



Exploring Urban Adolescent Community Issues

11th Grade

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Exploring Urban Adolescent Community Issues

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Rationale

Welcome to a high school situated in Jacksonville's "urban core." We are smack dab in the middle of a bustling city faced with numerous problems, many of which are due to the lagging local economy. The "urban core" as the police department has dubbed this section of town is unfortunately more affected by problems than the suburban areas of the city.

All sorts of random acts of violence plague the neighborhood that surrounds this high school. Often times we ignore the other victims of this violence – the ones who witness the acts of hatred, intolerance, and boredom and do not know how to respond because of their age. These adolescents are the ones who need to be shown that there is more to life than the neighborhood community they come from, but first they need to learn to understand the issues within their community.

The purpose of this unit is to explore the central issues that adolescents see each day they leave school. They deal with peer pressure, violence, and bullies, being or on the verge of becoming a parent, and often not knowing where they will rest their head that night. This unit will prove to students that they are not alone and will show that there is a way to overcome the circumstances they have been dealt.

The eleventh grade students this unit is intended for have all reached Piaget's stage of formal operations. Thus, the students are able to think logically and abstract problems like the issues being studied. It also means they are able to show concern for ideological problems like the ones that exist within their community. They are also able to hypothesize – which will allow them to think of possible solutions. Concern for the future is another aspect of formal operations, which students will begin to show once they realize that social problems are cyclical (Woolfolk).

Through a grant provided by a local company, each student in this eleventh grade Language Arts class has been provided with a laptop and “go-anywhere” wireless access for the school year to ensure that they will have a medium to do homework without having to stay after school. This unit will be taught during the final quarter of the year to hopefully inspire students to do something positive with their last summer as a high school student. Additionally, the unit is highly relevant to them before the summer, as they will have an absence of a safe place to go during the day. Thus, in these six weeks students will learn how to handle situations where their friends are pressuring them into doing something, faced with violence or a bully, a new child of their own, and possibly even homelessness.

Taking a look at the current social problems in their own community will also require students to look further and explore other parts of the country and world that deal with the same social problems that the community currently faces.

Moreover, students will be using their prior knowledge to understand how social problems can become cyclical.

Students will be reading a variety of texts to help them see that many social problems are universal to adolescents. These texts are especially significant to the unit as they are either written by young people or written from the perspective of young people. Fiction and non-fiction novels, memoirs, magazine articles, YouTube videos, newspapers articles and more will be used throughout the unit. For further information about the specific ancillary texts being read, please refer to the appendix at the end of the unit. A list of the main texts (used for Literature Circles) is also available in the appendix.

The ultimate goal is for students to have a safe place to share their views about the community with being retaliated against. The teacher has spent many class periods at the beginning of the school year doing team-building activities to create a community of students rather than just a class of students. Students will work together to educate themselves and each other about the issues that exist within the community to create an overall sense of awareness. Hopefully students will be able to use this sense of awareness and become engaged and active community member who can positively reshape their community.

Unit Goals and Objectives

Unit Goals

Students will be able to:

- {Knowledge} define the social issues that influence the community.
- {Comprehension} observe surroundings and identify causal relationships.
- {Application} produce a public service announcement.
- {Application} write a letter to an elected official.
- {Analysis} analyze the social issues within their community.
- {Analysis} investigate social issues within the community and determine cause of existence.
- {Synthesis} write from the perspective of an adolescent affected by one of the social issues studied.
- {Evaluation} discuss social issues that currently affect them and their peers.
- {Evaluation} share their point of view on social issues that affect them and their peers.

Unit Objectives

At the end of this unit students will be able to:

- Discuss the issues they deal with in their community from an educated perspective
- Produce a public service announcement with a positive and firm message in regard to an adolescent community issue.

- Write an authentic and creative eight-page paper from the perspective of someone affected by a social issue.
- Engage in community debates and discussions about adolescent issues.
- Write a letter to an elected official seeking action.
- Demonstrate understanding of their community role by speaking out against issues.

Literature Circle Texts

To provide you with the least biased information about the texts, these reviews stem from trusted outside sources.

Speak – Laurie Halse Anderson

“In a stunning first novel, Anderson uses keen observations and vivid imagery to pull readers into the head of an isolated teenager. Divided into the four marking periods of an academic year, the novel, narrated by Melinda Sordino, begins on her first day as a high school freshman. No one will sit with Melinda on the bus. At school, students call her names and harass her; her best friends from junior high scatter to different cliques and abandon her. Yet Anderson infuses the narrative with a wit that sustains the heroine through her pain and holds readers' empathy. A girl at a school pep rally offers an explanation of the heroine's pariah status when she confronts Melinda about calling the police at a summer party, resulting in several arrests. But readers do not learn why Melinda made the call until much later: a popular senior raped her that night and, because of her trauma, she barely speaks at all. Only through her work in art class, and with the support of a compassionate teacher there, does she begin to reach out to others and eventually find her voice. Through the first-person narration, the author makes Melinda's pain palpable: “I stand in the center aisle of the auditorium, a wounded zebra in a National Geographic special.” Though the symbolism is sometimes heavy-handed, it is effective. The ending, in which her attacker comes after her once more, is the only part of the plot that feels forced. But the book's overall gritty realism and Melinda's hard-won metamorphosis will leave readers touched and inspired.” – Publishers Weekly

I Wrote on All Four Walls: Teens Speak Out on Violence – Fran Fearnley (Editor)

“Nine teens share their experiences with violence. The explosive teenage years can make young people more prone to violence...and more vulnerable. The accounts in *I Wrote on all Four Walls* are authentic and riveting. Sixteen-year-old Janice finds herself the target of cyber-bullying and physical intimidation at school. Allan remembers coming out at age fourteen and learning that safety can be as much about who you know as who you are. Don at age eight terrorized his younger brother, an aggression that escalated into the torture of another boy at fifteen. *I Wrote on all Four Walls* collects the harrowing stories of nine contemporary teenagers who have witnessed, been the victim of, or instigated acts of violence... sometimes all three. In their own words, these teens offer thoughtful testimony on how such experiences have impacted on their lives, and their choices in dealing with those repercussions. Each experience is as unique and complex as the teens themselves. But one common element is clear: violence builds walls, and these teens want to speak up and break out.” - Amazon Product Description

Almost Home – Jessica Blank

“The streets of Los Angeles offer an escape to a group of teenagers. Boredom, family issues and sexual abuse led them away from home, and now seven teens struggle to survive on the streets. Through Tracy, a junk-addicted porn star, Eeyore, Rusty, Squid, Critter, Scabius and Laura form a rough community with its own dynamics and hostilities. When 12-year-old Eeyore gets caught up in drugs and prostitution, Tracy has a chance to redeem them both. Rather than alternating the narrator each chapter, Blank gives each voice its own section in turn. With characters ranging in age and experience, the narrative cohesion could easily deteriorate, but skillful blending by the author prevents such muddling. Calculated emotionless presentation of the street-sex trade helps communicate the bleak circumstances in which many homeless youths find themselves; this contrasts nicely with the burgeoning relationships that develop between the teens, especially Squid's passion for a family. The author's note offers resources for both at-risk and street teens. Examining the ties that bring people together and force them apart, this is a harsh and honest view of homeless teen life in the city of angels.” -Kirkus Reviews

Teen Mom: A Journal – Pat Gaudette

Tells the story of a 16-year old girl who finds out she is pregnant with twins. She has a rough pregnancy, issues with her family and home life and faces many difficult decisions throughout the text.

Poison Ivy – Amy Goldman Koss

“Ivy has been a victim of relentless bullying for years. Nicknamed Poison Ivy by Ann, Benita, and Sophie in fourth grade, she can hardly remember what it was like to be just plain Ivy. When earnest Ms. Gold, the middle school American government teacher, finds a depressing poem written by Ivy, she decides to put The Evil Three on trial for bullying. She is hoping to create a perfect learning experience to illustrate the American judicial system to the class—and possibly to teach the three girls a lesson. What Ms. Gold does not count on, however, is the power of popular kids and the resulting political leverage. Students are assigned roles: counsel for the plaintiff, process server, judge, jury, etc. The action is related through the multiple voices of the major figures in the mock trial proceedings, and readers see many personalities emerge in the alternate chapters. Of particular interest is the relationship among The Evil Three. Ann, the leader, clearly enjoys the status that Benita and Sophie give her in their roles as bystanders in the bullying process. Realistic dialogue and fast-paced action will hold interest, and the final verdict is unsettling, but not unexpected.” – Jennifer Ralston, Harford County Public Library, Belcamp, MD

Sunshine State and Common Core Standards

Technology	
<i>Sunshine State Standards</i>	<i>NCTE 21st Century Literacies</i>
LA.1112.6.4.1 - select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and	<ul style="list-style-type: none"> - Develop proficiency with the tools of technology - Build relationships with others to pose and solve problems collaboratively and cross-culturally - Design and share information for global communities to meet a variety of purposes - Manage, analyze and synthesize multiple streams of simultaneous information - Create, critique, analyze, and evaluate multi-media texts - Attend to the ethical responsibilities required by these complex environments
LA.1112.6.4.2 - routinely use digital tools for publication, communication and productivity.	

Assignments:

- Public Service Announcement
- Blogspot Literature Circle

Media Literacy	
<i>Sunshine State Standards</i>	<i>NCTE 21st Century Literacies</i>
LA.1112.6.3.1 - distinguish between propaganda and ethical reasoning strategies in print and nonprint media;	<ul style="list-style-type: none"> - Develop proficiency with the tools of technology - Build relationships with others to pose and solve problems collaboratively and cross-culturally - Design and share information for global communities to meet a variety of purposes - Manage, analyze and synthesize multiple streams of simultaneous information - Create, critique, analyze, and evaluate multi-media texts - Attend to the ethical responsibilities required by these complex environments
LA.1112.6.3.2 - ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and	
LA.1112.6.3.3 - demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.	

Assignments:

- Blogspot Literature Circle

Research Process	
<i>Sunshine State Standards</i>	<i>Common Core Standards</i>
LA.1112.6.2.1 - select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;	Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> • Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). • Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).
LA.1112.6.2.2 - organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;	
LA.1112.6.2.3 - write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and	
LA.1112.6.2.4 - understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.	

Assignments:

- Advocacy Letter
- Blogspot Literature Circle
- Web Scavenger Hunt

Penmanship	
<i>Sunshine State Standards</i>	<i>Common Core Standards</i>
LA.1112.5.1.1 - The student will use fluent and legible handwriting skills.	

Assignments:

- Starter Quick Writes
- Timed Writing Activities

Informational Text	
<i>Sunshine State Standards</i>	<i>Common Core Standards</i>
LA.1112.6.1.1 - explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;	Key Ideas and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. Integration of Knowledge and Ideas 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. Range of Reading and Level of Text Complexity 10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
LA.1112.6.1.2 - analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and	
LA.1112.6.1.3 - use the knowledge to create workplace, consumer, or technical documents.	

Assignments:

- Advocacy Letter
- Public Service Announcement

Listening and Speaking	
<i>Sunshine State Standards</i>	<i>Common Core Standards</i>
LA.1112.5.2.1 - demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;	Comprehension and Collaboration 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. • Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.1112.5.2.2 - apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;	
LA.1112.5.2.3 - use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates one’s own and others’ oral presentations according to designed rubric criteria;	
LA.1112.5.2.4 - use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and	
LA.1112.5.2.5 - research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.	

Assignments:

- Met daily during class discussions

Persuasive	
<i>Sunshine State Standards</i>	<i>Common Core Standards</i>
LA.1112.4.3.1 - - write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that

<p>LA.1112.4.3.2 - - include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).</p>	<p>logically sequences claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the argument presented.
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Assignments:

- Advocacy Letter
- Public Service Announcement

Informative	
<i>Sunshine State Standards</i>	<i>Common Core Standards</i>
<p>LA.1112.4.2.1 - write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);</p>	<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>LA.1112.4.2.2 - record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;</p>	<ul style="list-style-type: none"> • Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
<p>LA.1112.4.2.3 - write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;</p>	<ul style="list-style-type: none"> • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<p>LA.1112.4.2.4 - write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified</p>	<ul style="list-style-type: none"> • Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific

block, memo, email);	<p>vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <ul style="list-style-type: none"> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LA.1112.4.2.5 - write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and	
LA.1112.4.2.6 - write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).	

Assignments:

- Advocacy Letter
- Public Service Announcement

Creative	
<i>Sunshine State Standards</i>	<i>Common Core Standards</i>
LA.1112.4.1.1 - write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.1112.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.	

Assignments:

- Perspective Paper

Publishing	
<i>Sunshine State Standards</i>	<i>Common Core Standards</i>
LA.1112.3.5.1 - prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);	Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.1112.3.5.2 - include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and	
LA.1112.3.5.3 - sharing with others, or submitting for publication.	

Assignments:

- Blogspot Literature Circle Blog Postings
- Perspective Paper
- Public Service Announcement
- Advocacy letter

Editing for Language Conventions	
<i>Sunshine State Standards</i>	<i>Common Core Standards</i>
LA.1112.3.4.1 - spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (<i>laissez faire</i> , <i>croissant</i>);	Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Observe hyphenation conventions. • Spell correctly.
LA.1112.3.4.2 - capitalization, including names of academic courses and proper adjectives;	
LA.1112.3.4.3- punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;	
LA.1112.3.4.4 - grammar and usage, including but not limited to parts of speech, verb tense, noun/ pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and	
LA.1112.3.4.5 - varied sentence structure,	

including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.	
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Assignments:

- Blogspot Literature Circle Blog Postings
- Perspective Paper
- Public Service Announcement
- Advocacy letter

Revising	
<i>Sunshine State Standards</i>	<i>Common Core Standards</i>
LA.1112.3.3.1 - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	N/A
LA.1112.3.3.2 - creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;	
LA.1112.3.3.3 - creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and	
LA.1112.3.3.4 - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	

Assignments:

- Blogspot Literature Circle Blog Postings
- Perspective Paper
- Public Service Announcement
- Advocacy letter

Drafting	
<i>Sunshine State Standards</i>	<i>Common Core Standards</i>
LA.1112.3.2.1 - developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;	N/A
LA.1112.3.2.2 - establishing a logical organizational pattern with supporting details that are substantial, specific, and	

relevant; and	
LA.1112.3.2.3 - analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.	

Assignments:

- Blogspot Literature Circle Blog Postings
- Perspective Paper
- Public Service Announcement
- Advocacy letter

Prewriting	
<i>Sunshine State Standards</i>	<i>Common Core Standards</i>
LA.1112.3.1.1 - generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;	N/A
LA.1112.3.1.2 - making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and	
LA.1112.3.1.3 - using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.	

Assignments:

- Blogspot Literature Circle Blog Postings
- Perspective Paper
- Public Service Announcement
- Advocacy letter

Nonfiction	
<i>Sunshine State Standards</i>	<i>Common Core Standards</i>
LA.1112.2.2.1 - analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);	Key Ideas and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 3. Analyze a complex set of ideas or sequence of events
LA.1112.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;	

LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);	and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.1112.2.2.4 - identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and	Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.1112.2.2.5 - select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.	Integration of Knowledge and Ideas 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. Range of Reading and Level of Text Complexity 10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Assignments:

- Blogspot Literature Circle Texts
- Ancillary Texts

Fiction	
<i>Sunshine State Standards</i>	<i>Common Core Standards</i>
LA.1112.2.1.1 - analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;	Key Ideas and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they

LA.1112.2.1.2 - analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);	interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.1112.2.1.3 - analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.1112.2.1.4 - analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;	Craft and Structure
LA.1112.2.1.5 - analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LA.1112.2.1.6 - create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an author's development of time and sequence (e.g., through the use of complex literary devices such as foreshadowing and flashback);	5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.1112.2.1.7 - analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;	6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.1112.2.1.8 - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;	Integration of Knowledge and Ideas
LA.1112.2.1.9 - describe changes in the	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
	8. (Not applicable to literature)
	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
	Range of Reading and Level of Text Complexity
	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

English language over time, and support these descriptions with examples from literary texts; and	
LA.1112.2.1.10 - select a variety of age and ability appropriate fiction materials to read based on knowledge of authors' styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.	

Assignments:

- Blogspot Literature Circle Texts
- Ancillary Texts

Reading Comprehension	
<i>Sunshine State Standards</i>	<i>Common Core Standards</i>
LA.1112.1.7.1 - use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;	Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. ¹ 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.1112.1.7.2 - analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning;	
LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;	
LA.1112.1.7.4 - identify cause-and-effect relationships in text;	
LA.1112.1.7.5 - analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;	
LA.1112.1.7.6 - analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;	
LA.1112.1.7.7 - compare and contrast elements in multiple texts; and	
LA.1112.1.7.8 - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion,	

including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.	Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.
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Assignments:

- Blogspot Literature Circle Texts
- Ancillary Texts

Fluency	
<i>Sunshine State Standards</i>	<i>Common Core Standards</i>
LA.1112.1.5.1 - The student will adjust reading rate based on purpose, text difficulty, form, and style.	Presentation of Knowledge and Ideas 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Assignments:

- Blogspot Literature Circle Texts
- Public Service Announcements

Vocabulary Development	
<i>Sunshine State Standards</i>	<i>Common Core Standards</i>
LA.1112.1.6.1 - use new vocabulary that is introduced and taught directly;	Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ul style="list-style-type: none"> • Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech,
LA.1112.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;	
LA.1112.1.6.3 - use context clues to determine meanings of unfamiliar words;	
LA.1112.1.6.4 - categorize key vocabulary and identify salient features;	
LA.1112.1.6.5 - relate new vocabulary to familiar words;	
LA.1112.1.6.6 - distinguish denotative and connotative meanings of words;	
LA.1112.1.6.7 - identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;	
LA.1112.1.6.8 - identify advanced word/phrase relationships and their meanings;	
LA.1112.1.6.9 - determine the correct meaning of words with multiple meanings in context;	
LA.1112.1.6.10 - determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by	

using a dictionary, thesaurus, and digital tools: and	<p>its etymology, or its standard usage.</p> <ul style="list-style-type: none"> • Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.1112.1.6.11 - identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.

Assignments:

- Blogspot Literature Circle Blog Posts

Week 1*Day 1***Materials:**

Literature Circle Handouts

Literature Circle Novels

Starter:

10 Minutes Have you ever felt pressure to do something because your friends were doing it? What did it involve?

Procedure:

Time	Teacher	Student
<i>15 Minutes</i>	The teacher will introduce the unit to the students and discuss the different themes of the unit and how they relate to the school and surrounding community. Teacher will ask students to contribute to this conversation.	Students will listen as the teacher introduces the unit. They will then be able to share their point of view and how these issues affect them. Students may also ask questions about the unit.
<i>10 Minutes</i>	The teacher will go over the Blogspot Literature Circle assignment and provide students with a copy of the handout.	Students will receive the Blogspot Literature Circle assignment handout from the teacher and ask questions about it.
<i>5 Minutes</i>	The teacher will assign (or let students choose) their literature circle groups.	Students will be assigned or allowed to choose their literature circle groups.
<i>5 Minutes</i>	The teacher will hold a random drawing for the literature circle texts and pass out the texts to the groups.	Students will participate in the random drawing and pick up their text. They can then take a few minutes to look through their text.
<i>10 Minutes</i>	The teacher will spend time answering student questions or further discuss the unit with students if there are no questions.	The students will be able to ask questions about the unit or literature circle assignment. If not, students will discuss the unit themes further.

Homework:

- Blog Post Due at Midnight
- Work with group to break up text for 5 weeks of reading.
- Assign literature circle roles for each week.

Week 1*Day 2***Materials:**

Literature Circle Resources
Community Statistics

Starter:

10 Minutes Do you agree or disagree with the current legal drinking age of 21? Explain.

Procedure:

Time	Teacher	Student
<i>10 Minutes</i>	The teacher will engage the students in a discussion about community statistics and how they feel about it.	Students will receive a handout about community statistics and share their opinions. Students should share their opinions about the accuracy of these statistics and how they are affected by them.
<i>30 Minutes</i>	The teacher will ask students to begin reading their literature circle texts in their groups. The teacher will walk around and conference with groups.	Students will begin reading their texts out loud with their group. They should be finding vocabulary words, important quotes, and themes.
<i>5 Minutes</i>	The teacher will make sure that students know what their homework is and answer any questions.	The students will ask questions about their work today and listen to their homework assignment.

Homework:

- Keep up with reading and writing assignments.

Week 1*Day 3***Materials:**

Perspective Paper Handout with Rubric

<http://www.youtube.com/watch?v=orZ9gG8Vnfs>

<http://www.youtube.com/watch?v=c5XSE7Gl090&feature=related>

<http://www.youtube.com/watch?v=C07V-nZJRTI&feature=related>

Starter:

15 Minutes Respond to the videos.

Procedure:

Time	Teacher	Student
<i>10 Minutes</i>	Teacher will engage students in a discussion about the videos they watched during the starter activity.	Students will share their opinions with the class about the videos they watched during the starter activity.
<i>10 Minutes</i>	The teacher will talk about point of view, opinions, and perspectives with the students based on the earlier discussion.	Students will listen to the teacher and take notes as point of view, perspectives, and opinion is discussed.
<i>10 Minutes</i>	The teacher will pass out the Perspective Paper handout and rubric to the students and discuss the assignment with them.	Students will receive the perspective paper handout and rubric and listen as the teacher explains the assignment.
<i>5 Minutes</i>	The teacher will remind students of their homework and answer any of their questions.	Students will be reminded of their homework and ask any questions about the lesson.

Homework:

- Blog Post Due at Midnight
- Keep up with reading and writing assignments.

Week 1*Day 4***Materials:**

Peer pressure articles written by teens

“Not Everyone Else”

“The Recurring Pattern”

“Word to Parents”

“Positive Aspects of Peer Pressure”

Starter:

15 Minutes What do you think the roles of schools should be in educating students about peer pressure? The role of parents? Explain.

Procedure:

Time	Teacher	Student
<i>5 Minutes</i>	The teacher will explain that students are going to be participating in a round robin. They need to separate themselves into four groups. The teacher will then let groups know that they are to thoroughly read their article and discuss it.	Students will listen as teacher discusses the round robin activity. Students will then separate themselves into groups and receive their articles.
<i>20 Minutes</i>	Teacher will walk around and make sure groups are on task. Teacher will ask groups to switch every 6 – 7 minutes.	Students will read their article with their groups and discuss the important aspects for each article.
<i>10 Minutes</i>	The teacher will ask students to share their reactions about the article with the class. Before the bell rings the teacher will make sure that students know what their homework is.	Students will participate in class discussion and share their opinions about the article. Students should share whether they agree or disagree with what some of the teen writers had to say.

Homework:

- Perspective Paper Draft 1 Due (2-3 pages of rough draft)

Week 1*Day 5***Materials:**

Skype Access

Webcam

Live Guest Speaker on topic of peer pressure (or pre-recorded, or in class)

4- 5 printed copies of perspective paper draft 1 due (2-3 pages of rough draft)

Writing Utensils (pens, highlighters, etc.)

Starter:*15 Minutes* In person or Skype guest speaker on topic of overcoming peer pressure.**Procedure:**

Time	Teacher	Student
<i>5 Minutes</i>	The teacher will explain the rules of writer's workshop to the students. Students need to get into groups of four to five. Read the paper - while reading write notes in the margin. Notes should be constructive and improve the paper.	Students will listen to teacher explain workshop procedure and get into groups of four to five students. Students can also ask questions if they have any.
<i>5 - 8 Minutes</i>	Teacher will walk around as students are reading the first paper and make sure students are on task.	Students will read the first paper. Students should be writing constructive feedback in the margins.
<i>5- 8 Minutes</i>	Teacher will walk around as students are reading the second paper and make sure students are on task	Students will read the second paper. Students should be writing constructive feedback in the margins.
<i>5- 8 Minutes</i>	Teacher will walk around as students are reading the third paper and make sure students are on task	Students will read the third paper. Students should be writing constructive feedback in the margins.
<i>5- 8 Minutes</i>	Teacher will walk around as students are reading the fourth paper and make sure students are on task	Students will read the fourth paper. Students should be writing constructive feedback in the margins.

Homework:

- Keep up with reading and writing assignments.

Week 2*Day 6***Materials:**

Web Scavenger Hunt Worksheet (posted on class blog – can be completed on laptop)
 Student laptops with wireless access
 DIIGO Account
www.jacksonville.com

Starter:

10 Minutes How does the violence in our community affect you? Do you think this violence is due to an individual or a gang?

Procedure:

Time	Teacher	Student
<i>10 Minutes</i>	The teacher will explain the scavenger hunt activity to the students and show them how to access the worksheet online. Teacher will ask students to find a partner for the activity.	The students will listen as the teacher explains the web scavenger hunt and how to access the worksheet online. Students will need a partner.
<i>30 Minutes</i>	The teacher will walk around and make sure that students are on task while they are searching the newspaper website for articles. Teacher will also be available for help.	Students will work in pairs to find articles on the newspaper website according to the instructions on worksheet. Students will also be bookmarking articles to DIIGO.
<i>5 Minutes</i>	Teacher will let students know that they need to finish the assignment at home and that each student needs to bring their own copy of the handout to receive credit.	Students will pack up their laptops and finish their worksheet at home. Each student must bring his or her own printed copy of the handout to receive credit.

Homework:

- Blog Post Due
- Keep up with reading and writing assignments.

Week 2*Day 7***Materials:**

Printed copies of web scavenger hunt worksheet
 DIIGO Account
 SMART Board

Starter:

10 Minutes Violence has a large presence in our city. If you could end this cycle, how would you do it?

Procedure:

Time	Teacher	Student
<i>25 Minutes</i>	The teacher will engage students in a discussion about the web scavenger hunt. Teacher will use some of the articles students bookmarked on DIIGO to further the discussion.	Students will participate in a class discussion and share what they learned from reading articles during the scavenger hunt. Student contributions should be meaningful.
<i>20 Minutes</i>	Teacher will conduct a timed writing activity in order to better prepare them for the state mandated writing test and college entrance exams. This a short response writing activity.	Students will choose from one of the following writing topics. -Is violence ever justifiable? Why or why not? - Would changes in state laws decrease the violence in our community?

Homework:

- Listen to or read Dwight D. Eisenhowers "The Chance for Peace" speech and take detailed annotations for class tomorrow

Audio:

http://www.archive.org/details/dde_1953_0416

Text:

<http://www.eisenhowermemorial.org/speeches/19530416%20Chance%20for%20Peace.htm>

- Keep up with reading and writing assignments. .

Week 2*Day 8***Materials:**

Dwight D. Eisenhower's "The Chance for Peace" speech

Audio:http://www.archive.org/details/dde_1953_0416**Text:**<http://www.eisenhowermemorial.org/speeches/19530416%20Chance%20for%20Peace.htm>Display Speech text on SMART board or print copies for students to write on "The 904 – Trailer" <http://vimeo.com/4709446>**Starter:***15 Minutes* Respond to the video "The 904 – Trailer"**Procedure:**

Time	Teacher	Student
<i>20 Minutes</i>	The teacher will ask students to share some of the notes they took about the speech. Teacher will write notes on SMART board to upload onto class website as a reference for students.	Students will share the notes they made with the class and take notes based on other students' contributions. They will practice respectful listening during this time.
<i>20 Minutes</i>	The teacher will use the student notes and own knowledge of the speech and relate the speech to today's society.	Students will take notes as teacher explains how speech relates to them now. Students will also contribute to this.

Homework:

- Blog Post Due
- Keep up with reading and writing assignments.

Week 2*Day 9***Materials:**

PSA Handout

Literature Circle Self-Evaluation

Starter:

10 Minutes Teenagers are often victims of gang life violence. What do you think of this?

Procedure:

Time	Teacher	Student
<i>7 Minutes</i>	The teacher will pass out the PSA assignment handout and explain it to students. Teacher will also answer any questions.	Students will listen to teacher explain the assignment and then ask any questions they have about the assignment.
<i>8 Minutes</i>	The teacher will pass out the literature circle self – evaluations to students and explain them.	The students will listen to instructions and then begin to fill out their self-evaluation.
<i>30 Minutes</i>	The teacher will conference with literature circle groups and discuss the evaluation with them for a few minutes. Teacher will also make sure students are on task when not conferencing with them.	The students will work in their literature circle groups . Students will conference with teacher for a few minutes. They will also begin working on their PSA script.

Homework:

- Perspective Paper Draft 2 Due (4-6 pages of rough draft)
- Keep up with reading and writing assignments.

Week 2*Day 10***Materials:**

Skype Access

Webcam

Live Guest Speaker on topic of overcoming violence (or pre-recorded, or in class)

4- 5 printed copies of perspective paper draft 2 due (4-6 pages of rough draft)

Writing Utensils (pens, highlighters, etc.)

Starter:*15 Minutes* In person or Skype guest speaker on topic of overcoming violence.**Procedure:**

Time	Teacher	Student
5 Minutes	The teacher will explain the rules of writer's workshop to the students. Students need to get into groups of four to five. Read the paper - while reading write notes in the margin. Notes should be constructive and improve the paper.	Students will listen to teacher explain workshop procedure and get into groups of four to five students. Students can also ask questions if they have any.
5 - 8 Minutes	Teacher will walk around as students are reading the first paper and make sure students are on task.	Students will read the first paper. Students should be writing constructive feedback in the margins.
5- 8 Minutes	Teacher will walk around as students are reading the second paper and make sure students are on task	Students will read the second paper. Students should be writing constructive feedback in the margins.
5- 8 Minutes	Teacher will walk around as students are reading the third paper and make sure students are on task	Students will read the third paper. Students should be writing constructive feedback in the margins.
5- 8 Minutes	Teacher will walk around as students are reading the fourth paper and make sure students are on task	Students will read the fourth paper. Students should be writing constructive feedback in the margins.

Homework:

- Keep up with reading and writing assignments.

Week 3*Day 11***Materials:**

World of Jenks "Queen of the Street" Episode

<http://www.mtv.com/videos/world-of-jenks-ep-3-the-street-queen/1648250/playlist.jhtml>

Starter:

10 Minutes How do you view people who are homeless? Do you think it is their fault?

Procedure:

Times	Teacher	Student
<i>45 Minutes</i>	Teacher will show the World of Jenks episode to students and ask students to take notes. Teacher will walk around to make sure students are paying attention and taking notes.	Students will watch the World of Jenks episode and take notes for the discussion that will take place during the next class.

Homework:

- Blog Post Due
- Keep up with reading and writing assignments.

Week 3*Day 12***Materials:**

Literature Circle Vocabulary Words and Definitions for school mandated vocabulary exercise

(Teacher needs to pull these from groups – no attachment in appendix)

Starter:

10 Minutes Where do you think poverty strikes most? Rural, urban, or suburban areas? Explain.

Procedure:

Times	Teacher	Student
<i>30 Minutes</i>	<p>The teacher will facilitate a discussion about the World of Jenks episode that students watched the previous day. Teacher should ask though provoking questions.</p> <ul style="list-style-type: none"> - Do you think this is a realistic depiction of what life is like as a homeless teen? - What do you think happened to this teen after the show? - Do you think life, as a homeless teen is easy? 	<p>Students will contribute their thoughts about the World of Jenks episode to a classroom discussion. The students will be led by the teacher with discussion questions to move conversation along. Students will be respectful to their peers throughout this discussion.</p>
<i>10 Minutes</i>	<p>Teacher will pass out vocabulary words and definitions for students and let them know about a vocabulary quiz in the following week.</p>	<p>Students will receive the vocabulary words for the quiz next week and create some sort of writing to help them easily remember at least 10 words from the list.</p>

Homework:

- Keep up with reading and writing assignments.

Week 3*Day 13***Materials:**

Teen Writing Packet: Homelessness

"Voices of the Homeless" [http://www.youtube.com/watch?v=shiX](http://www.youtube.com/watch?v=shiXCC9CaP4)

CC9CaP4

Starter:*15 Minutes* Respond to the video.**Procedure:**

Times	Teacher	Student
<i>5 Minutes</i>	The teacher will give each student a Teen Writing packet and go over the lesson for the day.	All students will receive a Teen Writing Packet. Students will listen as teacher discusses lesson.
<i>15 Minutes</i>	Teacher will ask for student volunteers to do dramatic readings of the teen writing for the class.	Students will volunteer to dramatically read the selections in the packet in front of the class.
<i>20 Minutes</i>	Teacher will conduct a timed writing activity in order to better prepare them for the state mandated writing test and college entrance exams. This is a short response writing activity.	Students will select a piece of work from the teen writing packet they just received. The work should be selected because it resonated with them. They should write about why they chose this writing and explain the piece.

Homework:

- Blog Post Due
- Keep up with reading and writing assignments.

Week 3*Day 14***Materials:**

Advocacy Letter Assignment

Advocacy Letter examples

Laptops

<http://www.youtube.com/watch?v=wqSRFolKKCc>**Starter:**

15 Minutes Do you feel that poverty leads to homelessness or are there other ways?

Procedure:

Times	Teacher	Student
10 Minutes	Teacher will introduce the advocacy letter assignment and answer any student questions.	Students will receive the advocacy letter assignment ask questions if they have any.
10 Minutes	Teacher will provide examples of advocacy letters on the SMART board and explain important aspects.	Students will take notes on the advocacy letter elements they need to include.
20 Minutes	Teacher will ask students to work in their literature circle groups and begin brainstorming their topic. Teacher will also have students begin researching the representatives they will send letters to.	Students will work in their literature circle groups and select a topic they will write their letter about. Students will also start to research the representatives they will send their letters to on their laptops.

Homework:

- Keep up with reading and writing assignments.
- 4- 5 printed copies of perspective paper draft 3 due (6 pages of rough draft)

Week 3*Day 15***Materials:**

Skype Access

Webcam

Live Guest Speaker on topic of overcoming homelessness and poverty (or pre-recorded, or in class)

4- 5 printed copies of perspective paper draft 3 due (6 pages of rough draft)

Writing Utensils (pens, highlighters, etc.)

Starter:

15 Minutes In person or Skype guest speaker on topic of overcoming homelessness and poverty.

Procedure:

Time	Teacher	Student
5 Minutes	The teacher will explain the rules of writer's workshop to the students. Students need to get into groups of four to five. Read the paper - while reading write notes in the margin. Notes should be constructive and improve the paper.	Students will listen to teacher explain workshop procedure and get into groups of four to five students. Students can also ask questions if they have any.
5 - 8 Minutes	Teacher will walk around as students are reading the first paper and make sure students are on task.	Students will read the first paper. Students should be writing constructive feedback in the margins.
5- 8 Minutes	Teacher will walk around as students are reading the second paper and make sure students are on task	Students will read the second paper. Students should be writing constructive feedback in the margins.
5- 8 Minutes	Teacher will walk around as students are reading the third paper and make sure students are on task	Students will read the third paper. Students should be writing constructive feedback in the margins.
5- 8 Minutes	Teacher will walk around as students are reading the fourth paper and make sure students are on task	Students will read the fourth paper. Students should be writing constructive feedback in the margins.

Homework:

- Keep up with reading and writing assignments.

Week 4*Day 16***Materials:**

SMART Board

<http://www.youtube.com/watch?v=LEjiM0sESus><http://www.youtube.com/watch?v=CZTxlvOwV3U&feature=fvsr><http://www.youtube.com/watch?v=X8wusl6YzOs&feature=related>**Starter:**

15 Minutes Do you know anyone who is a teen parent? Do you view them differently than you did before they had a child?

Procedure:

Times	Teacher	Student
<i>5 Minutes</i>	The teacher will show the first video clip and make sure that students are paying attention.	Students will watch the first video clip and take notes on anything they find interesting.
<i>8 Minutes</i>	The teacher will ask students to share their reactions to the clip. Teacher will also pose questions to students to encourage them to think deeper.	Students will share their reactions to the video and answer the teacher's discussion questions about teen parenthood.
<i>5 Minutes</i>	The teacher will show the second video clip and make sure that students are paying attention.	Students will watch the second video clip and take notes on anything they find interesting.
<i>8 Minutes</i>	The teacher will ask students to share their reactions to the clip. Teacher will also pose questions to students to encourage them to think deeper.	Students will share their reactions to the video and answer the teacher's discussion questions about teen parenthood.
<i>5 Minutes</i>	The teacher will show the second video clip and make sure that students are paying attention.	Students will watch the third video clip and take notes on anything they find interesting.
<i>8 Minutes</i>	The teacher will ask students to share their reactions to the clip. Teacher will also pose questions to students to encourage them to think deeper.	Students will share their reactions to the video and answer the teacher's discussion questions about teen parenthood.

Homework:

- Blog Post Due
- Keep up with reading and writing assignments.

Week 4*Day 17***Materials:**

Literature Circle Self-Evaluation

Literature Circle Texts

Starter:

15 Minutes What should the role of schools be in educating its pupils about teenage pregnancy? The role of parents?

Procedure:

Times	Teacher	Student
10 Minutes	The teacher will check in with students and ask for feedback on any of the assignments they are working on. The teacher will answer student questions as well.	Students will provide the teacher with feedback about the unit so far and all of the assignments they are working on. They may also ask questions.
25 Minutes	The teacher will ask students to sit in their literature circle groups and pass out their self-evaluations. The teacher will walk around and conference with students. Teacher will instruct students to read their text when they have finished filling out their self-evaluations.	Students will receive their self-evaluations and fill those out. Groups will also get a chance to conference with the teacher and receive feedback. Students should read their text when they have completed their self-evaluations.
5 Minutes	Teacher will collect literature circle self-evaluations and remind students of homework.	Students will turn in their literature circle self-evaluations.

Homework:

- Advocacy Letter Draft 1 Due
- Keep up with reading and writing assignments.

Week 4*Day 18***Materials:**

“What Would You Do?” – City High

Highlighters

Advocacy Letter Drafts

Starter:*10 Minutes* Share your reaction to the lyrics in this song.**Procedure:**

Times	Teacher	Student
<i>5 Minutes</i>	Teacher will ask students to sit in their literature circle groups. Each group will receive one copy of every other groups' letter.	Students will sit with their literature circle groups. Students will get copies of other groups' letters and get their highlighters.
<i>7 - 8 Minutes</i>	Teacher will ask students to highlight persuasive phrases and areas that need them in yellow, supportive evidence or statistics in green, grammatical errors in pink, and overall suggestions in blue for the first letter.	Students will highlight persuasive phrases and areas that need them in yellow, supportive evidence or statistics in green, grammatical errors in pink, and overall suggestions in blue for the first letter.
<i>7 - 8 Minutes</i>	Teacher will ask students to follow same coding steps for second letter.	Students will follow same coding steps for second letter.
<i>7 - 8 Minutes</i>	Teacher will ask students to follow same coding steps for third letter.	Students will follow same coding steps for third letter.
<i>7 - 8 Minutes</i>	Teacher will ask students to follow same coding steps for fourth letter.	Students will follow same coding steps for fourth letter.
<i>10 Minutes</i>	Teacher will ask students to rewrite their letters based on the feedback they received from the other students.	Students will rewrite their letters based on the feedback they received from other students.

Homework:

- Blog Post Due
- Keep up with reading and writing assignments.
- PSA Script Draft 2 Due

Week 4*Day 19***Materials:**

PSA Script Draft 2

PSA Script Peer Evaluation

Starter:

10 Minutes Do you think teen parents can establish a stable and safe home for their child?

Procedure:

Times	Teacher	Student
5 Minutes	The teacher will explain the activity to students and go over the PSA Peer Evaluation.	Students will listen to the teachers' explanation of the activity and of the PSA Peer Evaluation.
20 Minutes	The teacher will ask students to work in their literature circle groups. The teacher will instruct students to trade their PSA script with another group. The teacher will allow students to review and evaluate the script and make any changes they think would improve the overall PSA.	Students will work in their literature circle groups and trade PSA's with another group. Students will then review and make constructive changes to the script. Students will need to make any of their props for the performance. Students also need to fill out the PSA Peer Evaluation.
15 Minutes	The teacher will watch students perform the PSA's and evaluate them.	Students will perform their PSA's and watch the other students.

Homework:

- Keep up with reading and writing assignments.
- 4 - 5 printed copies of perspective paper draft 5 due (7 pages of rough draft)

Week 4*Day 20***Materials:**

Skype Access

Webcam

Live Guest Speaker on topic of teen parenthood (or pre-recorded, or in class)

4- 5 printed copies of perspective paper draft 5 due (7 pages of rough draft)

Writing Utensils (pens, highlighters, etc.)

Starter:*15 Minutes* In person or Skype guest speaker on topic of teen parenthood.**Procedure:**

Time	Teacher	Student
5 Minutes	The teacher will explain the rules of writer's workshop to the students. Students need to get into groups of four to five. Read the paper - while reading write notes in the margin. Notes should be constructive and improve the paper.	Students will listen to teacher explain workshop procedure and get into groups of four to five students. Students can also ask questions if they have any.
5 - 8 Minutes	Teacher will walk around as students are reading the first paper and make sure students are on task.	Students will read the first paper. Students should be writing constructive feedback in the margins.
5- 8 Minutes	Teacher will walk around as students are reading the second paper and make sure students are on task	Students will read the second paper. Students should be writing constructive feedback in the margins.
5- 8 Minutes	Teacher will walk around as students are reading the third paper and make sure students are on task	Students will read the third paper. Students should be writing constructive feedback in the margins.
5- 8 Minutes	Teacher will walk around as students are reading the fourth paper and make sure students are on task	Students will read the fourth paper. Students should be writing constructive feedback in the margins.

Homework:

- Keep up with reading and writing assignments.

Week 5*Day 21***Materials:**

People Magazine Bullying Articles

Post-Its

Starter:

10 Minutes What does it mean to be a bully or to be bullied? Is there a bully stereotype?

Procedure:

Times	Teacher	Student
5 Minutes	The teacher will explain the round robin activity. Students will be reading an article at each station and write a brief "letter to the editor" about the article at each station on a post-it. Letter should address how situation like this would be handled in Jacksonville.	Students will pay attention as the teacher explains the round robin activity, Students will need to bring a writing utensil to each article station. Post-Its will be available at each station. Students will divide themselves into three groups.
10 Minutes	The teacher will ask students to move to their first stations and read the first article and then write their letter to the editor on a post-it.	Students will move to their first stations and read the first article and then write their letter to the editor on a post-it.
10 Minutes	The teacher will ask students to move to their second stations and read the second article and then write their letter to the editor on a post-it.	Students will move to their second stations and read the second article and then write their letter to the editor on a post-it.
10 Minutes	The teacher will ask students to move to their third stations and read the third article and then write their letter to the editor on a post-it.	Students will move to their third stations and read the third article and then write their letter to the editor on a post-it.
10 Minutes	Teacher will ask student volunteers to share their letters to the editor and explain why they wrote what they wrote.	Student volunteers will to share their letters to the editor and explain why they wrote what they wrote.

Homework:

- Blog Post Due
- Keep up with reading and writing assignments.

Week 5*Day 22***Materials:**

Bullying Statistics

SMART Board

Starter:

15 Minutes Do you think bullying is becoming better or worse? What are some of the differences between bullying when you were in elementary school vs. in high school?

Procedure:

Times	Teacher	Student
5 Minutes	The teacher will introduce the lesson.	Students will listen as teacher introduces lesson.
15 Minutes	The teacher will share some statistics about bullying with the students on the SMART board and ask students to share their reactions. Teacher will also ask students to share any known instances of bullying in their lives (friends, family, etc.)	Students will be shown statistics about bullying and share their reactions to them. Students will also volunteer any known instances of bullying in their lives. May have happened to them, friends family, or heard about on the news.
20 Minutes	The teacher will facilitate a short answer timed writing activity. The teacher will walk around and make sure that students are on task.	Students will complete a timed writing activity. They will choose one of the following topics. - Are bullies from urban communities different than bullies from suburban or rural communities? Explain. - How would you expect an adolescent in your community to handle bullying? Explain. - Do you think enough is being done in your community to prevent bullying? Explain.

Homework:

- Advocacy Letter Draft 2 Due
- Keep up with reading and writing assignments.

Week 5*Day 23***Materials:**

Laptops

Advocacy Letter Draft 2

Post-Its

<http://www.youtube.com/watch?v=aa6Vxc4cB2w><http://www.youtube.com/watch?v=nWJut7KQhI4>**Starter:***15 Minutes* Respond to the videos.**Procedure:**

Times	Teacher	Student
5 Minutes	The teacher will go over the lesson for the day with the students.	Students will listen as the teacher explains the lesson for the day.
15 Minutes	Teacher will instruct students to type their letters and create a professional looking letterhead using the program of their choice. Teacher will walk around and monitor students to make sure students are on task.	Students will work in their literature circle groups to create a professional looking letterhead using the programs of their choice. They may ask for help from teacher. Students will also type their letters.
15 Minutes	Teacher will ask students to trade their letters with another groups and use the post-its to give constructive feedback to every other groups' letter.	Students will work in groups and use post-its to provide constructive feedback to their peers
5 Minutes	Teacher will ask students to print letters and submit them for evaluation.	Students will print the letters and submit them to the teacher.

Homework:

- Blog Post Due
- Keep up with reading and writing assignments.

Week 5*Day 24***Materials:**

Student Laptops

Starter:

15 Minutes Do you think the media's coverage of bullying, specifically cyber bullying, is accurate? Do you think the media is drawing too much attention to the issue?

Procedure:

Times	Teacher	Student
5 Minutes	Teacher will let students know that they are helping out local elementary and middle schools by writing bullying prevention tips for urban youth and creating anti bullying contracts for use in locals urban elementary and middle schools.	Students will listen to the explanation of the lesson the teacher is providing. Students should get their laptops ready.
15 Minutes	The teacher will ask students to work in pairs to create a list of bullying prevention tips specific to their urban community.	Students will work in pairs to create a list of bullying prevention tips specific to their urban community.
15 Minutes	The teacher will ask students to create an anti bullying contract appropriate for younger students (elementary/middle) in their neighborhood.	Students will create an anti bullying contract with the younger students (elementary/middle) in their community in mind.
5 Minutes	Teacher will have students submit their contracts and prevention tips to the class blog. Teacher will provide feedback via e-mail.	Students will upload their contract and bullying prevention tips to the class blog in order to receive feedback from the teacher.

Homework:

- FINAL Perspective Paper Due
- Keep up with reading and writing assignments

Week 5*Day 25***Materials:**

Skype Access

Webcam

Live Guest Speaker on topic of overcoming bullying (or pre-recorded, or in class)

4- 5 printed copies of perspective paper draft 5 due (8 pages of FINAL draft)

Writing Utensils (pens, highlighters, etc.)

Starter:*15 Minutes* In person or Skype guest speaker on topic of overcoming bullying.**Procedure:**

Time	Teacher	Student
5 Minutes	The teacher will explain the rules of writer's workshop to the students. Students need to get into groups of four to five. Read the paper - while reading write notes in the margin. Notes should be constructive and improve the paper.	Students will listen to teacher explain workshop procedure and get into groups of four to five students. Students can also ask questions if they have any.
5 – 8 Minutes	Teacher will walk around as students are reading the first paper and make sure students are on task.	Students will read the first paper. Students should be writing constructive feedback in the margins.
5- 8 Minutes	Teacher will walk around as students are reading the second paper and make sure students are on task	Students will read the second paper. Students should be writing constructive feedback in the margins.
5- 8 Minutes	Teacher will walk around as students are reading the third paper and make sure students are on task	Students will read the third paper. Students should be writing constructive feedback in the margins.
5- 8 Minutes	Teacher will walk around as students are reading the fourth paper and make sure students are on task	Students will read the fourth paper. Students should be writing constructive feedback in the margins.

Homework:

- Keep up with reading and writing assignments.

Week 6*Day 26***Materials:**

Student laptop with MovieMaker or iMovie
 PSA Recordings (Students)

Starter:

No Starter Activity

Procedure:

Times	Teacher	Student
5 Minutes	The teacher will ask students to set up their laptops in the classroom or in the media center.	Students will set up their laptops in the classroom or media center and make sure they have everything.
45 Minutes	The teacher will walk around and assist students with editing their PSA's so that they are no longer than one minute.	Students will edit their PSA using MovieMaker or iMovie and can ask the teacher for help if they need it. PSA should be no longer than one minute.
5 Minutes	The teacher will ask students to pack up all of their belongings and computers.	Students will pack up their computers and other belongings.

Homework:

- Blog Post Due
- Keep up with reading and writing assignments.

Week 6*Day 27***Materials:**

Student laptop with MovieMaker or iMovie
 PSA Recordings (Students)

Starter:

No Starter Activity

Procedure:

Times	Teacher	Student
5 Minutes	The teacher will ask students to set up their laptops in the classroom or in the media center.	Students will set up their laptops in the classroom or media center and make sure they have everything.
45 Minutes	The teacher will walk around and assist students with editing their PSA's so that they are no longer than one minute.	Students will edit their PSA using MovieMaker or iMovie and can ask the teacher for help if they need it. PSA should be no longer than one minute.
5 Minutes	The teacher will ask students to pack up all of their belongings and computers.	Students will pack up their computers and other belongings.

Homework:

- Blog Post Due
- Keep up with reading and writing assignments.

Week 6*Day 28***Materials:**

Continuum Activity Materials

Four Corners Activity Materials

Starter:

15 Minutes Out of the topics we covered during this unit, which was most important to you? Why?

Procedure:

Times	Teacher	Student
20 Minutes	Teacher will conduct a continuum activity with the students to see how they feel about the issues discussed in the unit now that they have more information.	Students will participate in a continuum activity that shows how they feel about the issues in the unit now that have learned more about them.
20 Minutes	The teacher will have previously posted the signs for the four corners activity. The teacher will point these corners out to students. The teacher will read a phrase and the students will move to the corner that best represents their view. The teacher will ask a student from each corner (or multiple from one corner) to share why they feel this way.	Students will pay attention as teacher points out the designation of the four corners in the classroom. Students will then listen to the phrases the teacher reads and move to the corner that best represents their view. Student volunteers will share their views with the teacher and classmates about how they chose that corner.

Homework:

- Blog Post Due
- Keep up with reading and writing assignments.

Week 6*Day 29***Materials:**

Literature Circle texts

Starter:

15 Minutes Would you feel comfortable giving another student advice on any of the subjects we have covered? Why or why not?

Procedure:

Times	Teacher	Student
<i>5 Minutes</i>	Teacher will explain that each group has to give a 5 – 6 minutes presentation on their book to the class that provides an overview of the text.	Students will listen as the teacher discusses the plan for the day and take any notes they need to. Students may use their text to aid in their presentation.
<i>30 Minutes</i>	Teacher will evaluate student presentations while monitoring the time to make sure no groups are taking too long.	With their literature circle groups, students will present their text to the class and provide an overview of the text.
<i>5 Minutes</i>	Teacher will ask students to return their literature circle texts.	Students will return their literature circle texts to the teacher.

Homework:

Public Service Announcement due
10 Printed Copies of Advocacy Letter Due

Week 6*Day 30***Materials:**

Envelopes
 10 Printed copies of advocacy letters
 Skype
 Webcam

Starter:

15 Minutes Skype or in person guest speaker who is local elected official or other local person of influence.

Procedure:

Times	Teacher	Student
<i>15 Minutes</i>	The teacher will have student groups stand in front of the class and play their PSA. Teacher will ask students questions about the process of making the PSA and encourage other students to ask questions as well.	Students will stand at the front of the class with their literature circle groups and play their PSA's. Students will then answer a few teacher questions and possible student questions.
<i>10 Minutes</i>	The teacher will have students take out their letters and provide each group with envelopes.	Students will stuff and seal their envelopes to symbolically end their units.
<i>15 Minutes</i>	The teacher will engage the students in a class discussion and ask them about what they thought of the unit.	The students will contribute their thoughts and opinions to a class discussion about the unit overall.

Homework:

- No homework.

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Blogspot Literature Circle

Group Members:

1. _____
2. _____
3. _____
4. _____
5. _____

Text: _____

Author: _____

Theme: _____

Overview: Within a small group setting you will discuss your text in depth through your group blog. This is based on your individual responses to the text and the roles you will have within your literature circle group.

Purpose: The purpose of a literature circle is to come together and analyze a text in depth. You will be thinking critically about the text and it's implications. You should walk away with a deep understanding of the text and the issue it presents.

<i>Literary Luminary</i>	<p>Finds interesting sections to discuss with the group.</p> <ul style="list-style-type: none"> ▪ Include the sections in your blog post along with the page number in <i>italics</i>. ▪ Explain why you thought these were interesting.
<i>Discussion Director</i>	<p>Asks questions related to events and issues in the text.</p> <ul style="list-style-type: none"> ▪ Questions should be thought provoking and open-ended. ▪ Yes or No questions will NOT suffice. ▪ You should respond to all of these questions.
<i>Illustrator</i>	<p>Illustrates scenes or ideas from the selection.</p> <ul style="list-style-type: none"> ▪ Only has to be one scene that you thought to be powerful or meaningful. ▪ Use paint, publisher, photos, or websites to help you. ▪ Explain why you chose this scene.
<i>Vocabulary Extender</i>	<p>Finds and teaches new words to the group.</p> <ul style="list-style-type: none"> ▪ Include the sentence you found the word in and the page number it was on in your blog post. ▪ Use it in a sentence of your own. ▪ Think of an easy way to help your peers remember this word (song, poem, phrase, reference to pop culture, etc.)
<i>Connector</i>	<p>Makes connections between text to other texts, media, etc.</p> <ul style="list-style-type: none"> ▪ Include a link to the connection and explain how it relates to this specific section of the text.

Things you should know:

- Every group member should have each role at least once during the six weeks you will be posting.
- You are **expected** to respond to each other's blog posts. The point of this assignment is to DISCUSS.
 - You may ask each other questions
 - You may answer another's questions
 - You may take someone's blogpost or comment further
 - You may support your opinion with evidence from the text and outside sources
 - You may disagree with each other in **productive** ways
- You need to break your text up with your group so that you will all have read the same amount by the same day.
- You will also be working on the following assignments together:
 - Public Service Announcement for Teens
 - Teenage social issue advocacy letter to local representative
 - Researching local agencies that work to make a difference for your specific social issue

Posting Policy:

- All posts need to be posted by 8 PM on the day they are due.
- All comments need to be posted by Midnight on the day they are due.
- 5 points will be deducted for each day the post is late.

