

the Gov

“Growing Problem of Youth Membership
in Gangs”

Language Arts Lesson Plan

the Gov
is a feature of

the News

A daily news broadcast for High School and Middle School students
now under development by MacNeil/Lehrer Productions



the Gov



Segment 9:
“Growing Problem of Youth Membership in
Gangs”
Language Arts Curriculum

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Spring, 2011

Dear Educator,

the.News online video reports for *the.Gov* provide middle and high school students with a valuable exercise in social studies and language arts with this **5:53 minute** segment on the “Growing Problems of Gangs” at www.pbs.org/newshour/thenews/thegov . Jon Schriener reports on the growing problem of gangs nationwide and efforts in Nebraska to fight it. Lessons for social studies and language arts are available to support this video in the “For Educators” section of the website. All videos and curricula have been informed by *the.News* instructional design that can be found on the website www.pbs.org/newshour/thenews. The curriculum includes content-based standards, discussion questions, student activities, vocabulary and primary reference sources. A complete transcript of each video report includes time codes to assist in isolating specific segments of the video and to augment the instruction of media literacy and multimedia production. All of this material is presented as options to fit teachers’ instructional needs.

References to Larry Bell’s “The 12 Powerful Words” are highlighted in **bold** in the lesson plans and in the “thought starter” questions on the home page and educator’s page, and in the transcript (to denote where they are used in the video segment).

We have also added general topics to correlate to the lessons and video as well as concept based standards with conceptual lens and enduring understanding.

We welcome our partners at the Omaha Public Schools who have joined *the.News* in the second year of a special pilot project. We have also developed a new authoring tool for students called *YOU.edit* which gives students an online tool to remix the content of *the.News* reports, so they can create their own multimedia presentations. This editing tool can be found by clicking on the *YOU.edit* button on the home page of the website. Currently used with our OPS teacher consultants it is password protected so that it can serve as a viable educational asset that allows classroom teachers to assign multimedia projects within the security and content safety of *the.News* website.

Answers to student “**thought starter**” questions listed below the video.

- #1. Websites, My Space, etc.
- #2 prevention, intervention, suppression and others like re-entry programs and ideas from students
- #3. Student strategies

Sincerely,

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Title of Lesson Plan: Gangs

Learning Objectives:

Omaha Public Schools Standards –

<http://www.ops.org/District/LinkClick.aspx?fileticket=Hbqyrrg2ydM%3d&tabid=912&mid=2006>:

Grades 6-12

Writing

Standard 5. Students will write for a variety of purposes and audience audiences in multiple genres.

3. Select and apply an organizational structure appropriate to the task (e.g. problem/solution, persuasion)
4. Analyze models and examples (own and others') of various genres in order to create a similar piece

Grades 9-12

Multiple Literacies

Standard 9. Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital)

6. Gather and share information and opinions as a result of communication with others (e.g. video/audio chat, interview, pod cast, multimedia presentations)

Grades 9-12

Writing

Standard 4. Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, writing, grammar, punctuation, and other standard conventions appropriate for grade level.

McRel – www.mcrel.org:

Level III (Grades 6-8)

Writing

Standard 2. Uses the stylistic and rhetorical aspects of writing

3. Uses a variety of sentence structures to expand and embed ideas (e.g., simple, compound, and complex sentences; parallel structure, such as similar grammatical forms or juxtaposed items)

Level IV (Grades 9-12)

Writing

Standard 2. Uses the stylistic and rhetorical aspects of writing.

1. Uses precise and descriptive language that clarifies and enhances ideas and supports different purposes (e.g., to stimulate the imagination of the reader, to translate concepts into simpler or more easily understood terms, to achieve a specific tone, to explain concepts in literature)

5. Uses a variety of techniques to provide supporting detail (e.g., analogies; anecdotes; restatements; paraphrases; examples; comparisons; visual aids, such as tables, graphs, and pictures)
6. Organizes ideas to achieve cohesion in writing
7. Conveys individual voice, tone, and point of view in writing.

Level III (Grades 6-8)

Writing

Standard 4. Gathers and uses information for research purposes.

2. Uses a variety of resource materials to gather information for research topics (e.g., magazines, newspapers, dictionaries, schedules, journals, surveys, globes, atlases, almanacs, websites, databases, podcasts)

Level IV (Grades 9-12)

Writing

Standard 4. Gathers and uses information for research purposes.

