



Grade 12 - Race, Literature, and Culture Unit 1 - Race: Social Concept and Implications

Unit Focus

The goal of this unit is to introduce students to four major concepts that we will examine in depth throughout the course. First, we will look at historical definitions of race and the hierarchies created among races throughout American history. Students will also consider the merits and flaws of a "colorblind" society, explicit vs. implicit bias, and the danger of a single story. Students are expected to come to this course with prior knowledge of the historical timeline/basic facts of early African American history. We will build upon that knowledge and further explore the aforementioned concepts with an in-depth analysis of various texts. Ultimately, students will be able to apply their new knowledge to a contemporary setting.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core English Language Arts: 11-12 <ul style="list-style-type: none"> 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. (CCSS.ELA-LITERACY.RI.11-12.3) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) (CCSS.ELA-LITERACY.W.11-12.4) Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-LITERACY.W.11-12.9) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none"> Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2) 	<i>Students will be able to independently use their learning to...</i> T1 Comprehend and engage with a variety of texts in order to become independent, critical thinkers. T2 Compare and contrast informational and literary texts to synthesize information to grow and change a position.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Race is a social concept. U2 There are different types of racism, some of which are conscious and others unconscious. U3 There is constant debate over the role of race and racism in contemporary society (i.e. colorblindness). U4 The experiences of an individual do not define a group, and the experiences of a group do not define an individual.	<i>Students will keep considering...</i> Q1 Where do ideas of race come from? Q2 What are the merits and flaws of an argument that we live in a colorblind society? Q3 What is racism? (Implicit vs. Explicit) Q4 What is the danger of a single story?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 How race has been defined K2 Colorblind society arguments K3 Content-specific vocabulary (one-drop rule, mulatto, miscegenation, racial passing, Ebonics, black face, assimilation) K4 Implicit vs. explicit racism K5 The concept of a single story	<i>Students will be skilled at...</i> S1 Evaluate the merits and flaws of various arguments S2 Consider the nuances of various definitions of race S3 Analyze texts for their treatment of race (explicit and implicit)