

Service Learning Project: Violence... How Can We Kill It?

Standards:

Writing

5. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension

6. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Speaking/Listening

7. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Process Skills

9. Apply and adapt a variety of appropriate strategies to solve problems

10. Work cooperatively with others to achieve a common goal

Task:

We just finished reading *To Kill A Mockingbird* by Harper Lee in which we discussed the issues of social justice. We read and analyzed text that describes hate crimes and racist acts. Violence is a perpetrating idea that Scout sees grow from bullying at school all the way to murder. To explore this idea of violence further, you will work with local police to identify problems in the community, determine "street smart" strategies, and establish community awareness brochures that describe ways to deter crime and violence in the neighborhood through community action.

You may want to focus mostly on gang violence, racial violence, domestic violence, etc. Choose your topic based on the evidence gathered.

The brochures must include 5-10 strategies for community members to combat a specific violence topic that will be determined by creating a SMART goal.

You will work in groups of four. Each group will have an interviewer, writer, designer, and manager. When finished, the entire group will present your final findings to a panel; this panel will determine which brochure is best suited for distribution in the community based on your presentation.

ROLES:

Interviewer: lead the interview with the police, make sure all necessary information is recorded and later used in the work process

Writer: use all the gathered information to lead the writing aspect of the brochure

Designer: lead the group through the process of making the brochure and determining how to format the information

Manager: keep the group on task and maintain consistent work in allotted time; ensure all group members are prepared for final presentation

Criteria:

- Topics of violence represented in brochure form
- Topic chosen based on relevant facts/information
- Writing is appropriate for the audience
- Five to ten strategies suggested, with possible adaptations to solve violence problem
- Work cooperatively in roles
- Create a relevant SMART goal for problem
- Effective presentation to panel

Rubric:

Criteria	Weight	Needs Work—1	Meets Standard—4	Exceeds Standard—5
Topic represented in brochure form		The brochure's formatting and organization of material are confusing to the reader. Topic is not clear.	The brochure has well-organized information, which presents the topic clearly in most areas of the brochure.	The brochure has exceptionally attractive formatting and well-organized information, which presents the topic clearly throughout the entire product.
Topic chosen based on relevant information	X2	Topic is not clearly chosen based on relevant information.	Topic is clearly chosen based on relevant information.	Topic is chosen based on relevant information and information is presented in brochure clearly.
Writing is appropriate for audience		Demonstrates little to no understanding of the potential reader and does not use vocabulary and information appropriate for that audience.	Demonstrates a general understanding of the potential reader and uses vocabulary and information appropriate for that audience.	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and information.
Strategies suggested		Fewer than five strategies suggested, with little to no adaptations to solve violence problem.	Five to ten strategies suggested, with some adaptations to solve violence problem.	Five to ten strategies suggested, with many plausible adaptations to solve violence problem.
Fulfilled roles		Student did not meet all expectations of role		Student met all expectations of role
Relevant SMART goal		SMART goal is not relevant and may be confusing to follow or complete		SMART goal is relevant and can be easily followed; all five parts are addressed
Effective presentation	X2	Information is not presented clearly, concisely, and logically; listeners may not be able to follow the line of reasoning.	Presents information clearly, concisely, and logically such that listeners can follow the line of reasoning most times.	Presents information clearly, concisely, and logically such that listeners can follow the line of reasoning at all times.
TOTAL: ____ / 45				