DEVELOPING SOCIALLY RESPONSIBLE STUDENTS: A THEMATIC LITERATURE UNIT ON SOCIAL INJUSTICE

TINA WHITE

Developing Socially Responsible Students:
A Thematic Literature Unit on Social Injustice

By

Tina White, B. Mus., B. Ed.

A Project submitted to the School of Graduate Studies
in partial fulfilment of the requirements for the degree of
Master of Education

Faculty of Education
Memorial University of Newfoundland

August, 2000

St. John's Newfoundland

TABLE OF CONTENTS

Page

Abstract.....i

Acknowledgements.....ii

List of Figures.....iii

Chapter I Introduction

Background of Project.....1

Statement of the Problem.....2

Purpose of the Project.....6

Definition of Key Terms.....7

Summary.....8

Chapter II Review of Related Literature

Reasons for Studying Social Injustices.....10

The Values of Children's and Adolescent Literature.....14

Reader Response.....18

Development of a Thematic Literature Unit.....22

Curriculum Framework ot a Thematic Literature Unit.....26

Implementation of a Thematic Literature Unit.....28

Implementation Framework of a Thematic Literature Unit.....30

Summary.....37

Chapter III Curriculum Development and Implementation Framework:

Thematic Literature Unit

The Curriculum Development Framework..... 39

Development of a Thematic Literature Unit..... 40

Curriculum Implementation Framework:
Thematic Literature Unit..... 53

Summary..... 63

Chapter IV Conclusions, Insights, and Recommendations

Conclusions..... 64

Insights..... 65

Recommendations..... 67

References..... 71

Appendix A: *Developing Socially Responsible Students: A Thematic Literature Unit on Social Injustice* - A Teacher Handbook..... 78

Abstract

Social injustice has occurred and continues to occur in a variety of ways globally. To ensure schools develop socially conscious and responsible citizens it is imperative to bring an awareness of stereotypes and prejudice, discrimination, and human indignities and atrocities into our classrooms. By doing so, students are afforded the opportunity to study specific injustices critically and reflect on ways they may affect change. By utilizing various genres of children's literature, including historical fiction, biographies, and informational picture books, students are able to connect to the characters and thus empathize with their circumstances. Students are guided through a three-phase implementation model of a thematic literature unit that reflects the theme of the unit, the formal and informal curriculum learning outcomes through learning experiences that are intratextual, intertextual, and lived-textual using a variety of quality learning resources. Students are encouraged to examine the issues presented in the literature, respond critically and creatively, and make informed decisions as individuals and citizens of a democratic society. Finally, students are invited to analyse and interpret their own world and the world of others through the wealth of quality children's literature available to them today.

Acknowledgements

Many colleagues and peers have guided and aided me in this journey of discovery throughout the past several months. It is with sincere appreciation that I thank Dr. Elizabeth Strong for her guidance, support, and encouragement as well as her expertise in the field of children's literature. Thanks are offered as well to my colleague and dear friend, Brenda Power, who encouraged me to keep writing when I wanted to admit defeat.

Thanks are extended to my mother, Bernadette Halliday, who helped at home in any way she was needed. Thank you to my two darling daughters, Christina and Katie, for your patience and understanding by allowing Mommy the time to complete this project. Finally, a huge debt of gratitude and love are extended to my loving, patient, and supportive husband, George, who went well beyond the call of duty in the last year and a half. A sincere thank you to all.

LIST OF FIGURES

Figure 3.1 Curriculum Development Framework of a Thematic Literature Unit.....40

Figure 3.2 Model of Conceptual Framework : A Thematic Literature Unit on Social Injustice.....47

CHAPTER 1

INTRODUCTION

Background of Project

In an ever-expanding informational society, images, sights, and sounds from every corner of the earth are simply a mouse-click away for most Canadian students. Students today have access to an incredible wealth of information regarding every conceivable topic through various forms of media including the Internet, television, radio, and newspapers and the possibilities increase daily. Some of the information to which students have access can be disturbing. Think of the destruction that occurs as a result of the conflict between Catholics and Protestants in Northern Ireland, the "ethnic cleansing" of Muslims in Bosnia, and the religious and political warfare killing people in the Sudan which has already been devastated by drought and famine. It is images such as these that students are subjected to daily. Students need to be prepared to deal with these complex situations so that they are able to recognize injustices that occur around them and even to them.

In this regard, teachers need to ask the following questions: Do today's students understand the images and messages behind the injustices to humanity witnessed nightly? Do teachers encourage students to reflect upon the injustices and question the motivation behind them? Does the curriculum invite students to explore their feelings and reactions to such horrors inflicted on other human beings? Do teachers offer students opportunities to examine the kind of support they might extend to help alleviate some of the injustices imposed on others either locally, nationally, or globally?

Statement of the Problem

The document, *Foundation for the Atlantic Canada Social Studies Curriculum for Primary, Elementary and Secondary* (1999), issued by the Atlantic Provinces Education Foundation (APEF) recommends that "students learn through purposeful experiences designed around stimulating ideas, social issues, and themes" (p. 29) in order to make learning meaningful. It encourages studying "truly significant events" (p. 29) that students should know and be able to apply to their own lives. Further, the document promotes a thoughtful approach to inquiry in which students assume responsibility for their own learning through "exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection" (p. 29). Finally, Social Studies must:

> Consider the ethical dimensions of issues and address controversial topics. It encourages consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action (p. 29).

These are lofty, but worthwhile key stage curriculum learning outcomes to be achieved by 10-13 year olds. However, it has been the writer's experience that there is little in the way of resources provided to achieve these learning outcomes at the elementary or junior high school level in Newfoundland and Labrador. Most of the authorized Social Studies textbooks for Newfoundland and Labrador for these age levels are outdated and often uninspiring, e.g., *Communities Around Our World* authorized for grade four was published in 1984 and *Living in North America*

prescribed for grade seven was published in 1986. Not only are these textbooks outdated but are comprised of facts and figures that do not necessarily capture students' imagination or attention. However, the most obsolete textbook in Newfoundland and Labrador schools by the Department of Education listed in the *Program of Studies 1999-2000* is the prescribed grade nine text *Exploring World Cultures* (1977). When one reflects on the major events that have changed the face of the global community in the past twenty years, it is difficult to understand why this particular textbook continues to be authorized. How can teachers accomplish mandated curriculum learning outcomes in a manner that is stimulating, interesting, and informative for students? In addition, how can teachers make the issues being studied relevant to the lives of their students?

Available and relevant learning resources that can provide students opportunities to read and discuss past injustices and help them find their own place in the present is children's and adolescent literature. In particular, the literary genres of historical fiction as well as books from the genres of picture storybooks, informational books and poetry that reflects historical times and events can bring history to life. Reading and discussing the past can help young people find their own place in the present. Carol Lynch-Brown and Carl M. Tomlinson (1999) contend that historical fiction brings history to life by creating captivating child and adolescent characters in accurately described historical settings. Further, these genres provide students with the human side of history, making it more real and memorable. Studying historical stories captures students' attention, excites them about the past,

and helps them understand the importance of individuals in society. According to Temple, Martinez, Yoksta, and Naylor (1998), students who read such stories are better able to understand the past. By understanding the past they are better able to understand themselves, their community, their culture, and the world. Students empathize with other young people who appear to have lived lives that are seemingly similar to their own, yet at the same time, different. Actual photographs, diary entries, documents, and posters enable students to realize that these long-ago events actually happened to young people much like themselves. According to Cynthia Mershon (1999), "teaching history through fiction breathes life into the dusty past" (p. 49). She continues by stating that historical fiction expands students' appreciation of history by being able to understand real people's emotions, beliefs, motivations, and the effect that historical events have on daily life. Kipling (as cited by Mershon, 1999) asserted that history would never be forgotten if it were taught in the form of stories.

Using children's and adolescent literature as a main learning resource has been one of the primary ways teachers have attempted to communicate society's values. Mershon (1999) conveys that "literature can reflect, illuminate, amplify, or call into question students' understanding of history" (p. 51). In addition, it presents vital human dimensions and allows students to acquire a deeper grasp of the meaning and impact of these events and issues that fill traditional textbooks. Literature can play a valuable role in sensitizing students to the realities of the lives of people who are different from them in ethnicity, culture, religion, and socio-economic status.

Social injustice has existed since the beginning of time. One form of social injustice that has always existed throughout history is slavery. A wealth of children's and adolescent literature is available on the African-American slavery in the southern United States in the early part of the nineteenth century. Authors such as Gary Paulsen in his novel *Nightjohn*, (1993) and Julius Lester in his picture book *From Slave Ship to Freedom Road* (2000) featuring Rod Brown's hauntingly realistic paintings, have revealed the cruel treatment of the African-American slaves in vivid detail. Another social injustice that has existed throughout time and continues today is the persecution of specific religious groups, especially the Jews. Such persecution has occurred in every century in different parts of the world. One of the most famous was Hitler's attempts to eradicate the Jews during World War II. Canadian author, Carol Matas, has brought this frightening time in history to life in several of her novels such as *Daniel's Story* (1993), *After the War* (1996), and *The Garden* (1997). By delving into these two specific forms of social injustice it is anticipated that the learning outcomes related to social injustice outlined in the *Foundation for the Atlantic Canada Social Studies Curriculum* (1999) for 10-13 year olds can be met.

By studying age-appropriate literature regarding African-American slavery and the Jewish Holocaust, it is hoped that students will be able to reflect upon and identify the core values of a democratic and civil society. Gary Paulsen's *Nightjohn* (1993) deals with the abuse inflicted upon the African-American slaves on the Weller Plantation in the 1850's. However, it also portrays the courage many of these slaves demonstrated as well as revealing how they overcame adversity. Lois Lowry's

Number the Stars (1989) accurately portrays the courage of the Danish people during the Second World War by introducing us to the Johansen family. This family represents many of the Danish families that risked their own lives to help the Jews during the German occupation of Denmark. Stories such as these should never be forgotten. They build students' awareness of how systems of power affect people and the lives they lead. They invite conversations about fairness and justice, and encourage children to ask why some groups of people are positioned as "others". These conversations are not only appropriate for students, they are too important for them to miss. One of the responsibilities of teachers is to educate students about such key virtues as honesty, dependability, trust, responsibility, tolerance, respect, and other commonly-held values.

By examining African-American slavery and the Jewish Holocaust through children's and adolescent literature, students experience the lives and feelings of the characters. Thus, a clearer understanding of social injustice as well as a better appreciation of human rights is gained. When students understand their human rights, they are better able to protect the rights of themselves and the rights of others as well as appreciate the real meaning of freedom, and what it means to be fully human.

Purpose of the Project

The purpose of this project is to develop a curriculum and implementation framework for a thematic literature unit on social injustices. The intent of this unit is to provide 10-13 year olds the opportunity to develop a better understanding and

appreciation of the inequalities and social injustices inflicted upon humanity in a global, national and local domain from an historical perspective. Through reading and responding to a wide range of children's and adolescent literature, concepts such as stereotypes, prejudice, discrimination, human rights, and social responsibility will be explored. As well, through the exploration students will reflect on the injustices they have experienced in the literature and be invited to contemplate their role in becoming socially responsible citizens. Teachers must help students to grow by " helping them develop greater sociocultural understanding, an attitude of care and concern, a willingness to participate in social criticism and critical self-reflection, and a commitment to engage in a personal action that serves an increasingly broad number of 'others'" (Houser, 1999, p.212).

Definition of Key Terms

Developing Socially Responsible Students: A Thematic Literature Unit on Social Injustice deals with several concepts that may be defined in different ways. For the purpose of this project, the writer, by referring to *Merriam-Webster Dictionary* (2000) and information from researchers such as Galetti (1999), Houser (1999), Mershon (1999), and Nelson (1994) defines the key terms as follows:

Historical Literacy:

The ability to understand and interpret the stories of the past which should permeate all history instruction (Nelson, 1994).

Human Rights:

The basic rights and freedoms every human being is entitled to without distinction of any kind as to race, religion, gender, or language. (*Universal Declaration of Human Rights*, 1948).

Inequality:

The quality of being unequal or uneven in society. Not afforded equal opportunity with others due to factors beyond one's control such as race, gender, or socioeconomic situation (Galetti, 1999).

Social Injustice:

A violation of a right or of the rights of another in human society; the absence of justice or any act that involves unfairness to another human being or violation of his rights (*Merriam-Webster Dictionary*, 2000).

Summary

Social injustice has always existed and continues to pervade society globally. Students need to acquire an awareness of the prevalence of stereotypes, prejudice, inequality, and discrimination in order to become socially responsible citizens. The purpose of this project is to develop a curriculum and implementation framework for a thematic literature unit on social injustices for 10-14 year old students. Through the unit, teachers will invite students to examine situations where inequalities exist or individual's rights have been denied. Teachers have a responsibility to deliver a curriculum that encourages students to critically look at their world and motivate

them to ask questions and seek solutions to the injustices they observe. In order for students to know their own rights and to take a stand against injustices they witness, it is imperative that they understand the meaning and implications of social injustice at all levels. Through an exploration of a wide variety of children's and adolescent literature, students will realize that the global community is similar to their own and all humankind are entitled to the same liberties and freedoms that people in a peaceful, democratic society enjoy.

CHAPTER II

REVIEW OF RELATED LITERATURE

An effective and purposeful curriculum development and implementation framework for a thematic literature unit needs to be constructed on the foundation of the most recent research. In this regard, Chapter II provides the research for and description of the essential components to be included in the development and implementation framework of such a unit. For the purpose of this project, this chapter reasons why students should learn about social injustices, states the values of using children's and adolescent literature and the importance of reader response to heighten students' awareness of social injustices, as well as describes the process of developing and implementing a thematic literature unit on social injustice.

Why Students Should Study Social Injustices

Why is it important for students to be aware of social injustices? Students need to develop their own opinions and viewpoints regarding social issues. As well, they need to develop an understanding of the human condition, by reflecting on differing perspectives from a variety of sources. According to Gretchen C. Lockett (1996), "Social studies are required to teach values in a balanced way pointing out all sides and raising questions associated with issues " (p. 3). By contrasting differences in value systems, students will develop their opinions based on logic and perceptions while working from various resources.

Students need to develop awareness of the various forms of inequalities which

exist in today's society. Bigelow, Christensen, Karp, Miner, and Peterson (2000) maintain that "too many schools fail to confront the racial, class, and gender inequalities woven into our social fabric" (p. 4). Further, they believe that classrooms should be places of hope, where students and teachers gain glimpses of the kind of society they could live in and where students learn the creative and critical skills needed to make it a reality.

Students need to view themselves as truth-tellers and change-makers. They need to acquire skills to help them take action on important social issues such as stereotyping, prejudice, and discrimination. The online site called *About Injustice Studies* (2000) claims that "a primary purpose of education should be to reduce pain, separation, and helplessness by encouraging people to explore the nature of evil and commit themselves to continue the search for understanding" (p. 1). Teachers can begin to develop students' awareness of how evil evolves by introducing and discussing concepts such as stereotypes, prejudice, and discrimination. Understanding the nature of these concepts is the first step in combatting these practices. Students must understand that every human being deserves to be considered as a unique and valuable individual. Teachers must awaken in students a human connection to all people and challenge them to act by helping students realize that their efforts make a difference (Lockett, 1996).

By building students' consciousness of social issues, students can reflect on and discuss the injustices which they have vicariously witnessed. Through this exploration students will learn about tolerance and empathy towards others. They

will formulate their own views and opinions, as well as contemplate their social responsibility in affecting change.

Teachers need to help students grow and develop in a social context. This involves helping them "develop a greater sociocultural understanding, an attitude of care and concern, a willingness to participate in social criticism and critical self-reflection, and a commitment to engage in a personal action that serves an increasingly broad number of 'others'"(Houser, 1999, p.212). Because human experience consists of thoughts and actions, as well as feelings, emotions, and relationships, one effective way to promote students' social development is through literature. Classroom environments can be infused with literature and learning experiences that cause students to reflect on and apply core values of a democratic and civil society (Galletti, 1999). As Elliot Eisner (1991) observed:

> Different forms of representation provides different kinds of meaning. What one is able to convey about sociology through a literal or quantitative form of sociology is not the same as what is sayable through a novel... What all the arts have in common is their capacity to generate emotion, to stimulate and to express the "feel" of a situation, individual, or object... Feeling is a part of all human encounters and all situations and objects. When the feeling tone is incongruous with the content described, understanding is diminished (pp. 552- 554).

