
U.S. Juvenile Justice System: From Playgrounds to Prison
Dominique-Faith Worthington
dfworthington111@gmail.com
EDFD 449- Human Rights, Holocaust, and Genocide Education Dept.
Dr. Burkholder
May 13, 2019

Date of Lesson: April 30, 2019
Lesson duration: 40min (with optional 60 min)
Topic of Lesson: US Juvenile Justice System: From Play Grounds to Prison

Central Focus: The student will understand how and why a juvenile becomes incarcerated into the system. Discussion will connect two local cases. The student then will apply critical thought through provided lesson material and identify what role the individual student plays in changing the current system or maintaining the status quota? Posing the final thought, “What does the ideal system look like?”

Essential Question(s): Why do youths become incarcerated? What is the difference between adult and youth incarceration? What are the successes and failures of the juvenile justice system? How or why can a student reform the system? What would the ideal system look like?

State/Disciplinary Standards: <https://www.state.nj.us/education/cccs/2014/ss/>
Standard 6.1 U.S. History: America in the World
Standard 6.3 Active Citizenship in the 21st Century

Daily Performance Objectives: *Include student outcomes both as Understandings (i.e. “Big Ideas”), as well as unit-driven Knowledge and Skills.*

The student will critically think about self-accountability of their own behavior in society, in addition to individual reflection on their impacting abilities to changing the current system.

Prior Knowledge Resources: *List links to previous lessons, student ideas or misconceptions you anticipate, and describe any resources (including cognitive, cultural, experiential, etc.) that students may possibly bring to this lesson*

Civil rights movement (past lesson close to subject matter), juvenile delinquent perceptions, correction officer’s perceptions, lack of awareness of local cases, and lack of understanding of political complication and bureaucracies.

Academic Language: *List the vocabulary, language function, syntax and/or discourse that is essential for mastery of this content.*

Incarceration, sentence, detention center, corrections officer, jail, prison, half-way house, group home, mental illness, prisoner, justice involved youth, detained, PTI, without parole, life sentence, JLWOP, bail, homicide, hearing, trial, and due process.

Materials and Preparation:

Title slide-
Introduction to subject

Content warning –
beginning slide #2

Activity: KWL
Slide #3 “Who are you?”
List of actions worksheet for discussion (with shorten list on slide #4)

Lesson:
Do you know slide #5 w/ Complimenting map to do you know questions slide# 6
Case1- Kalief Browder (slides #7-8)
Case 2- Touree Moses (slides#9-10)

Activity: (optional additional activities for 60 min lesson)
Case study 1, 2, 3, (slides #11-16)

Activity:
Poem by Kayla Eaves “*To Be Hated*” (wrap up) slide #17 and print out poem.

Assessment/Evaluation—note: all lessons *must* include checks for understanding

Poem wrap up- “*To be Hated*” --- “Save this last word for me,” activity. (Slide #17) with print out

Lesson Progression (add rows as necessary): *Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs. Please note all assessments that were described in the previous section.*

Duration:	The teacher will...	The student(s) will...
5 min	<p>Introduction: Present the name of the class slide #1 state that this subject is about an inside view of juvenile justice systems. The goal of the lesson is to synthesize the material which will include background, local cases and failures or successes to form an opinion of what the ideal system might look like?</p> <p>Content warning Then provide a brief overview from slide #2 of expectations for security, engagement, and respect. Instructor should check with students for understanding, questions,</p>	<p>The students will listen to slide #1 introduction.</p> <p>Slide #2- Students will briefly participate with questions or comments if necessary, only to smooth out concerns about</p>

	<p>concerns about engagement, respect, and privacy before moving on.</p> <p>Slide 1 and 2</p>	<p>engagement, privacy. or respect during lesson.</p>
10min	<p>KWL: slide 3 “Who are you?”- Ask the students the following questions...What is a juvenile offender? (Answer: A youth who has committed a crime usually below the age of 18 in most states.)</p> <p>Can you imagine being charged as a juvenile offender? (Show of hands)</p> <p>Proceed to slide #4 with extended list worksheet.</p> <p>Read the questions on the slide. Ask the students to think about if they have done or been around any of stated activities without catching the attention of a police officer after age 13, to their knowing? Then, tell them to raise their hand if they can answer yes to any of the questions. Majority of the class will likely raise their hands. (The remaining list on worksheet not on slide, they can use for their leisure or if there is time in class discussion)</p> <p>Teach the students that this means had a police officer caught the attention of the act they feel the answer is yes to, they could have been criminally charged and became a member of the juvenile justice system. This likely would have been taken to juvenile detention center if in NJ or Rikers Island if in NY and over age 16 yrs.</p> <p>Discuss Rikers Island is an adult prison that holds youths 16 years old and a juvenile detention center is a youth facility that functions similar to a prison but is not considered a prison. A youth detention center is for corrective rehabilitative behavior where an adult prison is for punishment.</p>	<p>Apply and Discussion – the student will begin to discern how easy it could be to become part of the system.</p> <p>The first part to essential question “How does a youth become incarcerated?”</p> <p>Begin to answer “What is the difference between youth and adult incarceration?”</p>
20 min	<p>“Do you know “slide # 5 Instructor will ask each student the questions (on slide) to engage students in brief discussion before teaching material. See questions and answers as follows:</p>	<p>Slide #5 and 6 The student will answer each prompt in a classroom discussion forum. Discussion is meant to move quickly. Then, correct answers will be provided by the instructor for listening and absorption by the student.</p>

- How many juveniles are incarcerated every year? (approx. 60, 000 that is Yankee stadium full two time plus 10,000 more people. This is not including approx. 200,000 the case that are not going to conviction)
- What is a JLWOP? (juvenile life without parole sentence) Discuss that the US Supreme court ruled that JLWOPS were unconstitutional in 2012 in Miller v Alabama. However, some states and circumstances still hold this sentencing current despite the finding. A homicide verdict with a special hearing finding can still stand a JWLOP. Show map **slide #6**
- Do you agree? (students answer)

Kalief Browder slide #7

Instructor will teach the facts of the Kalief Browder story.

Brief: Kalief had a prior history with the law for stealing a delivery truck for fun. He was given probation. Later, Kalief was picked up for allegedly stealing a backpack at age 16. He was booked and brought to Riker’s island prison in New York. This prison holds ages 16 to adults. Kalief had a bail of \$3000, which his family could not afford to pay. Therefore, he was held without a trial for 3 years. Twice he was held in solitary confinement. Kalief was released when the case was dismissed for lack of evidence. After release, at 21 years old, Kalief committed suicide due to the physical and mental anguish he experienced during his time in prison.

Action: movement for reform to change cash only bail release began in New York. New Jersey as of 2016 has changed the bail restriction to release or detain only. No longer is there bail in NJ. It is based on a review of the case and a decision by the bench judge whether to detain until trial or allow them out on release until trial pending good behavior during such release.

(critical thinking and application building answers to essential questions.)

Slide #7 The student will listen to facts of case.

Additional fact: Youth incarceration does not afford a right to a jury or adult court unless it is a serious crime. The rights to attorney and fair and speedy trial are the same. Juveniles are usually rehabilitated for disobedience and minor criminal offenses rather than being punished for a criminal offense.

Slide #8 reflection discussion:

Instructor will ask each prompt to class and gain a sample of answers.

- What is the purpose of incarceration? (the purposes of incarceration are retribution, deterrence, incapacitation, and rehabilitation for adults; For youth, it is rehabilitation)
- Do you think juveniles should be tried as adults?
- Is the no more bail rule in NJ fair? How does it affect you? (Popular opinions when the no bail rule was being voted into NJ was that it would secure legal freedoms or the reverse, recklessly leaving the people in harm by letting criminals out on the streets. The fact that it was approved demonstrates that more people felt it secured freedom and fair justice of due process.)

Touree Moses Slide #9

Brief: Touree is a Montclair resident now serving 15 years in prison for murder. Touree went to Montclair schools. His 6th grade teacher was Mr. Gil. At that time, he was a student who had good grades and had no incidents with the law. Touree got into a fight, and was then taken to a juvenile detention center. It is from that point on that people who know him say he changed. He began to get involved in gang life and having incidents that involved “street life activities” and a reported troubled home by researched sources. During high school, Touree was let out of the school and the system accidentally over looked his return back to

Slide #8 Then, answer each prompt in classroom discussion.

Slide #9 Students will listen to facts of case. Then watch video clip.

school. Touree has a reported history of being influenced by street life. He had a mother who had a drug problem, and is now in recovery as last reported. Also, a father reported to being absent. The day that led him to his conviction was a murder attempt on a witness whose home he went to where he shot the person who answered the door.

Additional: The common history for juvenile offenders. A dysfunctional home life and a school system that does not have the tools at the time to know how to help.

Introduce video clip of Mr. Gil going to reunite on visit with Touree two years after conviction in the prison.

Play video clip: (47:54-51:46)

<https://www.njtvonline.org/programs/chasing-the-dream/chasing-dream-one-got-away/>

(Warning: footage may be emotionally sensitive to some: Video clip shows both named persons speaking about the past, the future in education, regrets and grateful things had, and also what could be done in cases like this in the future. Touree gets candid.)

Slide #10 Discussion questions: Instructor will ask questions for group discussion.

- Can a juvenile offender reform and become a law-abiding citizen?
- Mr. Gill visits Touree in prison and encourages him to complete his High School education. Why?
- What would you have done if you were Mr. Gil trying to help Touree?
- How or why can a student reform the system?

Slide #10 Students will answer each prompt in class discussion.

