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| Teacher:  | **Subject/Grade:** Social Sciences/ Middle School |
| **Objective/Standard:** Social Inequalities and Solutions | **Materials:** Access to book, pencil, paper |
| **Length of Lesson:** 2 weeks (spending about 30 min a day to work on all aspects of the lesson) | **Goal:** Understand the idea of social inequalities and be able to not only recognize them in everyday life, but also be able to form their own solutions.  |

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| **Engage:** Each kid start with watching video and answer the following question:<https://www.youtube.com/watch?v=nCS7Rus4_-Y>“How can we use the ideas of equality and equity together to fix problems we see in everyday life? Give real world examples and solutions in your answer.” Have the kids write their responses on paper as the questions are read aloud. Distribute unevenly around the classroom a piece of candy or substance the kids may want. Give each kid a different amount and keep majority to yourself. Ask them questions about the fairness of the situation and how they feel about the amount they have. Have a discussion about the idea of fairness in the situation and ask them how the object should be distributed. Then change the idea of the discussion and have the candy represent income, access to healthcare, housing situations, etc. Ask questions about fairness and the equality in the situation and facilitate a discussion.  |
| **Explore:** *Ask kids to reshare answer from video and generate a small discussion. Redefine Equity and Equality both verbally and visually one more time.* *What does it mean to be unequal? Have each student give own definition and compare/contrast as you hear each response around the room.* *Give examples of unequal things or problems: Starting with very basic tangible things (like equal based on weight or number) then building up to more social inequalities ideas (like differences in pay based on gender) Have the kids pick out the problem as you explain and build.* |
| **Explain:** (Occurs throughout the 2 week time frame) *Explanation of situations where things may be visually unequal vs. Non-tangible ideas of social inequalities. Follow with the definition of social inequalities and a short presentation on what it means and why it matters to the students. Presentation may include introduction or may address topics such as poverty, gender gaps, environmental racism, disability discrimination. (Present Lecture Style)**Provide them with a list of vocabulary words they may need for the lesson based on how you go about each aspect of the plan. Examples may include: stakeholders, injustice, racism, poverty, etc.**Give real examples on worksheet of social inequalities or read aloud. Have them address through individual writing or in groups the different stakeholders in the problem, the role they play, and what about the situation in unequal.**In groups, give them each a social inequality in a specific location (These can be real world examples that have already occurred.) Have each group develop a potential solution and present their idea to the class. After each presentation, take a few minutes and have a full class discussion on the strengths of their solution, any feedback, and any other possible solutions or ideas to build upon.*  |
|  **Elaborate:** (This will be given on start date and due on the last day of the first week. Make sure to give reminders throughout the time frame and check in on progress. This will be a start to the **Evaluate** section.) *Have them try and make a list of 10 detailed social inequalities they see every day that relate to their life in some way. Write a paragraph describing the social inequality and describe one or more possible solutions to the issue.* |
| **Evaluate:** (This will be given on start date and due on the last day of the lesson. Make sure to give reminders throughout the time frame and check in on progress. Also give a few minutes of work time in class.) Have the students pick one social inequality and possible solution. Give the students a list of potential projects they can choose from to convey their solution. Ideas of projects include: making a 3D model or representation using any materials they can find, make a slide show presenting their solution as a business plan, make a piece of art and write a one page paper to explain and accompany it, write a poem or song, make their own video and give a lecture based lesson about the issue and possible solution, etc.  |

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