

## Race, Literature, and Culture - Modified from [Unit 2 - The Six Degrees of Segregation](#)

### Targeted Goals from Stage 1: Desired Results

**Content Knowledge:** Various court cases related to discrimination, affirmative action, the cyclical nature of education and employment, achievement gap, literary theory (subaltern, mimicry), stop and frisk, Black Lives Matter, historical period: contemporary times

**Vocabulary:** Privilege, in-context vocabulary from various texts

**Skills:** Relate course concepts to current events, analyze and synthesize complex texts, apply literary theory to texts, evaluate arguments from multiple perspectives, engage in academic discourse, reflect on their lives and community

**Expectation:** Students will complete the following tasks and assignments.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday, June 1: Apply your knowledge of the six degrees of segregation to a song	1) Listen to this version of Stevie Wonder's "Living for the City." Here are the lyrics. Identify and explain examples of all six of the six degrees of segregation. 2) Read <i>Between the World and Me</i> and/or work on the Race in Madison project.	"Living for the City"/Six Degrees analysis  *Final Coates work day is tomorrow (Part 3, p. 133-152)
Tuesday, June 2: Analyze two texts and synthesize their messages so as to develop your own message	1) Read <i>Between the World and Me</i> part 3 (p. 133-152). 2) Read the Kyle Korver "Privileged" essay. 3) <b>LIVE</b> introduction to the Coates summative assessment.	Nothing needs to be submitted today.  *Coates summative assessment due Friday
Wednesday, June 3: Watch music videos for contemporary rap songs and read articles about race in contemporary society; analyze them with our course concepts	1) Here are articles and songs. Read/listen to them. <ul style="list-style-type: none"><li>• Canton article</li><li>• "The Message" – Grandmaster Flash and the Furious Five</li></ul>	Reflection  *Coates summative assessment due Friday **Race in Madison project due next Wednesday, 6/10

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
	<ul style="list-style-type: none"> <li>• “Changes” – Tupac Shakur</li> <li>• “Dear Mama” – Tupac Shakur</li> <li>• Eminem article</li> </ul> 2) Write a brief reflection. <ul style="list-style-type: none"> <li>• Include your personal reaction to some/all of them.</li> <li>• Identify and explain any course concepts in them.</li> <li>• Make any connections that you can between them and other texts from throughout the course.</li> </ul>	
Thursday, June 4: Identify a contemporary song or album that serves as social commentary	Social commentary today: Throughout the back half of this course, you have been given articles and songs that make social commentary about race in America. Select a song or album from the last 10 years that you believe makes social commentary. Analyze the lyrics and discuss what argument the song/album makes.	Social commentary activity  *Coates summative assessment due tomorrow **Race in Madison project due next Wednesday, 6/10
Friday, June 5: Analyze two texts and synthesize their messages so as to develop your own message	1) Work on the Coates summative assessment 2) <b>LIVE</b> drop-in office hours for questions about the summative assessment	Coates summative assessment  *Race in Madison project due Wednesday

**Week criteria for success** (attach student checklists or rubrics):

Coates summative assessment (Due Friday, June 5)  
Race in Madison project (Due Wednesday, June 10)

**Supportive resources and tutorials for the week** (plans for re-teaching): Students will be given feedback on all of the work that they submit. Additional documents and video tutorials will be created as needed (based on student work). In addition, email, Google Hangouts, and Google Meet will be utilized for one-on-one and small-group support.