

<b>Discrimination</b>	<b>Grade: 8</b>
<p><b>Unit Overview:</b> The purpose of this unit is to make students more aware of the many different aspects of discrimination at work in the world today so that they are able to name it, explain why it is wrong, be an ally to those who are directly affected by it, and work as a group to dismantle it. Some students may not be aware of many aspects or examples of discrimination, while others will have had many experiences with discrimination. Students will have heard or read about different experiences of discrimination that have been the focus of news stories or lessons in history class, but this unit will help them see more subtle examples of discrimination. The unit identifies and explains discrimination specifically connected to race, religion, and sexuality or gender, and helps students position their own perspectives in the context of their own experiences. The unit focuses on being proud of the many ways students are unique as individuals, but also the ways in which students’ particular talents, gifts, and identities intersect with those of their classmates and community. The unit lends itself to an action research project that encourages students to research and implement action deemed appropriate, and reflect on that journey.</p>	
<p><b>Social Justice Definition for Florham Park School District</b></p> <p>Social justice involves a set of principles that establish courses of action needed to address structural and systemic forms of oppression and segregation. Social justice guarantees fundamental human rights and the social inclusion and participation of every citizen. It also ensures every person will be provided with access to equitable economic, educational, healthcare, and political opportunities. A socially just curriculum addresses historically rooted and institutionally sanctioned stratification, particularly for socially constructed groups that include race, ethnicity, class, gender, sexual orientation, religion, immigration status, language, and ability. Social justice does not manifest in a singular fashion, nor is it achieved through a specific means of instruction. We see social justice as a means to be aware of and support equality and equity. Our desire is to teach students about individual and societal actions which have created historic and systemic prejudices and discriminations that have impacted community, state and national concepts of equality, freedom, and democracy. Social justice can and, often does, progress from awareness to civic action. In educational settings, schools must prepare students for the different phases of social justice to ensure that America becomes/remains a democracy based on the principles that all people are created equal. Schools should provide equal access to knowledge and schools should operate free of any constraints to ensure that all persons have the best opportunities to succeed. Schools should prepare students to accept their roles as citizens in a participatory society. In our setting, this means engaging in socially just work through critical examination of the self, others, institutions, and events to find patterns of inequality, bigotry, and discrimination. It also is exploring possible solutions to the problems identified and building a society in which individuals have equal access to resources and receive equitable treatment regardless of their race, gender, religion, sexuality, income level, language, immigration status, or disability.</p>	

**Bends:****Bend III - [Understanding Discrimination](#)****Bend IV - [Historical Implications of Discrimination](#)****Bend V - [Claiming Your Uniqueness and Letting Your Light Shine](#)****NJ Student Learning Standards****Social Justice Standards :**

Anchor	Code	Grade Level Outcome
Identity 1	ID.6-8.1	I know and like who I am and can comfortably talk about my family and myself and describe our various group identities.
Identity 2	ID.6-8.2	I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups.
Identity 3	ID.6-8.3	I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.
Identity 4	ID.6-8.4	I feel good about my many identities and know they don't make me better than people with other identities.
Identity 5	ID.6-8.5	I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings
Diversity 6	DL6-8.6	I interact with people who are similar to and different from me, and I show respect to all people.
Diversity 7	DI.6-8.7	I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.
Diversity 8	DI.6-8.8	I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally.
Diversity 9	DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.
Diversity 10	DI.6-8.10	I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.
Justice 11	JU.6-8.11	I relate to people as individuals and not representatives of groups, and I can name some

		common stereotypes I observe people using.
Justice 12	JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.
Justice 13	JU.6-8.13	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.
Justice 14	JU.6-8.14	I know that all people (including myself ) have certain advantages and disadvantages in society based on who they are and where they were born.
Justice 15	JU.6-8.15	I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.
Action 16	AC.6-8.16	I am concerned about how people (including myself ) are treated and feel for people when they are excluded or mistreated because of their identities
Action 17	AC.6-8.17	I know how to stand up for myself and for others when faced with exclusion, prejudice and injustice.
Action 18	AC.6-8.18	I can respectfully tell someone when his or her words or actions are biased or hurtful.
Action 19	AC.6-8.19	I will speak up or take action when I see unfairness, even if those around me do not, and I will not let others convince me to go along with injustice.
Action 20	AC.6-8.20	I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.

