

Day 1:

<https://2023.democracyweb.org/study-guide/majority-minority/study-question-s-activities>

Aim: How does injustice make a person feel?

Today we will look at: “Majority Rule, Minority Rights.” From the website.

Performance objective: Students will identify injustice by personally relating their own accounts of injustice and seeing injustice through the eyes of a victim.

Journal: Choose 1 and respond please. Happy Spring!

Think of a time when you have witnessed injustice. Did this injustice happen to you, or were you a witness? Were you the victim, on the sidelines, or part of the fight against it?

Give an example of injustice from history or media.

READING:

11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says. explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.

WRITING:

11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SPEAKING:

11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective: alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.

Can I do what the standards say I should be able to?

_____ Yes
_____ Almost
_____ With help
_____ Not really

QSSSA Strategy

Question	How would the victims want others to respond?
Signal	Thumbs Up
Stem	A victim would want others to respond by...
Share	Write a response down and share with a partner.
Assess	Group share

My response:

My partner's response:

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Abuses of Power and the Impact of Loss

The purpose of this simulation is to demonstrate how a victim might feel when an oppressor takes away their values. To make this simulation effective, the teacher must demonstrate the injustice through words and actions. Before the simulation begins, choose five students who will act as “oppressors” and explain the simulation to them. The oppressors will act by forcefully shredding the slips of paper that hold the students’ values.

1. Have the students write down the 10 things/ideas that matter the most to them in their life. This could be their family, their religion, perhaps their pet, or their friend or even something very tangible such as material possessions. We’ll call all these things we cherish “values” for the sake of this simulation.
2. Tell the students to imagine that these 10 slips of paper are all they have in the world. These are the things they value, they cherish, and believe will be able to last for a while. Share with the students that no matter where you live in the world, you always have values in your life that mean a great deal to you.
3. Transition into telling the students that sometimes these values are quickly taken away by violent oppression. *As you start to tell them about oppression, walk around the room and rip the students’ slips of paper to shreds, one by one. The purpose is to demonstrate the force of taking away their values.* Tell them that in this lesson series, we will be learning about injustice that seems so far away yet is very near and close to us because the ones who are suffering have values just like us. Tell them that we will be learning about slaves who are subject to hours and hours of grueling work without pay. Tell them that we will be learning about young victims who are kidnapped from their homes and unable to see their families again. Tell them about the victims who face hurtful words and physical abuse every day. Tell them that oppressors, not just one oppressor, but many oppressors who have power abuse those who are poor and vulnerable. *As you say this, look at the five students you have chosen to be the “oppressors” and they will also go around the room to shred the students’ slips of paper with force and with “anger.” The effect is that the students should feel that their values are being forcefully taken away from them.*
4. Continue talking about injustices in this world as the “oppressors” continue to shred the papers. When you are finished, ask the oppressors to pick up their values and stand in the front of the room. By this time, the rest of the students should only have a few slips of paper left.
5. Have the students open up their remaining slips of paper to find what they have left. Perhaps some of the students may only have their friend or their house left, but their family, love, and hope is taken away.
6. After the students look at their remaining slips, have them write down their reactions to the loss they have experienced as if the only things remaining was what they had left in the world. Have the oppressors look at their values and see how many values they still hold and ask them to read them out loud to the group to give the full effect that the oppressor still holds the power. Have the oppressors sit down and write down their feelings on being the oppressor and shredding people’s values.

7. After the students have finished writing, share about what they have written and what values they had left at the end. Have them relate this simulation to victims in the world who are suffering and who have lost their own values due to oppression. Ask them who they wish would protect their items.
- 8.

Day 2:

<https://2023.democracyweb.org/study-guide/majority-minority/study-questions-activities>

Aim: What should we do with the knowledge that we have about injustice?

Today we will look at: “Majority Rule, Minority Rights.” from the website.

Performance objective: Students will be able to reflect and respond to one another’s thoughts on injustice and their current worldview through class discussion and sharing.

