

CHAPTER 17 SELF-CHECK

Stopping Crime Where You Live

Read each statement below and decide whether it is fact or opinion. If the statement is fact, write F on the line. Write O if the statement is opinion. If it is an opinion, use the line provided below the statement to explain whether or not you agree.

_____ 1. A longer school day and more homework would reduce teenage crime.

_____ 2. Children in elementary school are not too young to be taught how to be mediators.

_____ 3. Television violence is often blamed for promoting crime.

_____ 4. Neighborhood Watch-type programs are one way to reduce crime in a community.

_____ 5. In the past, families taught children better values than they do today.

_____ 6. Being in a gang leads either to the graveyard or to the prison yard.

_____ 7. Mediation is a good way to avoid having to go to trial in court.

_____ 8. Community policing is the way of the future for law enforcement.

_____ 9. Mediation means people being helped to meet each other halfway in a disagreement.

_____ 10. Police officers should work in the same communities in which they live.

CHAPTER 17 REALITY CHECK

Stopping Crime Where You Live

WRITING ACTIVITY

Some of the causes of crime are known. It would be very hard to eliminate all crime. Read each item below. Write your answers in complete sentences.

1. List four major reasons for crime. _____

2. Can you think of any other reasons for crime from your own ideas or from what others have said?

3. Place the six causes you listed in order of importance. Write the most important cause of crime first.

4. The average inmate is younger and less well educated than the average person on the outside. How does this fact connect to any of the causes of crime? _____

5. How can knowing crime patterns in your community help you stay safe and reduce crime?

PEER ACTIVITY

Mediators work out a fair plan that is agreed upon by both sides in a dispute. In order to practice the skills of mediation, choose a partner.

Form pairs. Working with your partner, complete this activity. If time allows, present your team's work to the class.

- Make up an argument or dispute that needs working out—something that could really happen in your school or community. For example, some students may have been caught cheating on a test. They may say that they were forced to cheat by other students.
- Make sure you include details. Make sure the point of dispute is clear in your mind and in that of your partner.
- Prepare both sides of the argument.
- Present one side of the argument to the class, then listen to your partner present the other side.
- Allow the rest of the class to mediate the argument by discussing both sides' reasons and reaching a decision about the best solution to the problem.

Name: _____

Hour: _____

Date: _____

Article Discussion Worksheet

Please answer the following questions about the article:

Title:

Byline:

When did the event occur? If it is a feature article...just list the month or season:

Please summarize in your own words WHAT the article is about:

Who is involved in the story?:

Why is this newsworthy?:

How do you feel about this article? Was it well written? Is any information missing?: