

Chapter 21

Section 1: Diversity and Discrimination

Guiding Question: How have various minority groups in American society been discriminated against?

GET STARTED

Lesson Goals:

- ❑ Students will identify ways that increasing diversity is changing American society.
- ❑ Students will summarize the history of race- and gender-based discrimination in the United States.

Bellringer Write on the board: **How has cultural diversity in the United States affected the foods you eat? Sports you play or watch? Holidays you celebrate? List examples in your notebook.**

Vocabulary Review with students the meaning of the prefixes *hetero-* (other, different) and *im-* (in, into). Have students try to define the vocabulary terms *heterogeneous* and *immigrant*.

TEACH

Review students' answers to the Bellringer questions. Then have students look at the photograph on the first page of the section and ask: **Why is this a good photograph for a caption including the word *diversity*?** (*It shows people of many races enjoying a sporting event together.*) Tell students that in this section, they will learn about the many types of people who are American citizens, and the discrimination experienced by some of those groups. Have the class read the first paragraph chorally. Practice pronouncing *heterogeneous* with the class. Next, have volunteers read paragraphs in this section and pause to clarify and discuss as you progress.

Ask:

- When did ethnic populations begin to grow faster than the white population? (*the 1960s*)
- Name legislation aimed at eliminating discrimination against African Americans. (*the Civil Rights Act of 1964 and the Voting Rights Act of 1965*)

Learning Styles: Auditory/Verbal Learning

Tell students that while today most immigrants to the United States are Hispanic or Latino, many come from other lands. Invite students to share a music CD in the language of their ancestry, translate the lyrics, if necessary, and share them with the class.

Other Strategies

Learning Styles: Logical/Mathematical
Learning Styles: Body/Kinesthetic
ELL/ESL Strategy

ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

Chapter Resources

Essential Questions Journal

Prereading and Vocabulary Worksheet

(All-in-One, p. 192)

Chapter 21 Outline (All-in-One, pp. 193–195)

Other Resources

Reading Comprehension Worksheet

(All-in-One, p. 197)

Section Quiz B (All-in-One, p. 200)

Audio support is available for this section.

Additional features for Differentiated Instruction can be found throughout the Teacher's Edition.