Name: _____   Objective: _____

Teacher: _____   _____

Course/Period:_____   _____

Date:_____   _____

                                       _____

Self Score ____/20   Peer Score____/20   Final Score____/20
                               Graded
                             by:_____

Directions: Annotate the text using the Jedi Bookmark. Then, respond to the prompt using evidence from Mile Morales to support your answer. The rubric for your written response is attached

How Systemic Racism Infiltrates Education

A Broken Promise

Go to school, do well, get into college, and you're on your way to a good job and a happy life. You put in the work, and you'll be rewarded. That's the promise of education. Sounds great. Like it should be true.

But the closer you look, the more this promise begins to seem a bit more like a fantasy. No one denies that education is important. It's just that the path to achievement and advancement is easier for some than for others. People of color face barriers to success every single day, from a very early age, that whites never even have to think—let alone worry—about.

Racism Starts Early

Remember preschool? Learning to write your name, playing with dolls and blocks, jumping in puddles. That's the preschool experience.

Also part of the experience, apparently? Racism. It turns out that black students are much more likely to be suspended from preschool than white students. They make up 18% of all

preschoolers, but represent almost 50% of all preschool suspensions. Compare that to white kids, who make up 43% of all preschool enrollment, yet represent 26% of those receiving suspensions.

Why is this happening? A recent study might shine some light on what's going on. It found that black boys as young as 10 are routinely perceived to be significantly older and less innocent, when compared to white boys of the same age. In our society, this suspicion of guilt follows people of color throughout their lives.

The Story Continues in K-12

Sadly, you won't be surprised to discover that the news doesn't magically get better for K-12 kids. Let's run through some of the data released by the US Department of Education in 2014:

> Black students represent 19% of students with disabilities—and a ridiculous 36% of those with disabilities who are restrained at school. When black students and white students commit similar infractions, black students are suspended and expelled **three times** more often than white students. Black students make up 16% of student enrollment, but represent 27% of students referred to law enforcement and 31% of students subjected to arrest. White students, on the other hand, make up 51% of enrollment, 41% of students referred to law enforcement, and 39% of those arrested.

The School-to-Prison Pipeline

According to a 2015 report from the National Center for Education Statistics, there are more than 43,000 school resource officers and other sworn police officers, and an additional 39,000 security guards, working in the nation's 84,000 public schools. Since when did school discipline require so many police or security officers?

We think it's particularly troubling that law enforcement is so often being called in to discipline black students on school grounds. This phenomenon has become known as the "school-to-prison pipeline," because it's channeling students right into the criminal justice system (where people of

color can expect unfair treatment as a matter of course). When a simple altercation at school leads to an arrest for assault, something has gone terribly wrong.

"So Maybe I'll Just Drop Out"

Repeated suspensions and expulsions also eventually convince many students to drop out, and a disproportionate number of those leaving school are African American, Latino, or Native American. Makes sense, then, that the graduation rate for those students lags well behind the rate for white students.

Are We Still Effectively Segregated?

The problems with K-12 education run deep. While the Supreme Court's ruling in the 1954 Brown v. the Board of Education case officially did away with the doctrine of "separate but equal," many school systems remain segregated(some studies even suggest that segregation may be worsening), with schools that are anything but equal. And schools attended predominately by people of color are chronically underfunded.

Kids at these underfunded schools regularly have less experienced and even unlicensed teachers. Their academic performance suffers as a result, which can lead many to drop out, while putting the dream of college at risk for those who remain.

Post-Secondary is Not Post-Racial Either

In recognition of these ever-multiplying roadblocks to advancement, many colleges have developed affirmative-action programs to ensure that students of color still have a chance to take advantage of a higher education. For some reason, despite evidence that affirmative action has a positive effect on students, colleges, and society overall, critics (not to mention the Trump administration) continue to trot out debunked arguments against it.

But even students who do manage to get into college do not find an idyllic, post-racial wonderland waiting for them. For example, a recent study found that college professors, spanning race and gender, respond more consistently to questions and requests from students

with "white sounding" names. And some researchers argue that the constant stress of dealing with things like this and other daily encounters with racism and prejudice can result in mental health issues that often go undetected.

Even The Debt Is Uneven

Not only that, black students routinely take on more debt than white students to go to college in the first place, making it all the more difficult to accumulate wealth afterward. That, of course, puts pressure on graduates to find jobs. But guess what? Black graduates are twice as likely to be unemployed as white graduates Even black students who graduated with degrees in so-called "high demand" fields, like engineering, are struggling: 10% of black engineering graduates, for example, are unemployed, compared to 6% of all engineering graduates. Perhaps that has something to do with the study that showed that you're 50% less likely to get a job interview if your application has a black-sounding name.

