

WHEN THEY SEE US Companion Guide

Works Cited

Section / Header /SubHeader	Link Name and Link	Type	Source Author
Section 1, When They See Us Learning Guide: An Introduction	New York's Exonerated Five https://www.history.com/topics/1980s/central-park-five	Article	History.com History.com Editors
Section 1, When They See Us Learning Guide: An Introduction	film in four parts https://www.vulture.com/2019/07/vulture-tv-awards-best-miniseries-when-they-see-us.html	Article	Vulture.com Matt Zoller Seitz
Section 1, When They See Us Learning Guide: An Introduction	vacated https://www.leagle.com/decision/2002675194misc2d4811604	Court Case	Leagle.com Supreme Court, New York County
Section 1, Giving Context: Setting the Stage for the Series, Background, Setting and Context, Giving Context: Setting the Stage for the Series	New York Magazine, Central Park Revisited, October 21, 2002 https://nymag.com/nymetro/news/crimelaw/features/n_7836/index.html	Article	Nymag.com Chris Smith
Section 1, Giving Context: Setting the Stage for the Series, Background, Setting and Context, Giving Context: Setting the Stage for the Series	crack cocaine epidemic https://www.villagevoice.com/2014/08/07/the-rise-and-fall-of-crime-in-new-york-city-a-timeline/	Article	Villagevoice.com Albert Samaha
Section 1, Giving Context: Setting the Stage for the Series, Background, Setting and Context, Giving Context: Setting the Stage for the Series	high unemployment https://www.villagevoice.com/2014/08/07/the-rise-and-fall-of-crime-in-new-york-city-a-timeline/	Article	Villagevoice.com Albert Samaha
Section 1, Giving Context: Setting the Stage for the Series, Background, Setting and Context, Giving Context: Setting the Stage for the Series	severely understaffed police force https://www.villagevoice.com/2014/08/07/the-rise-and-fall-of-crime-in-new-york-city-a-timeline/	Article	Villagevoice.com Albert Samaha

Section 1, Giving Context: Setting the Stage for the Series, Background, Setting and Context, Giving Context: Setting the Stage for the Series	“You give us 22 minutes, we’ll give you a homicide.” https://nypost.com/2017/12/13/the-reign-of-terror-when-murder-was-king-of-new-york-in-the-80s-and-90s/	Article	Nypost.com Larry Celona and Bruce Golding
Section 1, Giving Context: Setting the Stage for the Series, Background, Setting and Context, Criminalization and Inequity	U.S. Department of Justice https://www.bjs.gov/content/pub/pdf/p17.pdf	Report	Bjs.gov Jennifer Bronson and E. Ann Carson
Section 1, Giving Context: Setting the Stage for the Series, Background, Setting and Context, Criminalization and Inequity	report from The Stanford Center on Poverty and Inequality. https://www.themarshallproject.org/documents/4316517-Pettit-Sykes-2017-incarceration-report	Report	Themarshallproject.org Becky Pettit and Bryan Sykes
Section 1, Giving Context: Setting the Stage for the Series, Background, Setting and Context, Criminalization and Inequity	Professor Nina Moore https://www.c-span.org/video/?324425-1/the-political-roots-racial-tracking-american-criminal-justice	Video	c-span.org Nina Moore
Section 1, Giving Context: Setting the Stage for the Series, Background, Setting and Context, Power and Positionality	Power is neither positive nor negative https://www.psychologytoday.com/us/blog/the-human-experience/200904/personal-power	Article	psychologytoday.com Robert W Firestone
Section 1, Giving Context: Setting the Stage for the Series, Background, Setting and Context, Power and Positionality	prosecutors https://www.youtube.com/watch?v=H1fvr9rGgSg	Video	youtube.com Adam Foss
Section 1, Giving Context: Setting the Stage for the Series, Background, Setting and Context, Power and Positionality	brief published by New York’s Vera Institute of Justice https://www.vera.org/publications/for-the-record-unjust-burden	Brief	Vera.org Elizabeth Kai Hinton, LeShae Henderson and Cindy Reed
Section 1, Giving Context: Setting the Stage for the Series, Background, Setting and Context, Humanity	“enforce the law, preserve peace, protect the people, reduce fear” https://www1.nyc.gov/site/nypd/about/about-nypd/mission.page	Website	Nyc.gov New York City Police Department

Section 1, Part One - Lesson Plan	certain individual rights https://www.aclu.org/know-your-rights/	Website	Aclu.org American Civil Liberties Union
Section 1, Part One - Lesson Plan	learn how to detect media bias. https://www.adfontesmedia.com/more-educator-materials/?v=402f03a963ba	Videos	Adfontesmedia.com Ad Fontes Media, Inc.
Section 1, Episode One Recap, Activity, Class Discussion	American Civil Liberties Union https://www.aclu.org/know-your-rights/stopped-by-police/	Website	Aclu.org American Civil Liberties Union
Section 1, Episode One Recap, Activity, Class Discussion	If you are stopped by the police in public https://www.youtube.com/watch?time_continue=14&v=20Z9fRrAXgo	Video	Youtube.com THE D.R.E.A.M. RING and American Civil Liberties Union
Section 1, Episode One Recap, Activity, Class Discussion	If you are arrested or detained https://www.youtube.com/watch?v=gEMsIXo_3Ig	Video	Youtube.com American Civil Liberties Union
Section 1, Episode One Recap, Activity, Class Discussion	If the police are at your door... https://www.rewire.org/rights-police-at-your-door/	Article	Rewire.org Taylor Hartman
Section 1, Episode One Recap, Activity, Class Discussion	If you observe what seems to be an abuse of power by the police https://www.justice.gov/crt/addressing-police-misconduct-laws-enforced-department-justice	Website	Justice.gov U.S. Department of Justice
Section 1, Episode One Recap, Activity, Digging Deeper	Winning Justice: The Prosecutor Project, powered by Color of Change https://www.winningjustice.org/	Website	Winningjustice.org Color Of Change
Section 1, Episode One Recap, Activity, Digging Deeper	Know Your Rights Camp Resource Guide (scroll to bottom) https://www.knowyourrightscamp.com/new-orleans	Resource guide	Knowyourrightscamp.com Know Your Rights Camp
Section 1, Episode One Recap, Activity, Digging Deeper	The New Jim Crow Study Guide by Michelle Alexander https://newjimcrow.com/	Website	Newjimcrow.com Veterans of Hope
Section 1, Episode One Recap, Activity, Digging Deeper	The Bi-lingual Courtroom https://press.uchicago.edu/ucp/books/book/chicago/B/bo26032821.html	Book	Press.uchicago.edu Susan Berk-Seligson
Section 1, Episode One Recap, Activity, Digging Deeper	Americans with Disabilities Act and Law Enforcement https://www.ada.gov/q%26a_law.htm	FAQ	Ada.gov Department of Justice

