

Assignment 11

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Beyond Divisiveness ED 464e

Lesson Plan: Walking While Black: A Case of Racial Profiling

Course: Social Studies

Topic: Civil Rights/Racial Profiling

Lesson Title: Walking While Black: A Case of Racial Profiling

Level: 8

Lesson Objectives:

Students will be able to discuss racial profiling in the article “[Walking While Black](#)”.

Students will be able to check for credibility and accuracy in reporting.

Students will be able to write about racial profiling.

Standards:

National Council for Social Studies **Individuals, Groups, and Institutions and Power, Authority, and**

Governance: *What are the purposes and functions of government? Under what circumstances is the exercise of political power legitimate? What are the proper scope and limits of authority? How are individual rights protected and challenged within the context of majority rule? What conflicts exist among fundamental principles and values of constitutional democracy? What are the rights and responsibilities of citizens in a constitutional democracy?*

CCSS.ELA-LITERACY.RH.6-8.1 *Cite specific textual evidence to support analysis of primary and secondary sources.*

CCSS.ELA-LITERACY.RH.6-8.8 *Distinguish among fact, opinion, and reasoned judgment in a text.*

CCSS.ELA-LITERACY.RI.8.8 *Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.*

Lesson Activities and Structure:

Opening (5 min): What is racial profiling? Pose the question to students to discuss in pairs or threes. Students should define racial profiling as they best can and write it on a post-it. Students may answer the follow-up question next: What would be evidence of racial profiling?

Read aloud definitions as a class and come to agreement about what racial profiling means (record definition on the board). Discuss what evidence would look like.

Mini-lesson (15 min): Watch the video on the “Walking While Black” website (8 minutes)

(<https://features.propublica.org/walking-while-black/jacksonville-pedestrian-violations-racial-profiling/>) Ask students to listen for evidence that might prove the journalists claim that Jacksonville police are racial profiling with pedestrian tickets. Students can keep quick notes on paper if desired. Afterwards, discuss the video, fielding any questions and discussing evidence as well as any claims that did not have evidence.

Workshop (25 min): In small groups of three or four, students will read through the full article “Walking While Black”, keeping track of claims and evidence on a large t-chart (one per group). Students may choose to fact check the article at the end or as they read. They should record their findings as well.

After reading and recording claims and evidence, students should discuss their initial reactions to the article.

Share/Discussion (10 min): Groups may post their charts around the classroom. Discuss with the students about the article, perhaps using the following guiding questions:

- What was your reaction to the information in the article?
- What surprised you?
- Did your thinking about racial profiling change while reading this article?
- Do you think the ProPublica article left any claims without evidence?
- Was there bias in this article that you noticed?
- What questions do you still have about this topic?

Final Reflection/Summative Assessment (10 min): Students should complete a written reflection, summarizing their thoughts regarding the article (using the above guiding questions).

Formative Assessments: The opening will allow students to discuss racial profiling and synthesize a working definition together. The teacher should check in with the students as they talk during the opening to feel out any major misunderstandings. After the mini-lesson, the teacher can check for understanding, while defining any unknown terms (i.e. jaywalk, citation, etc.). While circulating during the workshop, teachers will be able to monitor students’ progress and understanding.

Differentiation: Students may be placed in like ability groupings or strategic partners for support. Depending on reading abilities, the teacher could read aloud the article in sections, pausing to allow students to discuss the evidence and claims. Also the article could be shortened depending on time constraints and reading levels. Discussion in groups will support understanding as well. It might be helpful to define some terms from the reading ahead of time and provide them to students. The teacher may model the note taking for the first section of the article as well.