How Teachers can Implement Awareness on Parental Incarceration in the Classroom

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LS 400: How Teachers can Implement Awareness on Parental Incarceration in the Classroom

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Abstract

The Capstone Project is established on how teachers can implement awareness on parental incarceration in the classroom, by incorporating literacy learning activities and community service project. The participants for the Capstone Project included 33 twelfth-grade students in a public high school located on California’s agricultural terrain. The Capstone Project was based on teaching a unit of three lessons, students read articles from Teen Vogue based on parental incarceration. Students were instructed to write a Found Quote and Found Poem using a word bank produced from the Teen Vogue articles. In addition to writing, students and teaching staff engaged in a community-service project where Build-A-Bear was a key element to providing a service for children affected by maternal and paternal incarceration. The Capstone Project connected to the writer's career path as a prospective special education teacher where she has experienced students that are affected by parental incarceration.

*Keywords:* Incarceration, Children, Parents.
Literature Review: Children with Incarcerated Parents

A critical issue for children that has become more common, is that of having Incarcerated Parents. Different points of view will be examined through teachers, caregivers and children affected. Three options are discussed in the research that would guide teachers to incorporate lesson plans to teach students regarding incarcerated families, specifically using a variety of articles based on Parental Incarceration in an educational setting. Lastly, the positive effects of community outreach among prisoned family members and organizations are examined; with the intention of preserving family relationships betwixt the children of incarcerated parents and caregivers. It is essential for educators to be cognizant and equipped in a variety of teaching tools to instruct children of diverse families including the children of incarcerated parents.

**Incarceration**

Incarceration in general, is a term used to acknowledge someone in jail, in the form of being imprisoned from their comfortable surroundings and freedom to having a restricted space and privileges. Focusing on the children of incarcerated parents, some children have witnessed the arrest of one or both parent(s) causing an uneasy experience or trauma (Morgan-Mullane, 2018). The effects of having an incarcerated parent can impact a child’s mental, social and academic instability from the trauma they have encountered during the arrest of the parent(s) (Morgan-Mullane, 2018). Over the course of time, if the child is not counseled by the proper care of psychologists or school counselors, certain repercussions will arise in the development of the child (Murray, 2014). Parental incarceration can affect children of all ages, impacting their middle ages, which can imprint an undesired outcome for adolescent students as they develop (Murray, 2014).
Maternal Incarceration

Maternal Incarceration has increased over 60% since 2007, impacting 77% of the children that are left behind to next kinship or foster homes (Muftić, Bouffard, & Armstrong, 2016). Cho’s (2009) research focused on the socio-emotional and academic development of students with incarcerated mothers. Cho (2009) conducted two studies that showed the differences between short-term jailed mothers versus long-term jailed mothers during their children’s middle ages—six to twelve year olds. The middle ages of a child with incarcerated parents is very crucial to the progress of the child’s mental growth as well as excelling in their academics (Eddy & Poehlmann, 2010). Support needs to be implemented in the classroom for the affected child’s success (Eddy & Poehlmann, 2010). Cho’s (2009) research among younger students less than six years old, who have a parent in jail had little effect on their academics. Their academic findings seemed to be ineffective because younger children have resiliency, the ability to overcome certain life events quickly. A child amongst the middle ages is effected greatly not to mention the adolescent ages (Eddy & Poehlmann, 2010). The middle aged children of incarcerated parents tend to express themselves in outrage, grief and culpability (Eddy & Poehlmann, 2010). Like distressed children, incarcerated mothers develop remorse while serving their time in prison. Depression and guilt can affect mothers prior to the arrest, if there they were living in a traumatic situation that involved mental, physical or sexual abuse from their spouses or other influences that made them commit their crime. Upon the their arrest, all symptoms increase due to the children they leave behind in the care of next kinship. Emotional distance from their children can cause an incarcerated mother to experience heightened anxiety and emotional instability (Cho, 2009).
**Paternal Incarceration**

Upon the apprehension of fathers, most men already have delinquent repertoire with law enforcement. Most of which are connected to illegal substance abuse, homelessness, physical, mental and sexual abuse and being mentally ill (Glaze & Maruschak, 2008). For visitation rights to be restored for incarcerated fathers, they must have a clean bill of health regarding substance abuse and mental illness (Glaze & Maruschak, 2008). Children of incarcerated fathers tend to impact boys more than girls (Murray, 2014). Boys who had an incarcerated father have low Intelligence Quotient records, reflecting the same against Standardized Tests (Eddy & Poehlmann, 2010). Paternal Incarceration among affected children have increased opportunities in demonstrating negative behaviors at school and depressive symptoms (Eddy & Poehlmann, 2010). Behaviors exhibited in adolescent males in Aeonium High School are from the use of recreational drugs like marijuana, cocaine, ecstasy and drinking alcohol. Campus Security has increased due to the effects caused by the drugs, inclusive behavior instabilities like offensive behavior, defiance, and being belligerent. Among the countries of Sweden, England, Netherlands and the United States, the adolescent boys who experience having an incarcerate parent in the U.S displayed an increase of anxiety separation and becoming antisocial (Murray, 2014).

Both Maternal and Paternal Incarcerations can have a variety of effects that impact female and male children differently. With the appropriate guidance and support from surrounding adults, the children affected can feel encouraged to excel academically, socially and mentally notably during adolescence. Research has been conducted from the point of view of teachers, caregivers and incarcerated parents, but has been limited to the point of view from the children affected.
Personal Stories of Children Affected

Stories will be recounted from the points of view from the children affected, in a span of 12 months data was collected for the convenient mapping of research by Nesmith and Ruhland (2008). In a series of a three part interviews to collect information on a follow-up and in depth interview, the children of incarcerated parents were inquired about their experiences concerning their incarcerated parent. The participants in this sample were 62% African American, 20% Native American and Caucasian. Most charges were based on drugs, homicide, robbery, violation of probation and other related charges like sex offender, assault, driving under influence of alcohol (Nesmith & Ruhland, 2008). Themes among the interviews “were 1) social challenges, 2) awareness and attention to adult needs, 3) the caregiver serving as a gatekeeper of the child-parent relationship, 4) conceptions of prison and feelings of fairness, and 5) resiliency” (Nesmith & Ruhland, 2008, p. 1122). An example was of a 12 year old boy who has a father in prison, was asked if he had ever talked about his father but stated he liked to “keep his business private. Sometimes I talk to her (his friend), sometimes I don’t. I don’t like to talk about my business because it’s private to me” (Nesmith & Ruhland, 2008, p. 1123). Some children like to have their privacy respected among peers and adults, but there is also children and adolescents that think once their secret is out they are done for, in a sense that their social life is over for having an incarcerated a parent. There is also fear when a child likes to tell their story but they are being unheard or silenced by their caregivers. Caregivers have concerns for the safety and well being of the cared for child, should they ever want to contact their incarcerated parent. Other children have a different kind of uneasiness where they anticipate the release of their incarcerated parent, the harm that might be done to them according to the caregivers, or what life will be like after the
reintegration of the imprisoned parent back into the family (Nesmith & Ruhland, 2008). Caregivers, affected children and incarcerated parents might not render the happy ending the audience would like, in some cases the children result to their own death for stability. In the case of Gynna McMillen a 16 year old from Kentucky, she was living in a foster home due to her mother’s incarceration. Her father died in 2014, and was progressing to finally be with her mother after so many years (Johnson, 2018). The mother-daughter relationship for Gynna was torn and needed severe mending from psychologists. On the 10th of January, 2016, Gynna happen to be visiting her mother at home. Later that evening her mother called the police to accuse Gynna that she had aggravated her physically, which was not true. When police official arrived they took Gynna into custody without getting a full notion of the situation, immediately assuming Gynna did strike her mother. Arriving at a juvenile detention center, Gynna was asked to remove her hoodie but she refused, police unwillingly took her hoodie off by a martial arts device. Upon the police failing to check in on Gynna every 15 minutes according to the law, she was dead the next morning (Johnson, 2018). Unfortunately, Gynna did not get to reconnect with her mother like she intended too, but it is important to know how to help guide other children that are experiencing similar situations with their incarcerated parent(s).