In Newfoundland and Labrador, the Department of Education's document *Foundation for the Atlantic Canada Social Studies Curriculum for Primary,*

Elementary, and Secondary (1999) states that by the end of grade 6 students will be expected to:

- give examples of the influence of freedom, equality, human dignity, justice, and civic rights and responsibilities in Canadian society (p. 16);
- discuss why and how stereotyping, discrimination, and pressures to conform can emerge and how they affect an individual (p. 18);
- identify causes, consequences, and possible solutions to universal human rights and other selected global issues (p. 22);
- identify and describe how people create places that reflect human needs, values, and ideas (p. 24); and
- identify and compare events of the past to the present in order to make informed, creative decisions about issues (p. 26).

As well, the document *Foundation for the Atlantic Canada Social Studies Curriculum for Primary, Elementary, and Secondary* (1999) maintains that

> Issues-based social studies considers the ethical dimensions of issues and addresses controversial topics. It encourages consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action (p. 29).

These are but a few valid learning outcomes as to why students should study social injustices.

The Values of Children's and Adolescent Literature

One of the most important purposes of Social Studies is to increase the empathy of students for other peoples and cultures, past and present (Lynch-Brown and Tomlinson, 1999). The Newfoundland and Labrador Department of Education's *Foundation for the Atlantic Canada Social Studies Curriculum* (1999) maintains that Social Studies "examine(s) human rights issues and recognize(s) forms of discrimination, determine(s) the principles and actions of just, pluralistic, and democratic societies, (and) demonstrates understanding of their own and others' cultural heritage and cultural identity and the contribution of diverse cultures to society" (p. 6). Children and adolescents cannot be sensitized to the existence of people who are not like them by merely being told to appreciate others' differences. Attitudes are hard to change. Teachers need to assume responsibility of breaking down the barriers of prejudice. What cannot be taught through facts may be taught through the heart. Literature can help affect understandings. Through literature, students share in the lives and feelings of the characters rather than dealing only with the facts. Quality literature can reflect many aspects of a culture such as its values, beliefs, ways of life, and patterns of thinking. Quality literature can transcend time, space, and language, and help readers better understand people whose stories take place in a different historical and physical setting. Literature provides food for both the head and the heart (Huck, Hepler, Hickman, & Kiefer, 1997). Books may be used, also, as agents for change, vehicles for introducing concepts, and catalysts for activities. Each time students read well-written literature, they may be changed by the

experience and see the world in a new way. For these reasons, literature can be a powerful vehicle for understanding cultures and experiences different than their own (Allen & Piersma, 1995).

With the overwhelming amount of information that students have access to on a daily basis, including the news media, the Internet, as well as printed materials, they can be bombarded by horror stories. Many are unable to digest this information because they lack the background necessary to develop critical questions regarding the images and messages which they view. Students may wonder why people have to leave their homes and go to unknown territories? Why rebels are bombing schools where children study? Why so many people have been killed? What ethnic cleansing is? Reading and discussing the past can help young people find their own place in the present. Literature, such as historical fiction, provides a valuable context for thinking about history because it reveals personal motivations and the effects that historical events have on daily life.

Weaving together concepts, beliefs, values, and resources while immersing students in the time period, the location, and the culture of the people allows students to see history as real life (Nelson,1994). Nelson maintains also that authentic learning occurs when students are exploring genuine issues and asking thoughtful questions about racism and discrimination, war and peace, rights and responsibilities, and justice and freedom. Thus, historical fiction, as well as picture storybooks and informational books from an historical perspective create images of people no different than the students themselves. Further, by connecting to characters such as

Lucy Spencer in *North by Night* (Ayres, 1998), and Irene Gut in *In My Hands: Memories of a Holocaust Rescuer* (1999), they will better understand the importance of assisting friends in need as these young women did. Through the genres of historical fiction, and stories from picture storybooks and informational books with an historical perspective, students will better relate to events of the past. As a result, students will discover the possible effects for the future by becoming aware of the past. They will begin to understand themselves, society and the world in which they live and seek to act intelligently and responsibly.

By reading quality literature from an historical perspective, students are presented with an authentic representation of the events of the past. Students must understand that there were people who helped the Jewish people during World War II presented in such works as Claire Hutchet Bishop's *Twenty and Ten* (1988), Michael Morpurgo's *Waiting for Anya* (1990), and Johanna Reiss' *The Upstairs Room* (1972). Further, many white Americans who helped the African-American slaves escape to freedom are portrayed in historical fiction such as Katherine Ayre's *North by Night* (1998), Lois Ruby's *Steal Away Home* (1994), and Barbara Smucker's *Underground to Canada* (1978). By meeting characters vastly different from themselves, they begin to see life from another point of view (DeFelice, 1998). Thus, stories of a historical nature shape conceptions of the world and is an unlimited resource for insights into what it is to be human.

Kathleen Karr (2000) contends, "Historical fiction is a time machine into the past...emphasizing extraordinary events, or historical figures, or just gives a feeling

for what life could have been like in the good old days" (p. 30). Rochman (1998) declares there is no better way to make young people experience history than to get them to read a story with characters they can relate to. Authors, Cynthia DeFelice (1998) and Michael O. Tunnel (1998), believe that although historical circumstances may change human nature basically remains the same. Additionally, Lynch-Brown and Tomlinson (1999) feel that literature of an historical nature helps young people to gain an appreciation of the universality of human needs across history. By reading about others, students can learn about themselves (DeFelice, 1998). Further, such literature brings history to life by placing appealing child or adolescent characters in accurately described historical settings. It provides readers with the human side of history making events more real and more memorable (p. 149). Literature from an historical perspective permits students to read multiple perspectives on topics which helps them to develop critical thinking (Lynch-Brown & Tomlinson, 1999). Author Joan Aiken (1996) believes that history that is told in the form of stories will stick in the mind long after statistics and dates have slipped away. To summarize, through stories of an historical nature, students experience vicariously times, places, cultures, situations, and values vastly different from their own. In doing so, they are able to see reflections of themselves, their times, their country, and their concerns.

Selection of quality children's literature for a thematic unit on social injustice must satisfy several criteria. First, the literature must be developmentally appropriate so that the text can be understood by the intended audience. It ought to have lasting literary value that is meaningful and enjoyable to read. Particular attention should be

paid to character development, dialogue, plot, and the message being presented by the author (Huck et al, 1997). Further, the information presented must be valid and accurately depict the historical period and culture with no bias or stereotyping by the author (Temple, Martinez, Yokota, & Naylor, 1998). Finally, quality children's and adolescent literature should examine issues that involve values and attitudes that students must eventually assimilate (McGowan, 1987).

When the major learning outcome of a thematic unit is to become socially responsible, a narrative style may capture student interest and promote greater perception. Teachers realize that literature has connections to real life issues and emotions, and that personal constructions of meaning and individual responses to literature linger long after the initial reading of a text. Teachers also acknowledge that through literature, intertexuality is fostered as students build on what they learn in one text and apply it to another. Narrative stories with connections to curricular content are often used as springboards for a theme study promoting the content outcomes. Literature is a way to construct personal meaning with texts that leads to aesthetic appreciation and the insightful gain of knowledge and information (Spillman, 1996).

Reader Response

Social injustice is a difficult topic to comprehend. Thus, students may find the discussion of some issues studied on this particular theme disturbing. In light of this, it is essential that teachers provide students with enough time to reflect, digest, and

assimilate their thoughts and feelings on the literature they are reading. Louise Rosenblatt (1968) suggests that reading usually involves two roles or stances: the efferent and the aesthetic. The efferent stance is concerned with what information can be learned from the reading, while the aesthetic stance is concerned with the experiences of reading itself, the feelings and images that come and go with the flow of the words. In most school settings, it is the efferent stance that receives the greater focus. However, Rosenblatt maintains that if new literary experiences are to be gained, the aesthetic stance needs to be fostered.

Aesthetic reading centres on a transaction between the reader and the text which is fostered through personal response, reflection, discussion, and elaboration, leading to new literary experiences, both in reading and writing (pp. 113-114). Based on Rosenblatt's reader response theory, she conjectured that all students bring their experiences and prior knowledge to a text when they begin to read. Each student's experiences are unique which means each student will respond to the same text differently based on his/her individual experiences and knowledge. It is these unique and individual interpretations of the same text that contributes to intriguing classroom interactions, leading to extended understanding and appreciation of their text world.

Pugh (1988) states that "reader response emphasizes the integrated experience an individual has with a text, with the reader's personal response having primacy over formal knowledge of textual characteristics" (p. 1). Therefore, readers draw on parts of their own world while they explore complex situations and characters. By

talking and writing about personal and other familiar experiences connecting to what has been read, students can gain new perspectives on the world. Thus, surrounding students with quality literature will assist in stimulating reader response among the students. Encouragement for personal response to texts is essential if students are to explore their ideas and opinions on specific issues. By exposing students to a broad range of books as well as many writing experiences and sharing of personal responses, they can begin to build an awareness of the commonalities among readers of the same text.

Rosenblatt's vision insists that the readers are important factors. Probst (1992) states that "...if we are to allow the full range of possibilities, we must encourage readers to attend to their own conceptions, their own experience, bringing the literary work to bear upon their lives and allowing their lives to shed light upon the work" (p. 60). He continues, "A reading that really respects the integrity of the text must also pay attention, close attention, to the reader's responses, thoughts, feelings, and memories, because without that close attention to self readers have no way of knowing where anything comes from" (p. 60).

Because Rosenblatt concluded that reading is a process of creating rather than simply receiving, she encouraged a change in the way literature is approached in the classroom. She compiled several principles which should be followed to encourage students to personally respond to literature being studied. The principles that Rosenblatt formulated are summarized below.

1. Teachers must rid themselves of any preconceived ideas about

students' reaction to any text. Students must have the freedom to react in their own personal way after time has been allotted for reflection and discussion.

2. Students must feel comfortable to react personally to a text. Teachers must provide a non-threatening classroom environment where students recognize that any and all responses will be accepted and not condemned.

3. Students must be permitted to respond in any manner they wish so that importance is placed on the response and not the form the response has taken on.

4. Teachers must allow time and opportunity for the students to reflect on their own reactions to text. Journals, reading logs, and response statements are good strategies to capture initial responses as well as an avenue to develop students' ideas and opinions.

5. Students require time to discuss their reactions to text as well as listen to others' interpretations and opinions. Through these discussions, students will be able to explore the similarities and differences among their ideas and those of their classmates.

6. Teachers should act as facilitators of the responses and not vessels of knowledge regarding the literature. Students need to know that no expected responses are required and that honest feelings and opinions about the text is the goal.

7. After students' personal responses have been accepted, teachers must then lead the students into a journey that will require them to gain literary insights, make critical judgements, and gain ethical and social understanding. Rosenblatt states, "Without a real impact between the book and the mind of the reader, there can be no process of judgement at all, but honest recognition of one's own reaction is not in itself sufficient to ensure sound critical opinion"(pp. 66-76).

A reader's response to a text is personal, and therefore, if teachers value students' meaningful involvement with literature, various responses must be accepted. Students' personal experiences with the concepts of stereotypes, prejudice, and discrimination provides varying perspectives within the literature that addresses these concepts. In the classroom, personal transactions occur as students write in journals or as they confer with peers in literary circles. Having personal experiences with literature is the focus of Rosenblatt's approach.

Development of a Thematic Literature Unit

A thematic literature unit is a meaningful way of integrating literature into any curriculum area. This process allows teachers to make sound decisions about using children's and adolescent literature within the framework of the mandated curriculum, provides options for pursuing curriculum learning outcomes, and exposes students to fine pieces of literature (Allen & Piersma, 1995).

Cooper (1993) defines a thematic unit as a "framework based on a particular

topic, idea, author, or genre" (p. 63). Pappas, Keifer, and Levstik (1990) specify a thematic unit as a unit that reflects "patterns of thinking, goals, and concepts common to bodies of knowledge. (It) link(s) together content from many areas of the curriculum and depict(s) the connections that exist across disciplines, (and) provide(s) a framework for a community of learners in which all children (and adolescents) can continue to learn language and construct knowledge" (p. 49). Allen and Piersma (1995) state that "A thematic unit is the result of a process in which learning experiences are organized around a central focus. The focus may be a piece of literature, a content area, or a set of integrated concepts and selections of ... literature" (p. 31).

A thematic unit creates a well-defined focus by providing a framework that allows students to make connections among ideas, concepts and experiences (Pappas, Kiefer, & Levstik, 1999). If students are able to link concepts and ideas to real world experiences, then their learning becomes more meaningful. This well-defined focus helps them see the natural connections between the content and the process. Thus, a thematic unit provides an avenue for the development and expansion of students' schemas.

Such a unit should explore big concepts and large issues that encourage students to develop higher level thinking skills. It has the potential for bringing more authentic or meaningful reading activities to the classroom and encourages students to pursue ideas more thoroughly so that they can develop an awareness of the connections that exist across content areas. A thematic unit allows students to

become involved, sometimes for weeks, with narratives and articles about one topic (Pappas et al., 1999).

Rather than focus on acquiring a body of factual information, a thematic unit provides opportunities for a general understanding, as well as the developmental attitudes and values related to the theme (Sawyer & Sawyer, 1993). With a thematic unit, emphasis is placed on acquiring meaning, developing attitudes, and acquiring the ability to engage in additional learning dependent on the student's interests and motivations (Sawyer & Sawyer, 1993).

Students have a decision-making role in their learning that can be used to help them develop an emotional stake in their own learning. Teachers who work from a thematic unit perspective "own" their curriculum (Pappas et al., 1999). They plan and develop a thematic unit so their students have ample opportunities to use language for many meaningful purposes. In these classrooms, speaking and listening, reading and viewing, and writing and representing are not separate subjects or ends in and of themselves, but strategies that are used together for learning worthwhile and interesting content, ideas, and information. In the process, students learn both the content and the language. As students use language to learn, the teacher collaborates, responds, facilitates, and supports their efforts. These roles engage the teacher in his/her own inquiry into teaching and learning (Pappas et al, 1999).

A thematic unit questions the value of viewing content areas in isolation. The thematic literature unit needs to be carefully planned. It must be correlated to the developmental needs and abilities of the learners, and must be authentic and

purposeful (Sawyer & Sawyer, 1993). Students often experience difficulty transferring skills from one subject to another. It makes sense, therefore, to consider procedures by which learning can occur within the context of all content areas and present knowledge that is understandable to the age group one is teaching (Sawyer & Sawyer, 1993). The instruction should be structured so that learning in one area supports the learning in another area. This efficiency will result in better understanding and retention in both areas.

A thematic unit, which encourages high involvement, provides an opportunity for students to pursue learning for which they have an interest thereby developing a variety of skills as part of the process(Strickland & Morrow, 1990). Strickland and Morrow point out that the interdisciplinary approach emerged from the works of early educators and psychologists such as Pestalozzi, Froebel, Piaget, and Dewey. Each of these individuals believed that much of learning is based on student interest. The thematic unit takes the position of the constructivist approach to learning which means students build their own meaning from their prior knowledge and experiences. New information becomes meaningful as it is connected and integrated into existing schema (Donhan van Deusen & Brandt, 1997). As a result, the most effective instruction would be that which actively involves the child.

The major learning resource for a thematic literature unit uses genuine, unabridged literature for the theme of the unit. Children or adolescents explore and respond to a variety of literature related to the theme under investigation. Through this resource the students move toward higher-order thinking skills such as analyzing,

synthesizing, and evaluating, as they read and respond to central ideas in literary works (Donhan van Deusen et al., 1997).

