

## 12 EXT

## Lesson 9

## Introduction

In this lesson, students work together to identify the central claim of their assigned chapters of *The New Jim Crow*. Students delineate how Alexander supports her claim with evidence and reasoning, and how the central claim of the chapter supports the central claim of the text. Student learning is assessed via a Quick Write at the end of the lesson: In your own words, explain the central claim of the chapter and the supporting claim(s). Provide what you consider to be the strongest evidence and explain how this evidence supports Alexander's claims.

For homework, students identify a passage in their assigned chapter that they found particularly persuasive or engaging, and explain why.

- ① Based on progress during group discussions, this lesson may extend over two days. Consider giving students more time to delineate Alexander's claims and evidence before moving on to analysis of Alexander's use of rhetoric in the following lesson.

## 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)	
SL.11-12.1.a, c, 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> <p>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.</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>

	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.
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## 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>In your own words, explain the central claim of the chapter and the supporting claim(s). Provide what you consider to be the strongest evidence and explain how this evidence supports Alexander's claims.</li> </ul>

## Vocabulary

Vocabulary Students May Identify
<p>❏ See Lesson 9 Vocabulary at the end of the lesson for sample vocabulary for chapters 2, 3, and 4.</p>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>Standards: CCRA.R.8, SL.11-12.1.a, c, d</li> <li>Text: <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapters 2, 3, and 4</li> </ul> <p><b>Learning Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Group Discussion</li> <li>4. Quick Write</li> <li>5. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 20%</li> <li>3. 55%</li> <li>4. 15%</li> <li>5. 5%</li> </ol>

## Materials

- Student copies of the Argument Delineation Tool (refer to 12 EXT Lesson 4)—students may need additional blank copies
- 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 discuss their summaries of their assigned chapters and work together in groups to delineate the claims, evidence, and reasoning in those chapters.

- 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 your assigned chapter, identifying components of Alexander's argument. In addition, fill out the Argument Delineation Tool as well as write a brief summary of the chapter and the claims presented. Come prepared to share your summary with your group.)

Instruct students to form their presentation groups and discuss the additions they made to their tools as well as their summaries of the text. Explain to students that each member of the group must share their summary, and then the group will work together to construct a synthesized summary to share during the group presentation in Lesson 12.

- 💬 See Model Argument Delineation Tools for Chapters 2, 3, and 4 for sample student responses.

- 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 presentation 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, circulate and support each group's discussion of the words, phrases, and/or references they identified as most important to this section of text.

### Activity 3: Group Discussion

**55%**

Instruct students to remain in their presentation groups. Explain that in this part of the lesson, students engage in a group discussion about the claims, evidence, and reasoning in their assigned chapters. Instruct students to use their Argument Delineation Tools as well as their notes and summaries to answer the following questions.

**Identify the central claim of the chapter.**

**How does Alexander build the central claim of the chapter with supporting claims, evidence, and reasoning?**

**Explain how the claims and evidence in this chapter fit into Alexander's overall central claim.**

Circulate and support as necessary.

### Activity 4: Quick Write

**15%**

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

**In your own words, explain the central claim of the chapter and the supporting claim(s). Provide what you consider to be the strongest evidence and explain how this evidence supports Alexander's claims.**

- 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 identify a passage in their assigned chapter that they found particularly persuasive or engaging, and explain why.

- ▶ Students follow along.

## Homework

Identify a passage in your assigned chapter that you found particularly persuasive or engaging, and explain why.

## Model Argument Delineation Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Identify and record each of the following elements of the author's argument in the text (or portion of text): central claim, supporting claims, counterclaims, evidence, and reasoning.

<b>Text:</b>	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> , Chapter 2
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**Central claim of text:** "something akin to a racial caste system currently exists in the United States" (p. 2)

Mass incarceration is the new racial caste system in the United States.