Section 1, Episode One Recap, Activity, Digging Deeper	ACLU - Deaf and Police Interaction https://www.youtube.com/watch?v=pAvevviVwjY	Video	Youtube.com American Civil Liberties Union
Section 1, Episode One Recap, Activity, Digging Deeper	ACLU - Immigrants and Residents' Rights https://www.aclu-md.org/en/know-your-rights/immigrants-and-residents-rights	Resource list	aclu-md.org American Civil Liberties Union
Section 1, Activity Two, Objective	learn how to detect media bias https://www.adfontesmedia.com/more-educator-materials/?v=402f03a963ba	Video	Adfontesmedia.com Ad Fontes Media, Inc.
Section 1, Activity Two, Reflective Questions	systems of racial and social control https://eji.org/news/history-racial-injustice-race-and-criminal-justice/	Article	Eji.org Equal Justice Initiative
Section 1, Activity Two, Disrupting Injustice	23% of America's 8th graders are proficient in social studies. https://www.nationsreportcard.gov/	Data Report	Nationsreportcard.gov National Assessment of Educational Progress
Section 1, Activity Two, Digging Deeper	Lesson Plan: Decoding Media Bias, PBS https://www.pbs.org/newshour/extra/lessons-plans/decoding-media-bias-lesson-plan/	Lesson Plan	pbs.org PBS NewsHour Extra
Section 1, Activity Two, Digging Deeper	Making Sense of the News: News Literacy Lessons for Digital Citizens https://www.coursera.org/learn/news-literacy	Online Course - free to audit	Coursera.org Masato Kajimoto, Anne Kruger, Jonathan Anzalone, Richard Hornik, Howard Schneider, Steven Reiner, Michael A. Spikes
Section 1, Activity Two, Digging Deeper	Reliability of Sources by East Michigan University https://www.emich.edu/library/help/tutorials/assets/reliability/index.html	Presentation	emich.edu Eastern Michigan University
Section 1, Activity Two, Digging Deeper	News Literacy Project - News Lit Quiz https://newslit.org/get-smart/how-news-literate-are-you-quiz/	Quiz	Newslit.org The News Literacy Project
Section 1, Activity Two, Digging Deeper	News Literacy Project - Resources for Educators https://newslit.org/educators/	Media Literacy Resources	Newslit.org The News Literacy Project
Section 1, Activity Two, Digging Deeper	The Center For Racial Justice - Race Reporting Guide https://www.raceforward.org/reporting-guide	Race Reporting Guide	Raceforward.org Race Forward
Section 1, Additional Links	Social Justice Poetry: https://www.splitthisrock.org/poetry-database	Poetry Database	Splitthisrock.org Split This Rock

Section 1, Additional Links	Wakelet, reviewed here https://www.teachersfirst.com/single.cfm?id=17619	Teacher Resource - Content Aggregator for Students	Teachersfirst.com The Source for Learning
Section 1, Additional Links	Anchor, reviewed here https://www.teachersfirst.com/single.cfm?id=17930	Teacher Resource - Student Podcast Site	Teachersfirst.com The Source for Learning
	people of color in the criminal justice system. https://njdc.info/wp-content/uploads/2016/10/2017-Henning-Race-Paternalism-and-the-Right-to-Counsel.pdf	Report	Njdc.info Kristin Henning
Section 2, PART TWO - Lesson Plan, Learning Objectives	Juveniles are afforded different rights, depending on the state where they live. https://www.pbs.org/wgbh/pages/frontline/shows/juvenile/stats/juvvsadult.html	Report	Pbs.org Adapted from Office of Juvenile Justice and Delinquency Prevention.
Section 2, PART TWO - Lesson Plan, Learning Objectives	music is used to express connections to freedom and power, as well as sorrow https://www.refinery29.com/en-us/2019/05/234062/when-they-see-us-soundtrack-moon-river-cover	Article	Refinery29.com Ariana Brockington
Section 2, PART TWO - Lesson Plan, Episode Recap	Donald Trump spends \$85,000 on four full-page ads in city papers https://time.com/5597843/central-park-five-trump-history/	Article	Time.com Olivia B. Waxman
Section 2, PART TWO - Lesson Plan, Episode Recap	bail system https://njdc.info/our-work/juvenile-bail-reform/	Report	Njdc.info National Juvenile Defender Center
Section 2, PART TWO - Lesson Plan, Activity One, Objective	juvenile justice system https://www.baltimoresun.com/opinion/op-ed/bs-ed-op-0624-children-rights-20190620-story.html	Article	Baltimoresun.com James L. Dold
Section 2, PART TWO - Lesson Plan, Activity One, Reflection Questions	Miranda Rights https://criminal.findlaw.com/criminal-rights/miranda-rights-and-the-fifth-amendment.html	Article	Criminal.findlaw.com FindLaw Editors and Legal Writers
Section 2, PART TWO - Lesson Plan, Activity One, Class Discussion	gave statements https://jlc.org/news/demand-humanity-when-they-see-us-and-police-coercion-black-youth-language-and-learning	Blog Post	Jlc.org Jessica Feierman and Shameka Stanford

Section 2, PART TWO - Lesson Plan, Activity One, Class Discussion	How are the goals different? https://youth.gov/youth-topics/juvenile-justice	Resource list	Youth.gov Interagency Working Group on Youth Programs
Section 2, PART TWO - Lesson Plan, Activity One, Class Discussion	How are the proceedings different? https://www.pbs.org/wgbh/pages/frontline/shows/juvenile/stats/juvvsadult.html	Resource	Pbs.org Adapted from Office of Juvenile Justice and Delinquency Prevention.
Section 2, PART TWO - Lesson Plan, Activity One, Class Discussion	What are the verdicts called? https://www.law.uh.edu/center4clp/downloads/collateralconsequences_youth_eng.pdf	Resource	University of Houston Center for Children, Law & Policy
Section 2, PART TWO - Lesson Plan, Activity One, Class Discussion	What's the difference in probation and parole https://njdc.info/juvenile-court-terminology/	Glossary	Njdc.info National Juvenile Defender Center
Section 2, PART TWO - Lesson Plan, Activity One, Digging Deeper	ACLU - Juvenile Justice https://www.aclu.org/issues/juvenile-justice	Resource	Aclu.org American Civil Liberties Union
Section 2, PART TWO - Lesson Plan, Activity One, Digging Deeper	Real Life Real Issues: Juvenile Justice. PBS https://www.pbs.org/video/real-life-real-issues-juvenile-justice-exesbb/	Video	Pbs.org Public Broadcasting Service
Section 2, PART TWO - Lesson Plan, Activity One, Digging Deeper	Constitutional Rights For Juvenile Defendants. Justia https://www.justia.com/criminal/offenses/other-crimes/juvenile-crimes/constitutional-rights-for-juvenile-defendants/	Resource	Justia.com Justia
Section 2, PART TWO - Lesson Plan, Activity One, Digging Deeper	Children In Prison. Juvenile Law Center https://jlc.org/children-prison	Website	Jlc.org Juvenile Law Center
Section 2, PART TWO - Lesson Plan, Activity One, Digging Deeper	Juvenile Court Terminology. National Juvenile Defender Center https://njdc.info/juvenile-court-terminology/	Glossary	Njdc.info National Juvenile Defender Center
Section 2, PART TWO - Lesson Plan, Activity One, Digging Deeper	Equity Project - Ensuring Fairness And Respect For LGBT Youth In Juvenile Delinquency http://www.equityproject.org/	Report	Equityproject.org The Equity Project
Section 2, PART TWO - Lesson Plan, Activity Two, Reflection Questions	African American story http://www.pbs.org/mercy-street/blogs/mercy-street-revealed/songs-of-survival-and-songs-of-freedom-during-slavery/	Blog	Pbs.com Kenyatta D. Berry