Curriculum Framework of a Thematic Literature Unit

According to Pappas et al. (1990), the purpose of any thematic unit is to choose a topic that is worth knowing about, and that will provide a supportive context for meaning-making. The topic should be one that reflects important concepts or essential questions for students to examine in depth. Thus, the learning outcomes to be achieved through a thematic literature unit are:

1. To reflect patterns of thinking, goals, and concepts common to bodies of knowledge,
2. To link together content from many areas of curriculum and depict the connections that exist across disciplines,
3. To provide a framework for a community of learners in which all children can continue to learn language and construct knowledge,
4. To provide children with many choices about how to pursue learning so that they feel a powerful sense of ownership as they initiate some activities and engage in others suggested by their teachers,
5. To encourage a classroom culture comprised of a community of learners that shares ownership of a body of knowledge and understanding that has been jointly created, and
6. To allow for important exploration of differing points of view. (p. 49)

Due to the adaptability of individual student needs and the flexibility of the

content areas, there is no predetermined method for developing a thematic literature unit. Several authors have suggested various forms of curriculum development frameworks. Eby (1998) suggests an eight-step process which includes defining the topic, defining the learning outcomes, outlining the major concepts, gathering resources, brainstorming learning activities, organizing activities in sequence, planning lessons that follow the sequence, and planning evaluation processes.

Wiles and Bondi (1998) recommend a six-phase model which suggests reviewing curriculum plans; stating and selecting objectives; and organizing content by time, assessing student ability; determining relevance to student; and reforming objectives, considering possible methodology and reviewing existing knowledge base, implementing instructional strategies and making corrections as appropriate, selecting assessment devices and collecting evidence of student growth, and judging success of strategies; making planning adjustments; and matching outcomes to expectations (p. 110).

Strong (2000) suggests a six-step curriculum development framework during the design stage of a thematic unit. The six steps include identify theme, discover students' knowledge base, identify learning outcomes, select learning resources, create learning experiences, and develop assessment tools.

Allen and Piersma (1995) encourage teachers to create a planning web when designing a thematic literature unit to enable the teacher to view the total picture. This web will create an overview of the entire thematic unit allowing the teacher to see the connection between the concepts, learning experiences, and content areas

during the exploration of the theme, topic, or concept. Pappas et al. (1999) describe webbing as a schematic technique that results from a brainstorming process. Webbing allows teachers to extend a theme in many meaningful directions. Teachers are able to choose purposeful categories and subcategories that relate to questions essential to children's understanding of the theme topic, or concept. "The web provides a picture of the possibilities of a given theme, (topic, or concept)" (p. 58).

Implementation of a Thematic Literature Unit

When implementing a thematic unit, it is necessary to remember the principles of teaching and learning as outlined in the *Foundation for the Atlantic Canada Social Studies Curriculum Document* (Department of Education, 1999). This document states that these principles are "intended to guide and support decisions relating to the learning and teaching process including curriculum and instruction, classroom organization, and assessment" (p. 45). The principles of teaching and learning are summarized as follows:

Principles of Teaching

1. Effective teaching ensures that the principles of learning are the foundation of a curriculum unit.
2. Effective teaching combines and integrates ideas, concepts, and activities from a variety of disciplines and links them to the students' previous experiences and knowledge.

3. Effective teaching encourages students to look at diverse perspectives, respect other points of view, be sensitive to cultural similarities and differences, and have a commitment to social responsibility.
4. Effective teaching encourages and supports all students to be active participants in a community of learners. Teachers encourage talk, collaboration, debate, reflection, application, and action as students construct and integrate new meaning with previous understandings (pp. 45-46).

Principles of Learning

1. Students learn through different methods at individual rates. They learn more easily when instruction complements their learning styles.
2. Students benefit intellectually and socially from a variety of learning experiences that include both independent and collaborative investigation.
3. Students learn most effectively in an active learning environment consisting of processes such as: exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision-making and reflection(pp. 45-46).

Throughout the course of a thematic unit, students are actively participating in their own learning through a variety of learning experiences. Thus, the thematic unit is in keeping with these important principles and will enable students to be active

participants in the learning process and therefore meeting the needs and learning styles of all students in the class.

Implementation Framework of a Thematic Literature Unit

The implementation of a thematic literature unit may follow various frameworks. Eby (1998) proposes implementation should follow the levels of Bloom's (1956) Taxonomy beginning with a highly motivating activity to pique students' interest and curiosity. The next several lessons should provide students with basic facts and concepts so they can build a substantial knowledge base. Finally, teachers should design further learning experiences aimed at the application, analysis, synthesis, and evaluation levels to ensure that students are able to think critically and creatively about the topic (p. 128).

Allen and Piersma (1995) recommend that learning activities (experiences) to be implemented be divided into three groups:

- Initiating Activities - These are designed to activate students prior knowledge of the topic and to generate interest in the study.
- Developing Activities - These compose the major part of the unit. They should provide students opportunities to experience a variety of activities through several media. As much as possible, opportunities should be provided for some whole class work, some small group work, and some individual work.
- Concluding Activities - These help bring closure to the unit. With

these activities, the students should demonstrate their knowledge of the concepts of the unit (p. 68).

Another implementation framework is Lemlech's (1998) three-stage structure including:

- The Initiation Stage - Introduction of the theme, generalization, and guiding question. Stimulates inquiry and discovers students' prior knowledge.
- Development Activities Stage - Development of activities where students reflect on ideas, link new knowledge to previous knowledge, and construct new knowledge.
- Culmination Stage - Evaluation and reflection of what has been learned through the exploration of the theme. (Lemlech, 1998).

A successful implementation framework depends on a number of crucial elements: classroom organization, teacher and student motivation, and ongoing assessment. The following text elaborates on each element.

Classroom Organization

In order for students to construct knowledge, a collaborative and cooperative classroom environment is necessary. As Vygotsky (1978) theorized, students learn through shared experiences and social relationships. A collaborative style bridges the gap between the teacher's and students' schemas so that students can create their own concepts and relationships. Thus, teachers must promote a sense of community that

will enhance a spirit of cooperation and collaboration. According to Pappas et al. (1999), having to collaborate and cooperate with others promotes the restructuring of students' knowledge. "With other's assistance, children can go beyond their limits to solve problems through interaction" (p. 41).

A thematic unit is an effective instructional tool if teachers plan to utilize cooperative learning groups (Allen & Piersma, 1995). Teachers who becomes less instructional directors and act more as facilitators find more opportunities to interact with students to offer feedback and suggestions, and to assess student and unit progress. Allen and Piersma (1995) suggest the following techniques in managing classrooms engaged in a thematic unit:

1. Provide students with a tape recorder to record their discussion whenever they are engaged in a group activity. This practice offers teachers opportunities to assess students' progress and participation, as well as affording students the opportunity to complete self-assessments.
2. Develop a monitoring system where students indicate on a bulletin board, poster, or blackboard where they will be for that period or what activity they will be pursuing. Not only does this help teachers with management issues but it also allows the students to develop ownership of and responsibility for their own learning.
3. Encourage students to seek help and information from their peers such as which resources they would recommend and/or help with

proofreading and editing.

4. Provide a place in the classroom where students can sign up for a teacher conference. This will indicate when students need assistance or are ready to share. Once again the responsibility is placed back on the students (pp. 123-125).

The classroom must be student-centred and teachers must be committed to allowing students to direct their inquiry. This inquiry must be a social process where students are encouraged to help and guide each other through purposeful conversation. This permits students to have ownership in activities and projects that enable them to construct and reconstruct knowledge based on what they already know. This ownership thus fosters responsibility.

Feedback from self, peers, teachers, administrators, and parents is another critical aspect of a cooperative learning environment. This feedback helps students self-regulate their use of language through social interaction which leads to knowledge restructuring and modification of their schemas. Self-regulation also promotes students' metacognitive awareness or an awareness of their own thinking (Allen & Piersma, 1995, pp. 123-125).

One of the most overlooked areas of an effective thematic unit is time. According to Pappas et al. (1999), reflective inquiry requires sustained time. Students require ample blocks of time to explore, think, and change their minds, consider and evaluate different points of view, to decide on their questions and how to resolve them, to read and reread, and to write and rewrite (p. 46).

Teacher and Student Motivation

Motivation is crucial to the development of positive attitudes towards learning and the teacher is a key factor to this impetus. If teachers demonstrate their own enthusiasm for the topic and present learning as a rewarding and fulfilling activity, then this will, in all likelihood, stimulate the students' interest. Teachers must provide a classroom environment where students want to learn. Bandura (1977) believed that students learn best when they want to learn and when they believe they can learn. Thus, teachers must ensure that the learning experiences are meaningful and purposeful. As well, teachers must allow the students to have choices about what they are learning, how they are learning, and how they will be evaluated. Teachers must facilitate student learning by providing them with opportunities for choice, input, and collaboration in a non-threatening environment where students feel free to take risks and attempt their own discoveries. This, in turn, will help encourage students to become independent learners.

To promote attitudes that encourage acquisition of the curriculum learning outcomes which promote lifelong learning, the tasks and learning experiences teachers employ are critical. To foster positive attitudes, tasks must have variety and purpose as well as have personal relevance to the students. Learning experiences should be challenging, yet manageable for the diverse learning needs of all students. These types of learning experiences require a great amount of creativity and time in planning to guarantee appropriate effort by the students. However, the learning

benefits for the students and the satisfaction from the teacher's perspective would be well worth the effort employed. Using motivational statements at the beginning of a lesson with an emphasis on the fun and challenge of learning as well as the teacher's enthusiasm regarding the assignment is important (Ames, 1992).

Evaluation and Assessment

An important part of a thematic unit is the effective ways of assessing and evaluating students' performance. Assessment and evaluation are critical components of any thematic unit as without them it would be impossible to know whether or not students have accomplished the learning outcomes set forth, whether or not the teaching has been effective or how best to address student learning needs.

The *Foundation for the Atlantic Canada English Language Arts Curriculum* (Department of Education, 1997) defines assessment as "the systematic process of gathering information on student learning" (p. 46). Assessment processes require a broad range of strategies to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Some types of assessment strategies include formal and informal observations, work samples, anecdotal records, conferences, portfolios, learning journals, peer- and self- assessment (p. 46).

Evaluation is defined as "the process of analyzing, reflecting upon and summarizing assessment information, and making judgements or decisions based upon the information gathered" (*Foundation for the Atlantic Canada English Language Arts Curriculum*, 1997, p. 46).

The document also states that the information necessary for evaluative purposes must have clear criteria and guidelines for assigning marks or grades to student work, synthesize information from multiple sources, weigh and balance all available information, and use a high level of professional judgement in making decisions based upon that information (p. 46).

The most successful method for documenting student growth and knowledge over time is to assist students in compiling a portfolio with representative work samples. These are a non-threatening way to assess a student. Portfolios allow the student to provide evidence of the reading and writing process as well as the product of the process, to include both formal and informal measures, and to view students' work within the context of the learning environment (Anthony, Johnson, Mickelson, & Preece, 1991 as cited in Allen & Piersma, 1995).

Students should have the primary responsibility for selecting materials, but teachers will also want to include observations in the form of either anecdotes or checklists. Teachers will also want to keep notes and observation checklists to assess the effectiveness of the activities for promoting learning, as well as make note of which resources were most helpful and which provided little help. As an additional source of information, teachers should also ask students to evaluate the unit.

Portfolios evolve over time and change as teachers learn more, observe the students they teach, and allow time for reflection and growth. Portfolio assessment has the potential to provide an effective match between what students can accomplish in their writing and how teachers assess their work.

Interactive conferencing is used for ongoing assessment and as a means of redirecting efforts, whether they be individual or small group efforts. As well, interactive conferencing is used for reinforcing these efforts with positive feedback and motivational praise.

Summary

Examining relevant and current research it is clear that many criteria must be met to ensure an effective thematic literature unit. A successful thematic literature unit includes a purpose for study, allows students to connect prior knowledge, concepts, and learning experiences across curriculum disciplines, and applies the principles of teaching and learning as outlined in the Newfoundland and Labrador Department of Education's mandated curriculum.

In a thematic literature unit, the major learning resource is children's and adolescent literature. The vast array of quality literature available for students is the ideal resource for inspiring discussions and provoking student reflection. Through historical fiction, picture storybooks, and informational books from an historical perspective, students identify with the feelings and emotions of the characters, as well as better understand the time period. Ample time is devoted for student reflection, expression of ideas, opinions, and perplexities encountered, as well as making relevant connections to their own lives.

To ensure a productive thematic literature unit the classroom environment must be one of a community of learners where students feel valued and their opinions

matter. It is inquiry and student-centred which encourages students to discover and create new knowledge through cooperation and collaboration. Assessment and evaluation of a thematic literature unit is ongoing and involves teacher, peer, administrative, parental and self-evaluation. Information regarding student progress is gathered in a student portfolio for the duration of the unit under study and is made available to interested stakeholders such as parents, administration, and board level personnel.

Chapter III applies the research from this chapter to the process of developing and implementing a curriculum framework for a thematic literature unit.

CHAPTER III

CURRICULUM DEVELOPMENT AND IMPLEMENTATION FRAMEWORK: THEMATIC LITERATURE UNIT

Chapter II outlines the foundation for the development and implementation of a thematic literature unit. This foundation is necessary in order for the teacher to identify the theme of the unit, discover students' knowledge base, identify the appropriate learning outcomes, select the appropriate learning resources, create age appropriate learning experiences, and develop the necessary assessment tools for ongoing evaluative purposes. Each of these steps is crucial in the development of a successful and worthwhile thematic literature unit. As well, an elaboration of the curriculum implementation framework is provided. This chapter describes the curriculum development and implementation frameworks in-depth to help crystallize these processes. These descriptions ensure the credible evolution of a successful thematic literature unit on social injustice.

The Curriculum Development Framework

The curriculum development framework outlines the process of designing a thematic literature unit in six steps. These steps describe the development of a thematic literature unit and are delineated in the model (Figure 3.1).

Figure 3.1. Curriculum Development Framework of a Thematic Literature Unit

Step 1: Identify Theme
(Based on students' interests and needs, Newfoundland and Labrador Department of Education's curriculum guides, and society's expectations for addressing social issues)

⇓

Step 2: Discover Students' Knowledge Base
(Discussion and questions prompted by teacher, students, and others to gage students' knowledge base and generate interest in the theme)

⇓

Step 3: Identify Learning Outcomes
(Formal and informal learning outcomes selected from Newfoundland and Labrador's Department of Education's curriculum guides to address what teachers want students to know and what students themselves want to know)

⇓

Step 4: Select Learning Resources
(Children's and adolescent literature, movies, journals, the Internet, and reference books which reflect the theme and learning outcomes)

⇓

Step 5: Create Learning Experiences
(Reflect theme, learning outcomes, include learning resources and address students' learning styles)

⇓

Step 6: Develop Assessment Tools
(Reflect the student-centred nature of unit and provide evidence learning outcomes are met)

Adapted from Curriculum Development Framework (E. Strong, 2000).

Development of a Thematic Literature Unit

Step 1: Identify Theme

How does one decide on a theme for a thematic literature unit? Although the final decision regarding the theme of the unit becomes the responsibility of teacher, the decision is derived from various sources - students, the Department of Education,

and society. First and foremost, the students' interests and needs must be acknowledged. Students have access to an incredible quantity of information from various sources including television, radio, books, movies, and the Internet. With this ever expanding access to information, students have many questions. They may have seen a movie on slavery and wonder how such cruelty was allowed to occur. A novel about the Holocaust may incite a student to declare that such an event would never occur today. These statements may be the impetus for a teacher to identify a unit theme to address some of the students' inquiries.

A teacher also may choose a unit theme based on the Newfoundland and Labrador Department of Education's APEF curriculum guides. These guides recommend interactions across the curriculum and state that a thematic literature unit is an appropriate method to achieve this recommendation. A teacher views the curriculum documents and selects a focus from the key stage learning outcomes for the grade level s/he is teaching.

A theme may develop from society's need to address social problems such as prejudice, discrimination, or inhumane treatment. Society relies on teachers to address social issues. Therefore, a teacher has an obligation to afford students with opportunities to reflect on controversial issues, so they may formulate their own opinions, and express their personal viewpoints in a variety of ways on topics that are important to society as a whole. For the purpose of this project, the writer chose the theme *Developing Socially Responsible Students* based on the Social Studies curriculum guide and society's need to address social issues (Appendix A, p. 80).

