguins of Parade" by Tamar L. (in resources)

Appendix "A Reader's Puzzle"

<https://drive.google.com/drive/folders/14tJprZQRQf3RMdmltsd-HqbdvLevgSCT>

Excerpt from Zoobooks: Penguins (pp. 6 and 7) (in resources)

Appendix 1 "Touring the Text"

<https://drive.google.com/drive/folders/14tJprZQRQf3RMdmltsd-HqbdvLevgSCT>

Appendix 2 "Touring the Text" teacher reference

<https://drive.google.com/drive/folders/14tJprZQRQf3RMdmltsd-HqbdvLevgSCT>

LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Formative Assessment Opportunities

At the beginning of the teaching phase the teacher could ask students to work with a partner to create a definition of an assigned text structure. Students will be given a variety of books containing a variety of text structures. Partners can share their definitions with the class, and will show an example of their assigned structure from the book. Teacher will be able to monitor student understanding and identification of text structures.

Conference Questions:

What are some text features that you notice?

How did they help you build your knowledge before reading?

How can text features help deepen our understanding before, during, and after reading?

How did text features help you deepen your understanding of your independent reading text? Can you show those features and discuss what you learned from them?

IRA 3 Target: Structures of Nonfiction

Readers of nonfiction read with an awareness of text structures that assist them in deepening their understanding.

- Students will identify and understand different text structures to comprehend nonfiction texts.

Resources:

"Brace Yourself" by Edward C & "Penguins on Parade" by Tamar L. (in resources)

Appendix 1

<https://drive.google.com/drive/folders/14tJprZQRQf3RMdmltsd-HqbdvLevgSCT>

Appendix 2

<https://drive.google.com/drive/folders/14tJprZQRQf3RMdmltsd-HqbdvLevgSCT>

Appendix 3

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/4081.pdf

LA.RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

LA.RI.5.10

By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Formative Assessment Opportunities

Conference Questions:

What are the main ideas and supporting details of this text?

How can the text structure help us locate the main idea and supporting details?

What's the main idea of the section you are reading? And what are some supporting details?

IRA 4 Target: How Do We Read Nonfiction?

Readers of nonfiction ask themselves questions before, during, and after reading.

- Students will ask questions to activate prior knowledge, build understanding, and monitor comprehension.

Lizards by Sneed B. Collard III (in resources)

Appendix 3 Nonfiction Structures: Signal Words and Phrases" form Interactive Read-Aloud Lesson 3

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/4060.pdf

Appendix 1 "Problem Solutions Text Structure" (make copies for students)

<https://fundamentals.schoolwide.com/resources/4083>

Appendix 2 "Problem and Solution Text Structure" (teacher reference)

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/4084.pdf

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Formative Assessment Opportunities

IRA 5 Target: Unlocking Unfamiliar Vocabulary

Readers of nonfiction regularly come across unfamiliar words and phrases.

- Students will use context clues and background information to determine the meaning of unfamiliar words.

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Formative Assessment Opportunities

IRA 6 Target: Determining Author's Purpose

Readers of nonfiction determine the writer's purpose for writing a text.

- Students will consider how identifying an author's purpose helps them learn about a topic.

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Formative Assessment Opportunities

IRA 7 Target: Identifying the Main Idea

Readers of nonfiction determine the main idea of a text and explain how it is supported by key details.

- Students will identify the main idea and supporting details in a nonfiction text.

LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Formative Assessment Opportunities

The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and see clarification.

- I changed my attitude about. . .
- I became more aware of . . .
- I was surprised about. . .
- I felt. . .
- I related to . . .

Learning Goal 2

Students will independently

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity

or above, with scaffolding as needed.

Mini-Lesson 1 Target: The Process of Reading Nonfiction

Readers approach nonfiction texts with a consistent process to build understanding.

- Students will use questioning to activate background knowledge and build understanding during and after the read.

LA.RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Formative Assessment Opportunities

Mini-Lesson 2 Target: Navigating Nonfiction

: Readers of nonfiction use the features on the page to familiarize themselves with a topic and build schema prior to reading a text.

- Students will use text features to build their understanding and deepen their comprehension.

LA.RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

LA.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Formative Assessment Opportunities

Mini-Lesson 3 Target: Determining the Main Idea

Readers of nonfiction must be able to distinguish between ordinate and subordinate information.

- Students will identify the main idea and supporting details in a selected text.

LA.RI.5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Formative Assessment Opportunities

Mini-Lesson 4 Target: Problem and Solution Text Structure

Readers of nonfiction understand that facts and information are organized in different structures.

- Students will use text clues, or signal words, to identify the problem and solution structure and support comprehension.

LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Mini-Lesson 5 Target: Cause and Effect Text Structure

Readers of nonfiction understand that facts and information are organized in different structures.

- Students will use text clues, or signal words, to identify the cause and effect structure and support comprehension.

LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Mini-Lesson 6 Target: Chronological Structure

Readers of nonfiction read biographies with the understanding that they are usually organized chronologically.

- Students will identify key events that illustrate the significance of a featured person's life.

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
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LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Formative Assessment Opportunities

Mini-Lesson 9 Target: Dealing With Difficulty

Readers of nonfiction monitor for understanding and use fix-up strategies to clear up confusion.

- Students will focus on identifying confusion and using fix-up strategies in order to repair comprehension.

LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Mini-Lesson 10 Target: Growing Our Thinking

Readers of nonfiction expand their knowledge of a topic by reading a variety of texts about the same topic and integrating key information from those texts.

- Students will visit two texts about a shared topic and sort through similarities and differences to develop big ideas about the topic.

LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Formative Assessment Opportunities

Summative Assessment

21st Century Life and Careers

Select all applicable standards from the applicable standards

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Formative Assessment and Performance Opportunities

Approximately 2 weeks into the unit, administer

As you approach the completion of the unit

Accommodations/Modifications

Please see lesson-specific accommodations listed within each target above.

Unit Resources

Use the link below to access the Google Drive for Schoolwide Graphic Organizers(GOs) and Assessments:

Right click and select open in new tab: [Drive](#)

Schoolwide Running List of Independent Titles - Skill/Strategy Based

<https://www.youtube.com/watch?v=L6rf9bxDK1o>(Henry's Freedom Box)

Interdisciplinary Connections

SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
SOC.6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
SOC.6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
SOC.6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions. Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. A major role of citizens in a representative democracy is to make responsible decisions about who should govern.

