

**12 EXT****Lesson 4****Introduction**

In this lesson, students analyze four articles from the PBS feature *RACE – The Power of an Illusion*. In groups, students discuss the new concepts they have learned from the articles and what questions they still have before sharing out with the class. Student learning is assessed via a Quick Write at the end of the lesson: How does the information in these articles impact your understanding of Alexander’s central claim?

For homework, students read pages 20–30 of chapter 1 and begin to fill out their Argument Delineation Tools. Students also write a brief reflection of how their reading of one of the documents from *RACE – The Power of an Illusion*, the Emancipation Proclamation, or the Declaration of Independence contributed to their understanding of the first part of chapter 1 of *The New Jim Crow*. Additionally, students add six new words, phrases, and/or references to their vocabulary journals.

**Standards**

Assessed Standard(s)	
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Addressed Standard(s)	
None.	

**Assessment**

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>How does the information in these articles impact your understanding of Alexander’s central claim?</li> </ul>

## Vocabulary

### Vocabulary Students May Identify

- endowed (v.) – freely or naturally provided (someone or something) with something
- unalienable (adj.) – impossible to take away or give up
- abolish (v.) – to do away with; put an end to; annul; make void
- usurpations (n.) – acts of taking and keeping (something, such as power) in a forceful or violent way, especially without the right to do so
- candid (adj.) – free from reservation, disguise, or subterfuge; straightforward
- proclamation (n.) – a public and official announcement
- vested (v.) – gave (someone) the legal right or power to do something or to own land or property
- countervailing (adj.) – the quality of acting against with equal power, force, or effect
- garrison (v.) – to send soldiers to a place in order to defend it
- warranted (v.) – authorized
- affixed (v.) – fastened, joined, or attached

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standard &amp; Texts:</b> <ul style="list-style-type: none"> <li>• Standard: CCRA.R.9</li> <li>• Texts: The Declaration of Independence, The Emancipation Proclamation, <i>RACE – The Power of an Illusion</i></li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Group Discussion</li> <li>4. Whole-Class Discussion</li> <li>5. Quick Write</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 20%</li> <li>3. 30%</li> <li>4. 30%</li> <li>5. 10%</li> <li>6. 5%</li> </ol>

## Materials

- Copies of the following articles from *RACE – The Power of an Illusion* for each student (optional, articles may vary):
  - “A Long History of Racial Preferences—for Whites”  
[http://www.pbs.org/race/000\\_About/002\\_04-background-03-02.htm](http://www.pbs.org/race/000_About/002_04-background-03-02.htm)
  - “Origin of the Idea of Race” by Audrey Smedley  
[http://www.pbs.org/race/000\\_About/002\\_04-background-02-09.htm](http://www.pbs.org/race/000_About/002_04-background-02-09.htm)
  - “The Historical Origins and Development of Racism” by George M. Fredrickson  
[http://www.pbs.org/race/000\\_About/002\\_04-background-02-01.htm](http://www.pbs.org/race/000_About/002_04-background-02-01.htm)
  - “Interview with Stephen Jay Gould”  
[http://www.pbs.org/race/000\\_About/002\\_04-background-01-09.htm](http://www.pbs.org/race/000_About/002_04-background-01-09.htm)
- Copies of the Argument Delineation Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 12 EXT Lesson 1) (optional)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
<b>10%</b>	<b>Percentage indicates the percentage of lesson time each activity should take.</b>
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
📘	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

**5%**

Begin by reviewing the agenda. In this lesson, students work in groups to analyze background articles on the history of race and racism. Students share their new understandings with the class before writing independently.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

**20%**

Instruct students to take out their responses to the first part of the previous lesson's homework assignment. (Read the first two paragraphs of the Declaration of Independence as well as the entirety of the Emancipation Proclamation. Write a summary of each text.)

Instruct students to form pairs or small groups and share their summaries of these documents.

Lead a brief whole-class discussion of the following questions:

**What was going on in the United States at the time these texts were written?**

**How does that knowledge help us to better understand the kinds of freedom that these texts did and did not grant?**

① The following vocabulary review activity is optional. Depending on the needs of the class, students may not need to review vocabulary for these texts.

Instruct students to remain in their pairs to share and discuss the words, phrases, and/or references they identified.

☞ See the Vocabulary box in this lesson for sample words, phrases, and references.

To ensure comprehension, lead a brief whole-class discussion of the words, phrases, and/or references each group identified as most important to this section of text.

## Activity 3: Group Discussion

**30%**

Create four groups. Explain that in this part of the lesson, students examine the history of race in order to explore more fully the concepts covered in this module. Assign each group a different background text from the PBS feature *RACE – The Power of an Illusion*. Distribute copies of the four articles to the relevant groups. Instruct students to read their assigned article, either as a group or individually, annotating specifically to identify new information. Instruct students to highlight key concepts or facts with which they are unfamiliar, and place question marks next to sections of the text that are unclear.

Instruct students to discuss the article in their groups when they finish reading. Students should be prepared to share new concepts or facts they learned with the class in the following activity, and be prepared to support their new understanding with evidence from the texts.

① Consider instructing students groups to assign one student the role of note taker and another the role of reporter. The reporter shares highlights of the group's discussion with the rest of the class.

- ① The website [http://www.pbs.org/race/000\\_About/002\\_04-background.htm](http://www.pbs.org/race/000_About/002_04-background.htm), the source of these articles, offers other articles from which to choose. The suggested articles in this lesson were chosen to provide a historical and scientific perspective on the concept of race and racism, but other perspectives and approaches are included on the website.

## Activity 4: Whole-Class Discussion

**30%**

Transition to a whole-class discussion. Ask for a student volunteer or the group-assigned note taker from each group to share five new concepts or facts from their assigned articles. Lead a whole-class discussion of the questions below after each group shares.

**How do these new understandings change or modify your understanding of race?**

**What questions do you still have about the topics addressed here?**

**How do these new understandings support your understanding of the Declaration of Independence and the Emancipation Proclamation?**

- ① Consider reminding students that their Quick Writes will focus on how the information in these articles influences their understanding of the central claim in *The New Jim Crow*. Students may benefit from taking notes during discussion regarding how these concepts impact their understanding of the text.

## Activity 5: Quick Write

**10%**

Instruct students to respond briefly in writing to the following prompt:

**How does the information in these articles impact your understanding of Alexander's central claim?**

- ① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt using evidence from the text.

- ① Consider using the Short Response Rubric to assess students' writing. Students may use the Short Response Rubric and Checklist to guide their written responses.

## Activity 6: Closing

**5%**

Distribute the Argument Delineation Tool to each student.

Remind students that throughout this module, they are analyzing and evaluating Alexander’s argument. Explain to students that they have now encountered enough of the text of *The New Jim Crow* that they can begin to trace the claims, counterclaims, evidence, and reasoning Alexander uses to develop her argument.

- ▶ Students examine the Argument Delineation Tool.
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Display and distribute the homework assignment. For homework, instruct students to read pages 20–30 of chapter 1 of *The New Jim Crow* (from “[T]he slave went free; stood a brief moment in the sun” to “repressive as the one that came to be known simply as Jim Crow”) and use their Argument Delineation Tools to trace Alexander’s central claim, supporting claims, counterclaims, evidence, and reasoning in this section of text.

In addition, instruct students to write a brief reflection of how their reading of one of the documents from *RACE –The Power of an Illusion*, the Emancipation Proclamation, or the Declaration of Independence contributed to their understanding of the first part of chapter 1.

Additionally, instruct students to add six new words, phrases, and/or references to their vocabulary journals.

- ▶ Students follow along.

## Homework

Read pages 20–30 of chapter 1 of *The New Jim Crow* (from “[T]he slave went free; stood a brief moment in the sun” to “repressive as the one that came to be known simply as Jim Crow”) and use your Argument Delineation Tool to trace Alexander’s central claim, supporting claims, counterclaims, evidence, and reasoning in this section of text.

Also, write a brief reflection of how your reading of one of the documents from *RACE – The Power of an Illusion*, the Emancipation Proclamation, or the Declaration of Independence contributed to your understanding of the first part of chapter 1.

Add six new words, phrases, and/or references to your vocabulary journal.

## Argument Delineation Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Identify and record each of the following elements of the author's argument in the text (or portion of text): central claim, supporting claims, counterclaims, evidence, and reasoning.

<b>Text:</b>	
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**Central claim of text:**

<b>Central claim of chapter:</b>
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**Supporting claim:**

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**Evidence:**

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**Reasoning:**

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**Supporting claim:**

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<b>Evidence:</b>
<b>Reasoning:</b>
<b>Counterclaim:</b>
<b>Evidence:</b>
<b>Reasoning:</b>