

Teacher: E. Knight

Date: October 2010

School: Academy for Scholastic Achievement

Subject: Research Writing

Grade(s): 11-12

Overview of Class: Students will investigate whether or not violent behavior is a result of nature or nurture. They will look at factors that are statistically linked to a higher prevalence of violence and what factors build resilience. They will write a personal stance paper and link their research to a service learning project in the community.

Prevention Strategies Utilized (and How):

- 1) Engaging students in community prevention efforts-Students will be invited to sign up to work on a violence awareness project with an organization addressing violence in their community (Cease Fire, Lawndale Christian Legal Center, etc.)
- 2) Promoting pro-social norms - Students will read literature and listen to guest speakers addressing causes and occurrences of violence. Through this they will also be informed about specific steps they can take to address violence in their community. Following the presentations and research, students will create community and personal plans for addressing conflict and violence.
- 4) Increasing perceptions of personal risk - Students will research articles on cycles of violence. As they research the nurture side of the nature vs. nurture debate, they will look at how exposure to violence can lead to cycles of violence that are difficult to break.
- 5) Developing or enhancing life skills - Students will study ways to become resilient to violence and brainstorm ways to increase their personal assets.

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| <p>Goal: 1) Students will read and view texts, and be able to identify the author's /creator's purpose and/or main message.
2) Students will research and learn about factors that contribute to violence and take down notes on significant quotes and statistics.
3) Students will learn about a variety of paragraph types and be able to write an introduction, body paragraphs that support their thesis with examples and research, and a conclusion for their paper about violence (its causes and prevention).
4) Students will learn to revise and type their paper utilizing Modern Language Association (MLA) format for their title page, bibliography and citations.</p> |
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<p>Week 1</p>

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| <p>Objective: 1) Students will learn about and analyze the roots of violence as they relate to nature and nurture.</p> |
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2) Students will read and view texts, and be able to identify the author's/creator's purpose and/or main message.

Time	Activities	Illinois and SEL Standards	Resources	Assessments
Monday (30 minutes)	1) Write on a post it what factors make up their identity. Compile the list and have them write on individual sheets whether nature or nurture impacts it more.	English: 1.C.5c Critically evaluate information from multiple sources. 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material. SEL: 2D.5b. Evaluate current conflict-resolution skills and plan how to improve them.	*post-its	* Participation
Tuesday (50 minutes)	2) Look at a clip about domestic abuse from the movie <i>American Crime</i> and read an article about why people abuse. Write on a graphic organizer whether each is arguing for nature or nurture more and why.		*excerpts from <i>American Crime</i> *article on domestic abuse (http://www.asafeplaceforhelp.org/childrendomesticviolence.htm)	*summary sheet (This can simply be a four square graphic organizer with the titles of the sources on the left and their responses on the right.)
Wednesday (50 minutes)	3) Look at a clip about gangs in L.A. and fill in the section of the graphic organizer about violence and nature vs. nurture. Read an article about whether violence is avoidable and fill in the graphic organizer.		*youtube clip on gangs in L.A. (http://www.youtube.com/watch?v=MKHlzp-bf3U) *article on gangs (http://people.howstuffworks.com/street-gang.htm)	*summary sheet
Thursday (50 minutes)	4) Look at a clip about serial killers and fill in the section of the graphic organizer about violence and nature vs. nurture. Read an article profiling serial killers and fill in the graphic organizer.		*clip on Chicago serial killers (http://www.youtube.com/watch?v=cu4_mXxzMS4) *article on serial killers (http://www.uplink.com.au/lawlibrary/Documents/Docs/Doc5.html)	*summary sheet
Friday (30 minutes)	5) Write an introduction to their papers. Discuss the impact of nurture on violent behavior.			*midterm paper (see attachment b for rubric)

Week 2

Objective: 3) Students will look at research and learn about factors that contribute to violence and take down notes on significant quotes and statistics.
 4) Students will learn about a variety of paragraph types and be able to write an introduction, body paragraphs that support their thesis with examples and research, and a conclusion.

Time	Activities	Illinois and SEL Standards	Resources	Assessments
Tuesday (50 minutes)	6) Students will do a jigsaw reading of four articles on violence and the causes. Each group will summarize, put down the bibliographic information in MLA format and identify key quotes from their source.	English: 1.C.5c Critically evaluate information from multiple sources. 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material. SEL: 2D.5b. Evaluate current conflict-resolution skills and plan how to improve them. 3A.5a. Apply ethical reasoning to evaluate societal practices. 3A.5b. Examine how the norms of different societies and cultures influence their members' decisions and behaviors.	http://teacher.scholastic.com/professional/bruceperry/why_violence.htm http://www.law.indiana.edu/pop/domestic_violence/ http://www.athealth.com/Consumer/disorders/datingviolence.html http://www.ehow.com/about_6460533_school-violence-occur_.html	*notes
Wednesday (50 minutes)	7) Students will share their research on their one article with the class while the class members take notes.		Packet	*notes
Thursday (50 minutes)	8) Students will write essays about whether violence is a result of nature or nurture using examples and quotations to illustrate their point.		Packet	*midterm paper (see attachment b for rubric)
Friday (30 minutes)	9) Students will finish writing the paragraphs from before (introduction and body)		packet	*midterm paper (see attachment b for rubric)

Week 3

Objective: 5) Students will research ways to make themselves more resilient to violence.
6) Students will write a plan for addressing violence, and a conclusion to their papers.

