Author’s Name: Chelsea Ray

Lesson Title: The “wars” on crime & drugs: A gateway to mass incarceration?

Grade Level: 12

# Essential Questions: How has legislation impacted mass incarceration? How does mass incarceration effect society?

## Lesson Foundations

### Content Standards

Social Studies Academic Electives 2: Apply disciplinary concepts and tools to address compelling questions.

Social Studies Academic Electives 3: Communicate conclusions and take informed action.

### Learning Objectives

1. SWBAT analyze primary and secondary sources to determine the causes and effects of mass incarceration.
2. SWBAT use evidence about mass incarceration to describe the racial disparities that exist in the US justice system.

### Assessments

1. Think, Pair, Share Handout
2. Source Stations Handout
3. Check for Understanding
4. Synthesis Discussion Responses

Response Activity Product

### Materials & Resources

* **Origins Article:** “From Harlem to Ferguson: LBJ’s War on Crime and America’s Prison Crisis”
* **Primary & Secondary Sources/Support Articles:** See sources template
* Student Packet: Think, Pair, Share Handout & Source Stations Handout
* Labels for stations
* Response Activity Handout
* PowerPoint Slides

## Instructional Procedures/Steps

### Opening: 10 Minutes

#### Think, Pair, Share

* + Distribute the Origins article (Document A) as students come in the room.
	+ Project the Think, Pair, Share question on the slides. As students enter the classroom, instruct them to think about the question and write down their thoughts in the first box of their Think, Pair, Share Handout: **How could LBJ’s declaration of a “war on crime” have led to racial disparities in the justice system and increased incarceration rates?**
	+ Once all students are settled and have had a few minutes to reflect, instruct students to share their thoughts with a partner who is sitting near them.
	+ After allowing for students to share their thoughts in pairs, bring the class together to share responses with the entire class. This could be a partner sharing what their partner had shared with them, or sharing their own thoughts.

#### Introduce Learning Objectives & Compelling Questions

* + Project the Learning Objectives & Compelling Questions slide on the board.
	+ Review with students the goals of the lesson, and what they should be able to do/know by the end.

#### Materials Needed

* Think Pair Share Template (first page of packet)
* Slides

### Instruction: 70 Minutes

#### Stations Activity:

* + Introduce the activity: Project the directions on the board as you explain the activity to the class.
		- There will be 6 stations, and each group will visit each station for 10 minutes. When the timer is up, each group will travel to the next station.
		- At each station, there will be primary or secondary sources to explore. With each source, you must analyze it and respond to the questions on the Stations Handout (in the packet). *The stations topics/sources will be introduced at the end of these instructions*.
	+ Introduce the stations, and give very brief explanations where necessary. Point out the location of each station, and instruct the groups to begin at whichever station is located at their table or assign students to a station if your room is not set up this way.
	+ Project the timer on the board to give students an idea of time remaining and consistently remind students of remaining time throughout the activity.
	+ **After each group has visited 3 stations, pause for a Check for Understanding.** Allow for brief answers from 1-2 students, just to make sure that students are on track. These themes and questions will be revisited in the debrief discussion after the activity. Ask the class the following questions:
		- For those who have visited stations 1 and 4, how does mass incarceration impact society?
		- For those who have visited stations 2 and 5, how have we seen how legislation could have “indirectly” impacted racial disparities in the justice system?
	+ Stations Topics & Sources:
		- **Station 1**: Statistics #1 (Documents B, C, D)
		- **Station 2**: The New Jim Crow (Document E)
		- **Station 3**: Kendrick Lamar Performance (Document F, G)
		- **Station 4**: Statistics #2 (Documents H, I, J)
		- **Station 5**: Origins Article – War on Crime (Document A)
		- **Station 6**: Michelle Alexander TED Talk (Document K)
			* This station will need access to the link posted on the Sources Template.

#### Synthesis Discussion:

* When the students have finished each station and have wrapped up their work and small group conversations, bring their attention to the board. Project each of the following questions and discuss their responses and findings as a whole class.
	+ - Describe the current state of mass incarceration in America.
		- How does mass incarceration impact society as a whole?
		- The wars on crime and drugs:
			* How did these impact incarceration rates?
			* How did these create a pathway to racial disparities in the justice system?

#### Materials:

* Sources printed or posted (see Sources Template document; supplemental sources/additional sources also available on this document)
* Stations Handout/Packet
* PowerPoint Slides

### Closure: Homework or Next Day

#### Response Activity:

##### Option 1: Homework

* + After each group has visited all 6 stations, introduce the homework to be completed individually before the next class. Inform students that they will have the opportunity to share their product with the class. Distribute the Response Activity Handout and project the directions on the slides:
		- Choose any of the following formats to respond to what you have learned about mass incarceration: Letter to a representative, awareness campaign proposal, pamphlet, poem, spoken word, music lyrics, other *approved* option
	+ Discuss with students that this is their opportunity to respond to what they have learned from the sources. Instruct students that they may respond how they choose, but they must include clear and specific information from the stations in their product. They may choose to connect this information to personal stories or experiences, their community, or anything for which they feel compelled.
	+ During the following class, provide the opportunity for students to choose to share their products. Collect all projects to review.

##### Option 2: Next Day

* + After wrapping up the stations activity, end class for the day.
	+ During the next day of class, open with the response activity. Project the directions on the slides.
		- Choose any of the following formats to respond to what you have learned about mass incarceration: Letter to a representative, awareness campaign proposal, pamphlet, poem, spoken word, music lyrics, other *approved* option
	+ Discuss with students that this is their opportunity to respond to what they have learned from the sources. Instruct students that they may respond how they choose, but they must include clear and specific information from the stations in their product. They may choose to connect this information to personal stories or experiences, their community, or anything for which they feel compelled.
	+ Because this would take place in class, students could have the option to work individually or in a small group.
	+ Provide the opportunity for students to choose to share their arguments/art. Collect all projects.

#### Materials:

* PowerPoint Slides
* Response Activity Handout

### Accommodations/ Enrichment

* Sources - printed copies if necessary or requested
* Supplemental Sources for Background/Extension/Modification
* Group Work –
	+ Collaboration
	+ Peer support
* Visual Supports
* Handouts
* Student Choice
	+ Groups
	+ Group Topics
	+ Source Analysis
	+ Summative Argument Response