**UNIT TWO:**

**Breaking Systems**

**Essential Questions:**

Is our art responding to the challenges of our times? Is it the responsibility of artists to address race and class in their work?

“This book argues that mass incarceration is, metaphorically, the New Jim Crow and that all those who care about social justice should fully commit themselves to dismantling this new racial caste system.” (p.11)

How has racial caste in America been redesigned and manifested itself within the criminal justice system?

**Description of the essential educational content contained in this unit:**

**1-4 in class day one and vocab hw**

**4-9 day two with questions, hw**

**9-19 day 3 with questions, hw**

**Birth of Jim Crow day 4**

**I introduce Contemporary artists Day 5**

**Research artwork/artists with HW Day 6**

**Hands Down Discussion Day 9**

**Intro Zines Day 8--- work in a workshop.**

**Lesson One**

**Title:** The New Jim Crow Introduction Part I

**Lesson Description:** In this lesson, students will read pages 1-4 of the introduction to “The New Jim Crow.” Students will complete the guided questions and vocabulary in class, completing for homework if not done by end of class.

1 day

**Lesson Two**

**Title:** The New Jim Crow Introduction Part II

**Lesson Description:** In this lesson, students will read pages 4-9 of the introduction and complete the guiding sketchbook/drawing prompts, completing for homework if not done by the end of class.

1 day

**Lesson Three**

**Title:** The New Jim Crow Introduction Part III

**Lesson Description:** In this lesson, students will read pages 9-19 (abbreviated, bullet points version I pre-create) of the introduction and complete the guiding sketchbook/drawing prompts, completing for homework if not done by the end of class.

1 day

**Lesson Four**

**Title:** Birth of Jim Crow

**Lesson Description:** Read excerpt from “Birth of Jim Crow” from book and create tree web/timeline in sketchbook mapping slavery to New Jim Crow.

1 Day

**Lesson Five**

**Title:** Art and Prison

**Lesson Description:** Students will view, analyze and interpret contemporary art examples responding to the questions and issues posed throughout lessons 1-3. Possible artists to explore are Kara Walker, Fury Young’s “Die Jim Crow” concept album, artwork/narratives from currently incarcerated people, “Million Dollar Blocks” architecture rendering that has been hanging at MoMA. (Possible JIG SAW group work with assigned roles and jobs)

1 day

**Lesson Six**

**Title:** Virtual Bars/Virtual Walls

**Lesson Description:** Students research on laptops for two news articles/resources and data to create a collective knowledgebase in a shared Padlet that references the questions and ideas posed in the previous two lessons. One document should be historical, one document should be contemporary. Students will respond to two other classmates’ resources.

2 days

Sept. 19-20

**Lesson Seven**

**Title:** Discussion

**Lesson Description:** Hands down discussion, collecting notes from discussion to incorporate into zines.

1 day

Sept. 21

**Lesson Eight**

**Title:** Zine Dissemination/Grassroots Campaign

**Lesson Description:**  Students will produce a zine in response to essential questions, classroom notes and discussions, and collective database. Students will disseminate the zines into the public. Post-reflection: Was our artistic grassroots intervention successful? Why or why not?

3 days planning

4 days producing final piece

Post-production and possible off-site/voluntary participation in social intervention on a Saturday?

**Sept. 22-30**

**Research and Technology:** Selected readings from “The New Jim Crow;” New York Times Article, Die Jim Crow website, online guided research and database building: <https://padlet.com/premium/backpack> <--I can show you an example from last year in our coaching meeting

<https://printedmatter.org/>

**Social Intervention/ Community Outreach**:

1. Contact Fury Young to schedule live prison phone call workshop
2. Local business, local library to place class sets of our zines
3. Submit zines to Printed Matter for publication
4. One day social intervention in Brooklyn (pass out zines, place class sets as mini outdoor libraries –i.e. in phone booths, etc.) (homework)
5. Johnathan Walton (New York City Urban Project) 🡪 contact later.

**LESSON ONE:**

The New Jim Crow Introduction Part I

**AIMS:**

AWBAT to define mass incarceration.

AWBAT to articulate Michelle Alexander’s main claim.

**VOCABULARY:**

Electoral democracy

Poll taxes

Literacy tests

Felon

Parole

Egalitarian democracy

Trotted

Racial exclusion

Jim Crow

Racial caste system

Elation

Tempered

Steadfast

Remedial policies

Affirmative action

Vestige

Three-strike law in California

Incarceration

**DIFFERNTIATION:**

Scheduling a meeting with Nisha to differentiate the texts for this week’s lesson plans.

