

GENES & RACE ARTICLE

We highly recommend having students read the following article from “The Race Issue”, a special issue of National Geographic that explores how race defines, separates, and unites us.

Article Title: “It’s been used to define and separate people for millennia. But the concept of race is not grounded in genetics.” –by Elizabeth Kolbert, published March 12, 2018.

Following the reading, have students use a summary protocol or similar scaffold to break down the key points from the article. Note: the full article is 26 paragraphs, too long for some students. Consider excerpting or collaborating with ELA teacher colleagues, perhaps even having the reading taken up in another class. Whatever you decide to do, you’ll likely need to number the paragraphs in the article and then modify the template below to include a single row for each paragraph. Feel free to modify the questions following the summary table as well.

SUMMARY PROTOCOL Template and Directions: Work with a partner if possible! One partner reads the first paragraph aloud as second partner listens and follows along. Second partner summarizes and states what they think are the main or most important idea(s) of the paragraph. Partners discuss and come to agreement, then each writes the summary on own paper in the appropriate space on the chart. One sentence per paragraph is sufficient.

| P | SUMMARY, MAIN and/or MOST IMPORTANT IDEA(S) |
|---|---|
| 1 | |
| 2 | |
| 3 | |

| | |
|---|--|
| 4 | |
| 5 | |

AFTER READING THE ARTICLE:

1. What did you find most interesting about the article?
2. What information was most surprising to you? Why?
3. What questions do you have about what you have read? In other words, what do you wonder about? (Offer at least one question please.)