

12 EXT**Lesson 17****Introduction**

In this lesson, students continue to analyze chapter 5 of *The New Jim Crow*, pages 190–200 (from “Those cycling in and out of Illinois prisons today” to “the meaning and significance of race in America”). In this section of text, Alexander explicitly maps the parallels between the Jim Crow era and the current system of mass incarceration. Students analyze how Alexander structures this section to further develop her argument, and examine one of the parallels in detail. Student learning is assessed via a Quick Write at the end of the lesson: What effect does Alexander’s structural repetition in this section of chapter 5 have on the development of her central claim?

For homework, students read the next section of chapter 5 of *The New Jim Crow*, pages 200–217 and respond briefly in writing to a prompt. Additionally, students add six new words, phrases, and/or references to their vocabulary journals.

Standards

Assessed Standard(s)	
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
Addressed Standard(s)	
None.	

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> What effect does Alexander’s structural repetition in this section of chapter 5 have on the development of her central claim?

Vocabulary

Vocabulary Students May Identify

- déjà vu (p. 191) (n.) – something that has happened many times before; something that is very familiar
- clout (p. 193) (n.) – pull; strong influence; muscle, especially political power
- vestiges (p. 194) (n.) – surviving evidence or remainder of some condition, practice, etc.
- shunting (p. 195) (v.) – moving (someone or something) to a different and usually less important or noticeable place or position
- corralling (p. 195) (v.) – confining in or as if in a corral (pen for horses)
- milieu (p. 200) (n.) – surroundings, especially of a social or cultural nature
- tantamount (p. 200) (adj.) – equal to something in value, meaning, or effect

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standard & Text: <ul style="list-style-type: none"> • Standard: RI.11-12.5 • Text: <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapter 5, pages 190–200 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Quick Write 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 70% 4. 10% 5. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 12 EXT Lesson 1) (optional)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, students engage in both group and whole-class discussions to analyze how Alexander uses structure to develop her claims in this section. Students then examine one of the parallels between Jim Crow and mass incarceration.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Read the next section of chapter 5 of *The New Jim Crow*, pages 190–200 and respond briefly in writing to the following prompt: How does the information Alexander presents in this section of chapter 5 connect to the central claim of the text?)

Instruct students to form pairs or small groups and discuss their responses, citing specific evidence from the text.

Lead a brief whole-class discussion of student responses.

- ❗ The following vocabulary review activity is optional. Depending on the needs of the class, students may not need to review vocabulary for this section of text.

Instruct students to remain in their pairs or small groups to share and discuss the words, phrases, and/or references they identified.

- 💬 See the Vocabulary box in this lesson for sample words, phrases, and references.

To ensure comprehension, lead a brief whole-class discussion of the words, phrases, and references each group identified as most important to this section of text.

Activity 3: Reading and Discussion

70%

Instruct students to form pairs or small groups. Post or project the questions below for students to discuss. Instruct students to refer to pages 190–200 of chapter 5 of *The New Jim Crow* (from “Those cycling in and out of Illinois prisons today” to “the meaning and significance of race in America”) and answer the following questions before sharing out with the class.

How does Alexander’s claim in this section of chapter 5 relate to the central claim of the whole text?

Explain how Alexander structures her explanations of each parallel.

How does Alexander use the section “Mapping the Parallels” to begin to draw together the claims she has made throughout the text?

Lead a brief whole-class discussion of student responses.

- ① If students need to use more than half of the allotted time for Reading and Discussion to fully analyze the structure, consider assigning these questions for homework and continuing the discussion in the next lesson.

Direct students to page 197 and instruct students to identify Alexander’s claim in the section “Symbolic production of race.” Read aloud from “Indeed, a primary function of any racial caste system” to “That is what it means to be black” and instruct students to follow along, reading silently. Instruct students to briefly write a reaction to her claim. Then, post or project the questions below. Instruct students to return to their pairs or small groups from the previous activity to answer these questions, using textual evidence to support their answers.

According to Alexander, what is the relationship between the racial caste systems and how people view race in America?

Explain the concept of “racial stigma” (p. 197) and the impact this has on black men.

Why is the symbolic production of race “essential to the functioning of mass incarceration as a racial caste system” (p. 200)?

Lead a whole-class discussion of student responses, calling on each group to share their analysis. Encourage students to clarify, verify, and challenge each other’s responses.

Activity 4: Quick Write

10%

Instruct students to respond briefly in writing to the following prompt:

What effect does Alexander’s structural repetition in this section of chapter 5 have on the development of her central claim?

① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

► Students independently answer the prompt using evidence from the text.

① Consider using the Short Response Rubric to assess students’ writing. Students may use the Short Response Rubric and Checklist to guide their written responses.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read the next section of chapter 5 of *The New Jim Crow*, pages 200–217 (from “Saying that mass incarceration is the New Jim Crow” to “but in reality it is not a liberation strategy at all”) and respond briefly in writing to the following prompt:

How does Alexander structure her explanation of each difference?

Additionally, instruct students to add six new words, phrases, and/or references to their vocabulary journals.

► Students follow along.

Homework

Read the next section of chapter 5 of *The New Jim Crow*, pages 200–217 (from “Saying that mass incarceration is the New Jim Crow” to “but in reality it is not a liberation strategy at all”) and respond briefly in writing to the following prompt:

How does Alexander structure her explanation of each difference?

Add six new words, phrases, and/or references to your vocabulary journal.