|  |  |  |
| --- | --- | --- |
| **Possible causes of racism** | **Argument/ Major Points** | **Do you think this is a viable hypothesis? Why or why not?** |
| **Pseudoscientific justification**  **Word wall: scientific racism, pseudoscience, phrenology**  **Talking Point:** |  |  |
| **Political**  **Excerpt from Michelle Alexander’s *The New Jim Crow***  **Word Wall: Bacon’s rebellion, indentured servitude**  **Talking Point:** |  |  |
| **Possible causes of racism** | **Argument** | **Do you think this is a viable hypothesis? Why or why not?** | |
| **Religious**  **Word Wall: Curse of Ham**  **Talking Point:** |  |  | |
| **Economic**  **“The Roots of Racism”, socialistworker.org**  **Word Wall: Capitalism, Socialism**  **Talking Point:** |  |  | |

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| --- | --- | --- | --- |
| Outcome | Exceeds | Meets | Not Yet |
| **Discern**  **Arguments/Major Points**  View, read and listen with focused attention to what matters.  Examine closely and methodically, attending to easily overlooked details, logic and patterns. | \_\_ Student details the thesis of the argument in question, as well as major points that the author uses to support thesis  \_\_ Student notes bias in the author’s argument, as well as weaknesses and strengths in the argument | \_\_ Student details the thesis of the argument in question, as well as major points that the author uses to support thesis | \_\_ Incomplete graphic organizer |
| **Conclude**  **Is this a valid hypothesis?**  Infer meanings, analyze information and develop valid ideas based on evidence and analysis | \_\_ Student analyzes the major points of the author to determine whether it is a valid hypothesis or not  \_\_ Student notes bias in author’s arguments to evaluate the validity of the hypothesis | \_\_ Student analyzes the major points of the author to determine whether it is a valid hypothesis or not | \_\_ Incomplete graphic organizer |
| **Communicate II**  **Verbal communication during in class discussion**  Ideas and information understood, mindful of audience, purpose and setting. | \_\_Student helped drive the discussion throughout the discussion  \_\_ Student addresses questions to other students who have not volunteered in the discussion | Ideas and information understood, mindful of audience, purpose and setting. Student supports thesis with relevant facts, examples, and details.  \_\_ Student frequently contributed to the discussion | \_\_\_ Student did not contribute to discussion |
| **Argue II**  **Tying verbal discussion back to specific points in the articles being discussed**  Student richly supports thesis with many relevant facts, examples, and details. | \_\_ Contributions to discussion are rooted in evidence  \_\_ Student uses specific points in the text to craft talking points to drive discussion | \_\_ Contributions to discussion are rooted in evidence | \_\_ Student does not contribute  \_\_ Student contributes without citing evidence |

**Over the next few class periods we will be analyzing different hypotheses for the origin of racism in our society. We will be looking at pseudoscientific, political, religious, and economic arguments. Every day you should annotate the article and plot key points into this log. After reading the article you are to come up with a talking point based on one of your annotations. After everyone has read the article, you will receive a daily grade that will be based on your verbal communication and arguing skills.**