

Name: Jenn Clark

Date: 7/12/2023

Subject: Global Community Citizenship

Topic: Equity, Fairness, & Social Justice For All

Grade level: 9th Grade

Group size: 20-25 students

Class Time: 2 class periods (72 minutes)

Learning Objectives: I can advocate for a community that ensures fairness and promotes a sense of belonging.

Focus Question: How do we ensure fairness when confronted with situations that exhibit bias?

Standards Addressed:

CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Content Standard(s): T.T. JU.11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Concepts and/or Vocabulary:

Equity

Equality

Social Justice

Volunteerism

Mentoring

School and Community Leadership

Changemaking

Documenting

Lesson Introduction:

Skill Development: Use the “Step Inside” Artful Thinking routine to evaluate [these images](#).

Then ask students to consider the quote, “fair isn’t always equal.” How does this quote relate to the images? Do you agree with this quote? Provide other examples of when the fair isn’t always equal. Ask students what responsibility community members have to help ensure that members of our community are treated fairly?

This [PPT](#) can be used for guiding the lesson

Instructional Procedures:

Activity 1 - Fairness, Equity, and Justice Scenarios:

Have students work in pairs or groups to complete [this activity](#) related to these scenarios. Review the student’s responses by placing each of the following choices on individual pieces of paper around the room: equality, fairness, equity, and/or social justice. Invite students to walk to their

answer for each example. Ask for volunteers to share their group's solution. Have students then brainstorm who in their community might not be treated with fairness, equity, and justice.

Activity 2 - Examples of injustices that occurred in the Mississippi Delta:

Teacher led discussion of the following people & events that occurred in the Mississippi Delta. Be sure to preface each person or event and discuss the meaning & impact after:

1. Poverty in Education - [Tallahatchie School District](#)
2. [Fannie Lou Hamer](#)
3. [Mound Bayou](#)
4. [BB King](#)
5. [Charles McLaurin](#)

Activity 3 - Blackout Poem:

After viewing the videos and discussing the impact of the people & events above, have students complete a [Blackout Poem](#) (AVID Strategy) in which their reflective illustrations within the texts bring their words to life.

1. [Poverty in Education](#)
2. [Fannie Lou Hamer](#)
3. [Mound Bayou](#)
4. [BB King](#)
5. [Charles McLaurin](#)

Closing Activity:

Day 1 - Students can share their answer to the question, "In what ways can we work to ensure OUR community is equal?"

Day 2 - Students can hang their Blackout Poems in the hallway for other students to walk around and view for a 'Gallery Walk'. Students can leave sticky note positive comments on the poems and images.