

12 EXT**Lesson 6****Introduction**

In this lesson, students continue to analyze chapter 1 of *The New Jim Crow*, pages 30–40 (from “The backlash against the gains of African Americans” to “by demanding ‘law and order’ rather than ‘segregation forever’”). In this section, Alexander details the events and circumstances that led to the birth and death of Jim Crow. Students participate in both small group and whole-class discussions as they analyze the concepts and information Alexander presents in this section of text. Student learning is assessed via a Quick Write at the end of the lesson: How does Alexander use the information she presents in pages 30–40 to develop the central claim of chapter 1?

For homework, students read the remainder of chapter 1 of *The New Jim Crow*, pages 40–58, and use their Argument Delineation Tools to track Alexander’s supporting claims, counterclaims, evidence, and reasoning. 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)	
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"> How does Alexander use the information she presents in pages 30–40 to develop the central claim of chapter 1?

Vocabulary

Vocabulary Students May Identify

- defunct (p. 31) (adj.) – no longer in effect or use; not operating or functioning
- redress (p. 31) (n.) – the setting right of what is wrong
- repression (p. 32) (n.) – the state of being controlled by force
- paternalism (p. 33) (n.) – attitude and practice that are commonly, though not exclusively, understood as a violation of the personal freedom and independence of a person (or class of persons) with a beneficent or protective intent
- ostracism (p. 35) (n.) – exclusion, by general consent, from social acceptance, privileges, friendship, etc.
- subjugation (p. 35) (n.) – the defeat and gain of control of (someone or something) by the use of force; to conquer and gain the obedience of (a group of people, a country, etc.)
- Third Reich (p. 36) (reference) – official Nazi designation for the regime in Germany from January 1933 to May 1945, as the presumed successor of the medieval and early modern Holy Roman Empire of 800 to 1806 (the First Reich) and the German Empire from 1871 to 1918 (the Second Reich)
- Supreme Court (p. 36) (reference) – final court of appeal and final interpreter of the U.S. Constitution. Within the framework of litigation, the Supreme Court marks the boundaries of authority between state and nation, state and state, and government and citizen.
- polemic (p. 37) (n.) – a controversial argument, as one against some opinion, doctrine, etc.
- miscegenation (p. 38) (n.) – marriage or cohabitation between two people from different racial groups, especially, in the U.S., between a black person and a white person

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standard & Text: <ul style="list-style-type: none"> • Standard: RI.11-12.3 • Text: <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapter 1, pages 30–40 	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 20%
3. Reading and Discussion	3. 50%
4. Quick Write	4. 15%
5. Closing	5. 10%

Materials

- Student copies of the Argument Delineation Tool (refer to 12 EXT Lesson 4)—students may need additional blank copies
- 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.
	Bold text indicates questions for the teacher to ask students.
	<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 pages 30–40 of *The New Jim Crow* and examine how the concepts and information Alexander presents in this section of text relate to the central claim of chapter 1.

- Students look at the agenda.

Activity 2: Homework Accountability

20%

Instruct students to take out their responses to the previous lesson's homework assignment. (Read pages 30–40 of chapter 1 of *The New Jim Crow* and use your Argument Delineation Tool to track Alexander's supporting claims, counterclaims, evidence, and reasoning.)

Instruct students to form pairs or small groups and discuss the additions they made to their tools.

See Model Argument Delineation Tool for sample student responses.

- ① **Differentiation Consideration:** If the discussion reveals confusion about the components of Alexander's argument, lead a whole-class discussion to trace the claims, evidence, and reasoning in pages 30–40 of chapter 1.

- ① 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

50%

Instruct students to remain in their pairs or small groups from the previous activity. Post or project the questions below one at a time to allow student groups to discuss each question. Instruct student groups to refer to pages 30–40 of *The New Jim Crow* (from “The backlash against the gains of African Americans” to “by demanding ‘law and order’ rather than ‘segregation forever’”) and answer the following questions before sharing out with the class. Lead a whole-class discussion of student responses before showing the next question. Instruct students to modify and/or add to their Argument Delineation Tools throughout the discussion.

