Unit 3c-Diversity

Content Area: **Social Studies**
Course(s): **Social Studies 3**
Time Period: **Marking Period 3**
Length: **MP3**
Status: **Published**

Essential Questions

Race and Ethnicity

Essential Question: Why does America have such a diverse, multi-cultural makeup?

Big Idea: Many people have been persecuted and discriminated against based on their religion, skin color, or personal beliefs. Some people who were discriminated against fled to other parts of the world such as America. The Holocaust was a dark period of history when millions of people were targeted and persecuted against.

Objective: SWBAT understand the multi-ethnic, multicultural makeup of America's citizens

Activity:

In whole group, students will look at the Statue of Liberty and discuss the poem "The New Colossus". Students will then talk with partners about what they think the poem is about and what it means about America. We will go over why the poem is on the Statue of Liberty. Students will journal about what the poem means.

Enduring Understandings

6.1.5.CivicsHR.2 Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

6.1.5.CivicsHR.4 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.5.GeoHE.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

6.1.5.GeoGI.3 Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.HistoryUP.1 Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

Social Justice

See Appendix C

1.Sometimes People March

https://www.youtube.com/watch?v=ZaqdV6GJT8g

Discussion questions

Ask: What words describe how the people who march felt? How do you know they felt that way, or what examples from the book support your answer?

Show: Re-read the page "Sometimes great change starts small, with a brave question." How can a question be brave?

Connect: When we listen to each other, our understanding of each other and the world grows. Tell about a time when you had a problem and someone really listened to you. When people march, they are raising their voices together to amplify one message. How can a community demonstrate that it has listened to the people who march?

2. Worm Loves Worm

https://www.youtube.com/watch?v=b_Kc0lbZm5Y

Discuss

- Does everyone always have to do everything the same way
- Is it okay to be different

Lesson 2

Race and Ethnicity

Essential Questions: What were some factors that caused immigration to the United States?

Big Idea: Many people have been persecuted and discriminated against based on their religion, skin color, or personal beliefs. Some people who were discriminated against fled to other parts of the world such as America. The Holocaust was a dark period of history when millions of people were targeted and persecuted against.

Objective: SWBAT recognize the reasons why many Americans emigrated to the United States

Activity:

Together we will define the word "immigrant." We will then watch the BrainPop Jr video on Ellis Island which documents what early immigration life was like. We will discuss some reasons why many people

immigrated to America during certain time periods in history. Students will pretend to be an immigrant writing a letter to someone in their home country about what their journey has been like so far.

Enduring Understandings

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6.1.5.CivicsHR.4 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.5.GeoHE.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

6.1.5.GeoGI.3 Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.HistoryUP.1 Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

Lesson 3

Race and Ethnicity

Essential Question: What are the effects of prejudice on a specific group of people?
Big Idea: Many people have been persecuted and discriminated against based on their religion, skin color, or personal beliefs. Some people who were discriminated against fled to other parts of the world such as America. The Holocaust was a dark period of history when millions of people were targeted and persecuted against.

Objective: SWBAT understand prejudice and how it affects others

Activity:

In whole group, we will talk about the meaning of the word “prejudice”. Then in whole group,we will read a story about Ruby Bridges and the prejudice she faced because of her race. After reading the story, we will talk about how people can be prejudiced against for other reasons as well. Students will write a letter to the young Ruby Bridges where they welcome her into the school.

Enduring Understandings

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6.1.5.CivicsHR.4 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions

to address such actions.

6.1.5.GeoHE.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

6.1.5.GeoGI.3 Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.HistoryUP.1 Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

Lesson 4

Holocaust/Genocide

Essential Question: How do we honor and remember victims of the holocaust?

Big Idea: Many people have been persecuted and discriminated against based on their religion, skin color, or personal beliefs. Some people who were discriminated against fled to other parts of the world such as America. The Holocaust was a dark period of history when millions of people were targeted and persecuted against.

Objective: SWBAT learn about the holocaust through a fictional story

Activity:

We will review what prejudice means and what it can look like. Today we will read a fictional story about someone who survived the Holocaust, a terrible time in history where the Nazi party murdered 11 million people, including 6 million Jewish people. We will read the story "One Candle" by Eve Bunting. Then students will write what they have learned about tolerance and prejudice this week.

Enduring Understandings

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