Answers essentials questions: “What are the successes and failure of the juvenile justice system? What is the difference in youth incarceration?” “How or why can a student reform the system?”

<p>15 min</p>	<p>(Optional lesson activity for 60 min lesson- 1 40 min plans should skip case studies and continue with wrap up activity)</p> <p>Case studies- based on real life cases Break the class up into groups 3-4</p> <p>Slide #11-12 Case study 1 Instructor will read the slide case scenario:</p> <ul style="list-style-type: none"> • (Two young teenage girls lure a classmate into the woods, and then attempt to murder him. One holds him down while the other stabs him repeatedly. He is left for dead, but later rescued by a biker in the area. • When captured by the police later that day, the two girls claim they were trying to please an imaginary character from a video game. A judge finds the two girls mentally ill. <p>Question: Instructor will then ask the questions on the slide to the groups. After a few minutes one person from each group will tell the class and answer from one of the questions.</p> <p>(What is appropriate justice for the victim and mentally ill defendants? Should the defendants be tried and face prison time? If so, as juveniles or adults?)</p> <p>Additional information: Mentally ill defendants are held up to expert opinions. Therefore, they are screened for illnesses, and if found to be defective of the mind, they are treated by NJ statue in leu of prison. However, they must prove they are no longer a danger to themselves, others, or property to be released from a state hospital in place of prison. This is called pleading insanity or KROL or diminished capacity if not a full insanity case.</p> <p>Slide #13-14 Case study 2 Instructor will read the slide case scenario:</p> <ul style="list-style-type: none"> • (A male juvenile age 12 accidentally killed his playmate while wrestling with her. He was charged with first degree 	<p>(3 cases separate cases in total)</p> <p>Slide #11-16 Students will break into groups of 3-4.</p> <p>Slides #12, 14, 16 Students will listen to real case studies. Then in groups discuss possible answers to questions. Then each group has one-member share with the class their answers.</p> <p>Critically analyze and synthesize material learned while applying to real world case scenarios.</p> <p>Warm up to answering closing essential question in final activity.</p>
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murder and found guilty. Under Florida law, he was sentenced to prison for life without parole (LWOP).

- A male juvenile, age 15, walked into his high school and used an automatic gun to murder 11 classmates. He was found guilty and sentenced to LWOP.
- The US Supreme Law had passed to overturn JLWOP sentencing.)

Question: Instructor will then ask the questions on the slide to the groups. After a few minutes, one person from each group will tell the class and answer from one of the questions.

(With this new law, both prisoners will be given a chance to recover, reconcile, and come up for parole. Should this law stay passed?)

Slide #15-16 Case study 3

Instructor will read the slide case scenario:

- In May 2018, NJ State Supreme Court agreed with Rutgers law clinic stating the use of Megan's Law forcing juvenile sex offenders to register for life is a violation of NJ Constitution.

Additional information: Megan's law was a law passed for sex offenders to register after young Megan was kidnapped and murdered by a neighboring sex offender in her hometown. Per the current law's wording, it states "shall." which force judges to make youths convicted to register for life. This wording shall mean that there is no room for making exceptions where a child was convicted when the nature of the act was youth sexual exploration and innocence but under technicality of law still a conviction. The problem becomes when a judge see that the youth is not a threat to society and not likely a rapist in the future which the law is originally meant to protect from. The current advocacy is in NJ to change this wording giving Judges discretionary grounds to choose.

	<p>Question: Instructor will then ask the questions on the slide to the groups. After, a few minutes one person from each group will tell the class and answer from one of the questions.</p> <p>Is this the correct way to fix the problem with Megan’s law? By changing the registration requirement or should we change enforcement of the law?</p>	
5 min	<p>Poem activity/ save the last word for me. slide #17</p> <p>Separate the class into groups of 3-4</p> <p>Instructor close lesson by stating that the photo on the slide is Jenifer Pruitt, at the time she was 16 yrs. old and sentence a JLWOP because of guilt by association. This means, she did not actually commit the crime she was just either around or somehow connected to the members who did commit the crime. Last reported to be 41, under the new law she was given a reduced sentence which offers her a chance at parole. She currently as of last reports is still in prison.</p> <p>Then Pose the closing question “What does the ideal system look like?”</p> <p>Save the last word for me- each member in the group picks a 1-3 lines from the poem. Then the members take turns discussing why the first member chose the line. Finally, the first member who chose the line has the last word and explains the reasoning. This sequence repeats until all members have gone.</p> <p>Instructor will pass out copies of “To Be Hated” a poem by Kayla Eaves</p> <p>To be hated I wish that I had the heart to hate you. I wish that I feel the way you do. I wish that I could dismiss of my conscience And I could do the heartless things you do. I wish that I could make you feel as I do, as you starred me in the eyes just to say I’m just a juvenile delinquent And I shall always remain the same. I wish I could find humor in</p>	<p>Students break into groups of 3-4.</p> <p>Students listen to closing brief about Jenifer Pruitt. Then, think about closing essential question “What does the ideal system look like?”</p> <p>Students receive copies of poem and participate in save the last word for me (see directions).</p> <p>Closes subject content: Addresses final critical thought of “what does the ideal system look like?”</p>

	<p>your weakness. At the sight of your tears, I am amused. And when you fall, I won't be there to catch you. I'll watch nearby to see how you are abused. In your time of need, I shall disown you. I'll tell you just how much you disappoint me. Your frailer just once again, proves that I was right. And you've sunk to what I knew you'd always be. Oh yes, how I'd love to hate you. With every piece of my broken heart. To give you the pain you've inflicted for so long and have the honor to tear your world apart. In the end, you'd get just what you deserve. The torment, neglect, guilt and shame. So, when you fall and have no one left to run to I'll be there to save you once again. For, though I say I wish to be you, I feel perhaps these words untrue. I'd still feel the pain much greater, in fact. The guilt of what I've done to you. I am blessed to have such a heart as mine. For, you could never feel as I. It must be quite the same to hate me as it does to view have from the other side. I can't imagine what it must feel like to never know the joy I feel with in. To know the beauty, I feel each time I walk away, and fail to take a stand. I may not make you feel the pain As I wished so many times, I could do but it must hurt to feel discussed enough That you have to hate me as you do. I can't imagine, nor do I wish to, to walk a mile in those shoes. For it's one thing to be hated by another but it must hurt to be hated mostly by you.</p> <p>Copyright © Kayla Eaves Year Posted 2006</p> <p>Printout poem, explain briefly that the phot is of a girl who is on life without parole because of guilt by association.</p>	<p>Guided Open discussion for remaining class time to answer any questions including essential questions or thoughts on subject matter.</p>

Homework:

“Career options and ways to get involved” “KWL list criminal activities discussion” “Poem- To Be Hated” can be handed out for the student to reflect on their own or with a guardian.

Notes / Reflection

This lesson is meant for the student to critically about how a juvenile is treated within the justice system. What could be a Just response? What the ideal system would look like, while considering their potential role in promoting a voice for their opinion about what to do in answering these questions.

Bibliography

Alexander, M. (2012). *The New Jim Crow*. The New Press. New York.

ISBN 978-1-59538-643-8

(About the Author: <http://newjimcrow.com/about-the-author>)

Author Michelle Alexander is a civil rights lawyer with quite an established career of knowledge in the subject of the criminal justice system injustices. Some of her backgrounds include working with the California ACLU, a clerk for US Supreme Court Justice Harry A. Blackman, teaching at Stanford Law school and currently advocating as a speaker.

Her compelling book reaches the audience who wishes to learn more about the reality of how color (racial) based: age, gender, and socio-economic status play in keeping the same community of people in the former Jim Crow movement to remain in that same quality of life and control today. Meaning, the Jim Crow movement never actually ending it's just redefined according to her research. It is presented in a "De Facto" "segregation, which is a kind of law that is not spelt out as directly stated but is performed in action or attitude (culture).

This book teaches how as Michelle puts it, the "word criminal" has the same inferred meanings as "slave or race" once did. Considering basic freedoms that are deprived. For example, she cites how if a person is a criminal, they can lose their home, job, welfare, and rights to vote amongst many other basic rights.

The book relates to the topic in this lesson due to the fact that in the juvenile justice system social classes are targeted. The local case example in the lesson, Kalief Browder, was reported as subjugated to such issues. There is a high ratio of brown-skinned youths and more specifically on the

rise of females in the system. In addition, those who are removed from school and placed into the system via outcasted community membership such as being a part of the LGBTQ community. The concepts in the book, therefore, brings an understanding of how this issue arises within the system of justice regardless of age.

Bazemore, G. (1999). The Fork in the Road to Juvenile Court Reform. *The Annals of the American Academy of Political and Social Science*, 564, 81-108. Retrieved from <http://www.jstor.org.ezproxy.montclair.edu:2048/stable/1048779>

The article fulfills research on the matter of the reform in the juvenile system and options the people of the system could review. There is an introduction as to the reasoning behind why a reform is a topic of consideration and why there is a concern to perform such a measure. The article further discusses the wrongs of the system, the failures of attempts to correct ineffective measures and the corrective needs that suit the system remaining in place. It concluded stating that the survival of the system is not just a court decision but also within the necessity of the moral authority. There is research done within this article to support findings and giving opinions as to the claims stated for or against the debate.

The article is useful for the development of facts to gain activity in forming student engagement to critical thinking. Some critical thinking topics it poses are, what could be done, should something be done and how? It also provides perspective on both sides of the debate allowing students the opportunity to think with prudence before making decisions.

Bortner, M.A. and Williams, L.M. (1997). *Youth in Prison*. *Routledge*. NY and London.