**New Jersey State Standards**

[6-8 Reading Narratives](#)

[6-8 Reading Informational](#)

[6-8 Writing Standards](#)

**21st-Century Life & Career Skills**

**9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**New Jersey Amistad Commission:: N.J.S.A. 18A 52:16A-88**

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Primary interdisciplinary connections:** Language Arts, 21st Century Life and Careers, Science, and Technology  
Suggested Activities:

Unit Enduring Understandings	Essential Questions
<p><b>Students will understand...</b></p> <ul style="list-style-type: none"> <li>● Middle schoolers generally avoid anything that will make them look different from their peers.</li> <li>● Fear can keep a person from getting to know someone who is not like you.</li> <li>● It is a human reaction to try to hide fear by making fun of or ridiculing people who we perceive as being different.</li> <li>● Discrimination hurts all people, not just those who are marginalized.</li> <li>● Being marginalized means that a group of people have been excluded from social, political, or economic gains because of an unequal power relationship as a result of discrimination.</li> <li>● Discrimination is a form of violence in itself, and often causes people to commit acts of physical violence.</li> <li>● Discrimination is a response to the fear of losing power.</li> </ul>	<ul style="list-style-type: none"> <li>● Why do people tend to flock toward those who are similar to them?</li> <li>● Why do people sometimes believe that their way of doing something or of being is the only way to do or be?</li> <li>● Why are people afraid of those who are different?</li> <li>● How does fear of differences lead people to discriminate against others?</li> <li>● What can we do to eliminate fear of others?</li> <li>● How can we claim our differences and take pride in who we are?</li> </ul>

Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Exit Tickets</li> <li>● Notebook Checks</li> <li>● Conferences</li> <li>● Drafts</li> <li>● Group Work</li> <li>● Journal Writing</li> </ul> <p><b>Summative Assessments:</b></p>	<p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>● <a href="#">Subgroup Accommodations and Modifications</a></li> <li>● <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <i>Preview content and concepts</i></li> <li>● <i>Behavior management plan</i></li> <li>● <i>Highlight text</i></li> <li>● <i>Small group setting</i></li> </ul>

<ul style="list-style-type: none"> <li>Action Research Project</li> <li>Reflection and Presentation</li> </ul>	<p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>Alternative formative and summative assessments</li> <li>Guided Reading</li> <li>Personal agendas</li> <li>Project-based learning</li> <li>Tiered activities/assignments</li> <li>Varying organizers for instructions</li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>Clubbing activities</li> <li>Exploration by interest</li> <li>Flexible groupings</li> </ul>
<p><b>Benchmark Assessments:</b></p>	<p><b>English Language Learners:</b></p>
<ul style="list-style-type: none"> <li>Initial Benchmark: 3rd Week of September</li> <li>Mid-year Benchmark: 4th Week of January</li> <li>End of year Benchmark: Last week in May</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Alternative Assessments:</b></p>	<p><b>Students at Risk for Failure:</b></p>
<ul style="list-style-type: none"> <li>Choice Projects</li> <li>Portfolios</li> <li>Arguments Writing Assignments</li> <li>Notebook assessments</li> <li>Oral Presentations</li> <li>Socratic Seminars</li> <li>Primary Source Analysis</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Gifted and Talented</b></p>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<ul style="list-style-type: none"> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Core Professional Resources:</b></p>	<p><b>Students with 504 Plans</b></p>
	<ul style="list-style-type: none"> <li><a href="#">Subgroup Accommodations and Modification</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>Chapter Books/Short Stories/Videos</li> </ul> <p><i>Racism</i></p>

- [Teaching Tolerance](#)
- [Edutopia](#)
- *A Guide to Reading Conferences: The Classroom Essentials Series* by Jennifer Serravallo
- [Teachers College Reading and Writing Project: Writers Conference Checklist](#)
- [World Poverty Data](#)
- [Guiding Principles on Extreme Poverty and Human Rights](#)
- [Children Living in Poverty](#)
- [IMK in Action](#)
- [Kids Can Make a Difference](#)
- [Community Action Services](#)
- [Rubric for Student Reflection](#)

**Supplemental Professional Resources:**

- [Stanford History Education Group](#)
- [iCivics](#)
- [Poverty USA](#)
- [Global Education](#)
- [NJ Spotlight](#)
- [Young Adult Book List](#)
- [Global Poverty Book Resources](#)

