

Unit Title: Addressing Injustice

Grade Level: 8th Grade

Subject Area: Global Studies

Duration/Length/Number of class periods: Year-long theme; specific lesson 3 days.

Description: In January after looking at South America, Asia, and Eastern Europe students will create a persuasive speech and record it as a podcast outlining the injustice in one of the areas of the world and give a compelling argument of what can be done to address this injustice. The compelling argument will address three levels of global citizenship: 1. What can I do? 2. What can my community do? What can the United States do?

Established Goals (National, State, Local):

MN Standard: 8.3.4.10.3: The meaning, use, distribution, and importance of resources changes over time.

MN Standard: 8.3.3.5.1: The characteristics, distribution and migration of human populations on the earth's surface influence human systems. (cultural, economic, and political systems)

MN Standard 8.1.5.11.1: International political and economic institutions influence world affairs and United States policy.

What Enduring Understandings are desired?

1. Injustice takes on many forms (racial, economic, gender, educational) and exists in all parts of the world.
2. Addressing injustice means actively listening to dissenting viewpoints and being willing to adjust your premise through the lens of another.
3. Addressing injustice means acting as a change agent personally, locally, and globally.

What Essential Questions will be considered?

1. What constitutes injustice?
2. What has caused the injustice? (historical)
3. What perpetuates the injustice today?
4. What should be done about this injustice in the world today?

Students will know / be able to:

1. Identify areas of injustice in the world today.
2. Develop a premise of what can be done to address this injustice.
3. Analyze dissenting viewpoints related to their premise.
4. Amend the premise showing a global perspective.
5. Present their findings through their own voice.

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Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Brainstorm in groups themes of injustice. In person, use sentence starters. If Distance Learning, add ideas on Padlet.			X		Padlet	Padlet	
Choose an area of study and develop a premise. Using a textbook and a web search, students will do further research.	X						3.a 3.b
Share rationale in cooperative groups collecting dissenting view points. Students will give them one or two points to record in Notability.				X	Random Group Generator		7.a 7.b 7.c
Revise premise showing a global perspective. This could be done digitally, show up in the notes submitted, done in Poplett, or recorded while students are giving the speech.	X			X			3.c 3.D
Create a podcast addressing injustice in a persuasive manner. The grading rubric takes them through the steps of what they must included: very short voice piece to hear the passion in the voice.		X			Schoolology	Schoolology	6.c 6.d
Assignment and Rubric Sheet							

Materials, tools and resources: Ipad, Schoology, Google Drive, WWW, and lesson instruction sheet.
Unit Plan Author Sarah Darling, Worthington Middle School, sarah.darling@isd518.net
Additional credit given to: