

## 9<sup>th</sup> Grade- Challenge #2 : Gangs- Causes of Initiation and Effects on Society

### Interdisciplinary Concept

Cause and Effect

### Overarching Question

How do the effects of an event reflect the causes?

### Problem

You are a member of a research team for the Federal Bureau of Investigation (FBI). The United States Department of Justice has asked your team to research the causes of initiation into organized crime and the effects organized crime has on society. After completion of the research, the team will present a comparison analysis of two rival gangs focusing on concepts learned during the research.

### Project Options

Each member of the team must keep a research folder containing all of the activity items listed below.

For the presentation, each team will choose of the following options: 1) Create Prizi or 2) Create Infographic

### Student Learning Outcomes

<i>Principles of Law</i>	<i>World History</i>	<i>English I</i>	<i>Algebra 1</i>
<ol style="list-style-type: none"> <li>1. Distinguish among the different social theories in regard to gang initiation.</li> <li>2. Explain the causes and consequences of gang involvement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw historical evidence of causes and consequences of organized crime in the form of the Bolshevik Revolution, the Nazi regime, or Mussolini's rise to power.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze cultural experiences in two texts regarding rival gangs.</li> <li>2. Determine central idea of the course of multiple texts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Solve systems to analyze types of crimes committed by gangs.</li> </ol>

### Project Activities and Timeline

<i>Activity</i>	<i>Teacher</i>	<i>Date</i>	<i>Product/Result</i>
The Odyssey- Cultural Inferences in the Tale of the Cyclops	Schneider	Nov. 3	Skill- using inference to define culture.
Summarize social theories.	Steffen	Nov. 6	Summary of the different social theories for reference.
Close Read- Article on gang initiation causes	Steffen	Nov. 12	Identification and analysis of causes related to gang and organized crime initiation.
Close Read- Article on crime in relation to gang violence	Steffen	Nov. 19	Assessment of crime in relation to gang violence.
Gang Systems (Math)	Strake	Nov. 25	Mathematical analysis of statistics related to gang involvement in crime.
Research on post-World War I Radical Organizations	Ramsey	Nov. 26	Historical examples of how radical groups have risen to power.
Webquest- Rival Gangs	Schneider	Dec. 5	Compare and contrast rival gangs to analyze their effect on society.
Presentation Development using Piktochart (for infographic format) or Prezi.	Steffen	Dec. 12	Mode of presentation completed.

**Presentation of Final Products**

January 9- Location is TBD

Steffen will contact Sherriff to see if he can come so students can present to him, in representation of the Department of Justice. If not, other law enforcement will be contacted.