2. Uses a variety of print and electronic sources to gather information for research topics (e.g., news sources such as magazines, radio, television, and newspapers; government publications and microfiche; library databases; field studies; speeches; technical documents; periodicals; Internet sources, such as web sites, podcasts, blogs, and electronic bulletin boards)
5. Synthesizes information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies

Level IV (Grades 9-12)

Media

Standard 10. Understands the characteristics and components of the media

2. Understands how different media (e.g., documentaries, current affairs programs, web pages) are structured to present a particular subject or point of view

Partnership for 21st Century Skills (<http://www.21stcenturyskills.org>):

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis

Grade Level: Grades 7-12

Concept Areas: Language Arts, Media Literacy, Civics

Key Concepts:

Within this unit, students will **analyze** the possible reasons why people join gangs. They will create a “commercial” in which they **explain** tenants of an FBI awareness guide for parents. Students will use resources of successful interventions to research gang intervention programs and the communities where the programs are implemented, then **compare and contrast** the community data with data from their own community. Finally, they will **predict** a gang prevention intervention that may be successful in their own communities, given the data that they have researched.

Key Objectives:

Students will:

- **Analyze** why people join gangs.
- **Explain** how people can become more aware of possible gang involvement.
- **Compare and contrast** other communities with their own communities.
- **Predict** a gang prevention intervention that may be successful in their own communities.

Key Vocabulary:

- **Community Policing:** policing model that gives officers a chance to connect with the communities they serve, to reach out to every member of those communities, and to build relationships that keep them aware of what's happening as well as what's going to happen in their neighborhoods
(<http://www.cops.usdoj.gov/files/ric/Publications/e05060069.pdf>)

- **COPS:** Office of Community Oriented Policing Services; uses community policing model to help alleviate gang-related issues (<http://www.cops.usdoj.gov/files/ric/Publications/e05060069.pdf>)
- **DTOs:** drug trafficking organizations; gangs often attempt to develop working relationships with these groups (<http://www.fbi.gov/stats-services/publications/national-gang-threat-assessment-2009-pdf>)
- **Gang:** aka “street gangs” – there is no common definition for “gangs,” but a practical definition includes: they commonly have a street presence, as street socialization is a key feature of adolescent gangs; also refers to “street crimes,” that is, serious crimes that occur on the streets and that often are of concern to citizens and policymakers, including rape, robbery, aggravated assault, gun crimes, and murder (<http://www.nationalgangcenter.gov/About/FAQ#q1>)
- **Intervention programs:** tend to have a social service orientation; focus reintegrating gang members back into the community (<http://www.cops.usdoj.gov/files/ric/Publications/e09050001.pdf>)
- **Local street gangs:** neighborhood-based street gangs; account for the largest population of gang members in the United States; local-level gangs that operate in single locations. They usually range in membership from three to several hundred members (<http://www.fbi.gov/stats-services/publications/national-gang-threat-assessment-2009-pdf>)
- **National Gang Intelligence Center:** a multiagency effort that integrates the gang intelligence assets of federal, state, and local law enforcement entities to serve as a centralized intelligence resource for gang information and analytical support (<http://www.fbi.gov/stats-services/publications/national-gang-threat-assessment-2009-pdf>)
- **National level street gangs:** typically have several hundred to several thousand members nationwide who operate in multiple regions; they may have cells in foreign countries with members who assist the U.S.-based gangs (<http://www.fbi.gov/stats-services/publications/national-gang-threat-assessment-2009-pdf>)
- **Outlaw Motorcycle Gangs (OMGs):** highly structured criminal organization whose members engage in criminal activities such as violent crime, weapons trafficking, and drug trafficking. OMGs maintain a strong centralized leadership that implements rules regulating membership, conduct, and criminal activity (<http://www.fbi.gov/stats-services/publications/national-gang-threat-assessment-2009-pdf>)

- **Prevention program:** a program that attempts to prevent gang membership, gang crime, and/or gang emergence/growth
(<http://www.cops.usdoj.gov/files/ric/Publications/e09050001.pdf>)
- **Prison gangs:** structured criminal networks that operate within the federal and state prison systems (<http://www.fbi.gov/stats-services/publications/national-gang-threat-assessment-2009-pdf>)
- **Suppression program:** tend to be law enforcement-based; focus on suppressing gangs and gang activity
(<http://www.cops.usdoj.gov/files/ric/Publications/e09050001.pdf>)

