

DO
THE
WRITE
THING



HELP STOP THE VIOLENCE

*Sample Lesson Plans from
DtWT Educators*

NATIONAL CAMPAIGN TO STOP VIOLENCE

SAMPLE LESSON PLAN FROM 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

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SAMPLE LESSON PLAN FROM 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

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SAMPLE LESSON PLAN FROM GARY KOPP SPRINGFIELD CITY SCHOOL SPRINGFIELD, OHIO

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, ex. <https://247wallst.com/city/crim>
 - Students answer questions in groups to investigate
 - Debrief with class discussion

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SAMPLE LESSON PLAN FROM GARY KOPP SPRINGFIELD CITY SCHOOL SPRINGFIELD, OHIO

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

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

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