

**12 EXT****Lesson 21****Introduction**

In this lesson, students work in small groups to analyze the specific claims made in pages 236–255 of *The New Jim Crow* (from “So how should we go about building this movement” to “can’t a black person do just about anything now?”). Students discuss how the author develops or supports her claims as well as how they connect to the central claims or other claims in the book. Student learning is assessed via a Quick Write at the end of the lesson, in which students respond to one of the following prompts: Based on your reading and class discussion, what is the most persuasive or moving section of this text? Use examples of the author’s evidence and use of rhetoric to support your answer. Or: How does Alexander further clarify her purpose in this section?

For homework, students finish reading *The New Jim Crow*, pages 255–261, 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.
Addressed Standard(s)	
None.	

**Assessment**

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to one of the following prompts, citing textual evidence to support analysis and inferences drawn from the text.

- Based on your reading and class discussion, what is the most persuasive or moving section of this text? Use examples of the author's evidence and use of rhetoric to support your answer.

OR

- How does Alexander further clarify her purpose in this section?

## Vocabulary

### Vocabulary Students May Identify

- downsize (p. 239) (v.) – to reduce in number; cut back
- touted (p. 240) (v.) – talked about (something or someone) as being very good, effective, skillful, etc.
- callous (p. 241) (adj.) – insensitive; indifferent; unsympathetic
- insular (p. 242) (adj.) – separated from other people or cultures; not knowing or interested in new or different ideas
- porous (p. 243) (adj.) – easy to pass or get through
- analogous (p. 245) (adj.) – similar in some way
- severity (p. 246) (n.) – harshness, sternness, or rigor

## 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</li> <li>Text: <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapter 6, pages 236–255</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Reading and Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>0%</li> <li>75%</li> <li>15%</li> <li>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 analyze specific sections of the focus excerpt. In groups, students explore how the author develops or supports her claims in each section as well as how they connect to the central claims or other claims in the book.

- Students look at the agenda.

### Activity 2: Homework Accountability

0%

- ❗ Students will be held accountable for homework during Activity 3: Reading and Discussion.

- ❗ 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

**75%**

Transition students to group discussions by creating four groups. Assign each group one of the following sections of text from chapter 6:

- Let's Talk About Race—Resisting the Temptation of Colorblind Advocacy (pp. 236–240)
- Against Colorblindness (pp. 240–244)
- The Racial Bribe—Let's Give It Back (pp. 244–251)
- Obama—the Promise and the Peril (pp. 251–255)

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. Instruct students to discuss the questions and take notes to prepare to share their analysis with the class. Instruct groups to designate a reporter who will share the groups' findings.

**What claim(s) does Alexander make in this section of text?**

**How do Alexander's claims "challenge ... conventional wisdom or traditional strategies" of racial justice advocacy (p. 229)?**

**How does Alexander use evidence to support her claims?**

**Identify rhetorical techniques and explain how they contribute to the power or persuasiveness of this section of text.**

**Explain how this section of text connects to Alexander's argument.**

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

**15%**

Instruct students to respond briefly in writing to one of the following prompts:

**Based on your reading and class discussion, what is the most persuasive or moving section of this text? Use examples of the author's evidence and use of rhetoric to support your answer.**

**OR**

**How does Alexander further clarify her purpose in this section?**

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

Transition to the independent Quick Write.

▶ Students independently answer one of the prompts 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, students finish reading *The New Jim Crow*, pages 255–261 (from “At the same time that many civil rights advocates” to “God bless you, and Godspeed”) and respond briefly in writing to the following prompt:

**Does Alexander’s use of a quotation to end the book contribute to the persuasiveness of the text? Why or why not?**

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

▶ Students follow along.

## Homework

Finish reading *The New Jim Crow*, pages 255–261 (from “At the same time that many civil rights advocates” to “God bless you, and Godspeed”) and respond briefly in writing to the following prompt:

**Does Alexander’s use of a quotation to end the book contribute to the persuasiveness of the text? Why or why not?**

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