Step 2: Discover Students' Knowledge Base

The primary purpose of this step is to activate the students' prior knowledge and to spark students' interest in the theme. Students are questioned about the theme, encouraged to discuss theme-related books or movies, invited to ask questions or provide comments to ensure an open interactive dialogue. In a whole class setting, students contribute to learning experiences by brainstorming and webbing, as well as questioning and predicting while the teacher acts as facilitator. Through these various discussions and experiences, the teacher discovers the existing knowledge base of the students which encourages further interest and inquiry. Each student completes a KWL chart identifying (K) what s/he knows about the theme, (W) what s/he would like to learn about the theme, and once the unit is completed, (L) what s/he has learned from the unit (Appendix A, p. 119). These charts are kept in students' portfolios and guide the teacher in selecting the learning resources and the learning experiences that correspond to the students' interests and needs.

Step 3: Select Learning Outcomes

Once the teacher understands the interests and needs of the students, as well as the prior knowledge they have regarding the theme, the formal learning outcomes are selected from the various curriculum guides advocated by the Atlantic Provinces Education Foundation (APEF, 1999). The learning outcomes outlined in the APEF documents respond to the needs of students and society by employing the latest research in teaching and learning. These curricula outcomes are statements that

describe the concepts, values, skills, and strategies students are expected to demonstrate at the end of certain key stages (eg. the end of grade 3, 6, 9, and 12) of their education. A teacher examines the various curriculum guides and selects the key stage learning outcomes pertinent to the theme and the concepts, values, skills, and strategies students are expected to achieve. S/he must consistently refer to the learning outcomes throughout the course of the unit to ensure their attainment by the students.

The questions and concerns of the students from the KWL charts form the basis of the informal learning outcomes that the teacher must address. These learning outcomes are every bit as important as the formal learning outcomes if a high level of interest is to be maintained.

The formal learning outcomes for this project's theme *Developing Socially Responsible Students: A Thematic Literature Unit* are selected from the English Language Arts and Social Studies curriculum guides (Appendix A, pp. 86-87).

Step 4: Select Learning Resources

For a thematic literature unit, the major learning resource is children's and adolescent literature. The literature may be selected from various literary genres, eg. historical fiction, biographies, and informational picture books. Students read and respond to the various literature as they explore the concepts in order to attain the learning outcomes. The *Foundation for the Atlantic Canada Social Studies Curriculum Entry Level - Grade 12* (Department of Education, 1999) recommends a

number of works of fiction along with some works of non-fiction as the literary component for an integrated social studies and language arts unit of the past and present. Thus, children's and adolescent literature is used as the starting point for critical reflection and discussion about important issues. Through the literature, students learn more about their own world and develop a sensitivity to the different cultures of other children which develops a greater a global awareness. The literature to be studied broadens and deepens students' knowledge of the world as well as expands their horizons by transporting them to other times and places. The selection of the literature reflects the learning outcomes, the concepts, values, skills, and strategies, as well as the theme identified for the unit.

The literature selected for this thematic literature unit includes the literary genres of historical fiction, biography, and informational picture books (Appendix A, pp. 89-96). By exposing students to these literary genres, students will realize that attitudes they may experience or attitudes they witness have existed in the past without relevance to time or location. Through the literature, students are transported to other times and places where they examine, reflect, discuss, and respond to their feelings and view the theme. The following section elaborates on each of these genres and shows how each reflects the social injustices of African-American slavery and the Jewish Holocaust, the two topics through which students explore and examine stereotypes, prejudice, discrimination, human rights, and social responsibility.

Historical Fiction

In selecting appropriate literature for a thematic literature unit, it is important to analyse both literary and aesthetic qualities. Huck et al (1997) outline several criteria for selecting quality works of children's and adolescent literature. The plot describes the actions and circumstances of the characters realistically and credibly. The setting affects the action, characters, and theme and represents the universality of all places. The theme should be worth conveying to young people and based on justice and integrity with sound moral and ethical principles dominating. Characters should be realistic and should consistently portray their genuine nature, their strengths, and their weaknesses. Further, quality books should be well-designed in a format that is related to the content of the book. Illustrations, if included, should be aesthetically attractive and help to enhance or extend the story. The age of the child must be considered as should a comparison between other books by the same author and on the same topic (p. 29).

Historical fiction allows students to experience the complexities of historical events, where facts from the past become living, breathing drama. Historical fiction can create a sense of history so powerful that children enter imaginatively into the past and explore the "conflicts, sufferings, joys and despair of those who lived before us" (Huck et al. 1997, p. 515). Paulsen's *Nightjohn* (1993) is a vivid example of the power a story has to transport the reader back to those hot, steamy days in the American south where human indignities were as natural as breathing. However, historical fiction also provides a safe context for the exploration of the human

experience and permits students to place themselves in the "shoes" of the protagonist to test themselves for their own reactions to good or evil. Matas' novel, *Daniel's Story* (1993) presents evil in its rawest form. Matas takes the reader on an agonizing journey to the Jewish ghettos and then on to the horrors of the concentration camp at Auschwitz. She brings the fear of displacement, the deplorable living conditions, and the torment of losing loved ones vividly to life. Throughout the novel, students are vicariously placed in situations where they inevitably must react to the forces of evil.

Biography

Biography often bridges the gap between historical fiction and informational books. Biography must offer students an interesting subject who will help them understand past or contemporary life. The information must be accurate and consistent with other resources available. The subject must be a believable, multidimensional character that is brought to life by the author's style of writing. The biography must be an interesting narrative and not just collections of facts and dates about the person. Fleischner (1997) portrays Harriet Jacobs, a slave who hid in her grandmother's attic for seven years to escape the harassment of her owner, as a courageous and determined woman in her novel *I was Born a Slave: The Story of Harriet Jacobs*. She derived her research from letters Harriet wrote to family members throughout the course of her self-imposed imprisonment. Fleischner's portrayal of Jacobs is interesting, intelligent, and certainly multidimensional. Biography must allow students to get to know the person about whom they are

reading. Wiesel (1982) presents the true and horrific account of the period of time he and his father spent in the Nazi concentration camps during World War II in his novel *Night*. He allows the reader to enter his private thoughts and feelings about the atrocities he witnesses, the erosion of his faith, and the pain he experienced while watching his father's suffering. As a result, students come to know Wiesel's character intimately.

Informational Picture Books

Accuracy and authenticity are once again dominant when referring to any kind of informational book: concept books, informational storybooks, photographic essays, or documents and journals. The information contained in these types of books must be as current as possible and incorporate significant facts. The illustrations should clarify and extend the text but, in addition, be able to stand on their own. For this theme *Developing Socially Responsible Students*, one such book where the illustrations are able to stand on their own is Lester's (1998) *From Slavery to Freedom Road*. Rod Brown's disturbing yet realistically detailed paintings tell their own story. However, Lester adds to the art work by presenting factual information and asking provocative questions that readers are impelled to reflect upon. Informational books can also have reference aids such as tables of contents, indexes, glossaries, and bibliographies. Informational picture storybooks are informational books that look much more like a picture book because they are richly illustrated and published in picture-book format. Another informational picture book selected for

this thematic literature unit is Mochizuki's (1997) *Passage to Freedom: The Sugihara Story* with illustrations by Dom Lee. This is a true account of Chiune Sugihara, a Japanese diplomat in Lithuania, who saved thousands of Jews in 1940 against the orders of his government. This picture book, through text and illustrations, portrays to students how one person's humanity can make a difference.

Other genres of quality children's and adolescent literature are available for use in thematic literature units. A teacher is encouraged to select the resources based on the criteria presented as well as to select literature varying of degrees of reading levels to accommodate the individual needs and interests of their students. The selections made may spark the students' interests to acquire other selections by the same author or on the same topic.

Step 5: Create the Learning Experiences

The learning experiences selected for a thematic literature unit aim to reflect the selected learning outcomes of the unit by utilizing the selected learning resources, and exploring the concepts, values, skills, and strategies pertaining to the theme. Further, the learning experiences must reflect all modes of student learning and thinking. Because students have a variety of backgrounds and experiences, many diverse learning styles are found in today's classrooms. These diverse learning styles must be accommodated and supported in the learning experiences to address the individual needs of each student. The learning experiences must actively engage all students in the learning process and are comprised of intratextual, intertextual, and

lived-textual experiences.

Intratextual learning experiences are ones that require students to recognize, recall or link information within a story, e.g., Using a Venn diagram, show how the main character's views change throughout the course of the story. Learning experiences that relate ideas and concepts across the literature under study are known as Intertextual. E.g. Write or find a poem about a character or theme under study. Lived-textual learning experiences are ones that require students to connect ideas and/or concepts from the literature to their own lives or experiences, e.g., Read and reflect on a diary or memoir such as *Zlata's Diary* (1994). Describe similar hopes and dreams, fears, worries, or complaints you share with the author. Find a passage that is especially meaningful and write a letter to the author about the impact of the passage. These three types of learning experiences allow students ample time for reflection and provide a variety of learning experiences which reflect the diversity of learning styles in the classroom (Hartman & Allison, 1996). The learning experiences created for this thematic literature unit are acted in Appendix A, pp. 96-113.

Step 6: Assessment and Evaluation

One of the most innovative means of assessment and evaluation for all stakeholders including students, parents, teachers, and administrators is the use of student portfolios. Portfolios contain a collection of learning experiences selected by the students in collaboration with their teacher. As well, portfolios contain students' self-assessments of their work. This system allows each party to have a method of

observing a student's growth and development over time. Hewitt (1995) maintains that portfolios:

- suggest the work has value and importance;
- hold tangible evidence of students' progress;
- hold tangible evidence of students' effort;
- suggest that the important comparisons are not made with one's peers, but with one's own accomplishments,
- provide an opportunity for students to reflect on their work;
- provide an excellent tool for parent and student conferences; and
- provide a means of formal assessment that is based on a system of shared values, such as content, organization, word choice, sentence fluency, voice, and conventions (p. xi).

Portfolio assessment is used for individual assessment as well as group assessment. The portfolios can be housed in a filing cabinet or box within the classroom. A teacher can develop his/her own systems of portfolio assessment or may opt to use ones already developed by other parties, such as the Department of Education or the school board. The main purpose, however, is to ensure the learning outcomes for the unit have been satisfied. The general learning outcomes that are to be evaluated and assessed for each discipline include speaking and listening, reading and viewing, and writing and other ways of representing. The following section elaborates on the procedures of assessing the general learning outcomes.

Speaking and Listening

Both formal and informal monitoring of all speaking and listening learning experiences are one of the more complex responsibilities of teachers. They must be ongoing and completed whether they are whole class, small group, or individual learning experiences. The most common forms of informal monitoring a teacher employs regularly are observation and conferencing. A teachers observes students as they interact and participate in listening and speaking experiences. He/she records observations of students' progress of speaking and listening skills on checklists or by using jot notes. He/she ask questions such as "Are you having a problem?" or "What are you planning next?" to clarify what is being observed (Tomkins, 2000). As students take part in learning experiences a teacher often holds short, informal conferences to help them solve a problem. These conferences are held at students' desks or in their groups as the teacher moves around the classroom.

For this thematic literature unit on social injustice, more formal forms of assessment have students recording their own learning experiences (Appendix A, p.128) related to speaking and listening which are maintained in portfolios throughout the entire unit. Further, evaluation sheets based on specific criteria are recommended by the writer in order to evaluate group presentations (Appendix A, p. 130).

Reading and Viewing

Students' responses to the literature studied throughout the thematic unit is

evaluated through a variety of methods. Through the utilization of reading logs, response journals, and reading conferences, a teacher is able to determine the students' abilities to activate prior knowledge, make connections to their own experiences, other texts, and others' experiences.

1. Reading Log: Students record the literature they read related to a theme. They write or draw entries after reading, record key vocabulary words, make charts and other diagrams, and write memorable quotes (Tompkins, 2000, p. 172). (Appendix A, p. 131)
2. Response Journal: Students respond daily to what they have read or discussed in class as independent learning experiences. They write about their personal feelings and ideas they have developed from the literature or respond to a given topic or a question related to a story, quote, song, or poem related to the unit.
3. Interactive Conferences: Students hold conferences with a peer, teacher, or parent throughout the course of the unit. This allows students an opportunity to share what they have read and receive feedback. They assess their progress and set new goals. The content of each conference is recorded on a sheet and placed in the students' portfolio. (Appendix A, p. 132)

Writing and Other Ways of Representing

Students are encouraged to express their ideas in many forms. A record sheet

(Appendix A, p. 133) in each student's portfolio helps a teacher and students monitor the writing and other ways of representing that is completed in a unit. Students decide which pieces they wish to include in their portfolio for evaluation purposes. Each student holds a conference (Appendix A, p. 134) with a peer, their teacher and a parent to discuss pieces of writing and to develop the writing process. This identifies their strengths, needs and allow them to set new goals. This process is repeated for group work. Thus, each group maintains a special group portfolio containing all the group learning experiences completed. The teacher conferences with groups to assess progress.

Assessment of Small Group Interaction

Throughout a unit, students complete many tasks in small groups. They need an opportunity to assess how well they worked together. A group assessment form (Appendix A, p. 137) is used to gain information on each students' rating of their individual and group's performance.

Curriculum Implementation Framework: Thematic Literature Unit

Classroom Organization

To implement a successful thematic literature unit, it is essential to have an adequate supply of learning resources available to the students. Multiple copies (4 or 5) of the literature to be studied is fundamental if students are to become immersed in the stories. It is difficult to generate enthusiasm and interest in a unit if the literature

is unavailable. A teacher must ensure enough copies of the literature are available to the students in the classroom if the unit is to be productive.

Additionally, teachers need to have a sense of how to group students within the class to successfully implement a thematic literature unit. The writer encourages a variety of groupings within the implementation of a thematic unit including whole class, individual, as well as small groups. Small groups generally consist of 3 - 4 students and may be heterogeneously or homogeneously arranged depending upon the needs of the students, and the selected learning experiences and learning resources. Thus, groupings are left to the discretion of the teacher. A teacher continuously monitors small groups to ensure cooperation among group members as well as to ensure all group members are contributing sufficiently to the group's efforts. Groups are fluid and may be changed any time throughout the course of the unit.

Learning Experiences

Several implementation frameworks have been studied. However, for this thematic literature unit Lemlech's (1998) three-phase model and Allen and Piersma's (1995) three-stage model form the basis of this writer's implementation framework. The writer has divided her implementation framework into three phases: learning experiences for motivation, learning experiences for evolution, and learning experiences for resolution. Students are permitted to have input and choice regarding the learning experiences so that their individual learning preferences are addressed. A teacher is encouraged to adapt learning experiences to his/her particular students'

needs and interests.

Phase 1: Learning Experiences for Motivation

Learning experiences for motivation are designed to generate interest in a unit of study and to activate students' prior knowledge. It is at this stage of a unit that the theme, guiding question, and the literature are introduced. Important inquiry-oriented questions to stimulate the students' prior knowledge about the theme are asked. Questions such as, "What does it mean to be socially responsible? What is social injustice? What are some social injustices that occur around the world today?", stimulate students' thought processes and encourage them to reflect on their own experiences and make connections to the theme. To further investigate students' prior knowledge, they are asked to complete the KWL chart (Appendix A, p. 119).

Much of the work at this stage is whole class experiences and discussion with the teacher acting as facilitator. However, students are also involved in the Think-Pair-Share (Lymen, 1992) model. After listening to a read aloud selection by the teacher, such as Lester's (1998) *From Slave Ship to Freedom Road* (Appendix A, p. 89), this model requests students to reflect on the selection on their own, proceed to share their ideas and opinions with a partner, and finally share their ideas and opinions with the whole class. This technique aids students in developing their own opinions and ideas before hearing others'. The read aloud experience featuring Lester's *From Slave Ship to Freedom Road* is an example of a learning experience for motivation.

As well, students are involved in learning experiences such as brainstorming

and webbing, reading and responding, and questioning and predicting. Through the various experiences utilized in this phase, the teacher discovers the students' prior knowledge which encourages further interest and inquiry in a unit.

