

**Red Scarf Girl**  
**Social Structure and Justice**

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## **Unit Developmental Responsiveness**

### **Rationale**

The curriculum theme for this integrated unit focuses on Social Structure. Studying social structure is appropriate for early adolescents because students can make connections between what they learn about social structures (ie. class systems) and their concerns about social status with peers (Beane, 1993). The curriculum for early adolescent students should be relevant, challenging, integrative, and exploratory in order to best meet the needs of early adolescents. For a curriculum to be relevant, it has to provide students the opportunity to answer questions they may have about themselves, the content, and the world (NMSA, 2003). Beane points out that early adolescent students are concerned with who they are and how they fit in to society. As educators, we need to address these concerns by helping students explore their values, morals and ethics in regard to social institutions. He also states that some social issues that would be within the framework of general education would include study of political processes and structures that have liberated and oppressed particular groups of people (Beane 1993).

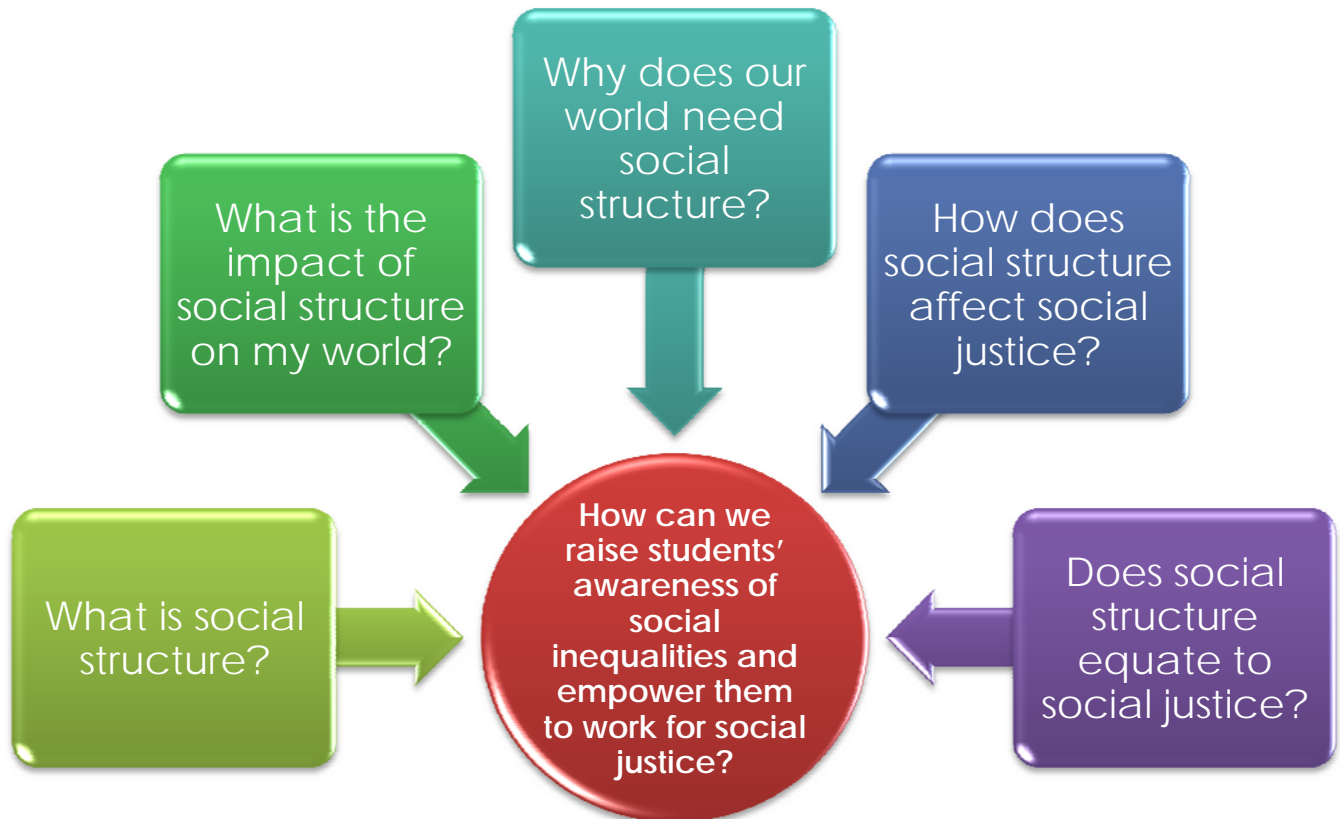
The North Carolina Standard Course of Study for seventh grade Social Studies relates to the curriculum theme of social structures. In Social Studies, students will study different forms of government in Africa, Asia, and Australia looking specifically at the effectiveness of each type of government. Students will also identify ways in which governments deal with issues of justice and injustice and will examine the rights, roles, and status of individuals and assess their importance in relation to the general welfare. Since this is an integrated unit, students will also draw in aspects of Language Arts, Math, and Science in order to make

connections between disciplines and to their own lives. Participation in a service learning project will help students better understand the world in which they live. Early adolescents are “real people living out real lives in a very real world” (Beane, 1993). Exposing students to problems involving social structures in their community provides them with a way to develop social action skills which are critical to their development.

The overarching goal of this unit is to provide students with learning opportunities so they will know how to raise other students’ awareness of social inequities and empower them to work for social justice. This goal stems from the theme of social structure and justice, which emerges from the intersections of personal and social concerns, the skills necessary to explore those themes, and the concepts of democracy, human dignity, and cultural diversity (Beane, 1993).

## Curriculum

### Unit Essential Questions



### Unit Theme Generalizations or Understandings

- Societies have hierarchies, levels where some people are regarded as superior for some reason or other.
- Complex social ranking is called social structure.
- Social structure is embedded in our subconscious bias.
- Social structure is independent of every culture.
- Social structure is based on a culture's individual history.

