

PAPER CITY

YOUR POWER WILL CHANGE THE WORLD



COINTELPRO - MMXIV

PAPER CITY

OFFICIAL PROGRAM

January 2015 draft – 1.23.2015 version – for development use

**Inspired by Dr. Martin Luther King, Jr's final book,
Where Do We Go From Here: Chaos or Community?**



Developed by the Help Increase the Peace Project and City Year educators

Paper City is a 45-minute documentary and educational program about the American Dream and the school-to-prison pipeline—the nationwide phenomenon in which high school dropout rates coincide with mass incarceration of urban youth.

Developed by educators from two evidence-based national programs dedicated to youth empowerment through education—**City Year** and the **Help Increase the Peace Project**—*Paper City* is designed to bring a **civil rights perspective** to modern day America, and to encourage youth and educators alike to realize the **American Dream** as Dr. Martin Luther King, Jr. envisioned it.

Paper City is purposefully divided into “chapter” segments that address specific points within the school-to-prison pipeline. Each of these chapters is coupled with corresponding lessons that combine activities from Help Increase the Peace with *Paper City*’s content, and use City Year’s leadership development tools. These lessons are intended to engage middle and high school age audiences with issues of **restorative justice**, **socio-economics**, and **community empowerment** to counteract the school-to-prison pipeline. The central message of *Paper City* is this: **you have power, and your power will change the world.**

In preparation for the official release of *Paper City* as a public resource in **Summer 2015**, we are asking educators and advocates to **workshop**, **evaluate**, and **provide feedback** on the *Paper City* program from January to May of 2015 so that it may be its most effective.

COUNTERACTING THE SCHOOL-TO-PRISON PIPELINE



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The Film – Paper City

"This is a story about the American Dream in one of the nation's arson capitals"

Paper City is a 45-minute documentary designed with the Help Increase the Peace Project to inspire youth to achieve the American Dream through education and social justice



Iesha Ramos – Holyoke, MA (1996)

"I believe that you determine your own life...we all sort of come from the same beginning, but it's up to you to decide what path you take." – Iesha Ramos

The city of Holyoke transformed from the paper capital of the world to arson capital of the United States. *Paper City* follows Iesha Ramos—a college student born and raised in Holyoke—who returns to her old middle school every day to mentor students at her afterschool program for arts and leadership, the Teen Resource Project.

Paper City began from interviews with these students, who must navigate booming drug economies, struggling school systems, gang warfare, and unprecedented rates of mass incarceration in order to make it to graduation.

Paper City reveals these issues firsthand in a visually and musically driven experience that incorporates the perspectives of community leaders—teachers, law officers, activists, and politicians—for youth to understand these issues and to realize their own power to determine the future in America.

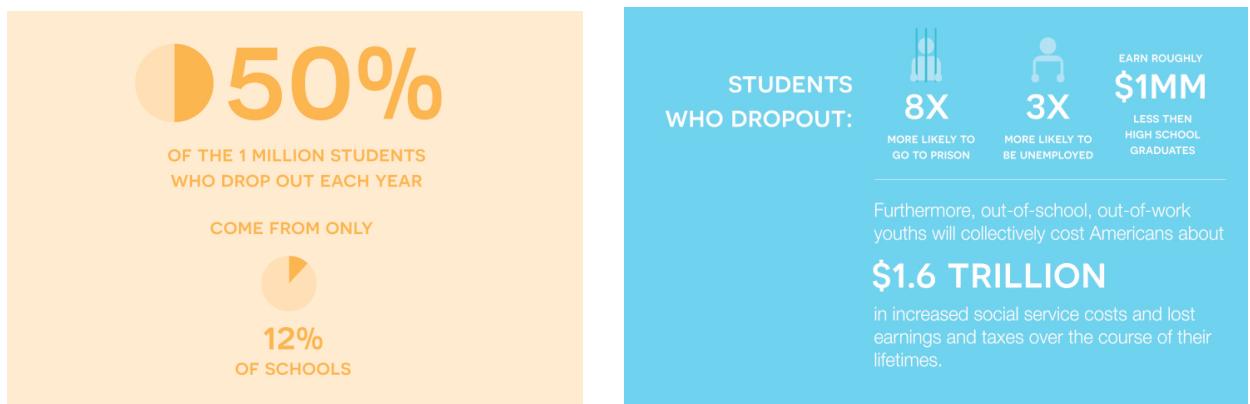
How To Facilitate – City Year’s Graduation Pipeline



Paper City Curriculum Coordinator Bang Vu Pham facilitates Paper City and HIPP lessons with City Year senior corp members at the annual Summer Academy leadership conference.

Paper City was intentionally designed to help youth, youth mentors, and educators counteract the school-to-prison pipeline. **City Year** is an education-focused **Americorps** program purposed to combat the **dropout crisis**—a critical component in the school-to-prison pipeline—by training young high school and college **graduates** to tutor and mentor students in over 200 schools in 25 US cities.

This **graduation pipeline** is integral to the *Paper City* Program, which incorporates City Year’s **values**, **Critical Reflection Cycle**, and **leadership model** to facilitate *Paper City*’s Help Increase the Peace lessons.



How To Facilitate – City Year Values



Service to a Cause Greater Than Self

We dedicate ourselves to addressing shared civic challenges through unified action.

Students First, Collaboration Always

The success of the young people we serve is our preeminent goal, best achieved by working
In partnership with others who are dedicated to the same cause.

Belief in the Power of Young People

We are committed to harnessing one of the most powerful forces for positive change at
work in the world today.

Social Justice For All

We dedicate ourselves to building a more, just, equal, fair, and compassionate world.

Empathy

Empathy builds trust and deepens understanding, which consequently strengthens our
program's design, implementation, and results.

Inclusivity

We embrace differences as strengths that magnify our capacity to achieve shared goals.

Ubuntu

I am a person through other people; my humanity is tied to yours.

Teamwork

We strive to work powerfully together in a unified effort to achieve our goals.

Excellence

We hold ourselves to the highest standards as we strive to execute our mission.

How To Facilitate – The Critical Reflection Cycle

The Critical Reflection Cycle is a deliberate, structured process intended to facilitate *Paper City* and Help Increase the Peace Lessons. This simple but sophisticated process is designed to **empower youth leaders** to effectively facilitate and confront complex issues within *Paper City/HIPP* lessons.

The **Critical Reflection Cycle** is made up of the following 6 steps:



STEP 1: Problem Finding

The task of the **Facilitator** is to prepare a meaningful **case, question, or challenge** for the group to explore together, such as: cultural or political dynamics that play a role in our efforts at the schoolhouse, local, state, and national levels; or how we each come with our own unique history, interests, strengths and weaknesses, hopes and fears. The Facilitator can do this readily by choosing one or more *Paper City* lessons that relate to their intended topic of interest for the **group** to explore.

STEP 2: Power Presenting

Once the Facilitator has identified the *Paper City* lesson(s) to present **prior** to the session, the next challenge is to **powerfully** present the lessons, using the following methods:

- a. Be **Clear**: The facilitation is well researched, not confused, convoluted, or vague. The participants should understand exactly what they are being asked of them.
- b. Be **Concise** – The presentation is focused and thoughtfully structured to present enough time for the group to dive into critical discussion.
- c. Be **Compelling** – The presentation should truly matter to the presenter. The subject matter of the lesson should be personally researched before facilitating. If the facilitator is confused, unfocused, or off purpose, the presentation will generate an experience of aimlessness and disengagement for all participants in the group.

STEP 3: Active Listening

Once you have powerfully presented, the next step is to engage in **active listening**, defined as a “person’s willingness and ability to hear and understand”. Creating **safe spaces** for active listening is the most important element in facilitating Help Increase the Peace lessons, and is a remarkable opportunity to have a group of participants dedicating their time and undivided attention to exploring an issue that we find personally meaningful.

STEP 4: Critical Thinking

Active Listening must be balanced with the skill of **Critical Thinking**, “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action”.

Key skills are as follows:

- **Questioning** Interpretation of Events
- **Reframing** Problems
- **Gathering** Information and Perspectives
- **Unpacking** your own and others’ emotional responses

STEP 5: Selecting Key Leadership Lessons

It is important to remember that ultimately the **Facilitator** is the only real expert on the authentic **motivation** behind the presentation, the internal **emotional dynamics** involved, and the external **political realities** of the case, challenge, or question that was presented. If all has gone according to plan, by the time the session ends the group has had an engaging, intense, provocative, and challenging learning conversation. Now, we must find a way to **integrate** all that we have learned into a **coherent new understanding** of the challenge and a **personally compelling** way forward.

STEP 6: Aligning Beliefs and Actions

Once the **Facilitator** has done the personal work of selecting the key leadership lessons that she or he will take from the session, the Facilitator is then faced with the challenge of this sixth and final step: **Aligning outer actions with new inner clarity**.

The key skill here involves doing the important and highly personal **work** of aligning outer **actions** with inner **beliefs**. Striving for that kind of coherence and **integrity** is a critical skill for every **leader**.



