

## 12 EXT

## Lesson 23

## Introduction

In this lesson, students complete Part 1 of the 12 EXT End-of-Unit Assessment. In small groups, students take turns leading a discussion about the section of text they found most effective in advancing Alexander's stated purpose from the introduction. Students analyze Alexander's claims and evidence as well as the rhetoric she uses in each section of text. Part 1 of the 12 EXT End-of-Unit Assessment is peer-assessed using the 12 EXT Speaking and Listening Rubric.

For homework, students review and expand their notes, annotations, and tools for *The New Jim Crow* in preparation for Part 2 of the 12 EXT End-of-Unit Assessment.

- ① Students may need additional time to engage deeply in this lesson's discussion. Plan an additional day following this lesson to allow students to continue their discussions as necessary.

## 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.

SL.11-12.1. a, c, d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<b>Addressed Standard(s)</b>	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## Assessment

Assessment(s)
<p>Student learning is assessed via participation in a small group discussion. Students choose the section of the text that they found most effective in advancing Alexander's stated purpose from the Introduction, and analyze Alexander's claims and evidence as well as the rhetoric she uses. Students present a summary of their chosen section and a short explanation of why they find the section most effective. Students then lead a short discussion about the section.</p> <p>① Student responses will be peer-assessed using the 12 EXT Speaking and Listening Rubric.</p>

## 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; Text:</b> <ul style="list-style-type: none"> <li>Standards: CCRA.R.8, RI.11-12.6, SL.11-12.1.a,c,d, SL.11-12.4, L.11-12.1</li> <li>Text: <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>12 EXT End-of-Unit Assessment, Part 1</li> <li>Whole-Class Discussion</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>0%</li> <li>70%</li> <li>20%</li> <li>5%</li> </ol>

## Materials

- Student copies of the 12 EXT Speaking and Listening Rubric and Checklist (refer to 12 EXT Lesson 10)

## 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 complete Part 1 of the 12 EXT End-of-Unit Assessment in which they engage in an evidence-based discussion about the section of text they found most effective in advancing Alexander’s stated purpose from the introduction.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

0%

- ❗ Students will be held accountable for homework during Activity 3: 12 EXT End-of-Unit Assessment, Part 1.

## Activity 3: 12 EXT End-of-Unit Assessment, Part 1

70%

Instruct students to form small groups and take out the summaries, explanations, and discussion questions they prepared as part of the previous lesson’s homework assignment.

Explain to students that in this activity, each member of the group takes a turn presenting a summary of his or her section and a short explanation of why he or she found the section most effective in advancing Alexander’s stated purpose from the introduction. Then the student uses the discussion questions to lead an analysis of Alexander’s claims and evidence or her use of rhetoric. Explain to students that after they analyze each section of text, they should discuss how each section of text relates to the others and to the text as a whole.

Explain to students that during the discussion, group members should respond thoughtfully to each other and clarify, verify, and challenge each other’s responses. Remind students that throughout their presentations and discussions, they must use textual evidence to support their analysis.

- ▶ Students follow along.

Remind students to use the 12 EXT Speaking and Listening Rubric and Checklist to guide their participation in discussion. Explain that at the end of their discussions, students will use the rubric to complete peer assessments of their group members.

Instruct students to conduct their small group discussions.

Circulate and support as necessary.

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Instruct students to use the 12 EXT Speaking and Listening Rubric to assess their peers' mastery of speaking and listening norms and expectations as well as their text analysis. Each student in the group should assess one other group member. Also, instruct students to provide a 1–2 sentence explanation of their peer assessments.

- ▶ Students complete peer assessments.

Collect students' peer assessments.

### Activity 4: Whole-Class Discussion

**20%**

When student groups complete their discussions, ask the whole class the following question:

**How does Alexander's purpose distinguish her argument from other arguments?**

Lead a whole-class discussion of student responses.

- ① Students should come to the understanding that Alexander's purpose in writing the argument is an attempt to expose an issue rather than make an argument for one side of a topic.

### Activity 5: Closing

**5%**

Display and distribute the homework assignment. Instruct students to review their notes, annotations, and tools for *The New Jim Crow*, focusing specifically on how the structure, style, and content of the text relate to Alexander's purpose, in preparation for Part 2 of the 12 EXT End-of-Unit Assessment.

- ① Consider providing students with the prompts for Part 2 of the End-of-Unit Assessment and instructing students to prepare to respond to both prompts.

**How does the structure of the text support Alexander's purpose?**

**How do the content and style of the text advance Alexander's purpose?**

- ① For Part 2 of the End-of-Unit Assessment, consider randomly assigning each student one of the prompts, choosing one for the whole class to answer, or allowing students to choose.
- ① Consider allowing students to prepare and use outlines or detailed notes to respond to Part 2 of the End-of-Unit Assessment.

- ▶ Students follow along.

## Homework

In preparation for Part 2 of the 12 EXT End-of-Unit Assessment, review and expand your notes, annotations, and tools for *The New Jim Crow*, focusing specifically on how the structure, style, and content of the text relate to Alexander's purpose.