**Central claim of chapter:** "Nothing has contributed more to the systematic incarceration of people of color in the United States than the War on Drugs." (p. 60)

**Supporting Claim:**

"Few legal rules meaningfully constrain the police in the War on Drugs." (p. 61)

**Evidence:**

The Supreme court ruled that "suspicionless police sweeps" were legal as long as the person searched gave "consent" (p. 64).

"police officers use minor traffic violations as an excuse—a pretext—to search for drugs, even though there is not a shred of evidence suggesting the motorist is violating drug laws" (p. 67)

**Reasoning:**

Since most people consent when confronted by a police officer, and because police can use almost any pretext to stop people, police are allowed to search almost anyone for any reason.

**Supporting Claim:**

The police have incentives and encouragement to arrest people for drug crimes.

<b>Evidence:</b>
<p>“in practice, the drug-courier profile is a scattershot hodgepodge of traits and characteristics so expansive that it potentially justifies stopping anybody and everybody” (p. 71)</p> <p>“Huge cash grants were made to those law enforcement agencies that were willing to make drug-law enforcement a top priority.” (p. 73)</p> <p>“state and local law enforcement agencies were granted the authority to keep, for their own use, the vast majority of cash and assets they seize when waging the drug war” (p. 78)</p>
<b>Reasoning:</b>
The police were given the right to stop anyone they wanted for a drug search. Police were encouraged to increase drug arrests by federal grants as well as new laws that allowed them to keep the assets involved in drug crimes.
<b>Counterclaim:</b>
“Most people imagine that the explosion in the U.S. prison population during the past twenty-five years reflects changes in crime rates.” (p. 93)
<b>Evidence:</b>
Prison population has gone up.
<b>Reasoning:</b>
Although prison population has risen, it is due to policy rather than crime: “One study suggests that the <i>entire</i> increase in the prison population from 1980 to 2001 can be explained by sentencing policy changes.” (p. 93).
<b>Supporting Claim:</b>
“Once arrested, one’s chances of ever being truly free of the system of control are slim, often to the vanishing point.” (p. 84)
<b>Evidence:</b>
<p>“Approximately 80 percent of criminal defendants are indigent and thus unable to hire a lawyer.” (p. 85)</p> <p>“Almost no one ever goes to trial” (p. 87)</p> <p>“The pressure to plead guilty to crimes has increased exponentially since the advent of the War on Drugs.” (p. 87)</p> <p>“The typical mandatory sentence for a first-time drug offense in federal court is five or ten years.” (p. 87)</p> <p>Many people in prison are there for violating parole: “more than one third (35 percent) of prison</p>

admissions resulted from parole violations” (p. 95).

**Reasoning:**

Once someone is arrested for a drug crime, poor legal defense options and harsh mandatory sentences make it very likely that they will plead guilty and go to jail for some length of time. Once they are in the system, it is difficult for them to escape, as any violation of their parole will send them back to prison.



## Model Argument Delineation Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Identify and record each of the following elements of the author’s argument in the text (or portion of text): central claim, supporting claims, counterclaims, evidence, and reasoning.

<b>Text:</b>	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> , Chapter 3
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**Central claim of text:** “something akin to a racial caste system currently exists in the United States” (p. 2)  
 Mass incarceration is the new racial caste system in the United States.

**Central claim of the chapter:** “In the drug war, the enemy is racially defined.” (p. 98)

**Supporting Claim:**

“We are told by drug warriors that the enemy in this war is a thing—drugs—not a group of people, but the facts prove otherwise.” (p. 98)

**Evidence:**

“African Americans constitute 80 to 90 percent of all drug offenders sent to prison.” (p. 98)  
 “People of all races use and sell illegal drugs at remarkably similar rates.” (p. 99)

**Reasoning:**

Although whites and African Americans both use and sell drugs at the same rates, African Americans are arrested and imprisoned far more frequently, suggesting that they are a targeted group.

