

E-Q-U-A-L-I-T-Y, find out what it means to me!

Grade Level: High School

Subject Area: US History

Duration: (20 minutes for prep) + (4 hours class time)

Key Words: equality, equal, fair, civil rights, equal access

SUMMARY: Teacher leads the students through a warm up activity in which they spell out the word “equality” with their group members. Some groups will receive additional supplies to assist in this warm up. The teacher facilitates a discussion on the “equality” displayed during the warm up, and then leads the students into the activity, which provides students with a pre-pop tool sheet to guide their creation of a mind-map on Popplet.

Measurable Objective: Students **IDENTIFY** four characteristics of equality in the United States BY reading an article and using Popplet to create a mind-map.

Facet: EXPLAIN

Materials list:

- Device with internet access
- Newsela Article - *Study: U.S. inequality persists 50 years after landmark report*
- *Pre-Pop Tool Sheet*
- Student Popplet Accounts
- Paper, markers
- Optional: Teacher Newsela account

Making connections: The relevance of this activity, specifically as the first activity of this unit, is for students to define “equality” by identifying and transferring characteristics of this keyword onto a mind map. This information is relevant to students as “equality” and the concept of “equal” are vital to the overarching essential question: “To what extent are US citizens equal?” There are many examples and pieces of everyday life that are affected by or directly connected to an individual’s experience of equality in the United States.

Background information: The definition of “equality” is the state of being equal, usually in regards to individuals being treated equally in comparison to their peers. Equality is often placed as a vital role within the social, economic, political, judicial, gender, racial, and foundational contexts within the United States. When thinking of equality, it is often believed that individuals deserve to be equal in regards to status, access to equal opportunities, and have equal protection of rights. Equal and equality are associated with the constitution of the United States since Thomas Jefferson wrote, “all men are created equal...”, in the Declaration of Independence. The accompanying activities have students consider, discuss, and write their own interpretations of equality within various contexts.

Teacher: Print article and *Pre-Pop Tool Sheet*. Read over procedure instructions. Lead students through the warm up activity. After warm up, pass out *Pre-Pop Tool Sheet*.

Procedure

Warm up

- **Teacher:** Divide the class in half, or however is most appropriate for class size, but should have at least twelve people per group. Direct the students to use their group/team to spell out the word “Equality”.

As groups begin getting closer to spelling “equality” using their arms, legs, and bodies, either standing up or laying down, approach one group and secretly hand them 8 sheets of paper and a marker. That group now has the option to spell out the word “Equality” by writing it down. If you have a third group, you can go up to them and tell them to spell “equality” aloud in unison. Once the quickest group has “won” (most likely the group that received paper or spelled aloud), students may react with frustration or point out the “unfairness” of the other group receiving supplies and additional help. In their groups, direct the students to discuss and prepare to share with the rest of the class their responses to the following questions: *Who deserves to win and why? How was equality demonstrated in this activity? How was equality compromised?*

- **Anticipated Student Responses:** The team that actually tried to spell equality using their arms and legs deserve to win because they followed the expected procedure and rules. Technically all teams could have won since they each spelled equality, but just used different methods. The other teams received additional help, guidance, and supplies, therefore it would not be fair for them to win since that means not each team had an equal opportunity to win. Equality was initially demonstrated in this activity, but then it became unequal through the teacher’s interference. Equality was compromised as the additional factors were introduced to give other teams an unfair advantage.

Activity

- **Teacher:**
 - Step 1: Pass out Newsela article and *Pre-Pop Tool Sheet*.
 - Step 2: Direct students to read the article and complete the *Pre-Pop Tool Sheet*.
 - Step 3: Direct students to create a Popplet account.
 - Step 4: For students - Identify four characteristics of equality in the United States BY reading an article and using Popplet to create a mind-map.
 - Popplet should be very easy for students at the high school level to navigate.
 - At the end of this guide there is an example of a Popplet with one characteristic for “honesty”. Feel free to show this to the students.

Wrap up

- **Teacher:**
 - Once students complete creating their Popplet, direct students to get into groups of eight. From here, students present two characteristics from their Popplets to their group members. After each group member has gone, direct the groups to determine how many different characteristics in total their group came up with. Then, have each group share two characteristics to the class. If a group shares two characteristics that are the same, the next group must share two new characteristics. Continue to do this until you have run out of new characteristics.

Formative Assessment: Linked and embedded within “Rubric” under Materials list of Activity 1 on the Module 1 webpage.

Extensions / Differentiation

- Ask students to
 - create a Popplet that is the complete antonym to their original Equality Popplet
 - determine which word would be the center of a new Popplet if equality was used as a characteristic of that word
 - write and debate if equality is considered a major characteristic of the United States
- The reading level of the Newsela article may be adjusted through a Teacher account

Resources and References

- Popplet: <http://popplet.com/app/#/home>

Blackline masters: PDF copies of blackline masters and materials are embedded and linked within the “Materials list” of Activity 1 on the Module 1 webpage.

Popplet example: One characteristic for the word “honesty”.



STUDENT WORKSHEET: **this is a copy of the worksheet provided to students**

Name:

Date:

E-Q-U-A-L-I-T-Y Pre-Pop Tool Sheet

DIRECTIONS: *For this activity, complete the following questions and steps in order to prepare for creating a Popplet that includes at least four characteristics of “equality”. The goal is to define, reflect, and explain the use of the term “equality” within the context of the United States. Carefully read and complete each step below.*

Step 1 - Answer the following questions in complete sentences:

1. When did you first learn about equality? How was it defined and explained to you?
2. How is equality a part of everyday life?

Step 2 - Read the article, *Study: U.S. inequality persists 50 years after landmark report*, and answer the following reading questions in complete sentences:

1. What types of inequalities does the article describe?
2. Describe at least two inequality gaps that the article claims have widened and gotten worse over the years.
3. What are two demands the new report is making to the federal government?
4. Whose input is finally being incorporated in the new report?

Step 3 - MAKING YOUR POPPLET! Go to popplet.com and create an account (or log in if you already have one). For your final task, based on the warm up, previous questions on this worksheet, and the article, you are to create a mind-map using Popplet in order to identify four characteristics of “equality”.

Requirements to be included for each square/piece of your popplet:

- Center of your popplet:
 - The word “EQUALITY”, with a representative image or symbol
- Each of the squares connected by:
 - Title: dedicated to the specific characteristic you are identifying
 - Image: representative of that characteristic
 - Explanation: write a two sentence explanation indicating how and why that listed characteristic is a characteristic of “equality”

Use the space below brainstorm and outline your characteristics, ideas, images, and explanations.

List ideas for characteristics:

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References

Contreras, R. (Ed.). (2018, March 30). Study: U.S. inequality persists 50 years after landmark report. Retrieved April 29, 2018, from newsela.com