Section 2, PART TWO - Lesson Plan, Activity Two, Reflection Questions	Jazz http://kenburns.com/films/jazz-2/	Film	Kenburns.com Ken Burns
Section 2, PART TWO - Lesson Plan, Activity Two, Reflection Questions	Same message: different song. https://www.si.edu/spotlight/african-american-music/roots-of-african-american-music	Resource	Si.edu Smithsonian Music
Section 2, PART TWO - Lesson Plan, Activity Two, Class Discussions	The filmmaker uses the power of music and lyrics to not only set the time and tone of the series but also to layer elements of hope, tragedy and injustice underneath scenes. https://www.esquire.com/entertainment/tv/a27968655/when-they-see-us-soundtrack-kris-bowers-composer-music-interview/	Article	Esquire.com Kris Bowers
Section 2, PART TWO - Lesson Plan, Activity Two, Digging Deeper	Library of Congress - African American Song https://www.loc.gov/item/ihas.200197451	article	Loc.gov Library of Congress
Section 2, PART TWO - Lesson Plan, Activity Two, Digging Deeper	Musical Crossroads - African American Influence on America Music https://nmaahc.si.edu/musical-crossroads	Resource guide	Nmaahc.si.edu National Museum of African American History & Culture
Section 2, PART TWO - Lesson Plan, Activity Two, Digging Deeper	Songs Related to the Abolition of Slavery https://www.loc.gov/item/ihas.200197383/	Article	Loc.gov Library of Congress
Section 2, PART TWO - Lesson Plan, Activity Two, Digging Deeper	Freedom Is Coming: Songs of Freedom, Resistance, and The Underground Railroad https://www.nps.gov/common/uploads/teachers/lessonplans/Freedom-is-Coming.pdf	Lesson plan	Nps.gov New Orleans Jazz National Historical Park
Section 2, PART TWO - Lesson Plan, Activity Two, Digging Deeper	The history of American protest music, from “Yankee Doodle” to Kendrick Lamar https://www.vox.com/culture/2017/4/12/14462948/protest-music-history-america-trump-beyonce-dylan-misty	Article	Vox.com Bridgett Henwood
Section 3, PART THREE - Lesson Plan, Episode Recap	navigating the challenges of reentry https://www.apa.org/pi/ses/resources/indicator/2018/03/prisons-to-communities	Report	apa.org American Psychological Association
Section 3, PART THREE - Lesson Plan, Episode Recap	Recidivism	Article	Stand-together.org Elizabeth Mayer

	https://www.stand-together.org/what-is-recidivism-and-what-can-we-do-about-it/		
Section 3, PART THREE - Lesson Plan, Activity One, Class Discussion	challenges and barriers https://www.mprnews.org/story/2017/03/08/issues-facing-former-inmates	Article & Audio	mprnews.org Kerri Miller and Marcheta Fornoff
Section 3, PART THREE - Lesson Plan, Activity One, Class Discussion	Housing http://humantollofjail.vera.org/the-challenges-of-reentry/	Report	Vera.org Ram Subramanian, Ruth Delaney, Stephen Roberts, Nancy Fishman and Peggy McGarry
Section 3, PART THREE - Lesson Plan, Activity One, Class Discussion	Employment http://humantollofjail.vera.org/the-challenges-of-reentry/	Report	Vera.org Ram Subramanian, Ruth Delaney, Stephen Roberts, Nancy Fishman and Peggy McGarry
Section 3, PART THREE - Lesson Plan, Activity One, Class Discussion	Relationships http://humantollofjail.vera.org/the-challenges-of-reentry/	Report	Vera.org Ram Subramanian, Ruth Delaney, Stephen Roberts, Nancy Fishman and Peggy McGarry
Section 3, PART THREE - Lesson Plan, Activity One, Class Discussion	Transportation http://humantollofjail.vera.org/the-challenges-of-reentry/	Report	Vera.org Ram Subramanian, Ruth Delaney, Stephen Roberts, Nancy Fishman and Peggy McGarry
Section 3, PART THREE - Lesson Plan, Activity One, Class Discussion	Education http://humantollofjail.vera.org/the-challenges-of-reentry/	Report	Vera.org Ram Subramanian, Ruth Delaney, Stephen Roberts, Nancy Fishman and Peggy McGarry
Section 3, PART THREE - Lesson Plan, Activity One, Class Discussion	Bias against the formerly incarcerated https://thecrimereport.org/2017/12/19/why-ending-bias-against-the-formerly-incarcerated-helps-all-americans/	Op-ed	thecrimereport.org Glenn E. Martin
Section 3, PART THREE - Lesson Plan, Activity One, Class Discussion	Policies like sex registries https://thecrimereport.org/2020/03/05/the-hidden-driver-of-recidivism-technical-violations-of-probation-or-parole/	Article	thecrimereport.org TCR Staff
Section 3, PART THREE - Lesson Plan, Activity One, Class Discussion	Requirements of and length of time of parole https://thecrimereport.org/2020/03/05/the-hidden-driver-of-recidivism-technical-violations-of-probation-or-parole/	Article	thecrimereport.org TCR Staff

