

Unit 2: Membership / The "Other" / Us v. Them

Content Area: **Social Studies**
Course(s):
Time Period: **Semester 1**
Length: **~5 Weeks / ~ 18 Class Meetings**
Status: **Published**

Unit Introduction

In Unit 2, students will explore the foundations of prejudice, discrimination and racism throughout history and in the modern era. Students will explore the concept of "membership" - the creation of the "other" and the "us v. them" - in addition to covering forms of prejudice and discrimination, such as racism, sexism, and anti-Semitism. Students will evaluate examples of how societies have created societal divisions that allow for oppression.

Standards

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
SOC.6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.

SOC.6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
SOC.6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
SOC.6.2.12.D.3.d	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
SOC.6.2.12.D.3.e	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
SOC.9-12.4.1	Students will identify common patterns of social inequality.
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.2	Students will analyze the effects of social inequality on groups and individuals.
SOC.9-12.4.2.1	Life chances
SOC.9-12.4.2.2	Social problems
SOC.9-12.4.2.3	Inter- and intra-group conflict
SOC.9-12.4.3	Students will explain the relationship between social institutions and inequality.
SOC.9-12.4.3.1	Distribution of power through social institutions
SOC.9-12.4.3.2	Potential of institutions to produce, reinforce, or challenge inequality
SOC.9-12.4.4	Students will assess responses to social inequality.
SOC.9-12.4.4.1	Individual responses to inequality
SOC.9-12.4.4.2	Group responses to inequality such as social movements
SOC.9-12.4.4.3	Social policy responses to inequality

Essential Questions

- How does society (big and small) form in and out groups?
- How does being a member of a group influence an individual's decision making?
- How do we characterize 'other' or 'outsider'?
- How can **propaganda** effect the way people view history?
- What are the causes of **prejudice, racism, scapegoating and discrimination**?
- Why is prejudice difficult to counter or eradicate?
- What impact does **racism** have on **minority groups** within America?
- What is the **difference** between **prejudice, stereotypes, and discrimination**?
- How do **hate groups** recruit and exist?
- What are the **roots of prejudice** and how is **prejudice fostered**?
- What are **stereotypes** and how do they **originate**?
- What is **institutionalized discrimination**?
- What is the **origin of racial and gender discrimination** in the United States?
- What are **current examples of race and gender discrimination** in the United States?

Content / Skills

Students will be able to **understand**:

- *How propaganda can influence public opinion.*
- *How mass media has been utilized to create "us" and "them" and "we" and "they".*
- *The definitions of racism, prejudice, stereotyping, discrimination dehumanization, and hate.*
- *The impact of racism and prejudice throughout history.*
- *There are many forms of racism and microaggressions.*
- *The reasons why people join hate groups.*
- *How a hate crime is defined.*
- *Debate hate groups and freedom of speech.*

Student Tasks:

- **Students will** define racism, prejudice, stereotyping, discrimination, and hate.
- **Students will** examine privilege and relate it with "in" group or majority.
- **Students will** identify types of commonly used stereotypes.
- **Students will** able to explain the origins of stereotypes.
- **Students will** identify historical and current examples of observational bias.
- **Students will** examine examples and consequences of institutionalized discrimination.
- **Students will** find solutions and produce strategies for prejudice-reduction in contemporary society.
- **Students will** evaluate the role of racism throughout history.
- **Students will** identify the process of dehumanizing a person.
- **Students will** examine historical and current hate groups and what societal climate is necessary for these groups to exist
- **Students will** describe what constitutes a hate crime.