

12 EXT

Lesson 13

Introduction

In this lesson, students analyze George L. Kelling and James Q. Wilson’s article “Broken Windows,” in which the authors claim that the level of disorder in a given community is linked to its crime rate. Students participate in both small group and whole-class discussions about the article and draw connections between the claims in the article and those in chapters 2–4 of *The New Jim Crow*. Students then analyze the metaphor of broken windows. Student learning is assessed via a group Quick Write at the end of the lesson. Students write a brief summary of their group’s response to the following question: Explain the metaphor of broken windows. How do the authors expand the metaphor of broken windows?

For homework, students reread “Broken Windows” and track the supporting claims and evidence the authors use to support their central claim. Students also annotate the article for examples of the authors’ use of rhetoric to persuade their audience.

Standards

| Assessed Standard(s) | |
|-----------------------|---|
| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). |
| 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)

Student learning is assessed via a group Quick Write at the end of the lesson. Students write a brief summary of their group's response to the following question, citing textual evidence to support analysis and inferences drawn from the text.

- Explain the metaphor of broken windows. How do the authors expand the metaphor of broken windows?

Vocabulary

Vocabulary Students May Identify

- beats (n.) – assigned or regular paths or habitual rounds
- sop (n.) – something given to pacify or quiet, or as a bribe
- disreputable (adj.) – not respected or trusted by most people; having a bad reputation
- obstreperous (adj.) – noisy, clamorous, or boisterous
- dilapidated (adj.) – reduced to or fallen into partial ruin or decay, as from age, wear, or neglect
- derelicts (n.) – people abandoned by society, especially people without a permanent home and means of support
- loitered (v.) – lingered aimlessly or as if aimless in or about a place
- endemic (adj.) – natural to or characteristic of a specific people or place; native
- staid (adj.) – serious, boring, or old-fashioned
- averted (adj.) – turned away or aside
- atomization (n.) – the process of splitting into many sections, groups, factions, etc.; fragmentization
- cosmopolitans (n.) – people who have lived in and know about many different parts of the world
- turf (n.) – a familiar area, as of residence or expertise
- normalcy (n.) – a normal condition or situation
- aberration (n.) – deviation from what is normal, expected, or usual
- coterminous (adj.) – covering the same area or being the same in extent
- folk wisdom (n.) – wisdom or beliefs associated with or traditional to the common people of a

country

- culprit (n.) – a person or other agent guilty of or responsible for an offense or fault
- rout (v.) – to drive out
- parochial (adj.) – very limited or narrow in scope or outlook; provincial
- utilitarianism (n.) – the belief that a morally good action is one that helps the greatest number of people
- inculcated (v.) – implanted by repeated statement or admonition; taught persistently and earnestly (usually followed by upon or in)
- unassuaged (adj.) – not relieved or eased
- due process (n.) – the regular administration of the law, according to which no citizen may be denied his or her legal rights and all laws must conform to fundamental, accepted legal principles, as the right of the accused to confront his or her accusers
- substantive (adj.) – real or actual
- hedge (n.) – an act or means of preventing complete loss of a bet, an argument, an investment, or the like, with a partially counterbalancing or qualifying one
- amicable (adj.) – characterized by or showing goodwill; friendly; peaceable
- vigilante (n.) – any person who takes the law into his or her own hands, as by avenging a crime
- conspicuous (adj.) – easily seen or noticed; readily visible or observable
- aura (n.) – a subtly pervasive quality or atmosphere seen as emanating from a person, place, or thing
- precarious (adj.) – dependent on circumstances beyond one's control; uncertain; unstable; insecure

Lesson Agenda/Overview

| Student-Facing Agenda | % of Lesson |
|--|-------------|
| Standards & Texts: <ul style="list-style-type: none"> • Standards: RI.11-12.4, L.11-12.5.a • Texts: “Broken Windows” by George L. Kelling and James Q. Wilson (http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/); <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander | |

| | |
|----------------------------------|--------|
| Learning Sequence: | |
| 1. Introduction of Lesson Agenda | 1. 5% |
| 2. Homework Accountability | 2. 25% |
| 3. Reading and Discussion | 3. 35% |
| 4. Group Quick Write | 4. 30% |
| 5. Closing | 5. 5% |

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. |
| | 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 the article “Broken Windows” and draw connections between the claims in this article and the claims in chapters 2–4 of *The New Jim Crow*. Students then analyze the metaphor of broken windows.

- Students look at the agenda.

Activity 2: Homework Accountability

25%

Instruct students to submit the self-assessments they completed as part of the previous lesson’s homework assignment.

Instruct students to take out their responses to the second part of the previous lesson's homework assignment. (Read the article "Broken Windows" by George L. Kelling and James Q. Wilson and respond briefly in writing to the following prompts: What is Kelling and Wilson's central claim in "Broken Windows"? Trace Kelling and Wilson's historical account of the function of the police.)

Instruct students to form pairs or small groups and discuss their responses. Instruct students to prepare to share their group's response with the whole class.

Lead a whole-class discussion of student responses to check for comprehension of the article.

① The following vocabulary review activity is optional. Depending on the needs of the class, students may not need to review vocabulary for this 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 text.

Activity 3: Reading and Discussion

35%

Direct students to remain in their pairs or small groups from the previous activity. Post or project the question below. Instruct students to discuss the question before sharing out with the class.

How does the information in "Broken Windows" support or refute one of Alexander's claims in chapters 2–4 of *The New Jim Crow*?

Lead a whole-class discussion of this question, calling on each group to share their responses with the class. Encourage students to build on each other's responses and clarify, verify, and/or challenge each other's ideas and conclusions.

Activity 4: Group Quick Write

30%

Instruct students to return to their pairs or small groups. Instruct student pairs or groups to discuss the following prompt:

Explain the metaphor of broken windows. How do the authors expand the metaphor of broken windows?

- ① Display the prompt for students to see, or provide the prompt in hard copy.
- ① **Differentiation Consideration:** If the discussion reveals confusion, consider leading a whole-class discussion about the metaphor of broken windows before the group Quick Write.

Transition to the group Quick Write. Instruct students to write a brief summary of their group's response to the prompt, using evidence from the text. Clarify that each group should submit one written response for the whole group.

- ▶ Students answer the Quick Write prompt as a group.
- 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.

After students complete the Quick Write, lead a whole-class discussion of student responses.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to reread the article "Broken Windows" and track the supporting claims and evidence the authors use to support their central claim. Also for homework, instruct students to annotate the article for examples of the authors' use of rhetoric to explain their points and persuade their audience.

- ▶ Students follow along.

Homework

Reread the article "Broken Windows" and track the supporting claims and evidence the authors use to support their central claim. Annotate the article for examples of the authors' use of rhetoric to explain their points and persuade their audience.