ISBN 0-415-91439-6

This book is research on the project performed in Arizona's juvenile "prison" system. The study is based on a lawsuit that spins the new program seeking possible reform solutions. The model program is an institution where only the most dangerous and those who risk the program go to traditional juvenile detention. However, other detainees remain in a more holistic setting.

It is here, that the concept for skills enables the youth to prepare for reintegration back into society and low recidivism attempts are encouraged or directed. In the research of the book through the research of the program, there are candid encounters with all in the institution peoples and following of the juveniles upon release. The stories include tales of the abuses that go on in the detention centers and also the histories of what many children who enter the centers have in common. There is a discussion on the idea of the needs for the holistic setting due to moving away from bureaucratic and policy obstructions or strategies.

In this book, the final outcome discusses why the program failed and what needs to be done to begin a reform in the future. The book was written in the 1990s, therefore, some change has occurred but most of the information contained in the research is still relevant to today's needs.

This is an excellent source for seeing the history of where the changes have occurred as compared to current times and why there still needs to be more reform. This source also provides such candid insight into the institutional feel of being on the inside and truly understanding without being there what all parties who participate go through, this would include not just prisoners but corrections/social worker staff. Therefore, this book is suggested to provide empathy for the staff who work within the facilities and an understanding of their traumas as well.

Clapham, A. (2016). *Human Rights: A Very Short Introduction*. 2nd New York. Oxford University Press

(About the Author: <http://graduateinstitute.ch/faculty/directory/clapham>)

Author Andrew Clapham was a representative of Amnesty International in the United Nations. He has been the Director of the Geneva Academy of International Humanitarian Law and Human Rights and is a Professor at Public International at the Graduate School. He has also worked on many other interests with the U.N. including those that involved Iraq diplomacy.

The book gives an overview of Human Rights and an explanation of the many major topics within the broad umbrella of the subject. It is a scholarly view on the problems with the enforcement of the Human Rights policies, monitoring and seeking aid or refuge, and Human Right violations with histories. Even though it is a short book, it is very thorough to cover a broad range in enough detail of educating the uninformed about the subject and leading to further research.

Applying an understanding of human rights in general as part of this lesson may help aid as to why juvenile justice is a human rights issue in the first place. This resource help consolidate the subject aiding in keeping the focus on the juvenile justice system instead of over broadening both subjects.

Cox, A (2017). *Trapped in a Vice*. Rutgers University Press. New Jersey and London.

www.rutgersuniversitypress.org ISBN 9780813570464

(About the Author: <https://www.essex.ac.uk/people/coxal19809/alexandra-cox>)

Author Dr. Alexandra Cox formerly worked in New York. However, she is currently a Professor at the University of Essex. Her wide range of experience in the justice system includes criminal, drugs,

civil, therapeutic such as drama club for incarcerated youths and more. She has performed research at Yale law school and Soros Justice Advocacy.

The author of this book worked in NY as a social worker while becoming enlighten to the juvenile criminal justice system. There is a discussion on the juvenile justice system dysfunctions such as teenagers from 16 years and up are assigned to go to Riker's Island adult prison for holding and sentencing. (Note: the case stories in this book are similar but separate from the lesson case stories). The minority biases and an increase of inmates who tend to be of brown skin color (Black/Latino/a) are noticed as part of the system dysfunctional aspect, due to targeting and unfair treatment. The finding discovers that the emotional sensitivity and personal experiences of the juvenile's stories are something which should be considered and that a reformative approach is needed in with ethnographic intervention should be considered. It develops the process where the system is designed to help the child reform yet stunts their developmental needs. This book challenges the revolving door of administrative regulations and structure vs the needs of the child. The finding show that the issues presented in are why a child is trapped within the system itself. This structure enlightened by the authors narrative brings to light what many questions, is the system functioning as it is meant or does it need change, and how? A source that opens local eyes to the system inner working and the realities of the process. Useful for providing a source for those who do not actually know what happens to a child once taken in custody in the tri-state area.

Cauffman, E. (2008). Understanding the Female Offender. *The Future of Children*, 18(2), 119-142. Retrieved from <http://www.jstor.org.ezproxy.montclair.edu:2048/stable/20179981>

Written in 2008, in the article the author researches female youth offenders. She states that not only have females become more violent, even though are less likely to commit a crime than a male, but that they should be prosecuted more often. The research shows that males are twice as likely as

females to be detained, prosecuted and incarcerated than their female counterparts. In the article, it is determined that many female offenders suffer from psychological problems and when going untreated lead to harsh problems and societal burdens. Treatment and intervention are suggested in the article and information providing statistics as well as the facts inside the female offenders' world are briefly discussed in this thorough article.

