

UNIT OVERVIEW

Unit Title	Build Communities, Not Cages
Unit Length	3 weeks, 6 lessons First week - Monday (50 mis) Tues (50 mins) Wed/Thurs (80 min) Fri (50 mins)
Grade Level(s)/Subject(s)	9th Grade Ethnic Studies
Unit Overview	<p>In this unit, students will be able to identify the root causes of mass incarceration and its impact on communities of color. Students will explore the connections that the immigration system has with mass incarceration and identify the common thread of incarceration. Students will then research issues impacting their communities that could be solved with funding and community support, and finally, write a letter to the Mayor of Oakland advocating to invest in community-based solutions to increase public safety.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What makes a community feel safe? ● What are the origins of policing in the United States? ● How does policing contribute to mass incarceration? ● What could people have needed instead of policing/prisons? ● When/where do police and immigration intersect? ● How can we invest in our own communities?
Objectives & Outcomes	Students will be able to:

	<p>Understand the intersectionality of prisons and immigration as it relates to mass incarceration and for profit systems of oppression.</p> <p>Develop advocacy skills by writing an persuasive letter to the Oakland Mayor.</p> <p>Develop a critical awareness of the things that are needed in order to create safe communities.</p>
<p>Standards</p>	<p>Common Core CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>Learning for Justice Social Justice Standards AC.9-12.20 I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our own actions in order to achieve our goals.</p> <p>Ethnic Studies Standards: I can express a specific demand for justice on a societal issue to a target audience or power holder (based on JU.9-12.15).</p>
<p>Facilitation Resources</p>	<p><u>“Mass Incarceration” by Bryan Stevenson</u> Collaborative Summary for Stevenson Article <u>City of Inmates Peardeck - formative assessment</u> MDH project - create a report of a neighborhood in L.A.</p>

	Week 1-5 slides with do now's and exit tickets
Performance Task	<p>Final assessment –Write a letter to the new Oakland Mayor that describes an issue you have learned about and want her to pay attention to and make a change for the better. Think about the organizations that you learned about and use the information as evidence for why the Mayor should focus on community services rather than increasing the police budget in Oakland.</p> <p>Requirements :</p> <ol style="list-style-type: none">1. Name of the issue you are trying to solve that needs funding2. Who is being impacted by that issue3. Why the issue is important to you4. Who could benefit from these funds5. How they can support and create safer communities
Assessment/Evaluation	<p>Rubric for Letter Template for Letter to the Mayor</p>

UNIT PACING/DAILY LESSONS

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 1-4	<p>“Mass Incarceration” by Bryan Stevenson: An essay that explains how mass incarceration and excessive punishment is the legacy of slavery.</p>	<p>Learning objective: I can identify the origins of mass incarceration and how specific groups are impacted by it.</p> <p>Focus Questions: How did mass incarceration evolve from slavery? How have prisons inhibited community safety? How have communities been harmed by mass incarceration?</p>	<p>Introduce videos of mass incarceration and introduce author Bryan Stevenson.</p> <p>Read aloud “Bryan Stevenson’s “Slavery Gave America ...” with Text Dependent Questions.</p> <p>In small circles read and answer document based questions and create a collaborative summary of the text.</p> <p>Create a poster with collaborative summary including direct quotes from the reading.</p> <p>While students are presenting, the audience writes down summaries in a note catcher that they can later use to reference in their letters to the BOS.</p>	<p>Do now and Exit ticket slides</p> <p>Strategy reference sheet for collaborative summary</p> <p>Collaborative Summary Template</p>
Day 5	City of Intames Peardeck and MDH Report	How much money do cities spend on incarcerating people?	Students will engage in an interactive presentation on Kelly Lytle Hernandez “City of Intames” and learn about the	City of Inmates Peardeck - formative assessment

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		Profits – private and public prisons and mass incarceration	Million Dollar Hoods Project. Students will choose a neighborhood in Los Angeles in order to understand the funds in each neighborhood jail, causes for arrest and racial and gender demographics of the population and bookings. Share out MDH Report findings.	
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 2</i>				
Day 1	Prisoners of the War on Drugs	<p>Students will be able to understand the War on Drugs policy and the people impacted by it.</p> <p>Who suffered the most from the “war on drugs?”</p> <p>How were people impacted long term?</p>	Students will read “Prisoners of the War on Drugs” and choose one person to create a summary of their story and share with the class.	Do nows + Exit tickets
Days 2-4	Immigration Detention 101	Students will gain a deeper understanding of the intersection of the criminal legal system and immigration detention, or also referred to by activists as ‘Crimigration.’	Students will learn about a true story of an unaccompanied minor who was in juvenile detention, transferred to ICE and fought for his release with support from the community.	Note Catcher for the intersection of mass incarceration and immigrant detention
Day 5	Community	Students will explore different organizations	Students will learn about community organizations in the Bay Area that have	Community Organizations in the Bay Area

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		in the Bay Area that are fighting for social justice and alternative solutions for increasing public safety that do not depend on the systems of policing and criminalization	been promoting public safety without relying on the police or prisons.	Research Guiding Questions
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 3</i>				
Day 1-2	Defund the Police and Criminalization	<p>What public services currently need funding?</p> <p>How can we reinvest money into community based solutions in Oakland?</p>	Students will do a deep dive on a social justice issue of their choice and understand the root cause of the issue, who is impacted by the issue and how the issue can be solved. Students will cite specific evidence and primary sources in order to create a letter for the board of supervisors.	Do nows + Exit Tickets
Days 3-4	Letter to the Mayor	<p>What public services currently need funding?</p> <p>How can we reinvest money into community based solutions in Oakland?</p>	Students will create a letter with a specific demand for justice on a societal issue to the new Oakland Mayor in order to argue for the investment or reinvestment into community based solutions that can increase public safety.	Template for Letter to the Mayor/graphic organizer
Day 5	Presentations of letters to the Mayor			Rubric for Letter