Section 3, PART THREE - Lesson Plan, Activity One, Seeing Myself in the System	How do biases held by others impact a formerly incarcerated person's reentry? https://thecrimereport.org/2017/12/19/why-ending-bias-against-the-formerly-incarcerated-helps-all-americans/	Op-ed	thecrimereport.org Glenn E. Martin
Section 3, PART THREE - Lesson Plan, Activity One, The Cycle Continues	first 72 hours after release https://www.abc.net.au/news/2019-09-14/the-home-for-prison-lifers-reentering-society/11452788	Article	abc.net.au Elle Hardy
Section 3, PART THREE - Lesson Plan, Activity One, Digging Deeper	Criminal Justice Reform https://eji.org/criminal-justice-reform/	Website	Eji.org Equal Justice Initiative
Section 3, PART THREE - Lesson Plan, Activity One, Digging Deeper	Mass Incarceration https://www.aclu.org/issues/smart-justice/mass-incarceration	Website	Aclu.org American Civil Liberties Union
Section 3, PART THREE - Lesson Plan, Activity One, Digging Deeper	Parole and Release https://www.aclu.org/issues/smart-justice/parole-and-release	Website	Aclu.org American Civil Liberties Union
Section 3, PART THREE - Lesson Plan, Activity One, Digging Deeper	Prison Policy Initiative https://www.prisonpolicy.org/national/	Policy briefs	Prisonpolicy.org Wendy Sawyer Peter Wagner, Alexi Jones, Joshua Aiken, Leah Sakala, Daniel Kopf and Bernadette Rabuy
Section 3, PART THREE - Lesson Plan, Activity One, Digging Deeper	Politics of Criminal Justice Reform https://www.themarshallproject.org/records/611-politics-of-criminal-justice	Resource list	Themarshallproject.org The Marshall Project
Section 3, PART THREE - Lesson Plan, Activity One, Digging Deeper	The History of Mass Incarceration https://www.brennancenter.org/our-work/analysis-opinion/history-mass-incarceration	Article	Brennancenter.org James Cullen
Section 3, PART THREE - Lesson Plan, Activity One, Digging Deeper	Ways to End Mass Incarceration https://www.brennancenter.org/our-work/analysis-opinion/ways-end-mass-incarceration	Article	brennancenter.org James Cullen
Section 3, PART THREE - Lesson Plan, Activity One, Digging Deeper	Prison Education Program http://prisonstudiesproject.org/why-prison-education-programs/	Policy brief	Prisonstudiesproject.org Prison Studies Project
Section 3, PART THREE - Lesson Plan, Activity One, Digging Deeper	The Challenges of Prisoner Re-Entry Into Society https://socialwork.simmons.edu/blog/Prisoner-Reentry/	Report	Socialwork.simmons.edu Simmons Staff

Section 3, PART THREE - Lesson Plan, Activity Two, Class Discussion	families were impacted by their son's incarceration http://humantollofjail.vera.org/the-family-jail-cycle/	Report	Vera.org Vera Institute of Justice
Section 3, PART THREE - Lesson Plan, Activity Two, Class Discussion	Housing https://ellabakercenter.org/sites/default/files/downloads/who-pays.pdf	Report/PDF	Ellabakercenter.org Saneta deVuono-powell, Chris Schweidler, Alicia Walters and Azadeh Zohrabi
Section 3, PART THREE - Lesson Plan, Activity Two, Class Discussion	Mental and Physical Wellbeing https://ellabakercenter.org/sites/default/files/downloads/who-pays.pdf	Report/PDF	Ellabakercenter.org Saneta deVuono-powell, Chris Schweidler, Alicia Walters and Azadeh Zohrabi
Section 3, PART THREE - Lesson Plan, Activity Two, Class Discussion	Financial https://ellabakercenter.org/sites/default/files/downloads/who-pays.pdf	Report/PDF	Ellabakercenter.org Saneta deVuono-powell, Chris Schweidler, Alicia Walters and Azadeh Zohrabi
Section 3, PART THREE - Lesson Plan, Activity Two, Optional Homework	disproportionate incarceration of Black and Brown men impact their communities? https://issues.org/the-effects-of-mass-incarceration-on-communities-of-color/	Report	Issues.org Robert D. Crutchfield and Gregory A. Weeks
Section 3, PART THREE - Lesson Plan, Activity Two, Optional Homework	Ban the Box movement https://www.nelp.org/publication/ban-the-box-fair-chance-hiring-state-and-local-guide/	Resource guide	nelp.org Beth Avery
Section 3, PART THREE - Lesson Plan, Activity Two, Optional Homework	prison education programs http://prisonstudiesproject.org/why-prison-education-programs/	Policy brief	Prisonstudiesproject.org Prison Studies Project
Section 3, PART THREE - Lesson Plan, Activity Two, Seeing Myself in the System	communities of color differently than white families https://www.sentencingproject.org/publications/6148/	Report	sentencingproject.org Kara Gotsch
Section 3, PART THREE - Lesson Plan, Activity Two, Seeing Myself in the System	incarceration impact families with wealth and social networks https://www.prisonpolicy.org/poverty.html	Resource guide	prisonpolicy.org
Section 3, PART THREE - Lesson Plan, Activity Two, The Cycle Continues	generational impact of mass incarceration https://www.amacad.org/publication/incarceration-social-inequality	Report	Amacad.org Bruce Western and Becky Pettit

Section 3, PART THREE - Lesson Plan, Activity Two, Digging Deeper	Incarceration Nation, by American Psychological Association https://www.apa.org/monitor/2014/10/incarceration	Report	Apa.org Lorna Collier
Section 3, PART THREE - Lesson Plan, Activity Two, Digging Deeper	Ban the Box https://www.nelp.org/publication/ban-the-box-fair-chance-hiring-state-and-local-guide/	Resource guide	nelp.org Beth Avery
Section 3, PART THREE - Lesson Plan, Activity Two, Digging Deeper	Prison Studies Project http://prisonstudiesproject.org/	website	prisonstudiesproject.org
Section 3, PART THREE - Lesson Plan, Activity Two, Digging Deeper	U.S. Department of Health and Human Services: From Prison To Home: The Effect of Incarceration And Reentry On Children, Families, And Communities https://aspe.hhs.gov/basic-report/effects-parental-incarceration-young-children	Report	aspe.hhs.gov Ross D. Parke and K. Alison Clarke-Stewart
Section 3, PART THREE - Lesson Plan, Activity Two, Digging Deeper	Strengthening Families and Communities, Vera Institute of Justice https://www.vera.org/strengthening-families-communities	Report	vera.org
Section 3, PART THREE - Lesson Plan, Activity Two, Digging Deeper	The Human Toll of Jail http://humantollofjail.vera.org/	Website	vera.org
Section 3, PART THREE - Lesson Plan, Activity Two, Digging Deeper	Who Pays? The True Cost of Incarceration on Families https://ellabakercenter.org/sites/default/files/downloads/who-pays.pdf	Report/PDF	ellabakercenter.org Saneta deVuono-powell, Chris Schweidler, Alicia Walters, and Azadeh Zohrabi.
Section 4, PART FOUR- Lesson Plan, Key Themes	system isn't broken: it's working exactly as intended https://theintercept.com/2019/11/09/criminal-justice-mass-incarceration-book/	Interview	Theintercept.com Alice Speri
Section 4, PART FOUR- Lesson Plan, Key Themes	wrongs https://hechingerreport.org/pipeline-prison-special-education-often-leads-jail-thousands-american-children/	Report	Hechingerreport.org Jackie Mader and Sarah Butrymowicz
Section 4, PART FOUR- Lesson Plan, Key Themes	changing the system one action at a time http://transformingthesystem.org/pdfs/Transforming-The-System-CJReport.pdf	Report/PDF	transformingthesystem.org I. India Thusi