Phase 2: Learning Experiences for Understanding

Learning experiences for understanding comprise the major part of a unit. They consist of the learning experiences which provide students with a variety of in-depth learning experiences from various content disciplines. The teacher provides opportunities for small group endeavors, and some individual work in keeping with the recommendations of the various APEF curriculum guides. Some of these learning experiences are required, but students are also given the opportunity to make choices among other activities. Because the writer encourages students to take responsibility for their own learning, allowing them choice among the learning experiences and the method of presentation are critical in promoting ownership over their new knowledge. The teacher guides and assesses the students' knowledge (concepts), values, skills, and strategies. This particular thematic unit concentrates on social injustice and developing socially responsible attitudes in students. To attain this goal, it is necessary for students to understand some very important concepts. These concepts are stereotypes and prejudice, discrimination, human rights violations, and social responsibility. Figure 3.2 displays the Model of Conceptual Framework for the unit as well as demonstrates how the concepts are linked.

The centre of the Model of Conceptual Framework (Figure 3.2) identifies the

primary curriculum learning outcome of this thematic literature unit on social injustice. By guiding students through the concepts in this conceptual framework, students gain a better understanding of each by building a knowledge base that aids in the development of socially responsible students.

Figure 3.2 Model of Conceptual Framework: *Developing Socially Responsible Students: A Thematic Literature Unit*

Understanding the concept of stereotypes and prejudice is the foundation to achieving the goal of social responsibility. Students need to understand that any generalization about a person or group of people may lead to stereotyping and/or prejudice. In this regard, the centre of the Model of Conceptual Framework (Figure

3.2) represents the primary curriculum learning outcome of a thematic literature unit on social injustice. By guiding students through each concept of this conceptual framework, students gain a better understanding of each one by building a knowledge base that aids in the development of socially responsible students. By stereotyping, an assumption is made that a person or group has certain characteristics. An example to help students understand this concept would be the assumption by white slave owners that all African-American slaves were unintelligent. That is a generalization or assumption made about African-American slaves which was untrue but is the definition of a stereotype. Another example to illustrate stereotypes is the belief by the Nazi Party that all Jews in Germany during World War II were greedy and selfish and were mainly concerned with becoming wealthy at others' expense. A teacher heightens students' awareness that African-American Slavery and the Jewish Holocaust had roots in the attitudes and behaviours they witness everyday.

Through discussion and exploration of stereotypes and stereotypical attitudes, students discover that attitudes such as the ones presented above can develop into prejudices. Prejudice comes from the word "prejudge" and is defined as an unfavourable opinion formed against a person or group based on a stereotype. Prejudice occurs when one judges before seeing the facts, or holds an opinion when the facts tell a different story (Retrieved April 27,2000 from *The Holocaust - A Guide for Teachers*, at www http://remember.org/guide/History.root.stereotypes.html). When people don't accept that others' can see the world differently, when opinions or judgements are made before the facts are known, or opinions continue even when

the facts prove otherwise, prejudging occurs. Students must come to the understanding that deciding what is right or wrong before seeing the whole picture is a dangerous practice. Gersten and Bliss (1974) argue that prejudice hurts everyone because it does not allow individuals the right to think and act for themselves. As well, it limits people's ability to keep growing and learning.

When people or groups are judged based on stereotypes and prejudices and treated differently because of these biases then discrimination occurs. The victims of prejudice are often made fun of, treated cruelly, and insulted. They are often not included in the opportunities and the privileges that most people enjoy. The victim of prejudice begins to lose confidence in him/herself and his/her abilities. S/he begins to "give up" (Gersten and Bliss, 1974). Discrimination can take many forms. Subtle or explicit pressures can discourage persons of certain minority groups from living in a specific neighbourhood. Women and minorities have been victimized by discrimination in employment, education, and leadership positions. Certain social clubs have restricted membership policies which exclude Jews, African-Americans, women, and others (retrieved April 27,2000 from *The Holocaust - A Guide for Teachers*, at www.remember.org/guide/History.root.stereotypes.html).

According to the web site *The Holocaust - A Guide for Teachers* (retrieved April 27,2000: http://remember.org/guide/History.root.stereotypes.html), "Jim Crow" laws in the south created discrimination against African-Americans even after they were declared free American citizens after the Civil War. They were required to use separate washrooms, drinking fountains, buses, nursing homes, and schools before

1954.

The Nazis perpetrated discrimination against the Jews by enforcing a curfew on them, preventing the children from attending school, and requiring them to wear the yellow "Star of David" visible to the public at all times. There are various degrees of prejudice and discrimination. The process can start easily and innocently, but unless arrested it can lead to grave violations of human rights (retrieved April 27,2000 from *The Holocaust - A Guide for Teachers*, on the World Wide Web: http://remember.org/guide/History.root.stereotypes.html).

Once students develop an awareness of the basic concepts of stereotypes, prejudice, and discrimination, it is then necessary to assure they are knowledgeable about every persons' human rights. *The Universal Declaration of Human Rights* (1948) is

> a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this *Declaration* constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction (p.1).

For the purpose of this thematic literature unit, the writer suggests that articles of the *Declaration* (Appendix A, p. 157) be discussed and reflected upon by

the class so that students are able to interpret and recognize the inherent right of every individual on the earth. The articles should then be translated into understandable language for the grade level and posted in a prominent area in the classroom so they are visible at all times throughout the unit.

By developing an awareness of the concepts presented throughout the unit, students will gain knowledge towards becoming socially responsible and actively involved in preventing the injustices they may witness by utilizing a variety of skills they acquire throughout the unit.

Students complete learning experiences that are intra-textual, inter-textual, and lived-textual. An example of a learning experience for evolution is: "Do you think that reading a memoir (a first-hand account of an individual's life) of an individual's life is more meaningful than learning facts from a textbook? Why or why not?" Questions such as this invite students to link ideas, compare and contrast information, and communicate their ideas in numerous ways.

Phase 3: Learning Experiences for Resolution

Learning experiences for resolution bring closure to the unit. Through these learning experiences students demonstrate their knowledge of the concepts of the unit. This phase encompasses all the new ideas, knowledge, and insights the students have learned from all of the learning experiences from Phase 2. Students reflect back to the guiding question ("What is social responsibility?") and share what they have discovered, what conclusions they have drawn, and decide whether or not they see

the world in a different way. Learning experiences in this phase include a Literature Circle Book Report (Appendix A, p. 122), and representations of new knowledge and ideas in products such as essays, poetry, drawing, paintings, music and drama. However, the highlight of this phase is hosting an open house where students share with their peers, parents, and the general public the knowledge and insights they have gained from the study of the thematic literature unit.

The scope of a unit may be narrowed or broadened depending on the age level and learning requirements of the students involved. Although it is difficult to ascertain an exact time frame necessary to complete this unit, approximately 4-6 weeks are suggested. The exact time frame will depend on several factors. They are:

1. Learning needs, interests, and abilities of the students.
2. Learning resources available including literature and computers.
3. Adaptation of the learning experiences.
4. Unscheduled interruptions of the school day (Allen & Piersma, 1995).

Communication to Parents

At the beginning of a unit, the teacher sends a letter home describing the unit, the learning outcomes expected, and selected literature to be used. This letter informs parents about the portfolios, reading and writing conferences as well as their role in the assessment process. Parents are invited to share stories or family histories. At the end of a unit, the portfolios are a valuable way to inform parents of their child's/adolescent's progress. By including the parent's input, they feel more

involved in their child's/adolescent's learning and academic progress. The suggested letter for this thematic literature unit is found in Appendix A, p.138.

Summary

This chapter describes the procedure involved in designing and implementing a thematic literature unit. It outlines the theme of the unit, the conceptual framework, the learning outcomes, the learning resources, the learning experiences and the means of assessing students' growth. Teachers are encouraged to adapt the framework to suit the learning needs and interests of the students in their classrooms.

Students' work throughout a unit should be contained in their portfolios to allow all stakeholders including teacher, student, parents, and administrators to assess the cognitive and affective growth that has occurred.

Appendix A of this project contains the actual project *Developing Socially Responsible Students: A Thematic Literature Unit on Social Injustice.* It has been developed as a handbook for teachers of 10-13 year old students and contains all the resource information, learning experiences, and assessment information necessary for successful implementation.

The final chapter of this project outlines the conclusions, insights, and recommendations the writer has formulated while developing this project.

CHAPTER IV

CONCLUSIONS, INSIGHTS, AND RECOMMENDATIONS

Conclusions

This project designs a curriculum development and implementation framework of an inquiry-based, student-centred thematic literature unit on social injustice. The purpose of this thematic literature unit is to help students become aware, through immersion in quality children's and adolescents literature, of how stereotyping can lead to prejudice and discrimination which can perpetuate various forms of human rights' violations. This immersion in children's and adolescent literature assists students in developing a core of shared values and a sense of social responsibility at a local, national, and global level. These values include peaceful conflict resolution, respect for individual differences, and a concern for social justice.

Developing Socially Responsible Students: A Thematic Unit on Social Injustice is merely a launching pad for a study on social injustice. With so much injustice occurring in the world today, it would be impossible to address all the problems. However, this unit assists in developing an awareness of basic social concepts such as stereotypes, prejudice, discrimination, human rights and social responsibility. Just as a rocket begins its journey from its launching pad into unexplored territory, this unit launches students into a lifelong exploration of social issues. Before embarking on their journey, astronauts need to develop the knowledge, skills, and strategies required for a successful voyage. This thematic literature unit

prepares students by equipping them with the concepts, knowledge, skills and strategies for further exploration.

Insights

Having taught Social Studies for several years, the writer has often been curious as to why teachers continue to teach from outdated textbooks. When teaching from the authorized textbooks the writer found it uninteresting and unstimulating and opted to choose different resources to address the learning outcomes. However, the curiosity remained. Once this project was initiated, it became evident as to why the authorized textbooks are so frequently utilized.

The key stage learning outcomes outlined in the Newfoundland and Labrador Department of Education's Social Studies curriculum guide for the elementary and junior high school levels are broad and general. For example, the key stage learning outcome for Social Studies states that by the end of grade 6 students should be able to "give examples of the influence of freedom, equality, human dignity, justice, and civic rights and responsibilities in Canadian society" (*Foundation for the Atlantic Canada Social Studies Curriculum*, 1999, p.16). The Government of Newfoundland and Labrador Department of Education's *Program of Studies* 1999-2000 states that the Social Studies program at the elementary level "emphasizes the importance of human rights and responsibilities and encourages students to apply their knowledge and skills to everyday life" (p. 65). However, neither document defines any of the terms or concepts and provides little direction as to how to achieve the outcomes. As

well, the only resources authorized in the Program of Studies are the textbooks issued by the Department of Education, some of which have already been deemed as outdated. Thus, if teachers are to achieve the key-stage outcomes for Social Studies, it is necessary to look for resources in addition to or in place of the authorized textbooks. Nevertheless, it takes a great deal of time and energy to locate learning resources. And the time and effort does not stop there. Learning experiences that reflect the key-stage learning outcomes must be developed which addresses the diversity of learning needs in the classroom. Therein lies another problem.

Planning and developing a thematic literature unit requires an incredible amount of time and effort. Teachers often admit there is barely enough time to complete the everyday tasks required without adding more demands on their time and energy. The writer acknowledges this accurate reality of classroom life. It is not that teachers are unwilling to plan and develop thematic units, there is simply not enough time allotted for such processes. However, if teachers are to create learning environments that ignite students' enthusiasm, time for planning and developing thematic literature units is crucial. Time is essential for collaboration among grade level colleagues, learning resource teachers, and student support personnel to plan and develop curriculum which addresses individual student needs. If teachers are fortunate enough to find time to plan and develop curriculum, two other problems arise when they try to implement the unit of study: scheduling and limited resources.

Scheduling is a valid concern. Students leave the classroom for physical education, music, computer education, band, and remedial help. As well, countless

other interruptions such as school assemblies, class pictures, and guest speakers occur on a regular basis. Thus, finding the time necessary to implement a thematic literature unit is a legitimate problem. Further, subject teaching, especially at the junior high level, is another complicating factor. If different teachers are responsible for different subject areas within the one classroom, finding large blocks of time can be difficult Yet, this is exactly what is required if implementation of a thematic literature unit is to succeed. Students need large blocks of time to immerse themselves in the literature, to reflect and discuss it. Time is also essential if students are to connect to the characters, listen to peers' views and see the literature from others' perspectives.

Nonetheless, large blocks of time are insignificant if teachers are unable to access multiple copies of the learning resources selected for the thematic literature unit. Lack of resources is one of the biggest obstacles in implementing thematic literature units. If multiple copies of the literature under study are unavailable, implementation becomes difficult.

Recommendations

Reflecting on the process of designing a curriculum development and implementation framework, the realities of school life, and the learning needs of the students, this writer has several recommendations which will benefit all stakeholders involved.

More direction for curriculum development and implementation for

addressing social issues needs to come from The Newfoundland and Labrador, Department of Education. Thus, it is recommended that the Department of Education hire a team of teachers who have had success in implementing successful thematic literature units at the elementary and junior high levels. This team would be facilitated by a lead teacher who specializes in curriculum studies. Presenting teachers with guidelines and suggestions for learning resources and learning experiences may motivate teachers to look outside the authorized textbooks and design more relevant learning experiences for students. The writer is not advocating a set curriculum design but rather an open and fluid plan that allows teachers choices and options in which they can address the learning needs of their own particular students while achieving the curriculum learning outcomes.

Even if more direction for curriculum development and implementation is forthcoming from the Department of Education, teachers require more daily or weekly preparation time if thematic units are to be developed collaboratively among colleagues, learning resource teachers, and student support specialists. Thus, it is the recommendation of this writer that more time be allotted by the Department of Education for curriculum development and planning at the school level. Time is the essential component missing from the curriculum development and implementation equation. Teachers are continually encouraged to become action-researchers and curriculum developers. However, the parties that want to see these initiatives occur in the classroom are unwilling to commit the resources necessary to allow teachers more time to become change agents. Until teacher preparation and planning time as

well as teacher professional development is acknowledged by the Department of Education as being instrumental in improving teacher practices which in effect will improve student achievement, little will change. The Ministerial Panels Report which was released in April, 2000 recommended the need for increased professional development for teachers. Judy Foote, the provincial Minister for Education, in a news release on April 5, 2000 stated, "In the 2000-01 budget, we have included additional funding for the implementation of curriculum and for teacher professional development" (News Release at www.gov.nf.ca/releases/2000/edu/0405n05.htm). Teachers will hopefully see this recommendation resurrected during the 2000-2001 school year.

Administrators need to consult with teachers before scheduling is completed. Large blocks of time are required for successful implementation of thematic literature units. Because of the many responsibilities and obligations administrators are required to manage at the beginning of the school year the writer suggests the teacher approach the administration to advocate for the blocks of time necessary to implement thematic literature units. If teachers are armed with the knowledge that thematic literature units encourage student participation, increase teacher inquiry, encourage parental involvement, and promote lifelong learning, it is highly probable that teachers wishing to commit to this style of instruction will have the full support of their administration.

The final recommendation is for the Department of Education to provide further funding for classroom learning resources. Full class sets of resources would

be ideal. However, multiple copies of resources are essential. Without the necessary resources, it is unrealistic to believe that implementation of a thematic literature unit will be successful.

These recommendations demonstrate that the Government of Newfoundland and Labrador's, Department of Education needs to supply more direction and funding in order to improve the learning situation of the provinces' students. As well, teachers need to be more involved in curriculum design. Teachers have to take the lead in searching for more relevant curriculum materials and designing thematic units that do more than merely pay lip service to addressing social issues in our world today.

REFERENCES

Allen, D., & Piersma, M. (1995). Developing thematic units: Process and product. Albany, N.Y.: Delmar Publishers.

Ames, C. (1992). *Classrooms: Goals, structures and student motivation.* Journal of Educational Psychology, 84 (3).

Bandura, A. (1977). Social learning theory. Englewood Cliffs, NJ: Prentice-Hall.

Barrington, C. (1998). A thematic literature unit: developing children's understanding of culture, cultural identity, and diverse cultural perspectives. Thesis: Memorial University of Newfoundland.

Benedict, S., & Carlisle, L. (Eds.). (1992). Picture books for older readers. Portsmouth, N.H.: Heinemann.