Be Part of the Solution

Let's be clear: systemic racism is a corrosive and widespread problem in our society, and we all need to do a better job of confronting it — in our towns, in our neighborhoods, and in ourselves. Let's start by analyzing the connections to this article and the video on the school to prison pipeline with Miles Morales: Spiderman.

What are two examples of systemic racism that Miles Morales experiences? What makes these examples "systemic"? Use what we call a TIEAC to create a complete paragraph that provides evidence for your answer.

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Category	4	3	2	1
T: Topic Sentence Highlight for: ❏ **Claims/Topic Sentences** (Purple Underline)	❏ **Topic Sentence:** Paragraph contains a topic sentence that answers the prompt and clearly states the a claim/argument that will be proved in the paragraph.	❏ **Topic Sentence:** Paragraph contains a topic sentence that partially answers the prompt and states the claim/argument, but the sentence is simply a restatement of the prompt or is long and difficult to understand.	❏ **Topic Sentence:** Paragraph attempts a topic sentence but either is off topic from the prompt or does not actually make a claim/argument. It is more like a summary.	❏ **Topic Sentence:** There is no topic sentence, the paragraph just begins with introducing evidence.

# 1 IEA: 	
Introduce/Integrate Evidence Analysis
 	
Highlight for:
❏ **Evidence** (Pink)
 	
❏ **Analysis** (Pink underlined)
 	
❏ **Vocabulary** (Orange)
	❏ **#1 Introduced and Integrated evidence:** The 1-2 sentences following the introduction, introduce where the evidence is coming and provides clear but concise context for what is happening when the quote is said. Uses an interesting verb to integrate a quote into the paragraph.
	❏ **#1 Evidence** : The quote is relevant to the argument and is well-chosen for as proof of claim.
	  ❏ Includes correct MLA parenthetical citation (Author Last Name, Page #).
	❏ **#1 Analysis:** The 1-2 sentences following the evidence, explain what the quote means at a deeper level using relevant vocabulary and connect the HOW/WHY this evidence PROVES the argument in the topic sentence.
	  ❏ <u>3</u> or more properly used vocabulary words
	  ❏ Analysis shows deep, thorough understanding of the text. Deconstruction of the evidence is thoughtful, analytical, factual humorous, reflective, detailed, interactive, and connect back to prompt and larger understandings of the world and society.
		❏ **#1 Introduced and Integrated evidence:** The 1-2 sentences following the introduction, introduce where the evidence is coming from and provides basic context for what is happening when the quote is said. Uses a basic verb, such as says or states, to integrate a quote into the paragraph.
		❏ **#1 Evidence** : The quote is related to the argument, but perhaps not the strongest choice for the argument.
		  ❏ Includes correct MLA parenthetical citation (Author Last Name, Page #).
		❏ **#1 Analysis:** The 1-2 sentences following the evidence, attempts to deconstruct what the quote means but does not go below the surface, attempts to use vocabulary and explain HOW/WHY this evidence PROVES the argument in the topic sentence.
		  ❏ <u>2</u> or more properly used vocabulary words
		  ❏ Analysis shows <u>proficient</u> understanding of text. Analysis is clear and indicate understanding of the basic meaning of the text. Deconstruction of evidence consists of restating facts/obvious or making connections to the prompt on a simple and superficial level.
			❏ **#1 Introduced and Integrated evidence:** The 1-2 sentences following the introduction simply say where the evidence is from but provide not context about what is happening in the text when this is said.
			❏ **#1 Evidence** : The quote is relevant to the argument but incorrectly cited.
			❏ **#1 Analysis:** The 1-2 sentences following the evidence, explain just restate the obvious or restate the quote with a simple or incorrect connections to vocabulary
			  ❏ <u>1-2</u> vocabulary but the words are used out of context, where better words would be suitable.
			  ❏ Analysis shows an emerging understanding of the text. Short, rushed, and vague. Deconstruction of the evidence is simple and/or reveals misunderstandings of the text.
				❏ **#1 Introduced and Integrated evidence**: There is no introduction or integration of the quote, just a quote that appears out of nowhere.
				❏ **#1 Evidence** : The quote is is unrelated to proof of the prompt and/or there is no citation.
				❏ **#1 Analysis:** No analysis is present or the 1-2 sentences following is just a summary and makes no connection to the prompt.