**Impacts of affected children as they enter Adulthood**

The book by Johnson and Sullivan (2016), *Parental Incarceration: Personal Accounts and Developmental Impact*, addresses the adults who have been affected by maternal or paternal incarceration. Incarcerated mothers and fathers had some type of trauma happened before they resulted into being imprisoned later in their lives (Johnson & Sullivan, 2016). In the book, most anecdotes from incarcerated parent(s), confess to their adult children that they have been a result
from rape incidents, being molested as a child, physical abuse, and family violence which resorted to running away from their own families (Johnson & Sullivan, 2016). The adults that have declared their narrative in the book, have experienced a positive or negative outcome due to maternal or paternal incarceration (Johnson & Sullivan, 2016). The trauma the adult’s experienced in early childhood of having a incarcerate parent can ‘break’ or ‘make’ an adult. The negative outcome ‘breaking’, meaning they similarly followed the footsteps of their incarcerate parent(s) due to the lack of attention they received as a child, as well as the lack of support received from the environment, including at school, home and peers (Johnson & Sullivan, 2016). The positive outcome ‘make’, meaning that the adult turned a negative experience into a good example that a person can rise from a terrible event and be a successful person in life. To have incarcerated parent(s) does not ever determine the future of a student (Johnson & Sullivan, 2016). It is critical for educators to act quickly to guide a student with incarcerated parents in the right direction through the use resources in school, family therapy, and mental health.

**Family/Caregiver Counseling**

The article by Morgan-Mullane (2017), Trauma Focused Cognitive Behavioral Therapy with Children of Incarcerated Parents, clarifies the types of counseling needed for children of incarcerated parents and their caregivers. Guiding affected children to succeed in mental stability as well as methods that help prevent the child from regressing into a system where they could potentially end up like the incarcerated parent(s). Trauma Focused Cognitive Behavioral Therapy (TF-CBT), is conducted in a clinical setting aimed at children who have been traumatized by witnessing their parent’s arrest (Morgan-Mullane, 2017). Just like the affected children, caregivers are encouraged to participate in TF-CBT due to being impacted by the imprisonment
of their family member(s) (Morgan-Mullane, 2017). In order for the affected families to overcome a trauma that has impacted them mentally and emotionally, psychologists have an order of operations for TF-CBT that occurs in three phases. The first phase is called Stabilization, during this phase psychologists, social workers, affected children and families discuss the chain of events that occurred on the day the parent(s) were apprehended (Morgan-Mullane, 2017). Stabilization may take more than 10 sessions to fully come to terms with the trauma that has happened amongst the child and caregiver, parenting classes for the incarcerated parent are also viable to help guide their child who experience behavioral problems at school and home. The next phase is Trauma Narrative, this involves the child to write their own narrative concerning the day of the arrest of the parent(s). Children of incarcerated parents will open up and flourish into their own feelings of sadness and pain and reflect it in their writing. The child is vulnerable in opening questions for their incarcerated parent(s) in search of closure and understanding. The incarcerated parent will also have a chance to read what their child wrote and reflect on the mental and emotional stress their child has endured due to their arrest (Morgan-Mullane, 2017). In the last phase called Integration and Consolidation, through the progressive sessions child and incarcerated parent are able to talk about the reality that has happened and work improving their communication as a family unit (Morgan-Mullane, 2017).

Counseling at School & Referrals for Students

Since most youth, as young as preschool to high school students spend their time in school for the majority of the day, it is important to have supporting staff like teachers, psychologists, counselors, administration and other school staff to be aware of the help they can offer children of incarcerated parents. Establishing a support group can encourage students into a
better outcome of their lives and not take after their incarcerated parent(s) (Lopez & Bhat, 2001). Creating a social environment that is safe for all students, could be motivation for students who are struggling to open about their feelings and thoughts on their parent’s incarceration (Lopez & Bhat, 2001). In order to establish a safe zone where students are welcomed, a foundation of supporting teachers must be selected. In Los Angeles County, teachers have been screened to be part of a group of facilitating individuals to work with students of incarcerated parents (Lopez & Bhat, 2001). Selecting the appropriate candidates consisting of teachers, administrators, and other supporting school staff is key to determine what student’s need support (Lopez & Bhat, 2001). Identifying which children need support while benefiting from the support group, if the child or adolescent need more than just counseling services provided during school hours, a referral is sent to the appropriate county for in depth family counseling where extra support is provided by clinical therapists and psychologists (Lopez & Bhat, 2001).

**Coping Strategies for students**

In Morgan-Mullane’s (2017) article she discusses an exercise for children to try— to aid in emotional and social behaviors encountered after the parent(s) arrest that might have led them to become angry, sad or mentally disturbed. These exercises include mindfulness practices closing their eyes and counting 10 slowly, practicing deep inhales and exhaled breaths every time they count a number. Another exercise is meditation, relaxing the body encouraging the the child’s control of emotional issues, showing them they ‘can’ control their negative impulses and turn them into a positive mindset.
Adolescent Support

Aeonium High School is known for its students having a low socioeconomic background. Families struggle to support themselves financially, living off of wages lower than the State’s minimum wage. Adding on the struggle of caregivers who are in charge of the extra child or adolescent to feed and clothe, is an issue between the caregiver working hard to provide for the whole family or support one student academically. This predicament impacts the graduation rate of adolescents of incarcerated parents. Male adolescent students are impacted the most and have a higher risk of dropping out of high school with the possibility of following similar footsteps like their incarcerated parents, potentially becoming at-risk students but also known as the invisible population since students like to keep their incarcerated family member in secrecy (Nichols, Loper & Meyer, 2015). Children support is slightly different than Adolescent support, because adolescents are more perceptive to the situation of having an incarcerate parent(s). Resiliency has a meaningful impact in this research to describe the strength to recover life’s dreadful events like witnessing the arrest of a parent(s) and recovering from the trauma experienced no matter what age. Advocating resiliency in an educational context can create a positive outcome for students affected by incarcerated parents. An organization that seems to be deemed successful for students affected by incarcerated parents are Parent-Teacher organizations (Nichols et al., 2015). This works if the teacher is bona fide in helping the progress of the affected student (Nichols et al., 2015). Open communication on both ends from teacher to caregiver, gives the family a freedom that they do not have to disguise themselves among other non affected parents or families that do not understand the current situation they are living in. The Parent-Teacher organization is in charge of keeping track of academic goals set for each
class the student is in, supporting the student in every way possible whether it’s providing extra resources after school and counseling (Nichols et al., 2015). Truancy is imperative for the success of the student to stay focused on their academic objectives and mental peace of mind (Nichols et al., 2015). In such cases if the student needs more counseling, referrals will be made to Clinical Therapists or Psychologists to determine if they need Trauma Focused Cognitive Behavioral Therapy (Morgan-Mullane, 2017).

