**Who counts? Activity number 3 – US Latinos and the Justice System**

[**This is an English translation of the activity that will be presented and completed in Spanish**]

Learning Outcomes – Students will research data regarding incarceration and Hispanic ethnicity in order to address this issue of whether or not US Latinos are incarcerated at a rate that is on par with the percentage of Hispanics in the United States.

Context – In our US Latino/a Literature class we read texts from, at least, three authors that address criminality in their writings. From the Zoot Suit Riots of the 1940s to gang and criminal activity of the 1970s, 1980s and 1990s to the immigration raids of today, US Latinos have come in contact with the US Justice system in a number of ways and have written about these experiences.

Mathematical Reasoning Assignment (MRA) – Jonathan Osler created a mathematical assignment titled “Incarceration Growth Rates” that is available from the website radicalmath.org. Students will complete a modified version of this assignment that underscores its relationship to the readings in our SPAN 171 class.

Performance Indicators and Assessment – This activity will be assigned as homework so that the students will be able to analyze the data provided in context with the readings for our class. This assignment is graded and constitutes 5% of their final grade. Specifically, students will receive a grade on their abilities to interpret two graphs and contextualize our readings with the provided data.