Blogpost Literature Circle Grade Breakdown:

Blogposts	40 Pts. Each (480 Total)
Blogpost Responses	10 Pts. Each (120 Total)
Blogspot Literature Circle TOTAL	600 Points

Blogspot Literature Circle Illustrator Resources

Tagxedo

“Turns words -- famous speeches, news articles, slogans and themes, even your love letters -- into a visually stunning tag cloud, words individually sized appropriately to highlight the frequencies of occurrence within the body of text.”

<http://www.tagxedo.com/>

Worlde

“Wordle is a toy for generating “word clouds” from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. You can tweak your clouds with different fonts, layouts, and color schemes. The images you create with Wordle are yours to use however you like. You can print them out, or save them to the Wordle gallery to share with your friends.”

<http://www.wordle.net/>

Animoto

“Animoto automatically produces beautifully orchestrated, completely unique video pieces from your photos, video clips and music. Fast, free and shockingly easy.”

<http://animoto.com/>

Make Beliefs Comix

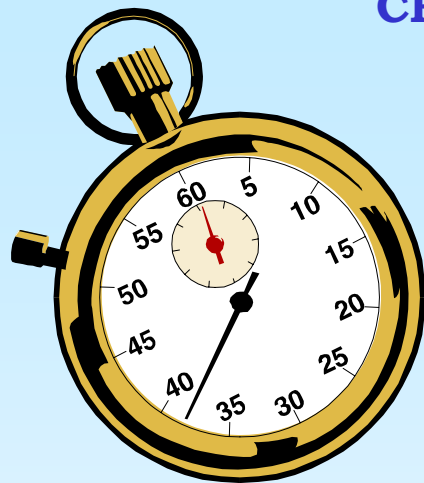
“Create your own comic strip. It’s easy and fun!”

<http://www.makebeliefscomix.com/Comix/>

Storybird

Storybirds are short, visual stories that you make with family and friends to share and print.

<http://storybird.com/>



CRIME CLOCK 2009 Annual



one
INDEX CRIME
every 38 seconds

one
VIOLENT CRIME
every 4 minutes & 38 seconds

one
PROPERTY CRIME
every 44 seconds

The Crime Clock should be viewed with care. Being the most aggregate representation of UCR data, it is designed to convey the annual reported crime experience by showing the relative frequency of occurrence of the Index Offenses. The mode of display should not be taken to imply a regularity in the commission of Part I offenses; rather, it represents the annual ratio of crime to fixed time intervals.

one
MURDER
every 8 hours & 37 minutes

one
FORCIBLE SEX OFFENSE
every 52 minutes

one
FORCIBLE RAPE
every 1 hour & 36 minutes

one
ROBBERY
every 17 minutes

one
AGGRAVATED ASSAULT
every 7 minutes

one
BURGLARY
every 3 minutes

one
LARCENY
every 1 minute

one
MOTOR VEHICLE THEFT
every 10 minutes

The Statistics on Peer Pressure

Alcohol

- Maryland Underage Drinking Coalition reports teenagers who try alcohol do so around the age of 13.
- The percentage of adolescents who took their first drink before 13 is 32.2% according to [Adolescent Substance Abuse Knowledge Base](#).
- Maryland Underage Drinking Coalition also reports two thirds of teens that drink buy their own alcohol.

Drugs

- Marijuana use for adolescents has risen 275% from 1992 to 1997 according to the National Household Survey on Drug Abuse.
- According to Adolescent Substance Abuse Knowledge Base, the percentage of teens that have used some form of cocaine is 9.5% .
- Approximately 30.2% of young adults are given, offered, or sold drugs in high school and middle school.

Smoking

- Twenty-five percent of 17 and 18 year-olds smoke regularly.
- American Lung Association reports 3.1 million teenagers smoke.

Sex

- Statistics on peer pressure for sex reveals approximately 50% of 12-17 year olds feel pressured in sex and relationships, according to The Kaiser Foundation.
- [The Alan Guttmacher Institute](#) reports 4 million new sexually transmitted diseases infect teens each year.

Source: <http://teens.lovetoknow.com/Statistics on Peer Pressure>

Name: _____ Date: _____ Period: _____

Perspective Paper

The Perspective Paper is your chance to showcase your creative writing skills. You will be writing an 8-page paper from the perspective of an adolescent who is directly affected by any of the issues we are studying during this unit. You will be creating a character, the setting, the issue, the plot, and more all on your own. This must be a work of fiction, however you can use your own experiences or those of your friends to inspire your work. These experiences should only inspire you and should not be the sole basis of your paper. Creativity is a must!

Details

8 Pages
 12 Font
 Times New Roman
 Double Spaced
 Cover Page with
 Title of Work
 Student Name
 Teacher Name
 Page Numbers
 Running Header with title

Workshops

You will write this paper in “chunks” to make it less daunting. We will be doing small group workshops at the end of each week. Your peers will provide you with constructive feedback to help you improve your paper. You will need to bring 5 printed copies of your paper to class with you. You may print single spaced or double-spaced and on both sides of the paper for this.

Week 1 (this week): 2 – 3 Pages of rough draft
 Workshop Focus: Character, Setting, and Plot
Week 2: 4-6 Pages of rough draft
 Workshop Focus: Character, Setting, and Plot
Week 3: 6 Pages
 Workshop Focus: Language (Word choice, vocabulary, grammar)
Week 4: 7 Pages
 Workshop Focus: Editing for final publishing
Week 5: FINAL
 Workshop Focus: Sharing with small groups

Name: _____ Date: _____ Period: _____

Perspective Paper Rubric

Category	1	2	3	4
Characters	It is hard to tell who the main characters are.	The main characters are named. The reader knows very little about the characters.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.
Creativity	There is little evidence of creativity in the story. The author does not seem to have used much imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.
Organization	Ideas and scenes seem to be randomly arranged.	The story is a little hard to follow. The transitions are sometimes not clear.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.
Setting	The reader has trouble figuring out when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	Many vivid, descriptive words are used to tell when and where the story took place.
Solution/Resolution	No solution is attempted or it is impossible to understand.	The solution to the character's problem is a little hard to understand.	The solution to the character's problem is easy to understand, and is somewhat logical.	The solution to the character's problem is easy to understand, and is logical. There are no loose ends.
Spelling & Punctuation	The final draft has more than 3 spelling and punctuation errors.	There are 2-3 spelling and punctuation errors in the final draft.	There is one spelling or punctuation error in the final draft.	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.
Writing Process	Student devotes little time and effort to the writing process. Doesn't seem to care.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.

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Not Everyone Else



by Chhaya Werner

A popular teenage whine goes something like this: "But everyone else is doing it!" Everyone else seems to do a lot of things. He stays up an hour later; she watches that TV show. Everyone else always has the latest electronics and the most expensive clothes. As teens, we follow everyone else because we aren't sure how to be ourselves.

For example, a lot of teenagers conform to the standards set by everyone else when they dress each morning. Unfortunately, everyone else tends to wear tank tops and skirts even in the cold and rainy months, to pay extra for jeans with holes in them, and to favor necklines lower than we are comfortable with. I prefer not to wear any of these. Why? Because my parents encourage me to find my own style, one that fits my personality. I enjoy occasionally running or skipping down hallways with my friends, so my jeans are loose enough to allow such spontaneity. My shirt drawer favors t-shirts decorated with tigers, country artists, or Yoda. And when I dress up, I pull on my Indian half to model embroidered kurtas, skirt and cholee sets, and a draping turquoise and black sari.

Peer pressure rears its ugly head in many areas, not just the wardrobe. In conversation, many teenagers find it easier to say what everyone else says. Even if a kid enjoys science, painting, or politics, he or she rarely brings these topics to a discussion. Instead, teen conversations tend to follow a pattern of TV shows and crushes, because that's what everyone else wants to talk about.

There's a dark side to all of this, beyond yawn-inducing babble. When teens give up control of conversations, we lose opportunities to establish our own interests. When people, adults and kids alike, start thinking with others rather than deciding for themselves, it's much easier to do something

they wouldn't normally agree with--after all, everyone else is doing it.

How do you help your teen begin thinking for herself? To start, kids learn conversation standards at home, so when dinner discussions spread from the day's events to broader topics, they get practice expressing their own opinions. Push your family to talk about more than what's for dinner or how much homework they have. Teens who are comfortable articulating their thoughts will have an easier time staying true to themselves and finding friends with similar ideas.

Another technique is using the popular, but effective response to the "but everyone else is doing it" statement and it goes like this: "If everyone else jumped off a cliff, would you?" It's simple, but it sends the right message. Many teens benefit from the reminder that they have the power to make their own choices and pick their own clothes. A lot of my friends appreciate parental encouragement to act as individuals by celebrating their rare interests, from ballroom dancing to building catapults.

"Everyone else" isn't one person or even a group of people; it's a state of mind. When we allow others' opinions to dictate how we present ourselves, we're caving to the pressure of fitting in. Encourage your kids to follow their own interests, and they'll be stronger individuals. Just don't be upset when they have their own opinions!

Chhaya is a junior in high school, and has been writing since she discovered the alphabet in kindergarten. When she is not doing homework, she plays volleyball and enjoys reading, sewing, and being outside.

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Positive Aspects of Peer Pressure



by Arno Rosenfeld

When you hear the word "peer pressure," what do you think about? Drugs, stealing, bullying, maybe? But, what about the positive aspects of peer pressure? The pressure to conform isn't necessarily negative.

Let me give you an example. My friends and I were at the skate park the other day and a couple of them were "dropping in," or going off a steep ramp. These ramps are usually the biggest attraction at skate parks, but they can also be intimidating. I stood up at the top of the ramp. It looked a lot steeper there than from the ground. I didn't feel confident enough to take the plunge, and was about to call it quits when my friends' pressure from below convinced me to give it a try. I was still scared, but managed to go through with it. It was a ton of fun. And it was all thanks to my friends' pressure.

There are many things that, left to our own devices, we wouldn't try. I know that a lot of my friends have done things they wouldn't do without peer pressure. Sure, some of that is negative, like bullying, but in my experience the vast majority is positive. If it weren't for peer pressure, lots of my friends would have spent much of last year slumped on the couch. Instead, I joined the track team with some guys and we pressured a bunch of others to join so we'd have more friends on the team. They didn't even like to run, but they succumbed to the pressure. We all ended up having a great time.

Our parents are overly concerned about "peer pressure." Before we go out, they'll lecture us about the dangers. I understand their worries; they don't want us smoking, stealing, having sex or vandalizing buildings. But, it's unrealistic to tell us not to succumb to peer pressure when the most likely form of peer pressure we'll experience is "C'mon, dance!"

To keep us safe, just set out some concrete, reasonable rules. For example, if we're going to the skate park, tell us to wear our helmet. Don't expect us to bulk up with wrist guards, kneepads and elbow-pads. If you send us out with all those expectations, we're likely to abandon it all (even the helmet). You also have to trust our common sense: you've raised us well, so there's no need to give us an hour lecture on why drugs are bad. This will leave us with resentment—the last thing you want us to have. Most of all, relax. You've done your job. We know right from wrong and good from bad. As long as we're in a relatively safe environment you don't need to worry about peer pressure. More often than not, it's a good thing.

Arno Rosenfeld is an 8th grader from San Francisco. He has loved writing since 2nd grade, and has been writing ever since. He also enjoys sports and reading.

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The Recurring Pattern



by Adele Moss

When I was in kindergarten my next-door neighbor told me that I could be in her secret club if I ate a dog biscuit. After I ate the dog biscuit it turned out there was no secret club. I have since found that all of my peer pressure experiences pretty much follow the doggy treat pattern: Friend provides incentive for stupid act, I agree to stupid act, I enjoy it, I regret it. Just for clarification, I did enjoy the dog biscuit; it was not too different from a cookie, only meat flavored.

I'm far from a kindergartener, but the same sequence of events has happened throughout my life, just with different instigators. I find the striking similarity between kindergarten and contemporary peer pressure to be noteworthy. The pattern suggests that peer pressure is not a learned behavior, but an inherent one. In other words, we're born with it.

Nowadays people hold out a bottle of beer, and they don't tell me I can be in their crowd, but the act itself seems to imply such fantasies. The incentive is unspoken, but its there. As I'm sipping the beer, avoiding eye contact, I enjoy it. I like letting go, and freeing up, and acting a person who is not myself. But I regret it the next day, because, like the dog biscuit, I understand that what I did was gross.

Although I rarely give in to peer pressure, I can fall for the pattern just like anyone else, because when I do give in, I've followed the same four step pattern: I hear the incentive, I do it, I enjoy it, and I regret it. I go through the motions without adding a unique flare, following the script that has been laid out for me, as though I'm being herded down a winding corridor, and I just keep putting one foot in front of the other. No matter how many lessons I get, I can't help but repeat my mistakes.

Like all things that are so completely human, peer pressure is addictive. The inclination to pressure and to submit to pressure is a natural human phenomenon. This is not a new trend that kids these days are learning. Even you parents must remember peer pressure experiences from both your childhood and adulthood.

So, should I be angry with my friends for pressuring me? Probably not. Like most everyone, parents included, I've handed out a few dog biscuits in my time. Should you feel like a bad parent if you find out your child has submitted to, or taken part in, peer pressure? In most cases, the answer is no: it's just life.

Adele Moss is a junior in high school. She first started writing in second grade, when she realized that instead of playing with her dolls, she could write down the stories that she imagined for them. Ever since then Adele has been an avid fiction writer, and self publishes a successful comic book series called Hecter the Collector. Adele is also a writing apprentice 826 Valencia, and is a reporter for her school newspaper, The Jacket.

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Word to Parents: Teach Decision-Making



by Alexis Wise

Peer pressure. Whether you're a teen or a parent, you've heard about it a million times. It's a buzzword which flies around schools and homes, frightening people in its wake. Parents struggle to come up with a golden nugget of advice that will help their children fend it off. "Don't give in" some say, "Just say no" cry others. Word to parents: your teens can't avoid peer pressure, but you can teach them decision-making skills to soften the damage.

First, a bit of reality. Part of being a teenager is making decisions of increasing importance. Another part of being a teenager is learning from mistakes. Mistakes, especially those that result from peer pressure, are inevitable, and if your child decides (with full intent or not) to join the bandwagon at some point, don't be surprised. Still, you can provide an escape, in case they need one.

Here's an escape: my parents told me that if I'm ever in a bad situation and need a ride, no matter what time of day or night, to call them. They will bring me home, no questions asked until the next day.

A friend of mine was offered the same escape. He was at a party, drinking, and got sick. He was not only intoxicated, but vomiting uncontrollably. Here are the options that go through our heads, even at our weakest moments:

Call our parents and risk the immediate punishment for drinking

-or-

Stay at the party and avoid the wrath of Mom and Dad.

You can see why the second choice would be compelling. Still, my friend, whose parents always told him they would give him a ride home without a lecture or punishment, called his mom. Repetition works. And from a young age his parents, just like mine, emphasized he had an option and the ability to make choices at junctions like this one.

I think it's important for parents to pick their battles. Obviously, the life-long decisions like getting a tattoo are important, but having a bad experience with alcohol one night doesn't mean a future of delinquency. Letting kids know there's a way out when they're faced with the dangers of drinking and driving is one of the most important things a parent can do.

Peer pressure doesn't go away, even in adulthood. But, you can minimize the effects on your child by taking an up-front stance. Show appreciation for the attributes that make your child different from everyone else. Give her the tools for making good decisions. And distinguish the life-changing decisions from the small. These habits will help keep us from the mistakes that can't be undone, but allow us to learn lessons from the healthy mistakes which are an essential part of every teen's life.

Alexis Wise is a 16-year-old from Los Altos. She is publicity chair of her junior class student council, captain of the varsity softball team, and chair of teen programs for Mensa International. Alexis hopes to continue studying English and writing, eventually pursuing a writing-based career.

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Times-Union Scavenger Hunt: Youth Violence in the News

You and a partner will be scavenging the Times-Union website (www.jacksonville.com) to find news articles about youth crime. Please be sure to bookmark the article to our class DIIGO group.

1. Find an article that was written and published within the last four years that talks about a crime committed by youth. Then answer the following questions.

- a) What was the age of the person who committed the crime?
- b) What was the crime?
- c) Where did the crime take place?
- d) What is the tone of the article? Do you sense any bias?
- e) What is the punishment for the person who committed the crime?
- f) Do you think this is a fair punishment?
- g) What kind of an impact do you think this crime will have on their life?

2. Now find an article that was written and published within the last four years that talks about a crime committed by an adult. Then answer the following questions.

- a) What was the age of the person who committed the crime?
- b) What was the crime?
- c) Where did the crime take place?
- d) What is the tone of the article? Do you sense any bias?
- e) What is the punishment for the person who committed the crime?
- f) Do you think this is a fair punishment?
- g) What kind of an impact do you think this crime will have on their life?

3. Based on these two articles, whom do you think was treated more fairly? The youth? Or the adult?

4. Do you think the crime could have been prevented by anyone?

5. What is your overall reaction to these articles?

Chance for Peace Speech
American Society of Newspaper Editors
April 16, 1953

In this spring of 1953 the free world weighs one question above all others: the chance for a just peace for all peoples.

To weigh this chance is to summon instantly to mind another recent moment of great decision. It came with that yet more hopeful spring of 1945, bright with the promise of victory and of freedom. The hope of all just men in that moment too was a just and lasting peace.

The eight years that have passed have seen that hope waver, grow dim, and almost die. And the shadow of fear again has darkly lengthened across the world.

Today the hope of free men remains stubborn and brave, but it is sternly disciplined by experience. It shuns not only all crude counsel of despair but also the self-deceit of easy illusion. It weighs the chance for peace with sure, clear knowledge of what happened to the vain hope of 1945.

In that spring of victory the soldiers of the Western Allies met the soldiers of Russia in the center of Europe. They were triumphant comrades in arms. Their peoples shared the joyous prospect of building, in honor of their dead, the only fitting monument—an age of just peace. All these war-weary peoples shared too this concrete, decent purpose: to guard vigilantly against the domination ever again of any part of the world by a single, unbridled aggressive power.

This common purpose lasted an instant and perished. The nations of the world divided to follow two distinct roads. The United States and our valued friends, the other free nations, chose one road. The leaders of the Soviet Union chose another.

