



Lesson Guidance 21	
Grade	12
Unit	1
Selected Text(s)	• School to Prison Pipeline Infographic.pdf • The Illiteracy-to-Prison Pipeline
Duration	1 day

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Students will analyze an infographic on the school to prison pipeline, listen to a TED talk on illiteracy and connect these concepts to the novel. Students will write a reflection in which they aim to pose solutions to a set of problems.

CCSS Alignment

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

End of lesson task *Formative assessment*

Reflect: What steps can you as an individual and we as a society take to make sure that all young people have access to quality education? If you had a million dollars to spend on education in your community, what would you do with it? Be specific in outlining specific steps you would take.

Knowledge Check *What do students need to*

Background Knowledge

- Which characters in the novel are illiterate and why



know in order to access the text?

- The events of Chapters 1-19
- The school to prison pipeline

Key Terms *(domain specific terms to analyze the text)*

- **theme:** the message conveyed by a text that applies to multiple other texts. [It cannot be described in a single word and it implies a conflict or an argument about the core idea and usually both]

Vocabulary Words *(words found in the text)*

- **school to prison pipeline:** the disproportionate tendency of minors and young adults from disadvantaged backgrounds to become incarcerated because of increasingly harsh school and municipal policies.
- **inequity:** lack of fairness or justice
- **Literacy/Illiteracy:** the ability or inability to read or write

Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity:

Ask students to look at the following infographic (in groups or individually) to answer the questions below [School to Prison Pipeline Infographic.pdf](#)

- What do you think is meant by the “school to prison pipeline”
- In the infographic, what are 5 things you notice and 5 questions you have?

[Lesson 21: School to Prison Pipeline: ELD Tasks and Scaffolding](#)

Content Knowledge:

The ACLU defines the school to prison pipeline as a trend “where children are funneled out of public schools and into the juvenile and criminal justice systems. Many of these children have learning disabilities or histories of poverty, abuse, or neglect, and would benefit from additional educational and counseling services but are instead isolated, punished, and pushed out.”

In the novel *Parable of the Sower*, there are many characters who are illiterate (unable to read and/or write) due to neglectful or abusive living situations. Some of these characters include Allie, Jill, Zahra and Natividad. **Ask students to consider the following: Why is literacy important? How is literacy vs. illiteracy a theme in the novel?**

Use this opportunity to break down the vocabulary word **inequity** into word parts: in (not) and equity (something that is fair or just) and discuss the definition of the word.

Shared Reading:

Ask students to listen to a TED talk by Brandon Griggs titled [The Illiteracy-to-Prison Pipeline](#) to answer and discuss.

[Lesson 21: School to Prison Pipeline: ELD Tasks and Scaffolding](#)

Independent Analysis:

Ask students to respond to the following questions:

- What are some of the educational inequities that Brandon mentions?
- Have you ever seen any instances of the school-to-prison pipeline operating in your life?
- How is illiteracy connected to the school to prison pipeline?
- Why do you think students of color are more likely to receive harsh punishments for misbehavior?
What about children with special needs? Have you seen evidence of this treatment in your own life?

Student Discourse:

As a class, ask students to discuss their answers to the analysis questions on the TED talk.

Formative Assessment:

Ask students to respond to the following prompt:

Reflect: What steps can you as an individual and we as a society take to make sure that all young people have access to quality education? If you had a million dollars to spend on education in your community, what would you do with it? Be specific in outlining specific steps you would take.

Optional Extension Activity:

[Black Students Are Less Likely To Get Suspended When They Have Black Teachers](#)

- Summarize some of the findings from the article.
- Do you agree or disagree that having teachers who represent diverse cultures is important for student achievement? Why or why not?

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence N/A
Writing	Pattan Writing Scope and Sequence Purposes of Writing II: Opinion/Argument Writing C: Writing a Claim

Additional Supports

ELD Practices	Lesson 21: School to Prison Pipeline: ELD Tasks and Scaffolding
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<u>English Language Development ELA Tasks and Scaffolding</u>	
<u>SpEd Practice</u>	Practices to promote Tier 1 access
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access

References:

<https://www.aclu.org/issues/juvenile-justice/juvenile-justice-school-prison-pipeline>