Materials:

- *the.News* video – “Gangs”: <http://www.pbs.org/newshour/thenews/the.gov>
- paper, pens and pencils
- computers with Internet access
- Online resources
- University of Ottawa – Writing Centre:
<http://www.writingcentre.uottawa.ca/hypergrammar/conndeno.html>
- “A Parent’s Quick Reference Card: Recognizing and Preventing Gang Involvement” (FBI):
http://www.cops.usdoj.gov/files/RIC/Publications/GangsCard_FBI.pdf
- Ad Council website (<http://www.adcouncil.org/default.aspx?id=15>)
- *the.News* “For Educators Production Tips and Tools” website
(<http://www.pbs.org/newshour/thenews/foreducators/productiontips/the.News%20Script%20Template.pdf>).
- Internet resources listed in Activity 4: Community strategies for preventing gang populations
- Handout #1: How To Clean Up The Community – Intervention and Prevention Strategies for Reducing Gang Activity
- U.S. Census Bureau Data: <http://www.census.gov/>

Time Frame:

3-4 class periods

Lesson Topics:

- Gangs
- Gang Prevention
- Community Awareness

- Media Literacy

Background:

In 2008, the FBI calculated that over one million people were active in more than 20,000 criminally active **gangs** in the United States (2009 National Gang Threat Assessment). Of those gangs, there are more **local** neighborhood **street gangs** than **prison gangs, national level street gangs, or Outlaw Motorcycle Groups (OMGs)**. Since citizens often hear of dangerous gangs that are active in large metropolis hubs such as Los Angeles and Chicago, it is a common misconception that most of these gangs operate solely in large cities. From 2002 to 2008, there was a 30.1% increase in the number of gangs in suburban communities and a 26.3% increase in rural counties, versus a 23.3% increase in urban areas (Highlights of the 2008 National Gang Survey). There has been a proliferation of gang activity in more rural and suburban areas because gang members want to increase drug distribution territories, to recruit new members, and to hide from rival gangs and law enforcement (2009 National Gang Assessment). However, gangs tend to grow anywhere where community institutions are poorly functioning. If there is little supervision for children, the at-risk youth have a lot of free time that is not spent in prosocial activities, there is a lack of potential jobs for the kids involved, and other social norms (i.e. school) are alienating, the youth will be more likely to join a gang as an alternative way of receiving social customs, codes, and discipline (National Gang Center, “Frequently Asked Questions About Gangs”). These community issues are further exploited by more technologically savvy recruitment practices, such as using Facebook and Twitter to recruit more members and to brag about their criminal actions (Watkins, *Huffington Post*). The gangs revolve around illegal crime; as much as 80% of the crime that happens in a community is committed by gang members. Because there is such a high level of criminality, there is a “no-snitch” code that protects gang members from being turned in to law enforcement by other gang members (Kocieniews, *NY Times*; Hussain, *Chicago Sun-Times*; Konkol and Main, *Chicago Sun-Times*). It can also be very difficult to leave a gang once you are a member.

While some people may believe that the fight against gangs is futile, there are proven strategies, such as **prevention, intervention, and suppression programs**, that help alleviate the threat and dangers of gangs. In an effort to reach out to communities affected by gang membership, the U.S. Department of Justice created the Community Oriented Policing Services (**COPS**), a division that uses a **community policing** model and all three program strategies to help citizens become more aware of the gang action around them. Through COPS, the federal government also created Project Safe Neighborhoods, a nationwide initiative that seeks to reduce gun and gang crime in America by supporting local programs that focus on lessening gun and gang crime. Project Safe Neighborhoods uses a three-pronged attack to prevent gun crime, intervene to make gun and gang crime less prevalent among gang members (especially in high at-risk areas) and suppress current crime. Two preventative non-profit groups, CeaseFire (as part of the Chicago Project) and Youth Alive!, also seek to lesson gun violence in some of the most heavily populated gang areas in Chicago and California, respectively. In addition, the Chicago Project also seeks to address other major health issues, such as child mortality, heart disease, and HIV/AIDS.

