VOICE OF WITNESS

Inside This Place, Not of It Curriculum

Body Stories

Grade Level: 9-12

Time Needed: Two class periods.

Materials: *Inside This Place, Not of It*, large pieces of paper, and felt-tip markers.

Objective: To analyze criminal justice issues through personal narratives.

Related Curriculum Standards: RH.9-10.1, RH.9-10.5, RH.9-10.7, SL.9-10.1, SL.9-10.2

Preparation

Step 1: Divide the class into groups of 4-5 students. Assign each group one of the following narratives from *Inside This Place, Not of It*: Francesca Salavieri, Olivia Hamilton, Irma Rodriquez, Emily Madison, or Taisie Baldwin. Have each group read the assigned narrative for homework (35 Minutes).

Day One

Step 1: With large paper and markers, each group should draw a life-sized outline of a body. This is the body of their narrator. Using the following questions, encourage each group to fill it in according to how it was affected by prison. Groups should also create five or six questions of their own (25 Minutes):

Body

- How is _____ treated by doctors and nurses?
- Does _____ receive the medication she needs?
- Does _____ have all the knowledge she needs to best take care of herself?
- How is _____'s body different after prison?

Head

- What kind of privacy does _____ have?
- How is _____ treated by guards and wardens? How does that affect her?
- Does _____ receive any counseling or therapy?

Heart

- Does _____ feel comfortable expressing her feelings in prison?
- Does _____ have many friends in prison?
- Does ____ receive visitors? What is the visiting process like?
- If _____ has children, how has prison affected her relationships with them?

Step 2: Each group should present their narrator to the rest of the class, explaining how they filled in their body and why. They should be able to refer to specific passages in the narrative as evidence for why they filled in the body as they did (25 Minutes).

Day Two

Step 1: Have students write a letter to their narrator. Through their oral histories, the narrators have been talking to the students, telling them their stories. What do students want to say back? How do they want to respond? Remind them the narrators spoke their stories, so they should focus on writing an honest, heartfelt letter and not a formal essay (15 Minutes).

Step 2: Returning to their small groups from the previous day, students read their letters out loud to one another, and reflect on the following questions (15 Minutes):

- How did you feel after reading the narrative? Do you think your letter conveys these feelings?
- Why did you choose to address the issues that you did?
- How would you hope your narrator would respond?
- If you were in your narrator's position, would you appreciate a letter like this?
- What else would you like to know about your narrator?

Step 3: Incorporating the experiences and findings of the previous activities, the class comes together to generate the following two lists (15 Minutes):

- Major flaws in the U.S. prison system
- Strategies for improving the lives of women in prison

Step Four (optional)**:** Ask each small group to chose one strategy from the list, research how it might be implemented in the community, state or country, and present their findings to the rest of the class. To get started, refer to "Ten Ways to Learn More About Women in Prison," in the appendix to *Inside This Place, Not of It* (page 270).

Action Step (optional)**:** Send (or e-mail) your letters to Voice of Witness, where they will be forwarded to the organization Justice Now, our *Inside This Place, Not of It* book partners. Justice Now supports many of the women whose narratives appear in the book**.**

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Possible Oral History Project: Class creates an oral history project focusing on gender bias in their school community. Students craft interview questions based on their work in the Body Stories unit and interview classmates, friends, and school faculty and staff.

Media Option: Organizational Website: *The Beat Within: A Weekly Publication of Writing and Art from the Inside.* Based in San Francisco, the *Beat Within's* mission is to provide incarcerated youth with a consistent opportunity to share their ideas and life experiences in a safe space that encourages literacy, self-expression, some critical thinking skills, and healthy, supportive relationships with adults and their community. *beatwithin.org*

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Victims, Survivors and Criminals

Time Needed: Five class periods.

Materials: *Inside This Place, Not of It*, Station handouts, string, tape measure or yardstick, Satellites Handout, paper, pens, large pieces of butcher paper or poster-size sticky notes.

Objective: Using narratives from *Inside This Place Not of It*, students analyze and explore the challenges faced by women in prison while addressing larger issues within the U.S criminal justice system.

Related Core Curricular Standards: Reading History RH.9–10.1. RH.9–10.2. Speaking and Listening SL.9–10.1. Writing W.9–10.2.

Connections: This unit can be adapted for use with narratives from Surviving Justice. Other narratives from Inside This Place, Not of It can be substituted for the ones suggested below.

Overview

This unit explores the realities of women in U.S. prisons. It allows students to analyze and personalize the experiences of incarcerated women as they examine the labels "criminal," "victim," and "survivor."

Narrative Excerpt: "After just coming out of a relationship where I'd fought for my life, I began fighting for my life again in the judicial system. I don't believe the system handled my case fairly. I had neighbors testifying for me, I had family members testifying for me, I had police reports, I had medical records, but none of that meant anything to the prosecutor. Their job was just to convict me, it was like a show. The prosecutor was trying for a sentence of thirty years to life. I had to fight to not go into a prison for life." —Sheri Dwight

Essential questions:

- What does it mean to be a criminal?
- What does it mean to be a victim?
- What does it mean to be a survivor?
- How do some people transform struggles into sources of strength?

Preparation: Devise a system for dividing students into groups and assigning appropriate readings. The creation of the groups should be informed by efforts to solicit a diversity of perspectives and ways in which members can contribute to their group.

Day One

Step One: The activities during the first day of the unit focus primarily on activating prior student knowledge of the issue. Have students do a "pair-share" in which they discuss the following questions (5 minutes):

- If you had to spend the next eight years in jail, what would you miss the most?
- If you had to spend the rest of your life in jail, what would be the biggest challenges you would face?

Step Two: Introduce students to *Inside This Place, Not of It*. Provide a brief overview of the book and the manner by which women's stories were documented (5 minutes).

Step Three: Create a KWL chart for student reflection (or make a copy of the chart, found on page 45). The chart should be readily accessible, as students will revisit it during the course of the unit. This activity will give students an opportunity to activate prior knowledge and reveal assumptions they may have about women in prison. Conclude the activity by asking students what they would like to learn about women in prison (10 minutes).

Step Four: Divide the class into four groups. (These groups may or may not correlate with the reading groups students will use for the remainder of the unit.) For larger class sizes, divide the class into eight groups and simply reproduce each station twice. Inform groups that they will rotate through four stations spread throughout the classroom. Provide students with instructions as to when they need to rotate. Each station will have a unique prompt and set of instructions. Students will record their insights for each activity on the *Inside This Place, Not of It* Stations handout (35 minutes).

Step Five: Revisit the KWL chart and ask students to add to the "Want to Learn" and "Learned" sections of the chart (5 minutes).

Day Two

Step One: As a writing warm-up, ask students to reflect on the following question (5 minutes):

- "What is a criminal"?

Step Two: In a "pair-share," students share their ideas with a partner and then discuss the following questions (5 minutes):

- How are your ideas similar?
- How do they differ?

Step Three: Working in their groups from the previous day, students read pp. 39–44 of Sheri Dwight's narrative (20 minutes). Groups can read aloud, or silently, using the Talk to the Text (p.23) activity or reading strategies listed on p. 124. As students are reading, ask them to make a

list of people who have had a major impact on Sheri's life—her parents, her children, her husband, etc. Around each person's name, students respond to the prompts below. Encourage them to add to their initial insights as they continue to read.

- Describe Sheri's relationship with this person or these people.
- What happens because of this relationship?

Step Four: Conclude the activity by asking students to share their insights. This can be done as a class, in groups, or with partners (5 minutes).

Step Five: Each (already established) group will be assigned one of the following four narratives from *Inside This Place Not of It*: Teri Hancock (15 pp.), Emily Madison (16 pp.), Taisie Baldwin (12 pp.), Irma Rodriguez (12 pp.). During this "Independent Practice" reading session, students can read independently, with a partner, or with the entire group (15 minutes). Similar to the earlier reading activity, as students read this story they will reflect on people who have had a substantial impact on their narrator's life. Remind students to include people that played a major role in the narrator's life before, during, and—when applicable—after her time in prison. Any reading and reflections that students do not complete during class time become homework.

Step Six: Revisit the KWL chart introduced on the first day of the unit. For items not yet addressed in the "Want to Learn" section, discuss how the class will work to include them in the days ahead (5 minutes).

Day Three

Step One: As a warm-up activity, students do a "pair-share" for the following question (5 minutes):

- What are prisons for?

