Name: _____ Date: _____ Per: _____

Social Justice: Be the Change!

Inspired by: Teaching Tolerance, United States Holocaust Museum, Pittsburg Public Schools, Life Vest Inside, Common Sense Media, Southern Institute of Education and Research at Tulane, and the Museum of Tolerance.

"In the end, we will not forget the words of our enemies, but the silence of our friends." ~Martin Luther King, Jr.

Subject(s): Language Arts and Social Science. Common Core Standards covered: 59

Essential Question: How do social injustices affect us and how can I contribute to greater social justice?

Grade Levels: Jr. High and High School

Project Overview: The purpose of this unit is to give the learners an historical perspective of social injustices, such as racial intolerance, censorship, stereotypes, and social needs. The learners will use rhetoric to create an authentic argument for change, develop that rhetoric into an action plan and conduct a group service project. Students will also be improving their Common Core Standards of reading, writing, speaking, listening, and language skills through research, presentations, citing, and note taking which will culminate with an argumentative essay arguing if it would be better to live within the utopian society of Lois Lowry's, The Giver, or the 3rd world country you chose.
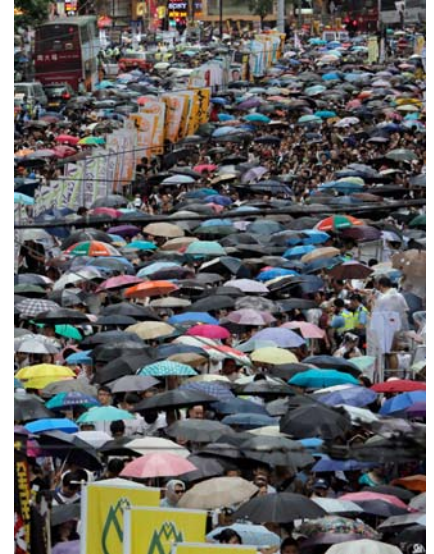
Final Project: Teams will choose a country at risk of genocide, politicide, or mass atrocities specific to social injustices and present their facts and solutions on the "Wall of Justice" and create a service learning project.

Motivation Behind the Project: In 2014, via the Umbrella movement, the people of Hong Kong protested the intrusion and force of the Chinese government on their own political process. As the people fought for their right to continue democracy, the Chinese government stood strong and prevailed. After witnessing this, it became apparent that our students should not only know about global oppression, but to appreciate and cherish the rights we have as Americans.

What is Social Justice? We all have different views of what is fair and what is just, and this true in our views of social justice as well. For the purpose of this unit, social justice is defined as the process of socially conscious people working to give voice and assistance to those whose voices are diminished within society. Social justice demands that everyone's basic human rights are respected equally. This can include standing up for one's own rights.

Unit Objectives:
- Recognize the power of individual people in creating positive social change.
- Understand that racial injustice exists in other parts of the world just as it does in the United States.
- Describe a social injustice including information on its history, how it worked, and how resistance from inside and outside of the country has brought it to an end, or why it continues to go on.
- Understand, define and use the terms: social, justice, socially conscious, common good, segregation, equitable, human rights, empowered, violation, etc.
- Become familiar with some of the terminology that is identified with the Civil Rights Movement.
- Examine the impact of racial and social injustices that impacted the Civil Rights Movement.
- Identify and compare social injustices of today to those of the Civil Rights Movement.
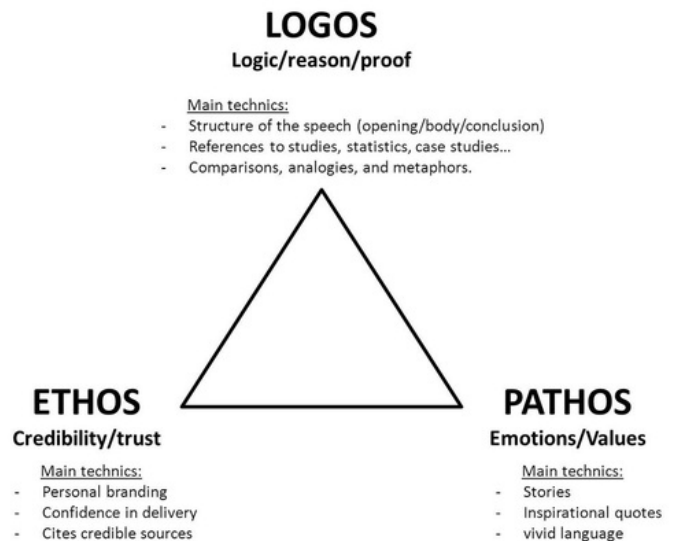
- Learn the reasons behind the Holocaust and the results.
- Research and describe historical leaders that acted as an alternative power structure in around the world to improve conditions for the common good.
- Apply Aristotle's concepts of *ethos*, *logos*, and *pathos* to write an argument.
- Recognize effective communication as a tool to bring about social change.
- Work collaboratively in a group to develop a plan to address a social injustice.
- Participate in a service project designed to address the social injustice.
- Complete a series of reflective journal entries analyzing their service experience.