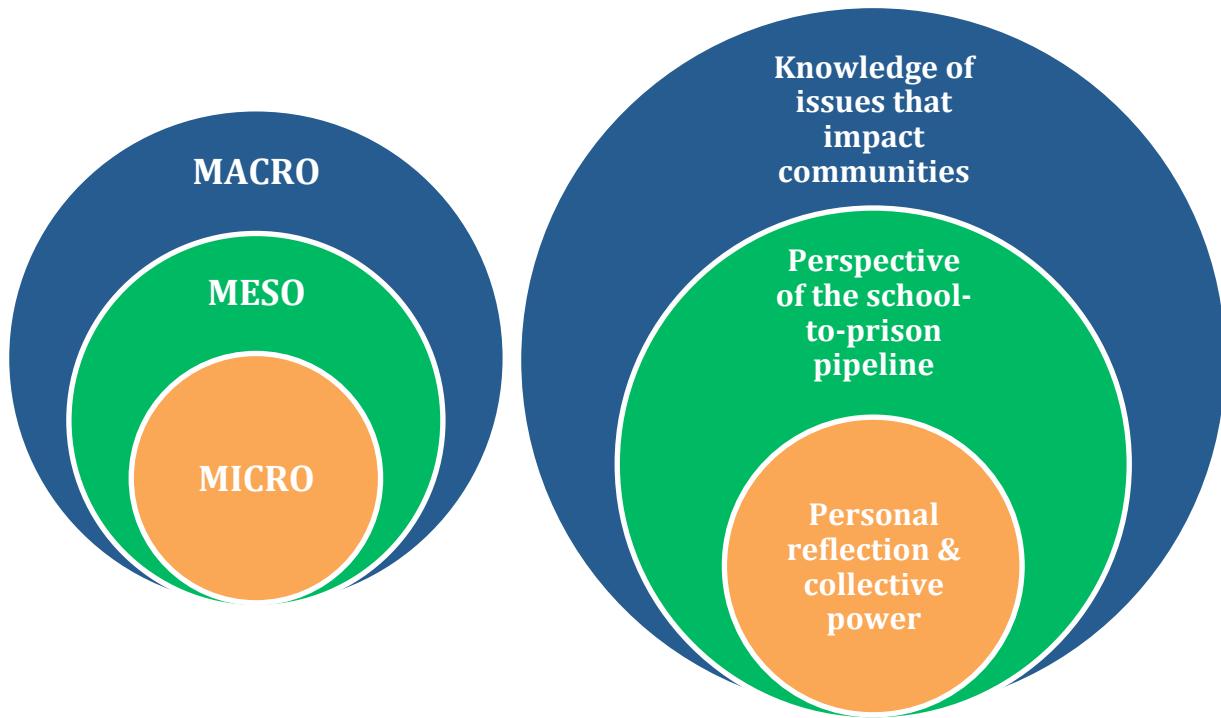
Evans High School in Orlando, FL

The Paper City Chapters – Knowledge and Perspectives

When facilitating *Paper City* / Help Increase the Peace lessons, it is important to realize that dynamics of **violence**, **peace**, or **resolution** occur at the innermost **Being**, at a level far deeper than surface behaviors (**Do**), or cognitive understandings (**Know**). Some examples:

Do – Service to Community
Know – Learning & Development
Be – Personal Reflection
Culture and Values – Citizenship
- from *City Year's 'Idealist Journey'*

Here, we confront the reality that our own inner way of being is directly **responsible** for the impact we have on the world around us. The following ecological systems theory diagrams illustrate how this relates to the **impact** of *Paper City* / HIPP lessons: the Macro (outer most) which can be associated with **Doing**; the Meso (middle) associated with **Knowing**; and Micro (inner most) associated with **Being**.



The following diagram briefly summarizes both the **content** and lesson **objectives** within *Paper City*'s chapter segments. The corresponding Help Increase the Peace lessons utilize interactive activities, history lessons, and participants' own life experience.

The American Dream (MACRO):

Participants will examine and create their own definition of the American Dream

Pursuit of Happiness (MICRO):

Here, participants will learn how they have the power to achieve the American Dream through education and social justice.

School System (MESO):

Participants will explore what it means to counteract social and economic inequality.

Drug Economy / War on Drugs (MACRO):

Here, participants will learn how to recognize the root causes of violence and discuss non-violent solutions to conflict in the community.

Prison Industrial Complex (MESO):

In *Paper City*, prisons outranked schools for public funding. With this lesson, participants will question decision-making on a larger level: why is society making these choices?

Where Do We Go From Here? (MICRO):

Here, participants will recognize that they each have power to make choices and determine the future as active members of society..

Help Increase the Peace (HIPP) Lessons

JANUARY 2015 version – chapter locations in film *Paper City* listed in [brackets]

The **Help Increase the Peace Project (HIPP)** is a youth leadership program created by the Nobel Peace Prize-winning American Friends Service Committee to address issues of **interpersonal violence, prejudice, and injustice** with participants ages 11 and up. Current lessons are as follows:

1. The American Dream [1:20-4:59] **pg 12**

A - *HIPP: What Is The American Dream?* – pg 12

2. Pursuit of Happiness [5:00-11:39] **pg 14**

A - *HIPP: Moment of Silence* – pg 15

B - *Brainstorm: What Is Success?* – pg 15

C - *Discussion* – pg 17

3. School System [11:06-20:16] **pg 18**

A - *Discussion: Not a Savior* – pg 20

B - *Discussion: How to Be an Ally* – pg 20

C - *HIPP: What Is an Ally?* – pg 20

D - *HIPP: Who Am I?* – pg 22

4. Drug Economy [21:44-30:26] **pg 25**

A - *HIPP: Violence Tree* – pg 27

B - *HIPP: Restorative Justice* – pg 29

5. War on Drugs [30:26-35:32] **pg 32**

A - *HIPP: What Is Violence?* – pg 33

B - *HIPP: Institutional Racism in History* – pg 34

6. Prison Industrial Complex [35:32-36:57] **pg 36**

A - *HIPP: What is the School to Prison Pipeline?* – pg 37

B - *HIPP Lift: Affirmative Posters* – pg 39

7. Where Do We Go From Here: Chaos or Community? [36:53-43:22] **pg 40**

A - *HIPP: Concentric Circles* – pg 41

B - *HIPP: The Power of One* – pg 43

1. The American Dream

[1:20-4:59 in film] [3'39" total]

The city of Holyoke is the first **planned industrial community** in America. Through the examples of Irish and Puerto Rican **immigration** into Holyoke, participants will question: **what is the American Dream?**

Learning Objectives:

Participants will **examine** the American Dream from *Paper City* and **create their own definition** of the American Dream.

A) HIPP: What is the American Dream?



"We created this whole story, this whole cultural structure: anyone who came with enough desire and enough willingness to work hard could succeed, and would succeed."

- Prof. Candelario, *Paper City* [1:30]

Time it takes:

25-30 minutes

Materials:

- Newsprint or Whiteboard
- Markers
- Loose leaf paper or notecards
- Pens or Pencils

How it's done:

1. Watch “the American Dream” chapter of *Paper City* with participants [5 mins]
2. Ask participants to **turn and talk with a partner** about what they learned in the film: **“What happened in Holyoke?”** [5 mins]
3. Meanwhile, post a **newsprint sheet** (or use a **whiteboard**) where everyone can see . Write: **“What is the American Dream?”**.
4. Once 5 minutes are up, ask participants: **“What is the American Dream?”**
5. Have participants each **write** their **own** definition of **what the American Dream is** in **one or two sentences**, using pencils and paper. [5 mins]
6. Once they have their definitions, let participants know they will create **one definition** as a **whole group** to agree on, using what they’ve written individually.
7. Participants can **take turns** writing down **ideas** or **keywords** from their definitions on the newsprint/whiteboard -**or-** Ask for **one participant** to be a **transcriber**: he or she will write what other participants share during the discussion. [5-10 mins]
8. **Finalize** the group definition, asking if **everyone agrees**, and **write** it on the newsprint. [5 mins]

Guiding Questions:

How do you **achieve** the American Dream?

Who does the American Dream **apply** to?

What does **race** have to do with the American Dream?

2. Pursuit of Happiness

[5:00-11:39 in film] [6'39" total]

Iesha Ramos, *Paper City*'s protagonist, exemplifies the **American Dream** by achieving success through **education** and **making the choice to inspire others** as a **leader** and **role model**. In this lesson, participants will explore **how** they have the **power to achieve** the American Dream through **education** and **social justice**.



*"I tried to set up my life in a way that
everything was perfect to my goals and my future."*

- Iesha Ramos, *Paper City* [10:04]

Learning Objectives:

- 1) Participants will explore **what it takes** to prepare for **success** in America.
- 2) Using Iesha as an example, participants will **identify** and **distinguish** the **qualities** that make someone a **role model**, **mentor**, and **community leader**.

Lesson Overview:

- A) HIPP activity: Moment of Silence
 - B) Brainstorm: What does it take to prepare for success?
 - C) Discussion Questions
-

A) HIPP activity: Moment of Silence

Lesson Objective:

To **recognize** positive role models

Time it takes:

5 minutes

Materials:

Just yourselves

How it's done:

- 1) Ask participants to turn and talk with a partner for 2 minutes about a role model they look up to, admire, or believe in.
 - 2) The facilitator/s will inform everyone when one minute is up for each person.
 - 4) When the conversation is finished, ask the participants to take a moment of silence to honor this person.
-

B) Brainstorm: What does it take to prepare for success?

Time it takes:

10-15 minutes

Materials:

- Newsprint - or - Whiteboard
 - Markers
- (paper and pens/pencils for variation)

Lesson Objective:

To **list** achievements that students should strive for in order to achieve their goals.



How it's done:

1. Write "**How to prepare for success**" on newsprint/whiteboard so all participants can see
2. Ask **one** participant to be a **transcriber**: he or she will write what other participants share during a discussion -**or**- Participants can **take turns** writing down **ideas** or **keywords** from their definitions on the newsprint/whiteboard [5-10 mins]
3. Ask participants to **brainstorm**:
 - a. How did lesa successfully empower **herself**?
 - b. How did lesa successfully empower **her community**?
 - c. How do you prepare for success in America?
 - d. How do you build a successful **community** in America?

These following ideas are guiding examples for the list:

- a. Education
- b. Jobs
- c. Finishing school
- d. Work towards **helping** your **community**
- e. Be a **positive leader** in the **community**

C) Discussion Questions

- 1) How do you define success?
 - 2) How do you achieve success?
-

3. School System

[11:06-20:16 in film] [9'10" total]

School systems provide **opportunity** for **upward mobility** but suffer from socio-economic **disparities**. Data shows that **half** of the 800,000 students who drop out of high school **each year** come from only **10%** of the nation's schools--most located in high-poverty areas. Here, participants will **explore what it means** to **counteract** social and economic **inequality**.



