

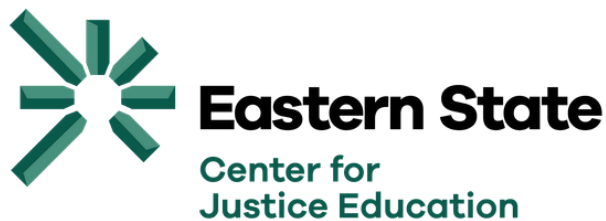
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# LESSON PLAN

# Purposes for Incarceration



**Unit Title:**

Purposes for Incarceration

**Grade Levels:**

9-12

**Number of Class Periods:**

1-2

**Author:**

Kevin Jackson

# INTRODUCTION & UNIT OVERVIEW

Students will be introduced to the purposes of incarceration. Incarceration serves as a complex response to crime, driven by various motivations. One of the primary reasons is deterrence, which aims to prevent individuals from committing crimes due to the fear of punishment. By imposing sentences, society hopes that potential offenders will think twice before engaging in illegal activities. Additionally, incapacitation plays a crucial role; it removes criminals from society, ensuring they cannot harm others while they are incarcerated. This separation is vital in maintaining public safety and reducing the risk of repeat offenses.

Beyond deterrence and incapacitation, incarceration also encompasses the concepts of punishment and rehabilitation. Punishment acts as a societal response to wrongdoing, reinforcing the idea that actions have consequences. However, modern perspectives increasingly emphasize rehabilitation, focusing on helping offenders reintegrate into society as law-abiding citizens. This dual approach of punishment and rehabilitation acknowledges that while some individuals may need to be held accountable for their actions, there is also an opportunity for change and growth. Ultimately, the reasons for incarceration are multifaceted, reflecting society's evolving views on justice and human behavior.[1]

[1]Created with MagicSchoolAI. Happy to adjust as needed.

## ESSENTIAL QUESTIONS

- 1.What are the purposes of incarceration?
- 2.How effective is incarceration at achieving its purposes?

### Key Points:

- Define
- Identify
- Analyse
- Evaluate

# LEARNING OBJECTIVES

## Students will be able to:

1. Students will explain the four purposes for incarceration.
2. Students will rank the purposes of incarceration based on importance to society.

## Materials

- Frayer Model Graphic Organizers

## Procedures

1. Warm-up: The teacher will ask students to brainstorm responses to this prompt:  
Why are people incarcerated?
2. The teacher will identify the following terms if stated by the class or group responses into these categories based on student responses:
  - a. Deterrence
  - b. Incapacitation
  - c. Punishment
  - d. Rehabilitation
3. Students will research each of the terms and complete a Frayer Model Graphic Organizer for each one
4. Students will share their graphic organizers in small groups and discuss the responses. Students may revise their organizers as needed.
5. Students will identify pros and cons to each purpose of incarceration in their small group. The teacher will ask groups to share their thoughts and engage the class in discussion about the purposes for incarceration.
6. Closure: Students will rank the four purposes of incarceration based on what they believe to be most important to society and write a brief justification for their response.

# ASSESSMENTS

## Formative Assessment

- Review graphic organizers for completeness and accuracy.
- Monitor student contributions to the small group and whole group discussion.

