Social Studies Curriculum

Grade 12
Course Description

This course is designed to introduce students to the anthropological study of different cultures, including ways of comparing and contrasting the structures of social relationships and belief systems that operate in different cultural settings. We will explore ways of trying to understand the worldviews and belief systems of other peoples by studying each of those systems in their particular contexts, and then comparing and contrasting different cultures and the contexts in which they are situated.
# Anthropology

## PACING CHART

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Anthropology, Human Evolution, and the Origins of Culture</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>Culture and Society</td>
<td>6 Weeks</td>
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<td>Unit 3</td>
<td>Sex, Gender and family Kinship Groups</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 4</td>
<td>Social stratification, Class, Race, Ethnicity, and Racism</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 5</td>
<td>Religion, Myth, Magic</td>
<td>6 Weeks</td>
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</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Career Ready Practices

**CRP4. Communicate clearly and effectively and with reason.**
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5. Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
**Career Ready Practices**

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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<tr>
<th>Career Ready Practices</th>
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<tr>
<td><strong>CRP12. Work productively in teams while using cultural global competence.</strong></td>
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<td>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
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### Differentiated Instruction

#### Accommodate Based on Students Individual Needs: Strategies

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<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
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<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
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<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
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<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
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<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
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<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
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<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
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<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
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<td>Audio-taped books</td>
<td>Read directions aloud</td>
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<td>Color code materials</td>
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**Paterson Public Schools**

5
Enrichment

Accommodate Based on Students Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

_Suggested Formative/Summative Classroom Assessments_

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
**Social Studies Grades 9-12 New Jersey Core Curriculum Content Standards**

**A. Civics, Government, and Human Rights**

6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.


**D. History, Culture, and Perspectives**

6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment

**Science Standards**

5.3.12.E.4 Account for the evolution of a species by citing specific evidence of biological mechanisms.

**English Language Arts & History/Social Studies Grades 11-12 Common Core Standards**

**Key Ideas and Details:**

**RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure:

**RH.11-12.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

**RH.11-12.6** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

**RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Text Types and Purposes:

**WHST.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Production and Distribution of Writing:

**WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge:

**WHST.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
**WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research

<table>
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<th>Grade: 12th</th>
<th>Unit: 4</th>
<th>Topic: Social stratification, Class, Race, Ethnicity, and Racism</th>
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<tbody>
<tr>
<td><strong>CCCSS</strong></td>
<td>RH.11-12.1, RH.11-12.3, RH.11-12.4, RH.11-12.6, RH.11-12.7, WHST.11-12.2, WHST.11-12.4, WHST.11-12.6, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9</td>
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<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
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<tbody>
<tr>
<td>Identify and examine the causes of social stratification (i.e. families, classes, or ethnic groups that have unequal access to important advantages, such as economic resources, power, and prestige)</td>
<td>What might be some of the social consequences of large differences in wealth? Is an industrial or a developed economy incompatible with a more egalitarian distribution of resources? In a multiethnic society, does ethnic identity help</td>
<td><strong>Webquest:</strong> In groups of 2 students will complete a social stratification webquest. (see resources)  <strong>Journal:</strong> What does this quote mean? Do you agree? “The worst form of inequality is to try to make unequal things equal.” -Aristotle</td>
<td><strong>NYT Class Matters:</strong> An Overview <a href="http://www.nytimes.com/pages/national/class/index.html">http://www.nytimes.com/pages/national/class/index.html</a>  <strong>The beach: sun, sand, and inequality in the Dominican Republic</strong> <a href="http://www.csmonitor.com/World/Americas/2012/0411/The-beach-sun-sand-and-inequality-in-">http://www.csmonitor.com/World/Americas/2012/0411/The-beach-sun-sand-and-inequality-in-</a></td>
<td><strong>ELA Essay:</strong> Is it easier to attain wealth when you have prestige or to attain prestige when you have wealth? Write a 5-paragraph essay.</td>
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or hinder social equality?

Why do you suppose the degree of inequality has decreased in some countries in recent years?

| Compare and contrast open class systems to caste systems. (i.e. The American Dream and Caste system in India) | How do different societies demonstrate social structures?
| Who creates the social structures?
| What is the role of religion in class systems? | **Illustration:** Draw or sketch an artistic representation of the Caste System in India.

**Venn Diagram:** Compare the social structure in the U.S. to the caste system. Be mindful to include similarities between racism and the treatment of the untouchables.

