

12 EXT**Lesson 7****Introduction**

In this lesson, students analyze the end of chapter 1 of *The New Jim Crow*, pages 40–58 (from “The rhetoric of ‘law and order’ was first mobilized” to “The New Jim Crow was born”). In this section, Alexander details the political evolution of the War on Drugs, and argues that the system of mass incarceration that developed around tough “law and order” policies (p.46) created a new form of social control over African Americans following the death of Jim Crow. Students engage in an evidence-based discussion to examine the structure and content of Alexander’s argument in this section. Student learning is assessed via a Quick Write at the end of the lesson: How does the structure of chapter 1 convey and support Alexander’s claims?

For homework, students review chapter 1 of *The New Jim Crow* and write a brief summary of the chapter.

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.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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 the structure of chapter 1 convey and support Alexander’s claims?

Vocabulary

Vocabulary Students May Identify

- indicative (p. 40) (adj.) – showing, signifying, or pointing out; expressive or suggestive (usually followed by of)
- derided (p. 40) (v.) – talked or wrote about (someone or something) in a very critical or insulting way; said that (someone or something) was ridiculous or had no value
- lenience (p. 41) (n.) – the quality or state of being agreeably tolerant, permissive, or indulgent
- corrosive (p. 41) (adj.) – harmful or destructive
- sensationalized (p. 41) (v.) – described or showed something in a way that made it seem more shocking than it really was
- punitive (p. 42) (adj.) – serving for, concerned with, or inflicting punishment
- sanitized (p. 43) (v.) – made less offensive by eliminating anything unwholesome, objectionable, incriminating, etc.
- sea change (p. 44) (n.) – any major transformation or alteration
- malign (p. 44) (adj.) – causing or intended to cause harm
- antagonisms (p. 44) (n.) – active hostilities or oppositions, as between unfriendly or conflicting groups
- subliminal (p. 44) (adj.) – existing or operating below the threshold of consciousness
- polarized (p. 45) (adj.) – divided sharply into opposing factions, political groups, etc.
- infamous (p. 45) (adj.) – having an extremely bad reputation
- dissent (p. 46) (n.) – disagreement with the methods, goals, etc. of a political party or government; opposing view
- excision (p. 48) (n.) – the act or procedure of removing by or as if by cutting out
- disaffected (p. 48) (adj.) – discontented and disloyal, as toward the government or toward authority
- deindustrialization (p. 50) (n.) – the reduction or destruction of a nation's or region's industrial capacity
- intractable (p. 51) (adj.) – not easily controlled or directed; not docile or manageable; stubborn; obstinate
- erroneously (p. 52) (adv.) – with error; mistakenly; incorrectly; wrongly
- godsend (p. 53) (n.) – an unexpected thing or event that is particularly welcome and timely, as if sent by God.

- full throttle (p. 53) (idiom) – if a person or a machine is at full throttle, they are doing something as well and with as much energy as they can
- furlough (p. 54) (n.) – a temporary leave of absence authorized for a prisoner from a penitentiary
- orchestrated (p. 55) (adj.) – arranged or manipulated, especially by means of clever or thorough planning or maneuvering
- pariahs (p. 56) (n.) – people or animals that are generally despised or avoided
- capitulated (p. 56) (v.) – surrendered or gave up resistance
- hegemonic (p. 57) (adj.) – having influence or control over another country, a group of people, etc.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: CCRA.R.8, RI.11-12.5 • Text: <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapter 1, pages 40–58 	
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. 60% 4. 10% 5. 5%

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.
	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 identify and discuss Alexander's claims in the final section of chapter 1. Students use textual evidence to analyze the structure and content of Alexander's argument in these pages.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

20%

Instruct students to take out their responses to the first part of the previous lesson's homework assignment. (Read the remainder of chapter 1 of *The New Jim Crow*, pages 40–58 and use your Argument Delineation Tool to track Alexander's supporting claims, counterclaims, evidence, and reasoning.)

Instruct students to form pairs or small groups and discuss the additions they made to their tools.

- 💬 See Model Argument Delineation Tool for sample student responses.

- ❗ **Differentiation Consideration:** If the discussion reveals confusion about the components of Alexander's argument, lead a whole-class discussion to trace the claims, evidence, and reasoning in pages 40–58 of chapter 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.

Activity 3: Reading and Discussion

60%

Transition students to a whole-class discussion of the following question.

How does the structure of the headings in chapter 1 impact the reader?

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 40–58 of *The New Jim Crow* (from “The rhetoric of ‘law and order’ was first mobilized” to “The New Jim Crow was born”) and answer the following questions before sharing out with the class. Additionally, instruct students to modify or add to their Argument Delineation Tools throughout the discussion.

