

Racial Profiling

Module 2: Expository Reading and Writing Course

Racial Profiling – Student Packet

In this module you will be asked to discuss racial profiling and you will determine if it is an acceptable practice.

Items needed to complete the module:

- Article: “Jim Crow Policing” by Bob Herbert
- Internet access
- Handouts:
 - Activity 3: Surveying the Text and Making Predictions
 - Activity 4: Key Concepts - Cube It
 - Activity 6: Annotations
 - Activity 7: Thinking Critically
 - Activity 8: Papa Square

Instructions: Complete all of the activities on a separate piece of paper. Label each activity so that it is easy for your teacher to check your work.

Activity 1: Getting Ready to Read

Write a paragraph in response to the following quickwrite:

Have you ever been stopped by the police because of your appearance? If you have, what was your reaction? If you haven't, what do you think your reaction would be? Why do you think you would react this way?

Activity 2: Exploring Key Concepts

Understanding key concepts in a reading selection is essential to good comprehension. Complete the following activities before moving on.

Look up “Jim Crow” on the Internet. Take notes in the spaces below.

- What does the term have to do with race?

- Is the reference positive or negative?

- What is its origin?

- What do you think this reference might have to do with police activities?

Now go to the PBS webpage called “The Rise and Fall of Jim Crow,” and read/listen to four of the Personal Narratives under Jim Crow Stories tab. Be prepared to retell one of them to the class and to discuss your thoughts and learning.

Activity 3: Surveying the Text and Making Predictions

See handout

Activity 4: Key Concepts – Cube It

See handout

Read “Jim Crow Policing” by Bob Herbert

Activity 5: Noticing Language

See handout

Activity 6: Annotations

See handout

Activity 7: Thinking Critically

See handout

Activity 8: Papa Square

See handout

Activity 9: EPT Timed Write

Schedule a time to meet with your teacher to complete the Timed Practice EPT. You will have 45 minutes to write an essay about a controversial issue of your choice. It could be racial profiling, but it doesn't have to be. Use this week to read about, research, and prepare evidence for your timed essay. The essay will be scored using the EPT Rubric and is intended to mirror the English Placement Test. The essay *must* be completed in front of a teacher.

Turn in your completed Module Packet when you meet with your teacher to write your essay.

Activity 3: Surveying the Text

Surveying your reading material (no matter what its length) will give you an overview of what it is about and how it is put together. To learn how to survey an essay, answer the following questions.

1. Who is the author of this column/essay?
2. When and where was the column published?
3. What proper nouns do you notice in this essay?
4. What do you think the piece will discuss?

Making predictions about your reading will help you read actively rather than passively. Active reading promotes learning. Your answers to the following questions will guide you through the process.

1. What do you think this column is going to be about?
2. Why do you think the author wrote this column?
3. Who do you think is the intended audience for this piece? What brings you to this conclusion?
4. What do you think the writer wants the reader to do or believe?
5. On the basis of the title of the column, what information or ideas might this essay present?
6. Will the article be negative or positive in relation to the topic? How did you come to this conclusion?
7. What argument about the topic might the article present? What makes you think so?
8. Turn the title into a question (or questions) for you to answer after you have read?

Activity 4: CUBE – IT

Instructions

Define each vocabulary word using the categories listed below. This is not meant to be literal, but a figurative way of defining each word. See the example on the chart. Write small!

Describe It - Colors, shapes, sizes, etc.

Compare It – What is it similar to?

Associate It – What does it make you think of?

Analyze It – Tell how it is made?

Apply It – What can you do with it? How can it be used?

Argue It- Are you for or against it?