Bigelow, B., Christensen, L., Karp, S., Miner, B., & Peterson, B. (2000). *Creating classrooms for equity and social justice.* Rethinking our classrooms (Special publication published by Rethinking our schools: An urban educational journal online.) Retrieved July 10, 2000 from the World Wide Web: http://www.rethinkingschools.org/SpecPub/Clsrms.htm

Coombs, M., & Beach, J. D. (1994). *Stories and storytelling: Personalizing the social studies.* The Reading Teacher, 47 (6): 464- 471.

Cooper, J. D. (1993). Literacy: Helping children construct meaning. New York: Houghton Mifflin.

Donham van Deusen, J. and Brandt, P. (1997, September-October). *Designing thematic literature units.* Emergency Librarian, 25 (1), 21-24.

Downey, M.T. (1986). *Time, space, and culture.* Social Education, 50: 490-501.

Downey, M.T., & Levstik, L.S. (1988). *Teaching and learning history: The research base.* Social Education, 52: 336-343.

Dunn, M. (2000). *Cybrary of the Holocaust.* Retrieved April 27, 2000 from the World Wide Web: http://remember.org

Eby, J.W. (1998). Reflective planning, teaching, and evaluation (Second edition). Upper Saddle River, NJ: Merrill.

Eisner, E.W. (1991). *Art, music, and literature within the social studies.* In J.P. Shaver (Ed.), Handbook of research on teaching and learning: A project for the National Council for the social studies. New York: MacMillan.

English Language Arts: Selecting children's literature: An annotated bibliography. (1999). Government of Newfoundland and Labrador Department of Education. Halifax: Atlantic Provinces Education Foundation.

English Language Arts: A curriculum guide. (1999). Government of Newfoundland and Labrador Department of Education. Halifax: Atlantic Provinces Education Foundation.

Farris, P., & Fuhler, C. (1994). *Developing social studies concept through picture books.* The Reading Teacher 47 (5): 380-387.

Foundation for the Atlantic Canada Social Studies Curriculum. (1999). Government of Newfoundland and Labrador Department of Education. Halifax: Atlantic Provinces Education Foundation.

Galletti, S. (1999). *Why value values?* Schools in the Middle 9 (3): 1.

Gundlach, S. (1986). *Putting the story back into history.* Curriculum Review 25: 77-79.

Hartman, D. & Allison, J. (1996). *Promoting inquiry-oriented discussions using multiple texts.* In L. Gambrell & J. Almasi (Eds) Lively discussion!: Fostering engaged reading. Newark, DE: International Reading Association.

Hewitt, G. (1995). A portfolio primer: Teaching, collecting, and assessing student writing. Portsmouth, NH: Heinemann.

Houser, N.O. (1999). *Critical literature for the social studies: Challenges and opportunities for the elementary classroom.* Social Education, 63 (4): 212- 215.

Huck, C., Hepler, S., Hickman, J., & Kiefer, B. (1997). Children's literature in the elementary school (6th Ed.). Toronto: Brown & Benchmark Publishers.

Lemlech, J. K. (1998). Curriculum and instructional methods for the elementary and middle schools (4th Ed.). Up Saddle River, New Jersey: Merrill.

Lyman, F.T. (1993). *Think-Pair-Share,* (videotape). Washington, D.C.: National Education Association.

McGowan. (1987). Children's fiction as a source for Social Studies skill-building. (Report No: 37). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED 285797).

Mershon, C. (1999). *Focus on historical fiction.* Scholastic Instructor, 109 (3): 49-51.

Nelson, C.S. (1994). *Historical literacy: A journal of discovery.* The Reading Teacher, 47 (7): 552-555.

Pappas, C., Kiefer, B., & Levstik, L.S. (1990). An integrated language perspective in the elementary school. White Plains, NY: Longman.

Pappas, C., Kiefer, B., & Levstik, L. (1999). An integrated language perspective in the elementary school: An action approach. New York: Addison Wesley Longman.

Probst, R. (1990). *Literature as exploration and the classroom.* In E. Farrell & J. R. Squires (Eds.) Transactions with literature. Illinois: NCTE.

Robinson, B., Schneider, M., & Shanahan, T. (Eds.). (1995). *Integrating curriculum.* The Reading Teacher, 48 (8): 718-719.

Rosenblatt, L.M. (1968). Literature as exploration (Revised). New York: Noble & Noble.

Rosenblatt, L.M. (1976). Literature as Exploration (3rd Ed.). New York: Noble & Noble.

Sanacore, J. (1990). *Creating the lifelong reading habit in social studies.* Journal of Reading, 33: 414-418.

San Diego County Office of Education (2000). *Literature circle book report.* Retrieved May 4, 2000 from the World Wide Web: www.sdcoe.k12.ca.us

Sawyer, W., & Sawyer, J. (1993). Integrated language arts for emerging

Spillman, C.V. (1996). Integrating Language Arts through Literature in Elementary Classrooms. Phoenix, Arizona: Oryx.

Strickland, D.S., & Morrow, L.M. (1990). *Integrating the emergent literacy curriculum with themes.* The Reading Teacher, 43: 604-605.

Strong, E. (2000). Developing a literature unit: A curriculum framework. Memorial University of Newfoundland.

Temple, C., Martinez, M., Yokota, J., & Naylor, A. (1998). Children's books in children' hands: An introduction to their literature. Boston, MA: Allyn & Bacon.

Tompkins, Gail E. (2000). Teaching writing: Balancing process and product. (3rd edition). Upper Saddle River, NJ: Prentice-Hall, Inc.

Traver, R. (1998, March). *What is a good question?* Educational Leadership 55 (6), 70-73.

Tunnell, M.O., & Ammons, R. (Eds.). (1993). The story of ourselves: Teaching history through children's literature. Portsmouth, NH: Heinemann.

Universal Declaration of Human Rights (1948)

Vygotsky, L. (1962). Thought and language. Cambridge, MA: MIT Press.

Appendix A

Developing Socially Responsible Students:

A Thematic Literature Unit on Social Injustice

A Teacher Handbook

Table of Contents

Page Number

I. Introduction.....80

Rationale.....80

II. Curriculum Learning Outcomes.....85

Language Arts.....86

Social Studies.....87

III. Conceptual Literature Links.....88

IV. Annotated Bibliography of Conceptual

Literature Links.....89

African-American Slavery Resources.....89

Jewish Holocaust Resources.....93

V. Curriculum Learning Experiences.....96

Phase 1: Learning Experiences for Motivation.....97

Phase 2: Learning Experiences for Evolution.....99

Phase 3: Learning Experiences for Resolution.....112

Table of Contents (continued)

VI. Assessment and Evaluation....113

Speaking and Listening....113

Reading and Viewing....114

Writing and Other Ways of Representing....115

Assessment of Small Group Interaction....115

Communication to Parents....116

VII. Appendices

A-1: Necessities of Life Chart....118

A-2: KWL Charts....119

A-3: Reflection Sheet....120

A-4: Necessities of Life Chart....121

A-5: Literature Circle Book Report....122

B-1: Speaking and Listening Log of Activities....128

B-2: Speaking and Listening Checklist....129

B-3: Evaluation of Group Presentations....130

B-4: Student Reading Log....131

B-5: Individual Reading Conference Record....132

B-6: Log of Writing Activities....133

B-7: Individual Writing Conference Record....134

Table of Contents (continued)

VII. Appendices

B-8: Checklist of English Language Arts

Learning Outcomes.....135

B-9: Checklist of Social Studies

Learning Outcomes.....136

B-10: Self and Group Evaluation Form.....137

B-11: Sample Letter to Parents.....138

C-1: Additional Learning Resources.....140

C-2: Suggested Readings for Holocaust Literature..... 147

C-3: Suggested Reading for Slavery Literature.....151

C-4: Useful Web Sites for Teaching

Social Injustices 154

C-5: Articles from the Universal

Declaration of Human Right.....157

C-6: Professional Journal useful for Studies

of Children's and Adolescent Literature..... 159

TEACHER'S HANDBOOK

DEVELOPING SOCIALLY RESPONSIBLE STUDENTS: A THEMATIC LITERATURE UNIT

Introduction

This curriculum resource handbook for teachers is written to provide 10-13 year olds the opportunity to develop a better understanding and appreciation of the inequalities and social injustices inflicted upon humanity in a global, national and local domain from an historical perspective. Through reading and responding to a wide range of children's and adolescent literature focussing on African-American slavery and the Jewish Holocaust, concepts such as stereotypes, prejudice, human rights and social responsibility are explored. This unit invites students to examine situations where inequalities exist or individual's rights have been denied.

The thematic literature unit includes a rationale for studying social injustices, the curriculum learning outcomes addressed throughout the unit, a web of literature links, the recommended learning resources, the learning experiences, as well as the assessment tools required for evaluative purposes.

Rationale for Studying Social Injustices

Students witness daily stereotyping, prejudice, discrimination, and violations of human rights from various modes: television; movies; music videos; and personal observation. They need to be prepared to deal with these complex situations so that

they are able to recognize injustices that occur around them and even to them. Thus, we as teachers need to ask the following questions: Do students understand the images and messages behind the injustices to humanity witnessed nightly? Do we invite students to reflect upon the injustices and question the motivation behind them? Does the curriculum invite students to explore their feelings and reactions to such horrors inflicted on other human beings? Do we offer students opportunities to examine the kind of support they might extend to help alleviate some of the injustices imposed on others either locally, nationally, or globally?

Students need to develop their own opinions and viewpoints regarding social issues, as well as develop an understanding of the human condition by reflecting on differing perspectives from a variety of sources. We, as teachers, must awaken in students a human connection to all people and challenge them to act by helping students realize that their efforts make a difference (Lockett, 1996). By building students' consciousness of social issues, they can reflect on and discuss the injustices which they have vicariously witnessed through children's and adolescent literature. Through this exploration students will learn about tolerance and empathy towards others. They will formulate their own views and opinions, as well as contemplate their social responsibility in affecting change.

Students need to develop awareness of the various forms of inequalities which exist in today's society. They need to view themselves as truth-tellers and change-makers. Further, they need to acquire skills to help them take action on important social issues such as stereotyping, prejudice, and discrimination. Teachers can begin

to develop students' awareness of how evil evolves by introducing and discussing topics such as stereotypes, prejudice, and discrimination. Understanding the nature of these topics is the first step in combatting these practices.

Students must understand that every human being deserves to be considered as a unique and valuable individual. We, as teachers, need to help them grow and develop in a social context. Because human experience consists of thoughts and actions, as well as feelings, emotions, and relationships, one effective way to promote students' social development is through literature. Classroom environments can be infused with literature and learning experiences that cause students to reflect on and apply core values of a democratic and civil society (Galletti, 1999).

By examining African-American slavery and the Jewish Holocaust through children's and adolescent literature, students will be exposed to the injustices of these historical events and come to understand and appreciate human rights. When they understand their human rights, students are better able to protect the rights of themselves and the rights of others. The study of human rights not only teaches the real meaning of freedom, but what it means to be fully human.

In Newfoundland and Labrador, the Department of Education's document *Foundation for the Atlantic Canada Social Studies Curriculum for Primary, Elementary, and Secondary* (1999) states that by the end of grade 6 students will be expected to:

- give examples of the influence of freedom, equality, human dignity, justice, and civic rights and responsibilities in Canadian society (p.

16);

- discuss why and how stereotyping, discrimination, and pressures to conform can emerge and how they affect an individual (p. 18);
- identify causes, consequences, and possible solutions to universal human rights and other selected global issues (p. 22);
- identify and describe how people create places that reflect human needs, values, and ideas (p. 24); and
- identify and compare events of the past to the present in order to make informed, creative decisions about issues (p. 26).

As well, the document *Foundation for the Atlantic Canada Social Studies Curriculum for Primary, Elementary, and Secondary* (1999) maintains that

> Issues-based social studies considers the ethical dimensions of issues and addresses controversial topics. It encourages consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action (p. 29).

It is these thoughts and opinions that sparked the writer to develop this particular thematic literature unit on social injustices. The next part of this handbook presents the necessary tools required to implement the thematic literature unit.

Curriculum Learning Outcomes

Developing Socially Responsible Students: A Thematic Literature Unit on Social Injustices

The main curriculum concentrations for this thematic literature unit are Language Arts and Social Studies. Thus, the major learning outcomes address Language Arts and Social Studies yet will include various learning outcomes of other disciplines as well, including Religion, Art, and Music.

The following learning outcomes are adapted from the *Atlantic Canada English Language Arts Curriculum Grades 4-6* (Department of Education, 1999) and the *Foundation for the Atlantic Canada Social Studies Curriculum Entry Level - Grade 12* (Department of Education, 1999). For the purpose of this unit, the key stage curriculum outcomes for the end of grade 6 are viewed as suitable for this age group. Teachers may modify the outcomes depending upon the learning needs and age levels of their students.

Table 1 and Table 2 outline the curriculum learning outcomes for English Language Arts and Social Studies that should be met by students leaving grade 6. The numbers delineate key-stage learning outcomes which are applied during the implementation of the learning experiences.

Table 1 Learning Outcomes for English Language Arts

Speaking & Listening	Reading & Viewing	Writing & Other Ways of Representing
1. Examine their own and others' thoughts, ideas, and questions in discussion to extend their understanding in small or whole group setting.	**5.** Immerse themselves in quality literature representing a variety of genres appropriate to their age that meets their learning.	**7.** Express and support points of view about issues, themes, and situations within texts, citing appropriate evidence.
2. Ask questions calling for elaboration, clarification, or qualification, and respond thoughtfully and appropriately to questions.	**6.** Develop a personal response to a range of texts by making connections between texts, themselves, and others as well as explain why a particular text matters to them.	**8.** Respond critically to texts by: - recognizing how their own ideas and perceptions are influenced by what they read and view - demonstrating an awareness that personal values and points of view influence both the creation of text and readers' interpretation and responses - exploring and reflecting on culture as portrayed in texts - identifying the values inherent in a text - identifying and discussing instances of prejudice, bias, stereotyping, and propaganda
3. Formulate, support, and advocate points of view in a convincing manner by providing relevant details.		**9.** Use a range of writing strategies and other ways of representing to - extend ideas and experiences -consider others' perspectives - reflect on problems and provide solutions
4. Listen critically to others' ideas and points of view to assess the relevancy and adequacy of the evidence while demonstrating respect for others by expressing ideas and opinions in a manner that respects sensitivity to others.		**10.** Develop a range of prewriting and writing strategies (webbing, proofreading, revising and editing) to develop effective final products and other representations in terms of clarity, organization, and effectiveness in communicating ideas.

