

Unit 3: Social Inequality

Content Area: **Template**
Course(s):
Time Period:
Length:
Status: **Published**

State Mandated Topics Addressed in this Unit

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| LGBT and Disabled Mandate | History of disabled and LGBT persons: N.J.A.S.A. 18A:35-4.35 mandates a board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards |

Unit 3: Social Inequality

Standards

Learning Objectives

- Analyze societal contributions by disabled peoples to explain how their actions have impacted society
- Analyze the evolution of this community in America through protests, rallies, marches, awareness, support programs, etc.
- Compare and contrast physical and mental disabilities, then determine how one could relate to the other.
- Contrast the major theories of social stratification.
- Describe societies treatment and public opinion of disabled people throughout history (1700s - present day)
- Describe societies treatment and public opinion of this community
- Describe the conditions under which minority groups in the United States live.
- Describe the most common patterns of minority-group treatment.
- Describe the steps that have been taken by the federal government to increase social reform (ie

welfare, medicare, Medicaid, FDR's reforms during WWII) in the United States.

- Describe the steps that have been taken by the federal government to lessen the effects of poverty.
- Determine how sociologists define disability, handicap, and mental deficiency.
- Distinguish between discrimination and prejudice.
- Explain how different motivations and cultural values influence the American class system.
- Explain how government policies have affected the lives of minority groups in the United States.
- Explain how society cares for and protects people with disabilities
- Identify key figures from the LGBTQ community who have contributed to the acceptance and rights for the LGBTQ community, such as laws, harassment/protection, marriage, employment, etc.
- Identify prominent disabled figures from the 20th and 21st centuries who have contributed to the awareness, treatment, and funding for various physical and/or mental disabilities (ADD, ADHD, Autism, paralysis, blindness, deafness, etc.)
- Identify the characteristics of caste systems and class systems.
- Identify the characteristics of the American class system.
- Identify the characteristics that distinguish minority groups from one another.
- Identify the characteristics that distinguish various LGBTQ groups from one another.
- Identify the groups of Americans that are affected by poverty.
- Summarize how sociologists define sexual orientation and gender identity.
- Summarize how sociologists define the terms race, ethnicity, and minority group.

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| SOC.6.1.12.HistoryCA.2.a | Research multiple perspectives to explain the struggle to create an American identity. |
| SOC.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). An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential. |
| SOC.6.1.12.HistorySE.14.a | Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. |
| SOC.6.1.12.HistoryCC.16.b | Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society. |
| SOC.6.2.12.HistoryCC.1.c | Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict. |
| SOC.6.2.12.HistoryCC.3.b | Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment. |

Instructional Tasks/Activities

- Individual work will be given to students to read about, and answer questions concerning, the evolution of care and treatment for disabled communities in society
- Students will begin by defining all key terms.
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- Students will begin by defining all key terms.
- Students will complete a practice quiz.
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- Students will complete a practice quiz.
- Students will complete a teacher made test titled "Racial and Ethnic Relations."
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- Students will complete a teacher made test titled "Social Stratification."
- Students will complete teacher produced reviews which include identifying key terms and people and answering questions covering key concepts.
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- Students will complete the section reviews which include identifying key terms and people and answering questions covering key concepts.
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- Students will debate the possible institutional discrimination in the SAT.
- Students will imagine that they are sociologists who are advising local leaders on how best to deal with a race-related issue in the local community.
- Students will research the effects of the Great Society and other historic social/poverty programs enacted by the federal government.
- Students will research the latest U.S. census data for minority groups.
- Students will use census data to analyze the American class system and then create charts, graphs, and databases to illustrate their findings.
- Students will use provided Internet links to conduct research on a prominent disabled individual to write a 3 page paper containing information on the life, career, accomplishments and impacts of their selected person.
- Students will use provided Internet links to conduct research on a prominent LGBTQ individual to write a 3 page paper containing information on the life, career, and accomplishments of their selected person.
- Students will use provided Internet links to conduct research on changes in demographics for minorities and then create one (or more) chart(s) or graph(s).
- Students will use provided Internet links to conduct research on the conflict and functionalist points of viewing social stratification.
- Students will use provided Internet links to locate census data regarding income differences among groups in American Society.
- Students will use the Internet to research immigrant patterns in U.S. history including The Great Migration.
- Students will work in groups to interview a sample of their peers at school to discover how they rank their occupations according to prestige.
- Students will work in groups to research actual societies that have used patterns of minority group treatment.
- Students will work in groups to research the actions taken by LGBTQ groups to gain rights and fair treatment in society.
- Students will work in groups to research three mental and three physical disabilities to then compare

and contrast the two categories with each other, and the disabilities in each with the others of the same category

- Students will work in small groups of 3-5 to discuss an issue relating to the LGBTQ community and work to propose a solution to, or an idea to bring awareness to, their chosen issue.
- The class will be divided into two groups, one discussing today's treatment and care of the disabled while the other discusses the laws and rights of the disabled, before coming together to discuss their findings as a whole class.

Assessment Procedure

- class discussions
- class projects including short papers/essays
- Classroom Total Participation Technique
- Classwork
- classwork/homework
- Daily journals
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- power points
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- teacher observation
- Test
- tests/quizzes
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Gimkit

- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test

- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Resources

- <https://www.inspiringmomlife.com/famous-people-with-disabilities/>
- <https://www.nps.gov/articles/disabilityhistoryearlytreatment.htm>
- <https://www.webdesignerdepot.com/2010/03/the-amazing-art-of-disabled-artists/>
- LGBTQ Biographies
- other Internet sites provided by the teacher and text book
- Power Point
- Sociology: The Study of Human Relationships
- Teacher made handouts
- The American LGBTQ Rights Movement: An Introduction
- Word
- www.go.hrw.com