For those people who have already been affected by gangs, oftentimes combination prevention and intervention programs work best to reform former gang members and prevent at-risk youth from becoming future gang members. After-school programs, especially athletics, are valuable ways to teach children responsibility and discipline while keeping the population of at-risk kids off of the dangerous streets that surround them. At Victory Boxing in South Omaha, Nebraska, former gang member and prison mate-turned minister Servando Perales runs a youth community program through boxing as an alternative to kids who might otherwise turn to the streets. Similarly, at Susan Miller Dorsey High School in Los Angeles, California, the football program is run by head coach Paul Knox and his sixteen assistant coaches, who “have created a family for boys who need extra care, support and guidance -- particularly from men” (Streeter, *Los Angeles Times*). Knox and his football staff mentor the football team of boys for the whole year, rather than just the fall sports season, because they recognize the importance of giving the boys the family they may not have in their lives otherwise. In the Chicago public school system in 2009-2010, 258 public school students were shot going to or from school as they traveled through gang-infested areas (Saulny, *NY Times*). Because of this, the Chicago superintendant has implemented an advocacy program in which 250 of the students most at-risk for being shot are matched with a trained advocate – someone who is on call at all times to offer care giving and support. The goal is to ultimately keep the students safe and in school, but also to provide a parent figure for them when they have nowhere else to turn for support. Of the students who are currently enrolled, only three of the students have been shot so far this year, and none of them fatally (Saulny, *NY Times*). In many of the opportunities available for youth who are affected by gangs, adult support and guidance is often an extremely important part in helping reach students who need life alternatives.

Lesson Plan:

1. Introductory Activity: Write the word “gangs” on the board. Have students work in pairs to define what a gang is, plus what connotations are attached to gangs. As a class, highlight why people might want to join gangs, and have students **analyze** these reasons according to social reasons, economic reasons, and political reasons.

****Note to teachers:** You may want to review the difference between denotations and connotations, and give examples of both so that students can identify appropriate denotations and connotations for the word “gangs.” Definitions and examples for both terms can be found at the University of Ottawa’s Writing Centre:

<http://www.writingcentre.uottawa.ca/hypergrammar/conndeno.html>

2. the.News Video About Gangs:

As students watch the news clip, they should answer the following questions:

1. What are some recent trends in gang membership?
2. What are some repercussions for people who join gangs?

3. In what ways might someone with a gang history overcome his/her past?

After the students have had time to reflect and respond, **evaluate** their answers together as a class.

3. Thirty-Second “Commercial”:

Give each student a copy of “A Parent’s Quick Reference Card: Recognizing and Preventing Gang Involvement”

(http://www.cops.usdoj.gov/files/RIC/Publications/GangsCard_FBI.pdf).

In small groups of 3-4 people, the students should spend about 40 minutes creating and rehearsing a 30-second “commercial” that they will present to the class. The commercial can be anything creative that **explains** the two main tenants of the reference card: what parents should identify when trying to figure whether their child is involved in a gang, and what to do should they believe their child is in a gang.

The following is a list of potential ways through which the students can present their “commercials”:

- a song or ditty
- a dance
- a spoken word performance
- an acted segment or scenario

****Note to teachers:** If you would like to infuse a media literacy component into this part of the lesson, the students can videotape their commercials and go through the editing process to make a complete public service announcement. Resources for public service announcements and for script prompts can be found at the Ad Council website (<http://www.adcouncil.org/default.aspx?id=15>) and the *the.News* “For Educators Production Tips and Tools” website (<http://www.pbs.org/newshour/thenews/foreducators/productiontips/the.News%20Script%20Template.pdf>).