The way chosen by the United States was plainly marked by a few clear precepts, which govern its conduct in world affairs.

First: No people on earth can be held, as a people, to be enemy, for all humanity shares the common hunger for peace and fellowship and justice.

Second: No nation's security and well-being can be lastingly achieved in isolation but only in effective cooperation with fellow-nations.

Third: Any nation's right to form of government and an economic system of its own choosing is inalienable.

Fourth: Any nation's attempt to dictate to other nations their form of government is indefensible.

And fifth: A nation's hope of lasting peace cannot be firmly based upon any race in armaments but rather upon just relations and honest understanding with all other nations.

In the light of these principles the citizens of the United States defined the way they proposed to follow, through the aftermath of war, toward true peace.

This way was faithful to the spirit that inspired the United Nations: to prohibit strife, to relieve tensions, to banish fears. This way was to control and to reduce armaments. This way was to allow all nations to devote their energies and resources to the great and good tasks of healing the war's wounds, of clothing and feeding and housing the needy, of perfecting a just political life, of enjoying the fruits of their own free toil.

The Soviet government held a vastly different vision of the future. In the world of its design, security was to be found, not in mutual trust and mutual aid but in force: huge armies, subversion, rule of neighbor nations. The goal was power superiority at all costs. Security was to be sought by denying it to all others. The result has been tragic for the world and, for the Soviet Union, it has also been ironic.

The amassing of the Soviet power alerted free nations to a new danger of aggression. It compelled them in self-defense to spend unprecedented money and energy for armaments. It forced them to develop weapons of war now capable of inflicting instant and terrible punishment upon any aggressor.

It instilled in the free nations-and let none doubt this-the unshakable conviction that, as long as there persists a threat to freedom, they must, at any cost, remain armed, strong, and ready for the risk of war.

It inspired them-and let none doubt this-to attain a unity of purpose and will beyond the power of propaganda or pressure to break, now or ever.

There remained, however, one thing essentially unchanged and unaffected by Soviet conduct: the readiness of the free nations to welcome sincerely any genuine evidence of peaceful purpose enabling all peoples again to resume their common quest of just peace.

The free nations, most solemnly and repeatedly, have assured the Soviet Union that their firm association has never had any aggressive purpose whatsoever. Soviet leaders, however, have seemed to persuade themselves, or tried to persuade their people, otherwise.

And so it has come to pass that the Soviet Union itself has shared and suffered the very fears it has fostered in the rest of the world.

This has been the way of life forged by eight years of fear and force.

What can the world, or any nation in it, hope for if no turning is found on this dread road?

The worst to be feared and the best to be expected can be simply stated.

The worst is atomic war.

The best would be this: a life of perpetual fear and tension; a burden of arms draining the wealth and the labor of all peoples; a wasting of strength that defies the American system or the Soviet system or any system to achieve true abundance and happiness for the peoples of this earth.

Every gun that is made, every warship launched, every rocket fired signifies, in the final sense, a theft from those who hunger and are not fed, those who are cold and are not clothed.

This world in arms is not spending money alone. It is spending the sweat of its laborers, the genius of its scientists, the hopes of its children. The cost of one modern heavy bomber is this: a modern brick school in more than 30 cities. It is two electric power plants, each serving a town of 60,000 population. It is two fine, fully equipped hospitals.

It is some 50 miles of concrete highway. We pay for a single fighter with a half million bushels of wheat. We pay for a single destroyer with new homes that could have housed more than 8,000 people.

This, I repeat, is the best way of life to be found on the road the world has been taking.

This is not a way of life at all, in any true sense. Under the cloud of threatening war, it is humanity hanging from a cross of iron. These plain and cruel truths define the peril and point to the hope that comes with this spring of 1953.

This is one of those times in the affairs of nations when the gravest choices must be made, if there is to be a turning toward a just and lasting peace. It is a moment that calls upon the governments of the world to speak their intentions with simplicity and with honesty. It calls upon them to answer the questions that stir the hearts of all sane men: is there no other way the world may live?

The world knows that an era ended with the death of Joseph Stalin.

The extraordinary 30-year span of his rule saw the Soviet Empire expand to reach from the Baltic Sea to the Sea of Japan, finally to dominate 800 million souls. The Soviet system shaped by Stalin and his predecessors was born of one World War. It survived the stubborn and often amazing courage of second World War. It has lived to threaten a third.

Now, a new leadership has assumed power in the Soviet Union. It links to the past, however strong, cannot bind it completely. Its future is, in great part, its own to make.

This new leadership confronts a free world aroused, as rarely in its history, by the will to stay free.

This free world knows, out of bitter wisdom of experience, that vigilance and sacrifice are the price of liberty.

It knows that the defense of Western Europe imperatively demands the unity of purpose and action made possible by the North Atlantic Treaty Organization, embracing a European Defense Community.

It knows that Western Germany deserves to be a free and equal partner in this community and that this, for Germany, is the only safe way to full, final unity.

It knows that aggression in Korea and in southeast Asia are threats to the whole free community to be met by united action.

This is the kind of free world which the new Soviet leadership confront. It is a world that demands and expects the fullest respect of its rights and interests. It is a world that will always accord the same respect to all others. So the new Soviet leadership now has a precious opportunity to awaken, with the rest of the world, to the point of peril reached and to help turn the tide of history.

Will it do this?

We do not yet know. Recent statements and gestures of Soviet leaders give some evidence that they may recognize this critical moment.

We welcome every honest act of peace.

We care nothing for mere rhetoric.

We are only for sincerity of peaceful purpose attested by deeds. The opportunities for such deeds are many. The performance of a great number of them waits upon no complex protocol but upon the simple will to do them. Even a few such clear and specific acts, such as the Soviet Union's signature upon the Austrian treaty or its release of thousands of prisoners still held from World War II, would be impressive signs of sincere intent. They would carry a power of persuasion not to be matched by any amount of oratory.

This we do know: a world that begins to witness the rebirth of trust among nations can find its way to a peace that is neither partial nor punitive.

With all who will work in good faith toward such a peace, we are ready, with renewed resolve, to strive to redeem the near-lost hopes of our day.

The first great step along this way must be the conclusion of an honorable armistice in Korea.

This means the immediate cessation of hostilities and the prompt initiation of political discussions leading to the holding of free elections in a united Korea.

It should mean, no less importantly, an end to the direct and indirect attacks upon the security of Indochina and Malaya. For any armistice in Korea that merely released aggressive armies to attack elsewhere would be fraud.

We seek, throughout Asia as throughout the world, a peace that is true and total.

Out of this can grow a still wider task-the achieving of just political settlements for the other serious and specific issues between the free world and the Soviet Union. None of these issues, great or small, is insoluble-given only the will to respect the rights of all nations.

Again we say: the United States is ready to assume its just part.

We have already done all within our power to speed conclusion of the treaty with Austria, which will free that country from economic exploitation and from occupation by foreign troops.

We are ready not only to press forward with the present plans for closer unity of the nations of Western Europe by also, upon that foundation, to strive to foster a broader European community, conducive to the free movement of persons, of trade, and of ideas.

This community would include a free and united Germany, with a government based upon free and secret elections. This free community and the full independence of the East European nations could mean the end of present unnatural division of Europe.

As progress in all these areas strengthens world trust, we could proceed concurrently with the next great work-the reduction of the burden of armaments now weighing upon the world. To this end we would welcome and enter into the most solemn agreements. These could properly include:

1. The limitation, by absolute numbers or by an agreed international ratio, of the sizes of the military and security forces of all nations.
2. A commitment by all nations to set an agreed limit upon that proportion of total production of certain strategic materials to be devoted to military purposes.
3. International control of atomic energy to promote its use for peaceful purposes only and to insure the prohibition of atomic weapons.
4. A limitation or prohibition of other categories of weapons of great destructiveness.
5. The enforcement of all these agreed limitations and prohibitions by adequate safeguards, including a practical system of inspection under the United Nations.

The details of such disarmament programs are manifestly critical and complex. Neither the United States nor any other nation can properly claim to possess a perfect, immutable formula. But the formula matters less than the faith-the good faith without which no formula can work justly and effectively.

The fruit of success in all these tasks would present the world with the greatest task, and the greatest opportunity, of all. It is this: the dedication of the energies, the resources, and the imaginations of all peaceful nations to a new kind of war. This would be a declared total war, not upon any human enemy but upon the brute forces of poverty and need.

The peace we seek, founded upon decent trust and cooperative effort among nations, can be fortified, not by weapons of war but by wheat and by cotton, by milk and by wool, by meat and by timber and by rice. These are words that translate into every language on earth. These are needs that challenge this world in arms.

This idea of a just and peaceful world is not new or strange to us. It inspired the people of the United States to initiate the European Recovery Program in 1947. That program was prepared to treat, with like and equal concern, the needs of Eastern and Western Europe.

We are prepared to reaffirm, with the most concrete evidence, our readiness to help build a world in which all peoples can be productive and prosperous.

This Government is ready to ask its people to join with all nations in devoting a substantial percentage of the savings achieved by disarmament to a fund for world aid and reconstruction. The purposes of this great work would be to help other peoples to develop the under developed areas of the world, to stimulate profitability and fair world trade, to assist all peoples to know the blessings of productive freedom.

The monuments to this new kind of war would be these: roads and schools, hospitals and homes, food and health.

We are ready, in short, to dedicate our strength to serving the needs, rather than the fears, of the world.

We are ready, by these and all such actions, to make of the United Nations an institution that can effectively guard the peace and security of all peoples.

I know of nothing I can add to make plainer the sincere purpose of the United States.

I know of no course, other than that marked by these and similar actions, that can be called the highway of peace.

I know of only one question upon which progress waits. It is this:
What is the Soviet Union ready to do?

Whatever the answer be, let it be plainly spoken.

Again we say: the hunger for peace is too great, the hour in history too late, for any government to mock men's hopes with mere words and promises and gestures.

The test of truth is simple. There can be no persuasion but by deeds.

Is the new leadership of Soviet Union prepared to use its decisive influence in the Communist world, including control of the flow of arms, to bring not merely an expedient truce in Korea but genuine peace in Asia? Is it prepared to allow other nations, including those of Eastern Europe, the free choice of their own forms of government? Is it prepared to act in concert with others upon serious disarmament proposals to be made firmly effective by stringent U.N. control and inspection?

If not, where then is the concrete evidence of the Soviet Union's concern for peace?

The test is clear.

There is, before all peoples, a precious chance to turn the black tide of events. If we failed to strive to seize this chance, the judgment of future ages would be harsh and just. If we strive but fail and the world remains armed against itself, it at least need be divided no longer in its clear knowledge of who has condemned humankind to this fate.

The purpose of the United States, in stating these proposals, is simple and clear.

These proposals spring, without ulterior purpose or political passion, from our calm conviction that the hunger for peace is in the hearts of all peoples--those of Russia and of China no less than of our own country.

They conform to our firm faith that God created men to enjoy, not destroy, the fruits of the earth and of their own toil. They aspire to this: the lifting, from the backs and from the hearts of men, of their burden of arms and of fears, so that they may find before them a golden age of freedom and of peace.

Note: The President's address was broadcast over television and radio from the Statler Hotel in Washington.

Name: _____ Date: _____ Period: _____

Public Service Announcement Assignment

Worth 200 Points

You and your literature circle group members will be creating a Public Service Announcement (PSA) video for your classmates about the theme of your novel. For example, if the theme of your novel is youth violence, your PSA should have a positive message about overcoming violence as a youth in the community.

There are many great examples of PSA's on the It Gets Better Project website (<http://www.itgetsbetterproject.com/>) from both celebrities and people like us.

Your PSA should be no longer than one minute and no shorter than 50 seconds. You may check out film equipment from me and we will spend two days putting the PSA together using iMovie or Movie Maker in the school computer lab. Before you record your PSA you will have to write a script.

Group Members:

1. _____
2. _____
3. _____
4. _____
5. _____

Theme: _____

Timeline

Today: Go over assignment, ask questions, begin brainstorming ideas, and write a rough draft.

In 2 Weeks: Bring a polished draft to class – we'll be doing something fun with them!

In between week: Get together with your group and record your PSA. Do several takes so that you will have plenty of material. Experiment with your location, dress, effects, etc.

In 4 Weeks (when it is due): We will be spending two consecutive days in the computer lab putting the PSA together.

Public Service Announcement Rubric

CATEGORY	4	3	2	1
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Salutation and Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling.	Writer makes more than 4 errors in grammar and/or spelling.
Format	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with less than 75% of the requirements for a friendly letter.

Comments:

Name: _____ Date: _____ Period: _____

Literature Circle Progress Self-Evaluation

Rating:

Honestly rate yourself in the following categories from 1 – 5. A rating of one means “not at all” and a rating of 5 means “definitely.”

Criteria	Rating				
Communication: How well do I communicate with my group members?	1	2	3	4	5
Pacing: How well am I pacing myself with the reading and posting.?	1	2	3	4	5
Timeliness: How well am I doing with posting my portion on time?	1	2	3	4	5
Quality: How good is the work I am contributing?	1	2	3	4	5

Goals:

To improve my contributions to the group, I will:

1. _____
2. _____
3. _____

Comments:

This is your chance to tell me what is going well and what is not going well for you or for your group. I will take all of your comments into consideration. You **MUST** write something. (Write on back if you need more space.)

Poetry Packet

Homelessness

By Krista E., Westford, MA

My home can be
everywhere
or nowhere.

My daily meals
consist
of anything or
nothing.

My knick-knacks
and baubles
are the clothes
I
wear.

My money
is
only what
others
give me.

I am a being.

I am human.

I am homeless.

If only people
could see
where I stand.
and
help me
through
this all.

Will this loneliness
ever end?

Will I begin
a
new life?

Does
anyone
care?

Because
I
am here.

I
am
real.

I
cannot
be ignored.

I am a person.

I am alive.

And...

I am homeless.

Source:

[http://www.teenink.com/poetry/all/
article/14667/Homelessness/](http://www.teenink.com/poetry/all/article/14667/Homelessness/)

Black

by Veronica B.

Black is quiet and sad
Sitting by himself
Sitting the dark
Crying Silently into his hands
Bringing baths to hose
Who live in darkness
Brooding in the shadows, sticking to himself
Black is raven, cawing
Over people, landing on a Shoulder
Tense with stress
Black swallows light within us,
taking happiness
As he watches the others laughing
As he frowns, sitting,
knees drawn to his chest
Crying for a friend
Black bows through treetops, silent
Like the wind, bringing a smell of sadness
Under that, a slight chance of hope that
Someone will help him
Take his hand and say
"Lets be friends."

Being Without*by C.H.*

(A 17 Year Old Youth)

At the beginning of the day there's nothing to do.

No friends' houses to go to and no school, nowhere to go, nowhere to turn, everyone sees you as a flesh wound burn, everyone stares and are very scared to talk to you, ants play in your hair, your parents are gone, they don't even have a home, you have to do for yourself and you can't leave your siblings alone so that's more on your brain you have to find them a place, luckily your aunt believes in grace, she takes them in, not enough room for you, now what do you do, you rest your head at local parks or behind grocery stores, not enough covers you get a lot of scars from the ground scraping your flesh as you try to be comfortable, every noise you hear your heart skips a beat because you are so scared that a grown man might want to greet or beat and rape and you're afraid because you can't fight him off, while people are at home warm and cozy we're in the streets with frozen toes, so no one can tell me I ain't been through it I've. Been on my own since the age of eight and yes I admit it I have been raped, crying for my mom and she's nowhere to be found, I've seen dead bodies, slept under the ground to get warm, I've been abused, molested and bruised so there is no one that can tell me I don't deserve a room.

This Hard Stairway*by E.M.*

(A 15- Year Old WIND Youth)

What am I to do? I'm so restless. I don't know where to go and lay my head tonight. Don't know where I'm going to get my next meal. Lord I so tired of these stairways full of glass. I have cut my feet so many times and it's hard for me to make it to the top. No matter how thick my shoes are that glass still cuts through it. My soul, my spirit and my mind is tired. My self esteem and my dignity is suffering and I feel like a big fragment of my life is missing. The struggle to stay alive and survive is as hard as trying to keep a wound to the heart from bleeding.

All I know is sorrow and grief and the wondering thought of will this stairway ever be easy to walk up.

Name: _____ Date: _____ Period: _____

Advocacy Letter Assignment

Worth 100 Points

You and your literature circle group will be writing advocacy letters to local elected officials, senators, and house representatives. You will be writing the letter based on the main theme of your novel. For example if your novel is about youth violence, then you will be writing a letter about that subject. Your letter should have an overall courteous tone, yet at the same time sound like you are a concerned member of their constituency.

You will receive the following additional resources:

Advocacy Letter Writing Tips
Advocacy Letter Samples

Details:

- No longer than one page
- Size 12 font
- Times New Roman
- Professional letterhead
- Letter format

Please see your rubric for details about the content I am expecting to find in your advocacy letter.

Group Members:

1. _____
2. _____
3. _____
4. _____
5. _____

Theme: _____

Timeline

Today: Go over assignment, research topic, and research possible recipients.

Homework: solidify recipient list, have solid statistics

Next Week: Bring your rough draft to class

Homework: Rewrite your letter.

In 3 Weeks (when it is due): You should bring 10 copies of your final draft to class.

Advocacy Letter Rubric

Group Members:

1. _____
2. _____
3. _____
4. _____
5. _____

Letter has a clear purpose _____/10

Uses government issued statistics and facts _____/10

Proper spelling and grammar _____/10

Letterhead _____/10

Final copy to teacher includes:

10 Names and addresses of recipients _____/5

Hard copy of actual letter (no specific name) _____/5

Print out of sources with citations _____/5

Copies/Originals of all drafts _____/5

Workshop Participation 1 _____/20

Workshop Participation 2 _____/20

Comments:

Writing Tips – Letters of Support

Every letter received by your senator and representative is very important to them. Writing your senator or representative is another example of democracy at work, allowing us all to have a voice in how our country is run. You may not think that just one letter can make a difference, but even one letter could be the ‘one’ that sways an opinion or vote. Some representatives lose touch with the issues—a letter from a constituent will inform them of the political climate back home. They may realize that by not supporting one bill they may lose many votes.

Writing a letter of support is relatively simple. It is important to remember that legislative assistants receive thousands of letters and only have a fraction of time to read them, so it is very important that the letter is clear, concise and to the point.