*"We had an assembly, and the teacher said: 'Look to your left, and look to your right...
Most of you won't graduate. Most of you won't make it to graduation year."*

- lesha Ramos, Paper City [16:37]

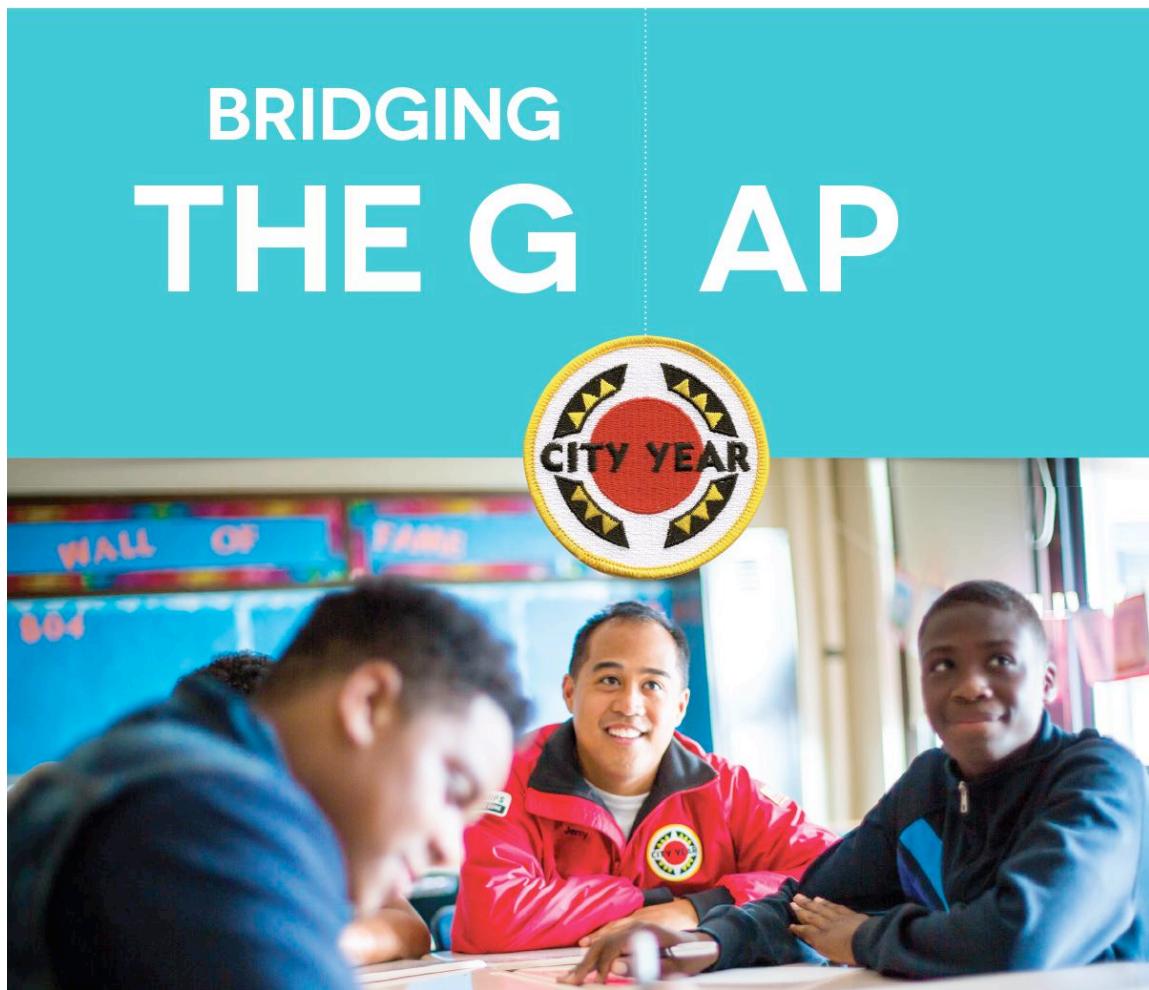
Learning Objectives:

1. Activities **A** and **B** are specifically to help **educators** and **youth mentors** recognize their **individual** and **collective power** to **close** the **achievement gap** and **help** students through the **graduation pipeline**. Participants will **define what an ally is** and **how** to be one, and discuss **what it means** to be an **ally** to their students.

2. In Activity **C** participants of all ages will question: “**Where am I coming from?**” and “**How can I be an ally to others, regardless** of where I come from?”
3. In Activity **D**, participants of all ages will build **community** and **self-realization** by examining and discussing what **stereotypes** are, **how** they affect us, and **what we can do** to **overcome** their effects on **ourselves** and **society**.

Lesson Overview:

- A) Discussion: Not a Savior (for mentors and educators)
 - B) Discussion: How to Be an Ally (for mentors and educators)
 - C) HIPP: What Is an Ally? (for mentors and educators OR students)
 - D) HIPP: Who Am I?
-



A) Discussion: Not a Savior

1. Facilitator should read the following quote from a City Year corps member:

*"If I could, I'd **rescue** all of [my students] from their **home lives**. But my red jacket isn't the same as a red **cape**." - Corps Member, City Year Boston '13-14*

2. Ask participants:

- a. What do you think was **meant** by this statement? **Why** did this mentor say this?
 - b. Why is it important to believe that **as a mentor or educator**, you cannot '**save**' your students?
-

B) Discussion: How to Be an Ally

1. Individuals - including kids - can only liberate themselves. With this in mind, how can one be an **ally** in counteracting the school-to-prison pipeline and social injustice?
 2. Studies like those done by Johns Hopkins University in the 2000s show that students who are at **higher risk** of dropping out can be identified **as early as elementary school**, using **three** early warning indicators: poor **attendance**, disruptive **behavior**, and **course failure** in math and English. Students who do drop out of high school are **8x more likely to be incarcerated**. What can mentors do **in their role** to counteract the school-to-prison pipeline?
-

C) HIPP: What Is an Ally?

Lesson Objective:

Explore what it **means** to be an **ally** counteracting social and economic **inequality**.

Time it takes:

15 - 20 minutes

Materials:

- Newsprint/Whiteboard
- Markers

How it's done:

- 1) Post the newsprint in front of the room where everyone can see.
 - 2) Write on top of the newsprint or whiteboard: "**What is an ally?**"
 - 3) Participants can **take turns** writing down **ideas** or **keywords** from their definitions on the newsprint/whiteboard -**or-** Ask **one** participant to be a **transcriber**: he or she will write what other participants share during a discussion.
 - 4) Ask the group to **brainstorm** and **discuss** the following questions: [15 mins]
 - What does it mean to be an ally in low income communities?
 - To be an ally of groups or individuals who are historically oppressed?
 - What can you do to support others?
 - 5) With the group's responses, If the following points don't come up, you may want to add to the list:
 - **Educate yourself about the school to prison pipeline!**
 - Listen and learn from the people you are allying.
 - Don't make assumptions. Speak from experience.
 - Be willing to keep learning and growing to become more self-aware.
 - Expect that you won't always do the right thing. It's okay to make mistakes.
 - Practice advocating and holding yourself and others accountable.
 - Speak for yourself. Don't speak for others.
 - Use your abilities as a mentor to help students
 - Run afterschool clubs and service projects to give students a positive and safe activity to participate.
-

D) HIPP: Who Am I?

Lesson Objective:

For youth to **discuss** how to **break stereotypes** and **prejudice** in their communities.



Who Am I? with students at Evans High School in Orlando, FL (Sept. 2014)

Time it takes:

25-50 minutes

Materials:

- Index cards
- Tape
- Newsprint / Whiteboard
- Marker

How it's done:

1. **Prior to this lesson**, facilitators should write the names of well-known **people**, **characters**, or **historical figures** on index cards--enough for all participants.

2. Without letting the group see the names, tape **one** card on the **back** of each participant, with names facing **outward**.
3. Explain that participants must **discover who they are** by walking around and **asking** other participants '**yes**' or '**no**' **questions** about their identity. This can also be done in **pre-selected** pairs. A limit can be set on the **time** OR on the **number** of questions. [5-15 mins]

Examples of identities: "Martin Luther King Jr" | "Michelle Obama" | "Jay Z" | "Miley Cyrus" | "Police Officer" | "Teacher" | "Drop-out" | "Drug Dealer" | "Spongebob" | "A Gun" | "Rosa Parks" | "Ferguson" | "America" | "Puerto Rico" | "Batman" | "The Ghetto" | "The American Dream" | "Drug Dealer" | "Drug User" | "Michael Jordan" | "Beyonce" | "Malcolm X" | "Oprah Winfrey" | "Nike" | "Hip-Hop" | "Drake" | "Barack Obama" | "Iggy Azalea" | "George Washington" | "Bugs Bunny" | "George Bush"

Variations:

You can also include **cartoon characters, objects, books, or movies**

4. After everyone has discovered their identity card, debrief by asking people **what it's like to rely on others to discover their identity**, and ask **whether this happens in real life.** [5 mins]

Defining Stereotype:

Next, define "**stereotype**" as a group, or offer a definition: an oversimplified **generalization** about a **particular group** of people which usually conveys a **negative** image.

- 1) Post newsprint sheet in front of the room
- 2) Write "**Stereotype**" on top of the newsprint or the whiteboard
- 3) Ask participants to brainstorm stereotypes of **young people** from their neighborhood, race, class, or religion, and list them on a sheet of newsprint. [5-15 mins]
- 4) Participants can **take turns** writing down **ideas** or **keywords** from their definitions on the newsprint/whiteboard -or- Ask **one** participant to be a **transcriber**: he or she will write what other participants share during a discussion.
- 5) Ask the group any or all of the following questions: [5-15 mins]
 - How do these stereotypes make you **feel**?
 - Does it **matter** if we stereotype? Why or why not?
 - Do stereotypes **affect people's lives? How?**
 - Do cops, judges, or teachers stereotype?
 - Do students, parents, or communities stereotype?

Closing/Reflection: [5-15 mins]

Ask participants to think back to lessha's role in *Paper City*. She was a Puerto Rican woman, born to a teenage mother, living in a poor community with a 60% high-school drop-out rate. lessha focused on school and changed her life trajectory by planning for her future, making smart decisions, and doing work that she knew **her community needed** in order to make things better for **everyone**. As students, you are living a time in your life when **every decision** can impact your life in the **future**.

How can you break stereotypes in your community like lessha did?

How will you do it?

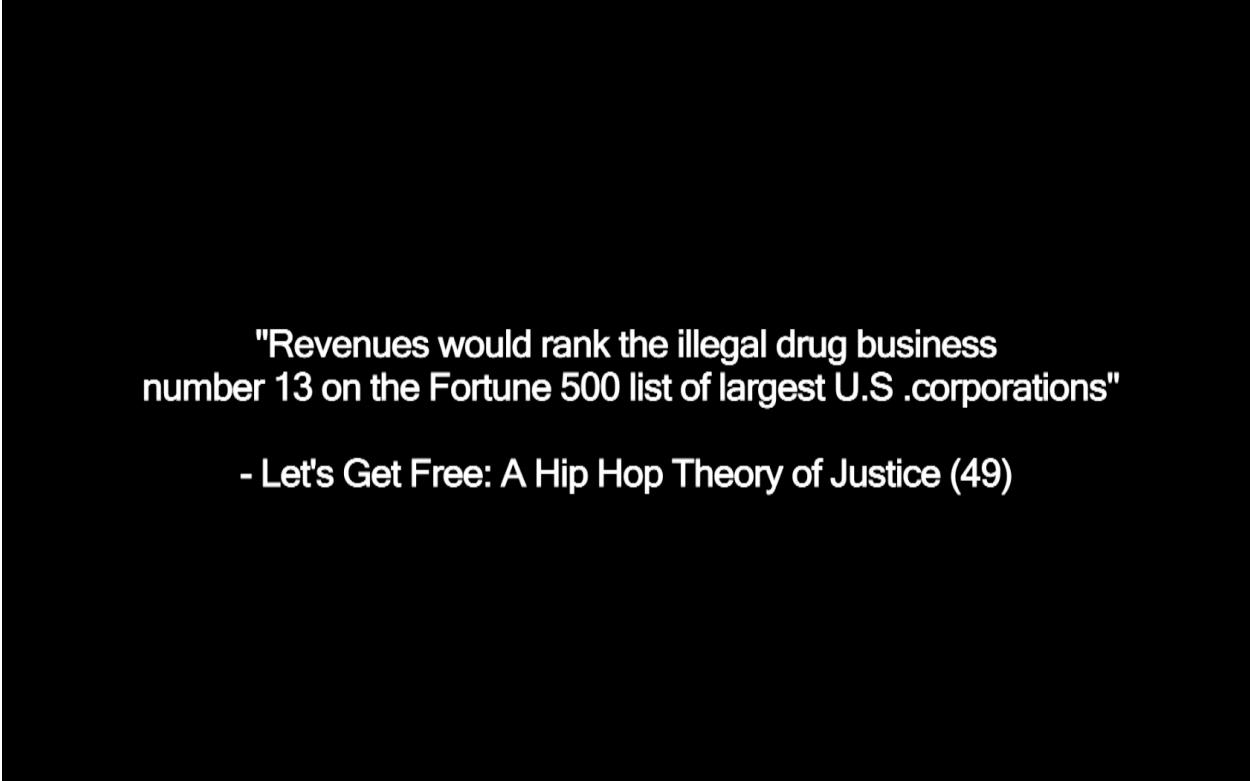
You can provide participants with multiple platforms to reflect:

- a. Participants can reflect in a **whole group** discussion.
 - b. Participants can reflect as a **small group or pair share**.
 - c. Participants can reflect by **writing** their thoughts on note cards or in journal.
-

4. Drug Economy

[21:44-30:26 in film] [8'42" total]

This **violent, multi-billion dollar** industry provides opportunity for **economic mobility** in low-income communities. Here, participants will learn how to **recognize** the **root causes of violence** and **find non-violent solutions** to **conflict** in their communities.



"Revenues would rank the illegal drug business number 13 on the Fortune 500 list of largest U.S .corporations"

- Let's Get Free: A Hip Hop Theory of Justice (49)

"I think a culture of drugs, and making money from drugs, has allowed that to become part of the society."

- Raul Matta, Paper City [27:00]

Learning Objectives:

In this section, participants will begin to think about the range of **actions, conditions, and social structures** that cause violence.

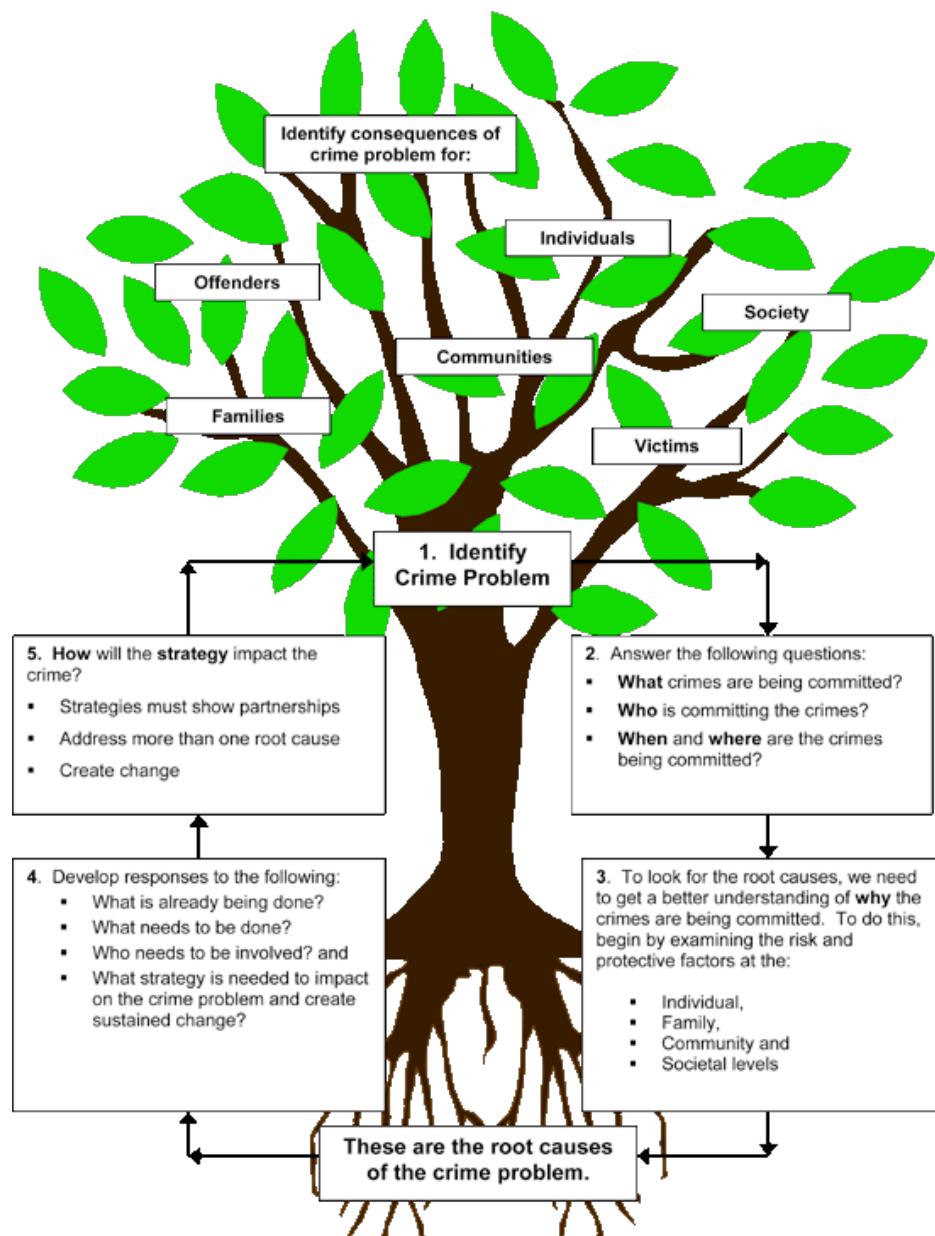
- 1) Participants will learn about violence and **how** it affects communities.
- 2) Participants will work together to **identify** root causes of violence and **find non-violent solutions** in the community.

3) Participants will learn to recognize a the culture of violence that affect students in-school and out-of-school.

Lesson Overview:

A) HIPP: Root Causes of Violence - 'Violence Tree'

B) HIPP: Restorative Justice - Building a Just Community



A) HIPP: Root Causes of Violence - 'Violence Tree'

Lesson Objective:

To examine the root causes of violence

Time it takes:

20 minutes [30-35 minutes for variation]

Materials:

- Newsprint/Whiteboard
- Markers

How it's done:

Ask participants to briefly reflect upon what they've learned about the drug economy in *Paper City*. What range of **actions**, **conditions**, and **social structures** produce **violence** in the community?

(Guiding examples in this activity came from the Youth Court at the Red Hook Community Justice Center in Brooklyn, NY, after participants watched the documentary *The House I Live In*)

- 1) Write "**Root Causes of Violence**" at the top of whiteboard or sheet of newsprint, placed where everyone can see.
- 2) Below that, draw the **Root Causes of Violence Tree**. The facilitator will draw a large tree with **roots**, a **trunk**, and **foliage(or branches)**, all with enough room for writing. [This can be done prior to the activity]
- 3) Ask participants to brainstorm ways in which the drug economy causes violence in communities. Write these examples within the foliage of the tree: **[5 mins]**

Guiding Examples:

- Addiction
 - Disease
 - Gangs
 - Police
 - Robbery
 - Guns
 - Murder
- 4) Next, explain the need to get a better understanding of **why** the crimes are being committed. Ask participants to find **fundamental** root causes that lead to the previous examples of violence.

Guiding Examples:

- Environment
- Money
- Poverty
- Society
- Anger
- Housing
- Unemployment

- 5) When completed, have participants **draw a line** between any **two** words listed that they see as **connected** in society. [2-3 mins]
 - 6) Ask each participant to **explain how** and **why** the two examples are related. [5 mins]
 - 7) Eventually the group will have a tangled web all over the sheet. Explain that HIPP lessons are about finding ways to “**break the cycle**” of drugs, violence, and incarceration. Proceed to lesson B on Restorative Justice.
-

Restorative Justice



B) HIPP: Restorative Justice - Build a Just Community

Lesson Objective:

Spark **critical discussion** about **justice** and **how** to stop the school-to-prison pipeline.

