

## 12 EXT

## Lesson 15

## Introduction

In this lesson, the 12 EXT Mid-Unit Assessment, students use textual evidence from *The New Jim Crow* and “Broken Windows” to craft a formal, multi-paragraph response to one of the following prompts: Compare the authors’ claims in *The New Jim Crow* and “Broken Windows.” How does each author develop these claims? Or: How do the authors of *The New Jim Crow* and “Broken Windows” use similar rhetorical techniques to advance their arguments and persuade their readers?

For homework, students begin reading chapter 5 of *The New Jim Crow* pages 178–190 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)	
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.11-12.6	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.
W.11-12.2.a-f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> </ul>

	<p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Addressed Standard(s)</b>	
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
W.11-12.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply grades 11–12 <i>Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>

## Assessment

Assessment(s)
<p>Student learning is assessed via a formal, multi-paragraph response. Students respond to one of the following prompts, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>Compare the authors' claims in <i>The New Jim Crow</i> and “Broken Windows.” How does each author develop these claims?</li> </ul> <p>OR</p>

- How do the authors of *The New Jim Crow* and “Broken Windows” use similar rhetorical techniques to advance their arguments and persuade their readers?

 Student responses will be assessed using the 12 EXT Mid-Unit Text Analysis Rubric.

## Vocabulary

### Vocabulary Students May Identify

- None.\*

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to 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
<b>Standards &amp; Texts:</b> <ul style="list-style-type: none"> <li>• Standards: CCRA.R.8, RI.11-12.6, W.11-12.2.a-f, L.11-12.1, L.11-12.2, CCRA.R.9, W.11-12.9.b</li> <li>• Texts: <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Introduction and Chapters 1–4; “Broken Windows” by George L. Kelling and James Q. Wilson</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. 12 EXT Mid-Unit Assessment</li> <li>4. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 80%</li> <li>4. 5%</li> </ol>

## Materials

- Copies of the 12 EXT Mid-Unit Assessment for each student
- Copies of the 12 EXT Mid-Unit Text Analysis Rubric and Checklist for each student

## 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 organize their notes and then complete the 12 EXT Mid-Unit Assessment.

- 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 your notes, annotations, and tools to prepare for the 12 EXT Mid-Unit Assessment.)

Instruct students to form pairs to briefly compare and share their notes and annotations in preparation for the Mid-Unit Assessment.

### Activity 3: 12 EXT Mid-Unit Assessment

80%

Randomly assign one of the Mid-Unit Assessment prompts to each student, assign one prompt for the whole class to answer, or allow students to choose. Instruct students to write a multi-paragraph response to their assigned or chosen prompt.

**Compare the authors' claims in *The New Jim Crow* and "Broken Windows." How does each author develop these claims?**

Or

**How do the authors of *The New Jim Crow* and “Broken Windows” use similar rhetorical techniques to advance their arguments and persuade their readers?**

① Display the prompts for students to see, or provide the prompts in hard copy.

- ▶ Students independently answer one of the prompts using evidence from the text.

① Consider encouraging students who finish early to reread and revise their response.

## Activity 4: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to read chapter 5 of *The New Jim Crow*, pages 178–190 (from “It was no ordinary Sunday morning when” to “now seems normal and natural to most, a regrettable necessity”) 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.**

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

- ▶ Students follow along.

## Homework

Read chapter 5 of *The New Jim Crow*, pages 178–190 (from “It was no ordinary Sunday morning when” to “now seems normal and natural to most, a regrettable necessity”) 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.**

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

## 12 EXT Mid-Unit Assessment

### Text-Based Response

**Your Task:** Rely on your reading and analysis of the Introduction and Chapters 1–4 *The New Jim Crow* and the article “Broken Windows” to write a well-developed response to one of the following prompts:

*Compare the authors’ claims in The New Jim Crow and “Broken Windows.” How does each author develop these claims?*

*How do the authors of The New Jim Crow and “Broken Windows” use similar rhetorical techniques to advance their arguments and persuade their readers?*

Your writing will be assessed using the 12 EXT Mid-Unit Text Analysis Rubric.

### Guidelines

**Be sure to:**

- Closely read the prompt
- Address all elements of the prompt in your response
- Paraphrase, quote, and reference relevant evidence to support your claim
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

**CCSS:** CCRA.R.8, RI.11-12.6, W.11-12.2.a-f, L.11-12.1, L.11-12.2

**Commentary on the Task:**

This task measures CCRA.R.8 because it demands that students:

- 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.

This task measures RI.11-12.6 because it demands that students:

- 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.

This task measures W.11-12.2.a-f because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g.,

figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This task measures L.11-12.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This task measures L.11-12.2 because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## 12 EXT Mid-Unit Text Analysis Rubric

\_\_\_\_ / \_\_\_\_ (Total points)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<b>Content and Analysis</b> <b>The extent to which the response delineates and evaluates the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b> <b>CCSS.ELA-Literacy.CCRA.R.8</b> 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.	Skillfully 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.	Accurately 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.	With partial accuracy delineate and partially 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.	Inaccurately delineate or minimally 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.
<b>Content and Analysis</b> <b>The extent to which the response determines an author's point of view or purpose in a text in which the rhetoric is particularly effective and analyzes how style and content contribute to the power, persuasiveness, or beauty of the text.</b> <b>CCSS.ELA-Literacy.RI.11-12.6</b> 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.	Precisely determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; skillfully analyze how style and content contribute to the power, persuasiveness, or beauty of the text.	Accurately determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; accurately analyze how style and content contribute to the power, persuasiveness, or beauty of the text.	Partially determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; with partial accuracy, analyze how style and content contribute to the power, persuasiveness, or beauty of the text.	Inaccurately determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; inaccurately analyze how style and content contribute to the power, persuasiveness, or beauty of the text.



Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<b>Command of Evidence and Reasoning</b>  <b>The extent to which the response thoroughly develops the topic through the effective selection and analysis of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</b>  <b>CCSS.ELA-Literacy.W.11-12.2</b>  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  <b>CCSS.ELA-Literacy.W.11-12.2.b</b>  Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Thoroughly and skillfully develop the topic with the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)	Develop the topic with significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)	Partially develop the topic with weak facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)	Minimally develop the topic, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)
<b>Coherence, Organization, and Style</b>  <b>The extent to which the response introduces a topic and organizes complex ideas, concepts, and information so that each new element builds on that which</b>	Skillfully introduce a topic; effectively organize complex ideas, concepts, and information so that each new element clearly builds on that which precedes it to create a unified whole; skillfully include formatting, graphics, and multimedia when useful to aiding	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension. (W.11-12.2.a)	Ineffectively introduce a topic; organize complex ideas, concepts, and information so that each new element partially builds on that which precedes it to create a loosely unified whole; somewhat effectively include formatting, graphics, and multimedia	Lack a clear a topic; illogically arrange ideas, concepts, and information, failing to create a unified whole; when useful to aiding comprehension, ineffectively include formatting, graphics, and multimedia when useful to aiding comprehension. (W.11-

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p><b>precedes it to create a unified whole; includes formatting, graphics, and multimedia when useful to aiding comprehension.</b></p> <p><b>CCSS.ELA-Literacy.W.11-12.2</b></p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CCSS.ELA-Literacy.W.11-12.2.a</b></p> <p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>The extent to which the response uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</b></p> <p><b>CCSS.ELA-Literacy.W.11-12.2.c</b></p> <p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas</p>	<p>comprehension. (W.11-12.2.a)</p> <p>Skillfully use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Skillfully use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Effectively use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)</p>	<p>when useful to aiding comprehension. (W.11-12.2.a)</p> <p>Somewhat effectively use transitions or use unvaried transitions and syntax to link the major sections of the text, creating limited cohesion or clarity in the relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Inconsistently use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Establish but fail to maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that loosely follows from and so ineffectively supports the information or explanation presented. (W.11-12.2.f)</p>	<p>12.2.a)</p> <p>Ineffectively use transitions and syntax to link the major sections of the text, creating incoherent or unclear relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Rarely or inaccurately use precise language, domain-specific vocabulary, or any techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Lack a formal style and objective tone that adheres to the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W.11-12.2.f)</p>

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>and concepts.</p> <p><b>The extent to which the response includes and uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</b></p> <p><b>CCSS.ELA-Literacy.W.11-12.2.d</b></p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>The extent to which the response properly establishes and maintains a formal style and objective tone as well as adheres to the writing conventions of the discipline.</b></p> <p><b>CCSS.ELA-Literacy.W.11-12.2.e</b></p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>The extent to which the response provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</b></p> <p><b>CCSS.ELA-Literacy.W.11-12.2.f</b></p>				

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).				
<b>Control of Conventions</b> <b>The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b> <b>CCSS.ELA-Literacy.L.11-12.1</b> <b>CCSS.ELA-Literacy.L.11-12.2</b> Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.	Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.	Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.	Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.	Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

## 12 EXT Mid-Unit Text Analysis Checklist

Assessed Standards: \_\_\_\_\_

	Does my response...	✓
<b>Content and Analysis</b>	Delineate and evaluate the argument and specific claims in a text? <b>(CCRA.R.8)</b>	<input type="checkbox"/>
	Evaluate the validity of the reasoning as well as the relevance and sufficiency of the evidence? <b>(CCRA.R.8)</b>	<input type="checkbox"/>
	Determine an author's point of view or purpose in a text? <b>(RI.11-12.6)</b>	<input type="checkbox"/>
	Analyze how style and content contribute to the power, persuasiveness, or beauty of the text? <b>(RI.11-12.6)</b>	<input type="checkbox"/>
<b>Command of Evidence and Reasoning</b>	Develop the topic with the most significant and relevant textual evidence? <b>(W.11-12.2.b)</b>	<input type="checkbox"/>
<b>Coherence, Organization, and Style</b>	Introduce a topic? <b>(W.11-12.2.a)</b>	<input type="checkbox"/>
	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole? <b>(W.11-12.2.a)</b>	<input type="checkbox"/>
	When useful to aiding comprehension, include formatting, graphics, and multimedia? <b>(W.11-12.2.a)</b>	<input type="checkbox"/>
	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? <b>(W.11-12.2.c)</b>	<input type="checkbox"/>
	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic? <b>(W.11-12.2.d)</b>	<input type="checkbox"/>
	Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline? <b>(W.11-12.2.e)</b>	<input type="checkbox"/>
	Provide a concluding statement or section that follows from and supports the explanation or analysis? <b>(W.11-12.2.f)</b>	<input type="checkbox"/>
<b>Control of Conventions</b>	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? <b>(L.11-12.1, L.11-12.2)</b>	<input type="checkbox"/>