**RESOURCES:**

“The New Jim Crow” by Michelle Alexander

**MATERIALS:**

Excerpts from the introduction packets <-possibly create a bundle? Or have them keep packet in the folder.

**PROCEDURES:**

1. **Framing for the unit 🡪 heavy topic, difficult text, but one of the most important social justice issues of our time 🡪 connect it to history of slavery, civil rights movement, current police brutality and the Black Lives Matter movement. Real lives. Real people.**
2. **Distribute packets/bundles, vocabulary sheets and guiding questions. Scholars glue vocabulary and guiding questions into their sketchbook.**
3. **Guided practice: We read first paragraph together and answer first question together to review exemplar responses. Demo looking up a vocabulary word**
4. **Independent practice 🡪 scholars work silently on their own to read through page 4 today and answer questions in sketchbook.**
5. **Partner work 🡪 scholars have the option to work with their seat partner for this time period/ask clarifying questions, peer check each other’s work.**

**CLEAN UP:**

**Laptops closed, sketchbook closed, materials stacked.**

**CLOSURE:**

**Review homework (finish reading and questions and vocabulary).**

**LESSON TWO:**

The New Jim Crow Introduction Part II

**AIMS:**

AWBAT to define mass incarceration.

AWBAT to articulate Michelle Alexander’s main claim.

**VOCABULARY:**

Felon

Parole

Racial exclusion

Jim Crow

Racial caste system

Mass Incarceration

**DIFFERNTIATION:**

Scheduling a meeting with Nisha to differentiate the texts for this week’s lesson plans.

**RESOURCES:**

“The New Jim Crow” by Michelle Alexander

**MATERIALS:**

Excerpts from the introduction packets <-possibly create a bundle? Or have them keep packet in the folder.

**PROCEDURES:**

1. **Deep thought question for do now: What do you think the author is implying when she states *“The more things change, the more they remain the same.”* Use evidence from yesterday’s reading/homework to support your answer.**
2. **Independent practice 🡪 scholars work silently on their own to pick up on page 4-9 today and answer guided questions in sketchbook.**
3. **Show call two exemplar responses to question one or two after 10 minutes.**
4. **Partner work 🡪 scholars have the option to work with their seat partner for this time period/ask clarifying questions, peer check each other’s work.**

**CLEAN UP:**

**Laptops closed, sketchbook closed, materials stacked.**

**CLOSURE:**

**Review homework (finish reading and questions).**

**LESSON THREE:**

The New Jim Crow Introduction Part III

**AIMS:**

AWBAT to define mass incarceration.

AWBAT to respond to the question “How has racial caste in America been redesigned and manifested itself within the criminal justice system?”

**VOCABULARY:**

Felon

Parole

Racial exclusion

Jim Crow

Racial caste system

Mass Incarceration

**DIFFERNTIATION:**

Scheduling a meeting with Nisha to differentiate the texts for this week’s lesson plans.

**RESOURCES:**

“The New Jim Crow” by Michelle Alexander

**MATERIALS:**

Excerpts from the introduction packets <-possibly create a bundle? Or have them keep packet in the folder. Because the rest of the introduction is pg.9-19, I will include the most necessary paragraph excerpts but bullet point notes for main ideas from other paragraphs, in order to cut this down to around 5 or 6 pages and make it age appropriate.

**PROCEDURES:**

1. Turn and talk, share answer to last question from previous day.
2. Independent practice 🡪 scholars work silently on their own to pick up on page 9 and read the rest of the excerpts/notes today and answer guided questions in sketchbook.
3. Narrate urgency/pacing while emphasizing TOP QUALITY WORK! <--tie merits to this during IP.
4. Show call two exemplar responses to question one or two after 10 minutes.
5. Partner work 🡪 scholars have the option to work with their seat partner for this time period/ask clarifying questions, peer check each other’s work.

**CLEAN UP:**

Laptops closed, sketchbook closed, materials stacked.

**CLOSURE:**

Review homework (finish reading and questions).

**LESSON FOUR:**

The Birth of Jim Crow

**AIMS:**

AWBAT to compare and contrast historical Jim Crow era with the “New Jim Crow”

AWBAT to respond to the question “How has racial caste in America been redesigned and manifested itself within the criminal justice system?”

**VOCABULARY:**

Felon

Parole

Racial exclusion

Jim Crow

Racial caste system

Mass Incarceration

**DIFFERNTIATION:**

Scheduling a meeting with Nisha to differentiate the texts for this week’s lesson plans.

**RESOURCES:**

“The New Jim Crow” by Michelle Alexander

**MATERIALS:**

Birth and Death of Jim Crow excerpt and notes.

**PROCEDURES:**

1. Read Birth and Death of Jim Crow excerpts.
2. Scholars work independently or with their seat partner to create a Venn diagram in their sketchbook comparing and contrasting Old Jim Crow and New Jim Crow (I demo the diagram on doc cam for structure, minimum of 2 ideas in each circle). Scholars should reference prior 3 days of notes and text to use or today.
3. Show call top quality venn diagram on doc cam halfway through.
4. Demo creating a timeline (tree metaphor) that maps slavery through the New Jim Crow (should include categories: Slavery, Civil War, Reconstruction, Jim Crow, Civil Rights Movement, New Jim Crow, up until present CONTEMPORARY times 🡪 police brutality, black lives matter) 🡨display this list on the board.
5. Scholars work independently on their timeline

**CLEAN UP:**

Laptops closed, sketchbook closed, materials stacked.

**CLOSURE:**

Review homework (finish timeline, web).

**LESSON FIVE:**

Art and Prison

**AIMS:**

AWBAT to become an expert on one type of art/artist that is connected to the themes of incarceration.

AWBAT to share their artist expertise in a jigsaw format!

AWBAT to respond to the question “How has racial caste in America been redesigned and manifested itself within the criminal justice system?”

**VOCABULARY:**

Felon

Parole

Racial exclusion

Jim Crow

Racial caste system

Mass Incarceration

**DIFFERNTIATION:**

Scheduling a meeting with Nisha to differentiate the texts for this week’s lesson plans.

**RESOURCES:**

“The New Jim Crow” by Michelle Alexander

6 different artworks/artists/organizations such as:

1. Kara Walker (contemporary artist)

2. Die Jim Crow album (music)

3. Mark Springer (prison artist)

4. Solitary (film) 🡨if I can get access, find it online

5. find an activist/organization

6. find a historical artist

**MATERIALS:**

Links/ resources for each artist posted on google classroom.

**PROCEDURES:**

1. Students receive a slip of paper that has the artist/work/organization written on it and a number (number will be used for the jigsaw later 5 groups with 6 people each in a group). Ex: Kara Walker 1, Kara Walker 2, Kara Walker 3, Die Jim Crow 1, Die Jim Crow 2, Die Jim Crow 3, etc.
2. Scholars work independently to review their source and one page of notes about their source for 15 minutes.
3. Jig Saw: Show where each number group will sit in the classroom, and review jigsaw: each person shares/ shows their source to their group member. They will have three minutes to share the most important/ relevant information! (18 minutes)
4. Return to assigned seats after Jig Saw
5. Cold call two scholars to share something that interested/fascinated them about one of the sources their peer shared.
6. Take two volunteers.

**CLEAN UP:**

Laptops closed, sketchbook closed, materials stacked.

**CLOSURE:**

☺

**LESSON SIX:** Virtual Bars/Virtual Walls

**AIMS:** AWBAT to research two sources: one historical, one contemporary that connect to the question: How has racial caste in America been redesigned and manifested itself within the criminal justice system?

**VOCABULARY:**

Contemporary Art

Socially Engaged Art

Jim Crow

Racial Caste System

Incarceration

Pepon Osorio

Fury Young

New Jim Crow

**DIFFERENTIATION:**

Pre-planned back pocket list of key search terms/or websites to find sources. Examples: PBS History website, Art21, Artsy.net, etc.

**RESOURCES:**

“The New Jim Crow” by Michelle Alexander

Fury Young article as example, Pepon Osorio, historical news article as examples preposted to padlet

Student created resources

Google classroom

Padlet

**MATERIALS:**

Laptops

Classwork/Directions posted to Google Classroom

**PROCEDURES:**

Day 1:

1. Lap top set up (if possible teacher prior or during break has laptops out so transition is quicker, if not, column by column gets lap top on transition to the art room. (2 min)
2. Padlet demo (how to link in an image, article, video, etc. with the main claim (4 min)

Padlet link: <http://afbrms.padlet.org/rubysingh/breakingsystems>

Padlet password: afbrms need to check if this is still the login password

1. Students work independently to find two sources –one historical and one contemporary. Students answer 4 guided questions (post to google classroom) about their source in their sketchbook. Students will post both sources to the padlet. I will show call 2-3 scholar’s sources and main claims live as the padlet is being updated in real time. (35 min)

Day 2:

1. Scholars will set up their laptop and load the padlet from prior day.
2. Scholars will view/read/watch 3 (minimum) -5 different resources posted by their peers and respond to the sources by filling out guided questions on those sources.
3. Mid-interruption “buzz” –turn and talk with partner about something exciting they are viewing or reading about!