Journal: Choose 1 and respond please. Happy Spring!

What is meant by a “worldview?” What is your world view?

Give an example of injustice from social media that is not getting the attention you think it should.

READING:

11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says. explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.

WRITING:

11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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_____ Not really

A worldview is defined as “your perspective of the world” or your “framework of ideas and beliefs through which you interpret the world and interact with it.”

QSSSA Strategy

Question	What is the peril of indifference?
Signal	Thumbs Up
Stem	The peril of indifference is...
Share	Write a response down and share with a partner.
Assess	Group share

My response:

My partner's response:

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“Perils of Indifference” by Elie Wiesel (<http://www.historyplace.com/speeches/wiesel.htm>)

We are on the threshold of a new century, a new millennium. What will the legacy of this vanishing century be? How will it be remembered in the new millennium? Surely it will be judged, and judged severely, in both moral and metaphysical terms. These failures have cast a dark shadow over humanity: two World Wars, countless civil wars, the senseless chain of assassinations -- Gandhi, the Kennedys, Martin Luther King, Sadat, Rabin -- bloodbaths in Cambodia and Nigeria, India and Pakistan, Ireland and Rwanda, Eritrea and Ethiopia, Sarajevo and Kosovo; the inhumanity in the gulag and the tragedy of Hiroshima. And, on a different level, of course, Auschwitz and Treblinka. So much violence, so much indifference.

What is indifference? Etymologically, the word means "no difference." A strange and unnatural state in which the lines blur between light and darkness, dusk and dawn, crime and punishment, cruelty and compassion, good and evil.

I used to think injustice happened in the world because...	Now I think injustice happened in the world because...
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Self reflection:

How aware were you of these issues before we started our lesson series? How did you connect your prior knowledge to what you know now?

What parts of the lesson do you wish we had discussed more in depth? What else would you like to know about modern-day injustices?

Day 3:

<https://2023.democracyweb.org/study-guide/freedom-of-expression/essential-principles>

Aim: How can we act when encountering injustice?

Today we will look at: Freedom of Expression: Essential Principles from our website

Performance objective: Students will be able to research injustice issues and formulate a response.

Warm Up: Choose 1 and respond:

Do students have the same rights as adults?

Who wins in court when it is state government versus federal government?

READING:

RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.

WRITING:

11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SPEAKING:

11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.

CROWN Act-

Allege-

Put up 1 finger or 2:

- 1 finger if you control your hair, 2 fingers if your mom does.
- 1 finger if you have never been suspended, 2 if you have been suspended.
- 1 finger if you are surprised by discrimination in 2024, 2 fingers if nah.
- 1 finger if you believe the law works, 2 if (laughing emoji).

Read Aloud: What I Notice/What I Wonder:

<https://2023.democracyweb.org/study-guide/freedom-of-expression/essential-principles>

What does this section of the site say about:

- a) The right to self-expression
- b) The government's role in protecting the rights of citizens
- c) potential conflicts with other laws

QSSSA Strategy

Question	Do people get discriminated against due to hair?
Signal	Thumbs Up
Stem	People do/don't get discriminated against due to hair. An example is...(look on Google)
Share	Write it on a post it note.
Assess	Call on volunteers to share out while posting.

Article Review: The case of Darryl George

Take 3 minutes to read the article:

<https://apnews.com/article/locs-hairstyle-texas-crown-act-racial-discrimination-929f38ec279b672efd78ba61422f4ca8>

Making Connections	This case reminds me of... The issues in the case are just like...
Asking Questions	Which court has jurisdiction? What damages are the family seeking? 1. 0.
Sharing Reactions	The was not the 1st time this happened at the school, but the _____ time. The school district is arguing the students don't have_____. This makes me feel:
Highlighting Key Information	Legal issues: Criminal or Civil? Who versus whom?

3-minute pause:

Choose 1 sentence stem and complete please.

I changed my attitude about...

I became more aware of...

I was surprised about...

I felt...

I related to...

I sympathize with...