- *They Called Us Enemy* - George Takei
- Religious Persecution**
  - *Internment* -
- Gender and Sexuality**
  - *Any appropriate grade 6-8 books applicable to the unit chosen by the teacher*
- Photograph Analysis*
  - [Peter Menzel: Material World Gallery, and Hungry Planet](#)
  - [Gabriel Galmiberti: Toy Stories](#)
- Growth Mindset & Grit**
  - [Ted Talk - The Power of belief - Mindset and success](#)
  - [Grit video](#)
  - [Famous Failures](#)

**Supplemental Resources:**

**Suggested Lessons for Differentiation with Small Groups:**

- [Newsela](#)
- [Brainpop](#)

**Intervention Resources:**

- Graphic Organizers
- Scaffolded Notes
- [Newsela](#)
- [Brain Pop JR.](#)
- [Readworks](#)
- [CNN10](#)

**Interdisciplinary Connections**

- Correlates to routines unit in math, rules and community units in social studies. Identify classroom routines in other subject areas: math, science, and social studies.
- In Social Studies discuss routines in the community
- Understand what it means to “read close” in social studies, science, and foreign language.
- Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.

**Integration of Technology through NJSLS**

- Create a word study word sort in Inspiration.
  - Listen to books on CDs, tapes, videos or podcasts if available.
  - Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)
  - Use document camera or overhead projector for shared reading of texts.
- Ongoing:
- Listen to books on CDs, tapes, videos or podcasts if available.

<ul style="list-style-type: none"> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>• Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>• Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul>
<b>Integration of 21st Century Themes and Skills</b>	<b>Media Literacy Integration</b>
<ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• Social Justice Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration</li> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> <li>• Creativity and Innovations</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> <li>• Information Literacy</li> </ul>
<b>Career Education</b>	<b>Global Perspective</b>
<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Educational Field Trip</a></li> <li>• Washington DC Trip</li> <li>• History Based Field Trip</li> <li>• Oregon Trail Webquest</li> <li>• Flexibility and Adaptability</li> <li>• Initiative and Self-Direction</li> <li>• Social and Cross-Cultural Skills</li> <li>• Productivity and Accountability</li> <li>• Leadership and Responsibility</li> </ul> <p><b>Career Ready Practices</b></p> <p>Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women’s History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> <li>• Asian Pacific American Heritage</li> <li>• Older Americans’ Month</li> <li>• Jewish American Heritage Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> </ul>

CRP9. Model integrity, ethical leadership and effective management.  
 CRP11. Use technology to enhance productivity.  
 CRP12. Work productively in teams while using cultural global competence.

Unit 1: Growth Mindset		Grade 7
Bend I: Growth Mindset (September)	Teaching Points	
<p><b>Bend I: Growth Mindset (September)</b>  <i>Session 1: What does it mean to grow?</i></p> <p><i>Session 2: Growth and Fixed Mindset:</i></p>	<p><b>Connection:</b> I want to ask you what does it mean to GROW? What kinds of things grow?</p> <ul style="list-style-type: none"> <li>○ Stop and think to yourself for a moment</li> </ul> <p>TP: Today I want to teach you that Grow = develop, change, mature, evolve. Living things grow - plants, animals, and people. Even our brains can grow!</p> <ul style="list-style-type: none"> <li>○ Turn and talk to a partner and share your thoughts.</li> </ul> <p>Independent practice            Have students write about how they have grown and share</p> <p><b>Connection:</b> When you think of the brain or minds, what do you think MINDSET means?</p> <p>TP: Today I want to teach you that Mindset is the way your brain views ourselves and the world. Our mindset can help us look at problems and mistakes in a positive way, or a negative way. We can have a growth mindset or a fixed mindset. Wanting to quit, give up, or deciding we're just not good at something are all the clues we have a fixed mindset.</p> <p>So what does a Growth Mindset vs. a Fixed Mindset look like in action?</p> <p>Show video:  <a href="#">Ted Talk - The Power of belief - Mindset and success</a> - watch to 7 minutes 02 seconds</p> <p>Discussion questions:            What is a growth mindset?            What is the difference between a growth mindset and a fixed mindset?            What are the benefits of having a growth mindset?</p> <p>Independent Practice:</p>	

*Session 3: Why is Growth Mindset important?*

[growth mindset sort](#)

**Connection:** There is a difference between growth mindset and fixed mindset as we talked about in the last lesson. Today we are going to delve deeper into this!