Adapted from the *Atlantic Canada English Language Arts Curriculum Grades 4-6* (Department of Education, Government of Newfoundland and Labrador, 1999 pp. 29-61)

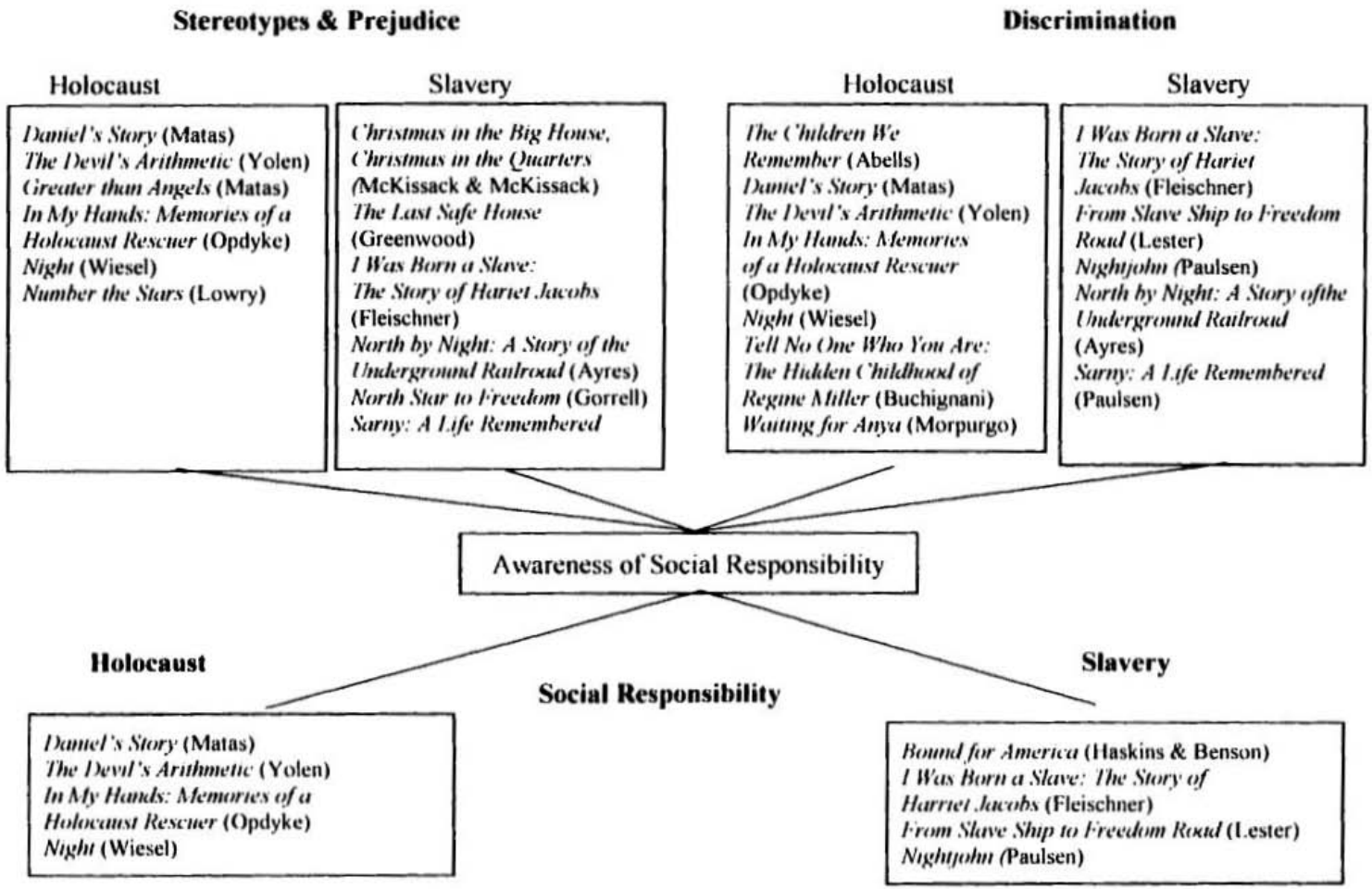
Table 2 Learning Outcomes for Social Studies

Citizenship, Power, & Governance	Culture & Diversity	Interdependence	People, Place, & Environment	Time, Continuity, & Change
11. Identify and explain the rights and responsibilities of individual citizens in a local, national, and global context.	**14.** Describe how perspectives influence the ways in which experiences are interpreted.	**16.** Identify causes, consequences, and possible solution to universal human rights and other selected global issues.	**18.** Identify and describe how people create places that reflect human needs, values, and ideas.	**19.** Research and describe historical events and ideas from different perspectives
12. Understand the concepts of freedom, equality, human dignity, justice, and civic rights and responsibilities	**15.** Discuss how and why stereotyping, prejudice, discrimination, and pressures to conform can emerge and how they affect an individual.	**17.** Plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world		**20.** Identify and compare events of the past to the present in order to make informed, creative decisions about important issues.
13. Take age appropriate actions to demonstrate their responsibilities as citizens.				

Adapted from the *Foundation for the Atlantic Canada Social Studies Curriculum Entry Level - Grade 12* (Department of Education, Government of Newfoundland and Labrador, 1999, pp. 16-27).

Conceptual Literature Links

The following web links the literature referred to the main concepts to be examined.



Annotated Bibliography of Conceptual Literature Links

The literature selected for this unit contains main characters who are subjected to prejudice and discrimination, and have had many of their human rights violated. They have suffered numerous indignities, yet their human spirit perseveres. Also, the stories furnish characters that show the opposite side of the inhumanity: characters who aid victims of injustice at great peril to themselves and their families. The selections are well-written and of high quality, but paramount to that, they are gripping. As students journey forward through the literature, they develop an appreciation for every individuals' human rights and begin to explore ways in which they can eliminate social injustice.

African-American Slavery Resources

Bound for America (1999), James Haskins & Kathleen Benson. Illustrated by Floyd Cooper. New York: Lothrop Lee & Shepard.

Between about 1500 and 1850, millions of Africans were captured and transported across the Atlantic in one of the most tragic ordeals in human history. In this objective and profoundly moving book, Haskins and Benson open with discussions of slavery throughout history and of Europe and Africa at the time the African slave trade began, then closely examine every aspect of the Middle Passage. Included are sections on capturing the slaves, the march to the coast, the selection of slaves for purchase, conditions on slave ships, and slave revolts aboard ship. Illuminated with historic prints,

photographs, and Floyd Cooper's compelling paintings. Timeline, bibliography, map, and index included.

Christmas in the Big House, Christmas in the Quarters (1995), P.C. McKissack & F.L. McKissack. New York: Scholastic.

In a heartwarming book rich in historical detail and careful research, Christmas on a pre-Civil War plantation is described from two starkly different points of view: the big house and the slave quarters. Magnificent full-color illustrations, along with recipes, poems, songs, journal excerpts, and more add depth and authenticity to this book. A rich, detailed description of life on a plantation in 1859 from Christmas Eve to New Year's Day.

From Slave Ship to Freedom Road (1998), Julius Lester. Illustrated by Rod Brown. New York: Puffin Books.

Julius Lester brilliantly interprets Rod Brown's twenty-four powerful paintings depicting the course of slavery. From the ships sailing from the Middle Passage through the Civil War, the book vividly portrays the abuse, auctions, and whippings. Lester poses several provocative questions to the reader that causes one to reflect on their own feelings towards others. A wonderful book for a read aloud with students. *From Slave Ship to Freedom Road* is a work of major importance.

I Was a Born a Slave: The Story of Harriet Jacobs (1997), Jennifer Fleischner. Illustrated by Melanie Reim. New York: Millbrook Press.

Fleischner gives the reader a glimpse into the horrors of slavery and the

lengths to which those enslaved would go in order to avoid being sold, beaten, starved, or molested. Bold, black wood-block prints which were African-inspired draw readers into Jacobs's life as a slave in North Carolina and her eventual escape to the North, after hiding for seven years in her grandmother's tiny attic.

The Last Safe House (1998), Barbara Greenwood. Illustrated by Heather Collins. Toronto: Kids Can Press.

Painstakingly researched and articulately written, *The Last Safe House* is based on stories of many slave and non-slave families involved with the Underground Railroad. It is the story of the fictional escaped slave Eliza Jackson and the Canadian Johanna Reid. Reid and her family hide Eliza and her brother until they can be safely reunited with their mother.

Nightjohn (1993), Gary Paulsen. Illustrated by Jerry Pinkney. New York: Delacorte Press.

This story is told from the point of view of Sarny, a 12-year-old slave girl. It is a powerful story about her friend Nightjohn, an adult male slave, and his dream to teach the slaves how to read and write. Sarny becomes his student even with the knowledge that she could be in a great deal of trouble if Waller, the plantation owner, discovers her secret.

North by Night: A Story of the Underground Railroad (1999), Katherine Ayres. New York: Delacorte Press.

In 1851 Lucy Spencer's family used their Ohio home as a station for the

Underground Railroad, a network of people and places that helps fugitive slaves escape to freedom in Canada. Lucy believes in what she and her family do to help the fugitives, even if it means putting herself in danger. Lucy helps the Widow Aurelia Mercer with a family of runaway slaves who are hiding in her attic. She learns so much about growing up, love, and standing on her own from her experience.

North Star to Freedom (1997), Gena K. Gorrell. New York: Delacorte Press.

For thousands of slaves the North Star marked the way to freedom on the Underground Railroad. The stories of the brave "passengers" on the escape route whose extraordinary fortitude broke their own chains, and of the "conductors" who risked their lives to help others, are a testament to the human spirit. The writing is complemented by period posters, photographs, and paintings, making *North Star to Freedom* a living history so gripping that it will be impossible to forget.

Sarny: A Life Remembered (1997), Gary Paulsen. Illustrated by Jerry Pinkney. New York: Bantam Books

The sequel to Paulsen's Nightjohn continues the story of the young slave girl who learned to read. Written from her point of view as an elderly woman, Sarny looks back at her life and recounts her days after her encounters with her friend, Nightjohn until her last days in 1930. She brings the reader into the life of a slave who watches as her two small children are sold and gains her freedom in the final days of the Civil War. Sarny is the story of truth, courage,

adversity, struggle, and strength of character. It is about a time in history when things were wrong and about the people who continued the injustices and those who tried to right the wrong.

Jewish Holocaust Resources

The Children We Remember (1983), Chana Byers Abells. New York: Greenwillow.

An unforgettable photo essay about the children who lived and died during the Holocaust. A story of death and loss and of courage and endurance. Photographs from the Archives of Yad Vashem, The Holocaust Martyrs' and Heroes' Remembrance Authority Jerusalem, Israel. This book is a powerful recounting of how children suffered and died in the Holocaust. There are few words and the powerful photographs demand discussion. The book is meant to be shared with someone who can explain the images.

Daniel's Story (1993), Carol Matas. New York: Scholastic.

A young Jewish boy recalls life in Hitler's Germany. First his family is forced out of their home in Frankfort and sent on a long journey to the Lodz ghetto in Poland, and then to Auschwitz, the Nazi death camp. Though many around him lose hope in the face of such terror, Daniel, supported by his courageous family, struggles for survival. He finds hope, life, and even love in the midst of despair. Although Daniel is a fictitious character, his story was inspired by the real experiences of many of the more than one million children who died in the Holocaust.

The Devil's Arithmetic (1990), Jane Yolen. New York: Puffin.

Hannah resents stories of her Jewish heritage and of the past until, when opening the door during a Passover Seder, she finds herself in Poland during World War II where she experiences the horrors of a concentration camp, and learns why she needs to remember the past.

Greater than Angels (1998), Carol Matas. New York: Aladdin Books.

This novel covers a section of Europe often overlooked in Holocaust literature. Matas pays tribute to the good citizens of Le Chambon-sur-Lignon in Vichy, France, who risked their lives to save the many Jews who took refuge there during the Nazi occupation.

In My Hands: Memories of a Holocaust Rescuer (1999), Irene Gut Opdyke. New York: Knopf.

Irene Gut was just seventeen in 1939, when the Germans and the Russians divided and devoured her native Poland. After being rounded up, Irene was put to work for the German Army. Her blond hair, her blue eyes, and her youth bought her the relative safe job of kitchen helper and waitress in an officers' dining room. But behind this Aryan mask, Irene began to wage her own war. She does anything she can to help the Jews including stealing food and blankets and smuggling them into the forest. When she was made the housekeeper for a Nazi Major, she managed to hide twelve people in the basement of his home and to keep them safe there until the Germans' defeat. A novel with a great deal of impact.

Night (1958), Elie Wiesel. New York: Bantam Books.

This is an account of Elie Wiesel's memoirs of the Nazi death camp horror that turns him, a young Jewish boy, into an agonized witness to the death of his family; the death of his innocence; and the death of his God. Penetrating and powerful, *Night* awakens the shocking memory of evil at its absolute and carries with it the unforgettable message that this horror must never be allowed to happen again.

Number the Stars (1989), Lois Lowry. New York: Yearling.

Set in Copenhagen in 1943, during the German occupation of Denmark, ten-year-old Annemarie learns how to be brave and courageous when she helps shelter her Jewish friend from the Nazis. Lowry was inspired by the letter of a young Dane, who, on the eve of his execution, reminded young and old to remember and from that remembering "to create an ideal of human decency."

Tell No One Who You Are: The Hidden Childhood of Regine Miller (1994), Walter Buchignani. Toronto: Tundra Books.

A biography of the drama of Regine Miler's life between the ages of 10 through 13. When the Germans invaded Belgium, Regine's young life took a dramatic turn. A father's love of his young daughter forces Regine into hiding to protect her from the persecution she would surely face as a Jew. This is the true story of one of thousands of Jewish children who were hidden during the Second World War by many courageous people who followed their

conscience and not their fear.

Waiting for Anya (Reprinted in 1996), Michael Morpurgo. New York: Puffin.

Accidentally discovering that Jewish children are hiding in the countryside, Jo, and his entire French village, help them escape to Spain. Jo's concern for the Jews is measured against his reluctant awareness that the German occupiers are not uniformly evil. In fact, the villagers' relations with the Germans form the most distinctive element of the story.

Curriculum Learning Experiences

The learning experiences for this thematic literature unit are based on a three-phase implementation framework. The unit is divided into three phases: learning experiences for motivation, learning experiences for evolution, and learning experiences for resolution The learning experiences are based on the learning outcomes recommended by the Atlantic Provinces Education Foundation (APEF) for English Language Arts and Social Studies and provide a natural integration of relevant content areas and children's and adolescent literature. The learning experiences include whole class, small group, and individual assignments to ensure all learning outcomes are being achieved. Students should be permitted to have input and choice regarding the activities so that their individual learning preferences are addressed. Teachers are encouraged to adapt this list of activities to their particular classroom needs and interests.

Phase 1: Learning Experiences for Motivation

These learning experiences are designed to generate interest in the unit of study and to activate students' prior knowledge. It is at this stage of the unit that the theme and literature to be studied and made available to students is introduced. Much of the work at this stage is whole class learning experiences and discussion with the teacher acting as facilitator. Students are involved in learning experiences such as brainstorming and webbing, reading and responding, and questioning and predicting. Further, students complete a KWL chart to inform the teacher about their prior knowledge of stereotypes, prejudice, discrimination, human rights, and social responsibility. Students are also involved in the Think-Pair-Share (Lymen, 1992) model. This model requests students to reflect on the literature on their own, proceed to share their ideas and opinions with a partner, and finally share their ideas and opinions with the whole class. This technique aids students in developing their own opinions and ideas before hearing others'. Through the various experiences utilized in this phase, the teacher discovers the students' prior knowledge which encourages further interest and inquiry in a unit. The learning experiences for motivation suggested for this unit follow in Table 3.

Table 3

Learning Experiences	Individual (I) or Group (G)	Learning Outcomes
1. Choose a ribbon from the bag and tie it to your wrist. Listen to the rules of the game closely and follow them exactly. When the game is finished answer the following questions in your response journals. -What was your first reaction to the color ribbon you drew? -What emotions did you feel as the game continued? -Would you like to play this type of game again?	G	1, 2, 7, 12, 14, 15
2. Pre-teens (or teenagers) make assumptions about what they require daily to make themselves comfortable day in and day out. Be specific and explain the importance of each item on the *Necessities of Life* form. Share your items with the class and place your completed charts in your portfolios. You will return to this chart at a later time.	G	1, 2, 7, 14, 18
3. Listen to *The Greenies* by William Goodykoontz. Record your thoughts and reflections of this poem in your response journals. Share your responses with a partner and then with the entire class.	I/G	1, 2, 7, 12, 14, 15
4. Complete the KWL Chart and write all you know and all you would like to learn about African-American Slavery on Chart # 1. On Chart # 2, do the same activity for the Jewish Holocaust.	I	1, 2, 7, 14, 18
5. Listen to your teacher read *From Slave Ship to Freedom Road* (Lester, 1998). While listening, look closely at the illustrations by Rod Brown. Answer the following question in your response journals: What was your initial response to the story and the paintings? What emotions did you feel as you listened to the story and observed the illustrations? Imagine you are one of the slaves depicted in the book. How would you feel? Do you think this is a good story? Why, or why not?	I/G	1, 2, 7, 12, 14, 15, 18
6. In your response journal, define the terms stereotypes, prejudice, and discrimination.	I/G	1, 2, 7, 14, 18

Teachers may utilize all of the previous learning experiences for motivation or pick and choose those suitable for their own particular classroom requirements.

Table 4 supplies additional learning experiences teachers may wish to utilize to motivate their students.