4. Community strategies for preventing gang populations:

Look at the following resources that identify ways in which intervention and prevention strategies have been implemented in local communities. These resources include successful programs or strategies that have been implemented to prevent at-risk youth from becoming gang members and/or have given positive opportunities to former gang members:

- Project Safe Neighborhoods: <http://www.psn.gov/about/index.html>
- *Los Angeles Times*, Sam Quinones, “Seeds of Hope To Be Planted in Los Angeles' Notorious Drew Street Neighborhood” (April 10, 2011):

<http://www.latimes.com/news/local/la-me-drew-street-garden-20110410,0,4144948.story>

- *Los Angeles Times*, Mark Magnier, “He Flips, Spins, Turns His Life Around” (June 10, 2010):
<http://www.latimes.com/news/nationworld/world/la-fg-cambodia-breakdancer-20100611,0,5987931.story>
- *Los Angeles Times*, Kurt Streeter, “Dorsey High’s Football Program Is About More Than Athletics” (December 4, 2009):
<http://www.latimes.com/news/local/la-me-dorsey-football4-2009dec04,0,6412345.story?page=1>
- CeaseFire: The Campaign to Stop the Shooting:
<http://www.ceasefirechicago.org/>
- Victory Boxing Club, <http://victoryboxingclub.org/>
- Youth Alive!: <http://www.youthalive.org/>
- *NY Times*, Susan Saulny, “Graduation Is The Goal, Staying Alive Is The Prize” (July 1, 2010):
<http://www.nytimes.com/2010/07/02/us/02chicago.html>

Every student should receive a copy of *Handout #1: How To Clean Up The Community – Intervention and Prevention Strategies for Reducing Gang Activity*. Students should:

- a. Choose two of the resources listed above, and identify the communities that are affected by the strategies discussed in the resource.
- b. Research the communities that are impacted by the strategies. Students should use the U.S. Census Bureau website (<http://www.census.gov>) to research population data about the communities.
- c. Research the community where the students live/go to school.
- d. **Compare and contrast** the three data sets (the two communities in the resources listed above, and the students’ community).
- e. **Predict** a strategy that would be beneficial for intervention and prevention of gang populations, given the population data the students have researched.

****Note to teachers:** Students can easily find county- and city-specific population data by going to the U.S. Census main page (<http://www.census.gov>) and clicking on the section on the right-hand side of the page that says “Find An Area Profile With Quickfacts.” Once they select the states that they need to research and go to that state’s data, they can further narrow their results by county and city (if it is a large city). This data includes basic population information that will be helpful for them, but it is at your discretion whether you want your students to research more specific information or not.

Assessment:

Analysis of Student's Own Community:

Students will create a Power Point presentation that **analyzes**:

- a. basic population information about their community
- b. gang prevention and suppression interventions that they researched
- c. their idea for a gang prevention and suppression intervention in their community
- d. why they feel that intervention would be successful

The following rubric should be used to assess their presentations:

CATEGORY	4	3	2	1
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Background	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.

Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide.
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Extension:

Students can research gang prevention interventions that are already in place in their local communities. Using the information that they gain, they can write a letter to the editor of their local newspaper that highlights why the intervention is a positive one, and how it can be improved.

Resources:

- CeaseFire: The Campaign to Stop the Shooting: <http://www.ceasefirechicago.org/>
- *Chicago Sun-Times*, Rummana Hussain, “Dying Man Breaks ‘No Snitch’ Code, Accuses Friend From Gang” (April 21, 2011): <http://www.suntimes.com/news/crime/4938494-418/dying-man-breaks-no-snitch-code-accuses-friend-from-gang.html>
- *Chicago Sun-Times*, Mark J. Konkol and Frank Main, “‘No-Snitch’ Code Keeps Shooters on Streets” (July 27, 2010): <http://www.suntimes.com/pulitzer/4901504-582/no-snitch-code-keeps-shooters-on-streets.html>
- COPS – U.S. Department of Justice, Jean M. McGloin, “Street Gangs and Interventions: Innovative Problem Solving with Network Analysis”: <http://www.cops.usdoj.gov/files/ric/Publications/e09050001.pdf>
- COPS – U.S. Department of Justice, Karin Schmerler, Matt Perkins, Scott Phillips, Tammy Rinehart, and Meg Townsend, “A Guide to Reducing Crime and Disorder Through Problem-Solving Partnerships” (July 2006): <http://www.cops.usdoj.gov/files/ric/Publications/e05060069.pdf>
- FBI, “2009 National Gang Threat Assessment”: <http://www.fbi.gov/stats-services/publications/national-gang-threat-assessment-2009-pdf>

