



## Grade 12 - Race, Literature, and Culture Unit 2 - The Six Degrees of Segregation

### Unit Focus

In this unit, we will build upon the concepts from the prior unit by introducing students to the six degrees of segregation: education, employment, housing, voting, access to places of public accommodation, encounters with police/justice system. They will look at the interplay between the degrees and those prior-learned concepts and utilize their knowledge of all of them when they examine multiple pieces of literature, including at least one major novel and excerpts from various time periods in American history. In particular, they will look at slavery, Reconstruction, the Harlem Renaissance, the Civil Rights Movement, and contemporary times. Ultimately, students will utilize this information as they reflect on their individual identities, the various groups that exist within our society, and their place in these groups. By the end of the unit - and thus the course - students will be able to evaluate the role of race in social situations and their lives.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

| ESTABLISHED GOALS  | TRANSFER   |   |
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| <p><b>Common Core Standards</b><br/><i>English Language Arts: 12</i><br/><i>919558 Reading Literature</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> </ul>  | <p>T1 Comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p>T2 Choose and read a variety of genres and texts with purpose, engagement, and enjoyment.</p> <p>T3 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages.</p>  |   |
| <p><i>919568 Reading: Informational Text</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>• CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> </ul> <p><i>919579 Writing</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul> <p><i>919590 Speaking &amp; Listening</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one,</li> </ul> | MEANING  |   |
|  | UNDERSTANDINGS   | ESSENTIAL QUESTIONS   |
|  | <p>U1 Distinctions based on race contribute to inequality in many aspects of society.</p> <p>U2 Changing social dynamics is a delicate (and sometimes dangerous) process.</p> <p>U3 Oppression and inequality shapes everyone's self-perceptions (the oppressors AND the oppressed).</p> <p>U4 Education affects employability in various ways.</p> <p>U5 There is constant debate about the role of race in the justice system.</p> <p>U6 Access to voting, housing, and public space has been restricted</p> | <p>Q1 How have distinctions based on race contributed to social, political, and economic inequality?</p> <p>Q2 How do the six degrees of segregation impact group dynamics, and how does that, in turn, impact individual identity?</p> <p>Q3 What benefits and guarantees do I have because of the different groups to which I belong? What will I do with this?</p> |

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

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|--|---|---|
| <p>in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> | <p>both legally and illegally.</p>  |   |
|  | <p>U7 Membership in any group has benefits, guarantees, and costs.</p>  |   |
| <p><b>Student Growth and Development 21st Century Capacities Matrix</b></p>  | <p>U8 Fictional literature expresses emotional, historical, and social truth.</p>                                     |   |
| <p><i>Collaboration/Communication</i></p>  | <b>ACQUISITION OF KNOWLEDGE AND SKILL</b>   |   |
| <p>• Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.</p> | <b>KNOWLEDGE</b>  |   |
| <p><i>Global Thinking</i></p>  | <b>SKILLS</b>   |   |
| <p>• Engaging in Global Issues: Students will be able to analyze complex issues and their implications and/or consequences.</p>  | <p>K1 Various court cases related to discrimination</p>   | <p>S1 Relate course concepts to current events</p>      |
|  | <p>K2 Affirmative action</p>  | <p>S2 Analyze and synthesize complex texts</p>          |
|  | <p>K3 The cyclical nature of education and employment</p>   | <p>S3 Apply literary theory to texts</p>                |
|  | <p>K4 Achievement gap</p>   | <p>S4 Evaluate arguments from multiple perspectives</p> |
|  | <p>K5 Literary theory: subaltern, mimicry</p>   | <p>S5 Engage in academic discourse</p>                  |
|  | <p>K6 Stop and frisk</p>  | <p>S6 Reflecting on their lives and community</p>       |
|  | <p>K7 Black Lives Matter</p>  |   |
|  | <p>K8 Historical periods: Slavery, Reconstruction, Harlem Renaissance, Civil Rights Movements, contemporary times</p> |   |