

SUBJECT: UNDERSTANDING AND APPRECIATING THE LAW

LESSON NAME: THEFT AND BURGLARY

Overview	
Time Needed	40 minutes
Materials Needed	<ul style="list-style-type: none"> • What I Value Most Worksheet • Venn Diagram
Learning Objectives	<p>Participants will be able to:</p> <ol style="list-style-type: none"> 1. Understand that theft and burglary disturb security and safety within the community 2. Recognize their role in the community in preserving peace and order by abiding with the law. 3. Recognize that crime sheds a negative light on the community and forces the people of the community to leave or fight back
Common Core Standards Met	<p>History & Social Studies (Grades 6-8)</p> <p>CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>Speaking & Listening (Grade 7)</p> <p>CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations</p>

	<p>and ideas that bring the discussion back on topic as needed.</p> <p>CCSS.ELA-Literacy.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
<p>Step By Step</p>	
Anticipate	<p>Have participants complete the “What I Value the Most” worksheet. They can write down and share things that they find important such as family, friends, house, car, cellphone, shoes, clothes etc. Ask participants how they would feel if someone were to take any of those things away from them. Have them share prior experiences and their resolutions.</p>
Explain	<p>Check if participants understand the difference between theft and burglary. Explain the effects of theft and burglary crimes on individuals and the community. Mention places which are known to be infected by crime, and how the island views those places (i.e. places, schools, communities, villages).</p>
Group	<p>Participants will be assembled into groups of five. Each group will be given a Venn diagram. Participants will choose two places on the island, one with a good reputation, and one with a bad reputation. Participants will compare and contrast both places. Participants should be able to see the differences between the two places (good things happening in one place and bad things happening in the other place). They should also recognize that the similarity between the two places is that the people who live in that community are affected by the events that occur.</p>
Allow	<p>Groups to complete the Venn Diagram and present to class.</p>
Check	<p>Participants are able to explain the importance of keeping the community safe.</p>
Close	<p>Re-illustrate the importance of a crime free community.</p>