

## 12 EXT

## Lesson 5

## Introduction

In this lesson, students analyze the beginning of chapter 1 of *The New Jim Crow*, pages 20–30 (from “[T]he slave went free; stood a brief moment in the sun” to “the one that came to be known simply as Jim Crow”). In this section, Alexander claims that racial caste in America has never ended; rather, it has manifested differently over time. This section of chapter 1 also focuses on the beginning and end of slavery, the first racial caste system in America. Students engage in an evidence-based discussion to analyze the development of Alexander’s central claim in this section. Student learning is assessed via a Quick Write at the end of the lesson: Explain the structure Alexander establishes in the first part of chapter 1. How does this structure support her central claim in chapter 1?

For homework, students continue reading chapter 1 of *The New Jim Crow*, pages 30–40, using their Argument Delineation Tools to track Alexander’s supporting claims, counterclaims, evidence, and reasoning. 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"> <li>Explain the structure Alexander establishes in the first part of chapter 1. How does this structure</li> </ul> |

support her central claim in chapter 1?

## Vocabulary

### Vocabulary Students May Identify

- impotent (p. 20) (adj.) – utterly unable (to do something)
- relegated (p. 20) (v.) – sent or consigned to an inferior position, place, or condition
- virulent (p. 20) (adj.) – extremely or excessively harsh or strong
- superlative (p. 21) (adj.) – of the highest kind, quality, or order; surpassing all else or others; supreme; extreme
- chattel (p. 23) (n.) – something (such as a slave, piece of furniture, tool, etc.) that a person owns other than land or buildings
- indentured servitude (p. 23) (reference) – referring to a system in which people sign and are bound by a formal legal agreement to work for another for a specified time especially in return for payment of travel expenses and maintenance
- amnesty (p. 24) (n.) – a forgetting or overlooking of any past offense
- importation (p. 24) (n.) – the act of importing, or bringing in goods or people from a foreign country for use, sale, processing, service, etc.
- predicated (p. 25) (v.) – based on or upon something else
- laudable (p. 25) (adj.) – deserving praise, praiseworthy, commendable
- opulent (p. 25) (adj.) – very comfortable and expensive
- amalgamation (p. 27) (n.) – the state of uniting two or more things into one thing
- anarchy (p. 27) (n.) – political and social disorder due to the absence of governmental control
- antebellum (p. 27) (adj.) – before or existing before a war, especially the American Civil War; prewar
- in shambles (p. 27) (prep. phrase) – being in a state in which there is great confusion, disorder, or destruction
- insurrection (p. 28) (n.) – usually violent attempt to take control of a government
- black codes (p. 28) (reference) – in U.S. history, any of numerous laws enacted in the states of the former Confederacy after the American Civil War and intended to assure the continuance of white supremacy. Enacted in 1865 and 1866, the laws were designed to replace the social controls of slavery that had been removed by the Emancipation Proclamation and the Thirteenth Amendment to the Constitution.

- peonage (p. 28) (n.) – the practice of holding persons in servitude or partial slavery, as to work off a debt or to serve a penal sentence
- vagrancy (p. 28) (n.) – referring to the state of those who have no place to live and no job
- the writ of habeas corpus (p. 29) (reference) – an order to bring a jailed person before a judge or court to find out if that person should really be in jail.
- Reconstruction (p. 29) (reference) – the reorganization and reestablishment of the seceded states in the Union after the American Civil War
- Freedmen’s Bureau (p. 29) (reference) – during the Reconstruction period after the American Civil War (1865–72), popular name for the U.S. Bureau of Refugees, Freedmen, and Abandoned Lands, established by Congress to provide practical aid to 4,000,000 newly freed black Americans in their transition from slavery to freedom

## Lesson Agenda/Overview

| Student-Facing Agenda  | % of Lesson  |
|--|--|
| <b>Standard &amp; Text:</b> <ul style="list-style-type: none"> <li>• Standard: RI.11-12.5</li> <li>• Text: <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapter 1, pages 20–30</li> </ul> |  |
| <b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Reading and Discussion</li> <li>4. Quick Write</li> <li>5. Closing</li> </ol>              | <ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 25%</li> <li>3. 50%</li> <li>4. 15%</li> <li>5. 5%</li> </ol> |

## Materials

- Student copies of the Argument Delineation Tool (refer to 12 EXT Lesson 4)—students may need additional blank copies
- 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.  |
|                                  | <b>Bold text indicates questions for the teacher to ask students.</b>         |
|                                  | <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 discuss Alexander’s central claim in chapter 1 and how she develops it in these pages.

- Students look at the agenda.

### Activity 2: Homework Accountability

25%

Instruct students to take out their responses to the first part of the previous lesson’s homework assignment. (Read pages 20–30 of chapter 1 of *The New Jim Crow* and use your Argument Delineation Tool to trace Alexander’s central claim, supporting claims, counterclaims, evidence, and reasoning in this section of text.)

Instruct students to form pairs or small groups and discuss the additions they made to their tools.

- 💬 See the Model Argument Delineation Tool for sample student responses.

- ❗ **Differentiation Consideration:** If the discussion reveals confusion about the components of Alexander’s argument, lead a whole-class discussion to trace the claims, evidence, and reasoning in pages 20–30 of chapter 1.

