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| **Steps in the Research Process**  **PART 1: Active Reading (PRIMARY SOURCE)** |
| **Unit of Study:** ISU-Unforgettable **Course: English 4U**  **Instructor:** Shèrida Scott |
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| **Process Steps/Instructions**  **“THINK ABOUTS”**   1. **Did the place and time wherein your author grow up influence her or his writing?** 2. **What other factors influenced or inspired the writing of your selected literary work?** 3. Are there other “tid-bits” of information that you find interesting or may assist in reader understanding?   **Active Reading for PRIMARY SOURCE**  **The purposes of active reading are...**   * The first objective of the active read is to read the work you have selected for basic comprehension and understanding. If, whilst reading the work, you do not understand words or phrases, highlight the aforementioned as you read. * The second purpose or objective of active reading is to analyse the conventions, nuances and unique aspects of the work you are studying. Follow these steps below!   **Active Reading Part 1: Knowledge and Understanding**  **Steps in Active Reading (Part 1)**   1. **Ask yourself pre-reading questions.** 2. What is the topic? 3. What do you already know about it? 4. **Identify and define any unfamiliar terms.** 5. **Highlight the following:** 6. References to historical context (time period, or historical references) 7. Descriptions of characters 8. References to social context or social issues (politics of the day, cultural norms, religious expectations etc.,) 9. Significant imagery, metaphor, or examples of foreshadowing that may support ideas, themes. 10. **Ideas for Preface**  * Make notes on the essential plot-line/key events of your ISU work (aim for 6-7 points) * Include 4-5 points regarding biographical details about your author |

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| **English 4U ISU – Unforgettable**  **Active Reading Chart for Primary Source** | | | | |
| **Section 1: Historical Context** | | | | |
| **Focus Areas**  **(Paragraphs)** | **Quotations (2)** | **Synthesis (explain quotation in your own words)** | **How will I use these quotations in my essay? How are the quotations useful?** | |
| The history of slavery in America.  How African Americans contribute to America’s prosperity and grandeur? America’s incapability of recognizing its loss while embracing its gain.  The struggles that the black population had faced. The similarities between past struggles and contemporary struggles. | “At the onset of the Civil War, our stolen bodies were worth four billion dollars, more than all of American industry, all of American railroads, workshops, and factories combined, and the prime product rendered by our stolen bodies—cotton—was America’s primary export. The richest men in America lived in the Mississippi River Valley, and they made their riches off our stolen bodies. Our bodies were held in bondage by the early presidents. Our bodies were traded from the White House by James K. Polk. Our bodies built the Capitol and the National Mall….’Our position is thoroughly identified with the institution of slavery,’ declared Mississippi as it left the Union, ‘the greatest material interest of the world.’” (Coates 101)  “She compared America to Rome. She said she though the glory days of this country had long ago passed, and even those glory days were sullied: They had been built on the bodies of others. ‘And we can’t get the message,’ she said. ‘We don’t understand that we are embracing our death.’” (Coates 144)  “The Struggle is in your name, Samori—you were named for Samori Touré, who struggled against French colonizers for the right to his own black body. He died in captivity, but the profits of that struggle and others like it are ours, even when the object of our struggle, as is so often true, escapes our grasp…. We are, as Derrick Bell once wrote, the ‘faces at the bottom of the well.’” (Coates 68) | This quotation explains the history of slavery in America, specifically at the onset of the Civil War. The prosperity of American society and economy was built upon the torture and death of the black bodies. White Americans traded African Americans to make profits, render services, and build the railroads and the Capitol. In the eyes of white Americans, African Americans were slaves, useful resources, and “the greatest material interest of the world.” In the latter part of this quotation, Coates, through the use of repetitive clause “our bodies”, highlights a series of events that involve humiliation and discrimination against the black bodies. Those events exemplify that slavery has been woven into American culture since the 1800s. America’s early presidents, such as George Washington, Thomas Jefferson, James Madison, and James K. Polk, were all slave-owners. They traded and sold slaves for goods and prosperities. Furthermore, those presidents even located the national capital in a slave territory. (“Slaveholding President”).  This quotation illustrates the contribution of African Americans to American society and the ignorance of this contribution among the white population. American’s economic prosperity has been achieved through the exploitation and oppression of black bodies.  