Unit VIII: Individual Social Justice Initiatives

Content Area: **Social Studies**
Course(s): **Social Justice**
Time Period: **Semester 2**
Length: **10 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.
6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

Enduring Understanding

- Diversity includes the impact of unequal power relations on the development of group identities and cultures.
- Awareness of the advantages and disadvantages present in society because of membership in different identity groups, and how it affects people's lives
- Work with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, to be thoughtful and creative in ones actions in order to achieve goals
- Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias
- 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

- How can one distinguish unfairness and injustice at different levels of society?
- How does the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups?
- How can an individual person make a difference in the lives of others?

Knowledge/Skills

Students are required to choose one of the action projects they devised eiarlier in the year and expand upon it and implement it.

Resources

- https://www.dosomething.org/us
- #Activism: https://www.adl.org/education/educator-resources/lesson-plans/activism
- Elections and the Youth Vote: https://www.adl.org/education/educator-resources/lesson-plans/elections-and-the-youth-vote
- Lobbying for Change: https://www.adl.org/education/educator-resources/lesson-plans/gaining-momentum-lobbying-for-change

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

Transfer Goals

Students will be able to independently educate others about social justice issues, raising awareness and fostering critical consciousness within their communities.

Students will be able to independently recognize their own roles and responsibilities in perpetuating or dismantling injustice in their daily lives and within broader society.

Assessments

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

Modifications

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