TP: Today, I want to teach you how to identify growth and fixed mindsets in yourselves and others. Everywhere you look, you can find examples of others either quitting or overcoming their challenges.

[Growth Mindset PP](#) Utilize the GM powerpoint to teach students about GM and have a class discussion

Class discussion:

Did anyone notice a time they were using either mindset? Discuss how we can change from fixed to growth mindset with simple words and phrases.

Last week we talked a lot about a growth mindset and how our brains get stronger when we put in effort and don't give up. Have you noticed a time you had a growth mindset in the last few days? Did you feel your brain growing? What about a time you felt stuck? Is there anything you learned today that you will apply when you feel stuck next time?"

Independent Practice:

Growth Mindset affirmations and fortune tellers instructions included along with positive affirmation pages - have students create their own fortune tellers with the positive affirmations they chose

[growth mindset fortune tellers and affirmations](#)

*Session 4: Having a growth mindset in schools.*

**Connection:** How can we apply growth mindset in school? What Does it look like?

Teaching Point: Today I want to teach you that we can create a growth mindset in our classroom and school.

Independent Practice:

Now that students have a better understanding of growth mindset- Ask students to think about/draw about/discuss how growth mindset LOOKS, FEELS, and SOUNDS in school

What does growth mindset look like?

Ex: Growing from challenges, trying new things, having a positive outlook/attitude

What does growth mindset feel like?

Ex: Positive, Encouraging, helpful

What does growth mindset sound like?

Ex: We learn from our mistakes, we try new things, even if they are difficult

Play the Growth Mindset Game as a class split into teams -[Growth Mindset Game](#)



	<p>TP: Today I want to show you that you all have grit! Today we will spend the period engaging in interactive Grit puzzles. They will be tough, and you may get frustrated or want to give up, but I want you to use your growth mindset and grit to help you persevere!</p> <p>Independent Practice: <a href="#">Grit puzzle activities</a> Grit activity - puzzles etc - instructions and supplies will be provided</p>
<p><b>Bend III: Understanding Discrimination</b></p>	<p><b>Teaching Points</b></p>
<p><i>Session 1 - Why is being different scary?</i></p> <p><i>Session 2 - How can social groups help us to meet new people?</i></p> <p><i>Session 3 - What are some dangers of fearing people who are different from ourselves?</i></p>	<ol style="list-style-type: none"> <li>1. Today I want to teach you that sometimes people are afraid of people who look or sound different from us, but if we can look beyond those differences and find similarities, we can build friendships.       <ul style="list-style-type: none"> <li>o We will do this by:           <ol style="list-style-type: none"> <li>1. Considering the question, “Why do we tend to associate with people who are more like us than with people who are different from us?”</li> <li>2. Play Four Corners to recognize how many similarities we share as individuals.</li> <li>3. completing an Interest Inventory</li> <li>4. Considering the question, “What is one thing you can commit to in order to make friends with someone who is different from you?”</li> </ol> </li> </ul> </li>   <li>2. Today I want to teach you that each of us belong to many different social groups. Some of those social groups develop because of things such as gender, race, or financial status. Other social groups develop based on interests or passions. Social groups should not limit with whom we spend our time. (Journal)       <ol style="list-style-type: none"> <li>1. What are your social groups?</li> <li>2. Reflect on Insider/Outsider activity</li> <li>3. Closure: Intersectionality discussion about how we are more alike than we are different</li> </ol> </li>   <li>3. Today I want to teach you that when we allow ourselves to fear differences in others, based on the specific attributes of their social group (their gender, their race, their religion) it prevents us from knowing them, these fears become “-isms”--a set of beliefs based on negative interpretations of a social group.       <ul style="list-style-type: none"> <li>o We will do this by:           <ol style="list-style-type: none"> <li>1. understanding what an “ism” is</li> <li>2. identifying examples of “isms”</li> <li>3. researching “isms” in small groups               <ol style="list-style-type: none"> <li>a. <a href="#">racism</a></li> <li>b. <a href="#">sexism</a></li> <li>c. <a href="#">colonialism</a></li> <li>d. <a href="#">anti-semitism</a></li> </ol> </li> <li>4. Closure: Discussion why the particular “-ism” each group researched can be harmful to everyone, not just to the group identified by the “-ism”</li> </ol> </li> </ul> </li> </ol>