Section 4, PART FOUR- Lesson Plan, Learning Objectives	human rights https://www.britannica.com/topic/list-of-human-rights-advocates-2041554	List	britannica.com
Section 4, PART FOUR- Lesson Plan, Learning Objectives	civil rights https://www.biography.com/people/groups/civil-rights-activists	List	biography.com
Section 4, PART FOUR- Lesson Plan, Learning Objectives	Equality https://time.com/5783951/equality-activists/	list	time.com
Section 4, PART FOUR- Lesson Plan, Episode Four Recap	solitary confinement rather than the infirmary where he spends much of his prison sentence, passing in and out of reality https://www.psychologytoday.com/us/blog/modern-minds/201806/what-really-happens-inside-prisoner-isolation-cells	Article	Psychologytoday.com Kevin Bennett Ph.D.
Section 4, PART FOUR- Lesson Plan, Episode Four Recap	parole https://www.themarshallproject.org/2015/07/10/how-to-investigate-parole-release-rates-in-your-state	Report	Themarshallproject.org Beth Schwartzapel
Section 4, PART FOUR- Lesson Plan, Episode Four Recap	exonerated https://www.democracynow.org/2002/12/20/central_park_5_are_cleared_mahattan	Video	democracynow.org
Section 4, PART FOUR- Activity One, Reflection Questions	Race https://www.law.umich.edu/special/exoneration/Pages/Race-and-Wrongful-Convictions.aspx	Infographic	law.umich.edu/
Section 4, PART FOUR- Activity One, Reflection Questions	"the system is broken!" https://emersoncollective.com/articles/2015/10/our-broken-justice-system-doesnt-reflect-our-values	Article	emersoncollective.com Sen. Cory Booker (D-NJ)
Section 4, PART FOUR- Activity One, Reflection Questions	Chain gang http://www.pbs.org/tpt/slavery-by-another-name/themes/chain-gangs/	Video	pbs.org
Section 4, PART FOUR- Activity One, Class Discussion	"The Enduring Myth of Black Criminality" https://www.youtube.com/watch?v=cQo-yYhExw0	Video	The Atlantic Ta-Nehisi Coates
Section 4, PART FOUR- Activity One, Class Discussion	The Future of Race In America, TEDx Talks https://www.youtube.com/watch?v=SQ6H-Mz6hgw	Video	Author Michelle Alexander

Section 4, PART FOUR- Activity One, Continued Discussion	“prison abolition” and “criminal justice reform” https://statesofincarceration.org/story/prison-reformprison-abolition	Article	Statesofincarceration.org Chelsea Miller
Section 4, PART FOUR- Activity One, View	Debtors' Prisons: Life Inside America's For-Profit Justice System https://www.youtube.com/watch?v=RIghbrn5yfl	Video	Vice Justice Series
Section 4, PART FOUR- Activity One, Cycle Continues	wrongfully convicted https://eji.org/issues/wrongful-convictions/	Website	Eji.org Equal Justice Initiative
Section 4, PART FOUR- Activity One, Digging Deeper	Our Broken Justice System Doesn't Reflect Our Values , Emerson Collective https://emersoncollective.com/articles/2015/10/our-broken-justice-system-doesnt-reflect-our-values	Article	emersoncollective.com Sen. Cory Booker (D-NJ)
Section 4, PART FOUR- Activity One, Digging Deeper	The Criminal Justice System Is Not Broken, It's Doing Exactly What It's Meant To Do , Kennedy School Review https://ksr.hkspublications.org/2014/12/05/the-criminal-justice-system-is-not-broken-its-doing-exactly-what-its-meant-to-do/	Article	Ksr.hkspublications.org Reetu Mody
Section 4, PART FOUR- Activity One, Digging Deeper	The Innocence Project https://www.innocenceproject.org/all-cases/	List	innocenceproject.org
Section 4, PART FOUR- Activity One, Digging Deeper	Causes of Wrongful Convictions: False Confessions , Brandeis University https://www.brandeis.edu/investigate/innocence-project/false-confessions.html	Video	brandeis.edu
Section 4, PART FOUR- Activity One, Digging Deeper	Just Mercy: Race and The Criminal Justice System with Bryan Stephenson https://www.youtube.com/watch?v=x5DfVmtKgzw	Video	Bryan Stephenson
Section 4, PART FOUR- Activity One, Digging Deeper	Why People Confess to Crimes They Didn't Commit , Science Magazine https://www.sciencemag.org/news/2019/06/psychologist-explains-why-people-confess-crimes-they-didn-t-commit	Article	Sciencemag.org Douglas Starr
Section 4, PART FOUR- Activity One, Digging Deeper	Fostering Crucial Conversations about Race, Law Enforcement and the Law , Georgia Appleseed Center for Law and Justice https://gaappleseed.org/media/docs/RLEL%20Report/FINAL_GA_APPLESEED_Race_Law_Enforcement_&_The_Law_Report_with_intro_letter-%201.25.16.pdf	Report/PDF	gaappleseed.org

Section 4, PART FOUR- Activity One, Digging Deeper	13th , a film by Ava DuVernay http://www.avaduvernay.com/13th	Film	avaduvernay.com
Section 4, PART FOUR- Activity One, Digging Deeper	Visitation Rights , The Marshall Project https://www.themarshallproject.org/records/594-visitation-rights	Resource guide	themarshallproject.org
Section 4, PART FOUR- Activity One, Digging Deeper	Correctional Officer Brutality , The Marshall Project https://www.themarshallproject.org/records/1949-correctional-officer-brutality	Resource guide	themarshallproject.org
Section 4, PART FOUR- Activity One, Digging Deeper	ACLU - Youth In Solitary Confinement https://www.aclu.org/report/growing-locked-down-youth-solitary-confinement-jails-and-prisons-across-united-states	Report	Aclu.org American Civil Liberties Union
Section 4, PART FOUR- Activity Two, Materials	The National Registry of Exonerations, https://www.law.umich.edu/special/exoneration	Website	law.umich.edu
Section 4, PART FOUR- Activity Two, Materials	Color of Change, https://colorofchange.org/	Website	organizefor.org
Section 4, PART FOUR- Activity Two, Materials	The Innocence Project, https://www.innocenceproject.org/	Website	innocenceproject.org
Section 4, PART FOUR- Activity Two, Materials	Advocates For Youth, https://advocatesforyouth.org/	Website	advocatesforyouth.org
Section 4, PART FOUR- Activity Two, Reflection questions	justice is blind https://www.prisonfellowship.org/2011/10/justice-is-not-blind/	Article	prisonfellowship.org Ron W. Nikkel
Section 4, PART FOUR- Activity Two, Reflection questions	black and brown people are unequally treated throughout the justice process https://www.prisonpolicy.org/research/race_and_ethnicity/	Resource list	prisonpolicy.org
Section 4, PART FOUR- Activity Two, Class Discussion Day One	Advocacy Through Social Media: Why Trending Topics Matter, TEDx Talks https://youtu.be/o4sGLLaLq-Q	Video	Karen McAlister
Section 4, PART FOUR- Activity Two, Class Discussion Day One	Five Steps To Becoming An Advocate - TEDx Talks https://youtu.be/nIo31mMB4P8	Video	Joseph R Campbel

Section 4, PART FOUR- Activity Two, Class Discussion Day One	The National Registry of Exonerations https://www.law.umich.edu/special/exoneration/Pages/about.aspx	Website	University of California Irvine Newkirk Center for Science & Society, University of Michigan Law School & Michigan State University College of Law (law.umich.edu)
Section 4, PART FOUR- Activity Two, Class Discussion Day One	The Case of Huwe Burton (Convicted 1991) https://www.law.umich.edu/special/exoneration/Pages/casedetail.aspx?caseid=5485	Case	law.umich.edu
Section 4, PART FOUR- Activity Two, Class Discussion Day One	The Case of Timothy Brown (Convicted 1993) https://www.law.umich.edu/special/exoneration/Pages/casedetail.aspx?caseid=3065	Case	law.umich.edu
Section 4, PART FOUR- Activity Two, Class Discussion Day One	The Case of Robert Veal and the Dixmoor Five (Convicted 1994) https://www.law.umich.edu/special/exoneration/Pages/casedetail.aspx?caseid=3827	Case	law.umich.edu
Section 4, PART FOUR- Activity Two, Class Discussion Day One	The Case of Lewis Gardner (Convicted 1995) https://www.law.umich.edu/special/exoneration/Pages/casedetail.aspx?caseid=4456	Case	law.umich.edu
Section 4, PART FOUR- Activity Two, Class Discussion Day One	The Case of Johnetta Carr (Convicted 2008) https://www.law.umich.edu/special/exoneration/Pages/casedetail.aspx?caseid=5693	Case	law.umich.edu
Section 4, PART FOUR- Activity Two, Class Discussion Day One	The Case of Paula Gray (Convicted 1978) https://www.law.umich.edu/special/exoneration/Pages/casedetail.aspx?caseid=3433	Case	law.umich.edu
Section 4, PART FOUR- Activity Two, Homework	Color of Change https://www.organizefor.org/	Website	organizefor.org
Section 4, PART FOUR- Activity Two, Homework	The Innocence Project https://www.innocenceproject.org/	Website	innocenceproject.org

Section 4, PART FOUR- Activity Two, Homework	Advocates For Youth https://advocatesforyouth.org/	Website	advocatesforyouth.org
Section 4, PART FOUR- Activity Two, Homework	National Association of Criminal Defense Lawyers https://www.nacdl.org/Landing/TakeAction	Resource list	nacdl.org
Section 4, PART FOUR- Activity Two, Homework	NAACP - Take Action https://naacp.org/take-action/	Resource list	naacp.org
Section 4, PART FOUR- Activity Two, Homework	National Organizations Supporting Victims of Crimes, http://www.resourcesharingproject.org/national-organizations-supporting-crime-victims	Resource list	resourcesharingproject.org
Section 4, PART FOUR- Activity Two, Continued Discussion	grassroots activists create the successful bail reform movement? https://www.themarshallproject.org/records/1439-bail-reform	Resource list	themarshallproject.org
Section 4, PART FOUR- Activity Two, Seeing Myself In The System	state's racial disparities in incarceration https://www.sentencingproject.org/the-facts/#map	Data	sentencingproject.org
Section 4, PART FOUR- Activity Two, Digging Deeper	Teaching Advocacy In Your Classroom, Edutopia https://www.edutopia.org/discussion/teaching-advocacy-your-classroom	Article	edutopia.org
Section 4, PART FOUR- Activity Two, Digging Deeper	Equal Justice Initiative https://eji.org/criminal-justice-reform/	Website	Eji.org Equal Justice Initiative
Section 4, PART FOUR- Activity Two, Digging Deeper	Civil Rights Corps https://www.civilrightscorps.org/	Website	civilrightscorps.org
Section 4, PART FOUR- Activity Two, Digging Deeper	The Marshall Project https://www.themarshallproject.org/about?via=navright	Website	themarshallproject.org
Section 4, PART FOUR- Activity Two, Digging Deeper	Campaign for Youth Justice http://www.campaignforyouthjustice.org/	Website	campaignforyouthjustice.org
Section 4, PART FOUR- Activity Two, Digging Deeper	Models for Change Juvenile Justice Reform Resource Center http://www.modelsforchange.net/index.html	Resource list	modelsforchange.net
Section 4, PART FOUR- Activity Two, Digging Deeper	The National Registry of Exonerations https://www.law.umich.edu/special/exoneration/Pages/about.aspx	Website	law.umich.edu

Section 4, PART FOUR- Activity Two, Digging Deeper	Appleseed Network https://www.appleseednetwork.org/	Website	appleseednetwork.org
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Works Cited Continued: Quotes