- Social structure is a complex system of decisions made as a result of historical events and decisions.
- Social structure affects global and social interactions.
- Social structures have predictable patterns.
- Social structure exerts forces that shape a culture's identity and behavior.
- Social structure affects economics, gender roles, politics, families, schools, and race.
- It takes a revolution to formally abolish social structure but centuries to change societal beliefs about social structure.
- Social structure is not always just or fair.
- In order for social structure to be just or fair we must embrace diversity among the world and implore democracy.
- Social structure attempts to maintain order and control.
- Maintaining order and control over others is not just.
- Maintaining order and control is undemocratic.

## Week 1

### Block 1

- Launching Activity and graffiti board introduction
- Propaganda Techniques
- Da-zi-bao

### Block 2

- Economics: Purchasing Power, Literacy Rate, Life Expectancy
- Income Levels and Social Class: Is It All About Cash?

### Block 3

- Concept Development
- Questioning order
- Literature Circles

### Block 4

- People Like Us
- Service Learning Project

## Week 2

### Block 1

- Morning Sun video
- Reporting the News
- Social Action

### Block 2

- The Nightmare of Payday Loans
- Be Careful When You "Rent to Own"

### Block 3

- NY Times article activity
- Social justice quotes critical stance
- Literature Circles

### Block 4

- Media analysis Pursuit of Happiness video clips and understanding motive.
- Making Inferences...using propaganda posters
- Service Learning Project

Week 3

Block 1

- Argumentative Writing
- Whose perspective is it? RAFT activity

Block 2

- Can I Afford To Buy That House?
- Why did the Bank take my House?

Block 3













- Literature Circles
- Concept Development

Block 4

- Service Learning Project
- Culminating Activity



## Explanation of Learning Events and Learning Objectives

NCSCOS Objectives	Activity				
<p><b>Language Arts</b></p> <p>1.02 Respond to expressive materials that are read, heard, and/or viewed by generating a learning log or journal.</p> <p>3.01 Explore and analyze argumentative works that are read, heard and/or viewed by monitoring comprehension for understanding of what is read, heard and /or viewed, identifying the arguments and positions stated or implied and the evidence used to support them, recognizing bias, emotional factors, and/or semantic slanting, examining the effectiveness of style, tone, and use of language, summarizing the author’s purpose and stance, examining the importance and impact of establishing a position or point-of-view, making connections between works, self and related topics., drawing inferences, and responding to public documents (such as but not limited to editorials, reviews, local/state/national policies/issues).</p> <p>3.03 Study and create arguments that evaluate by understanding the importance of establishing a firm judgment, justifying the judgment with logical, relevant reasons, clear</p>	<p><b>Launching Activity</b></p> <p>The launching activity will serve a dual purpose. It will not only peek the students’ curiosity about what will happen next in the instructional unit, but will serve as a pre-assessment tool for teachers to gain an understanding of what pre-conceptions students have regarding social structures within society based upon gender, ethnicity, age and economic status. Information teachers gather from this pre-assessment will be useful in planning for the unit.</p> <p>Before students’ arrival, teachers will affix posters like the examples given below on the classroom walls. Directions will be given for students to listen as each poster’s text is read aloud and to then re-read each poster independently.</p> <p><i>Example:</i></p> <table border="1" data-bbox="592 886 1291 1209"> <tbody> <tr> <td data-bbox="592 886 760 1209">  <p>America is the only country with social structures.</p> </td> <td data-bbox="760 886 938 1209">  <p>All elderly people are considered to be part of America’s lower class.</p> </td> <td data-bbox="938 886 1107 1209">  <p>Homeless people can attend and graduate college.</p> </td> <td data-bbox="1107 886 1291 1209">  <p>A woman can be rich only if she has a man to enable her.</p> </td> </tr> </tbody> </table> <p>Students will be given stickers (two different colors representing myth and fact). Students will affix a sticker on each poster which represents their own personal belief regarding the statement as they conduct a gallery walk viewing each poster.</p> <p>Next, engage the class in a Paideia seminar discussion by posing several essential questions. [What is social structure? What is the impact of social structure on my world? Why does our world need social structure? How does social structure affect social justice? Does social structure equate to social justice?] If you are not familiar with Paideia seminar format you may find additional information at <a href="http://www.learnnc.org">www.learnnc.org</a> or <a href="http://www.paideia.org">www.paideia.org</a> . Fundamentals of Seminar can be found at <a href="http://www.sagepub.com/upm-data/9024_Hale_City_Ch_1.pdf">http://www.sagepub.com/upm-data/9024_Hale_City_Ch_1.pdf</a>.</p> <p>Students will most likely be surprised to discover the photo of the college graduate is a true homeless person. They will be asked to think and talk about what they learned regarding social structure in relation to race, gender, age and economic status and encouraged</p>	 <p>America is the only country with social structures.</p>	 <p>All elderly people are considered to be part of America’s lower class.</p>	 <p>Homeless people can attend and graduate college.</p>	 <p>A woman can be rich only if she has a man to enable her.</p>
 <p>America is the only country with social structures.</p>	 <p>All elderly people are considered to be part of America’s lower class.</p>	 <p>Homeless people can attend and graduate college.</p>	 <p>A woman can be rich only if she has a man to enable her.</p>		

