

Creating a CRWP Text Set

Grade 9: Adjacent to Honors PBA 3 or GT PBA 4

| | |
|--|---|
| Mini-Unit/Focus Argument Skill: <u>Connecting Evidence to Claims</u> | Content Topic: Housing Segregation & Segregated Communities Today |
|--|---|

| | |
|---|---|
| Possible Search Terms: Housing, segregation, discriminatory housing/lending practices, housing market, affluent neighborhoods, poor neighborhoods, redlining, blockbusting, underwriting, restrictive racial covenant, adjustable rate mortgage, white flight, Fair Housing Act, institutional racism, de jure segregation, de facto segregation, | Number of Texts Needed: 2-5 Texts. If planning to delve into countering, then more texts will be needed. It is recommended to use a Connecting Evidence to Claim Planner for each text. |
|---|---|

| Possibilities: | | | | |
|---|--|--|--|--|
| Text | Genre | Text Details (Perspective, Information, Position, Angle, Audience) | Reading/Writing Strategies to use with this text <i>*C3WP Recommends strategies from the “Making Informal Arguments” Mini Unit to annotate texts*</i> | Notes about text complexity, grade levels, lexiles, etc. |
| <i>“Why don't black and white Americans live together?”</i> | <i>Online Article BBC News 8 Jan. 2016</i> | <i>By Rajini Vaidyanathan BBC News Overview of historic discriminatory housing practices. Provides possible solutions to</i> | <i>Support student vocabulary acquisition with terms: redlining, blockbusting, restrictive racial covenant, etc.</i> | <i>Lexile® Measure: 1200L - 1300L</i> |

| | | | | |
|---|--|--|---|---|
| <p>http://www.bbc.com/news/world-us-canada-35255835</p> | | <p>reduce housing segregation.</p> | <p>(First have students compose a free write on the topic) then instruct them to add to their writer's notebook: "As a class, brainstorm sentence frames that we might use to add to our writing: The image makes me question... Now I am thinking... I'm wondering... Just as I was thinking earlier..."</p> | |
| <p>"U.S. Housing Market Remains Deeply Segregated" http://www.cbsnews.com/news/us-housing-market-remains-deeply-segregated/</p> | <p>Online Article. June 20, 2012, 7:10 AM</p> | <p>By ILYCE GLINK MONEYWATCH Assumes reader has background knowledge of the history of housing discrimination. Presents findings from a study by Kyle Crowder, a professor of sociology at the University of Washington, on current housing trends and to what extent racial housing segregation continues today among both blacks and whites.</p> <p>Presents consequences of highly segregated</p> | <p>From Informal Arguments MiniUnit: Reading Directions: • Students code the text as they read. * Star key insights from the research. F Use an F for a fact that seems important or compelling. • Students then respond to two to three of their codes in their reading notes. Ask students to write what the text said and why they think it matters when thinking about housing segregation.</p> | <p>Lexile® Measure: 1400L - 1500L Unpack claims from the study. Preview difficult vocabulary and terminology in article: concentrations, multi-ethnic neighborhoods, mobility, socioeconomic differences, de facto cultural divide, etc.</p> |

| | | | | |
|--|--|--|---|---|
| | | communities: “residential segregation influences crime rates and racial disparities in health and exposure to pollution.” | | |
| <p>“Affluent and Black, and Still Trapped by Segregation”</p> <p>https://www.nytimes.com/2016/08/21/us/milwaukee-segregation-wealthy-black-families.html</p> | <p>In-Depth Online Article. Aug 20, 2016.</p> <p>*Spend time reviewing infographic and images.</p> | <p>By John Eligon NY Times Pushes back on the idea that segregation is more a class issue by sharing two stories of families that choose to live in particular lower income neighborhood despites having the resources to live in more affluent neighborhoods. Illustrates the complex issues surrounding housing choices for high-income black families.</p> | <ul style="list-style-type: none"> • Students add to their writing about Housing Segregation with new information from the argument article. Guide students to include references to specific lines as they add to their writing. • Before doing that, as a class, add to the list of sentence frames we might use to add to our writing: I understand,... However, I still... In some ways I still believe...but... Although the article states... I used to think,... but now I am thinking... <p>Complete an analysis of an image from the article: In the reading side of the notebook, students record: What they see – images, words, colors, placement... What they are thinking about Reality TV based on the image.</p> | <p>Lexile not available.</p> <p>This is a lengthy article. The middle portion delves into the history of housing segregation in Milwaukee. If students need more information on the history, this could be a good source. Or, try excerpting the beginning and end to focus on the Sabir family, an affluent black family that is choosing to remain in a relatively low income black community.</p> <p>Redlining- Links to next article in this document for</p> |