**Teacher Judgment on Maternal & Paternal Incarceration**

Whether a child has a one or both parents incarcerated, there is a stigma that follows them around which tends to be noticed by the child quickly starting at the middle ages of six to twelve years old. Not only are they judged by the adults that surround them at home and in school but peers begin to taunt and bully students of incarcerated parents. Teachers gravitate on saying negative comments on the parenting skills of the incarcerated parent(s), believing the affected student will fall under the same bad influences at school resembling their imprisoned parent(s). Teachers need to be open for the opportunity to genuinely guide and help students of incarcerated parents (Dallaire, 2010). Advocating for students emotionally and educationally can inspire teachers among different schools and districts to get involved in facilitating workshops for school staff and administrators (Lopez & Bhat, 2001). Another step for children of incarcerated parents to feel supported by their peers, is by teachers educating the class on how every student’s family is diverse, making them a unique part of this world (Dallaire, 2010).
Methods Teachers Can Use to Educate Faculty and Students

**Option 1: Books, Articles & Television Programs**

Books are a form of resources to ignite a conscious conversation in a classroom setting, for students who are not aware of unique families that involve incarceration of a family member. *Visiting Day* by Jacqueline Woodson, *My Daddy is in Jail* by Jane M. Bender or *The Night Dad Went to Jail* by Melissa Higgins, are aimed toward the younger ages of 5-9 year olds (Clopton & East, 2008). Among the adolescent audience there is also books like *The Same Stuff as Stars* by Katherine Paterson and *Romar Jones Takes a Hike* by the author Jan Walker, to read as a class and examine the literature in a secondary setting (Clopton & East, 2008). Promoting literacy skills, critical understanding and comprehension is also a way for students to examine harsh realities adolescents face with incarcerated parents (Williamson, Mercurio, & Walker, 2013).

Teen Vogue has created a variety of articles regarding children of incarcerated parents, juvenile detention, probation and the pipeline from school-to-prison (Johnson, 2018). Using the appropriate content standards for Language Arts, teachers can use books, news article such as Teen Vogue or scholarly articles to develop literacy skills designed for the specific grade levels (Williamson et al., 2013). Appealing to the younger audience from the ages of one to six years old, there is a popular children television program—Sesame Street (Incarceration, 2016). Sesame Street provides specific toolkits for teachers to use in a classroom setting, as an aid to help teach and explain what ‘incarceration’ is (Incarceration, 2016). In their episode of “*Little Children, Big Challenges: Incarceration,*” they explain the obstacles children of incarcerated parents have to endure while having an absent parent (Incarceration, 2016).
Option 2: Familiarizing with the Preventive System Method

Another form to engage support for children of incarcerated parents, is to teach educators on the Educational Philosophy that John Bosco developed for at-risk youth. John Bosco was born on 1841 in Italy, he was a Catholic priest that developed the Preventive System Method (Gonsalves, 2009). The Preventive System Method is described to motivate, encourage and influence at-risk youth by using a pedagogical approach to pursue their education through different activities like leadership, literature, music, personal counseling, and music (Morrison, 2009). The approach could be useful for teachers, administration and other school staff in regards to at-risk youth population in Aeonium High School. It would be essential if teachers and other educators alike, learn the techniques and methods to a positive philosophical approach in education. Youth nowadays could benefit from the same kindness and reason Bosco taught the children that were at-risk. The goal is to avoid suppression among the developing prosperous student with a incarcerated parent(s) (Morrison, 2009). Encouraging to flourish their natural-born given gifts is a potential outlet for a child who suffered this kind of trauma.

Option 3: Girl Scouts: Beyond Bars Facilitating Parent Child Contact in Correctional Settings and Aunt Mary’s Storybook Project

Through community outreach, there are special programs in which families and their children of incarcerated parents can communicate through programs to strengthen and re-establish parent-child relationships. In the Girls Scouts Beyond Bars Facilitating Parent Child Contact in Correctional Settings, the program focuses on maternal incarcerations and their relationship between their daughters affected (Block & Potthast, 1998). The goal is to work on
the mother-daughter connection specifically on stress and strain in the relationship, self-esteem issues on their daughters and overall reconnecting a broken bond (Block & Potthast, 1998). Among Aunt Mary’s Storybook Project, it touches a base on religion encouraging bible study and parenting classes for both maternal and paternal incarceration (Gregory, 2001). The means of communication for this program involves the incarcerated mother and father to tape record themselves reading a book for their child (Gregory, 2001). Other options besides reading a book for their child, includes praying and sending them a message (Gregory, 2001). The child will then receive the tape-recorded message from their incarcerated parent(s) (Gregory, 2001).

**Recommendation**

In conclusion, after reviewing three potential options, the best opportunity that is appealing to teachers and students is Option 2. The Capstone Project will consist of executing and designing a Lesson Plan that is coherent with content standards for Language Arts, and using the Teen Vogue Articles. The Lesson Plan will be taught in a 12th grade class, students will further develop their literacy skills to create a quote and poem, and design a memory journal. Students will also contribute to the community through the Get On the Bus Organization; this organization takes children every year to see their incarcerated mothers and fathers for Mother’s Day and Father’s Day among different prisons throughout California. Students will be assembling care packages of markers, teddy bears, and a memory journal for children to enjoy during their 4-8 hour trip.

**Project**

Parental incarceration is becoming a common issue among society today. Children of incarcerated parents seek comfort to channel their feelings of confusion after they have
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witnessed or experienced the trauma of having the parental unit removed. Feelings of depression, desperation and guilt make children act in negative behaviors which demands immediate support from therapists, and surrounding adults that come in contact with the child. The effect of maternal and paternal incarceration can affect the child in contrasting ways, but having the proper support system and education among the topic of parental incarceration, can guide teachers, administration and other school staff to be prepared in guiding the affected student properly and effectively. Teachers are a resource to influence understanding in educating students of how to support their peers affected by parental incarceration, this can be done by community outreach, supporting organizations that service the children of incarcerated parents.

The Capstone Project is designed into three lesson plans that will be used together as unit of study for teachers to instruct. The three lessons have to be taught in four days, and has to be planned thoroughly where students and their parents can participate in the Community Service Project. The designed lesson plan was taught in a Counseling Class at high school, assessments such as Smarter Balanced Assessment Consortium and Scholastic Aptitude Test, were administered during the time of a common core class, which did not allow the designed lesson plan to be taught. English Standards were applied to the Counseling Class, to achieve the lesson plan goals. The first two lessons have a ‘Due Now’ at the beginning of the class with a 10-minute writing component. An open discussion was initiated for further understanding. Pictures and short video clips were shown to students, to better understand the realities, the children of incarcerate parent’s face. A great resource to use to facilitate this lesson plan, was the variety of articles from Teen Vogue on the topic of Parental Incarceration. The student’s
produced a Found Quote, Found Poem and Memory Journal with a Community Service contribution for the Get On the Bus Organization.

Design

Pseudonyms for the town and high school were created for the Capstone Project to protect the identity of the participating students and community. In the town of Rosewheat, the agricultural and hispanic community are one of the largest cities that grow and harvest produce that is consumed in our meals everyday. It is rich in Mexican culture, values and beliefs that are spread throughout town events. Sometimes Rosewheat can be haunted by the street violence and gangs that surround the city. When tragedy strikes in the town due to these occurrences, Rosewheat comes together to cope as a whole entity. Families in Rosewheat are a tight knit unit no matter how rich or poor, humbly passing the teachings of their culture onto generation after generation. Among the city of Rosewheat is a secondary institution named Aeonium High School.

Aeonium is known for its participation in athletic activities and acts of kindness their Associated Student Body club has extended throughout Rosewheat that has captured the media’s attention. The population served according to the high school student enrollment contains 85% of Hispanics, 10% Caucasian, 5% are either African American, Native American, or Asian, 12% are English Language Learners and 11% are students with disabilities. Among the team of teachers, there are 50 with full credentials out of 56 teachers.

The District Mission of Aeonium is that they want to provide a school system that is upgraded in computer technology. Teachers are trained during professional development days to integrate the use of technology like Google Drive and Google Classroom in a classroom setting
for their students. Aeonium encourages their students to be computer savvy when it comes to assignments and projects being completed. In preparing the next generation to be aware of changes in technology, the District also prides itself to prepare young student’s, as young as preschoolers to adult student's to develop and strengthen their skills of intelligence and competence. It is essential that the student’s are tested appropriately to their abilities and capacity to be successful in pursuing their goals in life in a creative and responsible fashion. The ultimate goal is to make a profound change in society for the better of its community it serves.

Besides having a District Mission, there is also a District Vision for their students, families and its community. The District Vision is to trust their students, their families and the community as a whole, in every way possible. Supporting the students academically by providing after school resources, mental health with psychologists on campus or even providing them with lunch and dinner for their well being. The socioeconomic status of Rosewheat is below lower middle class level. Families struggle to feed their children and it has been a priority for the District to provide them healthy meals. The District assists the community on ideas they might have, focusing on making those ideas become reality for the families that live in the Rosewheat community.

In selecting Aeonium as part of the community partner for the Capstone Project was because the writer has been working there for the past three years, as a Special Education Instructional Aide. The writer witnessed a newer level of support that the students needed whether they are in Special Education or not. Regardless of the student population that have disabilities, there are still a number of general education students who need help, guidance and life mentoring, these include adolescent youths that are at-risk with the law. Students at-risk tend
to come from dysfunctional family backgrounds and only a small percentage of students can find their way back on track with academics and set personal goals for themselves in a positive manner. Troubled students who have found unreliable friendships with the wrong crowd affects their education and their lives negatively. For the most part the at-risk youth are mislabeled as “trouble makers,” “the worst kids” or “likely to end up in jail.”

The town of Rosewheat is tainted of the gang violence on the streets, families are put in stressful situations because a family member is incarcerated, burdening them to take on bigger responsibilities of taking care of the children left behind from that particular incarcerated family member. Families contest financial stability because they cannot support another one to two children, simply because their financial means does not permit it— yet they have to find a way to support those extra children. Among the changes that children see, whether it would be not seeing mom, dad, brother or sister, it impacts them in levels that sometimes goes unnoticed.

Children are susceptible to such behaviors learning from their own environment and family members around them, making it seem like it is “ok” to go to prison because “my uncle is there,” “my mom, dad or sibling.” As children grow older they begin to realize, the realities of what their family member is in including the hardships it has caused them to go through while having an incarcerated parent. The people of Rosewheat is no stranger when it comes to having an incarcerated family member. This can cause emotional disturbances at a young age deteriorating their mental health as they grow older, generating a slough of emotions like anger, frustration, anxiety, and depression. It is important for students with incarcerated parents to feel like they have a support system at home and at school.
As future educators, it is important to be prepared and aware of these situations, because it is becoming more common today. This Capstone Project will focus on serving Aeonium’s needs by addressing the issue of ‘How teachers can implement awareness among students, and resources to participate in giving back to the community for children of Incarcerated Parents?’

Primarily, the focus of the research will be on adolescent youths from ages 16-18 years old. The writer’s time working at Aeonium broaden her horizons on the realities that the children of Rosewheat face. In a town where poverty is an issue, families will do anything to become wealthy to support their family and give them what they need. As a result, those families resort to selling drugs or killing people to stand up for something they represent or believe in. Once they are caught, it leads to the resignation of parental rights because they will be behind bars. Immediate family would take the responsibility of raising those children which can cause a burden to them. Knowing the background information of Aeonium High School, teachers can initiate a safe conversation with their students about the meaning of incarceration and the people affected by following the designed lesson plans implemented in the Capstone Project.

The designed lesson plan was aimed at an adolescent audience between the ages of 16-18-year-olds. The main goal is to teach young adults to advocate for themselves if they need help or know of someone that might. Not only are coping mechanisms needed when dealing with certain emotions or attitudes towards life but teachers should also encourage, inspire, guide, motivate, and support their students in every way for their success academically and in life. Teachers should be a lending ear and mentor young troubling minds that might drift, and let the affected students know that they are not alone, seeking professional help on campus like psychologists can ease their mental state, as well as counselors to help maintain academic
stability. A lesson plan designed to educate secondary youth, will help aide adolescents that are affected by the emotional, and mental hardships of having an incarcerated parent, to bring awareness of how to guide other affected youth.

Implementation

The implementation of the lesson plan designed is based on the topic of Children with Incarcerated Parents, was taught in four days consisting of two writing days and two creative skills project. On the first day, students were engaged to complete a Due Now #1 during the first 10-minutes of class. A picture was shown via Powerpoint, of a child being searched in a correctional facility by an officer. Students were directed to get out a sheet of lined paper, a pen or a pencil and were asked to describe what was going on in the picture, an example of questions asked was "where do you think this child is at? what is he doing there? why is he being inspected?" This will initiate students minds to write what they are thinking and give an explanation of what is occurring in the picture. After 10 minutes or so, an open discussion was followed for students to explore their input, thoughts, comments, questions, and share what they have written down. A few students were called on to explain their answer, keep in mind that some have Individual Education Plan’s (IEP’s), support from Special Education Services. The total of students with IEP’s were two and there were no English Language Learners (ELL’s) in the class. When there are IEP’s and ELL’s, it is best to review which students have particular modifications and accommodations, because they might not like to be called on in front of other students due to embarrassment or being put on the spot. The data collected for Due Now #1 is shown on Appendix A, the student showed a detailed description of what was happening in the picture of the child being searched, to further continue and explain the discussion, a variety of
pictures are shown on Maternal and Paternal Incarceration. Both pictures have a mother or father with their child or children. As a class different points of view are discussed from the caretaker, child affected and incarcerate parent, a useful resource to use to explain more on the topic is reading an article by Teen Vogue. Teen Vogue has a series of articles that elaborate to the topic of Parental Incarceration and the effects it has on affected youth. The particular article that was read as class through the popcorn reading strategy is “What It’s Like to Have and Incarcerated Parent” by Rachel Anspach. As the students read the article they are instructed to highlight five words to produce a 1-2 sentence motivational Found Quote within the article, that will be later used in the Memory Journal Project. A Post-It was handed out to each student to write their Found Quote after reading the article. Students were given time to create and write their quote on the Post-It provided; afterwards the students posted their Post-It on the white board or a designated wall space. Students participated in a Gallery Walk to read everyone’s quote and shared what words they picked and why they picked those words for their Found Quote. In Appendix B, four quotes were created by students in which they captured the essence of ‘support’ and ‘love’ needed to encourage affected children. Post-Its were collected and saved for the Memory Journal Project.

On Day 2 in the lesson plan, students were engaged with a 10-minute Due Now #2 handout at the beginning of class, this was a disguised summative assessment based on the article on “What It’s Like to Have and Incarcerated Parent” by Rachel Anspach. The teacher read each question out loud for students to understand; completed handouts were collected afterwards. An initiated open discussion was instituted upon reviewing Anspach’s article, this can be seen in Appendices C and D. The Appendix C student stated, “every person is different and I feel that children who go through this, don’t want the same thing for their own future.” Another student,
Appendix D said, “I think it just depends on the child’s role models around them, the support they have growing up, and their own awareness and desire to not end up in the same system.” It was interesting to read that half of the class did or did not agree that having an incarcerate parent would influence the affected child’s future. Most students made a connection that affected children are conscious of choosing their own direction, whether it is the appropriate or misguided path, children of incarcerated parents need guidance in procuring their destined path. The class transitioned into reading four different articles by Teen Vogue based on the topic of Parental Incarceration. The way the class was set up physically according to the desks, were already in groups of four which helped in making initial groups. Groups participated in Jigsaw Readings in which each student in the initial group of four, received a different article that they could not share with each other yet. The class was instructed to read their article for 10-15 minutes, in exploring their article’s students highlighted ten words or phrases from their reading to create a word bank for their Found Poem. The students were assigned into groups according to the articles read, to further explain to each other what they comprehended. The four articles read were—*I’m Probation and It’s Like Another Form of Incarceration*, *How the School-to-Prison Pipeline Works*, *I Was Locked Up at 18—This is my Advice to Help Others in the System*, and *Why Young Girls Die Behind Bars*. Each of the four articles read, had a group of students that read the same article to discuss together. The goal for the students was to discuss the article for 5-8 minutes, example questions were provided via Powerpoint to guide students discussions like “What was the article about? Who was affected? How are they getting help or who helped them? What is their message trying to convey?” Afterwards, students were sent back to their initial groups of four, each student in the group elaborated the point of view, the article was from, e.g.
AWARENESS OF PARENTAL INCARCERATION

caretaker, affected child, incarcerate parent, or a teacher. As added questions for students to answer was “What can be done to help students of incarcerated parents? Where can an affected student seek possible resources?” which led to the participation of the class discussing each article. The students were evaluated in their understanding, by creating a word bank of ten words or phrases to produce a Found Poem that reflected the article. Students were encouraged to write from different points of view, whether it was a person or an object, e.g. the telephone used to communicate with family members while in visitation, the window, the child, a caregiver, the jail cell, jail bars, jail mirror, incarcerate parent, the chair, or the guard. A variety of pictures were shown to instigate the process of developing there Found Poem and was collected at the end of class. The Found Poem’s can be viewed on Appendices E, F, & G. In Appendix E, the student made a connection of a child living with the absence of a mother or father due to their incarceration, being stigmatized by peers, teacher’s or other adults, the student wrote:

Living without a mother to a father figure hurts,
Living with stereotypes & harsh treatment degrades your worth.
Traumatized by assault & the unfair justice system,
With all this it’s hard to make your voice heard.
Try to find your voices worth
Don’t let the stereotypes & assault degrade your worth.
Allow your life to be heard
Overall you are loved & well deserved.

The student advocates for the child to not degrade their self worth because children of incarcerated parent’s should be supported in a variety of ways. The choice of words the student
selected made the poem very impressive and meaningful to the lesson that was taught. In Appendix F, another student wrote in the perspective of the community supporting the families affected by incarceration, the student wrote:

You can successfully change the way you perceive life
It may seem impossible to better your life,
But as you seek out for help,
Your community will stand beside you.
Together we can help children
Who are involved in depression,
We were created to be strong & understanding
But also to be supportive of one another.

The student strongly encourages positive support for children and their families that are traumatized emotionally and mentally by depression, which is consistent to the effects of having a removed parent that is in the prison system. Lastly, is Appendix G, which is written in the perspective of an incarcerated parent. The student explains the shame and guilt that a parent feels leaving their family behind due to their crime, the student wrote:

I fell freedom and power
I feel fear and shame
All I could hold on to is my dignity,
And not take all the blame.
I hope I never get incarcerated again
I’ll do anything to correct my mistakes.
I love having my family

And will do anything to not have this bond break.

Not only is the imprisoned parent feeling guilt inside a jail cell but has brought shame onto their family and has relinquished their rights of power and freedom. The student comprehends the feelings of an incarcerated parent, describing the love the parent has for their family wanting to prevent the infractions they have committed.

On Day 3 student’s were engaged at the beginning of the class via video clips on YouTube regarding the organization called Get On the Bus. The Get On the Bus Organization is designed for children as young as 6 to 18 years old, to visit their mother’s or father’s in prison. Every year on Mother’s Day and Father’s Day, children travel from designated locations from all over Southern California to different prisons in California like Soledad, Salinas, Dublin, and San Quentin, intended for children to spend time with their incarcerated parent’s on their celebratory days. This is an opportunity for imprisoned mothers and fathers to cherish and spend time with their children on a very special day out of the whole year. Most traveling consists of eight hours or more to see their mothers or fathers, children on these long trips rely on coloring books, pillows, blankets, snacks, and sometimes a teddy bear to pass the time a lot quicker. Since there was already an established connection with the director from Get On the Bus Organization (GOTB), it was accessible to complete this project with students of Aeonium High School. After watching videos, the rubric of the Memory Journal Project and community service project was discussed.

The Memory Journal consists of 4 pages front and back of an 8.5”x11” journal for a total of 7 pages, valued at 2 points each. Creativity valued at 5 points, Design valued at 6 points, and
the inclusion of the Found Quote that the students produced on Day 1 of the lesson plan valued at 5 points, for a grand total of 30 possible points on their project. The students designed a journal with the following pages: 1-Title page, 1-My Family Picture, 1-Letters from You, 1-Coloring Page, 2-Keep-in-Touch pages, 1-Found Quote, students did not provide a family picture, letters or keep-in-touch information, solely a journal that will be filled in by the child receiving the Memory Journal. Supplies like card stock, scrapbook paper, washi tape, markers, scissors and glue were provided for the completion of this project. As for the community service part of the project, a Service Project Party was hosted in a Build-A-Bear Workshop in Rosewheat, students were notified a week in advance before the party was held. A handful of students met at a Build-A-Bear Workshop with the supervising teacher, where they were able to purchase a bear for $10 each to donate to the Get On the Bus Program. In Appendices K & L, Build-A-Bear staff helped students stuff the bears for a total of 30 Build-A-Bear’s. Observing young adults participating in an organization that benefits the children of incarcerated parents, was priceless. All Build-A-Bears were collected as they were made into care packages for the children of incarcerated parents during the next class. As part of the donation, markers were purchased at a bulk price by the teacher to provide them for children visiting their mother or father on their celebratory days. In Appendices M & N, students and the supervising teacher partake in creating and designing the Memory Journals, as well as assembled care packages that included 1-Memory Journal, 1-set of Markers, and 1 Build-A-Bear, packaged in a brown paper bag.