<p>examples, and supporting detail and creating an organizing structure appropriate to purpose, audience, and context.</p> <p>4.03 Develop the stance of a critic by considering and presenting alternative points of view or reasons, remaining fair-minded and open to other interpretations, and creating a critical response/review of a work/topic.</p> <p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by reading literature and other materials selected by the teacher, engaging in small group discussions, taking an active role in whole class seminars, and analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences.</p> <p><b>Social Studies</b></p> <p>9.03 Identify the ways in which governments in selected areas of Africa, Asia, and Australia deal with issues of justice and injustice, and assess the influence of cultural values on their practices and expectations.</p>	<p>to independently investigate these findings further. For example, students could use an internet search engine to identify the homeless college graduate or find other places in the world which have a social structure (hopefully find Asia which is connected to the unit).</p> <p>After the discussion, students may respond by writing in a response journal, documenting and justifying their judgments.</p> <p><b>Graffiti Board</b></p> <p>In the classroom prepare a “graffiti” bulletin board for students to post ideas, generalizations, opinions, understandings etc... and interact with classmates as they discuss social structure and justice. Before each lesson refer to recent post and discuss in a class meeting format. Teachers may lead discussions using Paideia Seminar format.</p> <p><b>Assessment:</b></p> <p>Seminar Reflection Rubric</p>
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**Language Arts**

4.01 Analyze the purpose of the author or creator by monitoring comprehension for understanding of what is read, heard and/or viewed, examining any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques and understanding the effects of author's craft on the reader/viewer/listener.

**Social Studies**

9.03

9.04 Describe how different governments in Africa, Asia and Australia select leaders and establish laws in comparison to the United States and analyze the strengths and weaknesses of each.

10.01 Trace the development of relationships between individuals and their governments in selected cultures of Africa, Asia, and Australia, and evaluate the changes that have evolved over time.

**Propaganda Techniques**

Students will analyze propaganda techniques, their effects on social structure and write a persuasive essay that synthesizes information from their explorations of propaganda. Students will use [www.readwritethink.org](http://www.readwritethink.org)'s brainstorming tool to organize their thoughts and then produce an essay. Follow lesson plan titled Propaganda Techniques in Literature and Online Political Ads provided at <http://www.readwritethink.org>.

**Da-zi-bao**

In an effort to gain a better understanding of the virtual brainwashing power Mao Zedong (Tse-tung) had over the masses of China, students will first research the charismatic nature and persuasive measures of the man himself. Research propaganda sayings and facilitate discussion. Discuss the difference between facts and opinions. Students will create propaganda posters, display them and be given two different color dots. One symbolizes true/fact, and the other false/opinion. Students will take a gallery walk placing stickers on each poster representing their own ideas. After the gallery walk students can write a reflection of their learning and justify their thinking. Students must relate their reflection back to an essential question or generalization based on social structure or justice.

Cite other instances in world and U.S. history when propaganda has been used toward political ends. Include examples of strong language in the American press today.

<p><b>Social Studies</b></p> <p>6.01 Describe different levels of economic development and assess their connections to standard of living indicators such as purchasing power, literacy rate, and life expectancy.</p> <p><b>Technology</b></p> <p>1.09 Demonstrate knowledge that spreadsheets are used to process information in a variety of settings (e.g., schools, government, business, industry, mathematics, science).</p> <p>1.10 Use spreadsheet and graphing terms/concepts to present and explain content area assignments.</p> <p>1.11 Cite sources of information used in content area spreadsheets.</p>	<p><b>Economics: Purchasing Power, Literacy Rate, Life Expectancy</b></p> <p>Students will research, in small groups, how standard of living indicators such as purchasing power, literacy rate, and life expectancy connect to economic development. Students will develop a program to hypothetically impact/change social structure or justice by using a mock \$50,000 grant to help sustain economic development of a chosen area. Students will create a spreadsheet to report information gathered from research and cite it appropriately using APA or MA format.</p>
<p><b>Social Studies</b></p> <p>5.03 Explain how the allocation of scarce resources requires economic systems to make basic decisions regarding the production and distribution of goods and services, and evaluate the impact on the standard of living in selected societies and regions of Africa, Asia, and Australia.</p> <p><b>Math</b></p> <p>4.01 Collect, organize, analyze, and display data (including box plots and histograms) to solve problems.</p>	<p><b>Income Levels and Social Class: Is It All About Cash?</b></p> <p>Students will research income levels and social class systems for self selected countries in Asia. Students will report findings to the class by organizing information using spreadsheets. Students will have the opportunity to: apply understanding of graphing and graph interpretation, apply understanding of percentages and their calculation, set up a spreadsheet and do calculations using columns, reason from data.</p>

<p>4.02 Calculate, use, and interpret the mean, median, mode, range, frequency distribution, and inter-quartile range for a set of data.</p> <p>4.03 Describe how the mean, median, mode, range, frequency distribution, and inter-quartile range of a set of data affect its graph.</p> <p>4.04 Identify outliers and determine their effect on the mean, median, mode, and range of a set of data.</p> <p>4.05 Solve problems involving two or more sets of data using appropriate statistical measures.</p>	
<p>This model of instruction will reinforce <b>all</b> subject area objectives introduced.</p>	<p><b>Concept Development (Hilda Taba Teaching Strategy)</b></p> <p>In concept development, students classify data and support their classifications. Concepts are formed, clarified, and extended as students look for similarities and differences, label groups in different ways, regroup items in different ways, and give reasons for groupings. Students perform these operations for themselves and teachers help support discussion that will foster the conceptual development of the students.</p> <p><u>Steps for Concept Development</u></p> <ol style="list-style-type: none"> <li>1. Listing: students list information and determine what is relevant or irrelevant data</li> <li>2. Grouping: Students look for common attributes and put items together based on commonalities.</li> <li>3. Labeling: a synthesizing process in which a student must find a word or phrase to express the relationship among diverse items.</li> <li>4. Subsuming: provides other opportunities to see different relationships and new attribute of the items. This step helps students see hierarchies in the relationships.</li> </ol> <p><u>Concept Development for Social Structures</u></p> <p>To begin the discussion, the teacher divides students into small groups of 4-5 students. The task of each group is to write down as many words or phrases as they can think of that relate to the curriculum theme of social structure. Each word or phrase is written</p>

