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| **Teacher(s)** | **Mr. Robertson** | **Subject group and discipline** | **Individuals and Societies** | | |
| **Unit title** | **The Jim Crow South during the Great Depression** | **MYP year** | **3** | **Unit duration (hrs)** | **50** |

##### Inquiry: Establishing the purpose of the unit

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| **Key concept** | **Related concept(s)** | **Global context** |
| Time, Place and Space | **Choice**  **Power** | **Fairness & Development**  **Exploration:**  Belief Systems |
| **Statement of inquiry** | | |
| Our **choices** are influenced by **time, place and space**, as well as by our **belief systems**, and can determine the **fairness** of how others are treated and who has **power** | | |
| **Inquiry questions** | | |
| Factual**—** **What is the Great Depression?  How were different groups of Americans impacted by this economic situation? What is Jim Crow? Who were the Scotsboro Boys? What was lynching?**  Conceptual**— What was it like to grow up in the Jim Crow South? What were the social, socio-economic, racial  and gender expectations in the South? Why were Lynchings common in the South? What is our Justice System based on?**  Debatable**— How does the “moral universe” in which we live affect the choices we make? Could there have been a differing outcome for the Scottsboro  Boys if this had happened in a different State than Alabama? Different time? How did the societies in the South develop into “The Jim Crow South” after Reconstruction? Why? What is Fairness? Is the Justice System in** **America fair? In other countries? In our world?  Is fairness achievable?** | | |
| **ATL Skills:**  In order for students to build informational literacy skills, they must use critical literacy skills to analyse and interpret media communications.. | | |