This quotation is taken from Coates’s visit to the mother of his African American friend who was killed due to his race. Coates’ friend’s mom’s sentences demonstrate that the glory of the country is set upon slavery. Unfortunately, the white population is unable to understand the struggle of the black population or recognize the perpetrators of the destruction of the black bodies are themselves.  The meaning behind the author’s son’s name reveals a period of struggle of the black population. In the 19th and the 20th century, the black had faced many combats against other races to protect their rights and freedom. Although a series of civil right movements had taken place, the struggle of the black population continues. | | This quotation will evidently support that the book incorporates historical context, specifically, the history of slavery in America.  This quotation illustrates the history behind America’s prosperity. The quotation can act as a transformation from the historical context to the social context in my essay.  This quotation can be used in the history section because it outlines the struggles that the black population had faced and the similarities between past struggles and contemporary struggles. |
| **Section 2: Social Impact: Issues/Themes** | | | | |
| **Focus Areas** | **Quotations (2)** | **Synthesis (explain quotation in your own words)** | **How will I use these quotations in my essay? How are the quotations useful?** | |
| Society’s influence on “Black-on-black” crime.  A personal account that reveals the natural social distance between the black population and the white population in America.  The ignorance of discrimination and humiliation against the black population among white Americans. | “There is a great deception in this. To yell ‘black-on-black crime’ is to shoot a man and then shame him for bleed. And the premise that allows for these killing fields—the reduction of the black body—is no different than the premise that allowed for the murder of Prince Jones. The Dream of acting white, of talking white, of being white, murdered Prince Jones as sure as it murders black people in Chicago with frightening regularity. Do not accept the lie. Do not drink from poison. The same hands that drew red lines around the life of Prince Jones drew red lines around the ghetto.” (Coates 111).  “My mother and I were going into the city. We got on the Greyhound bus. I was behind my mother. She wasn’t holding my hand at the time and I plopped down in the first seat I found. A few minutes later my mother was looking for me and she took me to the back of the bus and explained why I couldn’t sit there. We were very poor, and most of the black people around us, who I knew were poor also, and the images I had of white America were from going into the city and seeing who was behind the counter in the stores and seeing who my mother worked for.” (Coates 137).  “You would be a man one day, and I could not save you from the unbridgeable distance between you and your future peers and colleagues, who might try to convince you that everything I know, all the things I’m sharing with you here, are an illusion, or a fact of a distant past that need not be discussed.” (Coates 90). | This quotation exhibits Coates’ view on “black-on-black crime”. Coates explains that Prince Jones was killed by a black police because the police thought Jones’ facial appearance and skin color was suspicious. However, ironically, the police who killed Jones was also an African Americans, which, in this case, should also be regarded suspicious. The death of Prince Jones reveals a social phenomenon, which is the tendency towards white culture and white life. The dream of becoming white is one of the most vital factors that lead to the death of the black bodies. Most Americans, regardless of their race, judge a black person by the public’s stereotypical view on the black population. The belief that black people are poor and suspect has become a part of American culture. This belief is influential and dangerous. It impacts the judgements of all Americans, no matter white or black.  Near the end of the book, Coates narrates a personal account that happened to Prince Jones’ mother. This personal experience reveals the natural social distance between the black population and the white population in America. The bus represents entire American society. Though there isn’t any sign on the bus that allocates the seating by the passengers’ races, African Americans just naturally draw themselves away from white Americans because they believe the white population holds more rights and power. The bus is a representation of American society. White Americans, who sit in the front of the bus, are elites of America who belong to the top of the social class pyramid. Meanwhile, African Americans, who cram at the back of the bus, are at the bottom of the social class pyramid. Just like the social class pyramid, which the top wouldn’t exist without the foundation of the bottom, the prosperity of each white American would only be an illusion without the hard work of the black population.    