



Juvenile Delinquency

****Great Standards and Resources (very detailed)****

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Overview

This project would be a precursor to reading S.E. Hinton's novel, *The Outsiders*. Its intention is to introduce students to juvenile delinquency utilizing primary resources of the early 1900's. Causes and effects will be addressed. The "juvenile delinquent" stereotype of the mid 50's early 60's will be analyzed as well.

Objectives

- To analyze and interpret historical research by examining, analyzing, and forming opinions regarding primary resources.
- To compare/contrast social conflict, its causes and effects, in regards to continuity and change over time.
- To read and respond to poetry: agree/disagree with theme.
- To participate in small groups discussion and share with class.
- To compare/contrast the juvenile delinquency of the early 1900's and 1950's.

Time Requirement

2-3 43 minute class periods

Grade Level

9th Grade

PA Academic Standards

Reading, Writing, Speaking & Listening

Learning to Read Independently

1.1.8D Identify basic facts and ideas in text using specific strategies

1.1.8G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents

Reading Critically in All Content Areas

1.2.8A Read and understand essential content of informational texts and documents in all academic areas

1.2.8B Use and understand a variety of media and evaluate the quality of material produced

Reading, Analyzing and Interpreting Literature

1.3.8D Identify poetic forms

1.3.8F Read and respond to nonfiction and fiction including poetry and drama

Speaking and Listening

- 1.6.8A Listen to others
- 1.6.8B Listen to selections of literature
- 1.6.8D Contribute to discussions
- 1.6.8E Participate in small and large group discussions and presentations
- 1.6.8F Use media for learning purposes

Characteristics and Functions of the English Language

1.7.8A Describe the origins and meanings of common, learned and foreign words used frequently in English language

History

Historical Analysis and Skills Development

- 8.1.9A Analyze chronological thinking
- 8.1.9D Analyze and interpret historical research

United States History

- 8.3.9B Identify and analyze primary documents, material artifacts and historic sites important in United States history from 1787 to 1914
- 8.3.9D Identify and analyze conflict and cooperation among social groups and organizations in United States history from 1787 to 1914

Resources

- Birthday Poem: "Monday's child ..."
- Hines, Lewis W., photographer. "Street gang - cor[ner] Margaret & Water Streets - 4:30 P.M. Location: Springfield, Massachusetts." June 27, 1917.
<http://hdl.loc.gov/loc.pnp/nclc.05100>
- Hines, Lewis W., photographer. "[Street gang - cor[ner] Margaret & Water Streets - 4:30 P.M.] Location: Springfield, Massachusetts." June 27, 1917.
<http://hdl.loc.gov/loc.pnp/nclc.05101>
- Photo Analysis Worksheet
<http://memory.loc.gov/learn/lessons/99/fun/photoanalysiswksh.pdf>
- National Archives Photograph Analysis Worksheet
<http://www.archives.gov/education/lessons/worksheets/photo.html?template=print>
- "Juvenile Crime: Three Stories of the Street."
<http://hdl.loc.gov/loc.pnp/nclc.05556>
- Puffer, J. Adams. "Boy Problems."
[http://memory.loc.gov/cgi-bin/query/r?ammem/tccc:@field\(DOCID+@lit\(tc5909\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/tccc:@field(DOCID+@lit(tc5909)))
- "Charles Frohman's dramatic production, The hand of destiny by Pierre Decourcelle" Poster. Cinti, N.Y.: Strobbridge Lith. Co., 1896.
<http://hdl.loc.gov/loc.pnp/var.0806>
- "Cure juvenile delinquency in the slums by planned housing" Poster. New York: Federal Art Project, 1936.
<http://hdl.loc.gov/loc.pnp/cph.3b48917>
- Brooks, Richard, Director. *Blackboard Jungle*. (1955)
- Bill Haley and His Comets, singers. "Rock Around the Clock." (1954)

Procedures

Day 1

- Divide students into groups of 4; *assign roles*. Distribute poem "Monday's child..." Students read and react. Validity? Opinions? Focus on Wednesday's child. Discuss: "full of woe." Heredity vs. environment; fate vs. choice etc. **(What roles?) Suggestions: 1. Reader 2. Recorder 3. Speaker 4. Timekeeper or 5. Artist ---Use graphic organizer, Venn diagram, to compare and contrast**
- Remaining in groups, distribute "Street Gang – cor[ner]..." Students to analyze photographs in quadrants and using magnifying glass: Complete photo analysis worksheet. Report back to class.

Day 2

- Divide students into groups of 4; assign roles. Distribute "documents" folders containing primary source documents. Address the "why?" of juvenile delinquency as per dated primary sources. Report back to class.
- Play movie trailer/clips compilation from The Blackboard Jungle with "Rock Around the Clock". Reactions and discussion as per terminology i.e. The Blackboard Jungle, music song's effect, stereotypes, conflict, etc. **Brainstorm ideas with group then bring those discussion ideas back to whole class with presentation. –Define and discuss terminology prior to video. After, video groups should come up with examples of terms.**

Day 3 **Needs to be more descriptive!**

- Poem, drawing, narrative, diary entry activity. **Use rhyming dictionary, give poem types, model topic. Narrative should be 3 paragraph essay.**

Evaluation

- Student participation in small groups supporting assertions with logic and reasoning.
- Completion of Photo analysis activity and submission of completed Photo Analysis worksheet.
- Submission of chart/graph comparing/contrasting similarities/differences of early 1900's juvenile delinquents and late 1950's juvenile delinquents.
- Poem, drawing, narrative, diary entry, etc. Depicting a modern-day juvenile delinquent 1st person or 3rd person depiction/perspective.
- **Adjust time for evaluation per ability level**
- **Grade IEP objectives only**

Modifications:

- **Written directions provided**
- **Provide models and examples**
- **Frequent monitoring of attention**
- **Praise efforts and appropriate behaviors**
- **Oral directions**
- **Adjusted amount of time per ability level**
- **Activate prior knowledge**
- **Frequent review**
- **Daily task list**
- **Time to organize materials**
- **Simplified daily objectives**
- **Timer**
- **Give opportunities to make more choices (gifted)**
- **Speech based on journals (gifted)**
- **Overall daily procedures need to be more specific and detailed**
- **Provide manipulatives for teacher use**
- **Give students rubric**

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