Evaluation

Students and the supervising teacher became aware of the mental, social and emotional obstacles that children of incarcerated parents encounter. The Found Quotes reflected what the
students comprehended from the readings, as they chose 5 words, they were able to produce a motivational quote. The Found Poems were a great representation of several points of view the poem was written from—e.g. the affected child, the community, and the imprisoned parent. It was compelling to see how the students grasped the understanding of parental incarceration that impacts distinctive perspectives.

While viewing the short video, *When Mother’s Day Means A Trip To Prison*, several students showed empathy, including mild sobbing. There was one particular student that had a good question after the video, she asked “aren’t all teachers trained for these situations? shouldn’t they know about this already?” The response was “No, not all teachers are trained to handle this kind of situations, sometimes they are not aware of how to educate the class on this subject. It is important to educate teachers and students on what you, the class, the community can do to help ease the trip of a child affected by simply donating one of the few things that might be a treasure for the child, e.g. a teddy bear, markers or a Memory Journal.” While the students were creating their Memory Journal, the conversations that they had amongst themselves were mostly about how the child will feel after receiving their care package. The students exhibited excitement for the children affected to receive their bear to accompany them on their trip to see their mother or father for their celebratory days.
Reflection

Discussion

Different perspectives have been examined through academic, social and mental settings, on the effects of parental incarceration. Two students at Aeonium High School were interviewed for further understanding in this project. Pseudonyms have been given to both students to protect their identity and confidentiality of the interviews, the pseudo names presented are Nick and Sam.

Nick is a senior at Aeonium High School and was only 2 years old when his father was imprisoned, the reason for his father’s arrest remains undisclosed. Nick did not witness his father’s arrest but expressed his feeling’s of depression, loneliness, anger and hate, due to the incarceration of his father. The feelings Nick felt, impacted him tremendously due to the fact that he did not have counseling services provided such as talking to a psychologist, therapist, school counselor or teacher. Academically he was never pushed to excel in school, nor was there a form of encouragement, his support system was his mother who worked various jobs to maintain the household. Socially, Nick avoided contact with his peers because he was ashamed to open up to new people knowing that he would be pushed away and labeled as ‘the bad kid’ of the school, simply because he had a father in prison. The pain, hurt and lack of support system at home and at school made him realize that he needed to get past this predicament himself, changes needed to be made so he going a sport’s team to channel his unsaid emotions. Nick joined the high school’s Track Team where he is his best at hurdles, he states “my inspiration is to be a better person, make it out of this town and write my own success story,” (personal communication,
Lastly, Nick’s mental health generated confusion, lost the guidance he sought out for, and was cornered inside his mind with amalgamated feelings towards his father and law enforcement.

In addition to Nick’s story, Sam experienced a similar experience. Sam is also a senior at Aeonium High School, and was about 5 to 6 years old when he witnessed his father’s arrest. Sam’s family was at the store purchasing a bag of hot Cheetos, when law enforcement came and arrested his father on gang related charges. It was interesting to hear that Sam refuses until this day to eat hot Cheetos, because it reminds him of the traumatic experience while he witnessed his father’s arrest. The imprisonment of Sam’s father impacted him mentally and socially, his friends would no longer come over to his house because they were afraid Sam would exhibit behaviors similar to those of his father which classified him as a ‘troubled or delinquent child.’

While Sam had the predicament of being left by his friends, he was constantly worried about his father in prison which caused his anxiety and nervousness to increase when he was younger. Like Nick’s story, Sam did not receive counseling services from psychologists, therapists, school counselors or teachers. Academically, Sam had the support of his mother who is a nurse at a hospital, his grandparents an a few teachers at Aeonium High School. Sam’s family also taught him to not have resentment towards his imprisoned father, he states, “My mom and grandparents motivate me to keep my father in my heart and to never forget him because he is human and we all make mistakes,” (personal communication, 2019). It is a beautiful and kind thought he stated about his father, showing his family’s integrity. An important issue for Sam to endure as he was growing up, was not having a father to teach him about the male body—puberty. Although Sam’s mother remarried, gaining a step-father, Sam did not have a trustworthy relationship with his step-dad which made him acquire information about the male body on his own. Sam’s family
has been a great support system, which motivates him everyday towards his future goals of attending the University of California-Irvine or Stanford University, majoring in Forensic Science/Criminology. Sam dreams of working with the Federal Bureau of Investigations Agency to become a crime scene investigator.

**Recommendations**

In further addressing the conversations with Nick and Sam, both students were asked, “What advice do you have for children of incarcerated parent’s, that have experienced similar situations?” Nick responded by “finding hobby’s and a friend to talk to, there’s ways out and people who can help you,” (personal communication, 2019). Sam on the other hand stated, “focus on school and learn how to be independent because you will most likely be raised in a single-parent household. Also, never hold grudges on your incarcerated parent for their actions unless they affected you in an unreasonable way. Remember to forgive and love,” (personal communication, 2019). Nick and Sam’s interviews were essential to the research for the Capstone Project, to further explain first hand the effects of having an incarcerate parent.

A few recommendations for future instruction of the unit, is to teach the lessons when there is no SBAC or SAT testing which limits time to instruct. Additional time could be allotted for the Memory Journal activity, about 80% of students where able to complete it, adding another day would benefit the students to fully finish their project and not feel so rushed. As for allocating the bears from Build-A-Bear, the supervising teacher and writer promoted the Service Project party with Build-A-Bear for a week and a half, it is preferred to advertise the party at least 3 weeks in advance to increase the participation of people attending the Build-A-Bear Service Project party.
Future Plans to Build on the Capstone

The future plans to build on this Capstone Project is to advocate awareness, among school administrators, teaching staff and caregivers on providing support for children of incarcerated parents at school and at home. The writer sees herself facilitating workshops for teachers and school administration, on ways to include a variety of lesson plans or activities that can be incorporated in the classroom. Not enough teachers know how to incorporate an open discussion of parental incarceration, or know how to serve children and adolescents that are affected by maternal or paternal incarceration. Likewise, the writer hopes to integrate an annual Service Project party at Build-A-Bear to support organizations like Get On the Bus and Camp Suzanne, by sponsoring the children in these programs with a teddy bear.

Conclusion

In conclusion, the term incarceration was explored in depth regarding the effects of having a mother or father in prison. A child that has witnessed the apprehension of their parent(s) can cause trauma that no one else would think of, e.g. Sam not eating hot Cheetos, that serves as a trigger of the day that his dad was captured. Mothers and fathers that are incarcerated, have dealt with their own issues that come from their childhood, that is reason for their unlawful conduct. The children that are left behind in the next kinship, are stigmatized as “bad children, or most likely to end up like their jailed father or mother,” these type of classifications need to end and more advocating needs to arise to support the children affected by parental incarceration.

Initiating a change starts with one person, and that person can be anybody. In this project a safe discussion was opened by the writer, at the discretion of the supervising teacher. Young adolescents were educated on children of incarcerated parents, as well as the effects it has on the
children mentally, emotionally and academically. The students were successful in producing motivational quotes and poems, generated from *Teen Vogue* articles in regards to parental incarceration. Lastly, the students were ecstatic to participate in giving back to the community, by purchasing teddy bears and assembling care packages to donate to the Get On the Bus organization. Overall, the Capstone Project has inspired students, teachers, and administrators to pursue a program that could help affected students, but also come to together as a community to support similar organizations that cater to children of incarcerated parents.
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The picture seen on the board is of a child being searched by a woman with a man's arm and part of his leg shown in the background. The child doesn't look like he's under any distress, based on his facial expression. He looks playful. The woman searching looks like a government official, with her outfit, gloves, and what looks like a badge. I'm not sure where they are, but it doesn't look like a 'conventional' doctor's office. The man's arm and legs shown in the background might be his dad. The building they're in might be a jail.
The relationship you have with your parents is special. Never forget that they’ll always be supported. You are loved. Understand that it takes time for you and your parents to heal and move on. But you got it.

My Story of Struggle, My Story of Progress.

Although most days seem emotionally difficult, remember you are loved and supported.
Due Now #2 (write name on the back)

Based on the Teen Vogue article by Rachel Anspach—“What It’s Like to Have an Incarcerated Parent,” she states:

“Many feel the criminal justice system does not take parental relationships into account when sentencing adults—and having a parent go to prison can make a child more likely to end up in the system as well.”

1. Do you agree that a child that has an incarcerated parent will end up in the system? Explain why or why not.

2. How are children of imprisoned parents affected during their 3 areas of growth? Name the areas and explain how they can be supported.

3. What burdens do Caretakers have when they are granted custody of the child? A burden caretakers now when they are granted custody of the child because they feel they have to make them feel good all the time.

4. Who are the “invisible population,” and are they being provided with sufficient support at schools? Provide an example of how support can be implemented by either a student, teacher, counselor or caregiver (choose one). The invisible population are children who are victims of parental incarceration. They are if they look for help being provided with enough support at school. Counselors can be helpful to kids by having support and talking to them about their problems instead of letting them act out.
Appendix D

Due Now #2 (write name on the back)

Based on the Teen Vogue article by Rachel Anspach—“What It’s Like to Have an Incarcerated Parent,” she states:

“Many feel the criminal justice system does not take parental relationships into account when sentencing adults—and having a parent go to prison can make a child more likely to end up in the system as well.”

1. Do you agree that a child that has an incarcerated parent will end up in the system? Explain why or why not.
   I think it just depends on the child's role models around them, the support they have growing up, and their own awareness and desire to not end up in the same system.

2. How are children of imprisoned parents affected during their 3 areas of growth? Name the areas and explain how they can be supported.
   Mental, physical, and emotional health impacts.
   Develop psychological and behavioral issues.

3. What burdens do Caretakers have when they are granted custody of the child affected? They have to feed and pay for them. a added economic and emotional burdens or having an incarcerated loved one?

4. Who are the “invisible population,” and are they being provided with sufficient support at schools? Provide an example of how support can be implemented by either a student, teacher, counselor or caregiver (choose one).
   - Invisible population = children of incarcerated parents
   - Children are often discriminated at school
   - Caregivers can make sure children are active in activities so they can feel connected and apart of something even though their families may be split up.
Appendix E

Poem:

Living without a mother or father figure hurts
Living with stereotypes & harsh treatments degrades your worth
Traumatized by assault & the unfair justice system,
With all this it hard to make your voice heard

Try to find your voices' worth
Don't let the stereotypes & assault degrade your worth
Allow your life to be heard
Remember you are loved & well deserved.
Appendix F

Successfully change ✓
Involved ✓
Understanding ✓
Together ✓
Created ✓
To better ✓
Impossible ✓
Seek out help ✓
Community ✓
Help ✓

You can successfully change the way you perceive life.
It may seem impossible to better your life,
but as you seek out for help,
your community will stand beside you.

Together we can help children
who are involved in depression,
We were created to be strong & understanding
but also, to be supportive of one another.
Appendix G

1. Hope 6. Powerful
2. Stone 7. Fear
3. Correction 8. Family
5. Freedom 10. Incarcerated

I feel freedom and power.
I feel fear and shame.
All I could hold on to is my dignity.
And not take all the blame.

I hope I never get incarcerated again.
I’ll do anything to correct my mistakes.
I love having my family.
And will do anything to not have this bond break.
**Appendix H**

## 5E.LP- FOUND QUOTE (DAY 1)

**Teacher:** Ms. Castellanos

**Subject:** English (45 minutes)

**Topic:** Children of Incarcerated Parents

**Grade Level:** 10th - 12th

### Standards:
- **SL 9-10:1:** initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, text, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- **W.11-12.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes.
- **W.11-12.3:** Write narratives to develop real or imagined experiences or advanced using effective technique, well-chosen details, and well-structured event sequences. A provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### Objectives:
- Students will determine words to construct their quote.

### Differentiated Instruction:
- **SPED Students:** In increasing literacy skills, SPED students will be required to write as much as they can. If they are not able to see the prompt or picture, having 10-12 prints of the DN’s should be sufficient, students can share. Modify highlighted words to 3 minimum.
- **ELL Students:** The DN & Article can be translated into Spanish; for the student to better understand it. They will still need to highlight 5 words to create a quote.

### 5E's

**Engage:** Upon entering the classroom, students will be directed to get out a sheet of lined paper and pen or pencil. A ‘Due Now (DN)’ will be presented via Power-Point in which students will analyze the picture presented on the board and write for 10 minutes continuously.

**Explore:** After 10 minutes proceed to opening a discussion of what is going on in the picture, ask questions like “Where do you think this child is at? What is he doing there? Why is he being inspected?” This will open up for students to actively participate in explaining the picture to the teacher and students. **REMINDER:** Students who have IEP’s and are ELL’s may not be called or to be called in front of other students due to embarrassment or being put on the spot. **REVIEW IEP'S AND ELL’S BEFORE HAND.**

**Explain:** Proceed onto the next slides pictures on Paternal Incarceration and Maternal Incarceration. These pictures a specified on a child with her dad, and children with their mothers. Have students examine the facial expressions of the parents and children, ask what the children and parents might be feeling or expressing to each other. Collect Due Now’s for points, pass out article to transition.

**Elaborate:** Transition into reading the article by Rachel Anspach “What It’s Like to Have an Incarcerated Parent,” direct students to highlight 5 words during their reading to create a motivational 1-2 sentence Found Quote within the article. Article will be read as a class, using Popcorn method. While students are reading the article, teacher can pass out a Post-It to each student on their desk.

**Evaluate:** Students will be evaluated by using the five words found in the article to create a Found Quote. The Found Quote that the students create will be written on the Post-It provided; afterwards the students can post their Post-It on the white board or a designated wall space. Students will be invited to look at everyone’s quote on the board or wall in a Gallery Walk style.

### Assessment

**Formative Assessment:** As students are writing the DN, teacher can circulate the classroom, checking-off students who are participating in the write up and if they need any help.