Time it takes:

15-30 minutes [20-40 mins for variation]

Materials:

- Newsprint/Whiteboard (or butcher paper)
- Markers

Vocabulary:

Restorative Justice

How it's done:

1. Ask participants to **silently** reflect upon what they learned about **justice** in *Paper City*. Write “**Justice For: Youth**”, “**Justice For: Education**”, “**Justice For: Criminal Justice**” on each 1/3 of a whiteboard or newsprint.
2. Ask participants the following questions [5 mins]
 - a. What is justice?
 - b. What is injustice?
 - c. What is community?
3. Explain to participants that the United States has 5% of the world’s population but holds 25% of the world’s prisoners--and has the world’s highest incarceration rate--largely due to the War on Drugs.
4. To introduce and begin discussion on the concept of restorative justice, and to think differently about criminal justice, offer the following definition and example:

Restorative Justice is a method of approaching justice that focuses on the needs of both the victims and the offenders, as well as the involved community, in order to prevent further harm.

In 2013, the Red Hook Community Justice Center saved an estimated \$15 million dollars by directing low-level drug offenders to social workers and community services instead of into prisons and jails.

5. Ask participants: “What **societal changes** would **you** make to stop the school-to-prison pipeline?” Participants can **take turns** writing down their ideas of community justice on the newsprint/whiteboard -OR- Ask **one** participant to be a **transcriber**: he or she will write what other participants share during a discussion, as follows:

6. Start with “Justice For: Youth” [5-10 mins]

- a. Ask participants: why do youth get caught in the drug economy?
- b. What do youth need to prevent their involvement with the drug trade?
- c. What can restore the hurt that drug dealing has caused to the community?

Examples from Youth Court in the Red Hook Community Justice Center:

- More job opportunities for youth
- After school programs
- Recreational Centers
- Counseling programs for kids to talk about their struggles
- Workshops for parents to learn how to support their kids needs

7. “Justice For: Education” [5-10 mins]

- a. What changes need to be made in education to stop the school-to-prison pipeline?
- b. Explain to participants that youth crime rates peak from 3PM to 6PM on school days. Why does that occur?
- c. What can students do to counteract the school-to-prison pipeline?

Examples from Youth Court in the Red Hook Community Justice Center:

- Counseling programs for drug addicts
- Know your rights trainings for youth
- Educate the youth about unfair drug laws: crack to cocaine disparity

8. “Justice For: Criminal Justice” [5-10 mins]

- a. To spark discussion, ask participants if the War on Drugs has stopped drug trafficking in communities. What does the War on Drugs do?
- b. Drug addiction is considered a disease by The National Institute of Health. Instead of punishing drug users with incarceration how would you provide justice?
- c. Drugs exist in all communities, but drug arrests are primarily made in communities of color. How would you provide justice through law enforcement?

Examples from Youth Court in the Red Hook Community Justice Center:

- Change drug laws because they are not stopping the sales
- Stop mandatory minimum sentencing
- Legalize marijuana
- Stop enforcing police only in low income neighborhoods

Closing/Reflection:

Have participants share their thoughts on this lesson:

What have you **learned**?

What was **affirmed**?

What **questions** do you have?

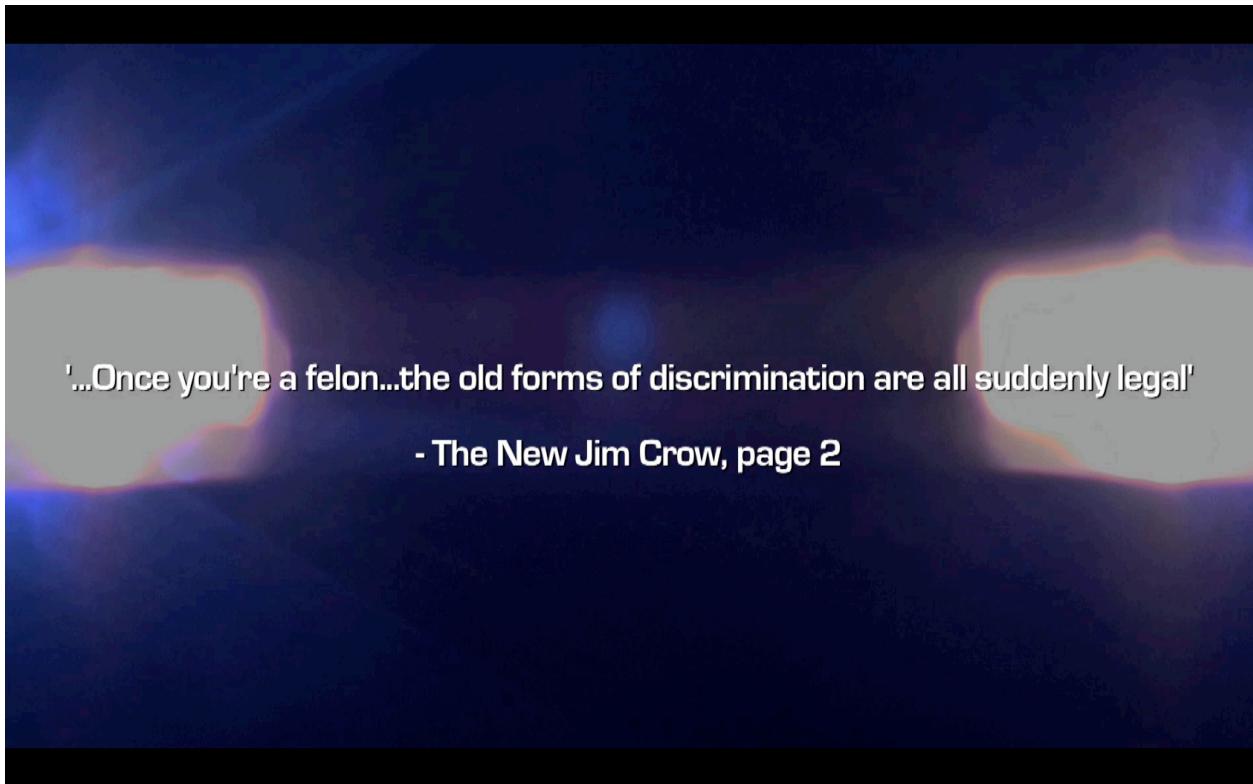
You can provide participants with multiple platforms to reflect:

- a. Participants can reflect in a **whole group** discussion.
 - b. Participants can reflect as a **small group or pair share**.
 - c. Participants can reflect by **writing** their thoughts on note cards or in journal.
-

5. War on Drugs

[30:26-35:32 in film] [5'06" total]

Police forces are fighting America's **longest running war** in low-income communities. Here, participants will explore **how violence works** through discriminatory law.



***"We have no control over any laws. We can't change any laws.
We just enforce the laws."***

- Officer Heredia, *Paper City* [33:14]

Learning Objectives:

Participants will **define "violence"** together, and examine **institutional racism** and **violence** from a **historical context**.

Lesson Overview:

- A) HIPP: What Is Violence?
- B) HIPP: Institutional Racism in History

A) HIPP: What Is Violence?

Lesson Objective:

To examine our ideas about **violence** and **nonviolence** through drug policy.

Time it takes:

20-30 minutes

Materials

- **Handout 5A - “What Is Violence?”** (pg 44)
- Newsprint/Whiteboard
(Index Cards and Pens for variation)

How it's done:

1. Begin by having participants **turn and talk** with a partner about what they have learned about the War on Drugs in *Paper City*. Write “**War on Drugs**” with underline at the top of whiteboard/newsprint. Below, draw **two** columns - one labeled “**violence**” and the other “**non-violence**”. [5 min]

2. Explain that the **War on Drugs** began shortly after the **Civil Rights movement**, and has resulted in the **mass incarceration of low income communities of color**.

Continue by explaining that the War on Drugs, also known as “**The New Jim Crow**”, has had a **generational impact** on communities through **laws** that allow **discrimination** by **denying** people the right to vote, employment opportunities, business loans, public assistance, access to housing, and educational opportunities.

3. Distribute the handout “**5A - What Is Violence**” (pg 44) with selected drug war **statistics**, and have participants **read aloud** examples from the handout [3-5 mins]

4. Read to participants Dr. Martin Luther King, Jr.’s definition of violence:

***“Violence is anything that denies human integrity,
and leads to hopelessness and helplessness.”***

5. Ask: “Would Dr. King consider the War on Drugs **violent**? How so?”
6. Have participants **take turns** writing and explaining their ideas under the **violence** column - or - have one participant transcribe ideas. [5-10 mins]

7. Explain to participants that the National Institutes of Health considers drug addiction a **disease**, yet the War on Drugs responds to drug **possession** with **punishment--jail time, fines, and criminalization**--instead of **treatment**.
8. Ask participants to think of non-violent solutions to War on Drugs policy, and write them under “**nonviolence**” on the newsprint/whiteboard. [5-10 mins]

Guiding Questions:

1. **One third** of reported HIV/AIDS transmission results from sharing syringes used by injection drug users. How could we **help** people through drug policy?
2. Drug overdose is now the **2nd** leading cause of accidental death in the United States. How can we help those who are in need through drug policy?

Closing/Reflection:

Have participants share their thoughts on this lesson.

What have you **learned**?

What was **affirmed**?

What **questions** do you have?

You can provide participants with multiple platforms to reflect:

- a. Participants can reflect in a **whole group** discussion.
 - b. Participants can reflect as a **small group or pair share**.
 - c. Participants can reflect by **writing** their thoughts on note cards or in journal.
-

B) HIPP: Institutional Racism in History

Lesson Objective:

By connecting with the **past**, participants will **identify discriminatory policies** within America’s history, and **engage** with the **social context** of the **present**.