The relevance of this article is to show support of the mental illness factor and histories of youths that are within the system. That the patterned with the females per the article is a mental illness occurrence more often than not untreated and a repeated cycle which leads to further recycled trouble. This is what gets a juvenile stuck within a system. In guided lesson planning students can learn how to apply this knowledge to critically think if there is a better way to handle the offending juvenile? This article produces information for the unexpected discussion points students will have about why do females get treated differently? It also, opens the door to further discussion on mental illness in the system and youth.

Hoyt, S., & Scherer, D. (1998). Female Juvenile Delinquency: Misunderstood by the Juvenile Justice System, Neglected by Social Science. *Law and Human Behavior*, 22(1), 81-107. Retrieved from <http://www.jstor.org.ezproxy.montclair.edu:2048/stable/1393997>

This article is written in the beginning years of research for the gender factor in youth incarceration. Female incarceration according to the article began to rise by what is perceived as "bootstrapping" in the late 1990s, the rise in the rate brought attention to the differential treatment and the reasoning behind female youth incarceration. The history of youth incarceration for females was sexual misconduct perceptions versus more serious crimes by their male counterparts. However, via bootstrapping this has become a social justice problem that is growing in discriminatory rates. The preferences over treatment in facilities and behaviors of the system towards the female youth is

researched and discussed in this article. This article is a starting point for gaining insight into the female youth incarceration differences.

HTV News (2016). Teacher reconnects with his lost student.

<https://www.youtube.com/watch?v=XUUKH5tmYEU>

The video shows teacher of Touree Moses a former 6th-grade student a Montclair, New Jersey middle school. Teacher Dan Gil discusses in his interview the failures and disappointments of the outcome from the Moses case. A boy who went to Juvenile detention center one day which is reported to be when his life changed. Touree's life then led to gangs and eventually a prison sentence for murder. During the interview, Mr. Gil discussion the causes of dysfunctional families, the responsibilities and roles teachers play. He also suggests how a person can intervene to help a child like Moses.

This video is a tool useful for the teacher to apply in understanding the role teachers could play in aiding the juvenile justice malfunction or function. It is a local story is close to home bringing the reality of the system personal and help making a connection to the topic. It also provides an understanding of the inside in process and the failure from an experienced point of view.

NJTV (2016). The one that got away. *Chasing the Dream*.

<https://www.njtvonline.org/programs/chasing-the-dream/chasing-dream-one-got-away/>

This video is Teacher Mr. Gil of a Montclair, New Jersey middle school, reuniting with former student Touree Moses, in prison. It is a documentary of Touree Moses the Montclair, NJ student who went from a golden child to a life of crime ending with a prison sentence for murder.

Mr. Gil is having a candid one on one direct questioning with Touree about his opinion to the answer as to how can someone help a student like Touree? This video clip has shown to be impactful when show previous taught lessons. Many students open to discussion, and critical thinking about system failures, personal experiences, and what they can or want to do as well as eye opener on how they can support their peer who may have been sent to a detention center. Teachers as encouraged to include this video in the lesson and also prepare for a positive, emotional, educated, reaction.

****trigger warning may be emotional to some****

Reichel, P. (1975). Classroom Uses of a Criminal Activities Checklist. *Teaching Sociology*, 3(1), 81-86. Retrieved from <http://www.jstor.org.ezproxy.montclair.edu:2048/stable/1316853>

This is a classroom activity designed for discussion and ice breaker purposes to introduce the criminal justice topic. The activity consists of a list of questions listing various offenses think about, as have done or have not done. The after each student has reviewed the list the teacher with would use the general results of the student as a group to answer simply “can anyone say yes to at least one question on the list?” By show of the entire class participating to the general question a discussion can begin. There is an introduction to this article to describe the concept behind the activity. The teacher could use this as a guide to redesigning one specifically for the criminal youth system asking age-appropriate questions. (see lesson plan for modified activity list and slide)

Roberts, J.V. (2004). Youth Crime and Youth Justice: Comparative and Cross-National Perspectives. *The University of Chicago Press*. pp. 495-542 <https://www.jstor.org/stable/3488353>

The article is a demonstration of public opinion research trend as of 2004. The current popular research shows that not much of a difference has changed in opinion. This article shows that across international borders the various opinions of handling juveniles in adult or juvenile court is many. The public opinion of reform is common especially amongst the United States. However, the

misperception that crime is on the rise is due to media hype and increase of seriousness of juvenile crimes when they occur. These factors effect public opinion which the researcher of the article poses as the relative issue regarding needed change to be able to effectively make a efficient reform. The article is backed by research and modeled evidence.

Shoemaker, D. J. (2009) *Juvenile Delinquents*. Rowman and Littlefield Publishing Inc.

UK, NY, Canada. ISBN 10:0-7425-4707-8 www.rowmanlittlefield.com

(About the author: <https://liberalarts.vt.edu/departments-and-schools/departments-of-sociology/faculty/donald-shoemaker.html>)

Author Donald J. Shoemaker is a Professor at Virginia Tech where he has written several book and article about the juvenile justice system. He has a Ph.D. from the University of Georgia.