Instruct students to take out their responses to the second part of the previous lesson’s homework assignment. (Write a brief reflection of how your reading of one of the documents from *RACE – The Power of an Illusion*, the Emancipation Proclamation, or the Declaration of Independence contributed to your understanding of the first part of chapter 1.)

Instruct students to remain in their pairs or small groups and have the pairs or groups choose one student for the role of reporter. This student will share the group's discussion with the rest of the class. Instruct students to discuss their responses, citing specific evidence from the texts.

Lead a brief whole-class discussion of student responses.

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① 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

**50%**

Instruct students to remain in their pairs or small groups from the previous activity. Post or project the questions below for students to discuss. Instruct student pairs or groups to refer to pages 20–30 of chapter 1 of *The New Jim Crow* (from “[T]he slave went free; stood a brief moment in the sun” to “repressive as the one that came to be known simply as Jim Crow”) and answer the following questions before sharing out with the class. Instruct students to modify or add to their Argument Delineation Tools throughout the discussion.

**What claim does Alexander make about racial caste systems?**

**Explain how Alexander uses metaphor to clarify her central claim in chapter 1.**

① **Differentiation Consideration:** If students struggle to identify the metaphor, consider asking the following scaffolding question:

**How does Alexander use the cycle of birth and death to clarify her central claim?**

**Explain the concept of a “racial bribe” (p. 25). According to Alexander, what function does the “racial bribe” have in creating or preserving a racial caste system?**

Lead a brief whole-class discussion of student responses.

① All students must have a firm grasp on the conceptual content of Alexander's central claim in chapter 1 before engaging in the next lesson. If students require more time for the evidence-based

discussion that will lead them to their understanding, allow the discussion to continue in the following lesson.

### Activity 4: Quick Write

**15%**

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

**Explain the structure Alexander establishes in the first part of chapter 1. How does this structure support her central claim in chapter 1?**

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 pages 30–40 of chapter 1 of *The New Jim Crow* (from “The backlash against the gains of African Americans” to “by demanding ‘law and order’ rather than ‘segregation forever’”) and use their Argument Delineation Tools to track Alexander’s supporting claims, counterclaims, evidence, and reasoning.

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

► Students follow along.

## Homework

Read pages 30–40 of chapter 1 of *The New Jim Crow* (from “The backlash against the gains of African Americans” to “by demanding ‘law and order’ rather than ‘segregation forever’”) and use your Argument Delineation Tool to track Alexander’s supporting claims, counterclaims, evidence, and reasoning.

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

## Model Argument Delineation Tool

|              |  |               |  |              |  |
|--------------|--|---------------|--|--------------|--|
| <b>Name:</b> |  | <b>Class:</b> |  | <b>Date:</b> |  |
|--------------|--|---------------|--|--------------|--|

**Directions:** Identify and record each of the following elements of the author's argument in the text (or portion of text): central claim, supporting claims, counterclaims, evidence, and reasoning.

|              |   |
|--------------|---|
| <b>Text:</b> | <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> , Chapter 1, pages 20–30 |
|--------------|---|

**Central claim of text:** “something akin to a racial caste system currently exists in the United States” (p. 2)

Mass incarceration is the new racial caste system in the United States.

**Central claim of chapter:** The death of Jim Crow “does not necessarily mean the end of racial caste. If history is any guide, it may have simply taken a different form” (p. 21).

**Supporting claim:**

“[T]here is a certain pattern to [the] cycle” of one racial caste system replacing another over time: the previous system collapses, there is a period of confusion and transition “in which those who are most committed to racial hierarchy search for new means” to maintain it, “backlash intensifies,” and finally “a new form of racialized social control begins to take hold” (p. 21).

**Evidence:**

The Civil War ended slavery, and “[t]his state of affairs produced a temporary anarchy” (p. 27).

After the Civil War ended, “the economic and political infrastructure of the South was in shambles. Plantation owners were suddenly destitute, and state governments ... were penniless. Large amounts of real estate and other property had been destroyed in the war, industry was disorganized” (p. 27).

Southern states adopted “black codes,” “convict laws,” and “vagrancy laws” to maintain racial hierarchy (p. 28).

“the separation of races had begun to emerge as a comprehensive pattern throughout the South” (pp. 29–30)

“racial segregation would soon evolve into a new racial caste system ... the one that came to be known simply as Jim Crow” (p. 30)

**Reasoning:**

Because Jim Crow came out of the “anarchy” (p. 27) after the Civil War when slavery was ended, this supports the claim that there is a cycle that repeats itself of one racial system replacing another.

|   |
|---|
| <b>Counterclaim:</b>  |
| “What is remarkable is that hardly anyone seems to imagine that similar political dynamics may have produced another caste system in the years following the collapse of Jim Crow—one that exists today. The story that is told during Black History Month is one of triumph” (p. 21) |
| <b>Evidence:</b>  |
| “Just look at Barack Obama! Just look at Oprah Winfrey!” (p. 21)  |
| <b>Reasoning:</b>   |
| Because there are some African Americans who have done well for themselves, Jim Crow is over, and no racial caste system exists in the United States today.   |