| | | | | |
|---|--|--|--|--|
| | | | <p>Then write: The image makes me question... Now I am thinking... I'm wondering... Just as I was thinking earlier...</p> | evidence that the practice continues today. |
| <p>"Biased Lending Evolves, and Blacks Face Trouble Getting Mortgages."</p> <p>https://www.nytimes.com/2015/10/31/nyregion/hudson-city-bank-settlement.html?_r=0</p> | <p>Online Article. Oct. 30, 2015</p> | <p>By Rachel Swarns NY Times Documents the discriminatory lending in a Newark Bank post financial crisis.</p> <p>Could be used to add exigency to argument as it establishes the relevancy of the topic while positioning it in its historic context.</p> | <p>Quick Write: Why is home ownership important to healthy neighborhoods?</p> | <p>Lexile not available.</p> <p>Same challenges as above in terms of vocabulary and financial crisis jargon.</p> |
| <p>"A 'Forgotten History' Of How The U.S. Government Segregated America."</p> <p>http://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america</p> | <p>NPR Fresh Air Interview</p> | <p>Terry Gross interviews Richard Rothstein, the author of <i>The Color of Law: A Forgotten History of How Our Government Segregated America</i>. This provides a quick overview of the history of discriminatory housing practices.</p> <p>*Use the highlights text, which is shorter or</p> | <p>Add to our writing: On the other hand... A different way of looking at... This ___ makes me wonder... Further supporting my thinking is... Something I never considered is...</p> | <p>Lexile® Measure: 1300L - 1400L</p> |

| | | | | |
|---|--|--|--|--|
| | | assign the interview as homework (it's 35 min long in its entirety). | | |
| <p>"New Districts Reignite School Segregation Debate"</p> <p>https://www.wsj.com/articles/school-secession-fight-grips-alabama-suburb-1501765200</p> | <p>Wall Street Journal Article Aug. 3, 2017</p> | <p>By Arian Campo-Flores This provides a different angle on the issue of community segregation. Some want to form separate school districts, which would create largely segregated schools by redrawing community lines. Is this simply an effort to keep tax dollars local? What would the effects of such redistricting have on the communities involved?</p> | <p>Although school segregation is a complex topic that could be considered on its own in a separate text set, it is deeply connected to segregation in housing. Ask students to quick write: How do factors like schools and other facilities impact the choices families make to live in particular areas?</p> | <p>Lexile® Measure: 1400L - 1500L</p> |
| <p>"The Downside of Diversity"</p> <p>http://archive.boston.com/news/globe/ideas/articles/2007/08/05/the_downside_of_diversity/?page=4</p> | <p>Online Article Aug. 5, 2007</p> | <p>By Michael Jonas Boston.com of The Boston Globe Another counter-point to the generally-accepted or widely proclaimed idea that "our diversity makes us stronger." Harvard social scientist, Robert Putnam, finds that diverse communities actually have lower levels of civic engagement.</p> | <p>Quick Write: Research suggests that diversity makes us "uncomfortable," but that isn't necessarily a bad thing. How can feeling uncomfortable be a benefit?</p> <p>Make sure students accurately identify the facts in this article. Use an annotation strategy like the following: Reading Directions:</p> | <p>Lexile® Measure: 1300L - 1400L</p> <p>Review/teach collective versus individual cultures.</p> |