## COMMON CORE STANDARDS

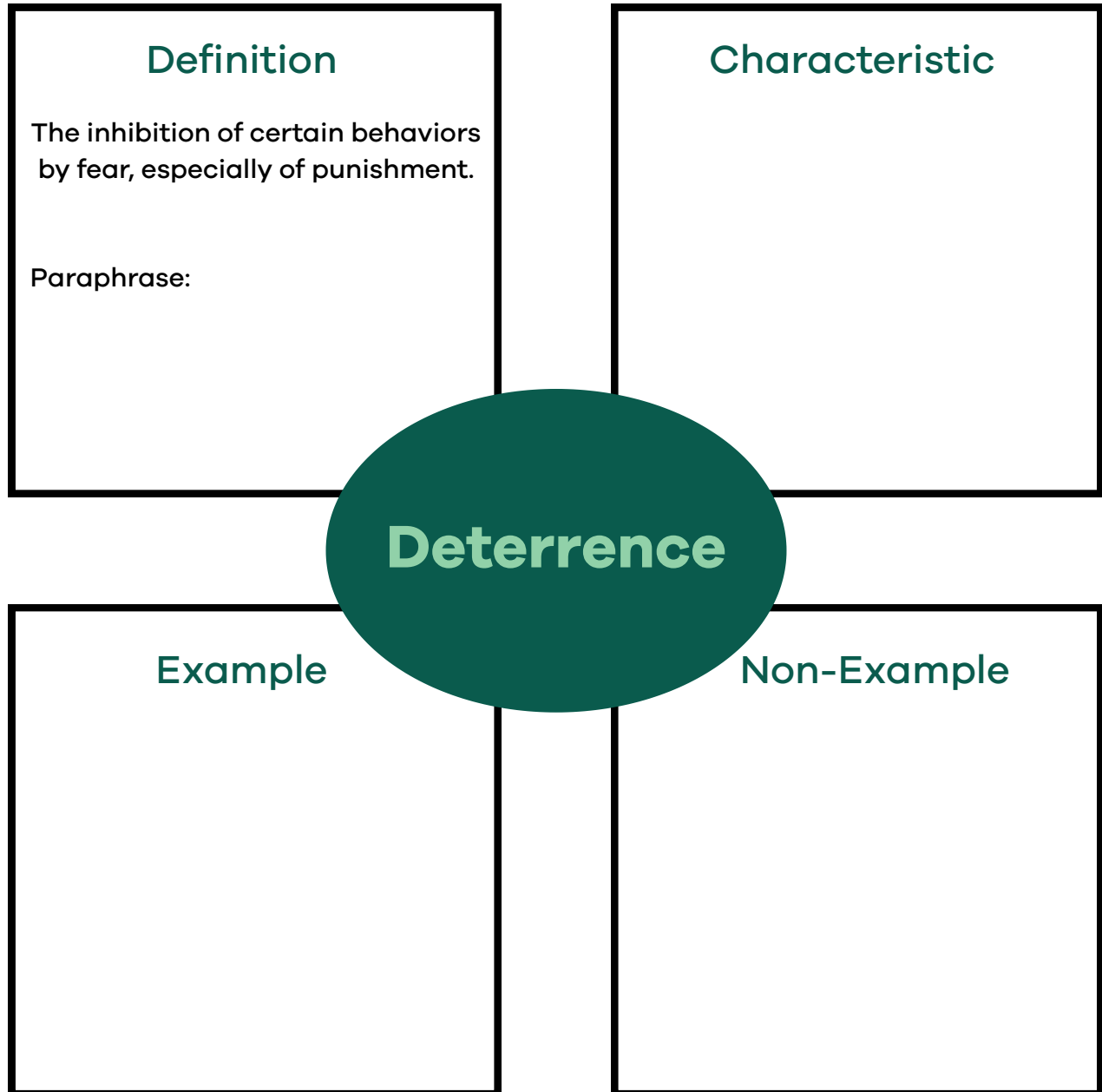
### Defining Key Terms Frayer Model

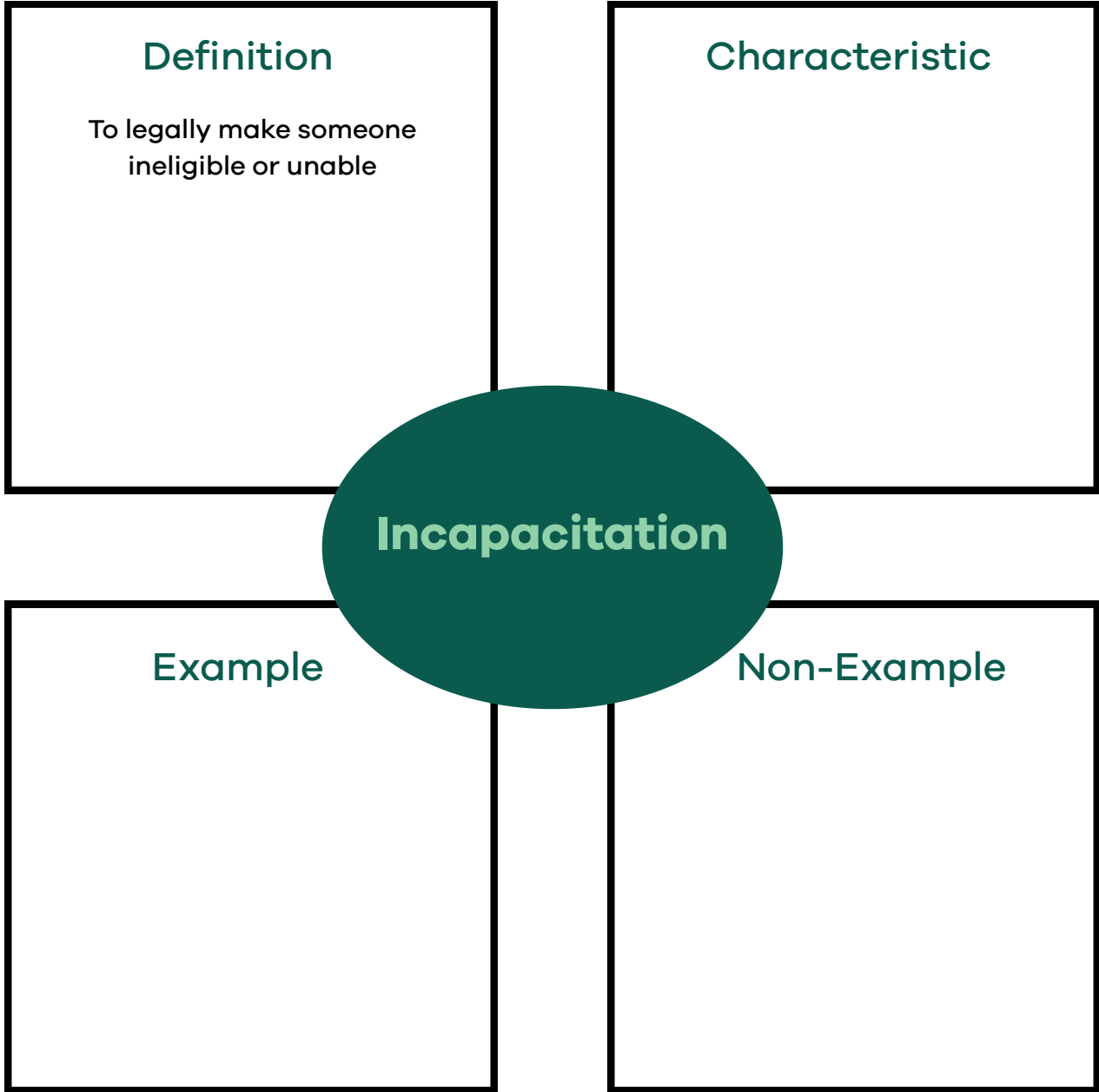
When exploring the topics of incarceration and the experiences of incarcerated individuals, it is important to establish a shared understanding of key terms and concepts. By clarifying these terms, we can engage more effectively and work together toward a deeper understanding. An effective method to build this shared understanding is the Frayer Model, outlined below.