Word	Describe It	Compare It	Associate It	Analyze It	Apply It	Argue It
Prejudice (example)	Ugly, dark and loathsome, smelly like a sewer, foul tasting, thick and gooey; feels rough to the touch with spiky points and thorns.	Prejudice is like an illness. It starts out with a cough or a sneeze and escalates into a fever or disease when untreated. It spreads to others through words and	I read about how a mob ransacked a man's store, wrote on his walls, and pushed him down on the ground. When asked what they wanted, they shrugged and said they	Formed over time, usually handed down in families or communities, delivered with hateful words and ignorant eyes.	Used out of fear and to cover up insecurities, used out of ignorance and for cruelty or punishment; often used for power.	I argue against prejudice. What good does it do to foster hate and ignorance? How can it move a society forward when it's

Word	Describe It	Compare It	Associate It	Analyze It	Apply It	Argue It
Ethnic						
Anti-semitism						

Word	Describe It	Compare It	Associate It	Analyze It	Apply It	Argue It
Discrimination						
Pre-conceived notions						

Word	Describe It	Compare It	Associate It	Analyze It	Apply It	Argue It
Profiling						
Stereotyping						

Activity 5: Noticing Language

Herbert uses two patterns that are especially effective in his essays:

- (1) the passive voice
- (2) word repetition.

PASSIVE VOICE

The passive voice is applied to a verb in a sentence when the “doer” or actual “agent” of the action is after the verb in a “by” phrase or completely missing rather than before the verb. Also, a passive verb always includes a form of “be” and a past participle.

Examples: “*is practiced,*” “*was frisked,*” “*has been stopped*”

Agents can be added to a passive verb in a “by” phrase.

Passive: Racial profiling is practiced in New York (by the police).

Active: Police practice racial profiling in New York.

➔ Writers often use the passive when they don’t know or don’t want to reveal the agent or “doer” of their action. Herbert even starts his essay with a sentence in the passive voice:

“The New York City Police Department needs to be restrained” [by whom?].

So what do you think? Fill in the blanks to make the statement true based on your understanding of the author and his intent:

Herbert relies heavily on the passive in his essay because _____

_____.

What other passive verbs do you see in this essay? What effect does this linguistic pattern have on you as a reader?

- Paragraph 2:
- Paragraph 3:
- Paragraph 4:
- Paragraph 7:
- Paragraph 9:
- Paragraph 11:
- Paragraph 12:

What is the effect on the writing due to its having a predominant number of verbs in the passive voice? Explain.

Notice that all the sentences after paragraph 12 are in the active voice.

What effect does this shift from passive to active voice have on the message that Herbert is delivering? Explain with at least one example.

REPETITION

In this essay, Herbert also repeats specific words that capture the readers' attention and keep the focus on these particular concepts. Two examples are stop and frisk, which are repeated throughout the essay.

Find other words or parts of words that Herbert repeats in this essay:

What is the effect of these repetitions?

Activity 6: Annotations

<i>Answer this question...</i>	<i>with a portion of the text.</i>
What is the author's position?	
What are the major claims that he makes?	
Are there any claims that he makes that you would disagree with? What are they?	
What evidence does he use to support his claim?	

Comment on or question four of Herbert’s statements in the article.

<i>What Herbert says...</i>	<i>My response...</i>

Activity 7: Thinking Critically

Questions about Logic (Logos)

1. List two major assertions the author makes in this essay.
2. What support does the author provide for these assertions?
3. Can you think of counter-arguments that the author doesn't deal with?
4. Do you think the author has left something out on purpose? Why?

Questions about the Writer (Ethos)

5. Does this author have the right background to speak with authority on this subject?
6. Is this author knowledgeable? Smart? Successful?
7. What does the author's style and language tell you about him?
8. Do you trust this author? Why or why not?
9. Do you think this author is deceptive? Why or why not?
10. Do you think this author is serious?

Questions about Emotions (Pathos)

11. Does this piece affect you emotionally? What parts?
12. Do you think the author is trying to manipulate your emotions? How?
13. Do your emotions conflict with your logical interpretation of the arguments?
14. Does the author use humor? How does this affect your acceptance of his or her ideas?

PURPOSE

(What is the writer's purpose?)

Rhetorical Methods and

Strategies Where does the author use:

Logical Appeals:

Pathetic Appeals (Emotion):

Ethical Appeals:

Stylistic Devices: What devices does the author use? (metaphor, rhetorical questions, fragments for emphasis, etc.)

AUDIENCE:

(Who is the audience?)

ARGUMENT:

(What is the thesis or argument?)

PERSONA:

(What is the author's persona or public image appear to be?)