Time it takes:

20 minutes

Materials:

- **Handout 5B - “Institutional Racism in History”** (pg 45) (also in HIPP appendix, p.157)

How it's done:

- 1) Distribute **Handout 5B - “Institutional Racism in History”** (pg 45)

- 2) Read aloud the **timeline** from the handout, **taking turns** around the circle. -or- because the timeline is lengthy, you may prefer to **pick out a few significant dates** and focus on them -or- divide into **small groups** to read and discuss the timeline.
[5-10 mins]
- 3) If not yet in small groups, ask participants to gather in groups of **four**.
- 4) Ask participants: “What is the historical construct of racism? How does it affect modern day?”
- 5) Initiate a discussion about **institutional racism**. You can start with these following **“KWL” starting questions**, then advance to the **guiding questions**: **[5-10 mins]**

KWL starting questions:

1. What do you **KNOW**?
2. **WHAT** do you want to know?
3. What have you **LEARNED**?

Guiding Questions:

- a. What are **institutions**?
- b. How do institutions **influence society**?
- c. How can an institution be **racist**?
- d. What **questions** do you have about institutional racism?
- e. How do we **stop** institutional racism?

- 6) During small group discussions, the facilitator will stop by **every group** to take notes on participants’ comments.

Closing/Reflection:

1. Have participants **share their thoughts** on this lesson.
2. What **have you learned** about racism in the **past**?
3. What can **youth** do to **stop racism** in the **present**?
4. How do you **determine** the **future**?

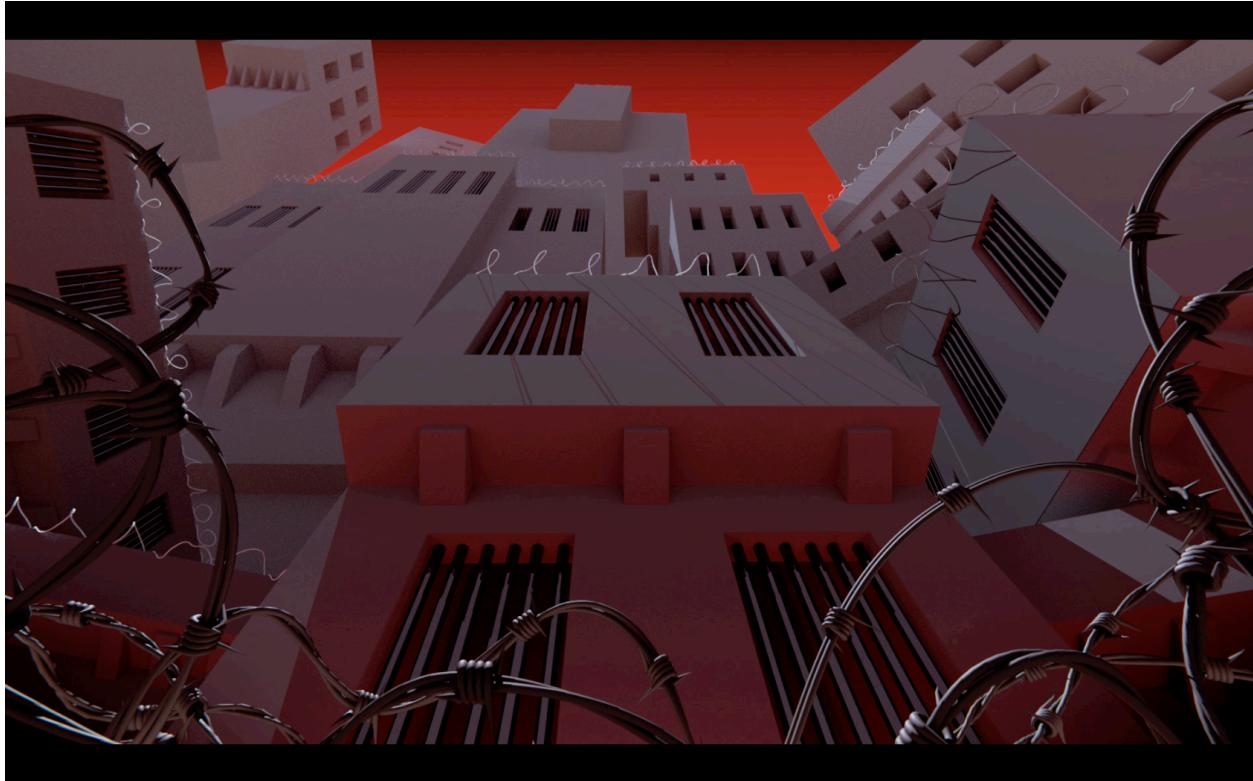
You can provide participants with multiple platforms to reflect:

- a. Participants can reflect in a **whole group** discussion.
- b. Participants can reflect as a **small group or pair share**.
- c. Participants can reflect by **writing** their thoughts on note cards or in journal.

6. Prison Industrial Complex

[35:32-36:57 in film] [1'25" total]

This is the final destination of the school-to-prison pipeline: in *Paper City*, **prisons outrank schools for public funding**. With this lesson, participants will **question decision-making** on a larger level: **why is society making these choices?**



***"The United States has 5% of the world's population,
but holds 25% of the world's prisoners."***

- lesha Ramos, *Paper City* [36:06]

Learning Objectives:

- 1) Participants will question: "**What is** the prison industrial complex?"
- 2) Participants will **identify and compare individual power and institutional power**.
- 3) In small groups, participants will question: "**Why** does the school-to-prison pipeline impact **youth of color**?" And discuss racial disparities "racism" together.

- 4) Participants will **recognize their power** to use the **graduation pipeline** to counteract the **school-to prison pipeline**.

Lesson Overview:

- A) HIPP: What is the School-to-Prison Pipeline?
 - B) HIPP Lift: Affirmative Posters
-

A) HIPP: What is the School-to-Prison Pipeline?

Lesson Objective:

Explore the racial **disparities** within the school-to-prison pipeline.

Time it takes:

15-20 minutes

Materials:

- Index Cards & Pens - or - Newsprint & Markers
- **Handout 6A - The School-to-Prison Pipeline** (pg 48)

How it's done:

1. Give participants the “**School-to-Prison Pipeline**” graphic (**Handout 6A** – pg 48) before or after watching *Paper City’s Prison Industrial Complex* animation and ask the following questions: [5-10 mins]
 - A. **What is an industry?**
 - B. **How are prisons an industry?**
 - C. What **have you learned** about the prison industrial complex (**PIC**)?
 - D. Looking at the handout, how does the PIC impact **schools**?
 - E. Why does the school-to-prison pipeline impact **youth of color**?
2. Explain to participants that **racism** is not just about bad words, hatred or personal feelings—it’s a **practice** that is historically embedded within **institutions** in America and worldwide.
3. Give each participant an index card and a pencil and ask them to each come up with a **definition of racism**. When they have done this, divide them into **small groups of four or five**. [3-5 mins]

4. Ask the small groups to **share their definitions** and come up with **one definition** they can **all** agree on. Gather again in the large group, and ask someone from each small group to report back. Discuss the issue for as long as people are engaged.
5. Write “**Stop the School to Prison Pipeline**” at the top of the whiteboard or newsprint and **underline** it. Ask participants the following **questions** and write down **main ideas**, **phrases**, and **keywords** that come from the discussion -OR- have participants **take turns** writing down their own ideas and engage in discussion with the rest of the group.

Closing questions:

- a. How do you **dismantle** racism?
- b. What can **youth do** to stop the school to prison pipeline?
- c. What can **educators do** to stop the school to prison pipeline?
- d. What can **community leaders do** to stop the school to prison pipeline?

Closing/Reflection:

Have participants share their thoughts on this lesson:

What have you **learned**?

What was **affirmed**?

What **questions** do you have?

You can provide participants with multiple platforms to reflect:

- a. Participants can reflect in a **whole group** discussion.
 - b. Participants can reflect as a **small group or pair share**.
 - c. Participants can reflect by **writing** their thoughts on note cards or in journal.
-

B) Hipp Lift: Affirmative Posters

Purpose:

To practice affirming others

Time it takes:

30 minutes, plus free time and breaks

(This activity takes 10 minutes to introduce, and 20 minutes to bring to a close. It should be introduced and participants can choose to do it during breaks and free time.)

What you need:

- White poster sheets or regular 8x11" paper
- Markers

How it's done:

Give each participants a sheet of paper and a magic marker. Ask them to write their names at the top of the paper and tape their posters up on the wall around the room. Instruct the participants to write affirmative statements on each person's poster. Emphasize the rules of the statements: They can be signed or anonymous; they can only be positive; they should reflect something respectful you have seen in the other person. Close this exercise by asking each person to share something on their poster that is especially meaningful to them, and explain why it is so.

7. Where Do We Go From Here: Chaos or Community?

[36:53-43:22 in film] [6'29" total]

This chapter concludes the film with the title Dr. Martin Luther King Jr.'s **final** book.

For participants, it's both a **question** and a **choice**: What will you put **your power** towards—**Chaos or Community?** In this lesson, participants will **recognize** that they **each** have **power** to **make choices** and **determine the future** as **active members** of society.



*"I think somebody's actually gonna make a difference in Holyoke. I hope so.
And I want to be one of those people to do it."*

- Jeynaliz Ortiz, *Paper City* [42:25]

Learning Objectives:

1. Participants will discuss **power**, **dreams**, **community**, and **choices**
2. Participants will **assess** and **affirm** their own **power** as **individuals** to create change

Lesson Overview:

- A) HIPP: Concentric Circles - Chaos or Community?
 - B) HIPP: Power of One
-

A) HIPP: Concentric Circles - Chaos or Community?

Lesson Objective:

To build **community**
To have an active conversation about **power**
To practice **listening** and **speaking** skills
To **reflect** on one's own experiences, feelings and patterns

Time it takes:

20 minutes

Materials:

- Newsprint/Whiteboard
- Markers
- Dr. Martin Luther King, Jr.'s "**I Have a Dream**" speech - or -
King's lesser known speech "The American Dream"

How it's done:

1. Ask the group to **count off** by **twos**. Ask the "**ones**" to move their chairs into a circle at the center of the room, and sit facing **outward**. Ask the "**twos**" to form another circle with their chairs, and sit facing **inward**. There should now be two circles, one inside the other. The inside circle faces out, and the outside circle faces in.
2. Explain that you will ask a question, and that the "**ones**" should answer, speaking for about **one minute**. Ask the "**twos**" to **listen** attentively, using all of their listening skills. Recite the Martin Luther King, Jr. quote that concluded *Paper City*:

"Power, properly understood, is the ability to achieve purpose. It is the strength required to bring about social, political, or economic changes. In this sense power is not only desirable but necessary in order to implement the demands of love and justice."

