

12 EXT

Lesson 12

Introduction

In this lesson, student groups present their chapters from *The New Jim Crow* to their peers. During presentations, classmates practice effective listening skills by taking notes and asking relevant questions that drive discussion at the conclusion of each presentation. Student learning is assessed via their participation in their group's presentation, as well as their notes on their peers' presentations recorded on the 12 EXT Group Presentation Exit Slip. Students identify the central claim of each group's chapter, a piece of supporting evidence, one example of effective rhetoric, and one question they had about the chapter.

For homework, students complete self-assessments of their presentations. Students write a brief paragraph detailing their contribution to their groups, including areas where they can improve. Students also read the article "Broken Windows" by George L. Kelling and James Q. Wilson and respond briefly in writing to two prompts. Additionally, students add six new words, phrases, and/or references to their vocabulary journals.


- ① Presentations may last more than one class period. Consider allotting extra time depending on the length of the presentations and ensuing discussions.

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.
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.
SL.11-12.1. a, c, d	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. 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

	<p>of ideas.</p> <p>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.</p> <p>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.</p>
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Addressed Standard(s)	
None.	

Assessment

Assessment(s)
<p>Student learning is assessed via participation in their group's presentation, as well students' notes on their peers' presentations. On the 12 EXT Group Presentation Exit Slip, students record the central claim of each group's chapter, a piece of supporting evidence, one example of effective rhetoric in the chapter, and one question they had about the chapter.</p> <p> Students' presentations will be assessed using the 12 EXT Speaking and Listening Rubric.</p>

Vocabulary

Vocabulary Students May Identify
<ul style="list-style-type: none"> None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words using the strategies outlined in L.11-12.4.a-d.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: CCRA.R.8, RI.11-12.6, SL.11-12.1.a, c, d, SL.11-12.4 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"> Introduction of Lesson Agenda Homework Accountability Group Presentations Group Presentation Exit Slip Closing 	<ol style="list-style-type: none"> 5% 0% 80% 10% 5%

Materials

- Student copies of the 12 EXT Speaking and Listening Rubric and Checklist (refer to 12 EXT Lesson 10)
- Copies of the 12 EXT Group Presentation Exit Slip for each student
- Copies of the “Broken Windows” by George L. Kelling and James Q. Wilson for each student

① Consider numbering the paragraphs of “Broken Windows” before the lesson.

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.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, student groups present on their assigned chapters.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

0%

- ① Students will be held accountable for homework during Activity 3: Group Presentations.

Activity 3: Group Presentations

80%

Explain that in this part of the lesson, each group presents on its chapter to the class. Groups that are not currently presenting are expected to listen to the presentation attentively, take notes, and pose relevant questions at the culmination of the presentation. Inform students that they will be assessed on their presentations as well as the notes they take on each group's presentations. Students should pay particular attention to each chapter's central claim, supporting evidence, examples of effective rhetoric, and any questions they have about each chapter.

- ① More than one method may be used to assess the presentations. Students may complete a peer-assessment of the presentations, students may self-assess their participation and presentation skills, and/or the teacher can complete an assessment of each student and each group. In this lesson, students are asked to write a brief self-assessment for homework.

Activity 4: Group Presentation Exit Slip

10%

Distribute the 12 EXT Group Presentation Exit Slip to each student. Instruct students to use their notes to complete the exit slip independently.

Activity 5: Closing

5%

For homework, instruct students to complete self-assessments of their presentations using the 12 EXT Speaking and Listening Rubric and Checklist. Students write a brief paragraph detailing their contribution to their groups, including areas in which they can improve.

Distribute the article "Broken Windows"

(<http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/>) by George L. Kelling and James Q. Wilson. Instruct students to read the article and respond briefly in writing to the following prompts:

What is Kelling and Wilson’s central claim in “Broken Windows”?

Trace Kelling and Wilson’s historical account of the function of the police.

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

- ▶ Students follow along.

Homework

Complete a self-assessment of your presentation using the 12 EXT Speaking and Listening Rubric. Write a brief paragraph detailing your contribution to your group, including areas in which you can improve.

Read the article “Broken Windows” (<http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/>) by George L. Kelling and James Q. Wilson and respond briefly in writing to the following prompts:

What is Kelling and Wilson’s central claim in “Broken Windows”?

Trace Kelling and Wilson’s historical account of the function of the police.

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

12 EXT Group Presentation Exit Slip

Name:		Class:		Date:	
--------------	--	---------------	--	--------------	--

Directions: For each presentation, record the central claim of the chapter, one piece of supporting evidence, one example of effective rhetoric, and one question about the chapter.

Text: *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, Chapter ____

Central claim of the chapter:

--

Supporting evidence:

--

Effective rhetoric:

--

Question about the chapter:

--

Text:	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> , Chapter ____
Central claim of the chapter:	
Supporting evidence:	
Effective rhetoric:	
Question about the chapter:	