**Rubric- Content Graded within Presentation/Research File**

<b>Principles of Law</b>				
<b>Learning Outcome</b>	<b>Above Standard (4)</b>	<b>At Standard (3)</b>	<b>Below Standard (1)</b>	<b>Score</b>
Distinguish among the different social theories in regard to gang initiation.	Student is able to identify all 11 of the theories discussed that are applicable to the causes of gang initiation and the effects on society. Student is able to differentiate and compare among the eleven theories that are applicable to real world scenarios.	Student identifies and understands several of the theories, at least 4-5 out of 11 discussed that are applicable to the causes of gang initiation and the effects on society. Student is able to differentiate and compare among 4-5 theories that are applicable to real world.	Student identifies and understands 2-3 theories out of 11 discussed that are applicable to the causes of gang initiation and the effects on society. Student is somewhat able to differentiate and compare among these theories that are applicable to real world.	
Explain the causes and consequences of gang involvement.	Student is able to identify 8-10 factors and elements that cause gang involvement and later determine the consequences related to the factors and elements involved.	Student is able to identify 4-5 factors and elements that cause gang involvement and later determine the consequences related to the factors and elements involved.	Student is able to identify 2-3 factors and elements that cause gang involvement and later determine the consequences related to the factors and elements involved.	
<b>World History</b>				
<b>Learning Outcome</b>	<b>Above Standard (4)</b>	<b>At Standard (3)</b>	<b>Below Standard (1)</b>	<b>Score</b>
Draw historical evidence of causes and consequences of organized crime in the form of the Bolshevik Revolution, the Nazi regime, or Mussolini's rise to power.	The causes and consequences are well-supported by historical evidence. Analysis contains no historic misinterpretations	The causes and consequences are generally sustained with historic evidence.  Analysis may contain minor historic gaps or misinterpretations.	Causes and consequences are only partially supported with historical evidence.  Analysis contains significant historic gaps or misinterpretations.	
<b>English 1</b>				
<b>Learning Outcome</b>	<b>Above Standard (4)</b>	<b>At Standard (3)</b>	<b>Below Standard (1)</b>	<b>Score</b>
Analyze cultural experiences in two texts regarding rival gangs.	Students are able to clearly articulate how the author's choices reflect the rival gangs' viewpoints, attitudes, and biases, and how these perspectives shape each text and the reader's understanding of the text. Students are also able to draw and	Students are able to clearly articulate how the author's choices reflect the rival gangs' viewpoints, attitudes, and biases, and how these perspectives shape each text and the reader's understanding of the text.	Students are not be able to clearly articulate how the author's choices reflects the rival gangs' viewpoints, attitudes, and biases, and how these perspectives shape each text and the reader's understanding of the text.	

	clearly articulate connections between the texts and the social theories addressed in Criminal Justice.			
Determine central idea of the course of multiple texts.	Students are able to clearly articulate the central idea of the course of multiple texts and are also able to compare and contrast and evaluate each author's approach to the central idea, and provide specifics from the text to support their claims.	Students are able to clearly articulate the central idea of the course of multiple texts and provide specifics from the text to support their claim.	Students are not able to clearly articulate the central idea of the course of the multiple texts or provide specifics from the text to support their claim.	
<b>Algebra 1</b>				
Learning Outcome	Above Standard (4)	At Standard (3)	Below Standard (1)	Score
Solve systems to analyze types of crimes committed by gangs.	The student accurately graphed and answers questions according to the data. The student went above by giving more possible solutions.	The student accurately graphed and answers questions according to the data.	The student did not accurately graph or answer the questions according to the data.	

**Performance Rubric- Presentation**

<b>Component</b>	<b>Meeting Expectations</b>	<b>Below Expectations</b>	<b>Far Below Expectations</b>	<b>Score</b>
<b>Professionalism</b>	Prezi and/or Infograph needs to be typed and professionally bound.	Proposal either not typed or not bound professionally.	Proposal is not typed or professionally bound.	
<b>Main Ideas</b>	The topic and messages of the Prezi and/or Infographic are clear and easily understood and is associated with the task.	Topic is given but main ideas are unclear or lacking.	Topic and/or main ideas are absent or very unclear.	
<b>Details</b>	Details (including labels) and comparison analysis to support the main idea are clear and concise.	More information is needed for understanding. Some of the information presented is distracting.	Very little detail is provided overall for the main ideas and understanding is limited.	
<b>Graphic Relevance</b>	Graphics are used appropriately and display pertinent information.	All graphics relate to the topic but do not represent and display information appropriately overall.	Graphics do not relate to the topic.	
<b>Graphic Visual</b>	Color, shape, size, and arrangement of graphics contribute meaning to the overall message.	Color, shape, size, and arrangement are present but do not add to the information.	Color, shape, size, and arrangement are distracting and misleading.	
<b>Design/layout</b>	The design layout is neat, clear, and visually appealing.	Is acceptably attractive though it may be a bit messy.	Is distractingly messy, unattractive, or very poorly designed.	
<b>Mechanics</b>	Capitalization and punctuation are correct throughout.	3-4 capitalization and punctuation errors.	5 or more capitalization and punctuation errors.	
<b>Grammar</b>	There are no grammatical errors throughout.	3-4 grammatical errors.	5 or more grammatical errors.	