

## **Jackson Prison**

### **Synopsis**

William was seven years old when his father, James, was sentenced to five years in the Jackson State Prison for breaking and entering a couple of barns on the outskirts of Jackson. Through visits and letters, the two share stories of their daily lives. James also contributes a lot of fatherly wisdom and guidance. This story features photos of Jackson Prison that are part of the Michigan State Historical Archives; the story, while fictional, draws on the diary and other materials in the collection of the prison chaplain, Rev. Albert Ewert, now also housed in the State Archives.

### **Characters**

**William** a 9 year-old boy

**James** William's imprisoned father

**William's mother/James' wife**

**Helen** William's classmate

**Robert** James' cellmate

**Mrs. Murray** teacher

**Rev. Albert Ewert** prison chaplain

### **Learning Goals**

Appreciate the strength and variety of family connections and pride

Consider how prisons are organized and how life is lived inside their walls

Develop an understanding of how change agents work

Learn that people who are treated well generally respond in kind

Realize that we are each responsible for our own actions and that what how we behave affects others

### **Grade Level: 4-5**

### **GLCEs**

Related 4th Grade GLCE Requirements:

**C5.0.1** Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).

**Persuasive Communication:** Communicate a reasoned position on a public issue.

**R.NT.04.03** Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.

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**R.CM.04.01** Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. (Most of the thought questions at the bottom of each page directly address the above requirement. The questions are very simple yet relevant to the fourth grade age group, and are centered on both personal expression and interesting group discussions).

**R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

**R.CS.04.01** develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.

**R.AT.04.01** be enthusiastic about reading and do substantial reading and writing on their own.

**R.NT.04.01-04 – Narrative Text.** [Analyzing the meaning, themes, human experience, and textual effects in quality literature.]  
(This is a narrative selection with characters that have motivations and clearly demonstrates the first person point of view).

**W.PR.04.01** Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

**W.PS.04.01** exhibit personal style and voice to enhance the written message...

**W.GR.04.01** in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as subject and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogues; quotation marks or italics to identify titles or names.

**L.RP.04.04** combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).

### **Related 5<sup>TH</sup> Grade Requirements**

**R.NT.05.03** analyze how characters' traits and setting define plot, climax, the role of dialogue, and how problems are resolved.

**R.CM.05.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

**R.CM.05.03** analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

**R.CS.05.01** develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.

**W.PS.05.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

**W.SP.05.01** in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

**L.RP.05.04** combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).

**L.RP.05.05** respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.