

PLURALISM

Performance Standard 18A.J

After researching students will present historical examples of how pluralistic societies have been both successful and unsuccessful accordingly:

- *Knowledge*: describe the groups of South Africa and Switzerland;
- *Reasoning*: compare the differences in pluralism in the two nations; and
- *Communication*: create a chart that is well-focused, well-organized and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. ***In order to compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions (18A)***, students should experience sufficient learning opportunities to develop the following:
 - Analyze advantages and disadvantages of living in a pluralistic society.
2. Have students review and discuss the following assessment task and how the rubric will be used to evaluate their work.
3. In small groups, identify the various groups (blacks, whites, Asians, and Coloureds) in the era of apartheid in South Africa by using primary and secondary sources provided by the teacher.
4. Examine the role these groups played in South Africa's economy (functional integration). In addition, examine the segregation and unequal distribution of wealth and power among these groups.
5. Identify the various cultures in Switzerland (i.e., German, French, Italian, and Romanesch). Examine how these cultures in Switzerland are functionally AND socially integrated.
6. Have students individually make a large chart showing the differences in pluralism between apartheid South Africa and present-day Switzerland. The chart should include short summary statements about each idea.
7. (Optional): Each student in the group should be responsible for explaining a portion of the chart in an oral presentation.
8. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: identification and description of the groups in both cultures is complete and accurate. Look for identification and role description of blacks, whites, Asians, and Coloureds when describing apartheid in South Africa. Such topics as social history, education, income/employment, and political voice should be included. The student should identify German, French, Italian, and Romanesch cultures in Switzerland. Even though these cultures preserve their unique heritage, they live together peacefully.
 - *Reasoning*: comparison of the two cultures is logical and well-reasoned.
 - *Communication*: the chart is well-organized and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work not available

Time Requirements

- Three to four class periods (one or two class periods for research, one class period for developing the chart, one class period for presentations).

Resources

- Primary and secondary sources of information about South Africa and Switzerland. Examples of sources include: textbooks, encyclopedias, journals, the Internet, etc.
- Notebook paper, pen or pencil
- Poster board for the two-column chart
- Social Science Rubric