

TITLE OF LESSON

English 2 Unit 1 Lesson 2 – What are Ideas/Truths about Race, Inside and Outside?

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Eng 9-10: R3.0, 3.5-3.9, 3.11; W1.0, 2.0, 2.2; W/O1.0-3; L/S1.0-6, 2.4 a-d

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MATERIALS

“On the Question of Race”, Allison Horne – Reading  
“Random Violence”, Balboa Students – Reading  
“Two Women”, Anonymous – Reading  
“Seeking”, Anonymous – Reading  
“Steel Capital of Nowhere”, Michael Yusko – Reading  
“Mother”, Beheroze F. Shroff – Reading  
**Poetry Toolbox** – Student Page  
**Poetry Toolbox Key** – Teacher Page  
**Identifying Race Identity Truths** – Student Page  
Butcher Paper, Markers, Crayons

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LESSON OBJECTIVES

- To generate ideas/truths about race
  - To decide who creates ideas about race
  - To introduce and extend the concepts of stereotype, perspective, bias, judgment, objective, and subjective
  - To review poetic devices
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EXPLANATION OF LESSON

Students will be participating in an exercise designed to help them identify stereotypes, perspectives, judgments and biases about race identity in order to get at how truths are created about race, who creates them, and potentially who perpetuates these truths. Make sure you have a large piece of butcher paper for each group and markers or crayons to draw with. Also, create large signs that state the group roles and post them in the room (the roles can be found in the *Group Roles* section below).

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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Syllabus** – Collect all signed course syllabi. Give credit to the students who turned them in on time. Tell the rest of the class that tomorrow they will have points taken off for its being late.
- 2) **Binders** – Check to see that students have brought in their 3 ring binders. Give full credit to students who have one. Tell the rest of the class that you will take points off tomorrow for its being late. Have students place last night’s reading in the Reading section of their binder.
- 3) **Grading** – Have students staple the **Poetry Toolbox** they did for homework to Writing Assignment #1. Collect these and grade them tonight. (Part of expecting students to do their homework is modeled by grading and getting papers back to them the next day. Explain to them that on days when you have 25 or so formal essays to grade, you’ll need more than one day—as they took more than one day to write them—but that you are part of this class and they have to hold you responsible, too.) For this first writing assignment, students should simply be graded for having completed the assignment. This marks the place they begin with their writing skills. It will be used to measure growth. And it is only a first draft. Until they have the opportunity to take a piece of writing through the drafting process, it should not be turned in for a formal letter grade.
- 4) **Daily Log** – Have students copy down their **Daily Log** entry.

Lecture					
Date	Journal	Discussion	Activity	Readings	Homework
			1. Vocabulary 2. Identifying Race Identity Truths 3.Review Poetry Toolbox	"On the Question of Race" "Random Violence" "Two Women" "Seeking" "Steel Capital of Nowhere" "Mother"	1) Get syllabus signed by a parent. 2) Bring in 3 ring binder with 6 sections. 3) Read reading handouts. Highlight/Annotate.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Vocabulary** – Write the following words on the board: stereotype, judgment, perspective, bias, subjective, objective. Ask students to write them down on a separate sheet of paper. Have them decide what the words mean and write their definitions next to the words. Give them just five minutes to jot down their ideas. Remind them that good guesses are acceptable. Not guessing is unacceptable.
2. **Group Definition** – As a class, take answers from students, making sure to ask how they came up with their answers. When you have exhausted all possibilities for a word, have someone look it up in the dictionary. Do not allow students to copy down the dictionary definition. Ask them what the dictionary definition means to them as teens. Have them agree upon a definition they put in their own words. Then have them write the agreed upon definition in their notebooks next to their guess. Have them underline the correct definition. Make sure to take your time with this group definition as you will be asking students to do this activity frequently, sometimes on their own. Remind them that good readers try to figure out a word without having to look it up. When they finally must look it up, they make sure they understand the definition by being able to put it in their own words.
3. **Assign Group Roles** – In their groups, assign students the following roles: facilitator, illustrator, notetaker, process observer, and time keeper. In most groups, at least one student will have two roles. (Facilitator/Illustrator can be done pretty easily by one student. The Process Observer should not have more than that role.) Tell each student what his job is before beginning today's exercise (see below under *Group Roles*). Refer them to the signs you have posted.
4. **Group Images** – Next, make sure you have given each group a large piece of butcher paper and markers or crayons. Give each group one of the following words written on a card: African American, Latino, Pacific Islander, Native American, Asian, White (Caucasian). Tell the groups they have 10 minutes to create an image that represents that race's identity. They may use words in their image, as well. Because of the potentially sensitive nature of today's lesson, you will truly need to act as facilitator and guide. When 10 minutes are up, ask them to stop. Before they present their ideas, remind students they are to be respectful of each other regardless of whether or not they agree with the opinions presented today. They should keep in mind that truths about race identity are both positive and negative. In order to get at truths, we have to discuss both. In addition, the ideas students are presenting may not necessarily be their own. They may just be stating what they know society or others believe.
5. **Presentations** – At the end of 10 minutes call time. Post all images on the front board. Next, ask all process observers what they noted about how their group created their truth. Write or have a student write all observations next to the images they go with.
6. **Identifying Race Identity Truths** – Next, ask all students to break up into groups of three. They may not sit with members of their group. Hand out **Identifying Race Identity Truths**. Using the graphic organizer you have just handed to them, they must look at the images on the board and identify the truths about each race represented in the images. They should list them in the appropriate category in the handout. Next to each truth, they should write an 's' if they believe it is subjective and an 'o' if they believe it is objective. Give them 15 minutes to work together to come up with as many as they can identify in the images.

