Unit 3 - Corrections and the Modern-Day Prison System

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **5 weeks**
Status: **Published**

Summary

Criminal Justice combines the study of law enforcement, the court system, corrections and rehabilitation, and juvenile justice. Students are introduced to key principles of criminology, the history of our criminal justice system, the role of key institutions and how they interact, and past and current challenges to the criminal justice system that may lead to reform. A problem- and project-based instructional approach is utilized in order to provide students with an authentic experience regarding the processing of crimes and the role of the local police department.

This unit is part of the larger aforementioned course sequence and specifically focuses on corrections and the modern-day prison system where students will explore the sentencing process and the various methods of corrections including prison, probation, and community service. By the end of this unit, students will gain an idea of how prisons developed, the theories behind incarceration, and the problems prisons currently face.

Standards

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information

and enhance understanding of presentations.

- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

- 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.

- 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans

- 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

- 6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

- 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

- 6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination

- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).

- 6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

- 6.3.12.HistorySE.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

- 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental

justice).

- 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, tolerance, race and ethnicity, disabilities.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

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Essential Questions and Enduring Understandings

Essential Questions:

- What is the purpose of punishment?
- To what extent do high incarceration rates challenge democratic values and norms?

- How can high mass incarceration rates be historically contextualized?

Enduring Understandings:

- America's attitudes toward crime and punishment have changed dramatically many times in its history.
- The US corrections system has faced challenges in fostering rehabilitation and reducing rates of recidivism through a system of mass incarceration

Objectives

Students will know:

- The five purposes of punishment
- What the purpose of sentencing hearings are
- The different types of sentences
- The difference between Mitigating and Aggravating Factors
- The Prison Industrial Complex
- How mass incarceration impacts the US population
- The challenges of having high incineration rates

Students will be skilled at:

- Classifying mitigating and aggravating factors in a case
- Comparing incarceration rates between different developed nations
- Assessing the most effective ways of punishment for crimes in an effort reduce recidivism rates
- Interpreting criminal scenarios
- Analyzing charts for content, information, and historical criminal trends.
- Comparing and contrasting criminal justice case studies.
- Evaluating multiple points of view through class discussion and written response

Learning Plan

This unit includes, but is not limited to, the following learning strategies:

Influential Roles in Sentencing: Students will read the article: "Can Forgiveness Play a Role in Criminal Justice?" and then discuss the various roles involved in the sentencing of a convicted criminal. (prosecutor, judge, and victim's family, etc..)

Marvin Mutch Case: Students will analyze the Marvin Mutch case study and watch a short documentary that provides context to the case. Students will then formulate opinions on whether violent criminals can be rehabilitated and regain their freedom.

Five Purposes of Punishment: Students will Identify various arguments regarding the purpose of punishment. Students will be provided with a scenario and will decide the punishment and purpose of that punishment.

Sentencing Activity: Students will read a modified version of the R v. Cain mock sentencing activity. Students will determine the Mitigating and Aggravating Factors and then Impose three sentences for Anwar Cain using different types of sentencing guidelines.

Prison Industrial Complex Prompt: Students will watch "Who Makes Money From Private Prisons?" from CNBC to discuss the system of relationships between institutions of imprisonment and the various businesses that benefit from them. Students will determine the extent to which the privatization of this important part of the justice system should continue.

Historical Context of the Rise in Mass Incarceration: Students will keep track of the prison population for each decade (beginning in 1970 and ending in 2014) and the historical context that led to the increase in the prison population.

Mass Incarceration Prompt: Students will watch the Shane Taylor story and correlate his story with the imprisonment rate in the United States from 1978 – 2012 and respond in paragraph form.

Parole Board Simulation: Students will watch "NJ State Parole Board simulates prisoner reentry" from PBS. They will then complete a case study evaluating the parole request of an inmate (modified from JUS-441 Topic 8 Parole Board Hearing Simulation).

Should There Be a Death Penalty?: Students will read a case study and are assigned to argue for or against the death penalty for one of the defendants. Students develop an argument and share it with the class.

Executing the Insane: Students will watch a video clip on Panetti's case and discuss the controversy over executing those with mental illnesses.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Mass Incarceration and Prison Industrial Complex Writing Prompt
- Sentencing Activity
- Mass Incarceration historical context

Summative Assessments:

- Parole Board Simulation
- Test: Sentencing and Parole (key concepts, scenarios, open ended responses)

Alternative Assessment:

- Criminal Justice Concepts Curation Project - Throughout the course, students can select key artifacts from various forms of media to highlight key unit concepts. For each artifact, they must compose a narrative explaining how the curated piece reflects the assigned criminal justice concept.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

"Mass Incarceration: Visualized" Video (The Atlantic) - https://www.youtube.com/watch?v=u51_pzax4M0

"Three Strikes of Injustice" - Shane Taylor Story Video (NY TImes)

https://www.youtube.com/watch?v=pJotrsvQbNU

Newsela Article: California seeks equality by ending bail, but critics fear new problems

https://newsela.com/view/ck9noojsz06b90iqj7x6v9hze/?levelId=ck7ecwxaq0xaq14p79kjkrpnm

"Who Makes Money from Private Prisons?" Video (CNBC) - https://www.youtube.com/watch?v=3uv7iK5UxM4

"Felony Incarceration and Citizenship" Reading (Khan Academy)

https://www.khanacademy.org/humanities/us-government-and-civics/x231f0f4241b58f49:citizens-us-gov-civics/x231f0f4241b58f49:untitled-lesson-433/a/felony-incarceration-and-citizenship

"The Trial of Marvin Mutch" Video (KQED) - https://vimeo.com/218367252

"PBS Frontline: Life on Parole" Video - https://www.youtube.com/watch?v=WuaRIkHsQGY

Sesame Street Incarceration Episode - https://www.youtube.com/watch?v=3oDo0geEFXc

"Scott Panetti Execution Drawing International Attention" Video

https://www.youtube.com/watch?v=zrX5wab_nuI

Newsela Article: The death penalty is getting more and more expensive. Is it worth it?

https://newsela.com/view/ck9noom2q07o10iqjmz96o8bo/?levelId=ck7ecxkni146514p7qt9tlupz

Video: Hard Times, Back on the Street

https://www.dailymotion.com/video/x2j8mxu

Newsela Article: The Juror's Job

https://newsela.com/view/clabkdnph00093b6agutkbs6g/?levelId=cld0hqysah4d408osgbnn64pm

Newsela Article: Black Defendants, White Jurors: Does race make a difference in the court?

https://newsela.com/view/ck9noocza02by0iqjqcul8zvf/?levelId=ck7ecuwzv0bue14p7uxtvy78v

Newsela Video: Jailhouse fight for prisoners' rights

https://newsela.com/view/cl48kofjw06rt09nb1f0f1bqd/

R v. Cain Mock Sentencing Activity (modified to fit US guidelines) - https://ojen.ca/wp-content/uploads/R-v-Cain-sentencing-scenario-eng.pdf

JUS-441 Topic 8 Parole Board Hearing Simulation (modified) - https://www.studocu.com/en-us/document/grand-canyon-university/criminal-procedure-and-public-policy/jus-441-t8-parole-board-hearing-simulation/27032045

NJ State Parole Board simulates prisoner reentry - https://www.pbs.org/video/mishkin-reentry-simulation-1571778236/

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Modify reading levels of articles
- Adjust duration of direct instruction as needed
- Provide time for students to process their responses before asking for contributions during class.
- Model expectations for assignments and provide clear rubrics with detailed instructions