

12 EXT

Lesson 18

Introduction

In this lesson, students analyze 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”). Students answer questions in groups to develop a better understanding of Alexander’s claims and where some of her claims fit in to the national conversation about race. After a whole-class discussion of the questions, students write summaries in their groups. Student learning is assessed via a Quick Write at the end of the lesson: How does Alexander use the differences between Jim Crow and mass incarceration to support her central claim?

For homework, students reread chapter 5 of *The New Jim Crow*, pages 190–217, and then read the remainder of chapter 5, pages 217–220. Focusing on pages 190–217, students 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"> How does Alexander use the differences between Jim Crow and mass incarceration to support her central claim?

Vocabulary

Vocabulary Students May Identify

- predecessor (p. 201) (n.) – something succeeded or replaced by something else
- conscientious (p. 203) (adj.) – controlled by or done according to one's inner sense of what is right
- ploy (p. 205) (n.) – a clever trick or plan that is used to get someone to do something or to gain an advantage over someone
- anomalous (p. 205) (adj.) – deviating from or inconsistent with the common order, form, or rule; irregular; abnormal
- predicament (p. 210) (n.) – an unpleasantly difficult, perplexing, or dangerous situation
- bourgeois (p. 213) (adj.) – having qualities or values associated with the middle class; too concerned about wealth, possessions, and respectable behavior

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 200–217 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Group Summary 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 55% 4. 15% 5. 10% 6. 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 discuss a section of chapter 5 of *The New Jim Crow* to develop a better understanding of Alexander's claims and where some of her claims fit in to the national conversation about race.

- 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 200–217 and respond briefly in writing to the following prompt: How does Alexander structure her explanation of each difference?)

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

55%

Instruct students to remain in the same pairs or small groups from the previous activity. Post or project the questions below for students to discuss.

Instruct students to refer to pages 200–217 of *The New Jim Crow* (from “Saying that mass incarceration is the New Jim Crow” to “but in reality it is not a liberation strategy at all”) and answer the questions below, focusing on the given pages for each question. Instruct student pairs or groups to take notes during their discussions in preparation for sharing out with the class.

Pages 203–204

How does the distinction between “racial hostility” and “racial indifference” support Alexander’s claim in this section (p. 203)?

① **Differentiation Consideration:** If students struggle to answer this question, consider asking the following scaffolding questions:

What claim does Alexander make in these pages?

What is the difference between “racial hostility” and “racial indifference” (p. 203)?

Pages 205–208

How does Alexander support her claim about “the racialization of crime” (p. 205)?

Pages 208–210

How does Alexander explain the difference between support and complicity? How has complicity been a part of every racial caste system?

Pages 212–217

What is the “politics of respectability” (p. 212)? What effect has the pursuit of the “politics of respectability” had on the African American community?

Based on student discussion, select a few questions to review with the class to ensure shared comprehension. Provide opportunities for students to ask questions and provide clarifications as necessary.

Activity 4: Group Summary

15%

Instruct students to return to their pairs or groups to write a brief summary of the similarities and differences between mass incarceration and Jim Crow outlined in this chapter. Instruct students to draw on their notes and discussion from today's lesson as well as the previous lesson.

Ask each group to share out, and check for consistency and accuracy. Encourage students to add to their summaries if other groups make salient points.

Activity 5: Quick Write

10%

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

How does Alexander use the differences between Jim Crow and mass incarceration to support 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 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to reread chapter 5 of *The New Jim Crow*, pages 190–217 (from “Those cycling in and out of Illinois prisons today” to “but in reality it is not a liberation strategy at all”) and then read the remainder of chapter 5, pages 217–220 (from “Du Bois got it right a century ago” to “prefer to avoid simply by changing channels”). Additionally, instruct students to focus on pages 190–217 to respond briefly in writing to the following prompt:

Explain Alexander's central claim and how she structures the text to support this claim.

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

① Because the new reading assigned for homework is only three pages, students may identify fewer than six new words, phrases, and/or references to add to their vocabulary journals.

► Students follow along.

Homework

Reread chapter 5 of *The New Jim Crow*, pages 190–217 (from “Those cycling in and out of Illinois prisons today” to “but in reality it is not a liberation strategy at all”) and then read the remainder of chapter 5, pages 217–220 (from “Du Bois got it right a century ago” to “prefer to avoid simply by changing channels”). Focusing on pages 190–217, respond briefly in writing to the following prompt:

Explain Alexander’s central claim and how she structures the text to support this claim.

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