Unit Assessments

1. Multimedia, print analysis, and guest speakers resulting in citing, journal reflections, comparisons, formal letters and class discussion. Students will recognize the relevance of these events and their global affects.
   a. Civil Rights Movement, USA, 1960's
   b. Genocide, Rwanda, 1994
   c. Holocaust, Germany, 1933-1945
      i. Film Excerpts
      ii. Primary Documents (from "One Survivor Remembers," Teaching Tolerance)
      iii. 20 lbs. ("One Survivor Remembers," Teaching Tolerance) and moving home lesson
      iv. "What Would You Take" ("One Survivor Remembers," Teaching Tolerance)
   d. Japanese Internment Camps, 1942-1946
   e. United Farm Workers Union/Cesar Chavez, 1962
   f. Current Events
2. Lessons
   a. Stereotypes: "Bursting Stereotypes"
   b. The Social Class Paper Chain
   c. Bullying: *Bullied: A Teaching Tolerance Documentary* by Teaching Tolerance
   d. Multiculturalism Define and discuss "Multiculturalism"
      i. Discuss the Hidalgo method of the "three main levels of culture."
         1. The Concrete
         2. The Behavioral
         3. The Symbolic
      ii. What would the world be without culture?
   e. Vocabulary Lessons: Ongoing warmups on Quizlet using social justice words.
3. Letter to the President: Students will write a formal letter to a government official/dignitary explaining:
   a. An overview of The Social Justice project.
   b. Details about what you have learned about your social injustice country.
   c. A request as to what you will do and what America can do to help.
4. Team Project:
   a. With your Book Club members, choose a country from the list below that you would like to study.
      i. Research the "Fields of Study" topics and assign one topic to each team member.
      ii. Research the "Social Justice Issues" and assign one topic to each team member.
   b. Create a professional "showcase" that will be displayed on the "Wall of Justice" that includes:
      i. A timeline using the key issues within history that have resulted in the challenges of today.
      ii. Use visuals to help understand the factors that led to the injustice and share with the class.
      iii. Cite all of your work on the showcase.

iv. You must create a spreadsheet that includes the following column headings in order to organize your ideas:
1. Actual Day (if available)
2. Actual Month (if available)
3. Year
4. Field of Study
5. Social Justice Issue
6. Specific Issue

c. Individuals will be part of the grading process for their teammates!
d. Students must cite four sources each. These sources may be used on their final paper.
e. Students will sign team contracts to create clear guidelines for what is expected.

5. Service Learning Project: Teams will carry out a service learning project by presenting their social justice projects.
   a. Teams must come up with an ingenious plan to introduce the idea of Social Justice and to make it memorable.
   b. Formal proposals must be presented explaining what the presentation will include.
   c. Presentations must be between 3-5 minutes but no more than 7.

6. Argumentative Essay: Instead of a test, you will be writing an argumentative essay answering the question: "Would it be better to live in the utopian society found in Lois Lowry's, The Giver, or the country you researched? Please follow the guidelines below:
   a. Students must complete an outline and attach it to the back of your paper.
   b. Papers must be written in class only.
   c. Students must cite at least four sources and they must include one each of the following:
      i. Website
      ii. Book
      iii. Interview
   d. Citing must be completed within the text and at the end of your paper.
   e. Papers must be at least 5 paragraphs long.
   f. Bonus points for quality work beyond the above requirements.

7. Additional Options / Requirements: Create your own country! More information to come.

LOGOS
Logic/reason/proof

Main technics:
- Structure of the speech (opening/body/conclusion)
- References to studies, statistics, case studies…
- Comparisons, analogies, and metaphors.