This book is published in 2009. This is a comprehensive informative book on the entire system, from history, to functions, attempted reforms, histories and backgrounds of children incarcerated, police perspective, the gender/racial/economic factors in incarceration rates, gangs, drugs and violence, and more. There is also a section that discusses the female prisoner which many times is overlooked in research until recently. It encompasses the ideals of all the basic statistics as of 2009 that research would seek. Every element of the book is designed to thoroughly explain the how, what, and why the system functions the way it does. It also includes the failures of reform movements, and placement of children in the system in the first place. It is recommended to seek for research on the topic covered and gain additional insight behind what exactly is the reasoning behind incarceration youths.

TED (2015). Ishmael Nazario: What I Learned as a Kid in Jail. TED Talks.

<https://www.youtube.com/watch?v=oGlsUYGMYks>

The video is hosted by a former teen prisoner of Riker's Island and of Elmira correctional facility, Ishmael Nazario. He discusses the life of the juvenile justice system in reality of life on the inside. He explains the how the system needs to change and why. He states the wrongs and kinds of training that should be considered. Also, what a child should need to know and how to speak to children. The main message is about how children are not going to correctional facilities to be rehabilitated or correcting their behavior as the original purpose, but are exposed to violence. Then, coming out angry and more dangerous than when they went in. Ishmael provides an outline of his life after prison and hopes how he wishes to change the system to protect the lives of children from suffering the fate he lived. He also discussed organizations that may be resources for those interested in pursuing the topic further or becoming involved in the reform changes.

***This video is an **11 min clip** best summary of life in prison for children. ***Although, there is some sensitivity in nature the **general trigger factor** is moderate for most audiences but does not take away from the harsh lesson points of the subject. The brief summary as with the history of TED Talks is filled with information to cover the topic for teachers with limited class time. Some stories include are real life experiences Ishmael experienced while incarcerated such as correction officers' roles and behavior, prison fights, and actual events that happen to him in candid detail.

Wildeman, C. (2012). Imprisonment and Infant Mortality. *Social Problems*. Vol. 59 no. 2

<https://www.jstor.org/stable/10.1525/sp.2012.59.2.228>

This article shows the ecological systemic factor of infant mortality amongst incarcerated parents. It is discussing the adult population, the research shown here in adults applies to youth as having the same effect on the teen pregnancy population of incarcerated parents. The subject of the article demonstrates the dysfunctional effects of the system and how it lays on society causing infant deaths. The idea behind the study is to explain the harsh effect of the system and how it affects the surrounding environment and connecting networks such as family. Although, this article does not directly discuss the juvenile prison system it points at subject matter themes apply to the effects of the juvenile system. Therefore, a teacher can take material from the article and apply it to the subject here with appropriated activities.

Wolcott, D. (2001). "The Cop Will Get You": The Police and Discretionary Juvenile

Justice. *Journal of Social History*, Oxford Journals. Vol. 35, No. 2, pp. 349-371

<https://www.jstor.org/stable/3790192>

The article explains from a sociology point of view the role of police and police reasoning behind their behavior when arresting youths. The three functions for involvement within the youth offender process and the youth “wedding cake” analogy used to explain the system of their roles. The article is excellent for understanding the police offers role, the procedural reasoning behind arrest, detainment proceedings from a police offer’s involvement and what happens in the mind of quick acting decisions the officer has to make. It shows the statistical thoughts behind issues such a race and economic factors that the officer considers and more. This article can be used to assist with compassion toward correction and police offers or to use for explain procedural measures.

CRIMINAL ACTIVITIES DISCUSSION

DIRECTIONS: Think about the actions listed that you have participated in that after the age 13, that to your knowledge have not come to the attention of the police. The list is for discussion only each student will not be graded. Do not write on the papers.

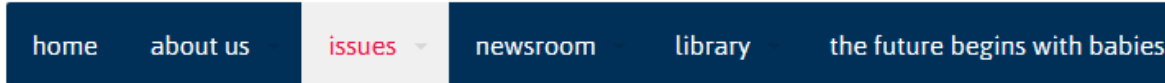
1. Tried to hit another person, but did not succeed.
2. Drink alcohol, use drugs, or be around those who are using or having the substances on them.
3. Shoplifting minor articles or major items.
4. Delivered a package for someone else.
5. Entered a movie theater, carnival, or other type show or entertainment place without paying.
- 6 Associating with anyone who does the listed activities or being around when these things happen.
7. Gave someone a broken nose or black eye (or other disfiguring of the body) during a fight.
8. Set fire to simple things or made toy bombs for fun.
9. Intentionally damaged the property of another without his consent.
10. Entered a "No Trespass" area without the owner's permission.
11. Entered and remained in another person's home, car, or place of business without that person's permission.
12. Wrote a check for an amount which you knew was more than that in your account. (Even though you were going to deposit enough to cover it the next day.
13. Took something small from work or school like a paperclip or bunch of paper when you're not supposed too.
14. Received, disposed of, or retained property (e.g., home entertainment equipment) which you knew or believed was stolen.
15. Been in a fight in a public place.
- 16.. Used obscene, vulgar, or profane language in the presence of a female or male under the age of 14 years.
- 17.. Littered.
18. Told off an adult in public or in the home.
19. Associating with anyone who does the listed activities or being around when these things happen.