**CLEAN UP:**  Laptops closed, classwork passed down rows.

**CLOSURE:** Scholars share out most exciting peer resource they viewed!

**LESSON SEVEN:** Seminar Discussion

**AIMS:** AWBAT to participate in a hands down discussion responding to the question, “How has racial caste in America been redesigned and manifested itself within the criminal justice system?”

**VOCABULARY:**

Contemporary Art

Jim Crow

Racial Caste System

Incarceration

Fury Young

New Jim Crow

**DIFFERENTIATION:**

Warm-call, set up various kids to share/discuss in class with talking points.

**RESOURCES:**

“The New Jim Crow” by Michelle Alexander

Fury Young article as example

Student created resources

Google classroom

Padlet

**MATERIALS:**

Sketchbooks, Advisory style sheet for discussion

**PROCEDURES:**

1. **Frame the discussion just like advisory (potentially set up classroom seminar/circle style beforehand)**
2. **Scholars silently and independently answer the discussion prompt/claim and find strong evidence/talking points in their research from the past 6 lessons!**
3. **Hands down discussion (use the same PowerPoint slide Alli uses for discussion in literature).**
4. **Narrate and merit scholars for participation, building off another person’s response, taking notes during discussion.**

**CLEAN UP:**  Laptops, materials put away.

**CLOSURE:** Synthesize discussion in 1-2 sentences.

**LESSON EIGHT:** Zine Dissemination

**AIMS:**

AWBAT to produce a zine incorporating prior research and in response to the essential question “How has racial caste in America been redesigned and manifested itself within the criminal justice system?”

**VOCABULARY:**

Contemporary Art

Socially Engaged Art

Jim Crow

New Jim Crow

Racial Caste System

Incarceration

Zine

**Artists/Authors/Poets/Advocates:**

Pepon Osorio

Michelle Alexander

Fury Young

Mark Springer

Milishia Gosha

Leon Benson

**DIFFERENTIATION:**

3 different versions/difficulty levels of zine folding to choose from:

Easy: Stack and Wrap

Medium: folded two page booklet, 11 x 17 fold down

Hard: any variation of the above with intricate cut outs/windows, random stuff kids think of that is so COOL!

**RESOURCES:**

“The New Jim Crow” by Michelle Alexander

Zine books and examples:

**Whatcha Mean, What’s A Zine? The Art of Making Zines and Mini-Comics**

**Stolen Sharpie Revolution 🡨need to order**

**MATERIALS:**

Laptops

Sketchbooks

Zine format packets

Paper

Sharpies in various sizes

**PROCEDURES:**

1. Do Now: Defining Zines

Students read and annotate excerpts from two zine books and define vocabulary word Zine and then answer the question: How can the format of a zine be beneficial in responding to the essential question “How has racial caste in America been redesigned and manifested itself within the criminal justice system?”

1. Analyze components of zine examples: looking for variety of responses (one zine is purely visual-uses imagery and symbols to convey message, one includes key textual information but in a quirky and appealing way).

<http://issuu.com/poczineproject/docs/evolution-of-a-race-riot-issue-1>

1. View and analyze my exemplar alongside rubric. Annotate rubric and put a star next to one area of rubric you initially feel you will be successful in, and circle one area in rubric you specifically feel like you will need work and improvement in 🡨this way my feedback in the drafting process can specifically focus on that area of growth in rubric.
2. Demo looking through zine format and picking a format (spicy curry challenge, alter or create a variation of one of the formats) and beginning drafting process for zine in sketchbook.
3. Students choose a format, and begin planning and drafting zine.

Quick small demo each studio day:

1st day: start drafting/planning imagery and information from research

2nd day: Demo choosing a zine format and folding/etc.

3rd day: Demo cut outs for spicy challenge people

Once they start their final zines (studio day 2 and forward), I will focus my feedback on one specific part of the rubric so it is concise and actionable, for example it makes sense to give feedback on folding from the rubric first, then start giving feedback on visual imagery section the days they are drawing, etc.

**CLEAN UP:**  Laptops closed, studio space cleaned up and packet back in the correct spot.

**CLOSURE:** How is the visual format of your zine connecting to answering the essential question?