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| **English 4U Active Reading Notes**  **SECONDARY SOURCES (PART 1)** | | | | |
| **Section 1**  **Historical Context** | | | | |
| **Quotations from Secondary Source** | | **Synthesis (Explain the Quotation in your own words)** |  | **MLA Citations** | |
| “As I pondered the crumbling concrete structures that block horizons and aspirations for black residents in cities like my native St. Louis and his native Baltimore, I could not help but demand answers to the embers left behind in the bleak aftermath of upheaval.”  “With regard to the history of race in America and its impact on whites, Coates maintains that, for whites to comfortably enjoy their ill-begotten gains, they must believe that they are deserving of their current prosperity in ways that others, especially blacks, are not. In his view, this is the reason that essentialist notions of race persist in the minds of white folks, notions that allow them to acknowledge past collective sins while never fully recognizing the impact of the aforementioned trials that have seemingly been replaced by unrestrained policing in the present. This process is quite evident, he notes, in the reactions of whites to egregious police violations of the rights of black citizens, violations they invariably attribute to rogue police officers (as opposed to rogue policing) and thereby avoiding responsibility for their multifaceted complicity in the oppression of their fellow citizens.” | | In this quotation, the author draws the parallel between the black residents in his hometown and Coates’ hometown. Whether it is St. Louis, or Baltimore, or any city in the US, once upon a time, the black residents had contributed to the development of the city, had fought for the rights and equality. However, the “upheaval” of the black population didn’t change the reality that the black residents are segregated from the white population.  This quotation exemplifies Coates’ view on the notions of race that persist in the minds of the white Americans. Coates strongly believes that because the white population believes that they deserve their gains and prosperity in ways that the black population is not, the white supremacy begins to form in the contemporary society. Eventually, the white supremacy dominates white American’s notion, resulting in a lack of realization of the social injustice faced by the black population among the white population. As the notions of race becoming part of the American culture, police violations of black citizens’ rights start to occur, and unfortunately, it became more reasonable for white Americans to avoid their responsibility for their oppression of black citizens. |  | Lewis, Thabiti. "How Fresh and New is the Case Coates Makes?" *African American Review* 49.3 (2016): 192-96. University of Toronto Library. Web. 4 Apr 2017.  Grizzle, Gary. “Between the World and Me.” *Theory in Action* 9.2 (2016): 109-16. Questia. Web. 18 Apr. 2017. | |
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| **Quotations from Secondary Source** | | **Synthesis (Explain the Quotation in your own words)** |  | | **MLA Citations** | | **Other Notes** |
| “The emotional tone in print is what he has shared with his own son; it is what I have shared with my own daughters, my parents with me, and Coates’s own father with him. This, and the familiar coming-of-age truth that every black child receives from sane parents.”  “But again, I must admit I am puzzled that at a time when youth are rising up against oppression and are trying to make sense of blatantly racialized injustice—trying to come to grips with their place in a world that refuses to guarantee for them freedoms that so many others take for granted—that Coates would offer his son a history of brutalized black bodies with little direction from such fates.”  “For Coates, “race is a child of racism, not the father” (p. 9), and creating race by whites a means of creating a separate identity for themselves and in so doing denying the right to nonwhites to secure and govern one's own, dark-skinned body. Without race, there would be no basis for white people to view themselves as separate, to orchestrate control of nonwhites, directly as with lynching or indirectly through redlining.” | | This quotation exemplifies how Coates manages to display the tradition of African American wisdom teaching. Under the influence of racism, it is a tradition that the African Americans tell their children about how to protect themselves from social injustice. In the letter to his son, Coates explained how his father told him that if Coates wasn’t beaten by his father then Coates would be beaten by the police in reality. This kind of wisdom teaching reflects how racism has never come to an end and how the black parents are always aware of the harms and risks associated with racism.  This quotation portrays how the youth in the contemporary society are trying to rise up against oppression and end injustice. In Coates’ book, Coates admits that his son’s generation is full of hope, energy, and determination. His son’s generation wants to fight for equality and achieve social justice. However, Coates didn’t advice his son to battle for his freedom. Instead, Coates tries to dismantle certain myths that his son’s generation believe in by explaining to his son the history of brutalized black bodies and why it is impossible for the future generation to change the fate of the African Americans.  