① Alternatively, instruct half of the groups to discuss the questions from pages 40–48 and the other half to discuss the questions from pages 48–58. Then lead a whole-class discussion of student responses. Adjust time accordingly for this option.

Inform students that the following questions apply to pages 40–48.

How does Alexander make a connection between the Civil Rights Movement and “law and order” rhetoric (p. 40)?

What connection does the Civil Rights movement have to mass incarceration?

What events intersected to cause a spike in the crime rate beginning in the 1960s?

According to Alexander, what effect did “law and order” rhetoric (p. 40) have on the black civil rights activist community? How did conservatives use this to their advantage?

What was the Southern Strategy?

① If all student groups are answering all discussion questions, consider leading a whole-class discussion of student responses to the above questions before moving on to the next set of questions.

Inform students that the following questions apply to pages 48–58.

What historical pattern repeats itself in the Nixon-Reagan era, and how is this accomplished?

Explain colorblind rhetoric. How and why is this rhetoric used?

How does the author use the evidence of the War on Drugs, globalization, and the shift of manufacturing jobs to the suburbs to support a claim?

How does Alexander support her claim about the War on Drugs?

Lead a brief whole-class discussion of student responses.

- ① All students must have a firm grasp on the conceptual content of Alexander's claims in this section of chapter 1 before engaging in the next day's lesson. If students require more time for the evidence-based discussion that will build their understanding, allow the discussion to continue in the following lesson.

Activity 4: Quick Write

10%

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

How does the structure of chapter 1 convey and support 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 review chapter 1 of *The New Jim Crow* and write a brief summary of the chapter.

- ▶ Students follow along.

Homework

Review chapter 1 of *The New Jim Crow* and write a brief summary of the chapter.

Model Argument Delineation Tool

Name:		Class:		Date:	
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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.

Text:	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> , Chapter 1, pages 40–58
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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: The death of Jim Crow “does not necessarily mean the end of racial caste. If history is any guide, it may have simply taken a different form” (p. 21).

Supporting claim:

The “rhetoric of ‘law and order’” (p. 40) was used to depict Civil Rights protesters as criminals and to disguise racist language.

Evidence:

“Civil rights protests were frequently depicted as criminal rather than political in nature.” (p. 41)

“crime reports were sensationalized and offered as further evidence of the breakdown in lawfulness, morality, and social stability in the wake of the Civil Rights Movement” (p. 41)

“Early on, little effort was made to disguise the racial motivations behind the law and order rhetoric and the harsh criminal justice legislation proposed in Congress.” (p. 42)

“As the rules of acceptable discourse changed, however, segregationists distanced themselves from an explicitly racist agenda.” (p. 43)

Reasoning:

The author presents evidence to show that the same people who opposed integration attributed the increasing crime rates to the civil rights movement. Their language was initially racist, but once that became unacceptable, they started talking only about crime.

Supporting claim:

“Race had become, yet again, a powerful wedge, breaking up what had been a solid liberal coalition based on economic interests of the poor and the working and lower-middle classes.” (p. 47)

Evidence:
<p>“Viewing his own campaign ad, Nixon reportedly remarked with glee that the ad ‘hits it right on the nose. It’s all about those damn Negro-Puerto Rican groups out there.’” (p. 47)</p> <p>“As the Edsalls explain, ‘the pitting of whites and blacks at the low end of the income distribution against each other intensified the view among many whites that the condition of life for the disadvantaged—particularly for disadvantaged blacks—is the responsibility of those afflicted.’” (p. 47)</p>
Reasoning:
The evidence shows that the politically powerful were able to convince lower and middle class whites that rather than the larger economic system, African Americans were the cause of their own problems.
Supporting claim:
“the drug war from the outset had little to do with public concern about drugs and much to do with public concern about race.” (p. 49)
Evidence:
<p>“At the time he declared this new war, less than 2 percent of the American public viewed drugs as the most important issue facing the nation.” (p. 49)</p> <p>“Almost immediately after crack appeared, the Reagan administration leaped at the opportunity to publicize crack cocaine in an effort to build support for its drug war.” (p. 52)</p> <p>“the legislation included mandatory minimum sentences for the distribution of cocaine, including far more severe punishment for distribution of crack—associated with blacks—than powder cocaine, associated with whites.” (p. 53)</p> <p>About 64% of people polled in 1989 said drugs were “the most significant problem in the United States. This surge of public concern did not correspond to a dramatic shift in illegal drug activity, but instead was the product of a carefully orchestrated political campaign.” (p. 55)</p>
Reasoning:
The evidence shows that the drug war was launched even though many Americans did not think it was an issue. An intense media and political campaign convinced the American public that drugs were a pressing issue. The laws made sentences much harsher for crack, which was primarily used by African Americans, and the police targeted these individuals much more.