

## 12 EXT

## Module Overview

## “To stimulate a much-needed conversation”: Understanding and Evaluating Argument

<b>Texts</b>	<p><b>Central Module Text:</b> <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander</p> <p><b>Supplementary Module Texts:</b></p> <ul style="list-style-type: none"> <li>• “The Caste System”</li> <li>• “Jim Crow Laws”</li> <li>• The Declaration of Independence</li> <li>• The Emancipation Proclamation</li> <li>• Selections from <i>RACE – The Power of an Illusion</i></li> <li>• “Broken Windows” by Kelling, George L. and Wilson, James Q.</li> </ul>
<b>Number of Days in Module</b>	24

### Introduction

In this module, students read, analyze, and evaluate argument writing and build the skills required to craft strong analytical writing, as well as participate effectively in group discussions and a formal group presentation. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, the central text of the module, presents the argument that mass incarceration in the United States functions as the newest racial caste system, effectively isolating and subjugating a large portion of the African American population, particularly African American men, through a variety of legal and social means, such as the racial targeting practices of the War on Drugs and the societal stigma associated with those who are labeled as felons. Students analyze how Alexander structures her argument, focusing on how she supports her claims with evidence and reasoning and persuades readers with rhetoric. Students develop their speaking and listening skills in group discussions throughout the module, in which active participation and meaningful contribution is crucial to developing an understanding and deepening analysis of the text. Students also prepare a formal group presentation for their peers.

Because of its extended emphasis on a central text, this module employs a one-unit structure to facilitate students' close analysis of the central text while providing opportunities for students to connect the ideas in this text to those in the shorter supplementary texts throughout the module. The supplementary texts in this module help to provide background and context for the claims presented in *The New Jim Crow*. Students read historical accounts of "The Caste System" and "The Jim Crow Laws" as well as selections from PBS's *RACE – The Power of an Illusion*, to develop a historical awareness of racism and to make connections among different systems of social oppression. Students read the Declaration of Independence as well as the Emancipation Proclamation to compare the visions set forth in these documents with the claims and evidence Alexander presents in her argument. Finally, students analyze the article "Broken Windows" to gain an understanding of the history of policing as well as an example of contemporary police tactics.

In the Mid-Unit Assessment, students use textual evidence from *The New Jim Crow* and "Broken Windows" to craft a formal, multi-paragraph response to one of the following prompts: Compare the authors' claims in *The New Jim Crow* and "Broken Windows." How does each author develop these claims? Or: How do the authors of *The New Jim Crow* and "Broken Windows" use similar rhetorical techniques to advance their arguments and persuade their readers?

In the End-of-Unit Assessment, students first take turns leading a discussion in small groups about the section of text they found most effective in advancing Alexander's stated purpose from the introduction. For the second part of the End-of-Unit Assessment, students apply their writing skills and draw upon their analysis of *The New Jim Crow* to craft a formal, multi-paragraph response to one of the following prompts: How does the structure of the text support Alexander's purpose? Or: How do the content and style of the text advance Alexander's purpose?

## Literacy Skills & Habits

- Read closely for textual details
- Engage in productive evidence-based conversations about text
- Evaluate argument writing
- Collect and organize evidence from texts to support analysis in writing
- Independently preview texts in preparation for supported analysis
- Analyze authors' use of rhetoric
- Annotate texts to support comprehension and analysis
- Practice speaking and listening skills in preparation for a formal group presentation
- Utilize rubrics for self-assessment and peer review of writing

## English Language Arts Outcomes

### Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core Standards and will be a strong focus in every ELA module and unit in grades 9–12.