Time	Activities	Illinois and SEL Standards	Resources	Assessments
Monday (50 minutes)	1) Write questions for the presenters (Mr. Jones-Chicago native and Ms. Pitchford-representative from Cease Fire) 2) Write paragraphs using examples and quotations to support their thesis.	English: 1.C.5c Critically evaluate information from multiple sources. 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material. SEL: 2D.5b. Evaluate current conflict-resolution skills and plan how to improve them.		*notes
Tuesday (50 minutes)	3) Students will take notes as guest speakers (Mr. Jones and Marilyn Pitchford) speak about how to fight against the violence in the community)		*notes sheet (I generated a simple packet outlining the notes they would take.) *handouts for guests (see attachment a)	*notes
Wednesday (50 minutes)	4) Students will look at a list of 40 assets and rate them. They will do a self assessment using the list of assets. They will do a think pair share to discuss the assets they have and do not have. Then they will brainstorm with their partner ways they can access assets that they are lacking.		www.search-institute.org/content/40-developmental-assets *self assessment (see attachment c)	*notes
Thursday (50 minutes)	5) Students will write plans that can be taken to combat violence and share them in a round robin written review activity. 6) Students will write a paragraph laying out a plan to address violence, both in the community and their personal lives. They will include ways to disengage from situations that threaten personal violence.		*notes sheet (I generated a simple packet outlining the notes they would take.)	*notes
Friday (30 minutes)	Students will write conclusion for their paper.		*notes sheet (I generated a simple packet outlining the notes they would take.)	*midterm paper (see rubric)

Week 4

Objective: 7) Students will revise and type their paper.
8) Students will use MLA format for their title page, bibliography and citations.

Time	Activities	Illinois and SEL Standards	Resources	Assessments
Monday (50 minutes)	Type paper	English: 1.C.5c Critically evaluate information from multiple sources. 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material. SEL: 2D.5b. Evaluate current conflict-resolution skills and plan how to improve them.	Laptops	See attached rubric
Tuesday (50 minutes)	Type paper			
Wednesday (50 minutes)	Type paper			
Thursday (50 minutes)	Type paper			
Friday (30 minutes)	Review			

Adaptations to Address Cultural Diversity Needs: N/A

Adaptations for Special Need Students: extra time, one-on-one instructions, peer tutoring

Service Learning Plan: Students will familiarize themselves with one of the organizations in their community that is dealing with violence (Cease Fire, Lawndale Christian Legal Center, etc.). They will spend 10 hours spreading the word about violence through the organization or spreading the word about how the organizations are addressing issues of violence through a variety of media outlets. Some of them will create posters and brochures and handout flyers to assist with the organization's campaign against violence. Some will create mini documentaries about violence. Others will help write curriculum for group meetings addressing violence in the community.

Attachment A

Here are the details about today....

When: 9 am on Tuesday (10/19)

Where: room 204

Topic:

What can individuals do about the violence in their communities?

What can communities do about it?

General Questions for the Panel:

1. What do you think individuals can do about the violence in their community?
2. What do you think communities can do about violence in the neighborhood?
3. What does Cease Fire do?
4. What impact has Cease Fire had in the community?

Student Generated Questions:

1. How did you become a Cease Fire worker?
2. Why are there more young people dying than old? What is Cease Fire doing about it?
3. Why does violence occur?
4. In your opinion, what is the cause of violence?
5. What will happen in the future to slow down or maybe even stop it?
6. What is the point of Cease Fire? Why do they call it Cease Fire?
7. Do you think that if enough young and old people work together, could we get the government to help us rebuild our community to make it less violent for the next generation?
8. What is the purpose of Cease Fire?
9. Does Cease Fire think they can stop all the violence in Chicago?
10. How was the violence when you were growing up?
11. What do you think we can do to help Cease Fire?
12. What are the goals to help out community be safe and when would the changes kick in?
13. Why do young kids do the most killing? What are people doing to stop it? What are you doing to influence young kids to do the right thing?
14. What is the purpose of having Cease Fire when violence is still going on?
15. What can we do to make things better?

16. Do you think children who get picked on and bullied grow up to be violent?

17. Why are there so many advocates and motivational speakers that speak on violence, but do nothing to help it?

18. What made you start your organization?

Feedback from a survey homework assignment:

1. We interviewed 180 people collectively, and found that of those 180 people, 76% of females have been in a fight not involving a weapon and 78% of males have been in a fight not involving a weapon.