1. Read the entire piece of legislation—pick out parts of the bill that you believe are important for later reference.
2. Before you compose the letter ask and answer some simple questions:
 - a. Why am I writing this letter?
 - b. What is the goal of this letter?
 - c. How does this legislation affect me?
3. Compose a first draft—make it clear and easy to understand.
 - a. Begin with how HCV has affected you:
 1. Use your own voice:
 1. Example: “As a person living with hepatitis C”, “As an African American living with hepatitis C”, “As a parent of someone living with hepatitis C”, “As a friend of someone with hepatitis C.” It should be passionate but the introduction should not ramble or become a ‘pity party.’
 - b. Introduce the legislation—This can also be the first line of your letter.
 1. Example: “Please vote **YES** on **H.R. 3539**, the Hepatitis C Epidemic Control and Prevention Act...”
 2. Example: “.....I would like to encourage you to support **H.R. 3539, the Hepatitis C Epidemic Control and Prevention Act.....**”
 - c. Discuss the importance of the bill and how it can affect needed change.
 1. Example: “Hepatitis C is the most common blood-borne infection in the United States. Approximately **4 million Americans** have been exposed to hepatitis C. This bill will help to address the hepatitis C epidemic.....”

2. Example: "It is estimated that approximately 4 million Americans have been exposed to hepatitis C yet only about 20% of those infected know they have hepatitis C. This bill will help to heighten awareness and provide services enabling people to seek care, which will save lives and reduce future medical costs."
3. Restate your objective:
 1. Example: Please vote **YES** on **H.R. 3539**, the Hepatitis C Epidemic Control and Prevention Act. If you would like to discuss this issue with me, please call me at ..."
- d. Use only approved statistics and facts that have been issued by governmental sources (see below).
- e. Once a draft is written walk away from the letter—come back to it with a clear mind.
- f. Let the second draft sit (overnight if necessary) and proof it the next day.
- g. Use spell and grammar check!
- h. Ask a member of the family, friend or business acquaintance to review the letter for content, grammar and punctuation.
- i. Don't be afraid to rewrite or edit as necessary.
4. Handwritten or typed letters carry the most weight. Mail a hard copy of the letter to your representative and send a copy via email and fax.
5. Make a follow-up call to your representative and encourage her or him to support the bill.

Hepatitis C Facts

- ▶ It is estimated that 4 million Americans have been exposed to hepatitis C. Of these nearly 3 million Americans are chronically infected.
- ▶ 1.8% of Americans have been exposed to hepatitis C.
- ▶ 3.1% of African Americans have been exposed to hepatitis C.
- ▶ 2.1% of Hispanic Americans have been exposed to hepatitis C.

- ▶ There are approximately 35,000 new infections of hepatitis C each year.
- ▶ 8,000 to 10,000 Americans die each year of complications from hepatitis C. This number is expected to triple by the year 2010.
- ▶ Hepatitis C is the most common blood-borne infection in the United States.
- ▶ Hepatitis C is the most common reason for liver transplantation.
- ▶ Health care costs are expected to soar unless measures are taken to screen and manage people with hepatitis C.

Sample Advocacy Letter

Below are examples of advocacy letters. If you need more ideas, try searching the internet for advocacy letter examples.

Example #1

Subject: Please Support Single-Payer Healthcare for Everyone in America!

Dear [*Decision Maker*] ,

Please support the nurses' plan for guaranteed healthcare--and not the insurers desire for guaranteed profits. For too long, American patients have been harmed by a healthcare system dominated by bureaucratic and wasteful private insurance companies.

It's time to guarantee every American healthcare they need, through a single-payer system, as in an improved and expanded Medicare for All. .

A single payer system is the most effective reform to assure universal coverage, choice of doctor, and real cost controls that will end the financial and healthcare insecurity faced by American families and American businesses.

U.S. Rep. John Conyers' bill HR 676 and Senator Bernie Sanders S 703 would enact those policies through evidence-based reforms proven to work in countries around the world.

Sincerely,

James L. Johnson

[Address]

Example #2

OEPA

Director Chris Korleski

50 W. Town Street

Columbus, OH 43215

Dear Director,

As a resident of Greene County I am very aware of the presence of the Cemex cement company and its plan to burn scrap tires to replace more expensive fuel. This cement factory is not designed to burn scrap tires safely. It is designed to make cement and even that creates toxic gases that are not regulated. Cemex's dismal record of past operations, averaging two malfunctions a month and non-compliance with the Clean Air Act for 10 quarters results in no confidence for future operations.

There are 173 diesel trucks entering and leaving this plant daily. Should you continue to support their plan to burn tires, the number of trucks would increase by at least 8 to 10. The air quality of our community would be further damaged.

Emissions from burning scrap tires contain toxic gasses that have been shown to cause asthma, bronchitis, heart attacks, birth defects and low birth weight. Why would the Director of the Ohio EPA permit this activity? Ohioans want to welcome newcomers and new clean industries. We do not want tire burning in a cement kiln to drive them away.

Please do not allow tire burning at the Cemex Fairborn cement company.

Do not allow the test burn.

Thank you for your consideration,

[*Your name & address*]

Source: <http://sites.google.com/a/bridgtonacademy.org/law-and-society/assignments/duethursdayjanuary212010/sample-advocacy-letter>

Name: _____ Date: _____ Period: _____

Literature Circle Progress Self-Evaluation

Rating:

Honestly rate yourself in the following categories from 1 – 5. A rating of one means “not at all” and a rating of 5 means “definitely.”

Criteria	Rating				
Communication: How well do I communicate with my group members?	1	2	3	4	5
Pacing: How well am I pacing myself with the reading and posting.?	1	2	3	4	5
Timeliness: How well am I doing with posting my portion on time?	1	2	3	4	5
Quality: How good is the work I am contributing?	1	2	3	4	5

Goals:

To improve my contributions to the group, I will:

1. _____
2. _____
3. _____

Comments:

This is your chance to tell me what is going well and what is not going well for you or for your group. I will take all of your comments into consideration. You **MUST** write something. (Write on back if you need more space.)

Name: _____ Date: _____ Period: _____

Public Service Announcement Script Evaluation
Responses should be AT LEAST one paragraph in length.

Script Writers: _____

Theme: _____

1. What did you like about this script?

2. What did you not like about this script?

3. What kind of changes did you make to the script?

4. Describe the overall message of the script.

5. Score the script on a scale of 1 to 10, with 1 being “absolutely awful” and 10 being “fantastic and television worthy.” Then explain your score.

1 2 3 4 5 6 7 8 9 10

BULLYING • A SPECIAL REPORT

tormmented to death?

TYLER CLEMENTI, A GIFTED MUSICIAN, KILLED HIMSELF AFTER HIS COLLEGE ROOMMATE STREAMED VIDEO THAT OUTED HIM AS GAY. BUT WAS HIS TRAGIC DEATH A HATE CRIME—OR A PRANK GONE HORRIBLY WRONG?

Tyler Clementi was one of those kids who spent a lot of time on his own—not weird, just quiet. “He was always by himself with his iPod in his ears,” says Kevin Muldoon, 17, a former classmate at New Jersey’s Ridgewood High School. But when he picked up his violin, the shy teen came alive. “There was deep emotion when he put that bow to his violin,” says friend Morgan Knight, 18. “That’s how he expressed himself.”

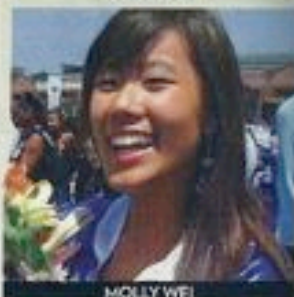
Clementi did not get to play late on Sept. 22; instead he drove to the George Washington Bridge and jumped into the Hudson River. The tragedy of his suicide, at 18, has affected people around the world because of what preceded it: Just three days earlier, his freshman roommate at New Jersey’s Rutgers University, Dharun Ravi, 18, allegedly webcammed Clementi in an encounter with a man in their dorm room and streamed it live. Authorities have charged Ravi and another student—Molly Wei, 18, whose computer Ravi allegedly used—with invasion of privacy, which could lead to five years in prison. (The prosecutor is considering adding hate crime charges, which carry a maximum 10-year sentence but said Oct. 4 there may not be enough evidence.) What officials and friends are struggling to answer: Was this cold-blooded cyber-bullying or a dumb prank with awful, unforeseen consequences? “It’s not clear Mr. Ravi was motivated to harm Tyler because he was gay,” says former federal prosecutor Henry Klingeman. “But given the suicide and the attention, I’m certain the prosecutor will seek prison time.”

The harassment Clementi may have felt is all too common. A 2005 Harris poll found 90 percent of gay and lesbian teens say they’ve been bullied in the past year. And nearly two-thirds of these students feel unsafe in school, according to a 2009 survey by the Gay, Lesbian and Straight Education Network. In September alone, three other teens took their own lives after homophobic taunting (see box). Still, the actions that may have prompted Clementi to kill himself seem particularly

The Suspects



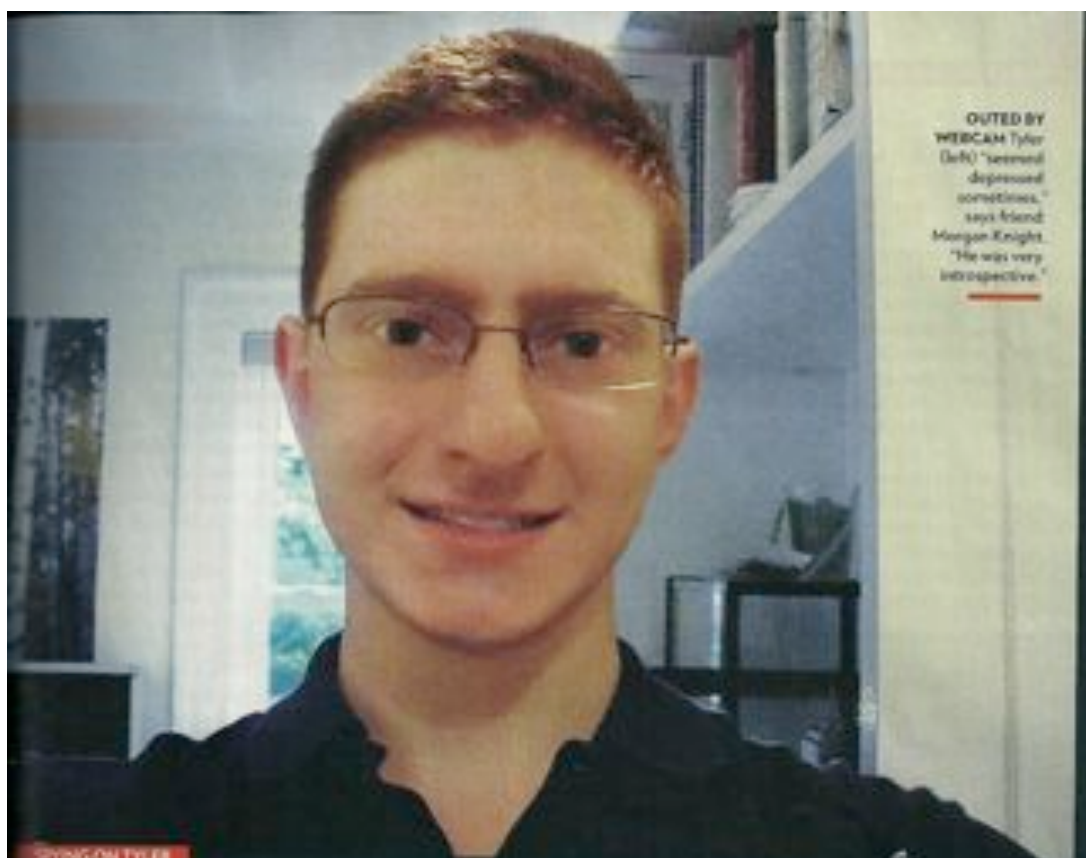
DHARUN RAVI



MOLLY WEI



BEGINNING OCT. 4, PEOPLE AND CNN ARE PARTNERING FOR A WEEKLONG SPECIAL AC 360 SERIES ON BULLYING, AND A PEOPLE-CNN-CARTOON NETWORK TOWN HALL AIRING OCT. 8 AT 10 P.M. ON CNN



**OUTED BY
WEBCAM** Tyler
(left) "seemed
depressed
sometimes,"
says friend
Morgan Knight.
"He was very
introspective."

SPYING ON TYLER

Roommate asked for the room till midnight. I went into molly's room and turned on my webcam. I saw him making out with a dude. Yay —DIABLO RAYI ON TWITTER, SEPT. 19

Anyone with iChat, I dare you to video chat me between the hours of 9:30 and 12. Yes it's happening again —RAYI ON TWITTER, SEPT. 21



AN UNTHINKABLE LOSS Students at Rutgers held a vigil for Tyler on Oct. 3 (left). "It seemed like he was lonely," says Mick Stanek, 18, a Ridgewood High School classmate. "We thought he was a loner." Above: Tyler with his brothers on a Christmas card.

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heartless, and they have touched a nerve across the country, sparking a national conversation on bullying and prompting talk-show host Ellen DeGeneres to declare, "Something must be done." Clementi's mother, father and two brothers "are devastated," says Emanuel Sosinsky, president of the Ridgewood Symphony Orchestra, with which Clementi played. "They were always so supportive of him."

Clementi may not have had a big circle of friends, but he made an impression on the ones he had. "When I felt isolated, he showed me an immense amount of compassion," says Morgan Knight. Clementi dazzled conductors and fellow violinists with his technique. But if he shared his musical gifts with the world, he kept his personal life hidden. "He was, as far as I know, completely in the closet," says Knight. Clementi once called himself "practically asexual" in postings on the Internet message board JustUsBoys.com; there, he said, "I honestly don't think people are mature enough to be having sex prior to collegeish years."

On Sept. 19 Clementi invited a man to his dorm room.

Clementi "asked for the room till midnight," Ravi tweeted that evening. "I went into Molly's room and turned on my webcam. I saw [Clementi] making out with a dude. Yes." According to someone close to Wei, several students came to her room to watch. Two days later Ravi tweeted he was going to secretly webcam Clementi again and share it with his Internet chat group. "Video chat me between the hours of 9:30 and 12," he tweeted. "It's happening again."

By then Clementi had learned about the webcam and shut it down. He discussed the matter on the Internet forum and possibly with a resident adviser. "I'm kinda pissed," he wrote in a Sept. 21 post entitled "college room-mate spying." Even so, he didn't seem overly distraught in the message-board postings and even called Ravi "a pretty decent roommate." Yet just a day later, at 8:42 p.m., Clementi posted this terse status update on Facebook: "Jumping off the gw bridge. Sorry."

While Clementi's friends and family grieve, those who know Ravi and Wei—both popular, solid students—are stunned. Ravi "found irony and dark situations funny," says his friend Josh Rubenstein. "He's not a monster." The outgoing Wei, a pharmacy student, "is one of the most caring people I've met," says a close friend. Wei's lawyer Rubin Soles insists, "She did nothing wrong and committed no crime. There's not an ounce of bias in her."

Ravi and Wei were released while investigators keep digging into the case. Meanwhile hundreds of mourners held a vigil for Clementi on the Rutgers campus Oct. 3, and even those who never knew him seemed to sense his gentle spirit. "I [his parents] lost a wonderful son, and we've lost a wonderful human being," says Emanuel Sosinsky. "His death is a loss to the world."

Alex Tremblowski, Nicole Weisenborn Egan, Diane Herbst and Charlotte Triggs in New Jersey and Lesley Messner, Joanne Fowler, Daniel S. Levy and Madeline Shabeb in New York City.



A RARE GIFT "Clementi he wasn't shy; he was confident," his violin tutor Khylin Jeung says of Clementi (above, performing).



A PROMISING FUTURE "He was really intelligent," a pal says of Tyler (in his high school graduation photo).

Too Young to Die

These kids were taunted for being gay—or just different



Seth Walsh, 13

On Sept. 19 the Tehachapi, Calif., middle schooler, picked on for being gay, jumped himself. At his memorial, his brother said, "He was the best big brother in the world—no, the galaxy."



Asher Brown, 13

The Houston eighth grader was taunted for being gay, sleeping and being a Buddhist. On Sept. 25 he shot himself at home. "This is the worst club," says mom Amy Truong, "to be a member of."

Billy Lucas, 15

After the high school freshman hanged himself Sept. 8, friend Jade Seering told a reporter that bullies at their Greensburg, Ind., school would call Lucas "gay" and tell him to go kill himself.

WHAT WENT WRONG? "So many balls were dropped with Phoebe," says her aunt Eileen Moore (on Oct. 2 in Springfield, Mass.).