- FBI, “A Parent’s Quick Reference Card: Recognizing and Preventing Gang Involvement”:
http://www.cops.usdoj.gov/files/RIC/Publications/GangsCard_FBI.pdf
- U.S. Dept. of Justice, National Gang Intelligence Center, “National Gang Threat Assessment, 2009”
- *Huffington Post*, Thomas Watkins, “Gangs Use of Twitter, Facebook On the Rise” (February 2, 2010): http://www.huffingtonpost.com/2010/02/02/gangs-use-of-twitter-facebook_n_445551.html
- *Los Angeles Times*, Kurt Streeter, “Dorsey High’s Football Program Is About More Than Athletics” (December 4, 2009):
<http://www.latimes.com/news/local/la-me-dorsey-football4-2009dec04,0,6412345.story?page=1>
- National Gang Center: <http://www.nationalgangcenter.gov/>
- National Gang Center, James C. Howell, Arlen Egley, Jr., and Christina O’Donnell, “Frequently Asked Questions About Gangs”:
<http://www.nationalgangcenter.gov/About/FAQ#q1>
- *NY Times*, David Kocieniewski, “In Prosecution of Gang, a Chilling Adversary: The Code of the Streets” (September 19, 2007):
<http://www.nytimes.com/2007/09/19/nyregion/19gangs.html?adxnnl=1&ref=gangs&adxnnlx=1303424188-3iHNj7Ex1odcgwJXuS1z+g>
- *NY Times*, Ray Rivera, “In Newburgh, Gangs and Violence Reign” (May 11, 2010): <http://www.nytimes.com/2010/05/12/nyregion/12newburgh.html>
- *NY Times*, Susan Saulny, “Graduation Is The Goal, Staying Alive Is The Prize” (July 1, 2010): <http://www.nytimes.com/2010/07/02/us/02chicago.html>
- Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, James C. Howell, “Gang Prevention: An Overview of Research and Programs” (December 2010): <http://www.ncjrs.gov/pdffiles1/ojjdp/231116.pdf>
- Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, Arlen Egley, Jr., James C. Howell, and John P. Moore, “Highlights of the 2008 National Youth Gang Survey” (March 2010):
<http://www.ncjrs.gov/pdffiles1/ojjdp/229249.pdf>
- Project Safe Neighborhoods: <http://www.psn.gov/about/index.html>
- University of Ottawa – Writing Centre:
<http://www.writingcentre.uottawa.ca/hypergrammar/conndeno.html>

- U.S. Census Bureau Data: <http://www.census.gov/>
- Victory Boxing Club, <http://victoryboxingclub.org/>
- Youth Alive!: <http://www.youthalive.org/>

Activity Designer:

Christine Denny is a high school English teacher in Silver Spring, MD.

Name: _____

Handout #1:

How To Clean Up The Community

Intervention and Prevention Strategies for Reducing Gang Activity

Part I: Research of Communities

Directions: Choose **two** of the resources that your teacher has provided for you. Use the U.S. Census data to research both the communities where successful gang intervention and prevention strategies are in place, and your local community. Use the space that is provided below.

	Resource #1:	Resource #2:	Your Community:
City, State Where Gang Intervention Is In Place			
Gang Intervention That Was Implemented			(You do not need to fill this out.)
Percent Change in Population			

