

INSTRUCTIONAL TASK 1 MODEL

STEP 1: Using Document 3 from "Race Cleansing in America"
Students will be especially challenged to wrestle with the argument in this text because of its patently racist and classist bias.

EXCERPTS FROM
THE PASSING OF THE GREAT RACE or
THE RACIAL BASIS OF EUROPEAN HISTORY

4TH REV. ED., WITH A DOCUMENTARY SUPPLEMENT, WITH PREFACES
BY HENRY FAIRFIELD OSBORN 1936 (FIRST PRINTING 1916).
NEW YORK: CHARLES SCRIBNER'S SONS—MADISON GRANT

<http://archive.org/stream/passingofgreatra00granuoft/passingofgreatra00granuoft.djvu.txt>

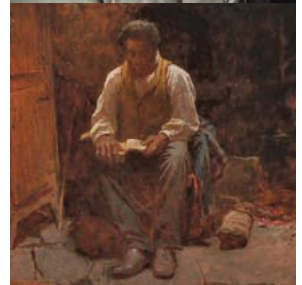
The excerpts from this book demonstrate the belief that some genes need to be kept pure and stable and that some races are superior to others. Superior races are the ones who should govern the "lower" or "weaker" races. The author supports this belief along with other philosophers such as Charles Darwin, Francis Galton, Robert Dugdale, and President Theodore Roosevelt.

STEPS 2-4: Underlined / highlighted passage is author's claim as identified by student. Students are reading and annotating, including their reactions, vocabulary they do not understand, etc.

...A majority must of necessity be inferior to a picked minority and it always resents specializations in which it cannot share...

...True aristocracy or a true republic is government by the wisest and best, always a small minority in any population. but with the head always thrust a little in advance and a little elevated above the earth. The serpent's tail, in human society represented by the anti-social forces, was in the past dragged by sheer strength along the path of progress. Such has been the organization of mankind from the beginning, and such it still is in older communities than ours. What progress humanity can make under the control of universal suffrage, or the rule of the average, may find a further analogy in the habits of certain snakes which wiggle sideways and disregard the head with its brains and eyes...

...In the French Revolution the majority, calling itself "the people," deliberately endeavored to destroy the higher type and something of the same sort was in a measure done after the American Revolution by the expulsion of the Loyalists and the confiscation of their lands, with a resultant loss to the growing nation of good race strains, which were in the next century replaced by immigrants of far lower type...



The upper class has the strength? The lower is a "drag" on society... Author uses imagery/metaphor
Evidence #1

Suffrage? Does that mean equality or the right to vote?

Ironic tone shown by quotes

What determines a good race strain?
Economically?
Robert

INSTRUCTIONAL TASK 1 MODEL (continued)

STEP 5: WRESTLE WITH THE ARGUMENT

Title: *The Passing of the Great Race*

Claim/Thesis: *Some races (and classes) are superior to others. While in the minority, they should control and govern society.*

Evidence	How does this evidence support the author's argument?
<p><i>Analogy of society to a snake, the "head" is the upper class, the rest (lower classes) are just being "dragged along..."</i></p> <p><i>A snake without a head an eyes is useless</i></p> <p><i>Comparison of French and American Revolution... both resulted in expulsion of upper class, loss of "good" race strains</i></p>	<p><i>The head of the snake, or the upper classes are far more valuable than the tail, or lower classes</i></p> <p><i>Society has no value without the upper class or aristocracy to control the rest</i></p> <p><i>Society has become weaker because of upper class people being replaced by lower classes</i></p>

INSTRUCTIONAL TASK 1 MODEL (continued)

STEPS 6, 7 and 8: Use the Sentence Starters to complete the exit ticket or generate a rough draft for a full process written critique.

EXIT TICKET

6. Based on the evidence presented I do/do not agree with the author's claim because... *it is based on opinion, not factual data. There is obvious bias against lower classes and no proof presented that higher classes have higher intelligence. He presents his argument as if the reader already is in accord about what makes a better class of people*

7. The author's argument/evidence are/are not convincing because...(give examples)

He has no scientific facts or data to back up his statements about "inferior races"

He writes about the American and French Revolutions as if they were negative events, when without them, there would be no USA

Society is not a single creature, like a snake. That analogy is weak, as society is comprised of many individuals with unique abilities and talents

8. The argument/evidence could be improved by...

Presenting some scientific fact/research about intelligence being linked to wealth.