

Stand UP to Teen Violence

WebQuest Description: Is teen violence the solution or the problem? This virtual quest offers teens real world scenarios and resources to analyze and provide solutions for teen violence. Teens take a STAND now and let your VOICE be heard

Grade Level: 6-8

Curriculum: Life Skills / Careers

Keywords: Teen, violence, stand, voice, cyber bullying, teen suicide, school shootings

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Introduction

Your VOICE. Listen. DeFenD. Stand UP. Prevent Teen VIOLENCE. Is teen violence the solution or the problem? Teens today are faced with many challenges such as: cyber-bullying, school shootings, and teen suicide. Explore the factors that lead to the problems of these teens and be instrumental in preventing teen violence. Act now, you can stop the cycle....Make a Difference!

Tasks

Is teen violence the solution or the problem? Each group will choose one of the following topics to research: cyber bullying, school shootings, or teen suicide. Each group will be responsible for reviewing not only real-life scenarios but will be responsible for analyzing song lyrics and identifying the factors in teen violence. The collaborative group will be responsible for creating a documentary using power point to present to the class. Collaborative groups will choose a narrative novel that depicts teen violence. The group will identify the problem, synthesize the information, analyze the problem, and evaluate the solution. Each student will put their voice on record through writing an argumentative speech that will be delivered to the class.

Process

Whole Group Instruction
BIG QUESTION: Is violence the solution or the problem?
Step 1 Review three topics: school shootings, teen suicide, and cyber bullying using the following websites.
<http://www.zurinstitute.com/teenviolence.html>
<http://kidshealth.org/parent/emotions/behavior/suicide.htm>
<http://kidshealth.org/parent/positive/talk/cyberbullying.html>
<http://www.at-risk.org/teen-violence.html>
Step 2 Rank the topic in numerical order 1-3, in which you would like to research. Submit the topic to the teacher via email or form given by the teacher.
Small group instruction
Group A School Shooting
Step 1 Review the following websites of real life scenarios.
<http://www.cleveland.com/chardon-shooting>
http://articles.cnn.com/2012-02-27/justice/justice_ohio-shooting-suspect_1_students-interim-director-schools?_s=PM:JUSTICE
http://www.huffingtonpost.com/2012/09/19/dc-school-shooting-coolidge-high-school_n_1898538.html
<http://www.wjla.com/articles/2012/09/coolidge-high-school-shooting-male-wounded-on-campus-80062.html>
<http://cmm.lefora.com/2009/05/03/school-shooter-brenda-spencer/http://signofthetimes.yuku.com/topic/1258/Brenda-Spencer-Grover-Cleveland-Elementary#.UGt8cu1fKfQ>
CHOOSE ONE WEBSITE OF YOUR CHOICE
Step 2 Identify factors in teen violence among all scenarios. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
Step 3 Analyze the song lyrics of the following songs. Determine the meaning of the words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Determine author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Foster the People, Pumped Up Kicks
<http://www.songmeanings.net/songs/view/3530822107858837818>
You Tube (Pumped Up Kicks meaning of the lyrics) <http://www.youtube.com/watch?v=kGVj3yjRB3s>
http://www.youtube.com/watch?v=_oLzX0RPqk
Boomtown Rats, I Don't Like Mondays
http://www.lyricsmode.com/lyrics/b/boomtown_rats/i_dont_like_mondays.html
You Tube (I Don't Like Mondays news information) <http://www.youtube.com/watch?v=fZ67srYZf6g>
Write a comparison individually of the song lyrics and the factors of school shootings.
Step 4 As a group, Create a documentary of school shootings: including the "Big Question," and a solution for ways to stop violence. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. Analyze how a text makes connections among and distinctions between individuals, ideas, or events. Be sure to include: music, video, photos etc.
Step 5 As a group, Read the novel, Nineteen Minutes by Jodi Picoult. This is a fictional novel that depicts a school shooting. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
Step 6 Evaluate the advantages and disadvantages of using different mediums (eg., print or digital text, video, multimedia) to present a particular topic.
Individual Instruction
Step 1 Write a persuasive piece on teen violence, school shootings, "Is Violence the solution or the problem?" Write arguments that support claims with clear reasons and relevant evidence. A. Introduce claim, acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an