**Supporting Claim:**

“Viewed as a whole, the relevant research by cognitive and social psychologists to date suggests that racial bias in the drug war was *inevitable*, once a public consensus was constructed by political and media elites that drug crime is black and brown.” (p. 107)

<b>Evidence:</b>
<p>“Studies have shown that racial schemas operate not only as part of conscious, rational deliberations, but also automatically” (p. 106)</p> <p>“Implicit bias tests may still show that you hold negative attitudes and stereotypes about blacks, even though you do not believe you do and do not want to.” (p. 107)</p> <p>“the Supreme Court has indicated that in policing, race <i>can</i> be used as a factor in discretionary decision making” (p. 130–131)</p>
<b>Reasoning:</b>
Studies show that people can be racially biased whether they think they are or not, and this applies to police and jurors as well as everyone in the criminal justice system who encounters African Americans.
<b>Counterclaim:</b>
“There is ... an official explanation for all of this: crime rates.” (p. 99)
<b>Evidence:</b>
<p>“The truth, however, is that rates and patterns of drug crime do not explain the glaring racial disparities in our criminal justice system.” (p. 99)</p> <p>“The uncomfortable reality is that arrests and convictions for drug offenses—not violent crime—have propelled mass incarceration.” (p. 102)</p>
<b>Reasoning:</b>
Crime rates and, in particular, violent crime rates, do not explain the increase of incarceration among African Americans.
<b>Supporting Claim:</b>
Sentencing laws are discriminatory against African Americans.
<b>Evidence:</b>
<p>Possessing crack cocaine is punished more severely than powder cocaine: “A conviction for the sale of five hundred grams of powder cocaine triggers a five-year mandatory sentence, while only five grams of crack triggers the same sentence” (p. 112).</p> <p>The law also “discriminates against African Americans, because the majority of those charged with crimes involving crack at that time were black (approximately 93 percent of convicted crack offenders were black, 5 percent were white)” (p. 112).</p>
<b>Reasoning:</b>
The difference in sentencing between crack and powdered cocaine offenses is a good example of how the sentencing laws are discriminatory against African Americans.

## Model Argument Delineation Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Identify and record each of the following elements of the author's argument in the text (or portion of text): central claim, supporting claims, counterclaims, evidence, and reasoning.

<b>Text:</b>	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> , Chapter 4
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**Central claim of text:** "something akin to a racial caste system currently exists in the United States" (p. 2)

Mass incarceration is the new racial caste system in the United States.

**Central claim of the chapter:** "Today a criminal freed from prison has scarcely more rights, and arguably less respect, than a freed slave or a black person living 'free' in Mississippi at the height of Jim Crow." (p. 141)

**Supporting Claim:**

"Once labeled a felon, the badge of inferiority remains with you for the rest of your life, relegating you to a permanent second-class status." (p. 142)

**Evidence:**

From the American Bar Association: "as a result of [a person's conviction for a minor drug crime] he may be ineligible for many federally-funded health and welfare benefits, food stamps, public housing, and federal educational assistance." (p. 143)

"Collectively, these sanctions send the strong message that, now that you have been labeled, you are no longer wanted." (p. 143)

**Reasoning:**

The punishments for being a felon extend beyond prison time, and exclude a person from many rights and privileges in addition to having a negative psychological effect.

**Supporting Claim:**

"Black ex-offenders are the most severely disadvantaged applicants in the modern job market." (p. 151)