- Dr. Martin Luther King, Jr., Where Do We Go From Here: Chaos or Community?
Paper City [43:13]

3. Ask participants what they learned about **power** after watching *Paper City*. When one minute has passed, call time. The listeners then answer the same question.
4. After both partners have discussed the question, ask the **outer** circle to move one chair over, **clockwise**. Repeat the process with the next question. This time, ask the **inner** circle to move one chair over, **counter** clockwise. Repeat until all the following questions have been discussed:
 - a) Name one time you **felt powerful**. **Why** did you feel powerful?
 - b) How does somebody **get** power?
 - c) You have power already. What you use that power for is your **choice**. What **choices** empower community?
 - d) What kind of choices empower **chaos** in the community?
 - e) How did **Iesha** and **Alex** affirm their power to achieve the American Dream in *Paper City*?
 - f) What is **your** American Dream? How will **you** fulfill it?
5. With this final concentric circles question, direct the participants' attention to the newsprint or whiteboard. Write "I Have a Dream" with an underline. The next set of questions is to actively discuss Dr. Martin Luther King, Jr.'s American Dream.
 - a) **What** was Dr. Martin Luther King, Jr.'s American Dream?
 - b) What was so **powerful** about his Dream?
 - c) After watching *Paper City*, do you think Dr. King's Dream has been **fulfilled**?
 - d) If not, **how can we** fulfill it?

Closing Questions:

What is my role in this community? What is my end goal?

- 1) What do I want to **BE**?
 - 2) What skills do I need to **KNOW**?
 - 3) What can I **Do** to affect change?
-

B) HIPP: Power of One

Lesson Objective:

To reinforce the idea that **every one of us** has the **power** to change the world

To give participants the opportunity to **affirm** their **desire** and **will** to make change

Time it takes:

5-10 minutes

Materials:

- Paper - or - Index Cards
- Pens - or - Pencils
- Tape - or - Stapler

How it's done:

- 1) Hand out index cards/paper and pens/pencils.
 - 2) Ask participants to work **independently**.
 - 3) Remind the group of the earlier HIPP ideas and any other activities in which people named things **that they could do to make change**.
 - 4) Ask participants to write **one thing** that they can **really do**, after the workshop, to make a **difference**. Ask the group to be **serious** and **realistic**.
 - 5) Once written, ask each person to **fold** their card/paper over, **seal** it with tape/staples, and **write** their **name** and address on the outside.
 - 6) Facilitator will explain that he/she will send these “pledges” to them in a few days, to **remind** them of the their **commitment** to take action. Send the pledges back in 2-4 days.
-

Handout 5A – War On Drugs – What Is Violence? (pg 33)

The following statistics are some examples of the results of the War on Drugs:

- 1)** In 2011, there were more than 1.5 million drug arrests - the vast majority- **over 80 percent** - were for possession only.
- 2)** While African Americans comprise only 13% of the U.S. population and 13% of drug users, they make up **59%** of those convicted of drug law violations.
- 3)** 2.7 million children in America are growing up in households with one or more parents incarcerated. **Two thirds** of these parents were incarcerated primarily for drug offenses.
- 4)** **1 in 9** black children has an incarcerated parent, compared to 1 in 28 Latino children and 1 in 57 white children.

Handout 5B – War on Drugs – Institutional Racism in History (pg 34)

It is important to realize: racism is not just about bad words, hatred, or personal feelings—it's a practice that is historically embedded into institutions in American society. When considering the **War on Drugs** or **Prison Industrial Complex**, this handout helps to develop an understanding of the historical and legal constructions of race and racism in the United States, and how they relate to mass incarceration today.

"Like Jim Crow (and slavery), mass incarceration operates as a tightly networked system of laws, policies, customs, and institutions that operate collectively to ensure the subordinate status of a group defined largely by race."

Michelle Alexander, The New Jim Crow (p 12)

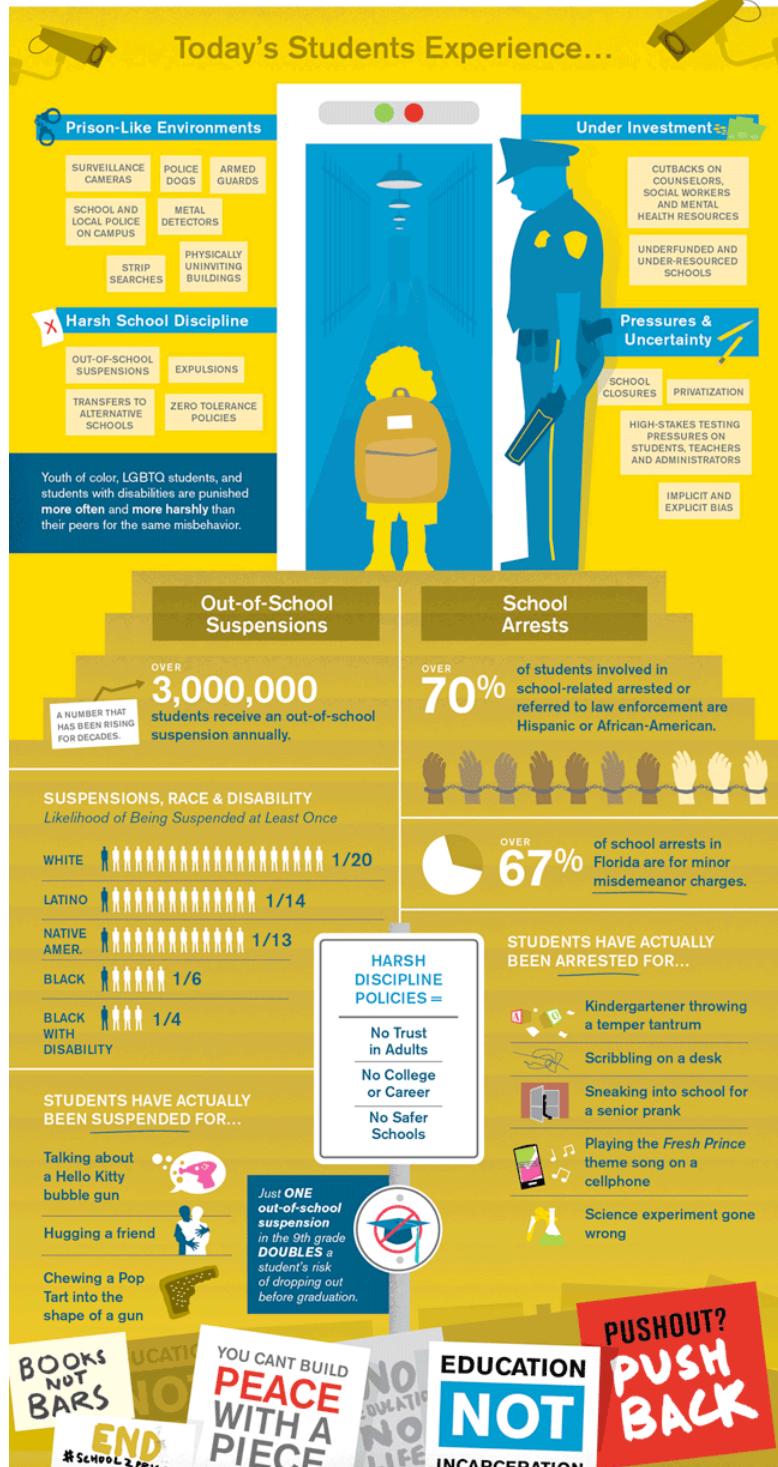
- | | |
|----------------|---|
| 1619 | First Africans were sold into slavery in North America at Jamestown, Virginia. In what would become the United States, slavery [under the law] continued until the Civil War. Of the estimated 25-100 million people who were kidnapped from Africa, only an estimated 500,000 survived the voyage to the US. By the Civil War, there were an estimated 4.2 million people enslaved in the U.S. By "breeding" slaves, slave owners were able to produce 3.5 million slaves and the US was able to profit from unpaid labor. |
| 1830s - | The Indian Removal Act was passed by Congress in 1830, forcing Native Americans to leave their land and relocate west of the Mississippi River—a journey now known as the Trail of Tears. Many native people died from war, malnutrition, and diseases introduced by Europeans. |
| 1857 | Dred Scott v Sanford was a landmark Supreme Court decision that ruled that Americans of African descent, whether free or enslaved, were not American citizens despite the Declaration of Independence statement that "all men are created equal". |
| 1865 | The Emancipation Proclamation was a war time measure issued by Abraham Lincoln to have the 13 th , 14 th , and 15 th Amendments abolish chattel slavery. Southern states responded by passing Black Code laws that allowed local authorities to arrest the freed people and commit them into involuntary labor. |
| 1869 | 90% of the laborers who worked on the Transcontinental Railroad in the U.S were Chinese. One year later, Congress passed a law that prevented Chinese from becoming US citizens. |
| 1877 | The Jim Crow laws were written and enforced primarily in southern states to maintain a racial caste system |

- 1887** The Federal Indian Policy put new energy into “civilizing” native people by eradicating their culture and assimilating them into European American population. The government pursued this goal by 1) privatizing all tribal land to encourage private property; 2) removing native children to boarding schools where they learned English, wore western clothing, and learned western customs; and 3) suppressing native religions and teaching Christianity. Although there was constant resistance, these policies—as well as the decades of war, broken treaties, and removal from their land—caused a great deal of suffering among tribes.
- 1896** Plessy vs Ferguson is a landmark Supreme Court decision that upheld the constitutionality of state laws requiring racial segregation under the doctrine of “separate but equal”
- 1890-1930** More than 5,000 people, mostly African Americans, were systematically lynched throughout the US. While many think that lynching was the work of a few bad white Americans, lynching was a community event. After the emancipation of slaves in the US, lynching became part of the system used by white Americans to continue to control African Americans.
- 1934** Although informal discrimination and segregation had existed in the United States, the specific practice called "redlining" began with the National Housing Act of 1934. The Federal Housing Administration would deny loans and insurance to black citizens and other minorities ultimately forcing them to live in particular disenfranchised areas.
- 1942** Over 110,000 Japanese Americans (70,000 born in America) were removed from their homes and forced into internment camps. While the US was at war with Japan, all people of Japanese descent were thought to be enemies of the country. In 1988, Congress offered a public apology and \$20,000 in reparations to each survivor of the camps.
- 1954** Brown v Board of Education: This Supreme Court case upheld that segregation based on race in public schools was unconstitutional, and ordered all public schools to become racially integrated. This landmark case was one of many important victories of the 50s and 60s (the Civil Rights Movement) which brought civil rights and increased economic opportunity to African Americans.
- 1964** Despite Kennedy’s assassination in November of 1963, his proposal culminated in the Civil Rights Act of 1964, signed into law by President Lyndon Johnson. This landmark civil rights legislation outlawed discrimination based upon race, color, religion, sex, or national origin.

