

DO THE WRITE THING

LESSON PLAN

A CAMPAIGN TO STOP
VIOLENCE

SARA ARTHUR
MARK SHERIDAN ACADEMY
CHICAGO, IL

1

- Introduce the program and its goals
- Show the DTWT local website or the national website
- Mention the DC trip to gain interest

2

- Prior to writing, get students thinking about violence in their communities
- Spend a period or two having students research news articles about the three questions DtWT asks.
 - look for stories on how violence has personally affected their local area
 - look for articles on programs in the city to reduce violence
 - look for any articles that address the causes of violence in our city
- Have students present their findings in the following ways:
 - chart paper/gallery walk
 - google slides presentation
 - notes and small group discussion

3

- Ask students to jot down responses to each of the 3 questions
 - encourage bullet points over paragraphs so that they don't think they're drafting yet—they're just getting ideas on paper

4

- Have students begin writing
 - give them a couple of days of drafting time
- Provide samples of previous students' work

5

- Have students share their drafts with another student
 - ask partners to identify where they see the other person address each of the three questions
 - partners are to give one positive comment and one piece of constructive feedback

6

- Have students revise their drafts
- Challenge students to find one part they're proud of and one part they think they can improve
- Turn in their entries to DtWT

DO THE WRITE THING

LESSON PLAN

A CAMPAIGN TO STOP
VIOLENCE

ANNA HUGHES
ZANESVILLE MIDDLE SCHOOL
ZANESVILLE, OH

DAY 1 | MON

- As a class, look through the parts of a narrative essay on the website No Red Ink
- Students will fill out guided notes on the beginning of a narrative essay

DAY 2 | TUE

- As a class, look through the parts of a narrative essay on the website No Red Ink
- Students will fill out guided notes on the middle and end of a narrative essay

DAY 3 | WED

- Introduce DtWT to students and the three questions that should be answered in the essay
- Students will read through previous DtWT winner example essays and highlight the different parts of the essay (hook, conflict, resolution)
- Talk about the students experiences in the essays and how they may or may not relate to their own

DAY 4 | THU

- Review the essential questions for the essay and discuss the different types of youth violence
- Students will brainstorm on piece of notebook paper the ways they have encountered youth violence in their own lives
- Once they have completed brainstorming they will start filling out their narrative essay graphic organizer

DAY 5 | FRI

- Students should work on answering the essential questions on their graphic organizer before drafting their essay
- Once their graphic organizer is complete they can start typing their rough draft

DO THE WRITE THING

LESSON PLAN I

A CAMPAIGN TO STOP
VIOLENCE

KIM IRVINE
SOUTH OGDEN JUNIOR HIGH
UTAH

INTRODUCING DTWT

1. Wings: Christopher Myers Reading Journal Response

- What meaning does the author give to Ikarus Jackson's wings?
- Support your answer with evidence from the reading. You may draw, write, or even create an electronic presentation: Google Slides, PowerPoint, Prezi, Movie making, etc.

2. Quote: Dante Alighieri Journal Response

- Have students consider what youth violence and accountability is
- Address these 3 parts of the quote:
 - The hottest places in hell (reserved)
 - moral crisis
 - those who, maintain their neutrality

3. This is my Voice: Shayne Koyczan Poem Journal Response

- Have students make 2 lists:
 - What I heard
 - What I didn't understand
- What does this poem mean? What does the poet want us to understand?

DO THE WRITE THING

LESSON PLAN II

A CAMPAIGN TO STOP
VIOLENCE

KIM IRVINE
SOUTH OGDEN JUNIOR HIGH
UTAH

POETRY BRAINSTORMING BOX

1. What is Poetry?
 - Poetry is never about length. It is about meaning. In fact, shorter poems are often more powerful
 - Have students create a Poetry Brainstorm Box in their journal
2. Crafting Sentences from our Poetry Brainstorm Box
 - Have students complete the following:
 - write three sentences using their Poetry Brainstorm Box
 - jot down a sentence from another student that fits with the tone of their DtWT focus
 - using the sentence, write a new sentence that could be a part of your poem
 - remind students to give the author credit
 - Inspiration
3. Sensory Paragraph
 - Add sensory details to descriptions of personal experiences
 - Ask students to identify which part of their experience they want to “explode”
 - Encourage students to use five senses to describe that experience
 - Emphasize the importance of setting the mood
 - Video Explanation

