

12 EXT**Lesson 3****Introduction**

In this lesson, students analyze the remainder of the Introduction of *The New Jim Crow*, pages 12–19 (from “Clearly, much has changed in my thinking” to “ensuring that America’s current racial caste system is its last”), in which Alexander explains her purpose for writing and outlines her argument. Through an evidence-based discussion, students analyze Alexander’s use of rhetoric to clarify her purpose and then examine the chapter summaries at the end of the Introduction. Student learning is assessed via a Quick Write at the end of the lesson: How does Alexander’s use of rhetoric contribute to the power or persuasiveness of this section of text?

For homework, students read the first two paragraphs of the Declaration of Independence as well as the entirety of the Emancipation Proclamation, and write a summary for each. 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.
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’s use of rhetoric contribute to the power or persuasiveness of this section of text?

Vocabulary

Vocabulary Students May Identify

- parlance (p. 12) (n.) – a way or manner of speaking; vernacular; idiom
- exceptionalism (p. 14) (n.) – the condition of being different from the norm; a theory expounding the uniqueness, especially of a nation or region
- hindsight (p. 15) (n.) – the knowledge and understanding that you have about an event only after it has happened
- piecemeal (p. 15) (adj.) – done piece by piece or one piece at a time
- prerequisite (p. 15) (adj.) – required beforehand
- warehouse (p. 18) (v.) – to confine or house a person in conditions suggestive of a structure for the storage of merchandise or commodities

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standard & Text: <ul style="list-style-type: none"> • Standard: RI.11-12.6 • Text: <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Introduction, pages 12–19 Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Rhetoric Mini-Lesson 4. Reading and Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 15% 3. 15% 4. 50% 5. 10% 6. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 12 EXT Lesson 1) (optional)
- Copies of the Declaration of Independence for each student
- Copies of the Emancipation Proclamation 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.
	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 discuss Alexander’s purpose and analyze her use of rhetoric and structure. Students then analyze the structure of this section of the Introduction.

- Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Read the remainder of the Introduction of *The New Jim Crow*, pages 12–19, and identify Alexander’s purpose.)

Instruct students to form pairs or small groups and discuss Alexander’s purpose.

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/or references each group identified as most important to this section of text.

Activity 3: Rhetoric Mini-Lesson

15%

Inform students that this lesson's discussion includes analyzing the author's use of rhetoric in the text. Remind students that *rhetoric* refers to the specific techniques that writers or speakers use to create meaning in a text, enhance a text or a speech, and in particular, persuade readers or listeners.

- ▶ Students write the definition of *rhetoric* in their notes or vocabulary journals.

Ask students to recall types or examples of different kinds of rhetoric from their work in previous modules. Provide the following examples of types of rhetoric, and ask for volunteers to explain in their own words what they mean.

- **Rhetorical questions:** Questions that a speaker or writer asks but does not necessarily expect the reader or listener to answer directly
 - **Imagery:** The use of figurative language or vivid descriptions to make pictures in the reader's mind
 - **Pathos (appeal to emotion):** Efforts to sway a reader's or listener's opinion by depicting issues in a way that sways their feelings about an issue
 - **Logos (appeal to reason):** Efforts to sway a reader's or listener's opinion by using fact and logic to change their thinking about an issue
 - **Ethos (appeal to conscience):** An appeal to a listener's or reader's conscience or sense of what is right or ethical
 - **Repetition:** The act of saying or writing something again, for the purposes of emphasis
- ① **Differentiation Consideration:** If students struggle to recall types or examples of different kinds of rhetoric, consider posting or projecting these types of rhetoric and their definitions.

Activity 4: Reading and Discussion

50%

Instruct students to form pairs or small groups. Post or project each set of questions for students to discuss. Instruct students to refer to pages 12–16 (from “It is not possible to write a relatively short book” to “but rather evidence of a new racial caste system at work”) and answer the following questions before sharing out with the class.

Why does Alexander “anticipate that this book will be met with skepticism or something worse” (p. 12)? Use evidence from pages 12–16 to support your answer.

How does Alexander's use of rhetoric clarify her purpose?

Lead a brief whole-class discussion of student responses.

Instruct students to refer to pages 16–19 (from “Chapter 1 begins our journey” to “ensuring that America’s current racial caste system is its last”) and answer the following questions before sharing out with the class.

Explain how the summary of each chapter relates to Alexander’s central claim.

How does the structure of this section of text make Alexander’s points clear, convincing, or engaging?

Lead a brief whole-class discussion of student responses.

Activity 5: Quick Write

10%

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

How does Alexander’s use of rhetoric contribute to the power or persuasiveness of this section of text?

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 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read the first two paragraphs of the Declaration of Independence (from “When in the Course of human events” to “To prove this, let Facts be submitted to a candid world”) as well as the entirety of the Emancipation Proclamation. Instruct students to write a summary of each text.

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

► Students follow along.

Homework

Read the first two paragraphs of the Declaration of Independence (from “When in the Course of human events” to “To prove this, let Facts be submitted to a candid world”) as well as the entirety of the Emancipation Proclamation. Write a summary of each text.

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