7. Presentations – At the end of 15 minutes, call time. Tell students that while each group is presenting, the rest of the class should be writing down any new ideas that they do not already have on their papers. Begin with African Americans. Randomly, call on one member of each group to present their findings. No one should be talking during the presentations. Move on to Pacific Islanders and so forth until you have completed each race.
  8. Discussion – Finally, ask students a) Where do these ideas of race identity come from? Who creates race identity? b) Can there ever be objectivity when defining race identity? Why or why not? c) Can you define race identity from the outside? From the inside? If so, how? d) How does class or money factor into the ideas presented on race identity? e) How does time or history affect our perception of race identity?
  9. Have students turn in the handout. Grade it tonight. Leave the images they have created up in the room, as you will continue to discuss and add to the question of race identity.
  10. **Poetry Toolbox** – Hand out the **Poetry Toolbox**. Ask students if they remember the definition for each of the tools. Tell them they will be defining them now. This toolbox they must keep in their folder at all times. Start with the first tool. Ask for volunteers to give the definition (Use the **Poetry Toolbox Key** provided in the *Teacher Pages* as your guide in helping students to define each of the tools.). Do this for each of the tools until the toolbox is complete. Students learned each of these tools last year in English 1. So this should simply be a review for them, and they will remember these things better as they begin to use these terms again. Try to spend a brief amount of time on this. Remind students that in the **Poetry Toolbox** are the tools good authors use to create a poem. These tools can also be used to discuss and critique a poem. Tell students they will be discussing poetry as an effective means of creating race identity.
  11. Homework Readings – Hand out the readings for this homework. Have students read them tonight, [Highlight/Annotate](#) each one. Tell them that they will be working with them in class tomorrow. Ask students what they think they should be [Highlighting/Annotating](#) for. At this point, they should be able to say, “For main ideas, significance of those ideas, literary devices used, and the quality of devices used.”
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#### HOMEWORK

- 1) Get syllabus signed and bring in binder, if not already done.
  - 2) Read “On the Question of Race,” “Random Violence,” “Two Women,” “Seeking,” “Steel Capital of Nowhere,” and “Mother.” [Highlight/Annotate](#) and bring to class tomorrow.
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#### GROUP ROLES

Facilitator—Your job is to keep the group focused on the task at hand and to help them generate as many ideas as possible. It is not your job to come up with the ideas. It is your job to encourage/help other group members to come up with the ideas.

Illustrator—Your job is to draw the ideas for images that people are giving you. These do not have to be perfect drawings. They simply have to convey the ideas the rest of the group is giving you.

Notetaker—Your job is to write out the words the group is giving you. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write.

Process Observer—Your job is to observe how other members of your group create their truth. You must write down your thoughts about how your group members work together to generate ideas. It is not your job to say anything to them about what you are writing during the exercise, but you will report back to them after the exercise is complete.

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#### DOCUMENTATION FOR PORTFOLIO

None