**Untouchables National Geographic:**
http://ngm.nationalgeographic.com/ngm/0306/feature1/

**The Untouchables Documentary:**
https://www.youtube.com/watch?v=j31veR74gSo

**Shunned from society, widows flock to city to die:**

**PBS Social Class in America:**
http://www.pbs.org/program/people-like-us/

**ELA:** Write a movie or book review of the hunger games comparing the Caste system in India to that of the social structure in the Hunger Games (i.e. The Capitol, and the higher the district number, the lower standard of living, and the lower you are in the social structure pyramid.)
| Examine the historical and modern definition of slavery within various cultures.  
**Standard:** RH.11-12.3 6.1.12.A.3.h | What are modern implications of slavery?  
What are the moral justifications of slavery?  
How has human rights law impacted slavery? | **Venn Diagram:** Compare and contrast the Atlantic Slave trade and modern human trafficking.  
**Journal/Socratic Discussion:** “Most men today cannot conceive of a freedom that does not involve somebody's slavery.” -W. E. B. Du Bois  
Rewrite the above quote in your own words.  
**Haiti and the Dominican Republic: A Tale of Two Countries** [http://content.time.com/time/world/article/0,8599,1953959,00.html]  
**Kidnapped children sold into slavery as camel racers** [http://www.theguardian.com/world/2001/jun/03/peterbeaumont.theobserver]  
**Camel Jockeys popular Arab sport costs Pakistani children** | **Art:** Create an original work of art, painting, film, and sculpture. Poem, or song that depicts what you think it must feel like to live in bondage. |
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<td><strong>Standard:</strong> WHST.11-12.8 5.3.12.E.4</td>
<td>What factors led to the classification of the races?</td>
<td><strong>Journal:</strong> Rewrite the quote below: “The only difference between man and man all the world over is one of degree, and not of kind, even as there is between trees of the same species. Where in is the cause for...”</td>
<td><strong>ELA:</strong> Why does institutionalized racism assert there is a biological basis for race? Write a one-page microtheme.</td>
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<tr>
<td>Task</td>
<td>Details</td>
<td>Resources</td>
<td>Additional Resources</td>
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<td><strong>Appraise multiethnic societies and inequities associated with ethnic differences.</strong></td>
<td>What are common characteristics of multiethnic societies?</td>
<td><a href="http://www.princeton.edu/~achaney/tmve/wiki100k/docs/Ethnic_conflict.html">Ethnic Conflict</a></td>
<td><strong>Art:</strong> Create a poster that depicts multiculturalism in the United States.</td>
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<td>How do societies deal with ethnic differences in a political context?</td>
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<td>How have nations dealt with waves of immigration from specific ethnicities (i.e. Jews in Europe, Turkish in Germany, Japanese in Peru)?</td>
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<td><strong>Journal:</strong> Compare and contrast social and political reactions of immigration in the 1880s and immigration today.</td>
<td><a href="http://www.theguardian.com/world/2013/aug/13/china-muslims-xinjiang-death-sentence-uighurs">Muslims receive death sentence as ethnic conflict grows in Xinjiang</a></td>
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<td><strong>Oxford Style Debate:</strong> Do you believe that the United States is a true Melting Pot?</td>
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<td><strong>Explain the environmental factors that shaped the physical appearances of humans.</strong></td>
<td>What environmental factors led to the facial features of homo sapiens?</td>
<td><a href="http://articles.latimes.com/2013/jan/14/science/la-sci-india-australia-migration-20130115">DNA study sheds light on aboriginal Australians’ heritage</a></td>
<td><strong>ELA:</strong> In groups of 2-3 students. Create a poster depicting the rules of physical attraction in the cultures around the world.</td>
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<td>How did the Ice Age impact human appearance?</td>
<td><a href="http://www.slate.com/arts/health_and_science/science/2013/07/height_and_longevity_the_research_is">From DNA Analysis, Clues to a Single</a></td>
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<td>Is there debate surrounding the human</td>
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<td><strong>Standard:</strong></td>
<td>WHST.11-12.9</td>
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<td><strong>Evaluate the impact of ethnicity, religion, and race on conflict and warfare.</strong></td>
<td><strong>Group Activity:</strong> Have the class line up according to their height. Have the class discuss why certain people are shorter or taller (i.e. environment, diet).</td>
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**Rwanda: Background to Genocide** [http://www.history.com/topics/rwandan-genocide](http://www.history.com/topics/rwandan-genocide)  
**Art Project:** Draw a poster or political cartoon on the mistreatment of a | **Australian Migration** [http://www.nytimes.com/2007/05/08/science/08abor.html?_r=0](http://www.nytimes.com/2007/05/08/science/08abor.html?_r=0) |
<table>
<thead>
<tr>
<th><strong>Compare and contrast the definitions of race.</strong></th>
<th><strong>Specific ethnicity, race, or religious group in a single nation (i.e. Coptic Christians in Egypt).</strong></th>
<th><strong>ELA Essay:</strong> Write a 3-4-page paper discussing race. Use the following resources to inform the paper.</th>
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<tbody>
<tr>
<td><strong>Standard:</strong> WHST.11-12.7</td>
<td>How is race defined across societies? How is the definition of race impacted by racism? How does race impact socioeconomic status?</td>
<td><strong>The Geometer of Race</strong>&lt;br&gt;<a href="http://discovermagazine.com/1994/nov/thegeometerofrac441">http://discovermagazine.com/1994/nov/thegeometerofrac441</a>&lt;br&gt;&lt;br&gt;<strong>Do White People Really Come From the Caucasus?</strong>&lt;br&gt;<a href="http://www.slate.com/articles/news_and_politics/explainer/2008/08/do_white_people_really_come_from_the_caucasus.html">http://www.slate.com/articles/news_and_politics/explainer/2008/08/do_white_people_really_come_from_the_caucasus.html</a>&lt;br&gt;&lt;br&gt;<strong>Race-The Power of an Illusion</strong>&lt;br&gt;<a href="http://www.pbs.org/race/000_About/002_03_a-godeeper.htm">http://www.pbs.org/race/000_About/002_03_a-godeeper.htm</a></td>
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<td></td>
<td><strong>Venn Diagram:</strong> Compare and contrast the traditional and modern definition of race.</td>
<td><strong>What We Mean When We Say 'Race Is a Social Construct'</strong>&lt;br&gt;<a href="http://www.theatlantic.com/national/archive/2013/05/what-we-mean-when-we-say-race-is-a-social-construct/275872/">http://www.theatlantic.com/national/archive/2013/05/what-we-mean-when-we-say-race-is-a-social-construct/275872/</a>&lt;br&gt;&lt;br&gt;<strong>What Our Genes Tell Us About Race</strong>&lt;br&gt;<a href="http://www.science20.com/adaptive_complexity/what_our_genes_tell_us_about_race">http://www.science20.com/adaptive_complexity/what_our_genes_tell_us_about_race</a></td>
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<td><strong>Brainstorm:</strong> Discuss different races of the world and list all the &quot;races&quot; across the top of the blackboard. Students might use different and inconsistent kinds of labels for their races. This should not be discouraged. Have students physically group themselves in the classroom according to the race they think they belong to. When everyone has joined a group, ask each group to generate a list of the criteria for membership in their &quot;race&quot; (e.g., skin color), and post the list on the blackboard under their respective racial label.</td>
<td><strong>ELA Essay:</strong> Write a 3-4-page paper discussing race. Use the following resources to inform the paper.</td>
</tr>
</tbody>
</table>
| Trace the origins of ethnic groups and different minority groups  
**Standard:** WHST.11-12.7 6.2.12.A.6.d | How are groups classified as minorities?  
Why is there a negative connotation to the term minority? | **Article Analysis:** India’s vanishing Parsis Not fade away  
http://www.economist.com/node/21561946  
**Article Analysis:** Who the Kurds are  
**Most Britons descended from male farmers who left Iraq and Syria 10,000 years ago (and were seduced by the local hunter-gatherer women)**  
http://www.dailymail.co.uk/sciencetech/article-1244654/Study-finds-Britons-descended-farmers-left-Iraq-Syria-10-000-years-ago.html  
**All About The Human Genome Project (HGP)**  
http://www.genome.gov/10001772 | **Science/ELA:** Read and discuss articles  
**Match made in heaven? Obama is related to Brad Pitt while Clinton is cousins with Angelina Jolie**  
http://www.dailymail.co.uk/home/article-1001741/Match-heaven-Obama-related-Brad-Pitt-Clinton-cousins-Angelina-Jolie.html  
**Origin of the Romani People Pinned Down**  
European Roma descended from Indian 'untouchables', genetic study shows
Unit 4 Vocabulary