	<p>on a slip of construction paper. Give the groups 5-10 minutes to complete this part of the task. Once the time is up, have each group choose a spokesperson to share the words and phrases for their group. Each group has to be able to defend their “data” as relevant to the discussion. The group as a whole can accept or refute the data. Each group shares their data. Once all data has been shared, groups use all of the relevant data to look for similarities and group data into categories. Each group shares their categories and must defend their choices for categories. Each category is given a label that shows the relationship between the data included in the group. When all categories are named, students look for relationships between categories and give a name to the newly made categories (subsuming). From these categories, students can make generalizations that relate to the concept of social structures.</p> <p>This activity can be done at the beginning or the end of a unit, or used at both the beginning and end. By doing it twice, teachers and students can evaluate the growth of the class based on the knowledge they show during the development stage.</p>
<p><b>Social Studies</b></p> <p>10.02 Identify various sources of citizens' rights and responsibilities, such as constitutions, traditions, and religious law, and analyze how they are incorporated into different government structures.</p>	<p><b>Questioning order and writing for change</b></p> <p>Students will develop an awareness of hierarchical ranking in language and examine assumptions about gender. Students will brainstorm list of gender order words such as, Jake and Jill, Romeo and Juliet, male, female etc... ). Students will be asked to reverse the order of the words, discuss and write a reflection on perceptions and assumptions when order changed and what the inherent assumptions are when the male pronoun or noun is in the first position. Students may also reflect on personal relationships.</p>

## Language Arts

1.01 Narrate an expressive account which creates a coherent organizing structure appropriate to purpose, audience, and context, orients the reader/listener to the scene, the people, and the events, engages the reader/ listener by establishing a context and creating a point of view, and establishes the significance of events.

1.02

1.03 Interact in group settings by responding appropriately to comments and questions, offering personal opinions confidently without dominating, giving appropriate reasons that support opinions, and soliciting and respecting another person's opinion.

1.04 Reflect on learning experiences by analyzing personal learning growth and changes in perspective, examining changes in self throughout the learning process, and determining how personal circumstances and background shape interaction with text.

2.01 Respond to informational materials that are read, heard, and/or viewed by monitoring comprehension for understanding of what is read, heard and/or viewed, analyzing the characteristics of informational works,

## Literature Circles

Students will participate in literature circle discussion based upon self selected books from the following selection:

Children of the River by Linda Crew

China's Son: Growing Up in the Cultural Revolution by Da Chen

English by Wang Gang

Farewell to Manzanar by Jeanne W. Houston and James D. Houston

Homeless Bird by Gloria Whelan

Red Land Yellow River: A Story from the Cultural Revolution by Ange Zhang

Red Scarf Girl : A Memoir of the Cultural Revolution by Ji-li Jiang

Revolution Is Not a Dinner Party by Ying Chang Compestine

Snow Falling in Spring: Coming of Age in China During the Cultural Revolution by Moying Li

When My Name Was Keoko by Linda Sue Park

For all books on this list the setting is Asia and central to discussions of social structure and justice. We have suggested different text for literature circles to accommodate different levels of reading ability.

Students will establish cultural awareness and historical references. Students will take on roles such as, Discussion Director, Literary Illuminator, Succinct Summarizer, Word Wizard, Connector and Illustrator. Students must write a reflection after each assignment and relate their learning to social structure, justice and generalizations discussed in class and posted on the graffiti board. Refer to the literature circles sheet for additional handout for student job descriptions. It is suggested students record ideas, reflections, and responses to literature in their reading journal.

**Assessment:** Class created literature circle rubric

**Suggested End of Novel Projects:**

<http://www.wcpss.net/curriculum-instruction/resources/curriculum/ms/eng/gr7/q4g7/q4g7projects.pdf>

<p>summarizing information, determining the importance of information, making connections to related topics/information, drawing inferences and/or conclusions and generating questions.</p> <p>4.01</p> <p><b>Social Studies</b></p> <p>9.03 Identify the ways in which governments in selected areas of Africa, Asia, and Australia deal with issues of justice and injustice, and assess the influence of cultural values on their practices and expectations.</p>	
<p><b>Language Arts</b></p> <p>1.02</p> <p>1.03</p> <p>1.04</p> <p>2.01</p> <p><b>Social Studies</b></p> <p>9.03</p> <p>10.01</p> <p>10.03 Describe rights and responsibilities of citizens in selected contemporary societies in Africa, Asia, and Australia, comparing them to each other and to the United States.</p>	<p><b>People Like Us</b></p> <p>The teacher will prepare photos of different people representing various social classes (poor, rich, old, young etc...). Teacher will lead a discussion and survey student perspectives as she presents photos. Discussion may go as far as discussing the type of job, house, car etc... these people may have.</p> <p>Students will play the game Chintz or Shag found at <a href="http://www.pbs.org/peoplelikeus/games">http://www.pbs.org/peoplelikeus/games</a>. After playing the game divide students into groups to discuss the results, idioms (old money etc...), surprises, and perspectives about social class. Students will be asked to create a list of criteria for middle class in their community.</p> <p>Students should follow up their own thoughts about class in their community by visiting <u>Claritas</u> at the PRIZM web site (<a href="http://www.claritas.com/MyBestSegments/Default.jsp">http://www.claritas.com/MyBestSegments/Default.jsp</a>), which allows them to type in their zip code and see data about their community. Students can have a discussion comparing their perceptions with the real data and how the data affects marketing in a certain area based upon the audience. Students can select a zip code in areas surrounding their community and create an advertisement/ campaign to market an item to that area based upon the PRIZM data. Students should use the criteria they established earlier and the information the PRIZM site provides about income levels, professions, and consumption patterns as they decide what product people in their selected cluster might buy. They should also consider the PRIZM information as they decide how to pitch their product to the cluster, considering things like the price of the merchandise, a good setting for the ad, and what language to write</p>