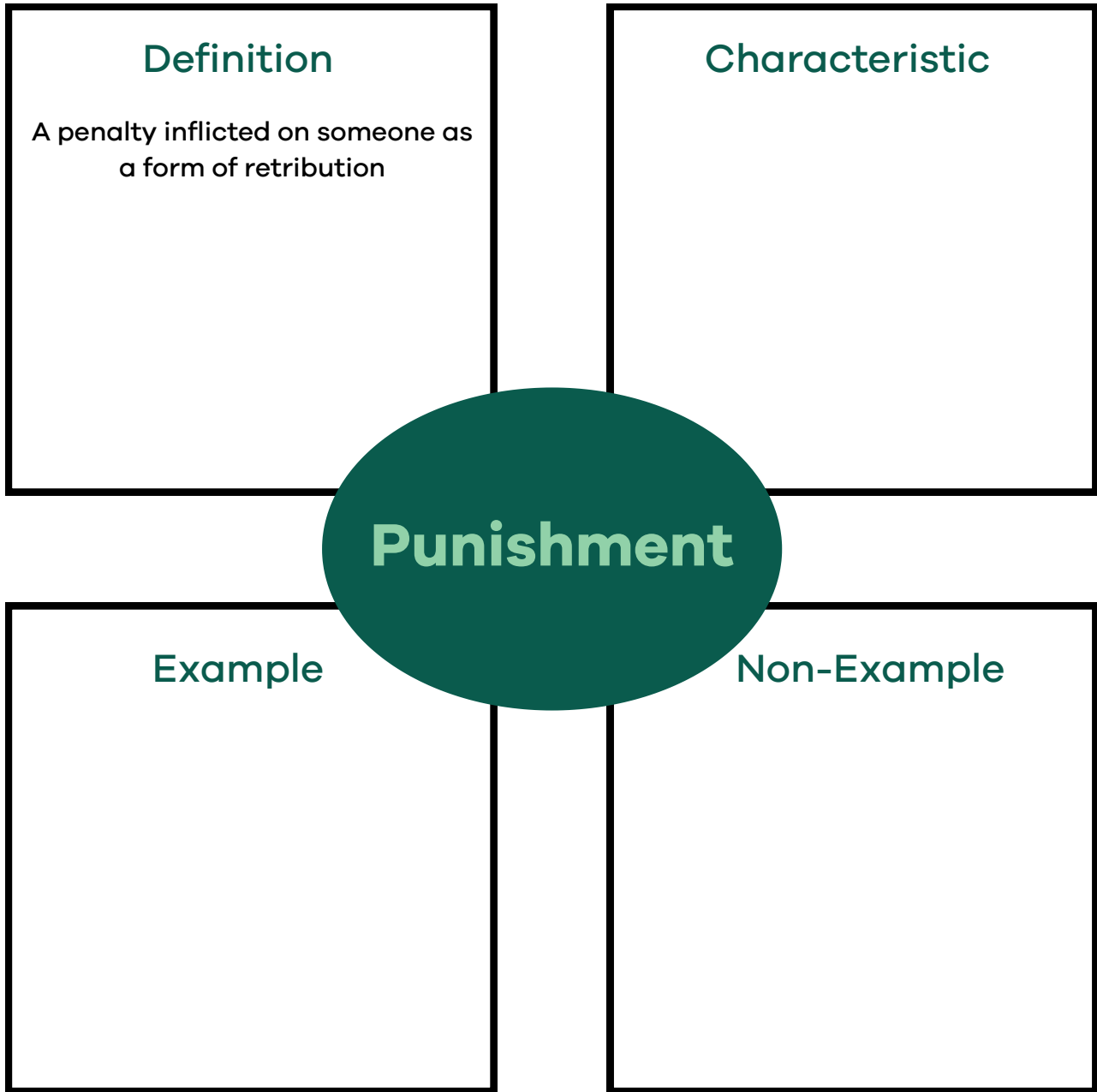
Fill out the charts below with the following key terms:

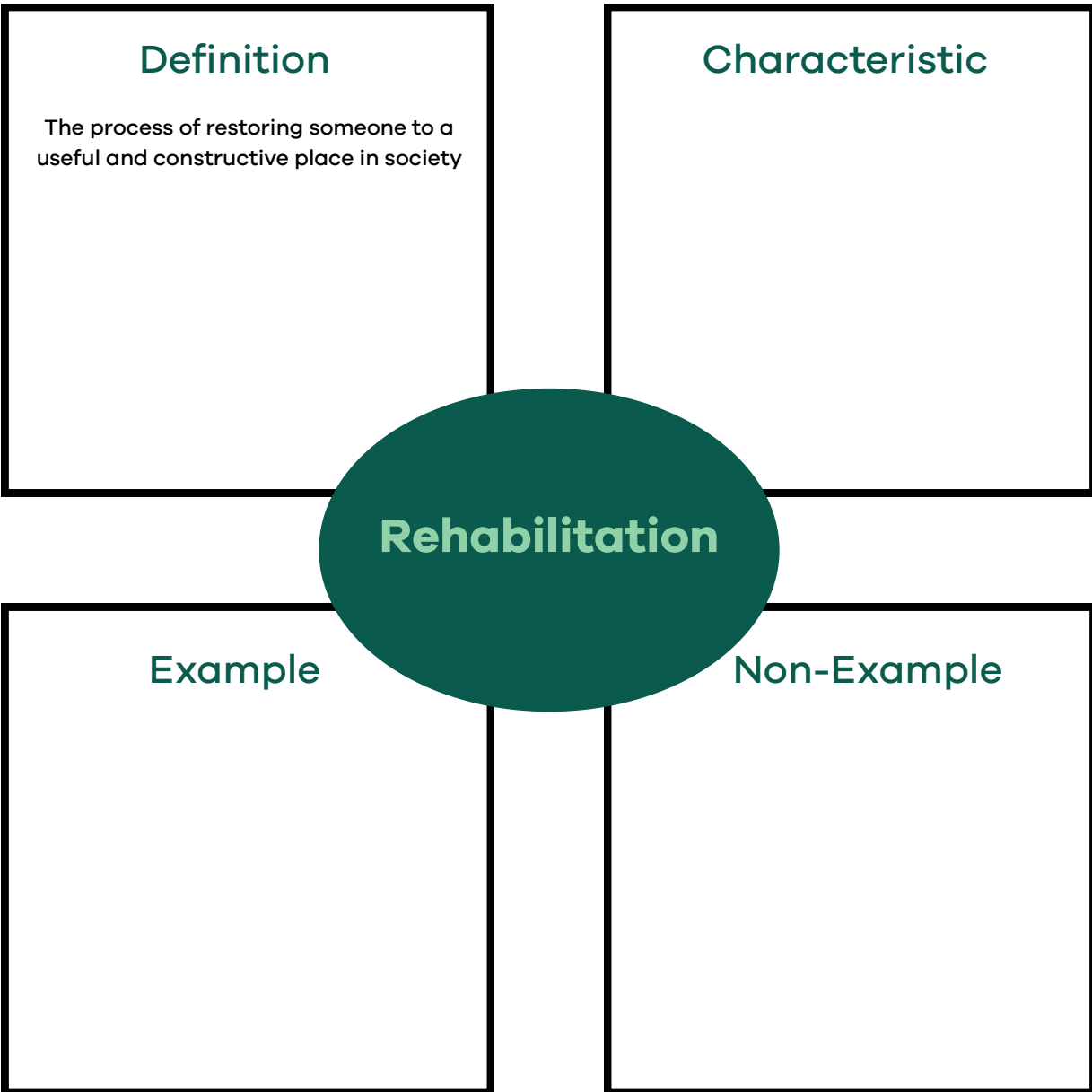
- Deterrence
- Incapacitation
- Punishment
- Rehabilitation

For each of the terms listed below, read and highlight the keywords in the definition[1] [2] . From there, cite characteristics of the term. What are some specific details about this term? Next, give an example of this term. Where do we see this term in society? Finally, what is a non-example? What is something that does NOT represent this term?









## QUESTIONS OR CONCERNS?

Contact [education@easternstate.org](mailto:education@easternstate.org).

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