- ① Alternatively, student groups can move through these questions at their own pace and record their answers to share during a whole-class discussion.

Explain the concept of Redemption and how it contributed to the system of Jim Crow.

Summarize the role of the Populists in Jim Crow.

How did the segregation laws repeat a historical pattern?

Trace the key events and factors that Alexander cites for the dismantling of Jim Crow.

How does Alexander position mass incarceration within the larger historical pattern she identifies?

Lead a brief whole-class discussion of the above student responses.

- ① All students must have a firm grasp on the conceptual content of Alexander's claims in this section of chapter 1 before engaging in the next day's lesson. If students require more time for the evidence-based discussion that will build their understanding, allow the discussion to continue in the following lesson.

Activity 4: Quick Write

15%

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

How does Alexander use the information she presents in pages 30–40 to develop the central claim of 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

10%

Display and distribute the homework assignment. For homework, instruct students to read the remainder of chapter 1 of *The New Jim Crow*, pages 40–58 (from “The rhetoric of ‘law and order’ was first mobilized” to “The New Jim Crow was born”) and use their Argument Delineation Tools to track Alexander's supporting claims, counterclaims, evidence, and reasoning.

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

- ▶ Students follow along.

Homework

Read the remainder of chapter 1 of *The New Jim Crow*, pages 40–58 (from “The rhetoric of ‘law and order’ was first mobilized” to “The New Jim Crow was born”) and use your Argument Delineation Tool to track Alexander’s supporting claims, counterclaims, evidence, and reasoning.

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

Model Argument Delineation Tool

Name:		Class:		Date:	
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Directions: Identify and record each of the following elements of the author's argument in the text (or portion of text): central claim, supporting claims, counterclaims, evidence, and reasoning.

Text:	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> , Chapter 1, pages 30–40
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Central claim of text: “something akin to a racial caste system currently exists in the United States” (p. 2)

Mass incarceration is the new racial caste system in the United States.

Central claim of chapter: The death of Jim Crow “does not necessarily mean the end of racial caste. If history is any guide, it may have simply taken a different form” (p. 21).

Supporting claim:

“Segregation laws were proposed as part of a deliberate effort to drive a wedge between poor whites and African Americans.” (p. 34)

Evidence:

“As William Julius Wilson has noted, ‘As long as poor whites directed their hatred and frustration against the black competitor, the planters were relieved of class hostility directed against them.’” (p. 34)

“While the [Populist] movement was at the peak of zeal ... the two races had surprised each other and astonished their opponents by the harmony they achieved and the good will with which they co-operated.” (p. 34)

“Dominant whites concluded that it was in their political and economic interest to scapegoat blacks, and “permission to hate” came from sources that had formerly denied it.” (p. 34)

Reasoning:

During the period following the civil war and before Jim Crow, many African Americans and poor whites were forming an alliance to gain power from the white upper class. In order to maintain power the white elite offered another “racial bribe” (p. 25) to make whites feel superior to African Americans. The evidence shows how segregation laws accomplished this.

Supporting claim:

“In the absence of a massive, grassroots movement directly challenging the racial caste system, Jim

Crow might be alive and well today.” (p. 37)
Evidence:
<p>“A mood of outrage and defiance swept the South [following Brown vs. Board of Education] not unlike the reaction to emancipation and Reconstruction following the Civil War.” (pp. 36–37)</p> <p>“In 1963 ... one thousand desegregation protests occurred across the region” (p. 37)</p> <p>“Conservative whites began, once again, to search for a new racial order that would conform to the needs and constraints of the time.” (pp. 39–40)</p>
Reasoning:
The evidence shows that Jim Crow only died because of a massive social resistance. Racism did not end when Jim Crow did and so it’s reasonable to believe that other forms of segregation might arise in its place.