Section, Header or SubHeader	Quotation	Person	Organization Source
Section 1 Using This Learning Guide	<i>“And for everyone who says it’s ‘hard to watch,’ think about the people who still find it ‘hard to live.’”</i>	Oprah Winfrey, Executive Producer, “When They See Us”	Oprahmag.com Author - Emma Dibdin https://www.oprahmag.com/entertainment/a27717644/oprah-when-they-see-us-reaction/
Section 1 Giving Context: Setting the Stage for the Series Background, Setting and Context	<i>“New York in the spring of 1989 was a city of jangling nerves and rising fears. Crack was blighting whole families and neighborhoods. Violent-crime rates were rising for the third straight year, and homicides would set a record. On Wall Street, the mergers-and-acquisitions bubble was giving way to corporate scandals. A new buzzword, underclass, was emerging as the label for the seemingly intractable urban pathology spawned by poverty.”</i>	New York Magazine, Central Park Revisited, October 21, 2002	NYMag.com Author - Chris Smith https://nymag.com/nymetro/news/crimelaw/features/n_7836/index.html
Section 1 Giving Context: Setting the Stage for the Series Criminalization and Inequity	<i>“A lot of people didn’t do their jobs. Reporters, police, prosecutors, defense lawyers—this was a proxy war being fought and these young men were the proxies for all kinds of other agendas ... And the truth and the reality and justice were not part of it.”</i>	Jim Dwyer, The New York Times	MSNBC.com Author - Trymaine Lee http://www.msnbc.com/politicsnation/its-if-we-were-born-guilty-the-central
Section 1 Giving Context: Setting the Stage for the Series Criminalization and Inequity	<i>“The prevalence of imprisonment in the Black community is nothing short of extraordinary,”</i>	Professor Nina Moore.	C-Span.org Video - Nina Moore https://www.c-span.org/video/?324425-1/the-political-roots-racial-tracking-american-criminal-justice
Section 1 Giving Context: Setting the Stage for	<i>“When we were arrested, the police deprived us of food, drink or sleep for more than 24 hours. Under duress, we falsely confessed. Though we were innocent, we spent our formative years in prison, branded as rapists.”</i>	Yusef Salaam, The Exonerated Five	WashingtonPost.com Author - Yusef Salaam https://www.washingtonpost.com/posteverything/wp/2016/10/12/im-one-of-the-central-park-five-donald-trump-wont-leave-me-alone/

the Series Power and Positionality			
Section 1 Giving Context: Setting the Stage for the Series Power and Positionality	<i>“Racial disparities in the criminal justice system are no accident, but rather are rooted in a history of oppression and discriminatory decision making that have deliberately targeted Black people and helped create an inaccurate picture of crime that deceptively links them with criminality.”</i>		Vera.org Authors - Elizabeth Kai Hinton, LeShae Henderson, Cindy Reed https://www.vera.org/publications/for-the-record-unjust-burden
Section 1 Giving Context: Setting the Stage for the Series Rights and Justice	<i>“We were just kids. People don’t realize really how young we were,” Richardson said. “We were just 14-years-old. They took it all from us.”</i>	Kevin Richardson, The Exonerated Five	MSNBC.com Author - Trymaine Lee http://www.msnbc.com/politicsnation/its-if-we-were-born-guilty-the-central
Section 1 Giving Context: Setting the Stage for the Series Humanity	<i>“There is that great proverb — that until the lions have their own historians, the history of the hunt will always glorify the hunter.”</i>	Chinua Achebe, <i>Paris Review</i> , 1994	NPR.com Author - Annalisa Quinn https://www.npr.org/sections/thetwo-way/2013/03/22/175046327/chinua-achebe-and-the-brave-ry-of-lions
Section 1 Giving Context: Setting the Stage for the Series Humanity	<i>“Central Park Five’ felt like something that had been put upon the real men by the press, by the prosecutors, by the police,” DuVernay notes. “It took away their faces; it took away their families; it took away their pulses and beating hearts. It dehumanized them. They are Yusef, Antron, Kevin, Raymond and Korey. Those are their names and we need to know them and say their names.”</i>	Ava Duvernay, Filmmaker	Oprah Winfrey Presents: When They See Us Now http://www.oprah.com/own-own/oprah-winfrey-presents-when-they-see-us-now
Section 1 PART ONE - Lesson Plan	<i>“These were five kids who we tormented; we falsely accused; we pilloried in the press; we attacked; we invented phrases for the imagined crimes that we’re accusing them of; and then we put them in jail. We falsely convicted them and when the evidence turned out that they were innocent and they were released, we gave a modest nod to fairness and we walked away from our crime.”</i>	Craig Steven Wilder, Historian	PBS.org Video Ken Burns https://www.pbs.org/kenburns/the-central-park-five/after-the-central-park-five
Section 1 Episode One Recap:	<i>“And so it became a huge story in New York City. It caught fire and became a huge national story and really a lightning rod for a lot of</i>	Ava Duvernay, Filmmaker	Democracynow.org Interviewer - Amy Goodman

	<i>politicized rhetoric at the time, calling for the death, calling for the lynching—Pat Buchanan called for their public lynching—calling for the criminalization not just of these boys, but for all boys who were thought to be “wilding,” which we know is a manufactured word, thought to be “superpredators,” which we know is another manufactured word. And so this created this whole toxic environment that, you know, then had real-world effects in terms of the way that we see Black and Brown people in this country, particularly boys, and particularly around issues of criminality.”</i>		https://www.democracynow.org/2019/6/7/ava_duvernay_when_they_see_us
Additional Pull-Out Quotes for Graphic Designer - Section 1	<i>“We all got a role in the movement, don’t we? If we make it to the promised land free drinks is on me.”</i>	Keno Evol, Poet, “If We Make It To The Promised Land”	Youtube Button Poetry https://youtu.be/eF5_XfkRTdY
Additional Pull-Out Quotes for Graphic Designer - Section 1	<i>“The system put a mark on us. You’re not the same as everyone else. And nobody ever asked who we were. As Black and Brown people, it’s as if we were born guilty.”</i>	Yusef Salaam, The Exonerated Five	MSNBC.com Author - Trymaine Lee http://www.msnbc.com/politicsnation/its-if-we-were-born-guilty-the-central
Additional Pull-Out Quotes for Graphic Designer - Section 1	<i>“My hope is that WHEN THEY SEE US invites you to think about the overall criminal justice system and all of the people ensnared within it, to think about the millions of cases that are not dissimilar in many ways from what was experienced by Kevin, Yusef, Raymond, Antron and Korey.”</i>	Ava DuVernay, Filmmaker	Oprah Winfrey Presents: When They See Us Now http://www.oprah.com/own-own/oprah-winfrey-presents-when-they-see-us-now
Section 2 PART TWO - Lesson Plan	<i>“Being at the time, I was 16, that I was older, I literally thought my life was over right in front of me because I really didn’t process I was receiving 5 to 10 years. I thought I might die right in jail because the whole world hated us.”</i>	Kevin Richardson, Exonerated Five	Netflix.com Interview - Oprah Winfrey, Ava DuVernay with Exonerated Five and WTSU cast https://www.netflix.com/title/81147766
Additional Pull-Out Quotes for Graphic Designer - Section 2	<i>“It also gives you an immediate sense of place. If you loved hip-hop, you loved that song. If you were around during that time, you know that song was going to put you right there. There was no heavy lifting that needed to be done. I’m consciously recalling Spike’s work and Public Enemy’s work in that moment and saying, You know what this is; this is where you are. And the lyrics also fit so beautifully into the fight that’s ahead. It’s a tribute but also a testament to the power of that work.”</i>	Ava DuVernay on the choice of the hip hop song Fight The Power in WHEN THEY SEE US	Vulture.com Author - Matt Zoller Seitz https://www.vulture.com/2019/09/ava-duvernay-when-they-see-us-netflix.html