**Summative Assessment:** Students will produce an authentic quote from the article using the 5 words they highlighted while reading, written on the Post-It provided by the teacher. Post-It will be on display on the whiteboard or designated wall space so that all students can see what each other wrote—Gallery Walk style.
## Appendix I

### 5E.LP - FOUND POEM (DAY 2)

**Teacher:** Ms. Castellanos

<table>
<thead>
<tr>
<th>Subject:</th>
<th>English (55 minutes)</th>
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<tbody>
<tr>
<td>Topic:</td>
<td>Children of Incarcerated Parents</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10th - 12th</td>
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### Standards:
- SL 1.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-12 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.
- W.L.11-12.1: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes.
- W.L.11-12.3: Write narratives to develop real or imagined experiences or advanced using effective technique, well-chosen details, and well-structured event sequences. A provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- L.L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Objectives:
- Students will create a word bank and produce a Found Poem reflecting the article.

### Differentiated Instruction:
- **SPED Students:** In increasing literacy skills, SPED students will be required to write as much as they can and answer the DN questions. For the Found Poem, SPED students will need to highlight 7 words or phrases.
- **ELL Students:** The DN & Articles can be translated into Spanish for the student to better understand it. They will still need to highlight 10 words to create a quote.

### 5E's

<table>
<thead>
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<th>Directions</th>
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<tbody>
<tr>
<td><strong>Engage:</strong> Upon entering the classroom, students will be handed a ‘Due Now #2 (DN)’ questionnaire to work on the first 10 minutes of class. Due Now #2 is a Summative Assessment based on what was learned the day before in Ansposchi's article. Teacher will read the questions out loud, and ask if there are any questions, clarifications or concerns. While students are completing the DN, teacher can check-in with each student if they need help. Collect papers as students finish, teacher will review questions asked on the worksheet in an open discussion. Pick on students to answer the questions. <strong>REMEMBER:</strong> Students who have IEP's and are ELL's may not like to be called in front of other students due to embarrassment or being put on the spot. REVIEW IEP's AND ELL's BEFORE HAND.</td>
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<td><strong>Explore:</strong> Transition into the 4 Articles. In groups of 4 (Initial Groups), give each student a different article to read. Students will participate in Jigsaw Readings, reading the articles individually to themselves for 10-15 minutes. As students read, remind them to highlight 10 words in their reading to form a Word Bank for their Found Poem. Meanwhile check on SPED and ELL Students.</td>
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<td><strong>Explain:</strong> Bring back the class and assign groups according to their article they read, since there are 4 articles there should be 4 groups. Each group should have read the same article. Students will participate in a brief (5 mins. or so) discussion on what they read in their article, asking questions and clarifying their thoughts and ideas. Have questions on the Powerpoint like &quot;What was the article about? Who was affected? How are they getting help or who helped them? What is their message trying to convey?&quot;</td>
</tr>
<tr>
<td><strong>Elaborate:</strong> After their brief discussion have students go back into their Initial Groups, each student in the group shall share what was discussed in their article groups and discuss the same questions as above. As added questions for students to answer is &quot;What can be done to help students of incarcerated parents? Where can an affected student seek possible resources?&quot; Lead into a further discussion as a class and select students to share their thoughts.</td>
</tr>
<tr>
<td><strong>Evaluate:</strong> Students will produce a 4 stanza Found Poem, in which they will use their Word Bank made up of 10 words or phrases. The Found Poem should reflect the article, students can write from different points of view like a person or object regarding parental incarceration— ex: the telephone used to communicate with family members, the window, the child, caregiver, the cell, jail bars, mirror, parent in jail (mom or dad), the chair, the guard. Show variety of pictures via Power Point of Parental Incarceration to aide students in writing their Found Poem. It will be collected at the end of class.</td>
</tr>
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### Assessment

**Formative Assessment:** As students are completing the DN #2 Worksheet, teacher can circulate the classroom, checking-off students who are participating in the write up and if they need any help.

**Summative Assessment:** Students will produce an authentic poem from their designated article using the 10 words they highlighted during their reading. Students will create a poem of at least 2 stanzas or more using their Word Bank of 10 words or phrases.
### 5E_LP - MEMORY JOURNAL (DAY 3)

**Teacher:** Ms. Castellanos

**Subject:** English (55 minutes x 2 classes)

**Topic:** Children of Incarcerated Parents

**Grade Level:** 10th - 12th

**Standards:**
- VA2.1: Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

**Objectives:**
- Students will produce a Memory Journal

**Differentiated Instruction:**
- **SPED Students:** Have pre-cut outs of pages or designs if they have difficulty using scissors.
- **ELL Students:** Explain instructions in Spanish, or have a student explain the instructions from English to Spanish.

### 5E’s

**Engage:**
Show students a brief video from Get On the Bus Organization, aimed at helping children of incarcerated parents. Maternal Incarceration [https://www.youtube.com/watch?v=yqy0Bsz4H5s](https://www.youtube.com/watch?v=yqy0Bsz4H5s). Paternal Incarceration [https://www.youtube.com/watch?v=V29BPwXbF3E](https://www.youtube.com/watch?v=V29BPwXbF3E). **REMINDER:** Students who have IEPs’s and are ELL’s may not be able to be called in front of other students due to embarrassment or being put on the spot. REVIEW IEP’S AND ELL’S BEFORE HAND.

**Explore:**
As a class we discussed what the child felt on his way to see his mom in prison, the process of entering the correction facilities, and the bittersweet feelings the child had after visiting his mom. Teacher can pick on different students to cite their opinion on Maternal Incarceration. Repeat discussion process after watching Paternal Incarceration Videos. Review the information provided. **REMINDER:**

**Explain:**
Explain to class that the organization they will be helping is for Get On The Bus. The Memory Journal Album will include 4 pages front and back for a total of 7 pages that will specific criteria to meet. The process of getting bears from Build-A-Bear is to book a Service Project Party for students and teachers to participate, purchasing bears from the store at $10 a bear, since this a community service project, students will receive community service hours. The markers and paper bags can be donated by the school or purchased by the teacher or parents of students.

**Elaborate:**
- Each 4 page (front and back) Memory Journal will consist of
  - 1 pg. Title Page
  - 1 pg. Family Picture
  - 1 pg. Letters from You
  - 1 pg. Coloring Pages (insert 8.5”x5.5” coloring pages)
  - 2 pg. IJT (Keep it Touch)
  - 1 pg. Quote (Found Quote)

  * Total of 7 Pages.

Students will be making an album for the children participating in Get On the Bus Organization, they will be creating an album with title pages only using the materials provided above in the Material box section. Student’s will not be providing Family Picture, Letters from You, IJT information, each page will have its own title and creative format. The only page that will have information provided from the student is the Quote page, students will write the Found Quote they produced from the Day 1 Lesson Plan.

**Evaluate:**
- Students will be evaluated based on the following rubric, each page is 2 points for a total of 14 points, creativity, design, including the Found Quote they created. Once the Memory Album is completed, students will assemble a care package made up of 1 Memory Journal, 1 Build-A-Bear, and 1 set of 10 count Markers in a brown paper bag.
- Rubric:
  - 7pgs. x 2pts. = 14 pts
  - Creativity = 5 pts
  - Design = 6pts
  - Found Quote = 5 pts

  * Total = 35pts

### Assessment

**Formative Assessment:** Teacher will circulate around the classroom helping students design and develop their Memory Journal.

**Summative Assessment:** The Memory Journal will be a culminating project, as well as assembling a care package for each child participating in Get On the Bus Organization.
Appendix M
Appendix N