ETHOS
Credibility/trust

Main technics:
- Personal branding
- Confidence in delivery
- Cites credible sources

PATHOS
Emotions/Values

Main technics:
- Stories
- Inspirational quotes
- vivid language

Countries: Below is a *very* short list of countries where social injustices have occurred and/or are currently at risk for a genocide, politicide, or mass atrocities. Other countries may be chosen, however, please discuss these options with Ms. Reichmuth and submit a formal proposal.

Country	Victims	Extremists
Afghanistan	Government supporters	Taliban, Al Queda
Argentina	Native Americans, leftists	Gen. Roca's Army; Junta
Burma/Myanmar	Shan, Kachin, Karen, Rohinga, democrats	Burmese Army / China
Egypt	Muslim Brotherhood, Copts	Egyptian Army
Iran	Bahais, Sunnis	Revolutionary Guard
Iraq	Kurds, Shia, Sunni, Yazidis	Sunni militias, Al Queda
Israel/Palestine	Palestinians/Jews	Israelis/Hamas
Libya	Government oppression, police, army	Tribal militias
Mexico	Government supporters	Drug Cartels
North Korea	Government oppression	Korean Government
Pakistan	Government supporters	Taliban, Al Queda
People's Republic of China	Chinese government, Falun Gong, Uighers	Chinese Government
Russia	Government oppression, Donbas Ukrainians, Ingush, Chechens	Russian Government
Rwanda	Tutsis, Hutus	Hutu extremists
Somalia	Opposing clans	Al Shabaab
South Africa		
Syria	Anti-governments rebels	Assad, Alawite loyalists, army, ISIS
Turkey	Armenians, Assyrians, Pontic Greeks, Kurds	Ottoman Army, police, death squads

We chose_____because:_____

_____

_____

Social Justice Issues: Assign each member three topics and write their name next to the topic.

1. Anti-Immigration:_____
2. Bullying:_____
3. Censorship:_____
4. Class:_____
5. Environmental:_____
6. Gay Rights:_____
7. Gender Discrimination:_____
8. Hate:_____
9. Intolerance:_____
10. Language Diversity:_____
11. Poverty:_____
12. Race:_____
13. Racial Profiling:_____
14. Other:_____

Fields of Study: Assign each member a topic to cover and write their name beside the topic.

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Economy:
1. Imports/Exports
2. Major businesses, tourism, agriculture., trade etc
3. Monetary system and inflation
4. Outsourcing/insourcing
5. Unemployment rate/Poverty
6. Work force

Education:
1. Age of students
2. Curriculum and standards
3. Facilities
4. Cost
5. Quality
6. Gender equality
7. Higher degrees

Environment:
1. Climate
2. Weather
3. Natural Resources

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Health:
1. Average age of death
2. Common diseases/illnesses
3. Health care
4. Sanitation/sewage/clean water

Infrastructure:
4. Building
5. Ease of access
6. Population
7. Roads
8. Technology
9. Transportation

Government:
1. Military
2. Politics: (Aristocracy, Democracy, Democratic Republic, Dictatorship, Monarchy, Totalitarianism, Republic)

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Preview of our Last Research Project of 2015: How will the changing global economy affect my choice of career?

Where to Start
- Black History Month from Readworks: http://goo.gl/7gwqc4
- Genocide Watch: http://genocidewatch.net/alerts-2/new-alerts/
- Human Rights Watch: http://www.hrw.org/
- Japanese Internment Camps:
  - Raw Footage: https://www.youtube.com/watch?v=OgkNaK6fviA
  - Documentary: https://www.youtube.com/watch?v=6mr97qyKA2s
  - Ted Talk Speech: https://www.youtube.com/watch?v=LeBKBFAPwNc
- Past Genocides and Mass atrocities: http://endgenocide.org/learn/past-genocides/
- Peace Corp Game: http://www.peacecorps.gov/kids/
- Peace Corps: www.peacecorps.com
- Types of Government: http://depts.alverno.edu/dgp/GEC/Types%20of%20Government.html
- UNICEF: http://www.unicef.org/
- US Department of State: http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html
- World Vision: www.worldvision.org

Common Core Curriculum Standards

Common Core Curriculum: Writing

Text Types and Purposes:

CCSS.ELA-Literacy.W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

1. CCSS.ELA-Literacy.W.7.1.a

   Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

2. CCSS.ELA-Literacy.W.7.1.b

   Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

3. CCSS.ELA-Literacy.W.7.1.c

   Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

4. CCSS.ELA-Literacy.W.7.1.d

   Establish and maintain a formal style.

