

12 EXT

Lesson 1

Introduction

In this first lesson of the module, students build the background knowledge critical for accessing the nuances of the argument presented in this module's core text, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander. Before engaging in discussion, students are introduced to the vocabulary protocols that will be followed throughout the module. Students discuss two readings from the previous lesson's homework, "The Caste System" and "Jim Crow Laws," making connections between these two concepts. Then, students examine the title and Preface of *The New Jim Crow* before engaging in a discussion connecting all three readings. Student learning is assessed via a Quick Write at the end of the lesson: Considering your understanding of caste systems and the Jim Crow laws, what does the title, *The New Jim Crow*, suggest about Alexander's argument? In the closing of this lesson, students review the components of an argument to prepare for analyzing the argument in *The New Jim Crow*.

For homework, students read pages 1–12 of *The New Jim Crow* and identify Alexander's central claim. Students also respond briefly in writing to an assigned discussion question. Additionally, students add six new words, phrases, and/or references to their vocabulary journals.

Standards

Assessed Standard(s)	
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Addressed Standard(s)	
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)

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.

- Considering your understanding of caste systems and the Jim Crow laws, what does the title, *The New Jim Crow*, suggest about Alexander's argument?

 Throughout this module, Quick Writes will be assessed using the Short Response Rubric.

Vocabulary

Vocabulary Students May Identify

"The Caste System"

- caste (n.) – any rigid system of social distinctions
- stratification (n.) – the state of being divided into social classes

"Jim Crow Laws"

- Jim Crow (reference) – in U.S. history, any of the laws that enforced racial segregation in the South between the end of Reconstruction in 1877 and the beginning of the civil rights movement in the 1950s. *Jim Crow* was the name of a minstrel routine (actually *Jump Jim Crow*) performed beginning in 1828 by its author, Thomas Dartmouth ("Daddy") Rice, and by many imitators, including actor Joseph Jefferson. The term came to be a derogatory epithet for African Americans and a designation for their segregated life.
- minstrel shows (n.) – also called minstrelsy, an indigenous American theatrical form, popular from the early nineteenth to the early twentieth century, that was founded on the comic enactment of racial stereotypes
- clientele (n.) – the clients or customers, as of a professional person or shop, considered collectively; a group or body of clients
- partition (n.) – a separation, as of two or more things
- circulating (v.) – passing from place to place, from person to person, etc.

The New Jim Crow: Mass Incarceration in the Age of Colorblindness, Preface

- magnitude (n.) – size; extent; dimensions
- eerily (adv.) – uncannily, so as to inspire superstitious fear; weirdly
- mainstream (n.) – characteristic of a principal, dominant, or widely accepted group, movement,

style, etc.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts: <ul style="list-style-type: none"> Standards: RI.11-12.1, CCRA.R.9, SL.11-12.1 Texts: “The Caste System” (www.ushistory.org); “Jim Crow Laws”; and <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Preface Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Introduction of Vocabulary Protocols Homework Accountability Drawing Connections to Build Knowledge Quick Write Closing 	<ol style="list-style-type: none"> 5% 10% 25% 40% 10% 10%

Materials

- Copies of “The Caste System” for each student
- Copies of “Jim Crow Laws” for each student
- Copies of *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* for each student
- Copies of the Short Response Rubric and Checklist for each student (optional)
- Copies of the Argument Visual Handout for each student

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 goal of this module. Explain that over the course of this module, students will delineate, analyze, and evaluate Michelle Alexander's argument in *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. Students will also focus on the rhetoric and structure Alexander uses to convey her argument. Additionally, students will read and analyze supplementary texts to build their knowledge and inform their analysis of Alexander's argument.

Review the agenda. In this lesson, students discuss two readings, "The Caste System" and "Jim Crow Laws," building their knowledge on these two concepts and making connections between them. Then, students examine the title and Preface of *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander before engaging in a discussion connecting all three texts.

- ▶ Students look at the agenda.

Activity 2: Introduction of Vocabulary Protocols

10%

Inform students that throughout this module they will encounter many unfamiliar words, phrases, and historical or cultural references that are important to understand in order to make meaning of the text. Explain to students that they are responsible for independently keeping a vocabulary journal of new words, phrases, and references. Instruct students to follow these steps to complete their journals for homework:

1. Identify new words, phrases, and/or references.
2. Look up the definitions or meanings of these words, phrases, and references.
3. Choose the six words, phrases, and/or references that you think are most important for understanding the text.
4. Demonstrate comprehension:
 - For words and phrases, write a sentence related to the topic of the reading using the word or phrase in the sentence.
 - For references, write a 1–2 sentence summary that demonstrates understanding of the meaning of the reference.

Explain to students that they will likely encounter more than six unfamiliar words, phrases, and references in their reading. While students should ensure that they understand the new vocabulary,

they should only record the six items that are the most important for understanding the focus section of text.

Activity 3: Homework Accountability

25%

Instruct students to take out the article “The Caste System,” which they read for the previous lesson’s homework. Instruct students to review the article “The Caste System” and write a concise, objective summary of the article, explaining the caste system in India.

When students have completed their summaries, instruct students to form pairs or small groups and share their summaries.

Ask student volunteers to share their summaries with the class.

Lead a whole-class discussion of any questions or misconceptions students have about the information in the article.

Instruct students to remain in the same pairs or small groups from the previous activity. Instruct students to take out their responses to the second part of the previous lesson’s homework assignment. (Read “Jim Crow Laws” and record three points that you found surprising.)

Instruct students to discuss the points from the article that they found surprising.

Lead a brief whole-class discussion of student responses.

Activity 4: Drawing Connections to Build Knowledge

40%

Instruct students to remain in the same pairs or small groups from the previous activity. Post or project the following question for students to discuss before sharing out with the class.

Compare the caste system in India to the Jim Crow laws in the United States.

Lead a brief whole-class discussion of student responses.

① Students should come to the conclusion that Jim Crow was a caste system.

Distribute a copy of *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* to each student. Instruct students to read the title and Preface silently.

Post or project the questions below for students to discuss in their pairs or small groups.

Who is Alexander's intended audience?

According to Alexander, who is trapped in "America's latest caste system" (Preface)?

Considering what you know about caste systems, how might "America's latest caste system" (Preface) affect those who are trapped?

Lead a brief whole-class discussion of student responses.

Activity 5: Quick Write

10%

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

Considering your understanding of caste systems and the Jim Crow laws, what does the title, *The New Jim Crow*, suggest about Alexander's argument?

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

10%

Distribute the Argument Visual Handout and review with students the components of an argument, so that they are prepared to identify and discuss the central claim of Alexander's overall argument.

- **Argument:** The composition of precise claims about a topic, including relevant and sufficient evidence and valid reasoning
- **Central Claim:** An author or speaker's main point about an issue in an argument
- **Supporting Claim:** Smaller, related points that reinforce or advance the central claim
- **Counterclaim:** A claim that is opposed to an author's central claim
- **Evidence:** The topical and textual facts, events, and ideas from which the claims of an argument arise, and which are cited to support those claims
- **Reasoning:** The logical relationships among ideas, including relationships among claims and relationships across evidence

Display and distribute the homework assignment. For homework, instruct students to read pages 1–12 of *The New Jim Crow* (from “Jarvious Cotton cannot vote. Like his father, grandfather, great-grandfather” to “facilitated the emergence of a new caste system”) and identify Alexander’s central claim.

- ① Before displaying and distributing the following homework assignment, decide ahead of time which students will answer which of the questions below, ensuring that approximately the same number of students answers each question.

Also for homework, assign each student one of the questions below. Instruct students to respond briefly in writing to their assigned question.

How does Alexander make a connection between mass incarceration and the concept of a caste system?

What claim does Alexander make about crime rates and incarceration?

What relationship does Alexander describe between civil rights advocacy and the issue of mass incarceration?

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

- ▶ Students follow along.

Homework

Read pages 1–12 of *The New Jim Crow* (from “Jarvious Cotton cannot vote. Like his father, grandfather, great-grandfather” to “facilitated the emergence of a new caste system”) and identify Alexander’s central claim.

Respond briefly in writing to your assigned question.

How does Alexander make a connection between the concept of a caste system and mass incarceration?

What claim does Alexander make about crime rates and incarceration?

What relationship does Alexander describe between civil rights advocacy and the issue of mass incarceration?

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

Short Response Rubric

Assessed Standard: _____

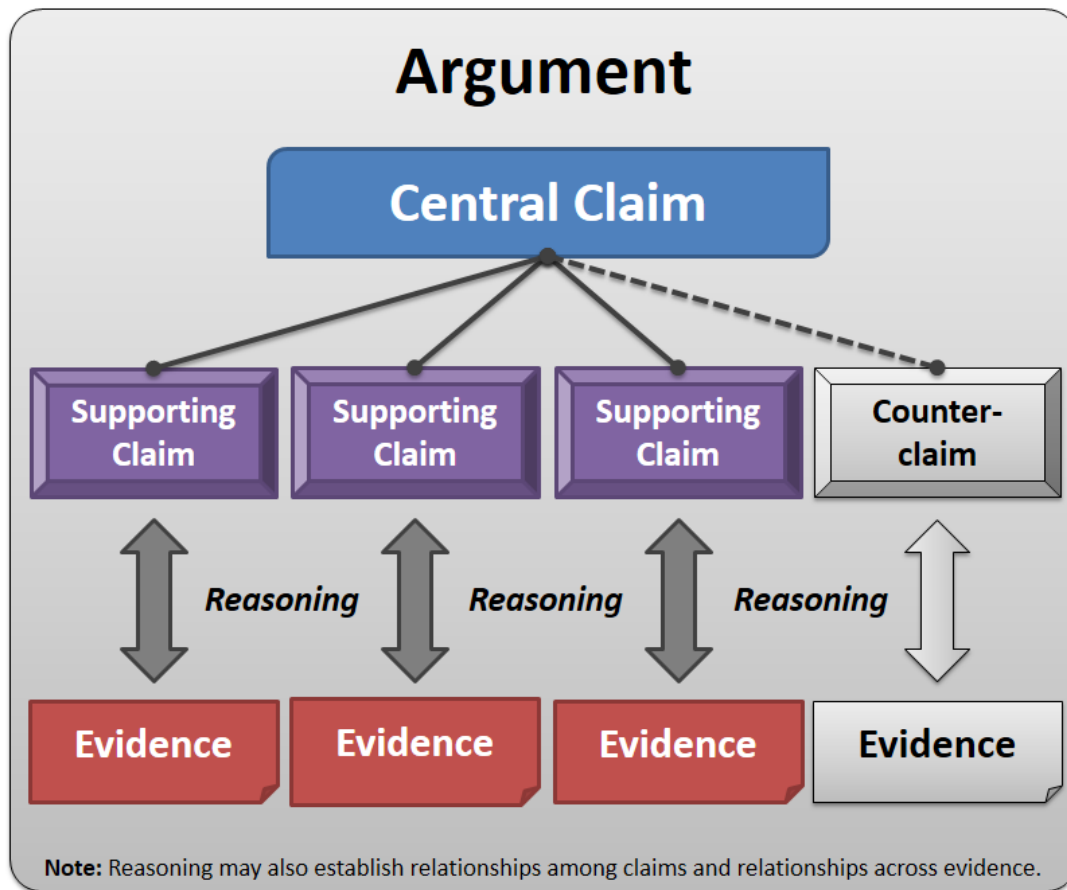
	2-Point Response	1-Point response	0-Point Response
Inferences/Claims	Includes valid inferences or claims from the text. Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text. Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
Analysis	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes the most relevant and sufficient textual evidence, facts, or details to develop a response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details and/or other information from the text(s) to develop an analysis of the text(s) according to the requirements of the Quick Write.	The response includes no evidence from the text.
Conventions	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

Short Response Checklist

Assessed Standard: _____

Does my writing...	Did I...	✓
Include valid inferences and/or claims from the text(s)?	Closely read the prompt and address the whole prompt in my response?	<input type="checkbox"/>
	Clearly state a text-based claim I want the reader to consider?	<input type="checkbox"/>
	Confirm that my claim is directly supported by what I read in the text?	<input type="checkbox"/>
Develop an analysis of the text(s)?	Consider the author's choices, impact of word choices, the text's central ideas, etc.?	<input type="checkbox"/>
Include evidence from the text(s)?	Directly quote or paraphrase evidence from the text?	<input type="checkbox"/>
	Arrange my evidence in an order that makes sense and supports my claim?	<input type="checkbox"/>
	Reflect on the text to ensure the evidence I used is the most relevant and sufficient evidence to support my claim?	<input type="checkbox"/>
Use complete sentences, correct punctuation, and spelling?	Reread my writing to ensure it means exactly what I want it to mean?	<input type="checkbox"/>
	Review my writing for correct grammar, spelling, and punctuation?	<input type="checkbox"/>

Argument Visual Handout



- **Argument:** The composition of precise claims about a topic, including relevant and sufficient evidence and valid reasoning
- **Central Claim:** An author or speaker's main point about an issue in an argument
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- **Evidence:** The topical and textual facts, events, and ideas from which the claims of an argument arise, and which are cited to support those claims
- **Reasoning:** The logical relationships among ideas, including relationships among claims and relationships across evidence