BULLYING • A SPECIAL REPORT

phoebe prince's legacy

a town tries to heal

NINE MONTHS AGO A TROUBLED 15-YEAR-OLD GIRL KILLED HERSELF AFTER BEING TAUNTED AT SCHOOL. WHAT HER FAMILY, HER TEACHERS AND THE SIX TEENAGERS NOW FACING CRIMINAL CHARGES HAVE LEARNED—AND WHY THEY WILL NEVER BE THE SAME

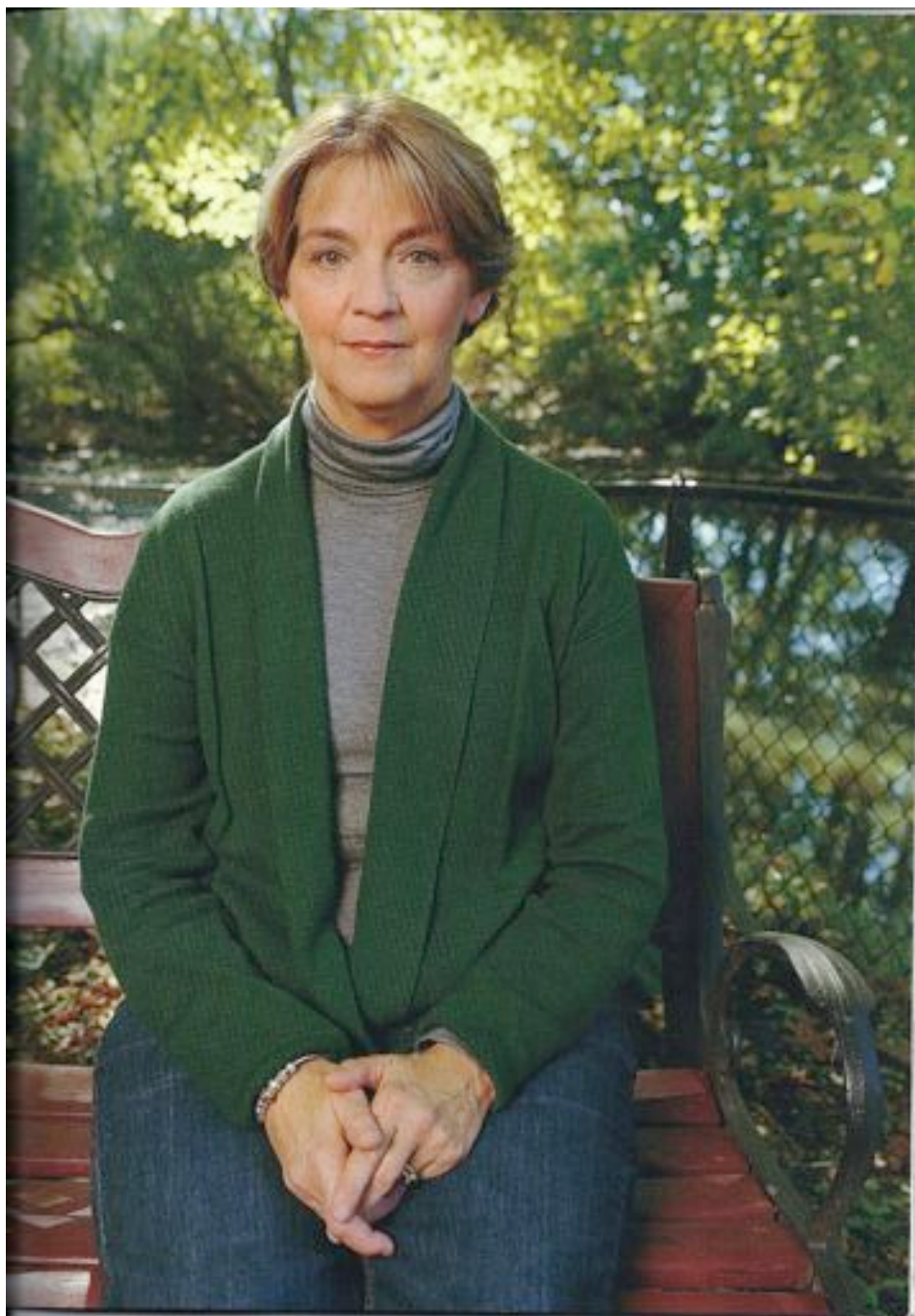
BY RAHIM SETOOOEH • PHOTOGRAPH BY HARRY ELLEN MARK



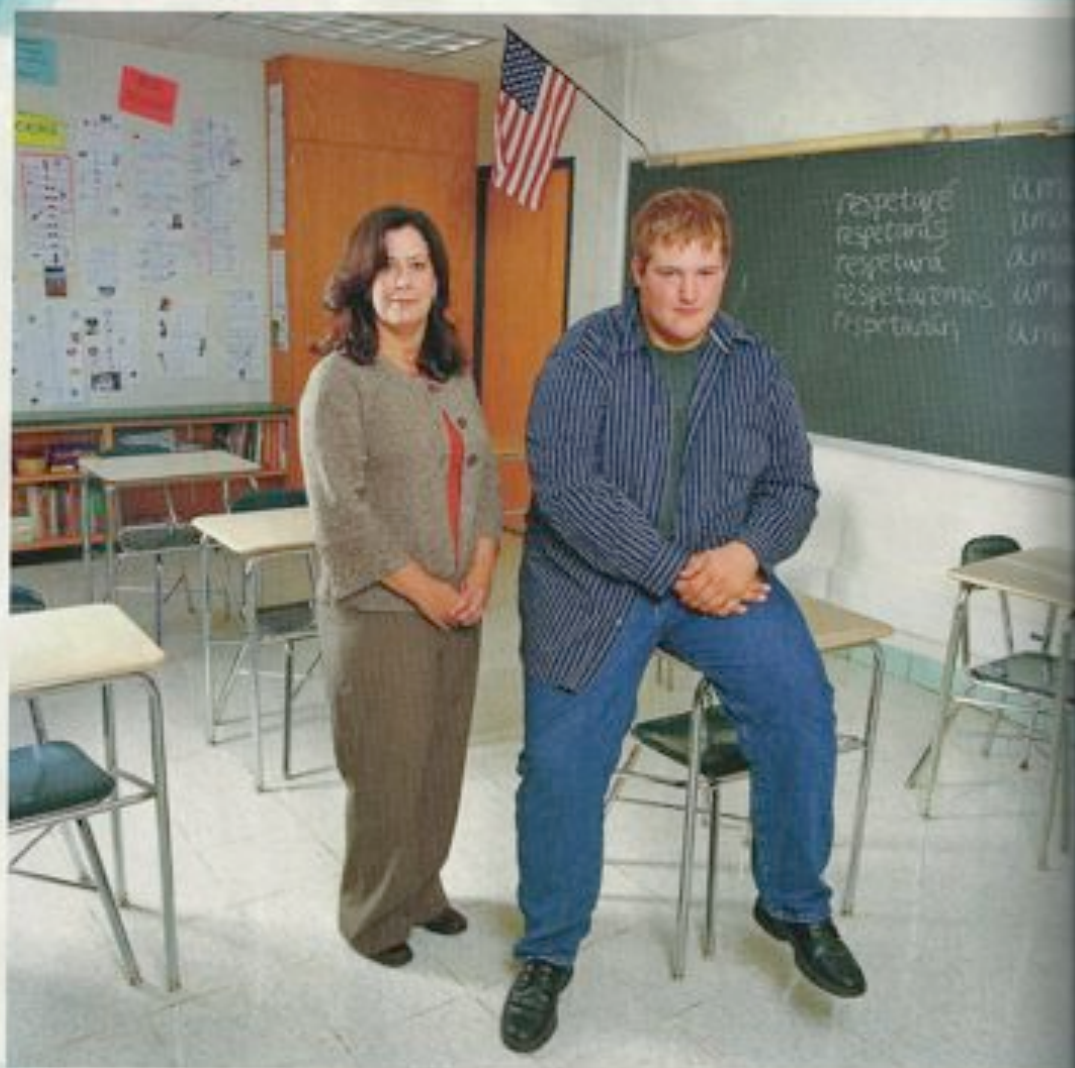
The air smelled like nachos and hot dogs on Sept. 10, as the first football game of the year at South Hadley High School got under way. The home team stormed the field with a banner that read "We're Back." To the surprise of many, so was Sean Mulveyhill. The 18-year-old star captain had left school last winter just before police charged him with statutory rape in the Phoebe Prince bullying case. Wearing a white baseball cap, Mulveyhill walked right up on the field. He gave his former coach a hug, and then stayed with his old team on the sidelines, running up and down the grass, cheering them on and hooting at every touchdowns. "I was happy he was back with us," says Alex Parker, a player on the team. "Everybody loves Sean. Everybody misses him."

South Hadley won big that night, but it felt like a bitter-sweet victory. Because of the case heard round the world, South Hadley High has become known as the "bully school." On Jan. 14, following weeks of vicious attacks at school and on Facebook, 15-year-old Phoebe Prince committed suicide, and, in an unprecedented move by a district attorney, six teens were slapped with felony charges. "They have a bad reputation because of what happened," says a student from nearby Holyoke High School.

While the accused bullies await trial, this Massachusetts



BULLYING • A SPECIAL REPORT



HEAD OF THE CLASS: "It's not okay to be continuing on with the way things were last year," says Alex Parker (right, on Sept. 17 at South Hadley High School), who sits on the antibullying task force with Nancy Farnsworth.

The South Hadley Six

As they await trial, their lives are in limbo



Sean Mulveyhill, 18

He lost a college football scholarship and is not in school. "He is struggling," says a source. Charges include: statutory rape.



Sharon Velazquez, 17

She is working toward a GED, says her lawyer. "Even if she is acquitted, she might never recover from the derogatory effects this has caused." Charges include: stalking.



Austin Renaud, 18

His senior year unfinished. "He's living in the area, working full-time and dealing with the day-to-day pressures," a source says. One charge: statutory rape.

town of 17,000 is trying to move on, but reminders of Phoebe and her legacy are everywhere—from antibullying measures that are now being passed across the U.S. and a new banner proclaiming “RESPECT” that now hangs above South Hadley High’s front doors to lingering, bitter controversy about whether Phoebe’s death could have been prevented and whether the bullied teens are getting a raw deal. “It hasn’t gone back to normal,” says school chief David Lalrie. “I don’t know if it ever will.”

In the wake of Phoebe’s death 9 months ago, her hometown became a national target. Online “hate” pages featuring some of the defendants sprang up on Facebook. “It’s been frustrating to see so many students in pain,” says Stephanie Viens, a history teacher. “I would tell my students, ‘This event doesn’t define you.’ The students would be upset, ‘Why do they hate us?’ [I’d say] ‘They don’t hate you. They are afraid that they are you.’”

Or worse, a Phoebe in the making. “I truly believe Phoebe did not want to die and just snapped and had nowhere to turn,” her aunt Eileen Moore, 53, tells PEOPLE. “The signs were there and there was no support.” Phoebe had moved to South Hadley from County Clare, Ireland, in summer 2009, an already troubled girl on Prozac and with a history of depression. After girls at her new school started calling her a “fag” for her relationships with certain boys, she started cutting herself again, her mom said in grand jury testimony. “She wanted the pain to stop,” according to Anne O’Brien Prince. Phoebe finally ended her life by hanging herself after a particularly difficult day of taunting. “If

Phoebe’s aunt speaks:

“I was not aware of the depth of her pain”

On why she is speaking now: “I don’t want this to happen to someone else’s child.”

On her last conversation with Phoebe the night before she died: “She was excited about [an upcoming] dance. We talked about getting her hair done for it. She wanted an updo. I didn’t see this coming.”

On why she is worried about the severe charges against the six defendants: “I don’t want Phoebe ripped apart. My fear is they are going to get off and become washed teenage idols, saying how this has damaged their life. I’m so afraid of that.”

On what she thinks of the new antibullying law in Massachusetts, which requires parents to be notified of a bullying incident: “It’s a great first step but I feel a phone call from the schools to the parents is nothing but the childhood game of hot potato. A follow-through must be held with trained professionals. We need to look at bullying for what it truly is—a form of emotional abuse—and treat it in the way we work to end physical and sexual abuse.”

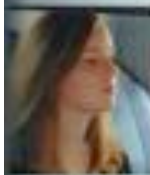
“We’ll never be the same. But hopefully the community will be stronger because of it” —STEPHANIE VIENS, A SOUTH HADLEY HISTORY TEACHER

this can happen to an intelligent, beautiful girl, it can happen to anybody,” Moore says.

Certainly her death provided a wake-up call for teachers and parents in South Hadley. “The biggest change,” says South Hadley High principal Daniel Smith, “is heightened awareness.” Eighth graders now undergo depression screening before entering their freshman year. (“They asked us if there are any problems we’d like to share,” recalls one freshman. “Are your friends sad?”) South Hadley set up an antibullying committee to create a new policy, which mandates “the principal must initiate an investigation of bullying within one school day.”

And while some in the community believe the efforts are showing results, others discuss ways in which bullying is hard to eradicate—even in a school that knows firsthand bullying’s most tragic consequences. “I’ve seen improvement. Teachers are more receptive to our complaints,”

says Nancy Farnsworth, one of the members on the antibullying committee, who has two kids in the school. Parents like Susan Parker joined Facebook to monitor her kids’ accounts. “[My kids] aren’t allowed to block me,” she says, adding that she also checks the text mes-



Kayla Narey, 18

She is reportedly taking classes at a local college. After a Sept. 15 hearing, her attorney said,

“A lot of ugly, threatening stuff has been sent on the computer.” Charges include criminal harassment.



Flannery Mullins, 17

She’s pursuing her education, but no one will say where. A judge issued a restraining order


against a neighbor after what Flannery’s attorney described as “substantial death threats.” Charges include stalking.



Ashley Longe, 17

GED in hand, “she is nervous about the charges and wishes [it] never happened,” says a

source. On Aug. 31 she was arrested for drunk driving. She pleaded not guilty. Charges include violation of civil rights.



BULLYING • A SPECIAL REPORT

I was

bullied

... **people
were
jealous**

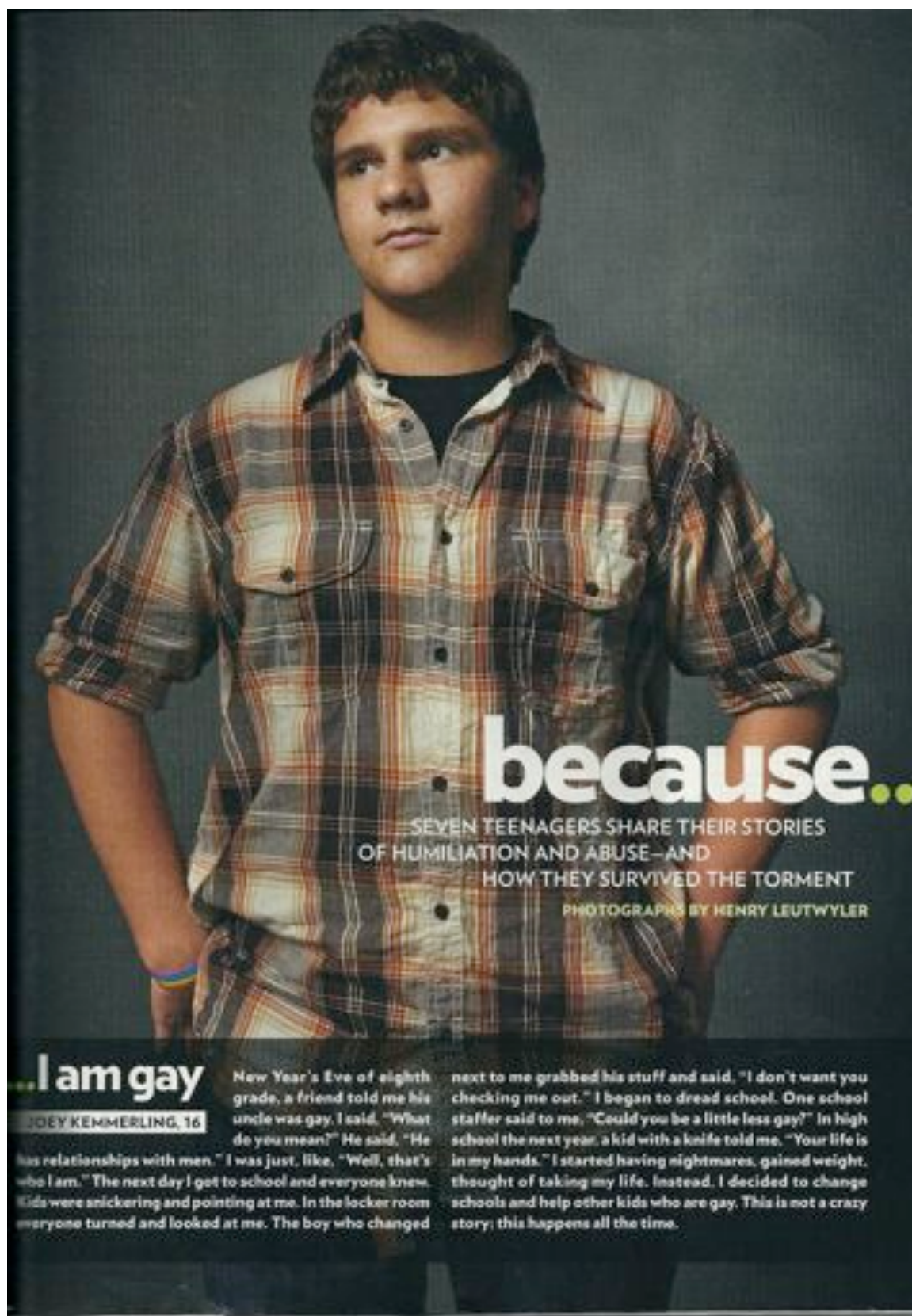
MACKENZIE SPANIER, 17

me, calling me a bitch and a slut. Sometimes he threw objects: bottles filled with liquid, pens, water bottles. Soon I was getting shouldered in the hallways and

The bullying started a year and a half ago, right after I began dating a senior varsity hockey player. A friend of his—I didn't know him at all—thought I would ruin my boyfriend's life.

He started bad-mouthing

receiving phone messages and texts from about 15 girls saying I should get out of the high school because no one liked me. Notes arrived in my mailbox calling me obscenities. One said, "All the people Mackenzie made out with" and named a bunch of my friends I'd never kissed. After my mother called the police, her boyfriend's car was painted with pictures of boobs and wieners, and our house was egged and TP'd. Then things started to die down. All of this lasted about five months, but I still don't understand people who can be a friend and then become mean to you. It can happen to anyone.



because..

SEVEN TEENAGERS SHARE THEIR STORIES
OF HUMILIATION AND ABUSE—AND
HOW THEY SURVIVED THE TORMENT

PHOTOGRAPHS BY HENRY LEUTWYLER

...I am gay

JOEY KEMMERLING, 16

New Year's Eve of eighth grade, a friend told me his uncle was gay. I said, "What do you mean?" He said, "He has relationships with men." I was just like, "Well, that's who I am." The next day I got to school and everyone knew. Kids were snickering and pointing at me. In the locker room everyone turned and looked at me. The boy who changed

next to me grabbed his stuff and said, "I don't want you checking me out." I began to dread school. One school staffer said to me, "Could you be a little less gay?" In high school the next year, a kid with a knife told me, "Your life is in my hands." I started having nightmares, gained weight, thought of taking my life. Instead, I decided to change schools and help other kids who are gay. This is not a crazy story; this happens all the time.

BULLYING • A SPECIAL REPORT

...we are
over-
weightALEX AND PHILIPPE
HAUSSMANN, 15

Alex: It started in kindergarten with one or two people. I'd be playing with blacks and they'd knock down the tower, or they wouldn't share their blocks.