<b>Evidence:</b>
<p>“Black men convicted of felonies are the least likely to receive job offers of any demographic group, and suburban employers are the most unwilling to hire them.” (p. 151)</p> <p>“Some scholars believe, based on the available data, that black males may suffer more discrimination—not less—when specific criminal history information is not available.” (p. 152)</p>
<b>Reasoning:</b>
African Americans convicted of felonies are legally discriminated against for employment. There is also evidence suggesting that all African Americans are affected when it comes to hiring practices, by the bias that they are more likely to be criminals.
<b>Counterclaim:</b>
“In the abstract, policies barring or evicting people who are somehow associated with criminal activity may seem like a reasonable approach to dealing with crime in public housing, particularly when crime has gotten out of control.” (p. 147)
<b>Reasoning:</b>
People who wish to deny public housing to felons would reason that “desperate times call for desperate measures” (p. 147), but these policies end up leaving people homeless (p. 147).
<b>Supporting Claim:</b>
“The permanence of one’s social exile is often the hardest to swallow.” (p. 163)
<b>Evidence:</b>
<p>From the testimony of Willie Johnson: “My felony conviction has been like a mental punishment, because of all the obstacles.” (p. 163)</p> <p>From “a black minister in Waterloo, Mississippi”: “‘Felony’ is the new N-word. They don’t have to call you a nigger anymore. They just say you’re a felon.” (p. 164)</p> <p>From a “major ethnographic study of families affected by mass incarceration”: “[Young men convicted of crime] are not shameless; they feel the stigma that accompanies not only incarceration but all the other stereotypes that accompany it.” (p. 164)</p>
<b>Reasoning:</b>
In addition to being denied many tangible benefits and rights, such as public housing and the right to vote, the testimony of African Americans convicted of crimes shows the deep psychological toll that such labeling takes on individuals and the communities of which they are a part.

## Lesson 9 Vocabulary

### Vocabulary Students May Identify

#### Chapter 2

- plea bargains (p. 59) (reference) – agreements between prosecutors and defendants whereby the defendant is allowed to plead guilty to a lesser charge rather than risk conviction for a graver crime in order to avoid a protracted trial or to win the defendant's cooperation as a witness.
- constrain (p. 61) (v.) – to force, compel, or oblige
- discretion (p. 61) (n.) – the power or right to decide or act according to one's own judgment; freedom of judgment or choice
- seditious (p. 62) (adj.) – relating to the incitement of discontent or rebellion against a government
- libels (p. 62) (n.) – false statements that cause people to have a bad opinion of someone
- jurisprudence (p. 62) (n.) – the science or philosophy of law; a body or system of laws
- pecuniary (p. 63) (adj.) – of or relating to money
- frisk (p. 63) (v.) – to search (a person) for concealed weapons, contraband goods, etc., by feeling the person's clothing
- totalitarian (p. 63) (adj.) – exercising control over the freedom, will, or thought of others; authoritarian; autocratic.
- trafficking (p. 64) (v.) – trading or dealing in a specific commodity or service, often of an illegal nature (usually followed by *in*)
- dragnet (p. 64) (n.) – a system or network for finding or catching someone, as a criminal wanted by the police.
- chutzpah (p. 66) (n.) - personal confidence or courage that allows someone to do or say things that may seem shocking to others
- unequivocal (p. 67) (adj.) – very strong and clear : not showing or allowing any doubt
- statutory (p. 69) (adj.) – controlled or determined by a law or rule
- fine (p. 69) (n.) – a sum of money imposed as a penalty for an offense
- futile (p. 69) (adj.) – incapable of producing any result; ineffective; useless; not successful
- succumbing (p. 71) (v.) – giving way to superior force; yielding
- scrupulous (p. 71) (adj.) – very careful about doing something correctly
- interdiction (p. 73) (n.) – interception
- buttress (p. 74) (v.) – to support or prop up
- earmarked (p. 74) (v.) – set aside for a specific purpose, use, recipient, etc.

