

Unit Title	Imagine A World Without Prisons
Unit Length	Four weeks (18-20 lessons)
Grade Level(s)/Subject(s)	8th Grade Social Studies
Unit Overview	<p><b><i>“Imagine A World Without Prisons” Unit Guiding Inquiry:</i></b>  <b><i>How can understanding stories of those who are incarcerated help us create a more just world?</i></b></p> <p><b>Unit Sub-Inquiries:</b>  <i>What are the historical roots of the incarceration system in the U.S.?</i>  <i>How does the incarceration system affect society?</i>  <i>Why do prisons exist and what would it take to create a world without them?</i></p> <p><b>Unit inquiries prior to this unit:</b>  <i>What are amendment rights?</i>  <i>What is the role of the judicial branch in the United States?</i>  <i>What are different parts of the justice system?</i></p> <p><i>Imagine A World Without Prisons</i> is an 8th grade social studies unit that challenges students to apply their prior knowledge of constitutional amendments, the judicial branch, racism, and ideas of justice to explore the historic roots and present-day realities of incarceration in the United States. Throughout the unit, students will keep a digital journal to track their understandings, biases, opinions, questions, and learning growth regarding themes such as legality vs. morality, history and economics of the prison system and criminalization, societal effects of incarceration, prison reform, and prison abolition. Students will explore dozens of resources, including Pulitzer Center-supported news stories, that allow them to hear from voices inside the carceral system and answer the main unit inquiry question: <b>“How can understanding stories of those who are incarcerated help us create a more just world?”</b></p> <p>This unit is structured around an Inquiry and Imagination framework, which allows students to construct their own questions and imagine creative solutions to pressing problems. In addition to their individual journals, students will frequently discuss unit themes with their peers and delve into their own research</p>

	<p>about the ongoing debate about whether to close a local juvenile detention center in their city. The final assessment will have students synthesize sources from the unit in order to write a letter to lawmakers that expresses their opinion on what the future of the local detention center should be. Ultimately, students will reflect on their growth as researchers and writers. They will also be able to explain what societal changes would need to happen in order to build a world without prisons.</p>
<p>Objectives &amp; Outcomes</p>	<p>Students will be able to...</p> <ol style="list-style-type: none"> <li>1. Challenge their preconceptions about people who are currently, or were formerly, incarcerated.</li> <li>2. Apply a historical lens to analyzing the roots of the current state of the incarceration system in the U.S.</li> <li>3. Read, analyze and compare/contrast stories related to incarceration.</li> <li>4. Research the debate around a local juvenile detention center and write a letter to lawmakers expressing their opinions on the future of the detention center.</li> <li>5. Reflect on prison reform/abolition and what it would take to create a world without prisons.</li> </ol>
<p>Standards</p>	<p><b><u>Common Core Standards:</u></b>          CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.          CCSS.ELA-LITERACY.RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).          CCSS.ELA-LITERACY.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b><u>Maine Social Studies Standards (8th grade):</u></b>  <b>Civics &amp; Government:</b> Make and present a real or simulated decision related to the classroom, school, community, civic organization, Maine, or beyond.  <b>Written &amp; Visual Communication:</b> Develop argument writing about social studies topics with claims and counterclaims supported by reasoning and evidence.</p>
<p>Unit Resources (star Pulitzer Center Resources)</p>	<p>Videos:  <a href="#">Mass Incarceration, Visualized, an interview with Bruce Western for <i>The Atlantic</i></a>  <a href="#">What was Behind America's War on Drugs?</a> from <i>The History Channel</i>  <a href="#">"Slavery to Mass Incarceration" Video</a> from Equal Justice Initiative  <a href="#">Film "13th" by Ava DuVernay, available on Netflix</a>  <a href="#">What are Under-Reported Stories?</a> video from the Pulitzer Center</p>

[Life For the Formerly Incarcerated](#) by Ashley Mahoney for *The Charlotte Post*  
“[How the School-To-Prison-Pipeline Functions](#)” from *The Root*

Texts:

[Bryan Stevenson](#) bio from the Equal Justice Initiative

“[Mass Incarceration](#)” by Bryan Stevenson for *The New York Times Magazine*

[Thirteenth Amendment | Resources | Constitution Annotated | Congress.gov | Library of Congress.](#)

[Días Eternos in El Salvador](#) by Ana María Arevalo Gosen for *El Pais* and *Polka* magazine

[Prisoners & the Pandemic](#) by Natalie Keyssar and Tana Ganeva for *Rolling Stone*

“[A National Disgrace](#)”, [Tribal Jails](#)” by Nate Heygi for *Boise State Public Radio*

“[Voting Rights in the Era of Mass Incarceration: A Primer](#)” by Jean Chung for *The Sentencing Project*

“[This Bill Could Save The Lives of Formerly Incarcerated People](#)” by Michelle Cottle for *The New York Times*  
*Opinion* section

“[Can A Private ICE Detention Center Save a Rural Town’s Economy?](#)” by Nate Heygi for NPR

[Sentencing Project Data](#)

“[Prison Abolition and Innocence Movement](#)” by student reporting fellow Meera Santhanam for the Pulitzer Center

[All Cases - Innocence Project](#)

Introduction to [Are Prisons Obsolete](#) by Angela Davis

“[No Bars, No Chains, No Locks: How Finland is Reimagining Incarceration](#)” by Natalie Moore for *WBEZ 91.5*

“[Mills Vetoes Bill to Close Long Creek](#)” by Kevin Miller for the *Portland Press Herald*

“[Critical Investigative Report Calls to Close Long Creek](#)” by Randy Billings for the *Portland Press Herald*

“[Spotlight on Long Creek](#)” by the American Civil Liberties Union Maine

Data Visualizations:

[Mass Incarceration | American Civil Liberties Union](#)

“[Mass incarceration in America, explained in 22 maps and charts](#)” by German Lopez for Vox

“[U.S. State & Federal Prison Population, 1925-2014](#)” from the Bureau of Justice Statistics Prisoners Series  
published by *The Sentencing Project*

[Visualizations | Prison Policy Initiative](#)

“[The Business Model of Private Prisons](#)” by Sean Bryant for *Investopedia.com*

[Immigration Detention Map](#) from Freedom for Immigrants

[50 state incarceration profiles | Prison Policy Initiative](#)

Performance Task(s)	→ Ongoing digital “Justice Journal” Entries responding to exit ticket questions each day → Culminating Project: Write a letter to Maine lawmakers to express what you think should happen to the Long Creek Juvenile Detention Center. Integrate data and statistics, interviews, and research from the unit plan as evidence to support your argument.
Assessment/Evaluation	<b>Formative:</b> Looking for evidence in students’ reflections that support their perspectives on incarceration. Student engagement with daily tasks can be tracked using their Unit Note Catcher <b>Summative:</b> Rubrics that assess strength of reasoning/evidence and use of counterclaim for letter LETTERS FOR LONG CREEK   A Local Justice Project Project Description and Rubric <a href="#">[.pdf]</a> <a href="#">[.docx]</a>

UNIT PACING / DAILY LESSONS AND RESOURCES

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 1</i>				
Day 1	<p><a href="#">Mass Incarceration, Visualized, an interview with Bruce Western for <i>The Atlantic</i></a></p> <p><a href="#">Mass Incarceration   American Civil Liberties Union</a></p> <p>“<a href="#">Mass incarceration in America, explained in 22 maps and charts</a>” by German Lopez for Vox</p>	<p><i>What is mass incarceration?</i></p> <p><i>What are my preconceptions about prisons and those who are incarcerated?</i></p>	<p>(5m) <b>Do Now:</b> Complete one of the following prompts in your Justice Journal. Be sure to explain your answer to the prompt you chose, and to explain why you chose this prompt.</p> <ol style="list-style-type: none"> <li>1. When I think of incarcerated people I think of...</li> <li>2. My definition of justice is...</li> <li>3. In order to decrease crime, society needs to...</li> <li>4. People commit crimes because...</li> <li>5. A world without prisons would be...</li> </ol> <p>(15-20m) <b>Question Carousel:</b> Post pieces of chart paper around the room. Each paper should have one prompt from the Do Now on it. Then, have students rotate around in small groups and spend between two-three minutes at each poster writing their answers to the prompt. Students should also spend time reading others' responses. If students agree with what someone said, they can put a checkmark. If they disagree or want to add,</p>	<p>Digital Justice Journal</p> <p>Chart paper (4 per class)</p> <p>Markers</p> <p>Laptops and links to ACLU Mass Incarceration Fact Sheet and VOX Mass Incarceration Graph (or print out)</p> <p>Note Catcher page 1-5 <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p> <p>Projector</p>

			<p>they can put an arrow and explain their thinking.</p> <p>Have students return with their groups to the first poster they examined, and ask students to share a summary of responses they see.</p> <p><b>(5m) Introduction to Mass Incarceration:</b> Screen the short video, “Mass Incarceration, Visualized” from <i>The Atlantic</i>. Have students turn &amp; talk in pairs after to create their own definition of <b>Mass Incarceration</b> after viewing the video. Then, project a definition on the board.</p> <p><b>(20m) Reading &amp; Data:</b> Have students read the short summary about mass incarceration statistics from the American Civil Liberties Union (ACLU). Then, have students review one-two graphs on the document “<a href="#">Mass incarceration in America, explained in 22 maps and charts</a>” and collect surprising statistics or facts on a note catcher. Have them write down more questions they have, too.</p> <p><b>(5m) Debrief Discussion</b> In pairs, have students share the statistics or facts they wrote down. Then, ask students to add an inquiry or new thought they got from today’s class to their journal entry for the day.</p>	
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<p>Day 2</p>	<p><a href="#">“U.S. State &amp; Federal Prison Population, 1925-2014”</a> from the Bureau of Justice Statistics Prisoners Series published by <i>The Sentencing Project</i></p> <p><a href="#">What was Behind America's War on Drugs?</a> from <i>The History Channel</i></p>	<p><i>What is the connection between crime and law/policy?</i></p>	<p><b>(5m) Do Now:</b> Turn &amp; Talk to respond to this quote: <i>Wherever the law is, crime can be found.</i> — Aleksandr Solzhenitsyn, 1973</p> <p><b>(5m-10m) Discuss</b> Do Now responses. Ask students to share, “What do we think this quote is saying? What does it tell you about the connection between law and crime?” Next, project the map from the Sentencing Project <a href="#">“U.S. State &amp; Federal Prison Population, 1925-2014”</a> at the top of the document <a href="#">“Mass incarceration in America, explained in 22 maps and charts”</a> by German Lopez for Vox. Have students make predictions as to why the prison population increased so starkly in the 1970s. How could this connect to the opening quote?</p> <p><b>(5m) Introduce</b> the terms “legality” and “morality.” Have students turn &amp; talk about what they think these words mean. Reveal dictionary definitions and have students share how they think these terms are connected.</p> <p><b>(15m) Quick Write &amp; Hot Seat Debate</b> First, have students write individually for two minutes on the following prompts in their Digital Journals:</p> <ol style="list-style-type: none"> <li>1. Are laws always fair?</li> <li>2. Is breaking the law always wrong?</li> <li>3. Should all people who break the law be punished?</li> </ol>	<p>Laptop/projector Digital Journals Individual student laptops or computers</p> <p>White board or chart paper Note Catcher page 1-5 <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>
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			<p>Then, Have two student volunteers with different answers to “Should all people who break the law be punished?” come up to two seats at the front of the room. Have Student A explain their position and have Student B present a rebuttal. Students can debate back and forth 2-4 times. Then, have a student from the audience summarize the positions they heard from, and then identify what position they agree with.</p> <p><b>(20m-30m) Jigsaw Definitions:</b> Divide the class in half. One group will be responsible for researching <b>Black Codes &amp; Reconstruction</b>. The other group will research the <b>War on Drugs &amp; Three-strike laws</b>. Have students share what they learned through their research and create class dictionaries for these terms on the board, or using chart paper .</p> <p>Then as a class, discuss how these terms are connected to the conversation about legality vs. morality, and how these time periods are similar/different.</p> <p><b>(5m)</b> Show <a href="#">What was Behind America's War on Drugs?</a> from <i>The History Channel</i> . Ask students to discuss the perspective of this video and what questions they are left with.</p> <p><b>(10m)</b> Give students time to write questions/reflections/updates to their journal entry from the beginning of class . In their</p>	
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			<p>journals, they should consider: How has their thinking changed throughout the lesson? What do they still have questions about? Consider using the “I used to think/but then I learned and now I know” sentence frame. Other thinking prompts may include: Are all laws moral? If not, what does that tell us about crime? What does it tell us about criminals?</p>	
Day 3	<p><a href="#">Bryan Stevenson</a> bio from the Equal Justice Initiative</p> <p>“<a href="#">Mass Incarceration</a>” by <a href="#">Bryan Stevenson</a> for <i>The New York Times Magazine</i></p> <p>“<a href="#">Slavery to Mass Incarceration</a>” Video from Equal Justice Initiative</p>	<p><i>What are the historical roots of the mass incarceration system in the United States?</i></p>	<p><b>(5m) Do Now:</b> Digital Journal Entry #3: What are the historical roots of mass incarceration? In other words, how do you think the United States got to be the country that incarcerates the most people worldwide?</p> <p><b>(10m) Introduce Lesson</b> <a href="#">Read Bryan Stevenson’s biography from the Equal Justice Initiative out loud to the class.</a> Have students discuss what his impact has been on society.</p> <p><b>(5m) Recall</b> vocabulary from the last class (Black Codes, Reconstruction, War on Drugs, Three-Strikes Law). Repost the chart paper if it is not already posted. Explain that Bryan Stevenson wrote an essay about the historical roots of mass incarceration.</p> <p><b>(30-40m) Read</b> Bryan Stevenson’s <a href="#">1619 Project: Mass Incarceration by Bryan Stevenson</a></p>	<p>Digital Journals Chart paper with definitions from previous class Note Catcher pages 6-9 <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>

			<p>Have students fill out a note catcher to fill in information they found in the article related to each of the key terms. The note catcher also breaks up the text and provides pauses for students to reflect.</p> <p>Leave space for students to jot down terms they do not know. Encourage them to look up the definitions of these terms.</p> <p><b>(10m) Small group discussions:</b> Have students discuss the text and answer the question: <i>How does Stevenson connect the history of racial discrimination to present day mass incarceration?</i></p> <p><b>(5m) Digital Journal Entry:</b> Have students return to digital journal entry #3 and add what they've learned from today's lesson, and questions they have after the lesson</p> <p>·</p> <p>Have more time? And/or want an option for students who would benefit from audiovisual learning? Screen <a href="#">Slavery to Mass Incarceration Video</a> from Equal Justice Initiative.</p>	
<p>Day 4</p>	<p><a href="#">Film "13th" by Ava DuVernay, available on Netflix</a></p> <p><a href="#">Thirteenth Amendment   Resources   Constitution</a></p>	<p><i>What are the historical roots of the mass incarceration system in the United States?</i></p>	<p><b>(10-15m) Do Now: Grapple with the 13th Amendment:</b> Have each student read the text of the 13th Amendment individually, and then write an explanation of the amendment in their own words. Then, have students discuss</p>	<p>Note Catcher page 10 <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>

	<p><a href="#">Annotated   Congress.gov   Library of Congress.</a></p>		<p>the amendment in pairs. Ask them to discuss how they think this amendment relates to mass incarceration.</p> <p><b>(5m)</b> Introduce the film “13th” and the journal prompt they’ll be expected to answer at the end of class. <i>*Depending on the clips you plan to share, please inform students that some images and clips will be graphic. Please have a plan prepared for students who may need to leave the room or want to discuss afterward.</i></p> <p><b>(30m)</b> Screen selections of “13th.” Students can track their thinking using page 10 from the unit note catcher.</p> <p><i>(Note to educators: Please screen ahead of time and decide which parts are most relevant and appropriate for students. Some educators may want to screen the whole film, which could take 2-3 class periods. Others may want to hone in on certain parts for deeper discussion. Before screening, make sure to prepare students for graphic images and heavy themes.)</i></p> <p><b>(5m)</b> Have students complete digital journal entry #4 with the prompts, “What were your reactions to the film “13th” so far? What does it show you about the connection between the U.S. justice system and racism? What questions do you still have?”</p> <p>Possible themes to explore with students related to the film:</p> <ul style="list-style-type: none"> <li>● Reconstruction and the economic</li> </ul>	
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			<p>benefit of mass incarceration</p> <ul style="list-style-type: none"> <li>• The intentional depiction of the black body as “criminal”</li> </ul>	
Day 5	<a href="#">Film “13th” by Ava DuVernay, available on Netflix</a>	<p><i>What are the historical roots of the mass incarceration system in the United States?</i></p>	<p><i>*If you are an educator who chose to show more of the film “13th”, this extra screening time will be helpful. If not, move forward to the next lesson.</i></p> <p><b>(10m) Do Now:</b> Have students look back at their journal entries from the first part of the “13th” screening. What questions do they have?</p> <p><b>(35m)</b> Screen remaining selections of “13th,” or rest of film.</p> <p><b>(10m)</b> Leave students time to reflect in their journal entries by adding on to entry #4. What else did they learn from this film? What questions do they have?</p>	<p>Laptops Note Catcher page 10[<a href="#">.pdf</a>] [<a href="#">.docx</a>]</p>

Week 2				
Day 1	<a href="#">Visualizations   Prison Policy Initiative</a>	<i>How does mass incarceration affect society?</i>	<p><b>(5m) Do Now:</b> Chalk Talk in response to the following prompt: <i>How do you think society is impacted by mass incarceration?</i></p> <p>Have students go up to a white board and list their answers, or use a digital platform like <a href="#">Jamboard</a>.</p> <p><b>(10m)</b> Have students review each other's answers on the Jamboard or white board. Then, ask them to consider where they are seeing themes in their responses and to create categories from their answers. Where are they seeing themes? Once they have three-five categories, have students title pieces of chart paper, or spots on the board, with these headers. Examples could include:</p> <ul style="list-style-type: none"> <li>Families/communities</li> <li>The Incarcerated Individual</li> <li>Democracy (Disenfranchisement)</li> <li>Health &amp; Safety</li> <li>Economies</li> </ul> <p><b>(20m)</b> Have students explore the <a href="#">Prison Policy Initiative Data</a>. Each student should choose one-two data visualizations and write</p>	<p>Digital Journals White board or Jamboard Chart paper Individual student laptops Projectors Note Catcher page 11[<a href="#">.pdf</a>] [<a href="#">.docx</a>]</p>

			<p>a summary of what they learned from the data about the impact of mass incarceration on society using page 11 of the note catcher.</p> <p><b>(10m)</b> Have students get up and list examples on the appropriate chart paper/section of the board. Give students time to review the chart papers with their classmates' responses (rotate around the room or review the board) and then to share some surprising facts they learned from the charts.</p> <p><b>(10m)</b> Ask students to open their Digital Journals and answer the following prompt for Entry #5: <i>How does mass incarceration affect society?</i></p>	
<p>Day 2</p>	<p><a href="#">Pulitzer Center</a> homepage  <a href="#">What are Under-Reported Stories?</a> video from the Pulitzer Center  <a href="#">Días Eternos in El Salvador</a> by Ana María Arevalo Gosen for <i>El Pais</i> and <i>Polka</i> magazine  <a href="#">Prisoners &amp; the Pandemic</a> by Natalie Keyssar and Tana Ganeva for <i>Rolling Stone</i>  <a href="#">"A National Disgrace", Tribal Jails</a> by Nate Heygi for <i>Boise State Public Radio</i></p>	<p><i>How does mass incarceration affect society?</i>  <i>What is journalism?</i>  <i>What are underreported stories?</i>  <i>How could journalism help tell the stories of incarcerated people?</i></p>	<p><b>5m Do Now Digital journal entry:</b>What is journalism? What do you think underreported stories are?</p> <p><b>10m</b> Introduce definitions of <b>journalism</b> and <b>underreported stories</b>. Explain the Pulitzer Center platform using the Center website and/or the video "What are underreported stories."Then, let students choose one of the following news stories to explore:  <a href="#">Días Eternos in El Salvador</a>  <a href="#">Prisoners &amp; the Pandemic</a>  <a href="#">"A National Disgrace", Tribal Jails</a></p> <p><b>30m</b> Students read/explore sources and write a summary of the story using pages 12-13 of the unit note catcher.</p>	<p>Note Catcher pages 12-13 <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>

			<p><b>15m</b> Students get in groups of three and share-out summaries of the stories they read. Then, they answer the questions: <i>How could journalism help tell the stories of incarcerated people? Why are these stories underreported? What strategies do you think journalists use to get these stories?</i></p> <p><b>10m</b> Have students complete Digital Journal Entry #6: What are ways that incarceration affects individuals and society? And if you were a journalist, what inquiry would you explore related to incarceration?</p>	
<p>Day 3</p>	<p><a href="#">“Voting Rights in the Era of Mass Incarceration: A Primer”</a> by Jean Chung for <a href="#">The Sentencing Project</a></p> <p><a href="#">Life For the Formerly Incarcerated</a> by Ashley Mahoney for <i>The Charlotte Post</i></p> <p><a href="#">“This Bill Could Save The Lives of Formerly Incarcerated People”</a> by Michelle Cottle for <a href="#">The New York Times Opinion</a> section</p>	<p><i>How does mass incarceration affect society?</i></p> <p><i>What challenges do the formerly incarcerated face?</i></p> <p><i>How can journalism be used to tell the stories of the incarcerated?</i></p>	<p><b>(10m) Do Now:</b> Read a definition of disenfranchisement and explore the data on <a href="#">Sentencing Project</a> about the connections between mass incarceration and voter disenfranchisement. Discuss with a partner your thoughts on disenfranchisement. Ask students to share other obstacles they think formerly incarcerated people might face.</p> <p>Share this statistic from Prison Policy: “Our analysis shows that formerly incarcerated people are unemployed at a rate of over 27% – higher than the total U.S. unemployment rate during any historical period, including the Great Depression.”</p> <p><b>(5-10m)</b> Screen <a href="#">“Life for the Formerly Incarcerated”</a> or selections from it.</p>	<p>Individual student laptops or computer access</p> <p>Digital Journals</p>

			<p><b>(10m)</b> Have students discuss the barriers that Saichelle McNeill faced after being incarcerated.</p> <p><b>(5m)</b> Introduce the term “recidivism”. Have students brainstorm a list of services or supports that could help keep formerly incarcerated people in society.</p> <p><b>(10-15m)</b> Read <a href="#">The New York Times Opinion piece “This Bill Could Save The Lives of Formerly Incarcerated People”</a></p> <p><b>(10m) Discuss</b> the reading: What is the opinion of the author? What evidence does the author give for their arguments?</p> <p><b>(10m-15m)</b> Have students write entry #7 in their Digital Journals: <i>How did we see incarceration affecting society in today’s lesson? What are some solutions to these problems?</i></p> <p>If there is time, discuss responses.</p>	
<p>Day 4</p>	<p><a href="#">“The Business Model of Private Prisons”</a> by Sean Bryant for <i>Investopedia.com</i>  <a href="#">Immigration Detention Map</a> from Freedom for Immigrants  <a href="#">“Can A Private ICE Detention Center Save a Rural Town’s Economy?”</a> by Nate Heygi for <i>NPR</i></p>	<p><i>How are economics related to incarceration?</i></p>	<p><b>(5m) Do Now:</b> GUESS: What is the difference between a private and public prison?</p> <p><b>(5m) Introduce</b> the concept of private vs. public prisons. You can project and read <a href="#">“The Business Model of Private Prisons”</a> together, or create a short slideshow for students that includes statistics and an explanation. Explain that an example of a private facility that detains people is a detention center for</p>	<p>Laptops                  Projector                  Note Catcher pages 14-16 [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</p>



	<p><a href="#">Sentencing Project Data</a></p>		<p>immigrants. The Immigration <a href="#">Detention Center Map</a> may also be helpful in talking to students about detention centers.</p> <p><b>(5m) Project the Pulitzer Center-supported article “<a href="#">Can A Private ICE Detention Center Save a Rural Town’s Economy?</a>”</b> Just by looking at the headline, have students make predictions about what the text will be about. What words do they need to know? Explain what ICE is and how a U.S. detention center is different/similar to a prison.</p> <p><b>(15m)</b> Have students read the article, or listen to the included podcast episode, and make a list of pros and cons for the town of Evanston building a for-profit detention center.</p> <p><b>(20m)</b> Count students off by 2’s and assign them to “For” or “Against.” Then have them break into groups with the other people who have been assigned the same number as them. Working in teams, have them come up with reasons from the article as to why Evanston should (group 1) or should not (group 2) build a for-profit detention center. Students may want to do additional research on the town, corporation, detention centers, etc. Have students use pages 14-16 of the note catcher to track evidence from the article that supports their group’s argument. Groups will then use these details, and their own research, to prepare for a debate about whether or not the town of Evanston should build the detention center in their</p>	
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			<p>communities.</p> <p><b>(15m)</b> Commence the debate and encourage students to use text evidence from the article, or their research.</p> <p><b>(10m)</b> Have students write a reflection in their Digital Journals Entry #8: What are pros and cons of private prisons? How is economics related to mass incarceration?</p>	
Day 5	<p><a href="#">“Prison Abolition and Innocence Movement”</a> by student reporting fellow Meera Santhanam for the Pulitzer Center</p> <p><a href="#">All Cases - Innocence Project</a></p> <p>Introduction to <a href="#">Are Prisons Obsolete</a> by Angela Davis</p>	<p><i>What is the prison reform movement?</i></p> <p><i>What is the prison abolition movement?</i></p>	<p><b>(10m) Do Now:</b> Respond to this Angela Davis quote in your Digital Journal for Entry #9: <i>“Prisons do not disappear social problems, they disappear human beings. Homelessness, unemployment, drug addiction, mental illness, and illiteracy are only a few of the problems that disappear from public view when the human beings contending with them are relegated to cages.”</i> What do you think this quote is saying? Do you agree or disagree? What can you assume about Angela Davis’s position on prisons?</p> <p><b>(10m)</b> Put the following terms on board and have students choose one to look up a definition for:</p> <ul style="list-style-type: none"> <li>● <i>Innocence Movement</i></li> <li>● <i>Prison Reform</i></li> <li>● <i>Exonerate</i></li> <li>● <i>Prison Abolition</i></li> <li>● <i>Wrongful Conviction</i></li> </ul> <p>Ask students to share the definitions for the</p>	<p>White board</p> <p>Laptops</p> <p>Projector</p> <p>Digital Journal</p> <p>Note Catcher pages 16-18 <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>

			<p>words they chose in their own words with a partner. Then, ask for volunteers to share definitions with the class. Write student-created definitions on the board.</p> <p><b>(10m-15m)</b> Have students read the introduction to the <a href="#">Prison Abolition and Innocence Movement</a> project by Meera Santhanam for the <i>Pulitzer Center</i>. On the board, collaboratively create a venn diagram between Abolition and Innocence Movement. Students can also track their thinking using page 17 of their note catcher</p> <p><b>(20m)</b> Students choose between two readings and answer the accompanying questions below using pages 17-18 of their notecatchers:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Innocence Project</a>. <i>What were examples of stories about wrongful convictions? How were these individuals' lives impacted?</i> OR</li> <li>2. Students can read the introduction to <a href="#">Angela Davis' "Are Prisons Obsolete"</a> <i>Why does Angela Davis think that prisons should be abolished.</i></li> </ol> <p><b>(10m)</b> Small group discussion to share out responses and summaries of readings.</p> <p><b>(10m)</b> Journal Entry #9 Addendum: What changes would have to happen in society to abolish prisons?</p>	
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Week 3

<p>Day 1</p>	<p><a href="#">“No Bars, No Chains, No Locks: How Finland is Reimagining Incarceration” by Natalie Moore for WBEZ 91.5</a></p>	<p><i>What are alternatives to prison?</i></p> <p><i>How does society need to change to make a world without prisons?</i></p>	<p><b>(10-15m) DO NOW:</b> Have students get into small groups of four-five students. Their task is to brainstorm ways to either...</p> <ol style="list-style-type: none"> <li>1. Make reforms (or changes) to the prison system OR</li> <li>2. Abolish it all together, but explain what would have to change about society in order to make prison abolition possible.</li> </ol> <p><b>(15m-20m)</b> Have each group present to the class. What did they come up with as reforms? What did abolition look like?</p> <p><b>(20m)</b> Take a look at Finland’s incarceration rates as compared to the United States’ together by sharing this quote from <a href="#">“No Bars, No Chains, No Locks: How Finland is Reimagining Incarceration” by Natalie Moore for WBEZ 91.5</a>: “Mass incarceration, racism and punishment define the U.S. prison system, which has the highest prison population in the world. Since 1970, it has grown tenfold to 2 million people. Meanwhile, Finland has one of the lowest prison populations in the world – the number hovers around 3,000 – and one-third of its prisons operate as open.”</p> <p>Then, have students read or listen to the</p>	<p>Laptops Projector Note Catcher page 19 <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>
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			<p>article. Students can list ways this prison system is different and similar to the U.S. prison system by responding to questions on page 19 of the note catcher. If there is time, students could also use the note-catcher to review a second news article by Moore.</p> <p><b>10m (or homework):</b> Come up with a list of questions to ask journalist Natalie Moore.</p>	
Day 2	<p>Pulitzer Journalist conversation. <a href="#">Click here to schedule a free virtual visit with a Pulitzer Center-supported journalist</a></p>	<p><i>How can telling the stories of the incarcerated lead to a more just world?</i></p>	<p><b>(10m) Do Now:</b> Turn &amp; Talk: Students take out questions for Moore and share one with a partner.</p> <p><b>(30-40m)</b> Conversation with journalist Natalie Moore, or another journalist whose work students reviewed in the previous lesson.</p> <p><b>(10m)</b> Debrief as a group. <i>What questions were answered? What's a big takeaway? What new questions do we have?</i></p> <p><b>(10m)</b> Have students complete Journal Entry #10. What is their biggest takeaway from Natalie's presentation? What questions still remain?</p>	
Day 3	<p><a href="#">"How the School-To-Prison-Pipeline Functions"</a> from <i>The Root</i></p>	<p><i>What is the school-to- prison pipeline?</i></p>	<p><b>(5m) Do Now:</b> Turn and Talk: Instead of being punished for breaking a rule at school, what would be a more helpful response?</p> <p><b>(15m)</b> Project the Angela Davis quote: "When</p>	<p>Note Catcher pages 20-21 <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>

	<p><a href="#">50 state incarceration profiles   Prison Policy Initiative</a></p> <p><a href="#">Maine state profile on Prison Policy Initiative</a></p> <p>Articles about the Long Creek juvenile detention facility:</p> <p>“<a href="#">Mills Vetoes Bill to Close Long Creek</a>” by Kevin Miller for the <i>Portland Press Herald</i> (June 2021)</p> <p>“<a href="#">Critical Investigative Report Calls to Close Long Creek</a>” by Randy Billings for the <i>Portland Press Herald</i> (December 2021)</p> <p>“<a href="#">Spotlight on Long Creek</a>” by the American Civil Liberties Union Maine</p>		<p>children attend schools that place a greater value on discipline and security than on knowledge and intellectual development, they are attending prep schools for prison.”</p> <p>What do you think this quote means? Do you think it’s true?</p> <p>Introduce School-to-Prison Pipeline concept and <a href="#">show this video</a> from <i>The Root</i>. Leave time for students’ questions and discussion. <i>What impacts may incarcerating children have on both individuals and society?</i></p> <p><b>(10m-15m)</b> Have students spend time looking at data from the Prison Policy Initiative about incarceration in their state. Write down surprising facts they find about Maine (or their state) and questions they have.</p> <p><b>(5m)</b> Introduce background about the Long Creek Juvenile Detention Center. (Educators may want to do research on a juvenile facility or prison in their own area to see if there is a local debate/activism students can participate in)</p> <p><b>(20m)</b> Have students choose one-two articles to read about Long Creek. Ask them to consider, “What is the debate surrounding the facility? What are perspectives from both sides? What are some facts/statistics that support both arguments?” Students track their thinking using pages 20 and 21 of the</p>	
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			<p>note catcher.</p> <p><b>(10-15m)</b> Have students complete Journal Entry #11. What are your thoughts on Long Creek so far? Should it remain open? Should it close? Why? What would you want to ask a Long Creek Abolitionist?</p> <p>If time: Share out entries.</p>	
Day 4	Advocate and/or Activist visit	<p><i>Why do prisons exist and what would it take to create a world without them?</i></p> <p><i>What do I think should happen to Long Creek and why?</i></p> <p><i>How can I get my voice heard?</i></p>	<p><b>10m Do Now:</b> Create a “human spectrum” by asking students to stand in a spot that reflects their response to the question, “Do you think that the Long Creek detention center should be closed?” Students who strongly agree should stand by one wall, and students who strongly disagree should stand on the other side of the room. Students can also stand anywhere in the room between the side “I agree” and “I disagree” that best demonstrates how they feel. For example if a student is not at all sure, they can stand between the two walls.</p> <p>Have students share their initial thoughts after they have decided where to stand. Then, have students practice making counterclaims.</p> <p><b>10m</b> Have students create questions for a guest speaker who wants to close the Long Creek Detention Center. (or any other speaker you are bringing to your class)</p> <p><b>40m</b> Interview Activist!</p>	

			<p><b>10m</b> Journal Entry #12 Reflection: What did you learn? How did your mind change if at all from your previous entry?</p>	
Day 5	<p><a href="#">The Youth Will Be All Write</a></p>	<p><i>What do I think should happen to Long Creek and why?</i></p> <p><i>How can I get my voice heard?</i></p>	<p><b>(5m) Do Now:</b> Have students review their reflections from the last class. What would they add?</p> <p><b>(10m)</b> Introduce the Long Creek Performance Task &amp; Rubric. Optional opportunity to also give examples of other activist organizations around the United States including <a href="#">The Youth Will Be All Write</a></p> <p><b>(45m)</b> Project Work time–Initial Brainstorm          → What is my perspective on the Long Creek debate? Why?          → What evidence do I have to back up my claim?          → What counterclaim can I include?          → Who do I want to write my letter to?</p> <p>Begin drafting letters</p> <p><b>(5m)</b> Create Project Plan</p>	<p>LETTERS FOR LONG CREEK   A Local Justice Project Project Description and Rubric <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>



**Week 4**

<b>Week 4</b>				
Day 1		<p><i>What do I think should happen to Long Creek and why?</i></p> <p><i>How can I get my voice heard?</i></p>	<p><b>(5m) Do Now:</b> Revisit Project Plan and decide what you'll work on today.</p> <p><b>(10m)</b> Counterclaim Mini Lesson and Exemplars if necessary.</p> <p><b>(35m)</b> Work time writing letters</p> <p><b>(5m)</b> Project Plan next steps</p>	<p>LETTERS FOR LONG CREEK   A Local Justice Project Project Description and Rubric <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>
Day 2		<p><i>What do I think should happen to Long Creek and why?</i></p> <p><i>How can I get my voice heard?</i></p>	<p><b>(5m) Do Now:</b> Ask students to review rubrics and make a revision plan.</p> <p><b>(20m)</b> Have students revise their own letters and/or set up one-on-one conferences with you for editing support.</p> <p><b>(20m)</b> Have students swap their letters with a peer and use the rubric to assess another student's letter.</p> <p><b>(20m)</b> Final edits and submissions</p> <p>Extra Time: Read about the Equal Justice Initiative</p>	<p>LETTERS FOR LONG CREEK   A Local Justice Project Project Description and Rubric <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>
Day 3	<a href="#">Equal Justice Initiative</a>	<p><i>Why do prisons exist and what would it take to create a world without them?</i></p>	<p><b>(10m) Do Now:</b> Have students individually respond to these prompts from the beginning of the unit for the final journal entry #13</p>	

			<ol style="list-style-type: none"> <li>1. When I think of incarcerated people I think of...</li> <li>2. My definition of justice is...</li> <li>3. In order to decrease crime society needs to...</li> <li>4. People commit crimes because..</li> <li>5. A world without prisons would be...</li> </ol> <p><b>(10m)</b> Repost chart papers from the carousel at the beginning of the unit around the room. Have students silently walk around the room and add comments to the sheet.</p> <p><b>20-25m</b> Pair &amp; Share→ Large Group Discussion on the following prompts:</p> <ul style="list-style-type: none"> <li>● How did you notice your own thoughts, ideas, and biases change from day one of this unit to now? Think about the specific prompts and which one your thinking has changed the most.</li> <li>● How did you notice others' thinking changing?</li> <li>● What do you think caused this change?</li> <li>● In what ways has your thinking/ideas about incarceration and the incarcerated stayed the same? Why do you think this is?</li> <li>● How is journalism/storytelling related to justice?</li> </ul> <p><b>(10m)</b> Read over your journal entries and complete a final part of Entry #13: Fill in the</p>	
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			blanks about incarceration: I <b>used to think</b> _____ <b>but then I learned</b> _____ <b>and now I know</b> _____.	
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