Additional Pull-Out Quotes for Graphic Designer - Section 2	<i>“Data from the National Registry of Exonerations at the University of Michigan shows that nationwide, 36% of minors who were later exonerated falsely confessed to the crime. Moreover, 14- and 15- year-old children falsely confessed in 57% of the cases where they were later exonerated. Yet all over the country some states don’t even require a parent to be notified, let alone be present, when their child is being interrogated for a felony-level offense.”</i>	James L. Dold Baltimore Sun, June 24, 2019	Baltimoresun.com Author - James L. Dold https://www.baltimoresun.com/opinion/op-ed/b-s-ed-op-0624-children-rights-20190620-story.html
Section 3 PART THREE - Lesson Plan	<i>“You try to live a normal life ... But some of the things you’ve gone through never go away ... I had to stop caring about the labels people put on me.”</i>	Raymond Santana, The Exonerated Five	MSNBC.com Author - Trymaine Lee http://www.msnbc.com/politicsnation/its-if-we-were-born-guilty-the-central
Section 3 Episode Three Recap:	<i>“We continue to battle. When we went to prison, we were 14, 15, 16-year-old boys and now we’re grown men. The mentality is different. You sent us to prison and now we’re warriors. We’re fighters. We’re not afraid to battle. And now the war has become deeper because we see that the system is set up to take away our youth, make them occupy a jail cell rather than a college dorm. Our fight takes on a different ministry now.”</i>	Raymond Santana, The Exonerated Five	Complex.com Author - Hannah Lifshutz https://www.complex.com/pop-culture/2019/06/korey-wise-yusef-salaam-raymond-santana-open-up-central-park-jogger-case
Additional Pull-Out Quotes for Graphic Designer - Section 3	<i>“I’m supposed to transform people’s lives. I’m supposed to tell people about the criminal justice system by having gone through it with the worst kind of label that you can place on any person in society. That is a part of the peace. I’ve found meaning and I know who I am.”</i>	Yusef Salaam	ShadowandAct.com Interviewer - Brooke C. Obie https://shadowandact.com/after-when-they-see-us-the-where-are-the-central-park-five-now
Additional Pull-Out Quotes for Graphic Designer - Section 3	<i>“You try to live a normal life ... But some of the things you’ve gone through never go away ... I had to stop caring about the labels people put on me.”</i>	Raymond Santana	MSNBC.com Author - Trymaine Lee http://www.msnbc.com/politicsnation/its-if-we-were-born-guilty-the-central
Section 4 PART FOUR - Lesson Plan	<i>“Now that you know, what will you do?”</i>	Ava DuVernay	Essence.com Author - Paula Rogo https://www.essence.com/entertainment/ava-du-vernay-says-people-should-be-held-accountable-for-central-park-five-case/

Section 4 Episode Four Recap	<i>"You can forgive, but you won't forget. You won't forget what you lost. No money could bring that time back. No money could bring the life that was missing or the time that was taken away."</i>	Korey Wise, The Exonerate Five	Goodhousekeeping.com Author - Heather Finn https://www.goodhousekeeping.com/life/entertainment/a27757516/korey-wise-central-park-five/
Section 4 ACTIVITY ONE: Criminal Justice: "Broken" By Design - Reflection Questions	The American legal system has never been an institution of radical social change. On the contrary, it has been an instrument of ruling class oppression. The legal system, from its founding, was about preserving distributions of wealth and property and white supremacy. If you go back and read old Supreme Court cases, you'll see in every era the Supreme Court and the federal courts and the state courts are reproducing the sort of power dynamics of that era into what's called legal decision-making and passing it off as legal reasoning."	Alec Karakatsanis, Founder & Executive Director of Civil Rights Corps	TheIntercept.com Author - Alice Speri https://theintercept.com/2019/11/09/criminal-justice-mass-incarceration-book/
Section 4 ACTIVITY ONE: Criminal Justice: "Broken" By Design - Reflection Questions	"Following Reconstruction, our prisons transformed from places of rehabilitation to money-making institutions through the use of chain gangs, essentially a new form of slave labor...The criminal justice system became, and remains, a new way to ensure the disenfranchisement of people of color by using them as cheap labor for the powerful. This new American ideology—that prisoners should be punished rather than rehabilitated—created the sturdy foundation for the labor exploitation of people of color and the status quo monopoly of political and economic power."	Rettu Mody, Executive Director of Restore Oakland	Kennedy School Review, A Harvard Kennedy School Student Publication Author - Reetu Mody https://ksr.hkspublications.org/2014/12/05/the-criminal-justice-system-is-not-broken-its-doing-exactly-what-its-meant-to-do/
Additional Pull-Out Quotes for Graphic Designer - Section 4	"When we take a step back and view the system as a whole, how it operates practically from cradle to grave in some communities, you have to ask yourself what does it seem designed to do? Seems designed in my view to keep sending folks right back to prison. And that is what in fact happens the vast majority of time."	Michelle Alexander, Author, The New Jim Crow	TEDTalk Youtube.com https://www.youtube.com/watch?v=SQ6H-Mz6hgw
Additional Pull-Out Quotes for Graphic Designer - Section 4	"It doesn't leave us. We've been home for over ten years. But we lost our youth. We're just trying to move on as men. But we can never get back what we lost."	Kevin Richardson	MSNBC.com Author - Trymaine Lee http://www.msnbc.com/politicsnation/its-if-we-were-born-guilty-the-central

Additional Pull-Out Quotes for Graphic Designer - Section 4	“It’s surprising just to see how emotional people are. People come up to you crying or they want a hug. They apologize because they believed what the police and everyone was saying. But now, they’re finally hearing our voices.”	Raymond Santana	MSNBC.com Author - Trymaine Lee http://www.msnbc.com/politicsnation/its-if-we-were-born-guilty-the-central
Additional Pull-Out Quotes for Graphic Designer - Section 4	“Connecting the dots between mass incarceration and growing racial wealth inequities has become paramount for those of us working toward racial and economic justice. Understanding a full picture of the economic realities of people who have been subjugated by the criminal justice system is essential to designing meaningful policy interventions on their behalf. By reframing the case in a new light, giving perspective to the young men’s innocence, their humanity, and all they lost, <i>WHEN THEY SEE US</i> is not just a powerful exposé of tragic injustice — it’s a call to action.”	Anne Price, Medium	Medium.com Author - Anne Price https://medium.com/economicsecproj/can-they-see-us-a49032f75c45