Intro Unit: What is Social Justice?

Content Area: **Social Studies**
Course(s): **Social Justice**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Standards

6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.

Enduring Understanding

1. Understand that the difference between equality and equity is that equality provides the same for everyone, but equity gets everyone to the same starting point.
2. Students will recognize that people's multiple identities interact and create unique and complex individuals.
3. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
4. That diversity includes the impact of unequal power relations on the development of group identities and cultures.
5. Awareness of the advantages and disadvantages present in society because of membership in different identity groups, and how it affects people's lives

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. What is the power of ONE, how can I as an individual make a positive difference in the lives of others?

2. Who am I? and How do I fit in?

3. What defines a hate group and why do they exist?

4. How do we together create a "Brave Space" in our classroom?

5. What is Social Justice and what role do I play in making the world a better place?

Knowledge and Skills

Who am I? and How do I fit in?

- Reflection: What is your FRAME? (A way of understanding who you are and how you want the world to see you)
    - https://www.learningforjustice.org/classroom-resources/lessons/reflection-whats-your-frame
- How do I sort through the information on the Media?
    - Using Civic Online Reasoning - Students will learn how to navigate the information on the internet effectively
- Developing a Media Portfolio (Understanding how the media plays a role in how we see ourselves and others)
    - https://www.learningforjustice.org/classroom-resources/lessons/developing-a-media-portfolio
- "Bibi" - What is Intersectionality? (18 min movie and discussion)
    - https://www.learningforjustice.org/classroom-resources/film-kits/bibi

What defines a Hate Group and why do they exist?

- What does it mean to be American? (trying to understand how we view what it means and how others view it, why are these views diffferent sometimes?)
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    - https://www.adl.org/education/educator-resources/lesson-plans/civics-and-the-united-states-of-america
- What hate groups exist in NJ and the rest of the United States?
    - Who are they targeting and why?
    - Why do people hold so much hate for others?
- MiniLesson: The Pyramid of Hate:
    - https://www.adl.org/sites/default/files/Understanding_the_Pyramid_of_Hate-Web/story_html5.html
- MiniLesson: What is Bias?
    - https://www.adl.org/sites/default/files/What_is_Bias-web/story.html
    - What are our biases and where do they come from?

What is the Power of One and how can I make a positive difference in the lives of others?

- How can we make change in our own school?
    - Borders and Boundaries: (Mapping out the school)
        - https://www.learningforjustice.org/classroom-resources/lessons/borders-and-boundaries
    - How can we create a "Brave Space" in our Classroom?
        - https://www.adl.org/education/educator-resources/lesson-plans/creating-a-brave-space
- How can we make change beyond our school?

- "Unbranding" to Encourage an Appreciation of Diversity
  - https://www.learningforjustice.org/classroom-resources/lessons/unbranding-to-encourage-an-appreciation-of-diversity

Transfer Goals

Students will be able to independently evaluate their own views, beliefs, and attitudes towards others by looking at their personal stories.

Students will be able to develop the sense of the power of one and realize that individuals can make a difference.

Resources

Learning for Justice: www.learningforjustice.org

Fighting Hate for Good: https://www.adl.org/

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

AI (Gemini, Co-pilot, Magicschoolai, etc.)

Diffit

Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.0

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0