| | | | | |
|---|--|---|---|--|
| | | | <p>☒ Students code the text as they read. * Star key insights from the research.</p> <p>F Use an F for a fact that seems important or compelling.</p> <p>☒ Students then respond to two to three of their codes in their reading notes. Ask students to write what the text said and why they think it matters when thinking about Segregated Communities.</p> | |
| <p>“Diversity May Not Be the Answer”</p> <p>http://www.latimes.com/la-oe-rodriguez13aug13-column.html</p> | <p>Newspaper Column Aug. 13, 2007</p> | <p>By G. Rodriguez LA Times Columnist</p> <p>Use as a great example of a writer responding to an event or another writer. The columnist is responding to the research published and discussed in the article above.</p> | <p>Analyze the text for how the writer is using the following moves: illustrating, authoring, and countering.</p> | <p>Lexile® Measure: 1100L - 1200L *Use as a more accessible text than the article above or as an extension as the columnist is responding to the research cited in the above article.</p> |

| | | | | |
|--|--|--|---|---|
| <p>“How Racism Makes Us Sick”</p> <p>https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick#t-585367</p> | <p>Ted Talk Nov. 2016</p> <p>Watch segment from 7:51-9:51</p> | <p>By David R Williams Williams makes a case for reducing segregation in US neighborhoods by delineating the many negative effects experienced by African Americans as a result of the history of discrimination in housing that led to the current living conditions and lack of opportunities many face today.</p> | <p>Provide a copy of the transcript to annotate:</p> <p>☒ Students read the text coding it for argument elements:</p> <p>C – Claim being made R – Reasons E – Evidence or Explanation CC – Counterclaim</p> | <p>Lexile® Measure: 1400L - 1500L</p> |
|--|--|--|---|---|

Possible claims supported by these texts:

Although diversity poses many challenges for society, it is imperative that we work to reduce housing segregation because it will improve _____ and _____.

Given the history of institutional racism in the United States, the federal government should take the following measures to reduce housing segregation and improve the quality of life for minority families: _____, _____, and _____.

Segregated communities in the United States pose a grave problem and require that both black and white leaders advocate for changes.

Despite what many people think, diversity in communities does not lead to increased civic engagement, but we can improve all communities in the United States by enacting the following changes _____.

REVIEW QUESTIONS:

- Are there multiple genres?
- Is there enough evidence to support multiple or nuanced claims?
- Is there enough evidence to provide a line of reasoning?
- Are there multiple perspectives or positions represented?
- Is there text to provide a background of the topic?
- Is there a range of reading and accessibility levels?

| |
|---|
| Other notes or considerations: (copies, reader accessibility, technology, assessment moments...) |
|---|

| |
|---|
| As always be mindful of the school setting when engaging students in this sensitive topic. It may be there are racial tensions in the student population. It is best to establish discussion norms well before delving into a hot button issue. Quick writing and journaling prior to engaging in discussion is a good way to prepare all students to participate in a discussion. |
|---|

The focus of the National Writing Project's College-Ready Writers Program (CRWP) is the teaching and learning of source-based argument writing that draws on non-fiction texts. As part of the program, local Writing Projects provide intensive professional development and specially developed resources for teachers as teachers help their students become skilled at writing arguments from non-fiction sources. The CRWP resources and tools have been developed collaboratively by experienced teachers of writing who are part of the National Writing Project network. The purpose of sharing already created resources is to support teachers and students in

developing source-based arguments and to study the underlying teaching practices. Ultimately, teachers are invited to adapt and create their own mini-units which may be modeled upon these resources.

The CRWP National Leadership Team, which has led the creation of a number of CRWP instructional resources, includes Rachel Bear, National Writing Project; Linda Denstaedt, Oakland (MI) Writing Project; Casey Olsen, Montana Writing Project; Beth Rimer, Ohio Writing Project; and Jean Wolph, Louisville Writing Project.

The Creating a CRWP Text Set resource was adapted by Beth Rimer from a resource co-created with Angela Faulhaber, Ohio Writing Project.