This quotation exhibits the ignorance of discrimination and humiliation against the black population among white Americans. White Americans live in their own dream where everyone is equal and happy, and they don’t realize the fact that millions of African Americans have sacrificed their lives to build that dream. White Americans have never experienced or acknowledged the struggle of African Americans. They believe that their country is peaceful and equal, and they refuse to accept the existence of any injustice in their country. To some extent, white Americans are not even ashamed of neglecting the harsh conditions that other races are facing. | | This quotation talks about a societal phenomenon and society’s impacts on racism. I’ll use this quotation in the social influence section of my essay and discuss about the correlation between stereotypical views on African American and the dream of being white.  This quotation talks about the natural distance between the black population and the white population. In my essay, I’d like to expand the idea of the “bus” to the entire American society and explain the distance between races within the society.  This quotation illustrates that white Americans live in a bubble where there’s no discrimination or humiliation. The quotation also demonstrates that white Americans disregard the problems they have created. |
| **Section 3: Personal Impact** | | | | |
| **Focus Areas** | **Quotations (2)** | **Synthesis (explain quotation in your own words)** | **How will I use these quotations in my essay? How are the quotations useful?** | |
| Human rights and equality.  The meaning and purpose of our lives. Live for ourselves.  Equality and individual freedom and dream. | “You existed. You matter. You have value. You have every right to wear your hoodie, to play your music as loud as you want. You have every right to be you. And no one should deter you from being you. You have to be you. And you can never be afraid to be you.” (Coates 113).  “Struggle for the memory of your ancestors. Struggle for wisdom. Struggle for the warmth of The Mecca. Struggle for your grandmother and grandfather, for your name. But do not struggle for the Dreamers. Hope for them. Pray for them, if you are so moved. But do not pin your struggle on their conversion. The Dreamers will have to learn to struggle themselves, to understand that the field for their Dream, the stage where they have painted themselves white, is the deathbed of us all.” (Coates 151).  “We have taken the one-drop rules of Dreamers and flipped them. They made us into a race. We made ourselves into a people. Here at The Mecca, under pain of selection, we have made a home. As do black people on summer blocks marked with needles, vials, and hopscotch squares. As do black people dancing it out at rent parties, as do black people at their family reunions where we are regarded like the survivors of catastrophe. As do black people toasting their cognac and German beers, passing their blunts and debating MCs. As do all of us who have voyaged through death, to life upon these shores.” (Coates 149). | This quotation says about the freedom and rights of each human being. All humans, regardless of race, generation, or nationality, are equal. All humans have the right to be themselves and should never be afraid of being themselves. Through this quotation, Coates aims to tell his son that though he is an African American, he holds the same rights and freedom as every American in society.  Towards the end of the book, Coates concludes his view on racism and the meaning of black’s lives. Coates uses the word “dreamer” to symbolize the white population, who live in their own bubble, ignoring the discrimination in modern society. Coates compares the white population with the black population, and makes it clear that all African Americans shouldn’t hope for an end for racism because racism has been woven into American culture. Through this quotation, Coates intends to tell his son, and all African American readers, that their struggles are for themselves and the black population. To all white American readers, Coates tries to convey the message that they are building a society upon the torture of the black bodies, and the white population needs to realize that they are embracing the death of others while enjoying their own prosperity.  The repetitive clause “as do” exhibits how African Americans made themselves into people and how they celebrate their freedoms and dreams. Different from white Americans, African Americans have suffered from death and tortures. Therefore, they understand the importance of struggle and what truly builds up and supports American society. There are many races existing in the world. We are all humans; we are all people. Coates wants to reinforce the idea that there’s hope for African Americans if they learn to survive and struggle in the society that’s against them. | | These quotations echo with me and have impacted me on a personal level. I’ll explain Coates’ authorial intent, discuss about my opinions on racism, and connect Coates’ messages to my personal experiences. |

“Slaveholding Presidents.” *Presidential & Leadership Studies*. Grand Valley State

University., n.d. Web. 27 Mar. 2017.