

## 12 EXT

## Lesson 16

## Introduction

In this lesson, students analyze chapter 5 of *The New Jim Crow*, pages 178–190 (“It was no ordinary Sunday morning when” to “now seems normal and natural to most, a regrettable necessity”), in which Alexander claims that mass incarceration in the United States, and thus the racial caste system, has become normalized and embedded within structural racism. Students analyze how Alexander develops her claims in this section and then connect their analysis to the central claim Alexander makes in chapter 1. Student learning is assessed via a Quick Write at the end of the lesson: How do the claims Alexander develops in chapter 5 build upon the central claim Alexander makes in chapter 1?

For homework, students read the next section of chapter 5 of *The New Jim Crow*, pages 190–200 and respond briefly in writing to a prompt. Additionally, students add six new words, phrases, and/or references to their vocabulary journals.

## Standards

Assessed Standard(s)	
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Addressed Standard(s)	
L.11-12.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

## 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>How do the claims Alexander develops in chapter 5 build upon the central claim Alexander makes</li> </ul>

in chapter 1?

## Vocabulary

### Vocabulary Students May Identify

- chided (p. 179) (v.) – expressed disapproval of; scolded; reproached
- normalized (p. 181) (v.) – brought (someone or something) back to a usual or expected state or condition
- vilified (p. 181) (v.) – spoken ill of; defamed; slandered
- internalized (p. 181) (v.) – incorporated (as values or patterns of culture) within the self as conscious or subconscious guiding principles through learning or socialization
- animus (p. 183) (n.) – strong dislike or enmity; hostile attitude; animosity
- structural racism (p. 184) (n.) – a system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity
- inviolate (p. 185) (adj.) – too important to be ignored or treated with disrespect

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>• Standards: RI.11-12.3, L.11-12.5.a</li> <li>• Text: <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapter 5, pages 178–190</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Reading and Discussion</li> <li>4. Quick Write</li> <li>5. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 60%</li> <li>4. 20%</li> <li>5. 5%</li> </ol>

## 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.
	<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 engage in both group and whole-class discussions to analyze how Alexander develops her claims in this section, and then connect their analysis to the central claim Alexander makes in chapter 1.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Read chapter 5 of *The New Jim Crow*, pages 178–190 and respond briefly in writing to the following prompt: Identify a claim that Alexander makes in this section of text and explain how she supports this claim.)

Instruct students to form pairs or small groups and discuss their responses, citing specific evidence from the text.

Lead a brief whole-class discussion of student responses.

- ❗ 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/or references each group identified as most important to this section of text.

### Activity 3: Reading and Discussion

**60%**

Place students into four groups. Assign each group one of the following sections of text from chapter 5:

- Pages 178–181 (from “It was no ordinary Sunday morning when” to “as normal as separate water fountains were just a half century ago”)
- Pages 181–185 (from “The claim that we really know where all the black men have gone” to “to lock them into a subordinate position”)
- Pages 185–187 (from “Precisely how the system of mass incarceration works” to “This is the final phase, and there is no going back”)
- Pages 187–190 (from “Some might argue that as disturbing as this system appears to be” to “now seems normal and natural to most, a regrettable necessity”)

① More than one group may be assigned to each section of text so that students are working in smaller groups.

Post or project the questions below for each section of text. Instruct students to discuss the questions for their section and take notes to prepare to share their analysis with the class.

Pages 178–181

**What claim does Alexander make in this section of the text?**

**How does Alexander use rhetoric to build toward this claim?**

Pages 181–185

**How does Alexander explain the denial about “where all the black men have gone” (p. 181)?**

**How does Alexander use metaphor to clarify the concept of “structural racism” (p. 184)?**

Pages 185–187

**How does mass incarceration as a system lead to the creation of an undercaste?**

**What role does the War on Drugs play in the system of mass incarceration?**

Pages 187–190

**What counterclaim does Alexander introduce?**

**How does Alexander refute this counterclaim?**

**What evidence does Alexander use to support her claim?**

- ① If a group finishes their discussion before other groups, instruct the group to discuss the questions from another section of text.

Lead a whole-class discussion of student responses, calling on each group to share the analysis of their section of text. Encourage students to clarify, verify, and challenge each other's responses.

### Activity 4: Quick Write

20%

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

**How do the claims Alexander develops in chapter 5 build upon the central claim Alexander makes in chapter 1?**

- 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 read the next section of chapter 5 of *The New Jim Crow*, pages 190–200 (from “Those cycling in and out of Illinois prisons today” to “the meaning and significance of race in America”) and respond briefly in writing to the following prompt:

**How does the information Alexander presents in this section of chapter 5 connect to the central claim of the text?**

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

- ▶ Students follow along.

## Homework

Read the next section of chapter 5 of *The New Jim Crow*, pages 190–200 (from “Those cycling in and out of Illinois prisons today” to “the meaning and significance of race in America”) and respond briefly in writing to the following prompt:

**How does the information Alexander presents in this section of chapter 5 connect to the central claim of the text?**

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