



Racial and Gender Equality

By: Amanda Martin

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History
Grades 9-12



Introduction

Have we achieved racial and gender equality in our modern United States? In this lesson, students will examine and support viewpoints surrounding the state of equality in regards to gender and race in our country.

Learning Objectives

([CCSS.ELA-Literacy.W.9-10.1](#)) Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Materials Needed

- Computers/laptops
- Journals/notebooks/paper

Procedure

1. Ask students the following questions: *Do you feel that there is an imbalance between races in America?* 2. *Do you feel that we have gender equality in America?* Allow students to discuss answers in a small group setting before discussing as a class.
2. Inform students that they are to pretend they have been contracted to write a letter that will be printed in every newspaper (digital or otherwise) in the country. The goal of the letter is to convince others that racial and gender inequalities either exist or do not exist in America and provide substantial reasons to support the claims. Students will need the majority of the class period to complete the letter, and they may use computers or laptops to aid them in finding additional research needed to support claims.
3. If time remains, allow a few student volunteers to read their letters to the class.
4. Student letters should be turned in at the conclusion of class and grades using the rubric below.

Evaluation

Please use the following rubric to evaluate each student's essay (next page).

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Gender and Race Equality in America Letter	4 (Excellent)	3 (Good)	2 (Okay)	1 (Needs Improvement)
The student accurately supports his/her viewpoint throughout the letter.				
The student avoids the use of overly emotional text.				
The student uses appropriate vocabulary and words or phrases relevant to the topic.				
The student provides a concluding statement that supports the claims presented on his/her viewpoint.				
The student uses correct grammar and punctuation throughout the letter.				
The student uses complete sentences with appropriate capitalization, grammar, and punctuation.				