understanding of the topic.C. Use words or phrases and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons and evidence.D. Establish and maintain a formal style.E. Provide a concluding statement or section that follows from and supports the argument presented.Step 2Read the persuasive writing piece to the class.Group BTeen SuicideStep 1Review the following websites of real life scenarios.

 http://www.truecrimereport.com/2010/01/phoebe_prince_15_commits_suici.phphttp://www.slate.com/articles/life/bulle/features/2011/what_really_happened_to_phoebe_prince/the_untold_story_of_her_suicide_and_the_role_of_the_kids_who_have_been_criminally_charged_for_it.html<http://www.people.com/people/archive/article/0,,20281884,00.html><http://www.essence.com/2009/04/16/a-parents-worst-nightmare-the-real-story><http://abcnews.go.com/Health/MindMoodNews/story?id=7328091>http://articles.cnn.com/2009-04-23/us/bullying.suicide_1_bullies-gay-tired?_s=PM:UShttp://www.wsbtv.com/news/news/mom-school-bullying-led-to-11-year-olds-suicide/nFCxk/choose_one_of_their_choiceStep 2Identify the factors in teen violence.Identify factors in teen violence among all scenarios.Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.Analyze how a text makes connections among and distinctions between individuals, ideas, or events.Step 3Analyze the song lyrics of the following songs.Determine the meaning of the words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.Determine author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.Blink 182, Adam's Song <http://www.songmeanings.net/songs/view/282/> You Tube <http://www.youtube.com/watch?v=UUsOK8Dlw7l> Radiohead, How to Disappear Completely <http://www.songmeanings.net/songs/view/33345/>You Tube <http://www.youtube.com/watch?v=JS8m44KjGGU>Step 4As a group, Create a documentary of school shootings: including the "Big Question, " and a solution for ways to stop violence.Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.Analyze how a text makes connections among and distinctions between individuals, ideas, or events.Be sure to include: music, video, photos etc.Step 5As a group Read the ebook, Trigger by Susan VaughtThis is a fictional novel that depicts teen suicide. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.Step 6Evaluate the advantages and disadvantages of using different mediums (eg., print or digital text, video, multimedia) to present a particular topic.Individual InstructionStep 1Write an persuasive piece on teen violence, school shootings, "Is Violence the solution or the problem?"Write arguments that support claims with clear reasons and relevant evidenceA. Introduce claim, acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically.B. Support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.C. Use words or phrases and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons and evidence.D. Establish and maintain a formal style.E. Provide a concluding statement or section that follows from and supports the argument presented.Step 2Read the persuasive writing piece to the class.Group CCyber BullyingStep 1Review the following websites of real life scenarios. <http://www.people.com/people/article/0,,20242541,00.html><http://www.meganmeierfoundation.org/megansStory.php><http://www.nbcwashington.com/news/local/Student-Charged-in-Facebook-Cyber-Bullying-Case-118394349.html><http://www.komonews.com/news/local/125496348.html><http://mynorthwest.com/?nid=11&sid=478465>choose one of their choiceStep 2Identify the factors in teen violence.Identify factors in teen violence among all scenarios.Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.Analyze how a text makes connections among and distinctions between individuals, ideas, or events.Step 3Analyze the song lyrics of the following songs.Determine the meaning of the words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.Determine author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.Emily Osment, Drift, <http://www.elyrics.net/read/e/emily-osment-lyrics/drift-lyrics.html>You Tube, <http://www.youtube.com/watch?v=3edQZ3QpkK8>http://www.youtube.com/watch?v=yk71ul8T_BoMark Wills, Don't Laugh at Me, <http://www.cowboylitics.com/lyrics/wills-mark/dont-laugh-at-me-9742.html>You tube, <http://www.youtube.com/watch?v=FVjbo8dW9c8>Write a comparison individually of the song lyrics and the factors of bullyingStep 4As a group, Create a documentary of school shootings: including the "Big Question, " and a solution for ways to stop violence.Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.Analyze how a text makes connections among and distinctions between individuals, ideas, or events.Be sure to include: music, video, photos etc.Step 5As a group, Read the ebook Never Tell by Alafair BurkeThis is a fictional novel that depicts cyber bullying. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.Step 6Evaluate the advantages and disadvantages of using different mediums (eg., print or digital text, video, multimedia) to present a particular topic.Individual InstructionStep 1Write an persuasivepiece on teen violence, school shootings, "Is Violence the solution or the problem?"Write arguments that support claims with clear reasons and relevant evidenceA. Introduce claim, acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically.B. Support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.C. Use words or phrases and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons and evidence.D. Establish and maintain a formal style.E. Provide a concluding statement or section that follows from and supports the argument presented.Step 2Read the persuasive writing piece to the class.

EvaluationThe group will be evaluated on their power point using a rubric. Each individual will be evaluated on their ebook summary as well as their persuasive writing piece. During the group conference as well as the individual conference the teacher will discuss each rubric.Group EvaluationsPower point presentation, 40 pointsGroup Work evaluation, 24 pointsIndividual EvaluationsEbook Summary, 12 pointsPersuasive Writing, 6 pointsIndividual Work evaluation, 24 pointsTotal points 106106-101 = A+100-95 = A94-90 = A-89-87 = B+86-83 = B82-80 = B-79-77 = C+76-73 = C72-70 = C-69-67 = D+66-63 = D62-60 = D-59 and below = FThroughout the project group and individual conferences will be held as need.

Category and Score	Developing	Refining	Strong	Exceptional	Score
Organization of Information	1-Lead: Introduction does not give any information about the topic, opening is random. 1-Body: Sequence of information is out of logical order. Highlights random events. 1-Ending: Summary not present. Closure was quick and left the reader with questions.	2-Lead: The introduction restates the topic. 2-Body: Use of transition words to sequence some information. Highlights Events. 2-Ending: Quick summary of information. closure was quick and to the point.	3-Lead: Provides an introduction that is original. 3-Body: Sequence of information. Spotlights some important information. 3-Ending:Summary of information is thoughtful. Sense of closure with a few questions answered.	4-Lead: Engages the readers with an introduction that is original and thought provoking. 4-Body: Logical sequence of information. Spotlights important information and events. 4-Ending: Summary of information is thoughtful and well planned. Strong sense of closure with questions answered.	12
Analysis of Text Use of Text Evidence	1- Analysis of Text: Identifies central idea. Identifies author's purpose. Identifies analogies. 1-Cite Text Evidence: Recites text as a means of citation and literal meaning drawn from text.	2- Analysis of Text: Determines central idea and provides basic analysis of the specific section of text. Basic analysis of author's purpose. Basic analysis of word choice and identifies analogies. 2-Cite Text Evidence: Synthesizes texts and literal meaning drawn from text.	3- Analysis of Text: Determines central idea and provides basic analysis over the course of the text. Basic analysis of author's purpose and synthesizes each viewpoint. Analysis of word choice and the impact of analogies. 3-Cite Text Evidence: Supports analysis of text and some inferences drawn from text.	4-Analysis of Text: Determines central idea analyzes the development over the course of the text. Analyzes author's purpose and responds to conflicting viewpoints. Analyzes meaning of words and the impact of word choice and analogies. 4-Cite Text Evidence: Supports analysis of texts and inferences drawn from text.	8
Use of Digital Resources	1-Use of technology: Identifies the advantages and disadvantages of using a single type of medium. 1-Type of technology: Integrates 1 medium such as (videos, photos, multimedia, digital or print) to present a topic.	2-Use of technology: Synthesizes the advantages and disadvantages of using a single type of medium. 2-Type of technology:Integrates 1-2 medium such as (videos, photos, multimedia, digital or print) to present a topic.	3-Use of technology: Evaluates the advantages and disadvantages of using a single type of medium. 3-Type of technology: Integrates a few mediums such as (videos, photos, multimedia, digital or print) to present a topic.	4-Use of technology: Evaluates the advantages and disadvantages using many types of mediums to present a topic. 4-Type of technology: Integrates multiple sources of mediums such as (videos, photos, multimedia, digital or print) to present a topic.	8
Conventions	1-Spelling/ Capitalization: Use of spelling and capitalization is inconsistent throughout the entire writing and editing is not present. 1- Punctuation: Neglects the use of punctuation which interferes with meaning. 1-Grammar: Incorrect use of grammar which interferes with meaning.	2-Spelling/ Capitalization: Spelling is somewhat correct but inconsistent. Capitalization is somewhat correct but demonstrates some inconsistencies. 2- Punctuation: Punctuation is inconsistent. 2-Grammar: Mostly applies the rules of grammar, some inconsistencies.	3-Spelling/ Capitalization: Spelling is mostly correct and demonstrates understanding of capitalization. 3- Punctuation: Uses proper punctuation. 3-Grammar: Applies the rules of grammar.	4-Spelling/ Capitalization: All spelling is correct and demonstrates understanding of how to capitalize dialogue, abbreviations, proper nouns, and titles is evident. 4- Punctuation: Use of punctuation enhances meaning. 4- Grammar:Understands and applies the rules of grammar. The writer effectively breaks the rules for stylistic reasons.	12
				Total Score	

Conclusion

Is Teen Violence the solution or the problem?Teen Violence does not discriminate, it affects teens everywhere and in every

cultural. This webquest offers teens a chance to analyze and reflect on real life scenarios, song lyrics, as well as fictional text that depicts teen violence. Teens take a STAND to put their voice on record and prevent violence. The world wide web offers many other real life scenarios for further research. To learn more, track teen violence from a specific time period, area of the USA as well as other countries. Other forms of teen violence that can be further researched: violence in the home, TV gaming violence, and internet addiction. We are losing too many of our youth and it is our responsibility to educate them and empower as they are the future.

Teacher Page

This webquest is designed for middle school student. The goal is develop awareness in the fight against Teen Violence. This webquest project is designed to implement 3-4 weeks based on a class period of 45 minutes.

Standards

Stand UP to Teen Violence

The ELA Common Core State Standards

Reading Informational Text

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

Determine the meaning of the words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Determine author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Evaluate the advantages and disadvantages of using different mediums (eg., print or digital text, video, multimedia) to present a particular topic.

Reading Literature

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

Writing

Write arguments that support claims with clear reasons and relevant evidence

A. Introduce claim, acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

C. Use words or phrases and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons and evidence.

D. Establish and maintain a formal style.

E. Provide a concluding statement or section that follows from and supports the argument presented.

Credits

There are many websites and resources used to build the webquest. You will find all of the websites listed in the Resource section.

I created this webquest for a graduate class at Kent State University. I would like to thank Dr. Drew Tiene for the learning opportunity in creating this webquest.

The photos are from www.bebo.com

www.scholastic.com/ID

Other

Pacing Guide

Week 1- Begin reviewing the websites, group students, begin research on one area of teen violence. Review real life scenarios and begin research. Teacher begins to meet with each group as well as individual students.

Week 2- Review song lyrics and begin comparison. Introduce Ebook to each group.

Week 3- Literature study of fictional novel depicting teen violence. (reading will also be completed outside of class)

Week 4-5-Complete documentary ppt /share