2. We interviewed 180 people collectively, and found that of those 180 people, 63% of females have been in a fight involving a weapon (such as a bat, knife, box cutter, gun, etc) and 60% of males have been in a fight involving a weapon.

3. Of the 180 people we interviewed, the average person knows 8 people who have been killed and/or hospitalized due to violence.

4. Some of the things we have discovered through interviewing people in our school and community are that younger people use more weapons, violence touches everyone, and most people think parents are to blame.

5. We have also learned that of the 180 people interviewed, people think that the number one reason for violence is because parents didn't raise their kids right (9); the number two reason is a tie between drugs, peer influences and the hatred that people carry around inside (4). Other reasons for violence include: money, stunts/show-offs and girls

6. We have also shared some of our own experiences with violence anonymously. Some of our earliest memories of violence include:

- The earliest fight I remember was because community with a lot of people fighting.
- I remember when I was in 6th grade when I got jumped on by this girl and her family and they busted my head with a name belt. So I say she got it from her mother.
- The first memory that I have witness violence was when I was 7 years old and my stepfather started to abuse my mother.

- The first memory I remember about violence was when my sister's father came home drunk and beat me, my sisters and my mother.
- The first time I witness a fight was between my parents and my father was drunk.

7. Finally, we have shared some of our most recent memories of violence in our lives. They include:

- The most recent violence I witnessed was when my cousin got killed (shot) in our backyard.
- The recent violent behavior-me and my son's father and he doesn't do drugs or drink. I think it comes from him seeing his mom and not having a father.
- Most recent case of violence I witnessed was a friend high off PCP and he pulled a old guy out of his car and started to punch on him.
- The first thought I have was when me and my brothers were fighting at the beach. It was a community fight that lasted for 2 hours for no reason.
- The latest thing that I witnessed when these boys stomped somebody over some drugs.
- The most recent abuse I participated in was the father of my daughter abused me only because he seen his father participate in the same actions before. Leaving him ends my abuse.
- The last fight I witnessed were two crackheads on the corner fighting over drug money.
- The most recent memory of violence included drugs, alcohol and dominating personalities. One night a couple of my friends and I got drunk and high and we all have dominating personalities, but we went to McDonalds and these guys were staring us down so we told them to box and we went outside and fought. Beat their butts. LMAO
- The most recent memory I had of violence is when I witnessed one of my BFF get shot. She struggled for her life as I held her in my arms. I felt hopeless, and I know she felt helpless as she died on the corner of Douglass and Independence in the community where we all live.
- The most recent violence I witnessed was in my community over money between two gangs.
- In my community a big fight broke out between the KC boys (Kedzie City) and the Troy Boys. The brawl was because they are rival gangs and another gang (Sicko) tried to break it up but they ended up fighting too.

Attachment B

Midterm Paper Rubric

Format:

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|------------------------|----------------------------------|
| *12 point font | *title page is centered |
| *Times New Roman | *title page is complete |
| *paper is left aligned | *bibliography is single spaced |
| *double spaced | *bibliography spacing is correct |
| *indent paragraphs | *bibliography is alphabetized |

Introduction:

- *Has a strong hook __/4
- *Has a thesis that states opinion __/3
- *Well written __/1
- *Does not use first or second person __/2

Example:

- *Has a topic sentence __/2
- *Has an example that supports the thesis, connection is clear __/5
- *Well written __/1
- *Does not use first or second person __/2

Conclusion:

*Has a proposal with three individual solutions __/3

*Has a proposal with three community solutions __/3

*Restates thesis __/2

*Has a clincher __/2

Attachment C

Name:

Date:

Assess Yourself

ASSETS	CHECK THE ONES YOU HAVE	IF NO, WHAT CAN BE DONE?
1. Family support		
2. Positive family communication		
3. Other adult relationship		
4. Caring neighborhood		
5. Caring school climate		
6. Parent involvement in schooling		
7. Community values youth		

8. Youth as a resource		
9. Service to others		
10. Safety		
11. Family boundaries		
12. School boundaries		
13. Neighborhood boundaries		
14. Adult role models		
15. Positive peer influence		
16. High expectations		
17. Creative activities		
18. Youth programs		
19. Religious communities		
20. Time at home		
21. Achievement motivation		
22. School engagement		

23. Homework		
24. Bonding to school		
25. Reading for pleasure		
26. Caring		
27. Equality and social justice		
28. Integrity		
29. Honesty		
30. Responsibility		
31. Restraint		
32. Planning and decision making		
33. Interpersonal competence		
34. Cultural competence		
35. Resistance skills		
36. Peaceful conflict resolutions		

37. Personal power		
38. Self-esteem		
39. Sense of purpose		
40. Positive view of personal future		