

**DIVERSITY UNIT
MIKE BERGOLD
MEYERS HIGH SCHOOL**

MISSION STATEMENT: To enlighten students and teachers of Meyers High School about diversity and to help understand and appreciate the differences among all people. With more understanding there is better communication and less fear and ignorance, which often leads to anger, unjust discrimination and violence. With true acceptance of diverse peoples America will realize its greatest characteristic.

STANDARD CATEGORIES OF DIVERSITY:

- **Diversity of self Identification**
 - The student will demonstrate understanding of his/her unique cultural lenses that contribute to individual identity and behavior.
- **Diversity appreciation and value**
 - The student will demonstrate understandings of diversity in our society through appreciation and respect for others.
- **Diversity Consciousness of Community and society**
 - The student will demonstrate understanding of similarities and differences among diverse people in the United States and how privilege impacts opportunities individually and collectively.
- **Diversity in a Democratic Society**
 - The student will demonstrate understandings of the role of diversity in a democratic society and her/his responsibility to challenge social injustices.

DIVERSE ISSUES TO BE EXPLORED

- Race, Gender, Sexuality, Ethnicity, Age, Socioeconomic background

UNIT ONE

WHAT CONTRIBUTES TO SELF IDENTIFICATION

- **OBJECTIVES:**

- Analyze the history of each issue and why a stereotype came along with it.
- Interpret external factors that contribute to shaping a person's identity.
- Demonstrate the way an individual perceives the world by experience, attitudes and cultures.
- Describe how being a member of a group contributes to an individual's social power and identity.
- Utilize strategies to overcome and prevent group behaviors contributing to cultural conflicts between groups.
- Demonstrate how our ancestral heritage validates and affirms one's identity.

- **RESOURCES TO BE USED:**

- Book: Diversity Consciousness, Richard D. Bucher; Prentice Hall, 2000
- Original Documents: Speeches, Editorials, Photos, Paintings etc...
- Movie Documentaries
- Fictional and Non-fictional stories
- Possible guest speakers
- Student Surveys
- Daily Journal Entry

INSTRUCTION:

What Contributes to Self Identification

- **Opening Class:**
 - **Journal Entry:** In your own words describe what a stereotype is.
 - **Show about 20 minutes of the T.V. show All in the Family.**
 - Make a list of stereotypes that are brought up.
 - Discuss the list
 - **Reading: White Privilege: Unpacking the invisible Knapsack**

- **Second Class:**
 - **Journal Entry:** Do you think you can honor and respect diversity without understanding it?
 - **Who am I?**
 - Ask students to write down five things that describe themselves
 - Write them on the board
 - **Show film: THE MOSAIC WORKPLACE: WHY VALUE DIVERSITY?**
 - Have students write down three main ideas of film

- **Third Class:**
 - **Journal Entry:** How can learning about others help us learn more about ourselves?
 - **Examine the History of each issue-**Write on the board each issue
 - Race, Ethnicity, Gender, Sexuality, Socioeconomic Background
 - Discuss the stereotype of each and why it developed
 - **Reading:**
 - Selected parts of Why The Caged bird Sings.

- **Fourth Class:**
 - **Journal Entry:** If someone were to write your life history, what would we learn about personal and social barriers.
 - **Discuss the six barriers to personal success:**
 - Limited Perceptions
 - Ethnocentrism
 - Stereotypes
 - Prejudice
 - Prejudice plus Power
 - Discrimination

- **Fifth Class:**
 - **Journal Entry:** What letter grade would you give yourself for your ability to communicate in a multicultural setting? Justify your grade.
 - **Village of 100:**
 - Shrink the earth's population into 100 people and put them into cultural groups.
 - **Discussion groups**
 - Develop ways in which we as high school students can help in breaking down stereotypical barriers.

UNIT TWO:

APPRECIATION AND VALUE OF DIVERSITY

- **OBJECTIVES:**

- Identify patterns of behavior and analyze how they differ from culture to culture.
- Evaluate the impact of cultural traditions in our society with those of another culture.
- Analyze how misunderstandings about cultures may lead to feelings of fear, mistrust and hatred among various cultural groups.
- Analyze how appreciation of other cultures can help an individual use his/ her talents to enrich their culture and society.
- Analyze the media's portrayal of different cultural groups.

- **RESOURCES TO BE USED:**

- Book: Diversity Consciousness, Richard D. Bucher; Prentice Hall, 2000
- Original Documents: Speeches, Editorials, Photos, Paintings etc...
- Movie Documentaries
- Fictional and Non-fictional stories
- Possible guest speakers
- Student Surveys
- Daily Journal Entry
- Computers and distance learning lab

INSTRUCTION:

Appreciation and Value of Diversity

- **Opening Class:**
 - **Journal Entry:** Describe a time in which your misunderstandings of a cultural group led to a feeling of fear or mistrust of certain people.
 - **Project United States population in 2050.**
 - Percentage of children (birth-18 yrs old), who are Non-Hispanic White, Black, Asian, American Indian, and Hispanic.
- **Second Class:**
 - **Journal Entry:** Describe a way in which you individually express your culture.
 - **Discussion Hand out:**
 - Iceberg conception of the nature of Culture
 - Give 10 examples of experiences in which a person may use their culture to solve.
- **Third Class:**
 - **Journal Entry:** Describe a cultural trait of yours that was borrowed from another culture
 - **Diversity Art Slides:**
 - Write a sentence about each picture about: A diverse issue, the feelings being expressed by the artist, or feelings that you have.
- **Fourth Class:**
 - **Journal Entry:** Analyze one Television Show, which you watch, and describe how it influences your thought on diversity.
 - **Group Work:** (Computer room)
 - Research examples how Newspapers, Television, and Movies try to influence diversity

UNIT THREE:

DIVERSITY CONSCIOUSNESS OF COMMUNITY AND SOCIETY

- **OBJECTIVES:**

- Demonstrate and explain pluralistic diversity in the United States society.
- Infer Social consequences for societies who do not accept and respect world diversity.
- Explain how cultural creativity can enrich a nation.
- Identify and analyze major conflicts in United States society that have arisen because of differences.
- Explore and analyze the concept of meritocracy (ideals) and the impact our differences has on the privileges we receive.
- Analyze the concepts of power, authority and privilege.

- **RESOURCES TO BE USED:**

- Book: Diversity Consciousness, Richard D. Bucher; Prentice Hall, 2000
- Original Documents: Speeches, Editorials, Photos, Paintings etc...
- Movie Documentaries
- Fictional and Non-fictional stories
- Possible guest speakers
- Student Surveys
- Daily Journal Entry
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INSTRUCTION:

Diversity Consciousness Of Community And Society

- **First Class:**
 - **Journal Entry:** Explain a time in which you did something to spite someone else.
 - **Read Poem:** The Cold within
 - **Discussion:**
 - How a pluralistic society enhances American Society.
 - Countries who have non-pluralistic societies.
 - **Reading:** Excerpts from Black Like Me

- **Second Class:**
 - **Journal Entry:** Explain your feelings about a person who had some kind of physical deformity. (Facial burn or birthmark, missing appendage etc...)
 - **Language and Behavior Survey:**
 - Have students fill out the survey.
 - Discuss the answers of each.
 - **Fill out the origin of “handicapped” worksheet.**
 - Discuss
 - **Disability Statistics**
 - Discuss
 - **Show Disability Slides**
 - Discuss

- **Third Class**
 - **Journal Entry:** Describe a reason why Americans are biased against people who are Gay and Lesbian.
 - **Self-Evaluation of Non-Biased Behavior**
 - Addressing Lesbian and Gay Issues
 - **Address Myths about Gay, Lesbian, and Bisexual Persons**
 - Discuss reasons why these myths exist

- **Fourth Class:**
 - **Journal Entry:** Describe a time that you were passed over for something you were more qualified for by someone who knew someone.
 - **Rate this Handout:**
 - Discussion questions
 - **Slides:**
 - Discussion questions
 - **Homework:**
 - Find some print advertisements that show class appeal

- **Fifth Class:**
 - **Journal Entry:** Describe the characteristics of a person who would be able to influence people.
 - **Picture this:** Activity
 - Discuss
 - **Slides of authority figures in diverse settings**
 - Discuss each picture and how it makes the authority figure stronger

UNIT FOUR:

DIVERSITY IN A DEMOCRATIC SOCIETY

- **OBJECTIVES:**

- Evaluate the role diversity should play in a democratic society.
- Analyze and evaluate values we share, as set fourth in documents like the Declaration of Independence, United States Constitution, Gettysburg Address, and I have a dream Speech.
- Analyze and evaluate the Braches of the United States Government concerning responsibilities in upholding rights in a pluralistic society.
- Explain separate social injustices that have been challenged in United States history.
- Analyze and evaluate characteristics of a productive member of a democratic and diverse society.

- **RESOURCES TO BE USED:**

- Book: Diversity Consciousness, Richard D. Bucher; Prentice Hall, 2000
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INSTRUCTION:

Diversity In A Democratic Society

- **First Day:**

- **Journal Entry:** Explain the role you would take if a race issue occurred at your school.
- **Research:**
 - Research Major conflicts in American Society that developed between cultural or racial groups.
 - What was the Reaction of the State or Federal Government

- **Second Day:**

- **Journal Entry:** If you were to grade this school on its ability to capitalize on diversity, what grade would you give it and why?
- **Movie:** EYE ON THE PRIZE

- **Third Day:**

- **Journal Entry:** Explain a situation in which you would be willing to give up certain individual rights to gain safety.
- **Examine the Amendments of the United States:**
 - Examine the Amendments to the United States Constitution and connect diversity concepts within and between the Amendments.

- **Fourth Day:**

- **Journal Entry:** Describe the Physical Characteristics of a member of the United States Congress.
- **Research:**
 - Research United States Supreme Court decisions regarding equal rights.
 - Discuss the outcomes in class.

▪ **Fifth Day:**

- **Journal Entry:** If there was one historic person in American History you can meet, who would it be and what would you talk about.
- **Readings:**
 - Analyze the I Have a Dream, Gettysburg Address, Plymouth Rock Speeches For principles and values all Americans share.

EVALUATION

- In a short essay examine the changes in your thoughts about diversity and describe ways that you can be a more diverse sensitive person.