CCS Standards: Reading—Literature	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Reading—Informational Text	
RI.11-12.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(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).
RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
CCS Standards: Writing	
W.11-12.9.a,b	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate

	<p>knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CCS Standards: Speaking &amp; Listening</b>	
SL.11-12.1	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.
<b>CCS Standards: Language</b>	
L.11-12.4. a-d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

### Module-Specific Standards

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

CCS Standards: Reading Anchor Standards	
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.
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCS Standards: Reading – Informational Text	
RI.11-12.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(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.
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).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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.
CCS Standards: Writing	
W.11-12.2.a-f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each

	<p>new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<p>W.11-12.9.b</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>
<p><b>CCS Standards: Speaking &amp; Listening</b></p>	
<p>SL.11-12.1. a-d</p>	<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>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</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;</p>

	<p>clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><b>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.</b></p>
<b>SL.11-12.4</b>	<b>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>
<b>CCS Standards: Language</b>	
<b>L.11-12.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>L.11-12.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>L.11-12.5.a</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> <b>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</b>

**Note:** Bold text indicates the targeted standards assessed in this module.

<b>Ongoing Assessments</b>	
Standards Assessed	CCRA.R.8, CCRA.R.9, RI.11-12.1.a, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, W.11-12.2.a-f, SL.11-12.1.a-d, SL.11-12.4, L.11-12.1, L.11-12.2, L.11-12.5.a,
Description of Assessment	Varies by lesson but may include short written responses to text-dependent questions focused on authors’ use of rhetoric, development of central claims, and evaluation of claims and evidence through the completion of specific tools.

<b>Mid-Unit Assessment</b>	
Standards Assessed	CCRA.R.8, RI.11-12.6, W.11-12.2.a-f, L.11-12.1, L.11-12.2

Description of Assessment	In the Mid-Unit Assessment, students use textual evidence from <i>The New Jim Crow</i> and “Broken Windows” to craft a formal, multi-paragraph response to one of the following prompts: Compare the authors’ claims in <i>The New Jim Crow</i> and “Broken Windows.” How does each author develop these claims? Or: How do the authors of <i>The New Jim Crow</i> and “Broken Windows” use similar rhetorical techniques to advance their arguments and persuade their readers?
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End-of-Unit Assessment	
Standards Assessed	CCRA.R.8, RI.11-12.5, RI.11-12.6, W.11-12.2. a-f, SL.11-12.1. a, c, d, SL.11-12.4, L.11-12.1, L.11-12.2
Description of Assessment	<p>In Part 1 of the End-of-Unit-Assessment, students take turns leading a discussion in small groups 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.</p> <p>In Part 2 of the End-of-Unit Assessment, Students apply their writing skills and draw upon their analysis of <i>The New Jim Crow</i> to craft a formal, multi-paragraph response to one of the following prompts: How does the structure of the text support Alexander’s purpose? Or: How do the content and style of the text advance Alexander’s purpose?</p>

### Module/Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	“The Caste System,” “Jim Crow Laws,” and <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Preface	In this first lesson of the module, students build the background knowledge critical for accessing the nuances of the argument presented in this module’s core text, <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander. Students discuss two readings from the previous lesson’s homework, “The Caste System” and “Jim Crow Laws,” and make connections between these two concepts. Then, students examine the title and Preface of <i>The New Jim Crow</i> before engaging in a discussion connecting all three readings.

