

12 EXT

Lesson 20

Introduction

In this lesson, students analyze the first section of chapter 6 of *The New Jim Crow*, pages 221–236 (from “Shortly after sunrise on September 20, 2007” to “winning isolated battles but losing the larger war”). Students answer questions about Alexander’s claims and reasoning as well as examine her purpose in this section of text. Student learning is assessed via a Quick Write at the end of the lesson: How does Alexander refine her purpose in pages 221–236 of the text?

For homework, students read pages 236–255 of chapter 6 of *The New Jim Crow* and summarize each section, including an explanation of how each section contributes to the argument overall. Additionally, students add six new words, phrases, and/or references to their vocabulary journals.

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"> How does Alexander refine her purpose in pages 221–236 of the text?

Vocabulary

Vocabulary Students May Identify
<ul style="list-style-type: none"> • relic (p. 222) (n.) – a surviving trace of something • brazenly (p. 222) (adv.) – openly and shockingly without shame or embarrassment • fallible (p. 224) (adj.) – capable of making mistakes or being wrong • embroiled (p. 225) (v.) – involved (someone or something) in conflict or difficulties • debilitating (p. 225) (v.) – making weak or feeble • gouge (p. 231) (v.) – to make (someone) pay too much money for something • predominately (p. 232) (adv.) – for the most part • abysmal (p. 237) (adj.) – extremely or hopelessly bad or severe

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standard & Text:	
<ul style="list-style-type: none"> • Standard: RI.11-12.6 • Text: <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapter 6, pages 221–236 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Reading and Discussion	3. 45%
4. Independent Writing and Whole-Class Discussion	4. 35%
5. Quick Write	5. 10%
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.
	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 discuss Alexander’s claims, reasoning, and purpose in the beginning of chapter 6.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

0%

ⓘ Students will be held accountable for the first part of their homework in Activity 3: Reading and Discussion.

ⓘ 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.

Activity 3: Reading and Discussion

45%

Instruct students to form pairs or small groups. Post or project the questions below for students to discuss. Instruct student pairs or groups to refer to pages 221–236 of *The New Jim Crow* (from “Shortly after sunrise on September 20, 2007” to “winning isolated battles but losing the larger war”) and answer the following questions before sharing out with the class.

How does the case of the “Jena 6” (p. 222) clarify Alexander’s claim about “[a] new civil rights movement” (p. 223)?

Describe the challenge racial justice advocates face in confronting mass incarceration. How does the story of Rosa Parks illustrate this challenge?

Reread the last paragraph on page 229, beginning “That said, no effort is made here to describe.” What is Alexander’s purpose in the remainder of the text?

What details in the section “Tinkering Is for Mechanics, Not Racial-Justice Advocates” (p. 230) contribute to the persuasiveness of this section of text? Explain how the claim and evidence support and advance Alexander’s purpose.

Based on student conversation and answers, select a few questions to review with the class to ensure a consistent comprehension. Provide opportunities for students to ask questions and provide clarifications as necessary.

Activity 4: Independent Writing and Whole-Class Discussion

35%

Instruct students to refer to page 16 and read the beginning of the first whole paragraph: “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 consider this sentence in light of the quote at the bottom of page 229, where the author states the following: “What follows is not a plan, but several questions and claims offered for serious consideration by those committed to racial justice and interested in dismantling mass incarceration.”

Instruct students to consider these passages and independently write a response to the following question:

How does Alexander refine her purpose in pages 221-236 of the text?

Inform students that they will revise their individual responses after the whole-class discussion.

- ▶ Students individually write responses.

Lead a whole-class discussion of student responses.

Activity 5: Quick Write

10%

Instruct students to revise their responses to the following prompt:

How does Alexander refine her purpose in pages 221–236 of the text?

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%

Display and distribute the homework assignment. For homework, instruct students to read chapter 6, pages 236–255 (from “So how should we go about building this movement” to “can’t a black person do just about anything now?”), and summarize each section, including a description of how each section contributes to the book overall.

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

▶ Students follow along.

Homework

Read chapter 6, pages 236–255 (from “So how should we go about building this movement” to “can’t a black person do just about anything now?”), and summarize each section, including a description of how each section contributes to the book overall.

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