

## 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:** “The code of the streets,” 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, May 25: Memorial Day - No School		
Tuesday, May 26: Analyze Ta-Nehisi Coates’ text and identify key passages in his writing	1) <b>LIVE</b> drop-in office hours for questions about <i>Between the World and Me</i> 2) Read <i>Between the World and Me</i> part 1 (p. 3-71). As you read, identify five quotes that you believe to be particularly powerful, poignant, etc. Write them out and explain what they mean, why they’re significant, etc.	Quotes for Coates part 1  *Second Coates work day is Friday (Part 2, p. 73-132)
Wednesday, May 27: Read and analyze “The Code of the Streets” and reflect on the ways that it informs your analysis of other texts	1) Read and annotate “The Code of the Streets” (Elijah Anderson). 2) Free write: How does “The Code of the Streets” confirm, complicate, contradict, or explain the experiences and work of Wu-Tang Clan, N.W.A., Staples, and Gates?	Free write  *Second Coates work day is Friday (Part 2, p. 73-132)

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Thursday, May 28:</p> <p>Watch a music video for a contemporary rap song and analyze it with our course concepts; reflect on what the song reveals about different groups of people</p>	<p>1) Watch the music video for “99 problems” (Jay Z). Here are the lyrics. Pay attention to the words, how they are delivered, and the visuals.</p> <p>2) Address these two questions in a free write:</p> <ul style="list-style-type: none"> <li>• How does Jay Z confirm, complicate, contradict, or explain the experiences and work of Wu-Tang Clan, N.W.A., Staples, Gates, and Elijah Anderson?</li> <li>• How do the songs “F the Police” and “99 Problems” treat the same subject differently?</li> </ul> <p>3) Listen to “Rapper’s Delight” (Sugar Hill Gang). (Just play it in the background for fun while doing the other work.)</p>	<p>Free write</p> <p>*Second Coates work day is tomorrow (Part 2, p. 73-132)</p>
<p>Friday, May 29:</p> <p>Analyze Ta-Nehisi Coates’ text and identify key passages in his writing</p>	<p>1) <b>LIVE</b> drop-in office hours for questions about <i>Between the World and Me</i></p> <p>2) Read <i>Between the World and Me</i> part 2 (p. 73-132). As you read, identify five quotes that you believe to be particularly powerful, poignant, etc. Write them out and explain what they mean, why they’re significant, etc.</p>	<p>Quotes for Coates part 2</p> <p>*Final Coates work day is Tuesday (Part 3, p. 133-152)</p>

**Week criteria for success** (attach student checklists or rubrics): Race in Madison project

There are no formal assessments due this week; the Race in Madison project is due Wednesday, June 10. Students will be given feedback on all of the work that they submit.

**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.