	<p>the advertisement in.</p> <p>When they finish, they should be ready to explain how they integrated the criteria established earlier and the PRIZM data into their plan. The results of this activity would be reported to the whole class. Students can write a reflection explaining their opinion of marketing class and justify whether or not they feel it is just to target certain “classes”.</p>
<p>Guidance Goals 1, 2, 3, 7, 8 &amp; 9 Language Arts Goal 1</p>	<p><b>Service Learning Project</b> *see additional handout for description</p>
<p><b>Language Arts</b> 4.01 <b>Social Studies</b> 7.01 Identify historical events such as invasions, conquests, and migrations, and evaluate their relationship to current issues. 8.01 Describe the role of key historical figures and evaluate their impact on past and present societies in Africa, Asia, and Australia. 8.02 Describe the role of key groups such as Mongols, Arabs, and Bantu, and evaluate their impact on historical and contemporary societies of Africa, Asia, and Australia</p>	<p><b>Morning Sun Movie</b> Students will view this 2 hour movie to establish historical references for understanding the Great Proletarian Cultural Revolution (ca. 1964 –1976). Create a timeline with descriptions of major events that occurred during this time period.</p>
<p><b>Language Arts</b> 1.02 1.03 1.04 <b>Social Studies</b> 9.03</p>	<p><b>Reporting the News</b> After viewing The Morning Sun movie, imagine you are writing for a newspaper during the Cultural Revolution. Like the Chinese reporters from that time, it is mandatory that you show your support for Chairman Mao through the use of strong language and metaphors. You must think from the perspective of a reporter during this time period.</p>

**Language Arts**

2.01

3.02 Explore and analyze the problem-solution process by studying problems and solutions within various texts and situations, utilizing the problem-solution process within various contexts/situations, constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details and recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.

**Social Studies**

3.01 Identify ways in which people of selected areas in Africa, Asia, and Australia have used, altered, and adapted to their environments in order to meet their needs, and evaluate the impact of their actions on the development of cultures and regions.

3.02 Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization, and evaluate their significance to the global community.

3.03 Examine the development and use of tools and technologies, and assess their influence on the human ability to use, modify, or adapt to their environment.

3.04 Describe how physical processes such as erosion,

**Social Action**

Using excerpts from the text The Teen Guide to Global Action by Barbara Lewis and Out of Bounds: Seven Stories of Conflict and Hope by Beverley Naidoo and Desmond Tutu students will analyze ways other teens are changing their world for the better. Students will summarize self selected excerpt, conduct a semantic feature analysis and synthesize information using one of the following choices:

- a) Creating an infomercial
- b) Recording in a blog format
- c) Writing a letter to the class

<p>earthquakes, and volcanoes have resulted in physical patterns on the earth's surface and analyze the effects on human activities.</p>	
<p><b>Math</b></p> <p>1.01 Develop and use ratios, proportions, and percents to solve problems.</p> <p>1.02 Develop fluency in addition, subtraction, multiplication, and division of rational numbers.</p> <ul style="list-style-type: none"> <li>a) Analyze computational strategies.</li> <li>b) Describe the effect of operations on size.</li> <li>c) Estimate the results of computations.</li> <li>d) Judge the reasonableness of solutions.</li> </ul> <p>1.03 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.</p>	<p><b>The Nightmare of Payday Loans</b></p> <p>Payday loans are small short-term loans that charge astronomically high interest rates. These types of loans are a very dangerous trap and are not used just once like the industry claims they are. Payday loan stores open in poor neighborhoods and around military bases and take advantage of the people who can least afford to pay the interest. The lenders of payday loans are sometimes called loan sharks. Students will investigate how payday loans can quickly get consumers into trouble when they use this type of loan. Students will also investigate the difference in car loans, credit card loans and payday loans.</p>
<p><b>Math</b></p> <p>1.01</p> <p>1.02</p> <p>1.03</p>	<p><b>Be Careful when you “Rent to Own”</b></p> <p>Rent-to-own is a multi-billion dollar industry that sells television, refrigerators, washing machines, computers, and furniture by making loans that are paid weekly or monthly. The industry claims that it rents and allows the consumer to buy the rented item. The industry claims that consumers can stop making payments and return items. Consumer groups point out that most customers rent-to-own with the intent of eventually becoming the owner and rarely intend to rent the item for only a few weeks or months. Students will investigate how rent-to-own stores operate, and determine if using rent-to-own is the most responsible use of their money. Students will examine several different methods of obtaining money to purchase items and will assess whether the method is a</p>

	responsible choice.
<p><b>Language Arts</b></p> <p>1.01</p> <p>2.01</p> <p>3.01</p> <p>3.03</p>	<p><b>NY Times Article activity</b></p> <p>Read, discuss and respond to:</p> <p><u><a href="http://www.nytimes.com/1999/11/10/nyregion/lessons-does-social-class-matter-in-school.html">Does Social Class Matter in School?</a></u> By Richard Rothstein Published in NY Times: Wednesday, November 10, 1999</p> <p><u><a href="http://www.nytimes.com/1999/11/10/nyregion/lessons-does-social-class-matter-in-school.html">http://www.nytimes.com/1999/11/10/nyregion/lessons-does-social-class-matter-in-school.html</a></u></p> <p>Use Paideia seminar format to discuss the above article. Pay particular attention to tone, style, inferences, critical stance, and analogies. Encourage students to ask questions using Marzano’s question stems and use reading strategies such as “Say Something” or CROP QV [connections, reactions, opinions, predictions, questions and visualizations]. Also pay attention to argumentative writing (evaluation or problem/solution). Give a writing prompt focused on evaluating the novel or longer work. Make sure students make a firm judgment and support it with relevant reasons, examples, and supporting details. Have students do the critical response to literature for the writing folder. After discussion, allow students to post reflections on a blog. We suggest using <a href="http://www.gaggle.net">www.gaggle.net</a>.</p>
<p><b>Language Arts</b></p> <p>3.03</p> <p>4.03</p> <p><b>Social Studies</b></p> <p>9.03</p>	<p><b>Social justice quotes... take a stand!</b></p> <p>Collect several quotes about social justice. Present to the class using a Paideia seminar format. Have students select one thought provoking quote and write an argumentative essay defending or refuting the quote.</p> <p><b>Assessment:</b> Seminar Reflection Rubric and Reading Response Rubric</p>
<p><b>Language Arts</b></p> <p>1.01</p> <p>3.01</p> <p>5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through reading a variety of literature and other text (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems), analyzing what genre specific</p>	<p><b>Media Analysis Pursuit of Happyness video clips and understanding motive</b></p> <p>Have established literature circle groups make a chart that identifies five examples of strong language and metaphors used to describe the revolutionaries and the bourgeoisie. Can you tell how the writer feels about the people and the actions he or she describes?</p> <p>Have prepared clips from the movie Pursuit of Happyness and discuss how the use of strong language and metaphors to portray a story that empowers people to take action and seek justice.</p>