This quotation explains the way Coates defines the relationship between race and racism. In the book, Coates explains how racism makes people view different race differently, prompts people to separate themselves by their skin color, and triggers inhuman and unfair actions between races, such as lynching and redlining. Racism separates the black from the white. And the black race was created by the white race to make sure there was a class of people that lays the foundation for the privileged race to stand upon. | c | | Lewis, Thabiti. "How Fresh and New is the Case Coates Makes?" *African American Review* 49.3 (2016): 192-96. University of Toronto Library. Web. 4 Apr 2017.  Lewis, Thabiti. "How Fresh and New is the Case Coates Makes?" *African American Review* 49.3 (2016): 192-96. University of Toronto Library. Web. 4 Apr 2017.  Wood, Joseph. “Reading  Baltimore in the Breach.” *The AAG Review of Books* 5 (2017): 126-137. Informa UK Limited. Web. 23 Apr. 2017.  **Don’t forget to use precise MLA formatting** | |  |

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| **Do You Have A Critical Eye?**  **Critical Reading Document**  **Complete HIGHLIGHTED sections ONLY!** |

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| **Critical Reading/Literacy** | **Think About** | **Evidence from Source**  **(2 examples)** | **Synthesis/ Explain** |
| **Word Choice** | * **Neutral?** * **Positive?** * **Negative?** * **Inflammatory?** * **Reflect bias?** | “As I pondered the crumbling concrete structures that block horizons and aspirations for black residents in cities like my native St. Louis and his native Baltimore, I could not help but demand answers to the embers left behind in the bleak aftermath of upheaval.” (Lewis).  **“**What is stellar in Coates' account is his depiction of the history of race in America and its impact on citizens, both black and white. While this depiction is long on proclamation and short on documentation, as befits such a personal missive, it nevertheless expresses an understanding of our racial history that is shared by Coates and a host of others, including scholars of many stripes.” (Grizzle). | Through the use of words with negative connotation, such as “crumbling’, “bleak”, and “embers”, the author is able to reveal that what the black population has contributed to the community didn’t affect the reality, whereas the black residents are segregated from the white population.  Since the author is an African American, the dictions the author chose also reflects his bias and his hopeless attitude towards the future of the African Americans.  This quotation exhibits Grizzle’s employment of diction to effectively communicate his view on the impact of *Between the World and Me*. Words such as “stellar” reveals Grizzle’s respectful attitude towards Coates’ book. The sentence “While this depiction is long on proclamation and short on documentation, as befits such a personal missive, it nevertheless expresses an understanding of our racial history that is shared by Coates and a host of others.”, reflects both the positive side and the negative side of Coates’ depiction. As arguments that support both the pros and cons of Coates’ book are exemplified, the readers feel that the author is unbiased and credible. Thus, readers will be more inclined to favor with the author’s opinion. |
| **Credibility** | * **Author (ie: titles, credentials)** * **Publication Source** * **Facts/Stats (validity)** * **Date (current)** | “Thabiti Lewis is an associate professor of English at Washington State University Vancouver. He is editor of Conversations with Toni Cade Bambara. His essays have appeared in CLA Journal, AmeriQuest, The Crisis, and in a range of popular media outlets. His scholarship focuses on the Black Arts Movements, the writer Toni Cade Bambara, and masculinity in African American literature and culture.” (Lewis).  **Gary L. Grizzle**, associate professor of sociology, earned a BS from Florida International University, an MS from Florida State University, and a Ph.D. from Northwestern University. Grizzle teaches courses on marriage and the family, social psychology, the sociology of art, the sociology of religion, and ethical issues in social science. He has published works on remarriage in the Journal of Divorce and Remarriage; served as a book reviewer for the Western Journal of Black Studies; and served as a manuscript reviewer for Sociological Spectrum. Grizzle currently serves as a manuscript reviewer for the Journal of Marriage and Family, Sociological Quarterly, and Sociology of Religion. His latest research interest is anarchist theory. |  |
| **Voice** | * **Point of View** * **Acknowledgement of opposite POV (What information has been left out?)** * **Is POV represented in one source or from complete source list?** |  |  |
| **Type of Evidence** | * **Is this an empirical piece? A theoretical piece? What support does the author summon for her/his points?)** |  |  |
| **Making Connections**  **(Connections to the Other Readings?)** | * **Does this article inform your understanding of other authors/articles?** |  |  |
| **Implications for Your Work** | * **Identify ways in which this piece of research could be used in your essay/paper/assignment** |  |  |