RESEARCH, PLANNING, & WRITING

1. What causes youth violence?
 - Have students explore data surrounding youth violence
 - Encourage students to connect their personal opinions to facts
2. What can I do to stop youth violence?
 - Have students begin writing the last question for their DtWT submission
3. Poem Writing
 - Have students translate their answer for the previous task into a poem
4. Final Draft & Submission

DO THE WRITE THING

A CAMPAIGN TO STOP
VIOLENCE

LESSON PLAN I

DAY 1 | INTRODUCTION

1. Introduce DtWT
 - Video from hometown Attorney General
 - Video from hometown Police Chief
 - Video of actor/musical artist at Do the Write Thing
 - Preview of prompt
2. Reflective Journal Writing
 - Many people believe that television violence has a negative effect on society because it promotes violence. Do you agree or disagree?
3. Socratic Seminar discussion

DAY 2 | POTENTIAL CAUSES OF YOUTH VIOLENCE

1. Reflective Journal Writing
 - "An eye for an eye only ends up making the whole world blind" Gandhi
 - What do you think this quote means?
 - How does this quote relate to violence?
2. Socratic Seminar discussion
3. Supplement with articles found online
 - Students write thought responses to each section of article

DAY 3 | VIOLENCE IN HOMETOWN

1. Reflective Journal Writing
 - "Changes" by Tupac (listen and read lyrics)
 - What message does he want to convey?
 - How does this relate to the topic of youth violence?
 - How does this relate to the idea of making positive change?
2. Socratic Seminar discussion
3. Read through crime in hometown report
 - Students answer questions in groups to investigate
 - Debrief with class discussion

DO THE WRITE THING

A CAMPAIGN TO STOP
VIOLENCE

LESSON PLAN II

DAY 4 | RISKS AND PROTECTIVE FACTORS

- Reflective Journal Writing:
 - “Returning violence for violence multiplies violence, adding deeper darkness to a night already void of stars.” MLK
 - What is he trying to say using figurative language?
 - How does this connect to the Civil Rights movement that he led?
 - How does this connect to our topic of youth violence?
- Socratic Seminar discussion
- Students investigate risk factors and protective factors:
 - CDC website on youth violence as a supplemental source for investigation & research:
 - Students identify 2 risk factors and 2 protective factors

DAY 5 | CHANGE A CITY

1. Reflective Journal Writing
 - “In spite of temporary victories, violence never brings permanent peace.” Martin Luther King Jr
 - How does this quote relate to the topic of youth violence?
2. Socratic Seminar discussion.
3. Students brainstorm ideas to create their own community outreach program for their school, neighborhood, or city to take part in to raise support and awareness for a subculture or group in need

DAY 6&7 | DTWT WRITING

- Writing prompt presented
 - How has violence affected my life?
 - What are the causes of youth violence?
 - What can I do about youth violence?
- Exemplar writing samples (provided by Do the Write Thing) shared with class
- Writing time given

DO THE WRITE THING

A CAMPAIGN TO STOP
VIOLENCE

OTHER LESSON PLAN IDEAS



- Ask students to make a list of the areas they see violence
 - i.e. home, neighborhood, community, school
- Allow students to identify the area that affects them the most
- Have students explain what factors affect the level of violence seen in the chosen area
 - i.e. bullying, police presence, gang activity, guns, substance use
- Ask students to reflect on the consequences it has on their daily life
 - i.e. feeling unsafe, can't be outside during certain hours, social/physical/emotional/psychological impact
- Remind students of their resources for help
 - i.e. adults, family, school or community programs

DO
THE
WRITE
THING

HELP STOP THE VIOLENCE