5. CCSS.ELA-Literacy.W.7.1.e

   Provide a concluding statement or section that follows from and supports the argument presented.

6. CCSS.ELA-Literacy.W.7.2

   Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

7. CCSS.ELA-Literacy.W.7.2.a

   Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

8. CCSS.ELA-Literacy.W.7.2.b

   Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

9. CCSS.ELA-Literacy.W.7.2.c

   Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

10. CCSS.ELA-Literacy.W.7.2.d

    Use precise language and domain-specific vocabulary to inform about or explain the topic.

11. CCSS.ELA-Literacy.W.7.2.e

    Establish and maintain a formal style.

12. CCSS.ELA-Literacy.W.7.2.f

    Provide a concluding statement or section that follows from and supports the information or explanation presented.

13. CCSS.ELA-Literacy.W.7.3

    Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
14. CCSS.ELA-Literacy.W.7.3.a

    Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
15. CCSS.ELA-Literacy.W.7.3.b

    Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
16. CCSS.ELA-Literacy.W.7.3.c

    Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
17. CCSS.ELA-Literacy.W.7.3.d

    Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
18. CCSS.ELA-Literacy.W.7.3.e

    Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing:

1. CCSS.ELA-Literacy.W.7.4

   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
2. CCSS.ELA-Literacy.W.7.5

   With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)
3. CCSS.ELA-Literacy.W.7.6

   Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge:

1. CCSS.ELA-Literacy.W.7.7

   Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
2. CCSS.ELA-Literacy.W.7.8

   Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
3. CCSS.ELA-Literacy.W.7.9

   Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

1. CCSS.ELA-Literacy.W.7.10
    Write routinely over extended time frames (time for research, 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.

Common Core Curriculum: Reading (Informational Text)

Key Ideas and Details:

1. CCSS.ELA-Literacy.RI.7.1
    Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. CCSS.ELA-Literacy.RI.7.2
    Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
3. CCSS.ELA-Literacy.RI.7.3
    Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure:

1. CCSS.ELA-Literacy.RI.7.4
    Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
2. CCSS.ELA-Literacy.RI.7.6
    Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas:

1. CCSS.ELA-Literacy.RI.7.7
    Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
2. CCSS.ELA-Literacy.RI.7.8
    Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Common Core Curriculum: Speaking & Listening

Comprehension and Collaboration:

1. CCSS.ELA-Literacy.SL.7.1
    Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with

diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

2. CCSS.ELA-Literacy.SL.7.1.a
   Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
3. CCSS.ELA-Literacy.SL.7.1.c
   Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
4. CCSS.ELA-Literacy.SL.7.1.d
   Acknowledge new information expressed by others and, when warranted, modify their own views.
5. CCSS.ELA-Literacy.SL.7.2
   Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
6. CCSS.ELA-Literacy.SL.7.3
   Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas:

1. CCSS.ELA-Literacy.SL.7.4
   Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
2. CCSS.ELA-Literacy.SL.7.5
   Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
3. CCSS.ELA-Literacy.SL.7.6
   Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)

Common Core Curriculum: Conventions of Standard English

1. CCSS.ELA-Literacy.L.7.1
   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. CCSS.ELA-Literacy.L.7.2
   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. CCSS.ELA-Literacy.L.7.2.a
   Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
4. CCSS.ELA-Literacy.L.7.2.b
   Spell correctly.

Knowledge of Language:

1. CCSS.ELA-Literacy.L.7.3
   Use knowledge of language and its conventions when writing, speaking, reading, or listening.
2. CCSS.ELA-Literacy.L.7.3.a
   Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

Vocabulary Acquisition and Use:

1. CCSS.ELA-Literacy.L.7.4.a
   Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
2. CCSS.ELA-Literacy.L.7.4.c
   Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
3. CCSS.ELA-Literacy.L.7.4.d
   Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
4. CCSS.ELA-Literacy.L.7.5.a
   Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
5. CCSS.ELA-Literacy.L.7.5.b
   Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
6. CCSS.ELA-Literacy.L.7.6
   Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.