

This American Life — The Problem We All Live With

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What rhetorical strategies or other tools did this piece use that you saw as effective in telling this story? →	I saw a combination of logos and pathos. The author went between making you feel terribly for these students that are being completely underserved and presenting data on why their school system is failing and what the proven alternative is. It was a compelling way to right because you bought into the people and their stories and that made you more connected to the solution; it helped the reader see the conflict from the side of the underrepresented.	
Major Claims ↓	Evidence to these claims ↓	Questions? Confusions? Issues to Research?
<p>→ School integration works.</p> <p>→ Black students are severely more likely to attend unaccredited schools</p> <p>→ When school districts are integrated, black students are put in very difficult situations if they want to attend the new, higher performing schools</p> <p>→ School districts mainly comprised of black and latino populations, are surrounded by a culture of low expectations, inexperienced teachers, and minimal if any resources</p>	<p>→ As seen in the 1980's when school integration was at its highest, black students that were failing in their original school district were excelling more than ever in their new school district</p> <p>→ Only 1 in 25 white students attends a school that is not accredited but nearly 1 in 2 black students attend an unaccredited school</p> <p>→ In the example used in this article, the students were sent to a school that was over 30 miles away when there was a high performing school district just five miles away. This made students need to board a bus at nearly 5AM. Parents in the high performing district even deliberated about making the school start time earlier to make it even harder for the black students to attend school in their district.</p> <p>→ The US dept. Of education shows that these districts have the least qualified/experienced teachers, the worst course offerings, the least access to AP courses, and the worst facilities. This was corroborated by the reported that shadowed the honors student.</p>	<p>History of school integration</p> <p>History of busing</p> <p>School funding and property taxes</p> <p>Integration at Nathan Bishop in PVD</p> <p>Voucher systems</p> <p>"Achievement Gap"</p> <p>Why is the department of education doing nothing about this? I see this in Providence every single day and no one is doing anything about it.</p> <p>I'd love to do more research about RI specifically and how students outcomes are in providence vs. nearby north providence or smithfield</p>

How does this text echo the other authors we have read? **ADD** to the text below in your doc.

	The Problem We All Live With (list a quote or issue from TAL below)	Connection to the Author (from column one) In what way does the author in column one echo (or challenge) the sentiment you just typed in the column to the left?
SCWAAMP (Grinner)	Bad schools never caught up to the good schools, bad schools are mostly black, good are mostly white.	Whiteness is privileged...
Johnson	"Not a race issue! A safety issue..."	Johnson says that we have to name it, and call it what it is. "Racist is not another word for bad white people..." The parents insist that race is not a factor in their concerns but Johnson would say they are not naming the real issue.
Delpit	"I'm not going to fight you and then I get kicked out and you look like you were right. I had to prove to her that I'm not stupid, I'm very intelligent. And just because I went to Normandy, that doesn't define who I am either."	Delpit states that we must know the rules for participating in power and that the rules are from the dominant culture or the culture with power.
Armstrong and Wildman	"This is not a race issue....I'm sorry that's her prejudice calling me a racist because my skin is white and I'm concerned about my children's education."	This perfectly depicts Armstrong and Wildman's colorblindness as the new racism. The authors believe that the presence of colorblindness does not erase the effects of racism and the advantages of white privilege. The woman in the audience speaking on "This American Life" is truly color blind.
"All Lives Matter""	"Michel Brown became the national symbol of police violence against black youth." He was a recent graduate of Normandy High School; that is the school system referenced in This American Life. What struck Jones was how Michael Brown's Mother expressed her grief saying: " You took my son from me. You know how hard it was	This movement was designed to bring attention to the plight of racism and treat all lives as equals. It was created to bring attention to the killings of young black men by police.

	<p>for me to get him to stay in school and graduate? You know how many black men graduate? Not Many!" The fact that she got her son through school was the focus of her grief. The very school that was failing its' students since its performance score at the time of his graduation was 10 out of a possible 140 points.</p>	
<p>Armstrong and Wildman</p> <p>SCWAAMP (Grinner)</p>	<p>"In other words, on standardized reading tests in 1971, black 13 year olds tested 39 points worse than white kids."</p>	<p>"White privilege pervades US society"</p> <p>It is clear that these two authors are touching upon very similar points here as it is uberly apparent that being white is an advantage in our society</p>