Step Two: As a class, discuss themes that surfaced in the passages from Sheri Dwight's narrative
that students read during the previous class period (7–10 minutes). Students may find it helpful to have a working definition of themes:

"A unifying or dominant idea in a speech, work of literature, film, etc."

Examples from Sheri Dwight's narrative may include *abuse, fear, injustice, survival*, and *violence.*

Step Three: Introduce *Inside This Place, Not of It* Theme Satellites. This activity will enable students to record quotes and details that support the development of themes from narratives in the book. As a class, complete several sample Theme Satellites that identify themes that developed in Sheri Dwight's story (10 minutes).

Step Four: Students work with a partner from their group to complete the *Inside This Place, Not of It* Theme Satellites graphic organizer for the story they have read (20 minutes).

Step Five: Students discuss the following questions in their groups (10 minutes).

- What is justice?
- What is injustice?
- Can justice lead to injustice? If so, how?

Step Six: Revisit the KWL chart. For items not yet addressed in the "Want to Learn" section, discuss how the class will work to include them in the days ahead (5 minutes).

Day Four

Notes: The Introduction to Dialectical Reading Journals handout (found on page 138) is designed to provide students with an overview of reading journals. This lesson operates under the assumption that students have experience using some type of reading journal with which they apply active reading strategies (listed on page 137). If students have not yet used a reading journal, consider facilitating a separate lesson on how to use a journal to employ active reading strategies.

Step One: As a warm-up activity, ask students to reflect in writing on the following question (5 minutes):

- Do you think society treats people differently if they have spent time in prison?

Step Two: Students share their ideas with a partner and then discuss the following questions (5 minutes):

- How are your ideas similar?
- How do they differ?

Step Three: Divide students into their narrative groups. Assign groups one of the following narratives from Inside This Place, Not of It: Olivia Hamilton (13 pp.), Francesca Salavieri (14 pp.), Marilyn Sanderson (13 pp.), and Charlie Morningstar (16 pp.). Provide students with the opportunity to read independently or with a partner.

Students will employ active reading strategies by using the Dialectical Reading Journal handout on page 138 of the Educator Resources section. Any reading not completed in class will be done as homework (35 minutes).

Step Four: As a class, conclude the period by briefly discussing the following questions (5 minutes):

- What is important to the narrator of your story?
- Has prison changed what this person considers important to her? If so, how?

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Day Five

Step One: As a warm-up activity, ask students to work with a partner to create a Prisoner's Bill of Rights. Imagine that it will be used to inform the policies, procedures, and facilities of future prisons constructed in your state (10 minutes).

Step Two: Students will collaborate with their groups to create a "Life Map" for their narrator (30 minutes). Their Life Maps should include the following items:

- A drawing of the narrator.
- A summary of the narrator's life before, during, and—when applicable—after prison. Remind students that a good summary often includes information that addresses the who, what, when, where, why, and how questions.
- An explanation of themes that developed throughout the narrator's story and the details that helped create these themes.
- A drawing to accompany each theme.

Step Three: Groups will hang their completed Life Maps in the classroom. Students should do a "gallery walk" tour of the room to examine their classmates' ideas (5–7 minutes).

Step Four: Unit concludes by revisiting the KWL chart. For items that have not been addressed in the "Want to Learn" section, discuss ways in which students or the class as a whole can pursue future learning opportunities (5 minutes).