<p>characteristics have on the meaning of the work, analyzing how the author’s choice and use of a genre shapes the meaning of the literary work, and analyzing what impact literary elements have on the meaning of the text such as the influence of setting on the problem and its resolution.</p>	
<p><b>Language Arts</b></p> <p>1.02</p> <p>3.01</p> <p>4.01</p> <p>4.02 Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by using knowledge of language structure and literary or media techniques, drawing conclusions based on evidence, reasons, or relevant Information, and considering the implications, consequences, or impact of those conclusions.</p> <p><b>Social Studies</b></p> <p>7.01</p> <p>8.01</p> <p>9.03</p>	<p><b>Making Inferences... using propaganda posters</b></p> <p>Students will research propaganda used during historical events from Asia, Africa, and Australia and make inferences based upon the artwork. Students will analyze visual elements used to convey themes and perspectives.</p>
<p><b>Language Arts</b></p> <p>2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through identifying and using</p>	<p><b>Argumentative writing</b></p> <p>Students will examine the social, political, economic factors that contribute to poverty, analyze the concept of “class” by utilizing reference materials in order to write an argumentative writing sample (brochure, newsletter, infomercial etc...) justifying a generalization or understanding about social structure and justice. Students will receive mini lessons on proper citations and</p>

<p>appropriate primary and secondary sources, comparing, contrasting, and evaluating information from different sources about the same topic and evaluating information for extraneous details, inconsistencies, relevant facts, and organization.</p> <p><b>Social Studies</b></p> <p>6.01</p>	<p>bibliographies.</p>
<p><b>Language Arts</b></p> <p>1.01</p> <p>4.01</p> <p>4.02</p> <p>4.03</p> <p>5.01</p> <p>5.02</p> <p>6.01</p> <p><b>Social Studies</b></p> <p>7.01 Identify historical events such as invasions, conquests, and migrations, and evaluate their relationship to current issues.</p> <p>9.03</p> <p>10.02</p>	<p><b>Whose perspective is it? RAFT activity</b></p> <p>Give a brief book talk about the following books:</p> <p><i>A Song for Cambodia</i> by Michelle Lord</p> <p><i>Mei Ling in China City</i> by Icy Smith</p> <p><i>Out of Bounds: Seven Stories of Conflict and Hope</i> by Beverley Naidoo, Desmond Tutu</p> <p><i>When Justice Failed: The Fred Korematsu Story</i> by Steven A. Chin</p> <p>Allow students to determine their first, second and third choices. Then, as the teacher divide students into four groups. Once groups are determined introduce a <i>before</i> reading strategies from <a href="http://www.wcpss.net/curriculum-instruction/resources/curriculum/ms/eng/gr7/q4g7/q4g7d116.pdf">http://www.wcpss.net/curriculum-instruction/resources/curriculum/ms/eng/gr7/q4g7/q4g7d116.pdf</a>, <i>during</i> reading strategies from <a href="http://www.wcpss.net/curriculum-instruction/resources/curriculum/ms/eng/gr7/q4g7/q4g7d117-126.pdf">http://www.wcpss.net/curriculum-instruction/resources/curriculum/ms/eng/gr7/q4g7/q4g7d117-126.pdf</a> and <i>after</i> reading introduce the RAFT writing format. RAFT stands for Role, Audience, Format and Topic. Students brainstorm various roles, audiences, formats and topics to which they can write. Student will read aloud their writing piece to the class.</p>
<p>Math</p> <p>1.01</p> <p>1.02</p> <p>1.03</p>	<p><b>Can I afford to buy that house?</b></p> <p>Students will investigate how to purchase a house, how to determine if they have enough money to purchase the house, and how to determine how much a house payment will be. Students will examine gross income and net income and determine the amount of income needed to pay all living expenses.</p>

<p>Math</p> <p>1.01</p> <p>1.02</p> <p>1.03</p>	<p><b>Why Did The Bank Take My House?</b></p> <p>Students will examine the types of house loans and interest rates.</p> <p>Students will investigate how home loans are paid and will learn the difference in principal and interest payments.</p>
<p>All introduced objectives will be reinforced through this project via student choice.</p>	<p><b>Culminating Activity</b></p> <p>*see additional handout for description</p>

## Literature Circle Jobs

**Word Watcher:** While reading the assigned section, you watch out for words worth knowing. These words might be interesting, new, important, or used in unusual ways. It is important to indicate the specific location of the words so the group can discuss these words in context.

**Illustrator:** Your role is to draw what you read. This might mean drawing a scene as a cartoonlike sequence, or an important scene so readers can better understand the action. You can draw maps or organizational trees to show how one person, place, or event relates to the others. Use the notes area to explain how your drawing relates to the text. Label your drawings so we know who the characters are. **Make your drawing on the back of this page or on a separate sheet of paper.**

**Literary Illuminator:** You find passages your group would like to/should hear read aloud. These passages should be memorable, interesting, puzzling, funny, or *important*. Your notes should include the quotations but also why you chose them, and what you want to say about them. You can either read the passage aloud yourself or ask members of your group to read roles.

