

**12 EXT****Lesson 19****Introduction**

In this lesson, students finish analyzing chapter 5 of *The New Jim Crow*, pages 217–220 (from “Du Bois got it right a century ago” to “prefer to avoid simply by changing channels”). Students explore how Alexander’s use of style and rhetoric in this section contribute to her central claim. Student learning is assessed via a Quick Write at the end of the lesson: How does the metaphor of the “fork in the road” build upon the central claim of the text (p. 217)?

For homework, students read chapter 6, pages 220–236 of *The New Jim Crow*, focusing on how this section of the text connects to or follows from the rest of Alexander’s argument. Additionally, students add six new words, phrases, and/or references to their vocabulary journals.

**Standards**

Assessed Standard(s)	
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.
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.
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"> <li>How does the metaphor of the “fork in the road” build upon the central claim of the text (p. 217)?</li> </ul>

## Vocabulary

### Vocabulary Students May Identify

- dysfunction (p. 217) (n.) – the condition of having poor and unhealthy behaviors and attitudes within a group of people
- denizens (p. 218) (n.) – inhabitants; residents
- marginally (p. 218) (adv.) – very slightly
- subordination (p. 219) (n.) – the act of placing in a lower rank or position

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>• Standards: RI.11-12.6, 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 217–220</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. Individual and Group Responses</li> <li>4. Quick Write</li> <li>5. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 25%</li> <li>3. 50%</li> <li>4. 15%</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	Plain text indicates teacher action.

symbol	<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 focus on the end of chapter 5 and make connections about how the chapter supports Alexander’s central claim.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

25%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Reread chapter 5 of *The New Jim Crow*, pages 190–217, and then read the remainder of chapter 5, pages 217–220. Focusing on pages 190–217, respond briefly in writing to the following prompt: Explain Alexander’s central claim and how she structures the text to support 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 references each group identified as most important to this section of text.

### Activity 3: Individual and Group Responses

50%

Instruct students to refer to pages 217–220 (from “Du Bois got it right a century ago” to “prefer to avoid simply by changing channels”) and work individually to write brief responses to the following questions. Inform students that they will use their responses for a small group discussion and whole-class class discussion that follow. Post or project the questions below for students to answer individually.

**How does Alexander use the quote from Du Bois to set up her discussion in this section?**

**Explain the metaphor of the “fork in the road” (p. 217). How does Alexander use rhetorical techniques to develop this metaphor?**

**How does the metaphor of the “fork in the road” contribute to the power or persuasiveness of the text?**

**According to Alexander, how does the new racial caste system treat black men? How does Alexander use rhetorical techniques to explain the evolution of the racial caste system?**

① While this activity is structured as an independent-group-class discussion activity, it also can be done in groups from the beginning.

Instruct students to form pairs or small groups. Instruct students to discuss their responses and strengthen and revise their individual answers based on conversation with peers, preparing for class discussion around these questions.

Lead a whole-class discussion of student responses, ensuring comprehension before moving to the next question. Encourage students to clarify, verify, and challenge each other’s responses.

### Activity 4: Quick Write

15%

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

**How does the metaphor of the “fork in the road” build upon the central claim of the text (p. 217)?**

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 chapter 6, pages 221–236 of *The New Jim Crow* (from “Shortly after sunrise on September 20, 2007” to “winning isolated battles but losing the larger war”), focusing on how this section of the text connects to or follows from the rest of Alexander’s argument.

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

- ▶ Students follow along.

## Homework

Read chapter 6, pages 221–236 of *The New Jim Crow* (from “Shortly after sunrise on September 20, 2007” to “winning isolated battles but losing the larger war”), focusing on how this section of the text connects to or follows from the rest of Alexander’s argument.

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