

TITLE OF LESSON

English 2 Unit 1 Lesson 6 – Active Versus Passive Creation of Race
How Is It Decided Who Belongs and Who Doesn't?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-1, 3.0, 3.5-3.9, 3.11; W1.0-2, 1.9, 2.0, 2.2; W/O1.0-3; L/S1.0-9, 2.4 a-d

MATERIALS

Create a packet of these four readings for all students and title it Packet #3: Latino Poetry:

“I Am Joaquin” – Reading

“El Alacran Guero” – Reading

“Niggerlips” – Reading

“faseal” – Reading

Poetry Tools sheet – Student Page

English 2 Independent Reading List (for students who were absent) – Student Page

LESSON OBJECTIVES

- To read a novel silently for twenty minutes
 - To participate in an activity that demonstrates the process of grouping people according to race
 - To address active and passive creation of race identity
 - To identify and utilize poetic criteria to interpret poetry
 - To write about how authors use poetry to construct race identity
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Check to make sure all students have a novel from the **English 2 Independent Reading List**. Give credit to all students who brought their book in on time. Make sure you have books for students to read who did not bring in a book in order to cut down on the opportunity for students to misbehave during silent reading.
- 2) **Daily Log** – Have all students copy the **Daily Log** below.
- 3) **Silent Sustained Reading** – Begin Silent Sustained Reading. Make sure you, too, have a novel from the reading list that you will read with the students. Then stop everything and read with them for 20 minutes a day. This models for students the importance of reading. At the end of 20 minutes, have students put their books away. Remind them that they will be reading like this every day at the start of the period, with the exception of computer lab days. However, it will be their responsibility to finish the novel a week before their novel evaluation essay and book talk is due. This means they must read at home on their own time too! Tell them you will be handing out the novel evaluation essay requirements the week before they are due. Anyone that would like to get started early should see you for the requirements. Also, if there is a particularly interesting portion of your novel that you read during the period, tell the students about it. They love to hear you get excited about a book and it will help them to choose their next novel.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	1--Who decides who belongs to a race and who doesn't? 1 page	Active Versus Passive Creation of Race Identity: Who decides who belongs and who doesn't?	1. Silent Sustained Reading 2. Who Belongs and Who Doesn't? 3. Brainstorm Examples of Active and Passive Creations of Race 4. Poetry Reading, Poetry Tools sheet, and Presentation of Interpretation	Packet #3: Latino Poetry	1. Read Packet #3: Latino Poetry. 2.Highlight/Annotate Packet #3. 3. Choose one poem to create a Circle Diagram for an evaluation essay. Create the Circle Diagram.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Race Grouping – Tell students you are going to give them some instructions. Once you have given instructions, you are not going to answer any questions. So they should listen very carefully. Tell them they will have 5 minutes to conduct the following activity as a class. They must put ALL students in groups according to race. Do not give any further instructions. Do not answer any questions. Allow them to figure out the process of how to accomplish the instructions. Observe them carefully, as you will be helping them to debrief this potentially powerful exercise after it is over. Watch who takes charge. Watch how decisions are made. Watch who decides what groups there should be and who should be in what group. Make sure to watch the time and give them a warning when there is only one minute left.
2. Debrief – At the end of five minutes call time. Have students stay in their groups. Tell them you will be debriefing the activity with them. To speak, they must raise their hand and be respectful of others opinions. Remind them that there are only opinions in this class. First, ask them what they noticed going on during the activity. Allow many answers. Your job will be to take off on what they are saying and add your own insights. Next, ask them who took charge and why that person took charge. If the person who took charge does not answer, ask them why they did it. What kind of power dynamics took place? Did race have anything to do with it? Ask them what process they used to decide what groups there should be. Then what process did they use to place people in the groups they decided upon. What criteria did they use to decide who would go in which group. At this point, you may want to direct their attention to the criteria they have already established to determine race identity. Did they use that criteria? Why or why not? How effective was their decision making process? Why was or wasn't it effective? Take all opinions, making sure that they can effectively convey why they believe what they believe. Make sure they give examples from the activity. Finally, tell students that you would like for them to think the answer to these last questions you are going to give, but not to say it out loud. What prejudices/stereotypes do they hold that may have influenced how they participated in the activity today? and in what ways did those prejudices/stereotypes affect the way they participated? How many of you allowed someone else to tell you which group you belonged to? And how many of you told others which group they belonged to?
3. Establish Purpose Discussion – Next, ask what the students think the purpose of this activity was. Take as many answers as they can come up with. Then point out the classroom is a reflection of society; the students are a mini society. Whatever went on in here, opinions, actions, experiences are all happening in the world. Imagine that this is how we decide who belongs and who doesn't belong to a race. This is how we decide the criteria for who belongs to a race and who doesn't. This is how we actively or passively go about identifying ourselves and others. Ask them what they think actively creating race identity means. Is it positive or negative? Conscious or unconscious? Ask them to give ways they actively created race identity. Ask them what they think passively creating race identity means. Is it positive or negative? Conscious or unconscious? Which is more effective, active or passive?