Then it spread to whole groups of people who make sure you're left out. In middle school, one teacher always assigned me to sit with a group of kids she knew hated me. They moved my desk into the corner and said, "Nobody wants to be with you, Alex."

Philippe: When I was 13, a kid tripped me in gym class. It broke my foot.

Alex: Having a twin made it worse. They would shout, "Twincest!" and say we have sex with each other.

Philippe: You can't show a reaction, even a waver in your voice. They'll feed off that. You have to kind of feel bad for them.

They need to feed off your sadness to be happy.

"I used to have a thin skin. You get over it in time, and just grow a thicker one"—ALEX

11

...I am
biracial

MORIAH KILGORE, 15

When I was about 7, I told some girls that my mom was white and my father was black. One girl said, "You do know that is illegal, and your parents are going to jail." It made me confused and sad. At the time, I lived in rural Minnesota. Most of the kids had straight blond hair. My hair was brown and very curly. A boy nicknamed me Miss Black. In fourth grade we moved to Roseville, where there are all different kinds of people. I made friends right away. But then there was girl-drama that made me feel I was ugly and a loser. I wanted to fit in with the white people but couldn't because I was black, and I wanted to fit in with the black people but couldn't because I was white. In eighth grade, black girls would say, "Oh, she has nappy hair," and laugh. Now I have more confidence. I got dreadlocks, and I like them. And I am comfortable in my own skin. I'd rather be my own person than be like 400 people who are all the same.

12

...I am Muslim

KHOSHNOOR
PARACHA, 17

The year I moved to the United States, the kids in my eighth grade class called me a terrorist and told me to go back to Pakistan. In the locker room, they treated me like I would blow up at any minute. When they would say, "You're Pakistani, they are really, really bad," I'd say, like, "Okay, that's what I am, but when you call me a terrorist, it hurts."

That whole year, I sat alone during lunch. People threw paper balls at me, pushed me, took my food. The teachers didn't pay attention.

High school is much better. My school is very diverse, and I'm more confident. No one calls me a terrorist. Still, things happen. At the bus stop, a scary-looking man pushed me down. No one stopped him. And a few weeks ago a woman walked by me in a store and said, "Oh my God, it smells."

"I thought if my mom went to the school it would get worse. I was new here"

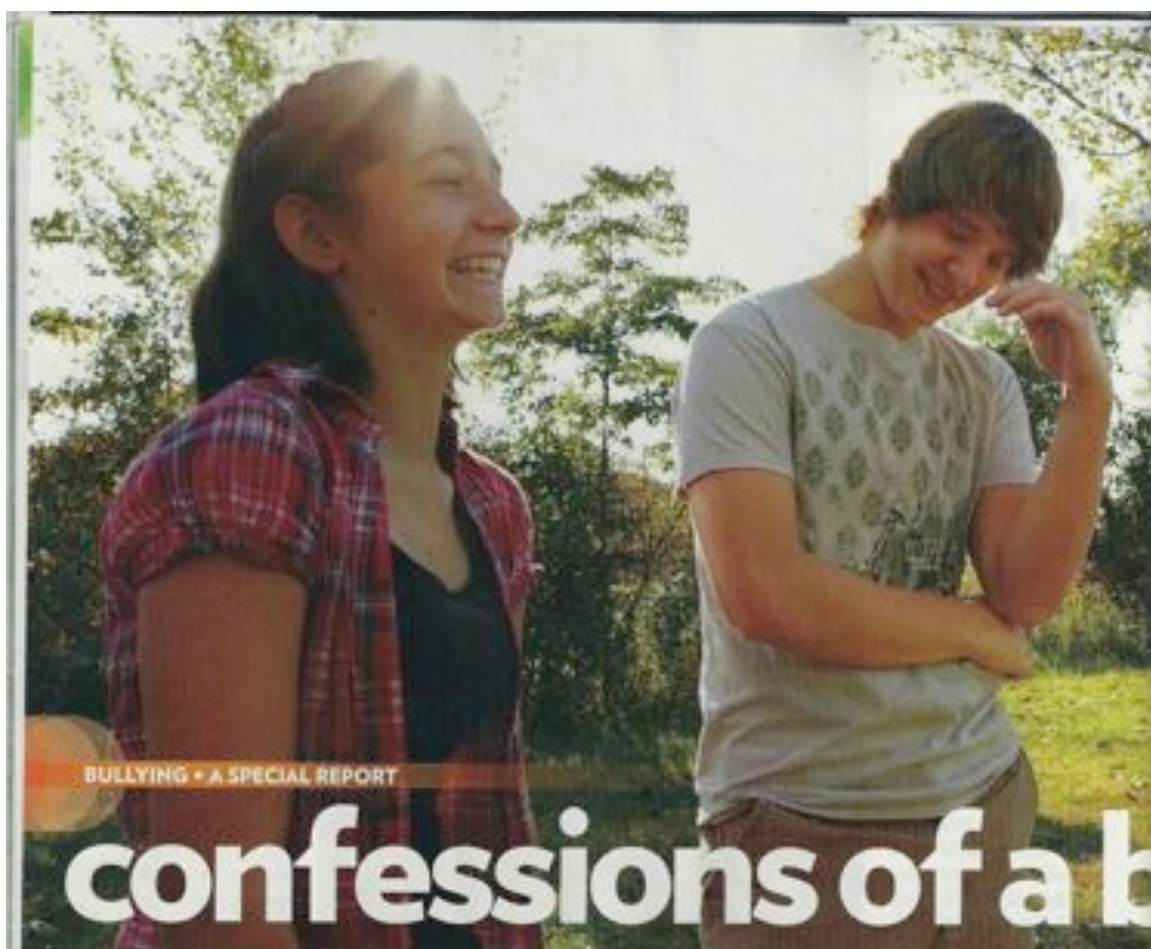
Jill Smolowe. Reported by
Steve Helling, Daniel S. Levy
and Diane Herbst



...just because

JAMIE ISAACS, 14

Not long after my eighth birthday, a close friend who used to come over to my house almost every day started saying, "Oh, you're rich, you're rich." That same girl stabbed me with pencils, tripped me, hit me in the face with her backpack. She recruited other girls. I'd tell my parents everything and they'd call the principal. When it got really bad, the school decided to remove me from the bus. In fifth grade a clique of girls I'd met made death threats. Later that same ring-leader started an "I Hate Jamie" club. Kids threw food at me, yelled things at me, broke into my locker 14 times and ripped my stuff. I ended up speaking at a public hearing in Suffolk County about bullying because I thought that enough is enough. The private school I go to now doesn't tolerate bullying. I am extremely happy.



BULLYING • A SPECIAL REPORT

confessions of a b

HE THOUGHT HE WAS JUST BEING FUNNY AND COOL, BUT THEN DANIEL HARRISON REALIZED THE TRUE CONSEQUENCES OF HIS UGLY BEHAVIOR

The teasing began in fifth grade, after Daniel Harrison and a neighborhood pal had a growth spurt and Courtney Kondor did not. "We were taller and just naturally started making fun of her," says Daniel, now 15 and a sophomore at Mattawan High School, near Kalamazoo, Mich. "When she didn't do anything about it, we drove in more and more. Like I would see her in the school hallways and shout, 'Hey, shorty!'" By seventh grade, on the school bus, "I used to mess up Courtney's hair," Daniel says, while his pal continued to provide the laugh track. "It felt cool to not be made fun of and to be the one making the fun." At no point did he think of himself as a "mean bully," he says. "I thought of myself as a playful bully: I bullied with a smile on my face."

One morning in December 2007 Daniel ramped up the bus "fun" by snatching a hat from Courtney's head. Dan-

iel tossed it to his sidekick, who passed it to another girl the two boys liked to tease, who in turn threw it back to Daniel. "I put the hat down my pants," he says, then clarifies, "Uh, the front. It wasn't under my boxers." As he got off the bus, Daniel says he noticed that "Courtney was devastated" and realized that he'd gone "definitely a little too far." The next morning he was summoned by his middle school dean to

talk with—and apologize to—Courtney. He was also told to report to detention the following day. None of that made much of an impression on Daniel. "I was worried about getting grounded," he says. "I wasn't worried about hurting Courtney's feelings."

Then his parents received

"Bullying was satisfying. It gave me more confidence. And I kind of felt powerful"



BUMPY RIDE
"We're friends again," Daniel Harrison says of Courtney Kondor (with her last month).

a phone call from the dean. Until that moment, the worst his mom, Yvette Harrison, a juvenile probation officer, and dad, Stanley, an electrician, had heard about the younger of their two sons was that he was a "class clown" and a charmer. "I was furious with Daniel," his mom recalls. "I was embarrassed. Where did I go wrong in raising him?" She grounded Daniel from playing his beloved video games for two weeks and insisted they go over to the Kondors' house to apologize. "Daniel was very nervous," she says, "but he didn't fight me on it."

There, Daniel came face-to-face with not only Courtney but her mother, Kim Kondor, whom Daniel had known for years. "As soon as Courtney's mother came to the door, we could see the anger on her face," Daniel's mom says. Kondor accepted Daniel's apology, then described how Courtney had returned from school the previous day "crying so bad she couldn't hardly get the story out." And that wasn't the only day Courtney had come home upset. "It was really shocking," says Daniel. "I thought it was, like, hurting her feelings that day and then moving on."

In detention the next day, Daniel chanced upon Ben Mikaelson's *Touching Spirit Bear*. "It was just perfect timing to read that book," he says of the story about an angry teen who torments a white bear. The following school year, assigned by his language-arts teacher Laurie Hogan-McLean to send a letter to an author describing how a particular book had proved inspiring, Daniel wrote to Mikaelson that, while reading *Bear*, "I realized who I was, and I hated it." A few months later his letter took top-state honors in the national Letters About Literature contest. "Daniel opened a door to help kids reflect," says Hogan-McLean.

Today Daniel is a leader in his school's chapter of PeaceJam, a nationwide student organization that studies the deeds of Nobel Peace Prize laureates. With Courtney, 18, Daniel says, he gave her "the power" to choose what would become of their relationship. "If she wanted to kick me out of her life, so be it." Her choice to resume their friendship. And he has become a champion of those in need. "I always end up befriending the people being bullied," he says. "It's satisfying to help people out."

By Jill Smolowe, Maine Bailey in Madison

Photograph by MKE McGREGOR

IS YOUR CHILD A TARGET OF BULLIES?

"The majority of kids are very reluctant to tell adults they've been bullied," says Kevin Jennings, assistant deputy secretary for the U.S. Department of Education's Office of Safe and Drug-Free Schools. So experts encourage parents to pay close attention to changes in behavior. A happy child can suddenly become withdrawn or pretend he's ill to avoid school. "They might say, 'I hate that school, I hate that class,'" says Mary Lippin Shapiro of the Anti-Defamation League. Another sign: "A kid who tells you they have no friends at school—that's a red flag," says Robin Glendon, a bullying-prevention specialist in Falmouth, Mass. Below, other groups to turn to for help.

STOP BULLYING NOW!

The U.S. Department of Health & Human Services has launched a campaign with tips on how to identify and prevent bullying. Its website features animated stories geared toward children to help them recognize bullying behavior. "Sometimes kids send things in a text they would never say to someone's face," says Jennings, an adviser to the campaign. "You want to get them to say, 'Wow, I didn't think how that would feel.'" stopbullyingnow.hhs.gov

STOP BULLYING: SPEAK UP

The Cartoon Network is running PSAs and offers online resources for parents and kids. stopbullyingpsa.com

GLSEN

The Gay, Lesbian and Straight Education Network offers support for schools that want to implement anti-bullying programs. "School staff sometimes have a hard time doing what's right because they're afraid of a backlash," says Eliza Byard, GLSEN's executive director. glsen.org/bullying

THE ANTI-DEFAMATION LEAGUE

This nonprofit civil rights advocacy group offers tips for parents and resources for teachers. Says Abraham Foorman, ADL's national director: "Parents and teachers need to work

together to empower kids to stand up to bullying." adl.org/combatingbullying

WIREDSAFETY

The nonprofit provides tips for teens on how to navigate the Internet safely and for parents on how to keep track of their kids' web-based activities. "Kids are hurting each other online," says Perry Aftab, the group's executive director. "Parents need to let their kids know, if they pull this stuff, they'll take away their technology." wiredsafety.org

IT GETS BETTER PROJECT

After Indiana teen Billy Lucas—haunted by classmates who thought he was gay—hanged himself in September, Seattle-based columnist Dan Savage recorded a video describing how he had been bullied as a gay teen yet went on to have a happy adult life. Savage has since collected hundreds of YouTube videos of gay men and lesbians offering inspiration to teens to stay strong. youtube.com/itsgetsbetterproject

PACER'S NATIONAL CENTER FOR BULLYING PREVENTION

The child-advocacy group, which focuses on children with disabilities, offers anti-bullying materials. pacer.org/bullying

Bullying Statistics / Cyber Bullying Statistics / School Bullying Statistics

If it seems like bullying is getting worst you are probably right. It seems to be happening at earlier ages and with more frequency. How to stop cyber bullying is also on the increase.

Here are some bullying statistics, cyber bullying statistics and school bullying statistics that will open your eyes to the facts about bullying today.

While there is no place safe from bullying there are areas where bullying is worse. School bullying statistics and cyber bullying statistics in 2007 the five top worst states to live in to avoid bullies in K – 12 were:

1. California,
2. New York,
3. Illinois,
4. Pennsylvania,
5. Washington.

School bullying statistics and cyber bullying statistics show the 77% of students are bullied mentally, verbally and physically.

When it comes to school bullying statistics of high school students, 15 per cent reported one to three bullying incidents in the last month and 3.4 per cent 10 times or more. Cyber bullying statistics are being compiled.

23 per cent of elementary students reported being bullied one to three times in the last month school bullying statistics say. Cyber bullying statistics are not yet available for this group.

Recent bullying statistics admit that half of all bullying incidents go unreported. Cyber bullying statistics indicate even less of these are reported.

100,000 students carry a gun to school bullying statistics say.

In a recent study, 77% of the students said they had been bullied. Cyber bullying statistics reveal similar numbers. And 14% of those who were bullied said they experienced severe (bad) reactions to the abuse.

SCHOOL BULLYING STATISTICS

- Thirty percent (30%) of U.S. students in grades six through ten are involved in moderate or frequent bullying — as bullies, as victims, or as both — according to the results of the first national school bullying statistics and cyber bullying statistics survey on this subject.
- School bullying statistics and cyber bullying statistics are increasingly viewed as an important contributor to youth violence, including homicide and suicide. Case studies of the shooting at Columbine High School and other U.S. schools have suggested that bullying was a factor in many of the incidents.

RECENT SCHOOL BULLYING STATISTICS SHOW THAT:

- 1 out of 4 kids is Bullied. An American Justice Department school bullying statistics and cyber bullying statistics studies shows that this month 1 out of every 4 kids will be abused by another youth.
- School bullying statistics surveys show that 77% of students are bullied mentally, verbally, & physically. Cyber bullying statistic are rapidly approaching similar numbers.
- In a recent school bullying statistics study, 77% of the students said they had been bullied. And 14% of those who were bullied said they experienced severe (bad) reactions to the abuse. Many have tried to stop cyber bullying according to cyber bullying statistics.
- 1 out of 5 kids on a school bullying statistics and cyber bullying statistics study admit to being a bully, or doing some "Bullying."
- Each day 160,000 students miss school for fear of being bullied.
- A school bullying statistics reveals that 43% fear harassment in the bathroom at school.
- 100,000 students carry a gun to school.
- 28% of youths who carry weapons have witnessed violence at home.
- A school bullying statistics and cyber bullying statistics poll of teens ages 12-17 proved that they think violence increased at their schools.
- The same school bullying statistics and cyber bullying statistics poll also showed that 282,000 students are physically attacked in secondary schools each month.
- More youth violence occurs on school grounds as opposed to on the way to school.
- Playground school bullying statistics - Every 7 minutes a child is bullied. Adult intervention - 4%. Peer intervention - 11%. No intervention - 85%.

ACCORDING TO THE BUREAU OF JUSTICE SCHOOL BULLYING STATISTICS AND CYBER BULLYING STATISTICS - School Crime and Safety:

- 46% of males, and 26% of females reported they had been in physical fights according to the school bullying statistics.
- The school bullying statistics and cyber bullying statistics indicated that those in the lower grades reported being in twice as many fights as those in the higher grades. However, there is a lower rate of serious violent crimes in the elementary level than in the middle or high schools.
- The school bullying statistics and cyber bullying statistics went on to say that teenagers say revenge is the strongest motivation for school shootings
 - — 87% said shootings are motivated by a desire to "get back at those who have hurt them."
 - — 86% said, "other kids picking on them, making fun of them or bullying them" causes teenagers to turn to lethal violence in the schools.
- Students recognize that being a victim of abuse at home or witnessing others being abused at home may cause violence in school according to recent school bullying statistics and cyber bullying statistics.
 - — 61% said students shoot others because they have been victims of physical abuse at home.
 - — 54% said witnessing physical abuse at home can lead to violence in school.
- The school bullying statistics and cyber bullying statistics showed that students say their schools are not safe.

The Active Community Member Continuum

[illegible]

Adapted from Break Away's "The Active Citizen Continuum"

Strongly
Agree

Agree

Strongly
Disagree

Disagree

Discussion Statements

Peer Pressure

Parents are the reason for children succumbing to peer pressure.
The legal drinking age should be lowered.
Marijuana should remain illegal.
Peer pressure can be good sometimes.

Teenage Parents

Teenagers should not be allowed to have children and continue their education.
Schools should not alter their sex education programs to include safe sex education.
Women should have the right to choose if they want to abort their baby.
Teenage parents should always get married.

Bullying

Standing up to a bully is always the right decision.
People who say they are being bullied need a thicker skin.
Bullying is a big problem.
Schools are too controlling in regards to out of school activities.

Homelessness

The homeless need more opportunities to recover.
I will cross the street in order to avoid a person who is homeless.
A person who is homeless should try harder to succeed.
Poverty is the result of laziness.

Violence

I am exposed to varying degrees of violence on a daily basis.
The punishment always fits the crime.
Even if it means getting arrested and charged with a criminal offense, I will defend myself in a physical altercation.
I wish everyone could just get along without violence.

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