Unit 3: Discrimination

Content Area: **Global Studies**
Course(s): **Global Studies**
Time Period: **Marking Period 2**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In this unit, students will read stories about marginalized groups all around the world including: women, religious groups, and ethnic minorities. Focus areas might include Saudi Arabia, Eastern Europe, Bangladesh, and China. Students will focus writing on analyzing and addressing opposing viewpoints.

Standards

LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
2.2	Students will analyze how culture influences individuals, including themselves.
2.3	Students will evaluate important social institutions and how they respond to social needs.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
3.1	Students will describe the process of socialization across the life course.
4.1	Students will identify common patterns of social inequality.
4.2	Students will analyze the effects of social inequality on groups and individuals.
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
SOC.6.3.8.CS5	Collaboratively develop and practice strategies for managing and resolving conflict.
SOC.6.3.8.CS6	Demonstrate understanding of democratic values and processes.
SOC.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

Essential Questions

- What privileges do certain groups enjoy over other groups?
- How does the history of discrimination continue through to today?

- What are the material and psychological effects of discrimination?
- What base treatment can every human being expect to receive from others?
- What strategies can be used to convince someone of your viewpoint who feels differently from you?

Application of Knowledge: Students will know that...

- All people have prejudices and make judgments about others
- Groups of people are always more diverse than our preconceived notions let us believe
- Minority and at-risk populations require certain safety nets in place for their own protection

Application of Skills: Students will be able to...

- Acknowledge and explain opposing viewpoints
- Demonstrate empathy towards those different from themselves
- Recognize inequalities present in their own communities

Assessments

Reflect verbally or in writing on perceived differences in journaling

Write paragraphs addressing opposing viewpoints and possible objections

Information from this unit will be included on a locally developed, mid-year or end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment

Mini-Project presentation: discriminated group

Suggested Activities

Journal exercise: students describe behaviors of people different from themselves that they see

Write down assumptions you make about a person based on their appearance, name or voice, share reflections on meaning

Document, through interviews, differences in culture and socio-economic status of students in school

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
  - Modifications & accommodations as listed in the student's IEP
  - Assign a peer to help keep student on task
  - Modified or reduced assignments
  - Reduce length of assignment for different mode of delivery
  - Increase one-to-one time
  - Working contract between you and student at risk
  - Prioritize tasks
  - Think in concrete terms and provide hands-on-tasks
  - Position student near helping peer or have quick access to teacher
  - Anticipate where needs will be
  - Break tests down in smaller increments
- Content specific modifications may include:
  - vocabulary list, visual presentation

Differentiation for ELL's:

- General modifications may include:
  - Strategy groups
  - Teacher conferences
  - Graphic organizers
  - Modification plan
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: sociology, minority, democracy, poverty, Shi'ite, Sunni, Christian, Hindu, Bhuddist, Roma

Differentiation to extend learning for gifted students may include:

- Creative writing exercise practicing empathy toward others in a foreign country

Integrated/Cross-Disciplinary Instruction

Social Studies: Civil Rights Movement, Sociology

ELA: argumentative writing

Resources

http://d3i6fh83elv35t.cloudfront.net/newshour/extra/wp-content/uploads/sites/2/2013/11/Civil-Rights-and-

Discrimination-Power-Point.pdf

Documentary, "Beyond Hatred"

http://www.pbs.org/pov/beyondhatred/lesson-plan/

https://oneworldoneheartbeating.com/for_teachers/teaching-tolerance/

http://www.adc.org/fileadmin/ADC/Educational_Resources/Lesson_Plan_-_Anti-Arab_Stereotypes__Discrimination__and_Hate_Crimes.pdf

http://ilo.org/dhaka/Areasofwork/equality-and-discrimination/lang--en/index.htm

21st Century Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.