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Cultural Justice [7th grade]

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Education Department

Understanding by Design Curriculum Units

Trinity University

Year 2006

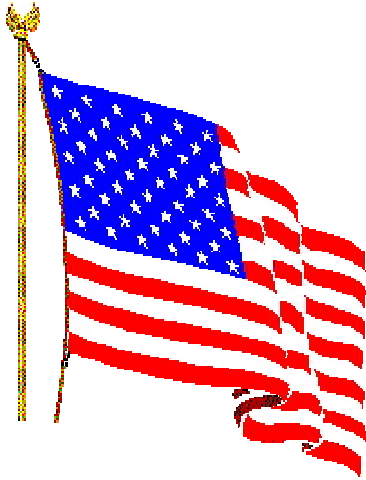
Cultural Justice

Kathleen Fenske
Trinity University,

What Is Justice?

Revenge

Retribution



UNITED STATES

CHINA



JUSTICE

Is one culture's system of justice better than another?

Restoration



Rehabilitation

Is there truly justice for all?

NATIVE AMERICAN CIRCLE JUSTICE

UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Cultural Justice

Grade Level: 7th Grade

Subject/Topic Area(s): Reading

Designed By: Kathleen Fenske

Time Frame: 9 weeks

School District: Northeast Independent School District

School: Jackson Middle School

School Address and Phone: 4538 Vance Jackson
San Antonio, TX 78230
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Brief Summary of Unit (Including curricular context and unit goals):

This unit focuses on cultural justice and how the type of justice implemented depends on the culture. The unit focuses on the 3 essential questions: What is justice? Is there truly justice for all? And is one culture's system of justice better than another? Along with these three questions, the unit also focuses on the 4 types of justice: revenge, retribution, rehabilitation, and restoration.

This unit begins with reading *Touching Spirit Bear* by Ben Mikaelson, a story about a boy, Cole, who is sent to live alone on an island instead of being sent to jail for committing a crime. This fiction novel depicts the Native American form of justice, Circle Justice, which as a restorative form of justice seeks to heal everyone involved in the crime committed. Along with this fiction novel, students will read nonfiction stories and newspaper articles about China's justice system and the United States' justice system. In this unit, students will compare these 3 systems of justice in attempts to answer the 3 essential questions. The unit concludes with 2 projects. The first project is a group project where the class will be divided into 3 groups. Each group will be presented with the same case and will research the 3 justice systems (Native American Circle Justice, China, and the United States). After researching each justice system, the groups will decide how each justice system would resolve the case and will decide what is the best solution. Each group will then present their work to the class. The second project is an individual project, where each student will find a current newspaper article on a legal case. Each student will then write a case study on what type of justice is being implemented and will make a prediction of the possible outcome of the case.

Understanding By Design: Cultural Justice

Title: Cultural Justice	
Stage 1: Desired Results	
Understandings	
<ul style="list-style-type: none">◆ Different cultures have different systems of justice.◆ Justice is not always satisfying to all parties involved.	
Essential Questions	Knowledge & Skill
<ul style="list-style-type: none">◆ What is justice?◆ Is there truly justice for all?◆ Is one culture's system of justice better than another?	<ul style="list-style-type: none">◆ 7.7 The student reads with fluency and understanding in texts at appropriate difficulty levels.◆ 7.8 The student reads widely for different purposes in varied sources.◆ 7.10 The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty.◆ 7.12 The student analyzes the characteristics of various types of texts (genres).◆ 7.14 The student reads to increase knowledge of his/her own culture, the culture of others and the common elements of cultures.

Stage 2: Assessment Evidence

Performance Task Summary

- ◆ **Case Study:** This project is a group project where the class will be divided into 3 groups. Each group will be presented with the same case and will research the 3 justice systems (Native American Circle Justice, China, and the United States). After researching each justice system, the groups will decide how each justice system would resolve the case and will decide what is the best solution. Each group will then present their work to the class.

Once the students are presented with the project, each of the 3 groups will be divided into mini-groups of 3 or 4. These mini-groups will research how their justice system would react to the case. They will answer the following questions: How would each justice system resolve the case? Are they all good solutions? Why or why not? Based on the 4 R's, what type of justice is each justice system? Which was the best solution? What was justice in this case? Is there truly justice for all in this case? Is one culture's system of justice better than another?

After 2 days of research, the mini-groups for each of the 3 groups will be given a day and a half to have a group conference and discuss their research, answers to the questions, and presentation. Each group will then present their results to the class the next day.

As a conclusion to the project, the students will be given an evaluation sheet to assess their own contribution to the project, their group's presentations, and the other groups' presentations.

- ◆ **Personal Project:** This project is an individual project, where each student will find a current newspaper article on a legal case. Each student will then write a case study giving a summary of the case, telling what type of justice is being implemented (which of the 4 types of justice), and making a prediction of the possible outcome of the case. The students will also answer the following questions: What would be justice in this case? Would there truly be justice for all? Was this the best justice system to use or do you think that China's justice system or Native American Circle Justice should have been used? What would have been the result then? Would there truly be justice for all if this system were used?