#2 IEA Introduce/Integrate Evidence Analysis Highlight for: ❏ **Evidence** (Pink)	❏ **# 2 Introduced and Integrated evidence:** The 1-2 sentences following the introduction, introduce where the evidence is coming and provides clear but concise context for what is happening when the quote is said. Uses an interesting verb to integrate a quote into the paragraph.	❏ **# 2 Introduced and Integrated evidence::** The 1-2 sentences following the introduction, introduce where the evidence is coming from and provides basic context for what is happening when the quote is said. Uses a basic verb, such as says or states, to integrate a quote into the paragraph.	❏ **# 2 Introduced and Integrated evidence** The 1-2 sentences following the introduction simply say where the evidence is from but provide not context about what is happening in the text when this is said. ❏ **#2 Evidence #1**: The quote is relevant to the argument but incorrectly cited)	❏ **# 2 Introduced and Integrated evidence:** There is no introduction or integration of the quote, just a quote that appears out of nowhere. ❏ **#2 Evidence #1**: The quote is is unrelated to proof of the prompt and/or there is no

❏ **Analysis** (Pink underlined)
 	
❏ **Vocabulary** (Orange)
	❏ **#2 Evidence:** The quote is relevant to the argument and is well-chosen for as proof of claim.
	❏ Includes correct MLA parenthetical citation (Author Last Name, Page #).)
	❏ **#2 Analysis** The 1-2 sentences following the evidence, explain what the quote means at a <u>deeper level</u> using relevant vocabulary and connect the HOW/WHY this evidence PROVES the argument in the topic sentence.
	  ❏ <u>3</u> or more properly used vocabulary words
	  ❏ Analysis shows deep, thorough understanding of the text. Deconstruction of the evidence is thoughtful, analytical, factual humorous, reflective, detailed, interactive, and connect back to prompt and larger understandings of the world and society.
		❏ **#2 Evidence #1**: The quote is related to the argument, but perhaps not the strongest choice for the argument.
		❏ Includes correct MLA parenthetical citation (Author Last Name, Page #).)
		❏ **#2 Analysis #1:** The 1-2 sentences following the evidence, attempts to deconstruct what the quote means but does not go below the surface, attempts to use vocabulary and explain HOW/WHY this evidence PROVES the argument in the topic sentence.
		  ❏ <u>2</u> or more properly used vocabulary words
		  ❏ Analysis shows <u>proficient</u> understanding of text. Analysis is clear and indicate understanding of the basic meaning of the text. Deconstruction of evidence consists of restating facts/obvious or making connections to the prompt on a simple and superficial level.
			❏ **#2 Analysis #1:** The 1-2 sentences following the evidence, explain just restate the obvious or restate the quote with a simple or incorrect connections to vocabulary
			  ❏ <u>1-2</u> vocabulary but the words are used out of context, where better words would be suitable.
			  ❏ Analysis shows an emerging understanding of the text. Short, rushed, and vague. Deconstruction of the evidence is simple and/or reveals misunderstandings of the text.
				citation.parenthetical citation.
				❏ **#2 Analysis #1:** No analysis is present or the 1-2 sentences following is just a summary and makes no connection to the prompt. .

C: Concluding Sentence	❏ **Concluding sentence:** The final sentence of the paragraph restates the argument and how each piece of evidence proved your topic sentence correct.	❏ **Concluding sentence:** The final sentence of the paragraph restates the argument and how each piece of evidence proved your topic sentence correct.	❏ **Concluding sentence:** The final sentence of the paragraph restates the argument and how each piece of evidence proved your topic sentence correct.	❏ **Concluding sentence:** The final sentence of the paragraph restates the argument and how each piece of evidence proved your topic sentence correct.

Grammar and Sentence Structure
 	
<u>Highlight for:</u>
● **Defined nouns** (green)
● **Vocabulary** (Orange)
	❏ Specifically names all subjects. No he/she/it/they/things/stuff unless it has been identified in the previous sentence.
	❏ Every sentence is a complete sentence:
	  ❏ Begins with a capital letter.
	  ❏ End with punctuation: a period [.], question mark [?], or exclamation point [!].
	    ❏ The space is after punctuation, not before.
	  ❏ Contains a subject and a verb (action word)
	  ❏ Expresses a complete thought.
	❏ Variations of word choice that indicate <u>college-ready writing.</u>
		❏ Specifically names, or assigns names the majority of subjects.
		❏ Most sentences are a complete sentence:
		  ❏ Begins with a capital letter.
		  ❏ End with punctuation: [.], question mark [?], or exclamation point [!].
		    o Sometimes the is incorrectly before the punctuation.
		  ❏ Contains a subject, a verb (action word)
		  ❏ Some sentences do not express a complete thought.
		❏ Word choice indicates high school level writing.
			❏ Few of the subjects are specifically defined. Most commonly students neglect to define places, objects and ideas.
			❏ Few of the sentences are complete.
			  ❏ does not begin with a capital letter.
			  ❏ does not end with punctuation: a period [.], question mark [?], or exclamation point [!].
			  ❏ does not contains a subject, a verb (action word)
			  ❏ does not express a complete thought.
			❏ Word choice indicates middle school level writing.
				❏ Does not define a single subject. Student only uses 'it' 'something' 'he' 'she' 'they'
				❏ The majority of sentences are incomplete and it interferes with readability.
				❏ Word choice indicates elementary school level writing.

Feedback: