

12 EXT

Lesson 11

Introduction

In this lesson, students work in their presentation groups to align their presentations with the criteria described on the 12 EXT Speaking and Listening Rubric and Checklist, divide responsibilities among the group members, and rehearse speaking within the group. Student learning is assessed via participation in group discussions and preparation for the following lesson's presentations.

For homework, students finalize and practice their portion of the presentations.

- ① If there are two or more groups analyzing the same chapter who wish to present together, an additional day will be necessary for existing groups to merge their analyses and develop a presentation that includes a synthesis of thinking from all participants.

Standards

Assessed Standard(s)	
SL.11-12.1.a-d	<p>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.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Addressed Standard(s)

None.

Assessment

Assessment(s)

Student learning is assessed via participation in group discussions and preparations for the following lesson's presentations.

Vocabulary

Vocabulary Students May Identify

- None.*

*See 12 EXT Lesson 9 for vocabulary from chapters 2, 3, and 4.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: SL.11-12.1.a-d • Text: <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapters 2, 3, and 4 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Presentation Preparation 4. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 80% 4. 5%

Materials

- Student copies of the 12 EXT Speaking and Listening Rubric and Checklist (refer to 12 EXT Lesson 10)
- Student copies of the Argument Delineation Tool

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 prepare their group presentations for the following lesson.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Check the classwork you have completed against the requirements of the 12 EXT Speaking and Listening Rubric and Checklist, and take notes regarding what areas still need preparation. Also, reread the chapter or portions of the chapter to clarify any sections of the argument or uses of rhetoric that remain unclear.)

Instruct students to join their presentation groups to discuss the notes they made for the previous lesson's homework as well as any remaining confusion about the chapter or portions of it.

Activity 3: Presentation Preparation

80%

Explain that for the remainder of class, student groups will build and practice their presentations. Instruct students to work together to ensure that the content of their presentation aligns with the criteria on the 12 EXT Speaking and Listening Rubric and Checklist. Instruct students to take out their Argument Delineation Tools and discussion notes to support their preparation work. Inform students that their assessment for today's lesson is based on their participation in their group's preparation work.

Post or project the following tasks for students to complete in their groups:

- Turn your notes into an informative presentation of the chapter, with clear articulation of the central claim, supporting claim, evidence, and reasoning, ensuring that there is a clear explanation of how Alexander connects the central claim in the chapter to the central claim of the book.
 - Ensure that the presentation includes a discussion of how the rhetoric contributes to the persuasiveness of Alexander's claims in the chapter.
 - Divide the presentation as equally as possible among classmates.
 - Practice presenting within the groups, with attention to time.
 - Develop any visual supports, if useful to aiding comprehension.
- ① Consider discussing an expectation of time for each presentation. Students should be encouraged to keep their presentations concise as well as informative.
- ① Consider setting aside time for a broader discussion that may include students' reactions to the information in each chapter or the text overall, or to some of the powerful rhetoric that Alexander uses. Some students may have powerful reactions to the text and creating a safe space for some of the conversations that arise from their reading may be a necessary component of this module.

Circulate and support as necessary and review students' participation in their group discussions.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to finalize and practice their portions of the presentations.

- ▶ Students follow along.

Homework

Finalize and practice your portion of the presentation.