- indicted (p. 76) (v.) – charged with crime, esp formally in writing; accused
- contingent (p. 77) (adj.) – dependent for existence, occurrence, character, etc., on something not yet certain
- ex parte (p. 79) (reference) – from or on one side only of a dispute; without notice to or the presence of the other party
- hearsay (p. 79) (n.) – unverified, unofficial information gained or acquired from another and not part of one's direct knowledge
- innuendo (p. 79) (n.) – an indirect intimation about a person or thing, especially of a disparaging or a derogatory nature
- adverse (p. 79) (adj.) – unfavorable or antagonistic in purpose or effect
- indigent (p. 85) (adj.) – lacking food, clothing, and other necessities of life because of poverty; needy; poor; impoverished
- languishing (p. 86) (v.) – continuing for a long time without activity or progress in an unpleasant or unwanted situation
- bandwagon (p. 87) (n.) – a party, cause, movement, etc., that by its mass appeal or strength readily attracts many followers
- fabricated (p. 88) (v.) – devised, invented, or concocted (a story, lie, etc)
- prudent (p. 89) (adj.) – wise or judicious in practical affairs; sagacious; discreet or circumspect; sober
- relapse (p. 90) (n.) – a return to bad behavior that you had stopped doing
- recidivists (p. 90) (n.) – People who return to a previous pattern of behavior, especially a pattern of criminal behavior
- grossly (p. 90) (adv.) – flagrantly and extremely
- legion (p. 92) (adj.) – very great in number

### Chapter 3

- foster care (p. 97) (n.) – the raising or supervision of foster children, as orphans or delinquents, in an institution, group home, or private home, usually arranged through a government or social-service agency that provides remuneration for expenses
- belied (p. 99) (v.) – shown to be false; contradicted
- affront (p. 100) (n.) – an offense to one's dignity or self-respect
- fanfare (p. 102) (n.) – publicity or advertising.
- ubiquity (p. 104) (n.) – the state or capacity of being everywhere, especially at the same time; omnipresence

- saturated (p. 105) (adj.) – completely filled with something
- cognitive (p. 106) (adj.) – of, relating to, or involving conscious mental activities (such as thinking, understanding, learning, and remembering)
- immaculate (p. 106) (adj.) – free from moral blemish or impurity; pure; undefiled
- correlation (p. 107) (n.) – mutual relation of two or more things, parts, etc.
- primed (p. 107) (v.) – prepared or made ready for a particular purpose or operation
- conflated (p. 107) (v.) – fused into one entity; merged
- scrutiny (p. 107) (n.) – surveillance; close and continuous watching or guarding
- caveat (p. 109) (n.) – a warning or caution; admonition
- fever pitch (p. 109) (n.) – a high degree of excitement, as of a gathering of people
- disparity (p. 110) (n.) – lack of similarity or equality; inequality; difference
- reeks (p. 113) (v.) – smells strongly and unpleasantly
- bigotry (p. 113) (n.) – prejudice; intolerance
- remanded (p. 113) (v.) – sent back (a case) to a lower court from which it was appealed, with instructions as to what further proceedings should be had
- gargantuan (p. 114) (adj.) – gigantic; enormous; colossal
- aspirational (p. 115) (adj.) – of or relating to a strong desire to achieve something high or great
- insurmountable (p. 117) (adj.) – impossible to solve or get control of : impossible to overcome
- deference (p. 117) (n.) – respectful submission or yielding to the judgment, opinion, will, etc., of another.
- extenuating (p. 118) (adj.) – serving to make a fault, offense, etc., appear less serious
- abdication (p. 119) (n.) – a failure to do what is required by (a duty or responsibility)
- bluster (p. 120) (n.) – noisy, empty threats or protests; inflated talk
- per se (p. 120) (adv., Latin phrase) – by, of, or in itself
- unabated (p. 121) (adj.) – with undiminished force, power, or vigor.
- peremptory strike (p. 121) (legal term) – the right to challenge a juror without assigning, or being required to assign, a reason for the challenge.
- Repugnant (p. 122) (adj.) – distasteful, objectionable, or offensive
- venture (p. 125) (v.) – to go somewhere that is unknown, dangerous, etc.
- debunked (p. 127) (v.) – showed that something (such as a belief or theory) is not true
- injunction (p. 129) (n.) – a judicial process or order requiring the person or persons to whom it is directed to do a particular act or to refrain from doing a particular act