**Succinct Summarizer:** Prepare a brief summary of the day's reading. Use the questions to the right to help you decide what to include. In some cases, you might ask yourself what details, characters, or events are so important that they would be included on an exam. If it helps you to organize the information, consider making a numbered list or a timeline.

**Connector:** Your job is to connect what you read with what you study in this or other classes. You can also connect the story with events in your own life or the world outside school as depicted in the news or other media. Another valuable source of connections is books you've already read this year. Connections should be meaningful to you and those in your group.

**Discussion Director:** Your role demands that you identify the important aspects of your assigned text, and develop questions your group will want to discuss. Focus on the major themes or "big ideas" in the text and your reaction to those ideas. What interests you will most likely interest those in your group. You are also responsible for facilitating your group's discussion.

*Students will write their notes for their job in a reading response journal. Students will also write a reading response letter to their teacher after each assignment. Students will be evaluated using a rubric developed and agreed upon by the class.*



## **Culminating Activity**

For the unit's culminating activity, students will showcase their understandings of social structures and social justice by creating a series of newspapers. Students will be placed into small groups of three or four participants by teaching staff. Staff will select one student from each literature circle group for each newspaper group. This method of grouping will encourage discussion and promote critical thinking among each small group as each member will bring a different array of knowledge to the culminating activity.

The newspapers will also promote opportunities for exploration in many of James Beane's targeted Middle School Curriculum Skills (1993) including reflective thinking, identifying critical ethics, problem solving, valuing others, building self-esteem, acting upon social action skills, and searching for meaning. The culminating activity will also encourage students to apply their understandings into a "real life" context while sharing the knowledge creatively.

Staff will guide each group in this culminating activity; however, each group will be responsible for the execution and completion of each step. Each step, along with the newspaper production rubric, will further support each student. Each group will also select an "editor" and assign responsibilities as necessary. For the culminating activity, each group will:

1. Plan the newspaper
2. Write news stories (articles)
3. Write feature stories (articles)
4. Write an opinion article (editorial)
5. Creating advertisements
6. Publish the newspaper

Students will be encouraged to follow the guidelines for creating a classroom newspaper established by the American Newspaper Publishers Association Foundation and the International Reading Association. After all newspapers are published, each group will share with peers, teachers, school staff, and parents. Students will also be encouraged to share with others who might be interested in their studies.

## Service Learning

### Service-Learning Project: “Read for Feed”

\*\*\*Designed using segments of Maryland's Seven Best Practices for Service-Learning

#### 1. Plan ahead for service-learning

⇒ An action plan should be put in place before a service-learning project is proposed to students. Teachers should plan collaboratively with each other to ensure the project will meet certain curriculum objectives. In addition, teachers should establish strong partnerships with community organizations which allow them to utilize those organizations effectively to make certain the project is worthwhile.

#### 2. Meet a recognized need in the community

⇒ After identifying and defining what social structures are, students will understand that some individuals within a certain social structure require assistance with the basic human need of obtaining food. The teacher proposes and explains the service-learning project titled “Read for Feed.” Students will utilize sources such as technology, school staff members (ex. guidance counselors), neighbors, community members, etc. to help complete a Proposed Project Planning Rubric (see example below) to determine if the project would be contributing to a worthy cause within their own community. They will be asked to return their planning rubrics within two days and the teacher compiles the data and shares with the class. **This unit assumes the students’ rubrics results revealed the project’s worth and therefore the teacher follows through with implementation. If the results did not reveal a worthwhile cause, new project ideas would be given for student consideration and input.** (Time allotment: approximately 3 days)

**Example:**

Proposed Planning Rubric for 'Read for Feed'

Ranking Criteria	1 (High)	2 (Medium)	3 (Low)	Comments
Need	X			Lots of people in my church are always asking for food donations.
Interest		X		This is what we have been learning about in class. I think it is kind of interesting.
Accessibility	X			My parents told me there is a food bank close to the school.
Appropriateness	X			The project makes sense. How we will collect food, deliver it to a food bank and actually work there distributing it fits with helping those people who are in need of food.
Time Frame	X			I think we can complete the whole project in four weeks.

### **3. Achieve curricular objectives through service-learning**

⇒ NCSCOS: Guidance Goals 1, 2, 3, 7, 8 and 9; Language Arts Goal 1

### **4. Equip students with knowledge and skills needed for service**

⇒ Teachers will employ several techniques to ensure students fully understand the issue they will be addressing: helping to feed those who are hungry and do not have the necessary means to acquire food for themselves. First, students will be asked to read actual or online magazine, newspaper or journal articles to gain an understanding of how poverty is both a global and local issue and how other parts of the world, as well as their own community are dealing with that issue. Students will be asked to work in cooperative research groups to find out what community agencies in the area are currently combating this issue and where these agencies are located. In addition, they will be asked to gather data which estimates how many people in need are served by each of these agencies. Groups will be asked to record their findings in some manner (ex. power point, brochure, spreadsheet, etc.) and share the media they created with their peers. A self/ peer/ and teacher evaluation rubric will be used to assess this presentation. Finally, a guest speaker from the Greater Hickory Cooperative Christian Ministry will be invited to share with students how they provide emergency and crisis assistance to the working poor, homeless and indigent of Catawba County and discuss the partnership role they will serve with students in the implementation of the service-learning project. They will act as the supportive community agency. (Time allotment: 5 days)

### **5. Develop student responsibility**

⇒ As students move to the next phase of the project, they will begin to develop more ownership, and the teacher acts mainly as a facilitator. Students will write a letter to be copied and distributed to family, neighbors, etc. to explain the project and ask for their support by becoming a sponsor of “Read and Feed.” Students will be held accountable for creating a reading log and documenting the number of minutes they spend reading each day during a one week period. Sponsors will agree to donate cans of food based upon the recorded reading minutes. For example, sponsors could pledge to give ten cans of food for each thirty minutes a student reads. Students will be given three days to obtain sponsors. They will be responsible for collecting and organizing names, phone numbers and pledge promises and keeping that information for future use.