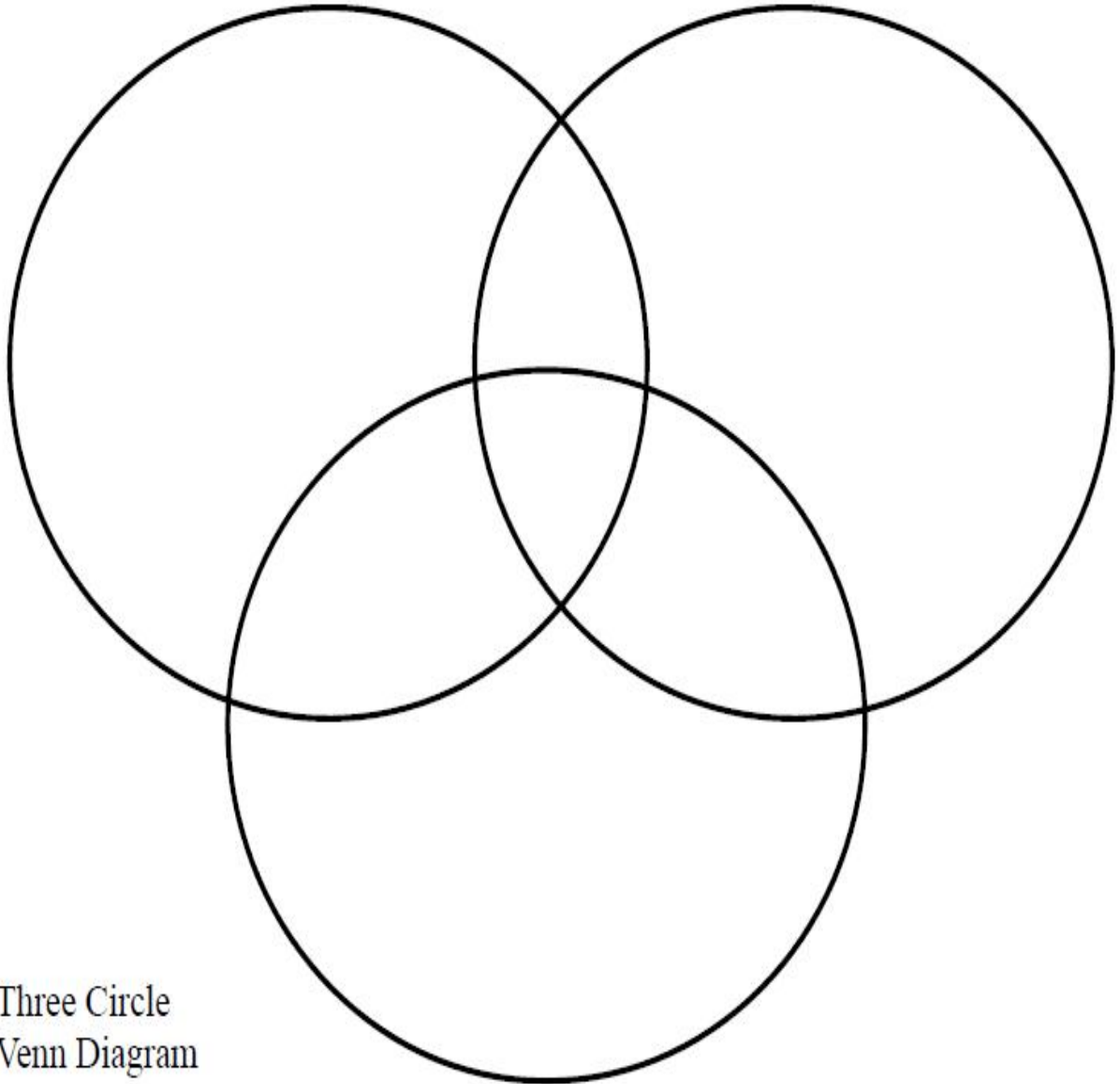
Age Composition	% under 5 years old: % under 18 years old: % between 18 and 64 years old: % 65 years old and older:	% under 5 years old: % under 18 years old: % between 18 and 64 years old: % 65 years old and older:	% under 5 years old: % under 18 years old: % between 18 and 64 years old: % 65 years old and older:
Percentage of People With High School Degrees			
Homeownership Rate			
Median Household Income			
Per Capita Income			
Percentage of Persons Living In Poverty			

What general conclusions can you make about the social and economic state of the areas that are included in your resources?

What general conclusions can you make about the social and economic state of your local community? Did the results surprise you?

Part II: Compare and Contrast Communities

Directions: Compare and contrast the three communities that you researched (including your own community). Try to think beyond basic restating of facts, and analyze what the statistics actually mean for possible gang members. Do not forget to label which circle represents which community.



Three Circle
Venn Diagram

Part III: Analysis of Your Own Community

Directions: Now that you have studied gang interventions, the communities where those interventions were put into place, and your own community, decide what kind of intervention would be appropriate for your community. Then create a Power Point presentation that highlights:

- a. basic population information about your community
- b. gang prevention and suppression interventions that you researched
- c. your idea for a gang prevention and suppression intervention in your community
- d. why you feel that intervention would be successful

****Note:** You do NOT have to use an intervention that you already researched. You should describe an intervention that is appropriate for *your* community.

The following rubric will be used to assess your presentation:

CATEGORY	4	3	2	1
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Background	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.

Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide.
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