Social Stratification
Race
Ethnicity
Caste
Parsi
Kurds

Multietnic
Roma People
Nationality
Sunni Islam
Shia Islam
Blumenbach’s Classification of Race

Choose 1

Unit Project (Suggested)

The Inequality Project: As a class create a website or blog to bring attention of various inequities around the globe. The Inequality Project is a website devoted to creative and original student contributions to the study of social inequality.

Each webpage contains a different research project, complete with links, pictures, and audio and video, as directed by the student. Students have complete creative control over the topic and research of their Inequality Project.

Students have the option of remaining anonymous or posting their names to their projects. In either case, the world can benefit from their research on social inequality.

Unit Project (Suggested)

Have students read Jared Diamond’s "Race Without Color," from Discover Magazine (www.discover.com/archive), which includes a discussion of how various inherited traits are distributed geographically.

Working in small groups, have students make a chart that groups populations into "races" for each of the following traits (NOTE: advanced classes may also want to research these traits in other populations for a more complete picture):

- Dark skin/medium skin/light skin
- Lactose tolerance/intolerance
- Epicanthal eye-folds/no epicanthal eye-folds
- Sickle-cell carriers/not sickle cell carriers
- Shovel-shaped incisors/other incisors

Using different colored pins, have each group of students mark the geographical distribution of one of the traits on your classroom map. Alternatively, photocopy a world map and have...
each group mark the distribution of each of the traits on their map.
As a prelude to discussing the class's findings, ask your students to define "genotype" and "phenotype." Does phenotype always reflect genotype? What other factors might affect phenotype besides the genes? Note that with the exception of sun tanning on skin color, the phenotypic traits above do closely reflect genotype. Emphasize that very few traits are influenced by only one gene. Most traits are influenced by many genes, interacting with each other and with the environment in a very complex dance that scientists have barely begun to understand.
Discuss the class's findings. What surprised students the most? Does the geographic distribution of these traits match up and co-vary with what we conventionally think of as races? Or do the traits cut across racial lines?
For further discussion, have students explore the Human Diversity section (select "Physical Appearance") of the RACE Web site to see how some of the traits we usually think of as racial are distributed geographically.