Lesson	Text	Learning Outcomes/Goals
2	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Introduction, pages 1–12	In this lesson, students analyze pages 1–12 of the Introduction of <i>The New Jim Crow</i> , in which Alexander introduces the topic and establishes her central claim that mass incarceration is the new racial caste system in the United States.
3	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Introduction, pages 12–19	In this lesson, students analyze the remainder of the Introduction of <i>The New Jim Crow</i> , pages 12–19, in which Alexander explains her purpose for writing and outlines her argument. Students analyze and discuss Alexander’s use of rhetoric to clarify her purpose and then examine the chapter summaries at the end of the Introduction.
4	The Declaration of Independence, The Emancipation Proclamation, <i>RACE – The Power of an Illusion</i>	In this lesson, students analyze four articles from the PBS feature <i>RACE – The Power of an Illusion</i> . In groups, students discuss the new concepts they have learned from the articles and what questions they still have before sharing out with the class.
5	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapter 1, pages 20–30	In this lesson, students analyze the beginning of chapter 1 of <i>The New Jim Crow</i> , pages 20–30. In this section, Alexander claims that racial caste in America has never ended; rather, it has manifested differently over time.
6	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapter 1, pages 30–40	In this lesson, students continue to analyze chapter 1 of <i>The New Jim Crow</i> , pages 30–40. In this section, Alexander details the events and circumstances that led to the birth and death of the Jim Crow laws.
7	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapter 1, pages 40–58	In this lesson, students analyze the end of chapter 1 of <i>The New Jim Crow</i> , pages 40–58. In this section, Alexander details the political evolution of the War on Drugs, and argues that the system of mass incarceration that developed around tough “law and order” policies (p.46) created a new form of social control over African Americans following the death of the Jim Crow laws.

Lesson	Text	Learning Outcomes/Goals
8	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapters 2, 3, and 4	This lesson is the first in a series of lessons in which students work independently and in groups to trace how Alexander develops and supports the central claim of a particular chapter (2, 3, or 4) of <i>The New Jim Crow</i> . For their assigned chapters, students evaluate Alexander’s specific claims as well as whether her reasoning is valid and evidence is relevant and sufficient. Students also evaluate the persuasiveness and strength of Alexander’s argument, citing how she uses rhetoric to contribute to the development of her claims. Drawing from their reading and analysis, students develop group presentations over the course of the next three lessons.
9	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapters 2, 3, and 4	In this lesson, students work together to identify the central claim of their assigned chapters of <i>The New Jim Crow</i> . Students delineate how Alexander supports her claim with evidence and reasoning, and how the central claim of the chapter supports the central claim of the text.
10	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapters 2, 3, and 4	In this lesson, students work in their presentation groups to discuss Alexander’s use of rhetoric in their assigned chapters of <i>The New Jim Crow</i> . Students answer focus questions in their presentation groups to attempt to reach consensus about the efficacy of Alexander’s use of rhetoric.
11	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapters 2, 3, and 4	In this lesson, students work in their presentation groups to align their presentations with the criteria described on the Group Presentation Rubric and Checklist, divide responsibilities among the group members, and rehearse speaking within the group.
12	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapters 2, 3, and 4	In this lesson, student groups present their chapters to their peers. During presentations, classmates practice effective listening skills by taking notes and asking relevant questions that drive discussion at the conclusion of each presentation.

Lesson	Text	Learning Outcomes/Goals
13	<p>“Broken Windows” by George L. Kelling and James Q. Wilson; <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander</p>	<p>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 <i>The New Jim Crow</i>.</p>
14	<p>“Broken Windows” by George L. Kelling and James Q. Wilson</p>	<p>In this lesson, students continue their analysis of the article “Broken Windows” by George L. Kelling and James Q. Wilson. Students track the authors’ claims and evidence and then examine the authors’ use of counterclaims. Students also analyze how the authors use rhetorical strategies to clarify their points and persuade their audience.</p>
15	<p><i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Introduction and Chapters 1–4; “Broken Windows” by George L. Kelling and James Q. Wilson</p>	<p>In this lesson, the Mid-Unit Assessment, students use textual evidence from <i>The New Jim Crow</i> and “Broken Windows” to craft a formal, multi-paragraph response to one of the following prompts: Compare the authors’ claims in <i>The New Jim Crow</i> and “Broken Windows.” How does each author develop these claims? Or: How do the authors of <i>The New Jim Crow</i> and “Broken Windows” use similar rhetorical techniques to advance their arguments and persuade their readers?</p>
16	<p><i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapter 5, pages 178–190</p>	<p>In this lesson, students analyze chapter 5 of <i>The New Jim Crow</i>, pages 178–190, in which Alexander claims that mass incarceration in the United States, and thus the racial caste system, has become normalized and embedded within structural racism. Students analyze how Alexander develops her claims in this section and then connect their analysis to the central claim Alexander makes in chapter 1.</p>