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To be hated

I wish that I had the heart to hate you. I wish that I feel the way you do. I wish that I could dismiss of my conscience And I could do the heartless things you do. I wish that I could make you feel as I do, as you starred me in the eyes just to say I'm just a juvenile delinquent And I shall always remain the same. I wish I could find humor in your weakness. At the sight of your tears, I am amused. And when you fall, I won't be there to catch you. I'll watch nearby to see how you are abused. In your time of need, I shall disown you. I'll tell you just how much you disappoint me. Your frailer just once again, proves that I was right. And you've sunk to what I knew you'd always be. Oh yes, how I'd love to hate you. With every piece of my broken heart. To give you the pain you've inflicted for so long and have the honor to tear your world apart. In the end, you'd get just what you deserve. The torment, neglect, guilt and shame. So, when you fall and have no one left to run to I'll be there to save you once again. For, though I say I wish to be you, I feel perhaps these words untrue. I'd still feel the pain much greater, in fact. The guilt of what I've done to you. I am blessed to have such a heart as mine. For, you could never feel as I. It must be quite the same to hate me as it does to view have from the other side. I can't imagine what it must feel like to never know the joy, I feel with in. To know the beauty, I feel each time I walk away, and fail to take a stand. I may not make you feel the pain As I wished so many times, I could do but it must hurt to feel discussed enough That you have to hate me as you do. I can't imagine, nor do I wish to, to walk a mile in those shoes. For it's one thing to be hated by another but it must hurt to be hated mostly by you

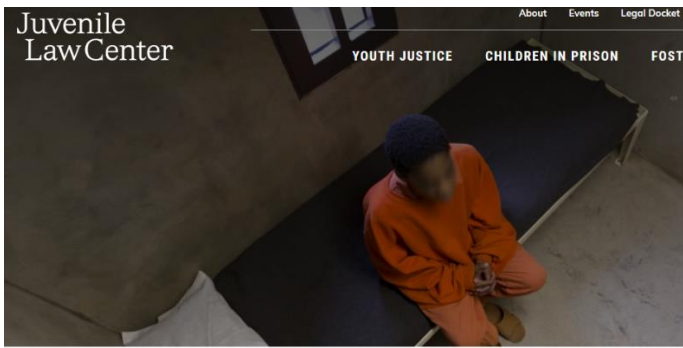
Career options and ways to get involved



Juvenile Justice

Juvenile justice has been one of ACNJ's key issues since its founding in 1978. Through various avenues, ACNJ has advocated for safe alternatives to incarceration for troubled youth and improved conditions for youth who must be confined. We work to expand understanding of policies and practices that can put these youth on a path to productive adulthood — a result that is good for both youth and the state.

Advocates for Children of New Jersey: <https://acnj.org/issues/juvenile-justice/>



CHILDREN IN PRISON

Juvenile Justice Center: <https://jlc.org/children-prison>

Our Mission

HOME > ABOUT > WHO WE ARE > OUR MISSION

POLICIES

PROGRAMS

ACTIVISM

Leave No Child Behind®

The Children's Defense Fund Leave No Child Behind® mission is to ensure every child a *Healthy Start*, a *Head Start*, a *Fair Start*, a *Safe Start* and a *Moral Start* in life and successful passage to adulthood with the help of caring families and communities.

Children's Defense Fund: <https://www.childrensdefense.org/about/who-we-are/our-mission/>

Find Schools

GO

ROLES OF ADVOCATES IN THE JUVENILE JUSTICE SYSTEM

Advocates, especially for juveniles, are essential players in a just and effective criminal justice system. The role of the advocate is to speak up for people in situations where the advocate is either more knowledgeable, will suffer no consequences by speaking out, or where they can act as a buffer for their client.

In our criminal justice system, many at risk and vulnerable populations are appointed or given access to advocates to guide and accompany them through the court and legal processes. One of the most vulnerable populations in the United States is children. As such, juveniles need access to many advocates within the criminal justice system. These advocates are put in place to ensure that the juvenile's rights are protected, whether the juvenile is bringing or facing a case, and regardless of whether they are guilty or innocent of wrongdoing. Victims are especially benefited by advocates, as navigating the criminal justice system can compound the injury and stress the child may already be facing.



Careers in Juvenile Justice Advocacy: <https://www.criminaljusticeprograms.com/articles/juvenile-justice-system/>