<p><i>Session 4 - What is racism? How does racism hurt everyone?</i></p> <p><i>Session 5 - What does discrimination based on one's ethnicity look like?</i></p> <p><i>Session 6 - What does discrimination based on gender or sexuality look like? How can it harm people?</i></p>	<p>4. Today I want to teach you that racism is the belief that different races possess distinct characteristics, abilities, or qualities, especially so as to distinguish different races as inferior or superior to one another. Racism often begins with stereotypes or with our own implicit biases, which are based on a lack of understanding and, sometimes, fear of people who are different.</p> <ul style="list-style-type: none"> <li>o We will do this by: <ul style="list-style-type: none"> <li>1. defining the terms stereotype, bias, and racism</li> <li>2. identifying stereotypes and biases found in TV ads <ul style="list-style-type: none"> <li>a. Moms tell <a href="#">Dads</a> what to do</li> <li>b. <a href="#">Kids</a> don't like healthy food</li> <li>c. Sugary cereal is only for <a href="#">kids</a></li> </ul> </li> <li>3. completing an <a href="#">implicit bias assessment</a> on race</li> <li>4. viewing a video on <a href="#">privilege</a> and discussing how privilege is reflected in our lives</li> </ul> </li> </ul> <p>5. Today I want to teach you that another way people are often marginalized is because of their ethnicity. Ethnicity is a category of people who identify with each other, usually on similarities such as a common language, ancestry, history, society, culture, nation, religion, race, or social treatment within their residing area. Some of the greatest atrocities in history have occurred because of ethnic persecution. One example is the genocide in Rwanda that was based off of ethnic discrimination.</p> <ul style="list-style-type: none"> <li>1. View video <a href="#">What Is the Origin of the Rwandan Genocide?</a></li> <li>2. <a href="#">What happened in Rwanda?</a></li> <li>3. How did this happen? The power of <a href="#">one man's racism and hatred</a>.</li> <li>4. Whole class conversation: Where do we see racism and discrimination around us?</li> <li>5. Whole class conversation: What can we do about it?</li> </ul> <p>6. Today I want to teach you that another way people are often marginalized is because of their gender or sexuality.</p> <ul style="list-style-type: none"> <li>1. Define the terms heterosexism and sexism</li> <li>2. discussing and understanding harmful expressions (That's so gay! You play like a girl! Be a man! That's ghetto!) How do those expressions, and others like them, harm all people?</li> <li>3. <a href="#">How can schools make themselves safer for all kids?</a></li> <li>4. Whole class conversation: How can we identify ways of making school feel safe and fair for everyone?</li> </ul>
<p><b>Bend IV: Historical Implications of Discrimination</b></p>	<p><b>Teaching Points</b></p>
<p><i>Session 7 - What are some historical examples of racial and gender discrimination in America?</i></p>	<p>1. Today I am going to teach you that in America there is a history of policies that were racist against one or more groups of people. Based on their race or gender. Today we're going to explore just 3 different cases that were established throughout our own history and jigsaw them at the end of class.</p> <ul style="list-style-type: none"> <li>1. Jim Crow Laws <ul style="list-style-type: none"> <li>a. <a href="#">What Are Jim Crow Laws?</a></li> <li>b. <a href="#">Facts about Jim Crow Laws</a></li> </ul> </li> </ul>

*Session 8 - What happens as a result of one person's extreme discrimination?*

- c. [Civil Rights and Jim Crow Laws](#)
2. Executive Order 9066
  - a. [Japanese internment camps](#)
  - b. [More on Japanese Internment Camps](#)
  - c. [What Were Japanese Internment Camps?](#)
3. The 19th amendment
  - a. [What is the 19th Amendment?](#)
  - b. [Women's Right to Vote](#)

2. Today I am going to teach you that throughout history there is a history of discrimination because of a group of people's religious beliefs, ethnicity, or political beliefs. While the Holocaust is the most known example there are many other examples in history that followed. Some researchers attribute religious fractions and dehumanization as contributing factors that lead to a genocide. The United Nations defines a genocide as: any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such: killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; imposing measures intended to prevent births within the group; [and] forcibly transferring children of the group to another group. Today we're going to explore some different genocides and jigsaw them at the end of class.

