

12 EXT**Lesson 8****Introduction**

This lesson is the first in a series of lessons in which students work independently and in groups to trace how Alexander develops and supports the central claim of a particular chapter (2, 3, or 4) of *The New Jim Crow*. For their assigned chapter, students evaluate Alexander’s specific claims as well as whether her reasoning is valid and evidence is relevant and sufficient. Students will also evaluate the persuasiveness and strength of Alexander’s argument, citing how she uses rhetoric to contribute to the development of her claims. Drawing from their reading and analysis, students develop group presentations over the course of the next three lessons. In this lesson, students independently preview their assigned chapters and develop preliminary questions about the chapter. Student learning is assessed via the development of two questions related to the assigned chapter.

For homework, students read their assigned chapter and identify components of Alexander’s argument using their Argument Delineation Tools. Students also write a brief summary of the chapter and the claims presented. Students should come to the next class prepared to share their summaries with their groups. Additionally, students add six new words, phrases, and/or references to their vocabulary journals.

Standards

Assessed Standard(s)	
RI.11-12.1.a	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</p>
Addressed Standard(s)	
None.	

Assessment

Assessment(s)
Student learning is assessed via the development of two questions related to the assigned chapter.

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 skimming 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
Standard & Text: <ul style="list-style-type: none"> Standard: RI.11-12.1.a 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 Introduction of Group Presentations Chapter Preview and Question Development Closing 	<ol style="list-style-type: none"> 5% 10% 15% 65% 5%

Materials

- Student copies of the Argument Delineation Tool (refer to 12 EXT Lesson 4)—students may need additional blank copies

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 are informed about their upcoming group presentations on chapters 2, 3, and 4 of *The New Jim Crow*. Students use the remainder of class to preview their assigned chapters in order to prepare for group discussions in the next 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. (Review chapter 1 of *The New Jim Crow* and write a brief summary of the chapter.)

Instruct students to form pairs or small groups and share their summaries of chapter 1.

Ask student volunteers to share their summaries with the class.

Lead a whole-class discussion of any questions or misconceptions students have about the information in chapter 1.

Activity 3: Introduction of Group Presentations

15%

Explain that during the next three lessons, students will work in groups to examine a particular chapter in the text (2, 3, or 4) and trace how Alexander develops and supports the central claim of that chapter. During their group discussions, students will evaluate Alexander's specific claims, as well as whether her reasoning is valid and her evidence is relevant and sufficient. Students will also evaluate the persuasiveness and strength of Alexander's argument, citing how she uses rhetoric to contribute to the development of her claims.

Inform students that they will draw from their reading and discussion to develop a group presentation of their chapter. Student groups will present the following information for their chapter:

- The central claim of the chapter and their analysis of the supporting claims, evidence, and reasoning.
- Alexander’s use of rhetoric and how it contributes to the persuasiveness of the chapter and the development of her claims.
- An explanation of how the chapter connects to the central claim of the whole text.

Explain that at the end of each presentation, the other students in the class will have the opportunity to ask relevant, probing questions.

Inform students that each member of the group will be assessed on his or her portion of the presentation.

- ① Assign an equal number of students to chapter 2, chapter 3, and chapter 4.
- ① Depending on class size, it is possible that there will be two groups for each chapter. Each group should do the preliminary work independent of each other, with the option of providing time for the two groups to consolidate their findings and present together to the class.

Activity 4: Chapter Preview and Question Development

65%

For the remainder of the class, instruct students to independently skim their assigned chapter in order to gain a basic understanding of the chapter’s meaning. Instruct students to develop two questions they have about the chapter while they skim the text. Explain to students that these could be questions about the chapter overall or more focused, text-based critical questions. Inform students that the development of these two questions serves as the assessment for this lesson.

Circulate and support as necessary. Review students’ questions.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read their assigned chapter, identifying components of Alexander’s argument. In addition, students should fill out the Argument Delineation Tool as well as write a brief summary of the chapter and the claims presented. Students should come prepared to share their summaries with their groups.

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

- Students follow along.

Homework

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.

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