When this information is secured, all students will begin reading for a period of one week, remembering to record reading time daily. Any kind of reading is acceptable both in and out of class—textbook, magazine, online, etc. At the end of the one week period, students will be responsible for totaling the number of minutes read and deciding how many cans they will need to collect from each sponsor. Students will be given three days to collect the canned food from their sponsors and write participation thank you notes to them. After all students have brought their collected cans to school, students will organize the food as directed by the guest speaker (ex. sort by vegetables, boxed items, etc.). As a class, students will travel to the Cooperative Christian Ministry to deliver the food and follow the staff’s directions as to where it should be placed. While visiting this site, they will engage in

a tour of the facilities to become familiar with additional services available to people belonging to a lower economic class. Some of these include a free health clinic, free pharmacy, work and ride program and clothing center. Students could be encouraged to think of how they could further this project and perhaps volunteer their own time outside of school. Many opportunities are available here such as packing food boxes, breaking down boxes, cleaning, stocking shelves, sorting food and sorting merchandise at the Thrift Store. All of these tasks are appropriate for students at this age level. Some advanced students might even wish to volunteer as a cashier or a merchandise pricer at the Thrift Store. Students who wish to volunteer will be asked to obtain parental consent and assistance to download, complete and mail a volunteer application available on CCM's website. [http://www.ccmhickory.com/volunteers\\_get\\_involved.html](http://www.ccmhickory.com/volunteers_get_involved.html) ( Approx. time allotted: 14 days)

### **6. Reflect throughout the service-learning experience**

⇒ Students will more fully understand the connection of their schoolwork to the service work they performed if given the opportunity to reflect about the experience. While participating in this project, students will be asked to maintain a folder of all the documents they created (media example, sponsor letter, communication log, reading log, etc.). They will also be asked to complete a self-evaluation rubric which allows the students to explore the cycle of: What & Why? So What? and Now What? (See below) This evaluation will be placed in the folder also. The teacher will be able to use the folder's contents as summative assessment data for the service-learning project.

#### Service Learning Project Self-Evaluation

What was my best service action and what are my reasons for choosing that action?

What was my most valuable insight from the service project and what are my reasons for focusing on that insight?

What did I already know about the project that connected to my new learning?

What are three things I want to remember from the project?

What service skill do I most want to improve next time I do a project? Why is it valuable?

## Seminar Reflection Rubric

Name: \_\_\_\_\_ Text: \_\_\_\_\_

**Self-Evaluation:** Consider your experience and participation in today's seminar. Using the scale below, evaluate yourself.

1=not today 2=occasionally 3=often 4=frequently 5=always

Behavior	Rating
<b>Conduct</b>	
• I looked at the person speaking and listened to learn.	1 2 3 4 5
• I waited for my turn to speak.	1 2 3 4 5
• I was polite.	1 2 3 4 5
<b>Listening</b>	
• I looked at the person speaking. I asked questions about what was being said.	1 2 3 4 5
• I talked about what I had heard.	1 2 3 4 5
<b>Speaking</b>	
• I spoke clearly with an appropriate voice level.	1 2 3 4 5
• I expressed complete thoughts.	1 2 3 4 5
• My comments related to the text, the speech, the questions, or previous statements.	1 2 3 4 5
<b>Critical Thinking</b>	
• My response reflected listening to the text/speech and going beyond it.	1 2 3 4 5
• If applicable, I explained why I disagreed with another participant and supported it with the text.	1 2 3 4 5
• I made statements that indicated an application to real-world situations.	1 2 3 4 5

What lingering thoughts do you still have about the text and/or discussion? (you may do this on the back)

## Reading Response Rubric

Together teachers and students will develop criteria to be evaluated and key content required for reflections and reading responses.

<i>Rubric for Literary Reflections</i>	Minimal 1	Developing 2	Adequate 3	Excellent 4
<b>HOLISTIC SCORE _____</b>				



# Newspaper Rubric

Newspaper Components	Does Not Meet Expectation (0)	Meets Expectation (1)	Exceeds Expectation (2)
Prepare your copy for the newspaper	Does not include written articles	Articles are in story form and placed in columns. All handwritten articles are shrunk on a photocopier, properly fitted into columns, and readable.	Articles are in story form and placed in columns. All articles are typewritten, properly fitted into columns, and readable.
Prepare your artwork for the newspaper	Does not include artwork	Includes drawings - All pencil drawings have been traced in a dark pen and are easily visible.	Includes a variety of artwork including photos, drawings, and /or clip art. All artwork is easily visible.
Lay out and paste up your front page	Front page is missing	The newspaper's title is visible. Articles and drawings are included on the front page.	The newspaper's title is visible. Articles and a variety of artwork are included on the front page. The front page includes an index.
Lay out and paste up the inside pages of your newspaper	Inside pages are missing	Ads are placed on the bottoms of the inside pages. Articles, feature stories, and opinion pieces are placed on the tops of the inside pages. Some artwork is included.	Ads are placed on the bottoms of the inside pages. Articles, feature stories and opinion pieces are placed on the tops of the inside pages. Artwork is included. All inside pages are numbered.
Print your newspaper	Newspaper is not copied	Newspaper is copied and all pages are in order.	Newspaper is copied, all pages are in order, and a staple holds all pages together.
Distribute your newspaper	Newspaper is not shared with others	Newspaper is shared with all team members.	Newspaper is shared with all team members, other teachers, administration, and others chosen by your group.

## Resources

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