Self-Assessments	Other Evidence, Summarized
<ul style="list-style-type: none"> ◆ Self-Assessment for Performance Assessment ◆ Group-Assessment for Performance Assessment ◆ Peer-Assessment for Performance Assessment ◆ Exit slips 	<ul style="list-style-type: none"> ◆ Reviewing Greek and Latin Roots (Jeopardy and Numbered Heads) ◆ Greek and Latin Test ◆ SAT Review ◆ SAT Test ◆ Informal Checks on Reading Comprehension ◆ <i>Touching Spirit Bear</i> Accelerated Reader Test ◆ Comparison of 3 Justice Systems with T-Chart

- ◆ Plot Diagram
- ◆ Book Talk
- ◆ Exit Slips
- ◆ Journal Prompts
- ◆ Answering the 3 Essential Questions
- ◆ Student Assessment of this Unit
- ◆ Interactive Homework: Create Your Own Community Service Project
 - Think of something you could do to help others. What would you do? How would you implement it?
 - Write a Proposal
 - Create a Visual

Stage 3: Learning Activities

Day 1-Introduction to Justice: Concept Formation on Justice; 4 R's of Justice; Think/Write on 3 Essential Questions

Day 2-Introduction to Native American Circle Justice: Culture Graphic Organizer; Give One, Get One with Article Titled "Sentencing Circles"

Day 3-Jeopardy Review for Greek and Latin Test #2

Day 4-Greek and Latin Root Test #2; Start Reading *TSB*; Show Map of Alaska; Exit Slip

Day 5-Read *TSB*; Age Timeline; Start Plot Diagram—Setting and Characters

Day 7-Read *TSB*; Flashback and Foreshadowing: Flashback-Present Scenario; Foreshadowing-Traffic Signs; Flashback and Foreshadowing Worksheet

Day 9-Pep Rally for 6th Period; *King Arthur* Movie for 7th Period

Day 12-Read *TSB*; Characterization (Day 1): Character Attribute Webs

Day 14-Read *TSB*; Fill Out Characteristics of Circle Justice in T-Chart; Characterization (Day 2): Text Evidence and Paper Doll Chain

Day 15-Read *TSB*; Conflict: Show Movie Clips; Identify 4 Types (Character Vs. Character, Self, Nature, Society); Conflict Type Worksheet; Plot Diagram

Day 17-Read *TSB*; Characterization: Venn Diagram; Business Cards

Day 19-Read *TSB* (Say Something: 1st Person-Read, 2nd Person-Summarize, 3rd Person-Ask Question, 4th Person-Answer Question, 5th Person-Answer Question); Add Characteristics of Circle Justice to T-Chart

Day 20-Read *TSB*; Give Out Interactive Homework

Day 21-Finish *TSB*; Plot: Diagram; Plot Squares

Day 22-Mood: Use Music and Colors; Creating Facial Expressions; Key Words and Text Evidence

Day 23-Read Magazine Article on Native American Circle Justice in U.S.; Add Characteristics of Circle Justice to T-Chart; Answer Questions; Review SAT Words #11-20; Interactive Homework Due

Day 24-SAT Test #11-20; Symbolism: Show Universal Symbols; Have Students Create List of Symbols; Symbols for *TSB*; Symbols for Themselves

Day 25- Theme: Concept Attainment; Justice as a Theme; Themes through Book Covers; Book Summaries Worksheet

Day 26-Numbered Heads Review for Greek and Latin Test #3

Day 27-Greek and Latin Root Test #3; China's Justice System: Read Short Story (Four Corners)
Day 28-China's Justice System: Finish Reading Short Story; Fill Out Characteristics of China's Justice System in T-Chart
Day 30-China's Justice System: Read Newspaper Articles (Jigsaw); Add Characteristics of China's Justice System to T-Chart
Day 31-U.S.'s Justice System: K-W-L Chart; Case Studies Book
Day 32-U.S.'s Justice System: Juvenile Court
Day 33-Comparison of 3 Justice Systems with T-Chart; Introduction to Project: Split up Groups; Explain Project; Read Case; Give Out Paperwork (Project Overview, Parent Letter, Research, Rubrics); Exit Slip
Day 34-Research in Computer Lab; Exit Slip
Day 35-Research in Computer Lab; Exit Slip
Day 36-Research in Computer Lab/Group Conference; Exit Slip
Day 37-Benchmark
Day 38-Finish Benchmark/Group Conference; Introduction to Personal Project; Exit Slip
Day 39- *The Twilight Zone* Movie with Questions
Day 40-Group Presentation; Complete Self-Assessment, Group-Assessment, Peer-Assessment
Day 41-Personal Project in Library; Exit Slip
Day 42-Personal Project in Library; Exit Slip
Day 43-Personal Project Due; Common Assessment
Day 44-Reanswer Essential Questions; Students Assess Justice Unit