- 1971** President Nixon declares the War on Drugs, “Public enemy number one in the United States is drug abuse. In order to fight this enemy, it is necessary to wage a new, all-out offensive.” Previously policy makers viewed drug abuse as a social disease to be addressed with health treatment.
- 1973** The Drug Enforcement Agency is created with joint federal and local task force to combat the drug trafficking.
- 1980** “Freeway Ricky” Ross, a South Central Los Angeles drug dealer, sells powder cocaine to street gangs for it to be processed into a cheap, smokable form—known as crack cocaine—making him one of biggest drug traffickers in America. Rick Ross’s cocaine connection came from illegal CIA trafficking operations in Nicaragua, called the ‘Iran Contra Scandal’.
- 1986** The Antidrug Act of 1986 was a landmark law of the War on Drugs introduced in response to the “crack epidemic”. Crack cocaine—a cheaper form of the high-priced powder cocaine—was marketed to and within poor communities of color. Although both crack and powder cocaine are the same drug, American politicians created ‘mandatory minimum’ laws requiring crack cocaine defendants to serve prison sentences 100 times longer than powder cocaine. In the 1980s the United States prison population tripled causing devastating racial disparities in the criminal justice system.
- 1990** President H.W. Bush adds an additional \$1.2 billion to the budget for the war on drugs, including a 50% increase in military spending. Drug offenders accounted for more than 80 percent of the total growth in the federal inmate population – and 50 percent of the growth of the state prison population – from 1985 to 1995.
- 1995** African Americans and Hispanics constitute almost 90% of offenders sentenced to state prisons for drug possession.
The U.S. Sentencing Commission releases a report that acknowledges the racial disparities for prison sentencing for cocaine versus crack. The commission suggests reducing the discrepancy, but Congress overrides its recommendation for the first time in history.
- 2010** The Obama Administration reduces the crack to cocaine disparity from 100:1 to 18:1 under the Fair Sentencing Act.
- 2011** The Prison Industrial complex became the sixth fastest growing industry in America.

Handout 6A – The Prison Industrial Complex (pg 36)

SCHOOL-TO-PRISON PIPELINE



Ending the Schoolhouse to Jailhouse Track

safequalityschools.org

Paper City Source List

American Apartheid: Segregation and the Making of the Underclass

Douglass Massey and Nancy Denton

Aqui Me Quedo: Los Puertorriqueños en Connecticut

Ruth Glasser

Are Prisons Obsolete?

Angela Y. Davis

Can't Stop Won't Stop: A History of the Hip-Hop Generation

Jeff Chang

Crack: Demon Drugs and Social Justice in America

Craig Renaman and Harry G. Levine

The Deindustrialization of America

Barry Bluestone

Destination Holyoke: Immigration and Migration to Holyoke

Kate Navarra

The Fire Next Time

James Baldwin

How The Irish Became White

Noel Ignatiev

Let's Get Free: A Hip-Hop Theory of Justice

Paul Butler

The New Jim Crow: Mass Incarceration in the Age of Colorblindness

Michele Alexander

Punishment and Inequality in America

Bruce Western

Soledad Brother: The Prison Letters of George Jackson

George Jackson

Violence in War and Peace: An Anthology

Nancy Scheper-Hughes, Phillip I. Bourgois

Where Do We Go From Here: Chaos or Community?

Martin Luther King, Jr.

Work, Culture, and Society in Industrializing America: Essays in American Working-Class and Social History

Herbert G. Gutman

Additional Resources

Paper City - papercity.me | @papercitymovie | facebook.com/papercitymovie

City Year - cityyear.org | @cityyear

American Friends Service Committee - afsc.org | @afsc_org

The House I Live In - thehouseilivein.org | @drugwarmovie

Sankofa.org | @sankofadotorg

Teaching Tolerance - tolerance.org

The Dream Defenders - dreamdefenders.org | @dreamdefenders

Drug Policy Alliance - drugpolicy.org | @drugpolicynews

“The American Dream” speech by Dr. Martin Luther King, Jr. [[Transcription](#) & [Audio](#)]

“I Have a Dream” speech by Dr. Martin Luther King, Jr. [[Transcription](#) & [Audio](#)]

Paper City Evaluation Form					
<ul style="list-style-type: none"> • Pick an activity from the program, try it out with your participants, and take notes on how you did it and how it went • Share your experience with us and give us your feedback through this Evaluation Form- how can we make this tool better? • Help Increase Peace Project: Take pictures and document deliverables from <i>Paper City</i>, as presented on the website, to show communities building to counteract the school-to-prison pipeline. <p>For social media: #PaperCity #HIPP</p>					
Date:					
Name/School/Organization Name:					
Zip Code/City/ State:					
Please check the box that best describes your experience with <i>Paper City</i>					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The individual lessons were easy to follow and facilitate.					
Participants were positively receptive of the program.					
The information presented was relevant my work.					
Paper City provided content that I can immediately apply.					
I will recommend Paper City to other people.					
How did you use Paper City? Which activities did you pick? Share your experience:					
What did you like or dislike about Paper City? Why?					
Additional notes/comments:					
<p>Please email papercityproject@gmail.com with this evaluation, any photos or other deliverables documenting the screening/activity for the official launch of the <i>Paper City</i> site and film release in Summer 2015. Thank you!!</p>					

The Creators – CoINTELProductions

Akil Gibbons - Director, Producer (New York, NY)

Akil Gibbons is outreach manager for *The House I Live In*, a Sundance and Peabody award-winning documentary about the war on drugs and prison industrial complex. *Paper City* was Akil's senior thesis at Hampshire College, where he studied socio-political science and filmmaking and worked as a middle school tutor in the city of Holyoke. Working for *The House I Live In*, Akil has piloted training courses for judges and attorneys in New York state, organized hundreds of screenings in schools and prisons nationwide, and developed curricula with the documentary for alternatives to youth detention programs in New York, NY.



*Director, Producer, and HIPP educator Akil Gibbons
with Michelle Obama in 2012*

Andrés Feliciano - Producer, Music Director (New Orleans, LA)

A musician and filmmaker from New Orleans and Atlanta, Andrés began working on *Paper City* while studying history and African American studies at Oberlin College, where he promoted the school's hip hop scene as a DJ, performer, and organizer. While composing *Paper City*'s score with five other hip-hop artists, Andrés took on the role of Producer for the film, and began tutoring at a local middle school. Upon graduating in 2012, he returned to his childhood home of New Orleans to give back to his community as a City Year corps member. *Paper City* is his first film.



*Music Director and Producer Andrés Feliciano with his
City Year New Orleans team at Green Charter School in 2012*

Bang Vu Pham - Curriculum Coordinator (Boston, MA)

Bang studied urban education at Hampshire College and worked as a tutor and program director at the Teen Resource Project with Iesha Ramos and Akil Gibbons. Once he graduated in 2013, Bang chose to return home and serve as a City Year corps member in Boston, Massachusetts. He incorporated his experience as a Help Increase the Peace educator to better inform his service building a graduation pipeline in his community. Bang is currently a Donovan Urban Teaching Scholar at Boston College, pursuing a masters degree in Moderate Special Needs.



*Curriculum Coordinator Bang Pham, HIPP educator and City Year Boston alum,
with President Barack Obama in 2013*

Executive Producers

Catherine Felter

Cathie Felter has been involved as a volunteer with the American Friends Service Committee for over 40 years and has long hoped to see their Help Increase the Peace Project taught in schools and communities across the country. She was thrilled to learn that her two passions (after her family), teaching non-violence and excellent public schools for all, were being highlighted in *Paper City*. She is currently working with a group in Baltimore that is partnering with the McKim Community Association to begin a civic engagement and empowerment project with elementary and middle school children. Cathie continues to work part-time at the Wilmer Eye Institute at Johns Hopkins in Baltimore, MD.

Vanecia Leufroy

Vanecia Wills-Leufroy has a Masters Degree in Psychology and has a passion for learning that encompasses traditional education, human development, and spiritual development. As an educator, writer, and spiritual facilitator Vanecia believes: "Every day we have an opportunity to learn more about ourselves and to make better choices. As we do this, we can live our lives at a greater level".

Eric Leufroy

Eric Leufroy currently serves as a Board Member for the One Hundred Academy of Excellence, a Charter School serving students from K-8th grades. He is a Board Member and Assistant Treasurer for the MARCH Foundation - a foundation created to provide grants and scholarships for programs that support higher education and human welfare. Eric Leufroy retired during the summer of 2008 as the West Region Controller for United Parcel Service (UPS). Eric Leufroy has successfully utilized his advanced business acumen to assist community organizations.

Gregory Levitt

Gregory Levitt teaches students mathematics and science at Tapestry Public Charter in Atlanta. Tapestry is a member of the Coalition of Essential Schools and is dedicated to equality within the public school system. He has worked on *Paper City* as a musician while studying physics at the University of Georgia and has developed the project's website and educational program as an Executive Producer.

John Mohammadioun

Born in Atlanta, moved to Boulder, CO for 6 years to work on psychology degree, and is currently residing in Berkeley, CA. I am working towards my PsyD. in clinical psychology at the Wright Institute with a focus in child, youth and adolescent psychology. Worked as a youth mentor, team leader for youth working on city restoration in Boulder, and am currently working with at risk high school students in Richmond CA. Hope to collaborate with schools to incorporate mental health awareness into the curriculum nation wide.