

## 12 EXT

## Lesson 22

## Introduction

In this lesson, students analyze the final pages of *The New Jim Crow*, pages 255–261 (from “At the same time that many civil rights advocates” to “God bless you, and Godspeed”) and answer questions about the author’s use of quotations and rhetoric to advance her claims. Students examine the extended quote from James Baldwin that ends the book before discussing how Baldwin’s claims relate to Alexander’s. Student learning is assessed via a Quick Write at the end of the lesson: Is Alexander’s decision to include Baldwin’s quote an effective way to end her argument? Why or why not?

For homework, students prepare for their 12 EXT End-of-Unit Assessments. Students prepare to present a summary of the section of text they find most effective in “stimulat[ing] a much-needed conversation” (p. 16). Students also develop 1–2 discussion questions for their sections, focusing on Alexander’s claims and evidence or use of rhetoric.

- ① Depending on the students’ level of understanding of and engagement with the argument in *The New Jim Crow*, this lesson may be divided over two days. Day 1 includes Activity 3: Reading and Discussion and then a whole-class discussion of those questions, followed by a Quick Write that summarizes the key points of the discussion. Day 2 includes a review of the Quick Write key points from Day 1 and transitions into Activity 4: Examining the Final Quote. Students then respond individually to the Quick Write provided in this lesson, engage in a whole-class discussion of their responses, and then revise their initial Quick Write response.

## Standards

Assessed Standard(s)	
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
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>Is Alexander's decision to include Baldwin's quote an effective way to end her argument? Why or why not?</li> </ul>

## Vocabulary

Vocabulary Students May Identify
<ul style="list-style-type: none"> <li>plethora (p. 255) (n.) – overabundance; excess</li> <li>patriarchal (p. 255) (adj.) – characteristic of an entity, family, church, etc., controlled by men</li> <li>resilience (p. 257) (n.) – ability to recover readily from illness, depression, adversity, or the like</li> <li>concedes (p. 258) (v.) – admits; gives away</li> <li>quagmire (p. 258) (n.) – a situation that is hard to deal with or get out of; a situation that is full of problems</li> <li>tokenism (p. 261) (n.) – the practice of doing something (such as hiring a person who belongs to a minority group) only to prevent criticism and give the appearance that people are being treated fairly</li> <li>mediocrity (p. 261) (n.) – the quality of something that is not very good</li> <li>unassailable (p. 261) (adj.) – not able to be doubted, attacked, or questioned</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standard &amp; Text:</b></p> <ul style="list-style-type: none"> <li>Standard: RI.11-12.6</li> <li>Text: <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapter 6, pages 255–261</li> </ul>	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Reading and Discussion	3. 40%
4. Examining the Final Quote	4. 35%
5. Quick Write	5. 15%
6. Closing	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.
	<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 focus on the end of *The New Jim Crow* and analyze the long quotation by James Baldwin, discussing how it relates to the book as a whole.

- Students look at the agenda.

### Activity 2: Homework Accountability

0%

- ❗ Students will be held accountable for homework during Activity 4: Examining the Final Quote.

- 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/or references each group identified as most important to this section of text.

### Activity 3: Reading and Discussion

**40%**

Instruct students to form pairs or small groups. Post or project the questions below for students to discuss. Instruct student groups to refer to pages 255–261 of *The New Jim Crow* (from “At the same time that many civil rights advocates” to “God bless you, and Godspeed”) and answer the following questions before sharing out with the class.

**How does Alexander clarify her purpose through her discussion of white people’s attitudes toward integration? How does she use evidence and rhetoric to develop her claims in this discussion?**

**How does Alexander use rhetoric to develop her claims about “progress” and “racial bribes” in this section (p. 257)?**

**According to Alexander, what is “to be demanded” (p. 258)? How does she suggest this demand will be ultimately made?**

**What does “All of Us or None” mean in this section (p. 255)? How does Alexander develop this idea?**

**What is Martin Luther King’s distinction between a “reform movement” and a “revolutionary movement” (p. 259)? How does Alexander use these two ideas to develop her purpose?**

Lead a whole-class discussion of student responses.

### Activity 4: Examining the Final Quote

**35%**

Instruct students to remain in their pairs or groups. Post or project the questions below for students to discuss. Instruct student groups to reread the quote from James Baldwin on page 261 and answer the following questions before sharing out with the class.

**What does Baldwin mean by the statement, “It is their innocence which constitutes the crime” (p.261)? How does this statement relate to a claim that Alexander makes in the book?**

**What solution does Baldwin propose for the “crime” that has been committed against African Americans?**

**How does this quote from Baldwin contribute to the persuasiveness or beauty of the text?**

Ask for student volunteers to share the claims and reasoning Baldwin uses in this quote. Lead a brief whole-class discussion about how Baldwin’s argument to his nephew relates to the argument that Alexander makes in *The New Jim Crow*.

### Activity 5: Quick Write

**15%**

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

**Is Alexander’s decision to include Baldwin’s quote an effective way to end her argument? Why or why not?**

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%**

Inform students that in the next lesson, they will participate in small group discussions for the first part of the 12 EXT Assessment.

Display and distribute the homework assignment. For homework, instruct students to reread Alexander’s statement of purpose from the introduction on page 16: “What this book is intended to do—the only thing it is intended to do—is to stimulate a much-needed conversation about the role of the criminal justice system in creating and perpetuating racial hierarchy in the United States.”

Instruct students to review their tools, notes, and annotations and choose the section of the text that they found most effective in “stimulat[ing] a much-needed conversation” (p. 16). Students should analyze how elements of Alexander’s argument, including her claims, evidence, reasoning, and rhetoric, contribute to the effectiveness of the text.

Inform students that they will take turns leading an evidence-based discussion in their small groups on the efficacy of their chosen section. Instruct students to prepare to present a summary of their chosen section and short explanation of why their section is most effective. Instruct students to also develop 1–2 discussion questions for their section, focusing on Alexander’s claims and evidence or use of rhetoric.

## Homework

Reread Alexander’s statement of purpose from the introduction on page 16: “What this book is intended to do—the only thing it is intended to do—is to stimulate a much-needed conversation about the role of the criminal justice system in creating and perpetuating racial hierarchy in the United States.”

Review your tools, notes, and annotations and choose the section of the text that you found most effective in “stimulat[ing] a much-needed conversation” (p. 16). Analyze how elements of Alexander’s argument, including her claims, evidence, reasoning, and rhetoric, contribute to the effectiveness of the text. Prepare to present a summary of your chosen section and short explanation of why your section is most effective. Also, develop 1–2 discussion questions for your section, focusing on Alexander’s claims and evidence or use of rhetoric.