1. The Cambodian genocide
  - a. [What is the Khmer Rouge?](#)
  - b. [What happened in Cambodia?](#)
2. The Syrian genocide
  - a. [What happened in Syria?](#)
3. The Iraq genocide
  - a. [Who are the Kurds?](#)
  - b. [What happened in Iraq?](#)
4. Bosnian genocide
  - a. [What happened in Bosnia?](#)
  - b. [10 Facts about the Bosnian Genocide](#)
  - c. [Genocide in Bosnia](#)
5. Guatemalan genocide
  - a. [What happened in Guatemala](#)
  - b. [Guatemalan Genocide](#)

*Session 9 - What are some examples of discrimination based on gender or sexuality?*

3. Today I am going to teach you that in America and across the world people have faced discrimination and persecution persecuted because of their gender or sexuality. While as a whole society believes that violence, name calling, and discrimination are wrong unfortunately acts of persecution have occurred to people based on their sexual orientation and gender identity. We will jigsaw and discuss the following examples.
1. The pink triangle in the Holocaust
    - a. [What is the Pink Triangle?](#)

<p><i>Session 10- What can you do when you see racism?</i></p> <p><i>Action Research Project</i></p>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>b. <a href="#">How Did Nazis Use the Pink Triangle?</a></li> </ul> </li> <li>2. The story of RBG and the laws she overturned. <ul style="list-style-type: none"> <li>a. <a href="#">Ruth Bader Ginsberg</a></li> <li>b. <a href="#">The Making of RBG</a></li> </ul> </li> <li>3. Unequal access to education around the world for females <ul style="list-style-type: none"> <li>a. <a href="#">Malala Fund</a></li> <li>b. <a href="#">Girls' Education around the World</a></li> </ul> </li> <li>4. The representation of women and men's sports <ul style="list-style-type: none"> <li>a. <a href="#">Video 1</a></li> <li>b. <a href="#">Video 2</a></li> </ul> </li> </ul> <p>4. Today I want to remind you that we know it's wrong to treat people differently because of their race, religion, gender, or sexual orientation. When we see that happening we can be allies and activists. (Whole class conversation)</p> <ul style="list-style-type: none"> <li>1. Discuss what discrimination may look like</li> <li>2. Naming why it is harmful</li> <li>3. Journaling: "Do I have any assumptions about people who are different from me?"</li> <li>4. Learning how to be an <a href="#">ally</a>.</li> <li>5. Knowing when to reach out to an adult</li> <li>6. Researching ways we can make a difference for others (vulnerable populations)</li> </ul> <ul style="list-style-type: none"> <li>• Today we are going to begin an Action Research Project designed to help you address some of the issues we have learned about. I want to remind you that many of the people who have been victims of the discrimination we have read about come to the United States or other countries as immigrants or as refugees. Many other people who have been discriminated against live right here in our community, and belong to social groups that have been marginalized. These might be people who speak a different language, who practice a different religion, or who are part of a different race, ethnicity or culture than ours. Think about what we can do to bring awareness, take action, or help. <ul style="list-style-type: none"> <li>1. Who in our community needs help?</li> <li>2. What issues in our community or the world need more awareness or attention?</li> <li>3. How can we use social media to bring attention to or awareness of an issue to more people?</li> <li>4. Is fundraising the way to go? How can it help?</li> <li>5. Can I get my entire family involved in a project that will help?</li> <li>6. What can I do to let people know what I am trying to accomplish?</li> </ul> </li> </ul>
<p><b>Bend V: Claiming Your Uniqueness and Letting Your Light Shine</b></p>	