- alien (p. 131) (n.) – a resident born in or belonging to another country who has not acquired citizenship by naturalization
- Orwellian (reference) (p. 131) – of, pertaining to, characteristic of, or resembling the literary work of George Orwell or the totalitarian future described in his antiutopian novel *1984* (1949)
- Epithets (p. 133) (n.) – words, phrases, or expressions used invectively as a term of abuse or contempt, to express hostility, etc.
- brainchild (p. 133) (n.) – a product of one's creative work or thought
- rookie (p. 136) (adj.) – a raw recruit, as in the army or on a police force

#### Chapter 4

- decried (p. 140) (v.) – expressed open disapproval of; disparaged
- whisk (p. 140) (v.) – to move with a rapid, sweeping stroke
- interceded (p. 141) (v.) – tried to help settle an argument or disagreement between two or more people or groups : spoke to someone in order to defend or help another person
- whipping boys (p. 141) (n.) – people who are made to bear the blame for another's mistake; scapegoats
- collateral (p. 143) (adj.) – accompanying; auxiliary
- constituted (p. 143) (v.) – made up, formed, composed
- forbears (p. 144) (n.) – ancestors; forefathers
- fend (p. 144) (v.) – to give support (to someone, esp oneself); provide (for)
- credential (p. 151) (n.) – evidence of authority, status, rights, entitlement to privileges, or the like, usually in written form
- recoupment (p. 155) (n.) – the act of getting back the equivalent of
- restitution (p. 155) (n.) – payment that is made to someone for damage, trouble, etc.
- perpetuity (p. 157) (n.) – endless or indefinitely long duration or existence; eternity
- pittance (p. 157) (n.) – a very small amount of money
- onerous (p. 159) (adj.) – burdensome, oppressive, or troublesome; causing hardship
- minefields (p. 159) (n.) – subjects, situations, etc, beset with hidden problems
- hasten (p. 161) (v.) – to hurry or cause to hurry; rush
- archetypal (p. 162) (adj.) – as of a perfect example of something
- yoke (p. 162) (n.) – a device for joining together a pair of draft animals, especially oxen, usually consisting of a crosspiece with two bow-shaped pieces, each enclosing the head of an animal
- angst (p. 162) (n.) – a strong feeling of being worried or nervous : a feeling of anxiety about your



life or situation

- exile (p. 163) (n.) – to force (someone) to go to live in a distant place or foreign country
- solace (p. 166) (n.) – something that gives comfort, consolation, or relief
- mitigate (p. 167) (v.) – to lessen in force or intensity, as wrath, grief, harshness, or pain; moderate
- obfuscation (p. 168) (n.) – the act or an instance of making something obscure, dark, or difficult to understand
- intransigent (p. 168) (adj.) – refusing to agree or compromise; uncompromising; inflexible
- engenders (p. 168) (v.) – produces, causes, or gives rise to
- devolved (p. 170) (v.) – gradually gone from an advanced state to a less advanced state
- inalterable (p. 171) (adj.) – not capable of being changed or modified
- antidote (p. 172) (n.) – something that prevents or counteracts injurious or unwanted effects
- corollary (p. 172) (n.) – something that incidentally or naturally accompanies or parallels
- misogyny (p. 173) (n.) – hatred, dislike, or mistrust of women, or prejudice against women
- emanate (p. 173) (v.) – to flow out, issue, or proceed, as from a source or origin; come forth; originate
- blaxploitation (p. 173) (n.) – the exploitation of African Americans, esp. in movies featuring or intending to appeal to blacks.
- pander (p. 173) (v.) – to do or provide what someone wants or demands even though it is not proper, good, or reasonable
- visceral (p. 175) (adj.) – coming from strong emotions and not from logic or reason
- platitude (p. 177) (n.) – a flat, dull, or trite remark, especially one uttered as if it were fresh or profound