4. **Group Brainstorm** – Have students get into their assigned groups. Keeping in mind the activity they just completed, ask them to take out a sheet of paper and fold it in half lengthwise. Have them title the left hand column active and the right hand column passive. Ask them to take two minutes and **Brainstorm** as many ways they can think of that we actively create race identity in the world today and ways we passively create race identity in the world today. You may need to quickly define active and passive for them. Then give them two minutes to list as many ways they can think of for each. Remind them that they have been participating in and discussing creating race identity every day in class for the last week. So they should have some good ideas.
5. **Class Brainstorm** – At the end of two minutes, call time. Ask each student to give you one idea for active creation of race identity. As you write, students should be adding any ideas they did not have written down already to their list. You may want to add writing, movies, art, song, dance, and any others you can think of. If students come up with answers that seem negative like any types of crime (some people choose to be criminals or thugs or gangsters and believe it is cool), ask how that is an active creation of race identity. Then if their answer is well thought out, allow it to stand. This is their **Brainstorm** and all aspects of race are acceptable, even if others do not like them. Do the same with passive creation of race. Interestingly enough the students should be able to see that many of their ideas will be the same for both columns. Often the same methods of communication are used passively and actively to create race identity.

6. **Journal 1** – Post the following **Journal** on the front board:

Journal 1: Who decides who belongs to a race and who doesn't?

Be sure to back up your opinion with solid reasoning and evidence. Must be at least 1 page long.

Remind students that when they write a journal, spelling, punctuation and grammar do not count. Ideas count. They should get down as many ideas as they can. Tell them they have ten minutes to complete this assignment. If they do not have 1 page at the end of ten minutes, then they have homework tonight.

7. **Poetry Tools** Directions – At the end of ten minutes call time, ask them to put their journals away. Make sure all students are seated in their groups. Tell them they will choose group roles now. There must be a facilitator, process observer, time keeper, and presenter. Everyone will be taking notes today. Go over the responsibilities for each group role (see the *Group Roles* section below). When all students have chosen roles, pass out Packet #3. Tell students that they will read all the poems from Packet #3 tonight, but they will be working with only one poem in their groups in class. Pass out a **Poetry Tools** sheet (found in the *Student Pages* section of this unit) to each student. Tell students they have already worked with each of these criteria or tools authors use to create poems. Right now, they will be assigned a poem to read and fill in the **Poetry Tools** sheet for. Tell them they must site specific examples in the blank column from the poem they are assigned. They will work together in their groups, but everyone must fill in their own sheet.
8. **Group Reading** – Assign each group a poem from the packet. Some groups may have the same poem. That's okay. It just means there may be two different interpretations. Tell them they may choose how they will read it (e.g., silently, one person at a time, one person reads to the rest of the group). Have them read their poems now.
9. **Group Poetry Tools** – When they have finished reading, tell them they have ten minutes to fill in their **Poetry Tools** sheet. At the end of ten minutes, call time.
10. **Presentations** – Ask the presenter to help the group decide how the poem will be read to the class. Give the groups two minutes only for this. Then call on random groups to read their poem and present their **Poetry Tools** sheet which is really their interpretation of the poem. Make sure each group has read.
11. **Homework Review** – Remind students of their homework tonight. Tell them that if they were listening closely to each presentation, their homework will be much easier. At this point, students should know what a **Circle Diagram** looks like. You can photocopy them and pass them out to each student or you can simply ask the students to create their own.

HOMEWORK

- 1) **Highlight/Annotate** Packet #3.
 - 2) Fill in a **Circle Diagram**, using one or more of the poems from Packet #3 and answering the question, "How is active or passive creation of race conveyed in poetry?"
 - 3) Complete Journal #1.
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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.

Notetaker—Everyone is taking notes today.

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.

Time Keeper – Your job is to keep track of the time and remind your group to keep moving along. Your responsibility is to help out the facilitator.

Presenter – Your job is to decide how your poem will be read to the class and assign reading responsibilities to your group members. Then you will explain how the poem uses each of the tools you have filled in for the **Poetry Tools** sheet.

DOCUMENTATION FOR PORTFOLIO

None