Lesson	Text	Learning Outcomes/Goals
17	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapter 5, pages 190–200	In this lesson, students continue to analyze chapter 5 of <i>The New Jim Crow</i> , pages 190–200. In this section of text, Alexander explicitly maps the parallels between the Jim Crow era and the current system of mass incarceration. Students analyze how Alexander structures this section to further develop her argument, and examine one of the parallels in detail.
18	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapter 5, pages 200–217	In this lesson, students analyze chapter 5 of <i>The New Jim Crow</i> , pages 200–217. Students answer questions in groups to develop a better understanding of Alexander’s claims and where some of her claims fit in to the national conversation about race.
19	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapter 5, pages 217–220	In this lesson, students finish analyzing chapter 5 of <i>The New Jim Crow</i> , pages 217–220 and explore how Alexander’s use of style and rhetoric in this section contribute to her central claim.
20	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapter 6, pages 221–236	In this lesson, students analyze the first section of chapter 6 of <i>The New Jim Crow</i> , pages 221–236. Students answer questions about Alexander’s claims and reasoning as well as examine her purpose in this section of text.
21	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapter 6, pages 236–255	In this lesson, students work in small groups to analyze the specific claims made in pages 236–255 of <i>The New Jim Crow</i> . 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.
22	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander, Chapter 6, pages 255–261	In this lesson, students analyze the final pages of <i>The New Jim Crow</i> , pages 255–261 and answer questions about the author’s use of quotations and rhetoric to advance her claims. Students examine the extended quote from James Baldwin that ends the book before discussing how Baldwin’s claims relate to Alexander’s.

Lesson	Text	Learning Outcomes/Goals
23	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander	In this lesson, students complete Part 1 of the 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 End-of-Unit Assessment is peer-assessed using the 12 EXT End-of-Unit Speaking and Listening Rubric.
24	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander	In this lesson, students complete Part 2 of the End-of-Unit Assessment. Students apply their writing skills and draw upon their analysis of <i>The New Jim Crow</i> to craft a formal, multi-paragraph response to one of the following prompts: How does the structure of the text support Alexander’s purpose? Or: How do the content and style of the text advance Alexander’s purpose?

## Preparation, Materials, and Resources

### Preparation

- Read and annotate *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* and all supplementary texts
- Review the 12 EXT Speaking and Listening Rubric and Checklist, 12 EXT Mid-Unit Text Analysis Rubric and Checklist, and 12 EXT End-of-Unit Text Analysis Rubric and Checklist

### Materials and Resources

- Copies of the texts
- Self-stick notes for students (optional)
- Chart paper
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts, rubrics, and tools for each student: see materials list in individual lesson plans

- Copies of the 12 EXT Speaking and Listening Rubric and Checklist
- Copies of the 12 EXT Mid-Unit Text Analysis Rubric and Checklist
- Copies of the 12 EXT End-of-Unit Text Analysis Rubric and Checklist

## Texts

Unit 1 :
Alexander, Michelle. <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> . New York: The New Press, 2010. Print.
“The Caste System” <i>US History.org</i> . <a href="http://www.ushistory.org">www.ushistory.org</a>
“The Declaration of Independence” <i>National Archives and Records Administration</i> .
“The Emancipation Proclamation” <i>National Archives and Records Administration</i>
“Jim Crow Laws”. <i>National Park Service</i> .
Kelling, George L. and Wilson, James Q. “Broken Windows” <i>Atlantic Monthly</i> <a href="http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/">http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/</a>
RACE – <i>The Power of an Illusion</i> . <a href="http://www.pbs.org/race/000_About/002_04-background.htm">http://www.pbs.org/race/000_About/002_04-background.htm</a>