<p><i>Session 11 - What are your talents? What are your gifts?</i></p>	<ol style="list-style-type: none"> <li>1. Today I want to teach you that every one of us is talented or gifted in some way. Some of us know early on what our talents are, and others of us take longer to find our talents. We also don't always see what our talents or gifts are, and sometimes we even hide those talents from others because we are afraid to reveal them. <ul style="list-style-type: none"> <li>o We will do this by: <ol style="list-style-type: none"> <li>1. reading and discussing the article "<a href="#">It's Time to Stop Hiding Your Talents and Embrace Your Gifts</a>"</li> <li>2. creating a <a href="#">list</a> of our talents</li> <li>3. discussing what talents we are proud of, and which talents we might hide</li> <li>4. understanding that talent can lead to careers and completing a <a href="#">Career Interest Survey</a></li> </ol> </li> </ul> </li> </ol>
<p><i>Session 12 - Why are we afraid to show our true selves?</i></p>	<ol style="list-style-type: none"> <li>2. Today I want to teach you that each of us is afraid of being vulnerable by showing all of our talents because we worry about the worst thing that could happen if we are our true selves. What if the best thing happened, though? <ul style="list-style-type: none"> <li>o We will do this by: <ol style="list-style-type: none"> <li>1. naming what <a href="#">scares</a> us</li> <li>2. thinking about and naming <a href="#">Worst Case/Best Case</a> scenarios</li> <li>3. talking with a partner: What are you afraid of? What can you do to be braver?</li> <li>4. finding a coach or mentor who can help us be our true selves</li> </ol> </li> </ul> </li> </ol>
<p><i>Session 13 - How does our fear of rejection hold us back from being ourselves?</i></p>	<ol style="list-style-type: none"> <li>3. Today I want to teach you that fear of rejection is one of the greatest fears that we have. That fear can limit us if we don't address it and fight against it. <ul style="list-style-type: none"> <li>o We will do this by: <ol style="list-style-type: none"> <li>1. watching the video "<a href="#">This Is Me</a>" from <i>The Greatest Showman</i></li> <li>2. discussing the message of the song</li> <li>3. understanding what an <a href="#">anthem</a> is</li> <li>4. watching videos of other anthems, and discussing what they have in common</li> <li>5. finding <a href="#">our own anthems</a></li> </ol> </li> </ul> </li> </ol>
<p><i>Session 14 - Looking at poems that celebrate our uniqueness</i></p>	<ol style="list-style-type: none"> <li>4. Today I want to ask you, now that you know more about what discrimination looks like around the world, what are you going to do to address it? How brave are you prepared to be to stand up for people who need an ally? How can you use your unique skills, talents, and gifts to make the world a better place to live? I'm going to show you examples of some poems students have written about all of the ways that they are unique, and how those qualities will help them find strength and bravery to change the world. <ul style="list-style-type: none"> <li>o We will do this by: <ol style="list-style-type: none"> <li>1. reading the original poem "<a href="#">I Am</a>" and discussing how the writer defined and described herself</li> <li>2. naming what she might have been embarrassed by writing</li> <li>3. discussing how sharing those images might help other students feel more confident in themselves</li> <li>4. identifying how we can represent all of our social groups in this poem (religion, ethnicity, race, gender, talents/gifts, etc.)</li> <li>5. reading poems written by other students, using the original as a model</li> </ol> </li> </ul> </li> </ol>
<p><i>Session 15&amp;16 - Writing,</i></p>	<ol style="list-style-type: none"> <li>5. Today I want to teach you how to use a poem as a model to write one of your own about the ways that you are unique.</li> </ol>

<p><i>revising, and editing our own poems</i></p>	<ul style="list-style-type: none"> <li>○ We will do this by:             <ol style="list-style-type: none"> <li>1. examining the elements of the original poem</li> <li>2. understanding what parallel writing is</li> <li>3. drafting a poem of our own</li> <li>4. taking risks in writing details of our many faceted selves</li> <li>5. meeting with peers to review strengths and areas in need of polish</li> <li>6. making revisions to highlight our own uniqueness more</li> </ol> </li> </ul>
<p><i>Session 17- Celebration</i></p>	<p>6. Today we will celebrate the ways that we are different and special by sharing our poems with each other.</p>
<p><b>Skills (Students will be able to...)</b></p>	
<ul style="list-style-type: none"> <li>● Social groups are two or more people who interact with one another, share similar characteristics, and collectively have a sense of unity</li> <li>● Discrimination is the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, religion, gender, or sexuality.</li> <li>● Microaggressions are indirect, subtle, or unintentional acts of discrimination against members of a marginalized group.</li> <li>● Identify social groups to which they belong</li> <li>● Name social groups that intersect with others'</li> <li>● Understand the many different kinds of discrimination</li> <li>● Identify voices that have been left out of their understanding of history</li> <li>● Seek out different perspectives of social issues and historical events</li> <li>● Recognize historical instances of discrimination</li> <li>● Understand the implications of historical discrimination</li> <li>● Recognize and address microaggressions</li> </ul>	