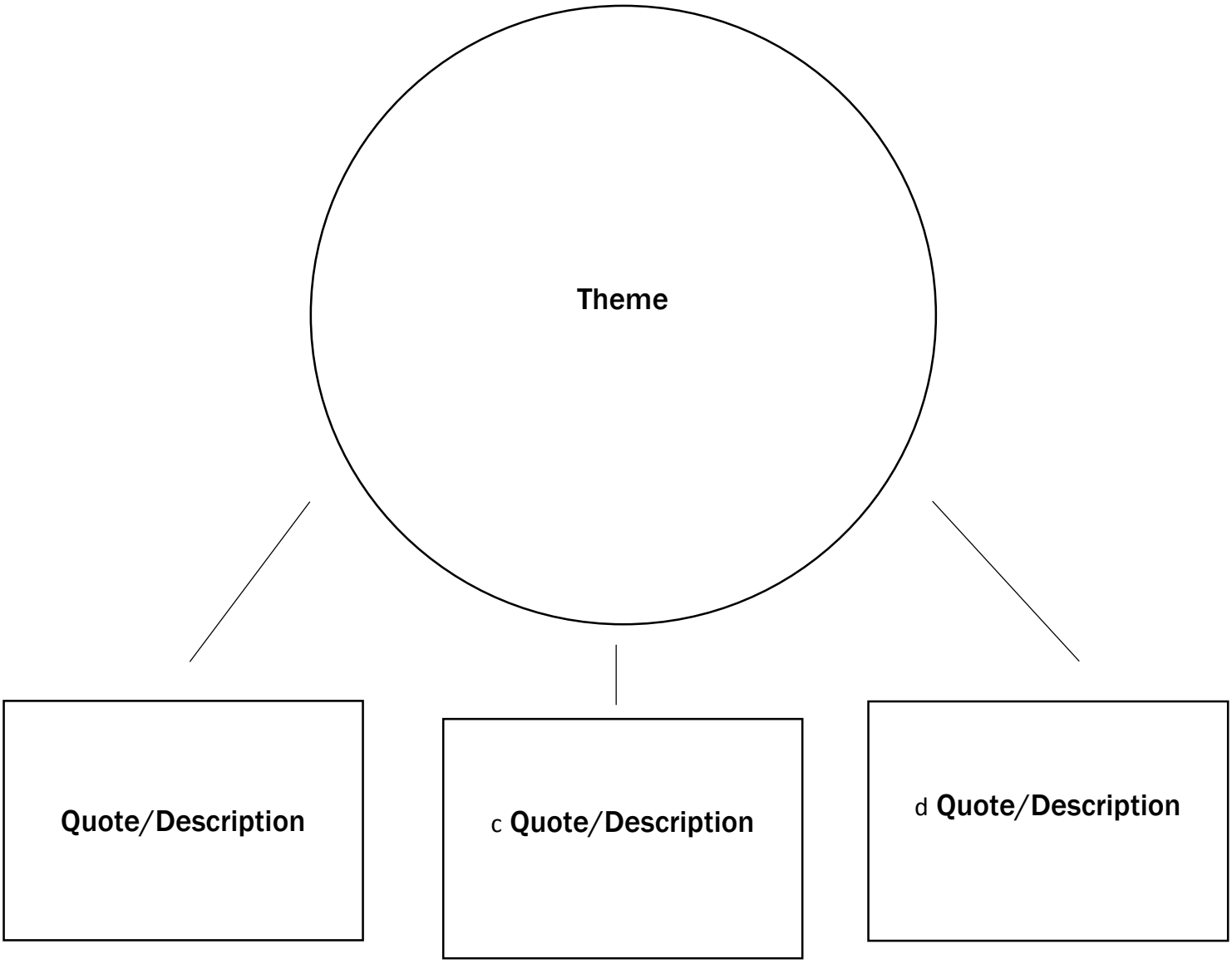
Possible Oral History Project: Class creates an oral history project using the discussion questions of the unit, the writing /discussion prompts, and the Prisoner's Bill of Rights to craft interview questions for an exploration of gender issues within in the U.S. criminal justice system and beyond. Students can interview friends, family, teachers, and members of the community.

Media Option: *Voices Project / Public Secrets: Public Secrets* is an interactive testimonial in which women incarcerated in the California State Prison System reveal the secrets of the war on drugs, the criminal justice system, and the prison industrial complex. Public Secrets was developed in collaboration with Justice Now and with the support of Vectors: Journal of Culture and Technology in a Dynamic Vernacular. This project contains strong language and graphic descriptions of prison conditions. (*vectors.usc.edu/issues/4/publicsecrets/*)

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Theme Satellite Example Sheet

1. On a separate piece of paper, using the example below, draw four bubbles, each containing a theme from *Inside This Place, Not of It*.
2. Around each bubble, draw three boxes and connect them to your theme bubble with lines.
3. In each example box, provide a quote and/or a description of a detail from the story that shows this theme.
4. At least one of these examples must include a quote from the text that shows this theme.
5. Include the relevant page number(s) with any quotes you use.



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Station One: Your New Home

Housing more inmates in a cell than what it is designed for is common in the U.S. and anywhere else overcrowding is present. The average prison cell built today is at least 70 square feet (7x11 or 8x9), but only about 60 square feet are usable, resulting in 30 square feet per prisoner if double celled. Some older prison and jail cells provide 40 to 56 square feet (5x8 or 7x8). Federal judges in many states have ruled since 1977 that every prisoner deserves at least 60 square feet of cell space. The fact is that cell size varies depending upon the type of facility. —Institutional Corrections*, a report by Mark Stevens, Assistant Professor of Criminology, California State University, Fresno, 2004*

Directions

Create a prison cell using the string and measuring tools provided. Your group's cell must be at least seventy but no more than ninety square feet.

Once you have constructed your cell, reflect on the questions below and record your insights on your *Inside This Place, Not of* It Stations handout.

- What are the dimensions of your cell?
- How many square feet does it contain (multiply its length by its width)?
- What challenges would you face living in such a small space and sharing it with another person?

Station Two: Rising Numbers

Though women make up only a small minority of the prison and jail population, slightly less than 7 percent, their numbers are increasing at rates that far surpass men. In 1977, 11,212 women were in prison. As of 2007, that number had increased to 107,000. The number of women in prison has grown dramatically since the 1980s due to several factors: mandatory minimum sentencing for drug crimes which preclude judicial discretion, the dismantling of the U.S. mental health system, and increased prosecution of "survival" crimes, which include check forgery and minor embezzlement. Over the last four decades, hundreds of thousands of women have been sentenced to jail and prison for nonviolent and first-time offenses, for offenses that arise from drug addiction or mental health problems, or as a result of minor involvement in offenses perpetrated by their husbands or boyfriends. —*Inside This Place, Not of It*, Introduction

Directions

Discuss the questions on the next page with your fellow group members. Then, record your group's insights using your *Inside This Place, Not of It* Stations handout.

- How might the "dismantling of the U.S. mental health system" increase the number of people in prison?
- Based on its context in the passage, what are the "survival crimes"?
- Would you ever commit a survival crime? Why or why not?

Station Three: Gender and The Prison System

"Because women are a minority in the prison system, they face particular challenges. A prison healthcare system designed for men that mandates, for example, shackling during transportation to and from the hospital, suddenly rises from the unpleasant to the horrific when the transported prisoner shackled at the ankles is a woman in the late stages of active labor, as experienced by Olivia Hamilton."—*Inside This Place, Not of It*, Introduction

Directions

With your fellow group members, reflect on the similarities and differences in the challenges men and women face in prison. Record your group's insights using the Venn diagram on your Inside This Place, Not of It Stations handout.

Station Four: Life After Prison

Directions

Briefly discuss with your group members the challenges people face once they are released from prison.

Then, using your *Inside This Place, Not of It* Stations handout, create a drawing or cartoon that illustrates an example of one of these challenges.

For additional ideas regarding challenges people face after being released from prison, you may want to consult Appendix VII: Post-Prison Consequences pp. 250–254 of *Inside This Place, Not of It*.

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Stations

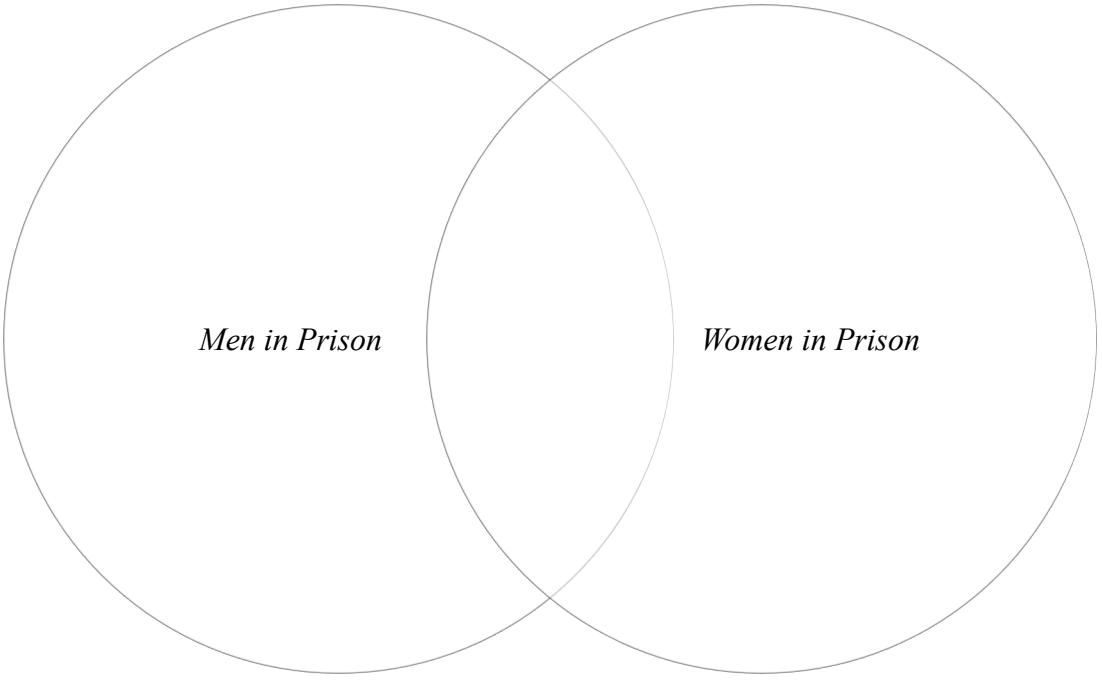
Station One: Your New Home

What are the dimensions of your cell?
How many square feet does it contain (multiply its length by its width)?
What challenges would you face living in such a small space?

Station Two: Rising Numbers

- How might the "dismantling of the U.S. mental health system" increase the number of people in prison?
- Based on its context in the passage, what are the "survival crimes"?
- Would you ever commit a survival crime? Why or why not?

Station Three: Gender and the Prison System



Station Four: Life After Prison
(Create you drawing or cartoon on the back)

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Gender, Free Will, and the U.S. Criminal Justice System

Time Needed: Two class periods

Materials:

- Taisie Baldwin's narrative from *Inside this Place, Not of It: Narratives from Women's Prisons*
- Poster board or butcher paper
- Markers

Objective: Students will develop critical thinking skills by examining personal agency and learning the philosophical concepts of free will and determinism, and by investigating the ways in which gender impacts one's experience with the U.S. criminal justice system.

Related Core Curriculum Standards: Speaking and Listening SL.9–10.1, SL.9–10.5. Writing W.9–10.3. Language L.9–10.5.

Connections: This lesson plan can be used with any of the narratives in *Inside this Place, Not of It.*

Narrative Excerpt:

"I was thirteen when my mom gave me to the state. At that time we were living in Three Rivers, Michigan. My caseworker from Children's Protective Services (CPS) was this woman named Eileen. She came and told me that my parents had given me away, and that CPS were taking me out of my home. My parents said I was unruly and out of control. My mom to this day says that she was forced to give me to the state, but if they were taking me away from her, they would have taken my sister too."

"When I got to the prison, I did twenty-eight days of quarantine and then they put me in a unit—the prison is divided into units, which are the different buildings. The next day, a doctor from healthcare called me and informed me that I was pregnant. I didn't believe her, because I'd never gotten pregnant before. I mean, I'd had plenty of unprotected sex, but I'd never gotten pregnant. I had always thought that maybe the guy who molested me when I was seven had done something to me so that I couldn't have kids, or something like that. It wasn't that I hadn't tried, because at the time I thought a baby could help all my loneliness. But I'd just never gotten pregnant."

—Taisie Baldwin

Essential Questions:

- What are some of the factors that determine how trauma impacts a child's future? To what degree can we change our own destiny?
- Should people have any inalienable rights as parents, regardless of their incarceration?
- Are determinism and free will mutually exclusive?

Day One

Step One: Students respond to the following written prompt (5 minutes):

- *Should people always be held accountable for their actions, regardless of their circumstances? Why or why not?*

Step Two: Pair Share: Students partner with a neighbor and discuss their answers to the written prompt (5 minutes).

Step Three: Ask the students to define the following terms:

  - Agency
  - Determinism
  - Free will

Write the definitions on the board and discuss as a group. Ask students to consider whether determinism and free will are mutually exclusive, or whether they can exist on a spectrum (20 minutes).

Step Four: Read Taisie Baldwin's story from *Inside this Place, Not of It: Narratives from Women's Prisons.* This can be done as silent, sustained reading, aloud as a group, or in small groups (25 minutes).

Step Five: Working in pairs, ask students to make a list of three critical moments/turning points in Taisie's story using a poster board or large piece of butcher paper with three columns (10 minutes).

Step Six/Homework: Ask students to write a one-page reflection on the following prompt:

- *Do you think the events and circumstances in Taisie's childhood impacted the decisions she made as she got older? Why or why not? Provide examples if possible.*

Day Two

Step One: Ask for volunteers to share their homework (written reflections) with the class. Discuss as a large group (10 minutes).

Step Three: Students return to their partners from Day One and the three critical moments they've identified in Taisie's story. Determine whether or not Taisie had agency or not during each moment. Explain why or why not (or if it's complicated), and if Taisie did have agency, detail the potential alternate courses of action that could have taken place. Encourage students to be creative on their poster boards/butcher paper; they can draw and use charts in addition to writing down their thoughts. As a second step, consider whether or not these defining/critical moments in Taisie's life were a result of determinism or free will (20 minutes).

Step Four: Come back together as a class and discuss each group's conclusions. Ask each group to articulate a summary of their conversation about free will, determinism, and agency. After each group is done summarizing, discuss as a class (15 minutes).

Step Five/Homework: Activity: Changing Perspectives. On the board, make a list of the following people who had an impact on Taisie's life (15 minutes):

- Taisie's uncle
- Taisie's mom
- Eileen
- Billy
- the judge who sentenced her
- anyone else the students can think of

Ask students to choose one of the people on the list and write a one page journal entry from their perspective. Encourage them to consider the following questions: What happened? Was it a result of free will or determinism? Could anything have been done to alter the narrative? What lasting impacts did it have? How does this person feel?

If time allows, ask for volunteers to share their journal entries with the class. If this activity is done for homework, consider having a class reading the following day.

Media Options: Documentary film: *Me Facing Life: Cyntoia's Story* (Daniel H. Birman Productions, Inc.). The story of Cyntoia Brown, a 16-year-old girl sentenced to life after being forced into prostitution and killing 43 year old Johnny Allen, whom she feared was going to take her life.

Fact Sheet: Women in Prison. Published by Prison Policy Institute and Amnesty International: http://www.prisonpolicy.org/scans/women_prison.pdf

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Gender Identity, Race, and Intersectionality in the Prison System

Time Needed: Two class periods

Materials:

- Butcher paper
- Pens/markers
- Computer
- Projector
- Copies of Charlie Morningstar's narrative from *Inside this Place, Not of It: Narratives from Women's Prisons*

Objective: Through reading and analyzing Charlie Morningstar's narrative from *Inside this Place, Not of It*, students will examine the various ways in which our identities affect our lives.

Related Core Curriculum Standards: Speaking and Listening SL.9–10.1, SL.9–10.5. Writing W.9–10.3. Language L.9–10.5. Reading History RH.9–10.2, RH.9–10.4

Connections: This lesson can be paired with Beverly Monroe's narrative from *Surviving Justice,* Dan Bright's narrative from *Voices from the Storm,* Desiree's narrative from *Underground America,* Hani Khan's narrative from *Patriot Acts,* or any other Voice of Witness narrative in which intersectionality impacts the narrator's experience.

Narrative Excerpt: "In one way or another, the D.A. made sure that my gender was always in the air before the jury, as if that was what was I really on trial for. In the opening statements, the D.A. referred to my appearance and talked about the way I walked, to give the picture that I was aggressive and dangerous. She portrayed me as someone who would fly off the handle and not tolerate anything. The D.A. asked every witness the question, "Did you know Morningstar was born female?" and she referred to me as someone who was "masquerading as a male" to infer dishonesty. The jury were not really paying attention to what the actual evidence was, or whether the actual evidence that they say they had was credible. The judge also seemed to favor the prosecution, because most of the defense's objections were overruled. My attorney was dumbfounded about how to fight the whole gender identity issue. He was frustrated, he wanted to confront it—he even asked to educate the jury on homosexuality, but the judge denied it. In 1984 I was convicted of first-degree murder and received twenty-seven years to life."

—Charlie Morningstar

Essential Questions:

- How can one's different identities intersect with each other?
- In which ways does the legal system mimic injustice in the world surrounding issues of gender and indigeneity?

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Day One

Step One: Students respond to the following written prompt (5 minutes):

- *What are my identities? How do these identities affect my experience?*

Step Two: Ask for volunteers to share their responses with the class (5 minutes).

Step Three: Invite students to write their identities on large butcher paper placed around the room. Remind them that they can choose which identities they want to share and which they'd like to keep private. Encourage students to circle, highlight, or check mark identities that came up multiple times (10 minutes).

Step Four: After students have returned to their seats, facilitate a group discussion about identities and assumptions. Use the following quote from Nigerian writer Chimamanda Adichie as a guide for the discussion:

"The problem with stereotypes is not that they are untrue, but that they are incomplete."

Moving through the identities students listed on the pieces of butcher paper around the room, ask for volunteers to share their assumptions about each identity. Taking it a step further, ask students to consider where they learned those assumptions and whether or not they hold true. Create a flow chart of assumption → where the assumption was learned → truth/reality in order to help students visualize and thinking critically about stereotypes and assumptions (15 minutes).

Step Five: Read Charlie Morningstar's story from *Inside this Place, Not Of It*. Reading can be done as a large group using popcorn reading, in small groups, or as silent, sustained reading (20 minutes).

Step Six/Homework: Ask students to write a written response to Charlie's narrative, using one of the following forms. Challenge students to include two open-ended questions in their response, regardless of which form they choose:

- Reading response log
- Letter to Charlie
- Poem

Begin working on this in class, and ask students to finish the assignment as homework (5 minutes/homework).

Day Two

Step One: Students respond to the following written prompts (5 minutes):

- *Have people made assumptions about you based on your identities?*
- *How have your identities impacted your life?*

Step Two: Pair Share. In partners, students share and discuss their responses to the written prompt (5 minutes).

Step Three: On the board, define the term **intersectionality** as:

"the ways in which different forms of discrimination can intersect and overlap."

Ask students to consider what this means, and how intersectionality impacted Charlie Morningstar. Create a Venn Diagram on the board, labeling one circle as "transgender" and the other as "Native." As a large group, fill in the Venn Diagram based on Charlie's story and how his identities as being a trans man and Native American intersected and impacted his experience in life, in the court system, and in prison (15 minutes).

Step Four: Introduce CeCe McDonald's story to the class:

CeCe McDonald is an African America trans woman who was assaulted on the street in 2012 by a man yelling racist and transphobic slurs. When the man hit CeCe in the face with a glass object, she stabbed him with a pair of scissors from her purse. CeCe was arrested for manslaughter, and ultimately accepted a plea deal to serve 41 months in a men's prison. CeCe was released in January 2014 after serving 19 months.

Watch Democracy Now segment with CeCe McDonald and Laverne Cox, beginning at 17:11 and ending at 42:02 (25 minutes):
http://www.democracynow.org/2014/2/19/black_trans_bodies_are_under_attack

Step Five: Small group discussions. In groups of 3-4, students discuss how intersectionality impacted CeCe's life and experience. Write the following prompts on the board for students to use as guideposts (10 minutes):

- What are some of CeCe's identities?
- How have CeCe's identities informed her experiences in life?
- How is CeCe's story similar to and different from Charlie Morningstar's story?

Step Six/Homework: (Optional). As homework, ask students to create a Venn Diagram exploring the intersectionality of two of their own identities.

Media Options: Video segment. The Laura Flanders Show: *The New Transgender Movement: Race, Poverty, Gender, Policing, and Pinkwashing,* an interview with Dean Spade. https://www.youtube.com/watch?v=eQJigIBllbU.

News Article. Mother Jones, 2016. *Justice Department Takes Steps to Protect Transgender Prisoners* by Brandon Ellington Patterson. http://www.motherjones.com/politics/2016/03/doj-trans-inmate-guidelines.

Lesson Plan. PBS. *Exploring identity and intersectionality in poetry* by Douglas Ray. http://www.pbs.org/newshour/extra/lessons_plans/exploring-identity-and-intersectionality-in-poetry-lesson-plan/.