Unit 6: Race, Ethnicity, and Age

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

Standards

	There are multiple and complex causes and effects of historical events.
	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
	Human rights serve as a foundation for democratic beliefs and practices.
6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
	Human settlement activities impact the environmental and cultural characteristics of specific places and regions.
6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
6.1.12.CivicsDP.11.a	Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
6.1.12.CivicsHR.11.a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
6.1.12.GeoPP.13.a	Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
6.1.12.EconNE.13.c	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
6.1.12.HistoryCC.13.a	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.HistoryUP.14.a	Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.

Enduring Understandings

Identify the role of race and age in social stratification and social interaction.

Identify the role of race and ethnicity in social stratification and social interaction.

Identify the challenges of aging and the role it plays in stratification

- 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.

Knowledge and Skills

Discover the difference between race and ethnicity

Determine the difference between prejudice and racism.

Look at theories of prejudice

Learn difference between pluralism and assimilation

Determine the nature of institutional prejudice

Examine the impact of race on employment and income

Compare the impact of race on education

Identify the impact of race on social interaction

Analyze the different theories of prejudice

Outline the patterns of immigration and discrimination in the United States

Explain old age as a stage in life defined by society

Classify the transitions associated with aging

Identify the theories of aging

Essential Questions

Is the idea of race scientific or social?

How do stereotypes contribute to prejudice?

What racial and ethnic groups have experienced discrimination throughout history in the United States and why those particular groups?

What factors have contributed to the increasing amount of elderly in the United States and why?

What transitions do elderly face in the United States and how can we help them adjust?

What are the two sides of the "right to die" debate?

Transfer Goals

Students will be able to independently understand that all social understanding comes with some level of discrimination and the we generally discriminate based on the easiet terms and simplist characterictics for us to identify.

Students will be able to independently identify different ethnic groups collection of people distinuished primarily on basis of cultural or nationally characteristics.

Resources

Sociology in Our World 6th edition: textbook

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

The Society Pages: Sociology Toolbox

https://thesocietypages.org/toolbox/teaching_sociology/

American Sociology Association

https://www.asanet.org/teaching-learning/resources-high-school-sociology

Teaching High School Sociology

http://teachinghighschoolsociology.blogspot.com/#sthash.DaKVtkUb.dpbs

Revise Sociology

https://revisesociology.com/good-sociology-sites/

Sociology Central:

http://www.sociology.org.uk/rload.htm

Video Resources:

http://sociologythroughdocumentaryfilm.pbworks.com/w/page/17194965/FrontPage

https://freedomtoteach.collins.co.uk/influential-inspirational-films-sociology-students/

Additional Online Resources:

https://www.albert.io/

https://newsela.com/

https://guides.jstor.org/sociology

Pew Research Center

Upfront Scholastic Magazine

Simply Psychology

Ed Puzzle

Ted Talks

Openstax

Nearpod

Kahoot

Stanford Education Group

News publications, including but not limited to NYTimes, Washington Post.

Foreign Policy Magazine

The Guardian

New York Times

Pew Research Center

Upfront Scholastic Magazine

Simply Psychology

Ed Puzzle

Ted Talks

Openstax

Nearpod

Kahoot

Stanford Education Group

Washington Post

Foreign Policy Magazine

The Guardian

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

Modifications for Text levels/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

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

AI - Gemini, Magicschoolai, Copilot etc.

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit