

12 EXT

Lesson 2

Introduction

In this lesson, students analyze the first part of the Introduction of *The New Jim Crow*, pages 1–12 (from “Jarvious Cotton cannot vote. Like his father, grandfather, great-grandfather” to “facilitated the emergence of a new caste system”), in which Alexander introduces the topic and establishes her central claim that mass incarceration is the new racial caste system in the United States. Through a discussion based on the questions from the previous lesson’s homework, students analyze the concepts and connections Alexander presents in the Introduction and how Alexander begins to clarify her central claim. Student learning is assessed via a Quick Write at the end of the lesson: How does Alexander clarify the meaning of her central claim?

For homework, students finish reading the Introduction of *The New Jim Crow*, pages 12–19, and identify Alexander’s purpose. Additionally, students add six new words, phrases, and/or references to their vocabulary journals.

Standards

Assessed Standard(s)	
CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
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 clarify the meaning of her central claim?

Vocabulary

Vocabulary Students May Identify

- Ku Klux Klan (p. 1) (reference) – either of two distinct U.S. hate organizations that have employed terror in pursuit of their white supremacist agenda. One group was founded immediately after the Civil War and lasted until the 1870s; the other began in 1915 and has continued to the present.
- felon (p. 1) (n.) – a criminal who has committed a serious crime (called a felony)
- parole (p. 1) (n.) – the conditional release of a person from prison prior to the end of the maximum sentence imposed
- egalitarian (p. 1) (adj.) – asserting, resulting from, or characterized by belief in the equality of all people, especially in political, economic, or social life
- akin (p. 2) (adj.) – similar or related
- affirmative action (p. 3) (reference) – the practice of improving the educational and job opportunities of members of groups that have not been treated fairly in the past because of their race, sex, etc.
- litigated (p. 4) (v.) – made the subject of a lawsuit; contested at law
- subordinated (p. 4) (adj.) – placed in or occupying a lower class, rank, or position
- stigma (p. 4) (n.) – a mark of disgrace or infamy; a stain or reproach, as on one's reputation
- zealous (p. 5) (adj.) – feeling or showing strong and energetic support for a person, cause, etc.
- benign (p. 5) (adj.) – of a mild type or character that does not threaten health or life
- exacerbated (p. 5) (v.) – increased the severity, bitterness, or violence of (disease, ill feeling, etc.); aggravated
- conspiracy theories (p. 5) (n.) – theories that explain an event or situation as the result of a secret plan by usually powerful people or groups
- penal (p. 6) (adj.) – of, relating to, or involving punishment, as for crimes or offenses
- moratorium (p. 8) (n.) – a suspension of activity
- egregiously (p. 9) (adv.) – very badly done and easily noticed
- NAACP (p. 10) (acronym) – National Association for the Advancement of Colored People
- uncorroborated (p. 10) (adj.) – not certain or confirmed
- grassroots (p. 10) (adj.) – of, relating to, or involving the common people, especially as contrasted with or separable from an elite
- disenfranchisement (p. 10) (n.) – the act of depriving a person of a right of citizenship, as of the right to vote

- eviscerated (p. 11) (v.) – deprived of vital or essential parts

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standard & Text: <ul style="list-style-type: none"> Standard: CCRA.R.8 Text: <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Introduction, pages 1–12 Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Quick Write 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 20% 3. 55% 4. 15% 5. 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 engage in a discussion based on the questions from the previous lesson's homework, analyzing the concepts and connections Alexander presents in the Introduction to clarify her central claim.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

20%

Instruct students to take out their responses to the previous lesson's homework assignment. (Read pages 1–12 of *The New Jim Crow* and identify Alexander's central claim.)

Instruct students to form pairs or small groups and discuss Alexander's central claim in the Introduction.

Lead a brief whole-class discussion of student responses.

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- ① Students will be held accountable for the second part of the previous lesson's homework during Activity 3: Reading and Discussion.
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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.

- ① Because student choices of the six items to identify will vary widely, the Vocabulary box in each lesson provides a sample of the words, phrases, and references students may identify.

Activity 3: Reading and Discussion

55%

Transition students into groups of three, in which each student answered a different question from the previous lesson's homework assignment. Instruct each student to share their question and response in turn, while the other group members take notes and clarify, verify, and/or challenge the responses as

appropriate. Post or project the questions from the previous lesson's homework assignment for students to reference.

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?

Lead a whole-class discussion of students' analysis of these questions, allowing students to build upon each other's responses.

- ① While teacher guidance may be necessary, allow students to control the conversation to the extent possible.

Activity 4: Quick Write

15%

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

How does Alexander clarify the meaning of 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 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read the remainder of the Introduction of *The New Jim Crow*, pages 12–19 (from “Clearly, much has changed in my thinking” to “ensuring that America’s current racial caste system is its last”) and identify Alexander’s purpose.

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

- ▶ Students follow along.

Homework

Read the remainder of the Introduction of *The New Jim Crow*, pages 12–19 (from “Clearly, much has changed in my thinking” to “ensuring that America’s current racial caste system is its last”) and identify Alexander’s purpose.

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