Table 4

Learning Experiences	Individual (I) or Group (G)	Learning Outcomes
1. Play a tape of Negro Spirituals while reading the poem *Let America Be America Again* (1994), by Langston Hughes found at http://www.poets.org/poems/poems.cfm?prmID=1473). After listening to both music and words, have students write in their response journals their thoughts and feelings about what they have just heard. Afterwards, have a whole-class discussion on their emotions as they listened to the music and the poems. Use guiding questions such as: What do you know about slavery? What are your opinions of slavery? How do you think the slaves felt? and How would you feel if put in their shoes?	G	1, 2, 7, 14, 18
2. Discuss the term creed. What is it and what does it mean? Read the poem *The Creed of a Holocaust Survivor* (2000) by Alexander Kimel (found at :www.haven.ios.com/~kimel19/poetry.html) and ask what they now think a creed is? Discuss the poem and the author's optimism despite the horrors he has witnessed. Why can he still believe in a better world?	G	1, 2, 7, 14, 18
3. Create a journal for daily entries about prejudice, discrimination, inhumane treatment, etc. Some days teachers might want to give suggestions for the journal entries such as: Imagine you are being ridiculed because of the hairstyle you must have because of your religious beliefs. How do you feel? Is there any action you can take to stop the people without you getting into trouble? Have you ever experienced a similar situation? On other days, journal entries will be the children's choice. The journal should be developed throughout the entire unit.	I	1, 2, 7, 14, 18
4. Begin a word bank of words related to the unit. Words should be added to the word bank as necessary, based on any whole class or small group activities. Students should be encouraged to write down any new or interesting vocabulary words encountered during personal reading so they may be added to the word bank. The word bank might be a bulletin board display or a word wall, etc.	I	1, 2, 7, 14, 18

Phase 2: Learning Experiences for Evolution

Learning experiences for evolution compose the major part of a unit. They consist of the learning experiences which provide students with a variety of in-depth

learning experiences from various content disciplines. The teacher provides opportunities for small group endeavors, and some individual work in keeping with the recommendations of the various APEF curriculum guides. Some of these learning experiences are required, but students are also given the opportunity to make choices among other activities. Because the writer encourages students to take responsibility for their own learning, allowing them choice among the learning experiences and the method of presentation is critical in promoting ownership over their new knowledge. The teacher guides and assesses the students' knowledge (concepts), values, skills, and strategies. Students complete learning experiences that are intra-textual, inter-textual, and lived-textual. Students will link ideas, compare and contrast information, and communicate their ideas in numerous ways including drama, music, art, writing, technology, and oral presentations. The learning experiences in this phase consist of small group and individual work.

When choosing the novels for in-depth study, teachers must use their discretion when selecting resources for their students' learning needs and interests. The selections assigned by this writer were based on a suburban grade 7 class which was comprised of twenty-five students of diverse backgrounds and abilities. Depending upon the composition of one's class, resource selection may vary from year to year. However, the majority of learning experiences outlined in this particular unit can be adapted for a multitude of other resources.

Four novels have been chosen to investigate the main concepts for this thematic literature unit. They are *North by Night: A Story of the Underground*

Railroad (Ayres, 1998), *I Was Born a Slave: The Story of Harriet Jacobs* (Fleischner, 1998), *In My Hands: Memories of a Holocaust Rescuer* (Opdyke, 1999), and *Night* (Wiesel, 1960). The first novel is historical fiction, the last three are biographies with the last two written as memoirs by the authors. Students will focus on each novel individually and complete learning experiences for each selection (Intra-textual). They will then compare and link concepts, ideas, and themes that are common throughout all of the focus books (Inter-textual). Finally, they will link the ideas represented in the various literature to their own lives and the world in which they live today (Lived-textual).

Intra-textual Learning Experiences

Each student will be required to complete all the individual experiences in their response journals. After the questions have been answered individually, students will again share their responses with their partners and then with the whole class. The teacher will inquire as to which activities each group wishes to complete. Taking student preferences into account, the teacher will then assign each group two to three specific group activities to complete. These group activities require cooperation and collaboration from each member to ensure complete participation from all members. To ensure this participation the cooperative learning structure called Roundtable (Keegan, 1990) will be utilized. Each group is allotted one chart and one marker and each participant is asked to contribute information until no more possibilities exist. The groups will then share their discoveries with the class in a variety of formats including oral presentations, songs, and role-plays.

The first column of Table 5 through Table 12 consist of the actual learning experience. The second column indicates if the experience is meant as an individual or small group learning experience while the third column contains numbers which correspond to the learning outcomes found in Tables 1 and 2 on pages that will be addressed for that particular learning experience. Teachers are encouraged to make their own decisions in the manner they approach each learning experience. These are only suggestions.

Table 5: Learning Experiences for *I Was Born a Slave: The Story of Harriet Jacobs*

Learning Experiences	**Individual (I) or Group (G)**	**Learning Outcomes**
1. What was the most important thing in Harriet's life? Explain your answer.	I	2, 3, 7, 8, 9
2. Explain how Harriet survived living in a cramped attic for seven years.	I	2, 3, 7, 8, 9
3. Describe some of the physical effects of living in the attic for seven years.	I	2, 3, 6, 7, 9
4. Describe three of Harriet's worst fears while in hiding.	I	2, 3, 6, 7, 8, 9, 14, 16
5. Why was Dr. Norcom so determined to find Harriet? Why didn't he give up after a year or so?	G	1, 2, 3, 4, 6, 7, 9, 14, 15, 16, 19
6. Why did Harriet feel the need to hide from Dr. Norcom?	G	1, 2, 3, 4, 6, 7, 9, 14, 15, 16, 19
7. In what ways did Harriet experience prejudice and discrimination?	G	2, 3, 7, 8, 9, 14, 16, 19, 20

Table 6: Learning Experiences: *North by Night: A Story of the Underground Railroad*

Learning Experiences	Individual (I) or Group (G)	Learning Outcomes
1. What influences Lucinda's decision to leave her family and take Hope to Canada?	I	2, 3 ,7 ,8 ,12
2. Discuss the role Miss Aurelia played in helping Lucinda become such an independent young lady.	I	2, 3, 7
3. How does Miss Aurelia's unconventional attitude regarding the role of women affect Lucinda's decision to become involved with the Underground Railroad?	I	2, 3, 7, 11, 12
4. How does living with Miss Aurelia for a few months make Lucinda more capable of dealing with loneliness when she arrives in Canada?	I	2, 3, 7
5. Write an epilogue to the novel *North by Night* letting the reader know whether or not Lucinda returned to her family.	I	2, 9, 10
6. Research the Quaker religion to discover their beliefs. Why did they risk their lives and property to help runaway slaves?	G	1, 2, 3, 4, 5, 7, 8, 9, 11, 14, 18, 19
7. The only way Lucinda can communicate with her family is by writing letters using codes. Write a letter, using the codes that she and her family used in the book, from Lucinda to her family letting them know that she and the baby arrived safely in Canada and what her plans are.	G	1, 9, 10
8. Miss Aurelia writes an article that she plans to publish once Lucinda has returned and the baby is safe. Draw a picture that Miss Aurelia might have drawn to accompany her article.	G	1, 4, 9
9. The slaves found a great deal of comfort in their songs. Locate some of the Negro spirituals that slaves may have sung. Select one song to perform in class. What do the spirituals tell us about the lives the slaves led and their hopes for freedom?	G	1, 2, 4, 9, 12, 14, 19
10. Write and perform a scene about what Hope, the baby in the novel *North by Night*, might be told when she grows up about her mother's plight for freedom.	G	1, 2, 4, 9, 12, 14, 19

Table 7: Learning Experiences for *In My Hands: Memories of a Holocaust Rescuer*

Learning Experiences	Individual (I) or Group (G)	Learning Outcomes
1. Give evidence from the biography In My Hands that the Gut family has a close relationship.	I	2, 3, 5, 7
2. How do Irene's Jewish friends gain courage from her?	I	2, 3, 7, 8, 9, 14, 15, 16, 19
3. What does Irene risk and sacrifice the most in helping her Jewish friends survive?	I	2, 3, 6, 7, 8, 11, 12, 14, 15, 16, 17, 18
4. Imagine you are a family member of one of Irene's survivors. Write a letter to her thanking her for her efforts.	I	2, 3, 6, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19
5. Irene said, "In my home, there had never been any distinction made between people based on their religion"(p. 19). Many of the Polish people remained silent when the Russians and Germans invaded Poland. Discuss how prejudices might be developed out of fear. How does fighting prejudice take courage? Write your thoughts in your response journals.	G	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16, 19, 20
6. Irene endures many harrowing moments. She is faced with threats of torture and prison. What kind of emotional and mental strength is needed to survive such turmoil?	G	1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 14, 15, 16, 19, 20
7. Design a promotional poster for *In My Hands*. Select a passage from the book that best represents the title, and quote that passage, with its page reference, on the back of the poster.	G	1, 2, 9

Table 8. Learning Experiences for *Night*

Learning Experiences	Individual (I) or Group (G)	Learning Outcomes
1. Why do you think the people of Sighet did not believe the recount of Moshe the Beadle? As a friend of Beadle's, why did Elie ignore his warnings?	I	2, 3, 6, 7, 8, 9, 14, 15,
2. If one of your friends came to you to warn you that he/she had witnessed horrific things were going to happen to you and you should leave your home immediately, do you think you would listen to him/her? Why or why not?	I	2, 3, 7, 8, 9, 11, 14, 20
3. Describe the conditions of the concentration camps including how people were processed into the camp system. Use the novel *Night* to investigate.	I	2, 5, 12, 14, 15, 18, 19
4. What was selection? Describe how you would feel if you had to go through the selection process.	I	2, 5, 12, 14, 15, 18, 19, 20
5. What kind of indignities were Elie and the other Jewish men subjected to in the camp? Express how these men felt in a creative way (i.e. a poem, picture, song, role-play, etc.).	I	2, 3, 6, 7, 8, 9, 12, 14, 15, 16, 18, 19
6. Describe the most disturbing image for you in this book? Why did you choose this image?	I	2, 3, 6, 7, 8, 9, 12, 14, 15, 16, 18, 19, 20
7. Represent through words, art, drama, or music the image you will remember most about Elie Wiesel's novel *Night*.	I	2, 3, 6, 7, 8, 9, 12, 14, 15, 16, 18, 19, 20
8. How did Elie's views about God change throughout the course of the book? Why did they change?	G	1, 2, 3, 4, 5, 7, 8, 9,

Inter-Textual Experiences

Students will be required to complete three of the individual experiences outlined below in their response journals. One small-group project will be completed by each group. The teacher will assign each group a project in consultation with the students.

Table 9: Learning Experiences for *North by Night, I Was Born a Slave, In My Hands,* and *Night*

Learning Experiences	Individual (I) or Group (G)	Learning Outcomes
1. Design a new cover for one of the novels studied. Make certain that the cover expresses an important aspect of the story	I	8, 9
2. Compare and contrast one of the following: (a) Harriet Jacobs and Elie Wiesel OR (b) Irene Gut and Lucinda Spencer. Use a Venn Diagram.	I	2, 3, 5, 7, 8, 9
3. Write a diary from the perspective of a runaway slave. Describe the hardships encountered, the people who helped, the fear of being caught, and the feelings of being "free".	I	2, 3, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19,
4. Write a concrete poem about the life of the slaves.	I	2, 3, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19,
5. Write a newspaper account of Lucinda's escape to Canada or of the heroic feats of Irene Gut.	I	2, 3, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19,
6. Write a letter from Elie Wiesel to Harriet Jacobs. What might he say to her?	I	2, 3, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19
7. Write a letter of recommendation for either Harriet Jacobs, Lucinda Spencer, Elie Wiesel, or Irene Gut.	I	2, 3, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19,
8. Write a eulogy for either Harriet Jacobs, Lucinda Spencer, Elie Wiesel, or Irene Gut.	I	2, 3, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19,

9. Write a personal letter to one of the characters you admired. Use the proper format of a friendly letter.	I	2, 3, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, 20
10. Find examples of figurative language that describe prejudice, discrimination, or inhumanity in the novels studied and write down five examples and explain the comparisons. Choose one of the characters and write 5 original similes or metaphors describing that character.	I	2, 3, 5, 6, 8, 9
11. The slaves found a great deal of comfort in their songs. Locate some of the Negro Spirituals that slaves may have sung. Select one song to perform for the class. Present an oral report discussing the stories the spirituals tell us the prejudices they faced, their lives, and their hopes for freedom.	G	1, 4, 9, 12, 14
12. Write a questionnaire about the issue of slavery or the Holocaust. Administer it to the public and write a report or draw a chart to report the public's perception about these issues.	G	1, 2, 3, 4, 9, 11, 12, 13, 15, 16, 17, 18, 19, 20
13. Construct a slave quarters based on the information acquired through the literature you have read and researched. You may wish to construct a whole plantation in order to compare the "big house" to the slave quarters.	G	1, 2, 4, 5, 9, 18, 19
14. Imagine the four main characters of the novels studied were to meet. Write the dialogue they might have and then perform it for the class.	G	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19
15. Explore the escape routes that were used by the slaves on the Underground Railroad and plot them on a map. Label the free states, the slave states, and the locations of some of the stations.	G	1, 2, 4, 5, 9, 18, 19

Lived-textual Learning Experiences

Students will be required to complete a minimum of four lived-textual experiences: two individual experiences (completed in their response journals) and two group experiences. Students may select the learning experiences in consultation with the teacher.

Table 10: Lived-textual Learning Experiences

Learning Experiences	Individual (I) or Group (G)	Learning Outcomes
1. What does Holocaust mean? Why is it important to study the Holocaust. Find 3 web sites that discuss the Holocaust to discover an answer. The site may not come right out and tell you. You may have to reflect on the information given and develop your own reasons. Chart your reasons and share them with the class.	G	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 14, 15, 16, 17, 18, 19, 20
2. How is prejudice developed out of fear? How does fighting prejudice take courage?	G	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 15, 17, 18, 19, 20
3. Lanston Hughes, a famous African-American poet, said, "Hold fast to dreams, for if dreams die, life is a broken winged bird that cannot fly". Discuss the dreams of the slaves and the victims of the Holocaust. How were they different from your dreams? Who are the broken winged birds in the novels being studied? Who keeps their dreams alive? How does courage help in carrying on one's dreams?	G	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16, 18, 19, 20
4. Discuss the consequences a person had to consider before risking their lives to help the slaves or the Jews? Would you be willing to take the risks? Why or why not?	G	1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
5. Slaves were forbidden to learn to read or write. How is this a form of human rights violations? Discuss the value of reading and writing. How can knowing how to read and write help create freedom? How would your life be different if you were unable to read or write?	G	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 14, 15, 20
6. Do you think that reading a memoir (a first-hand account of an individual's life) of a Holocaust rescuer is more meaningful than learning facts from a textbook? Why or why not?	G	1, 2, 3, 4, 5, 6, 7, 8, 9
7. In North America today, people sometimes feel they can't make a difference. However, it can be done. Think of situations in your own lives or the lives of your family or friends where one person's help has made a difference.	G	1, 2, 3, 4, 7, 9, 11, 12, 13, 14, 15, 16, 17, 18, 20

In addition to the previous learning experiences, the following tables contain further learning experiences that teachers might like to utilize.

Table 11: Additional Intratextual Learning Experiences

Intra-Textual Learning Experiences	Individual (I) or Group (G)	Learning Outcomes
1. Choose a novel that you enjoyed. Describe how the author's use of setting added to the mood, tone, and meaning of the text.	I	2, 3, 5
2. Write a biography about one character from one of the resources utilized during this unit. As well, create a **cover** and **artwork** that might be used if this biography was to be published as a book or in a magazine. The cover and picture should reflect something distinctive about your subject.	I	2, 3, 6, 10
3. Browse the web sites supplied by your teacher and find a survivor or victim of either slavery or the holocaust that you would like to research and learn more about. Visit a minimum of three web sites before choosing your subject. Make a collage representing that person's journey. Include photographs, maps, and other visual resources. Poems or short quotations may also be added at appropriate places.	G	2, 3, 5, 11, 12, 18

Table 12: Additional Intertextual Learning Experiences

Intertextual Learning Experiences	Individual (I) or Group (G)	Learning Outcomes
4. In your groups, discuss the following questions from the stories of rescuers and survivors: what can be learned about the importance of (a) human action, (b) human rights, and (c) the human spirit.	G	1, 2, 3, 4, 6, 7, 8, 11, 12, 14, 16, 18
5. Keep a log of all your television watching for seven days. Record all instances that you believe a character is being treated as a stereotype. How accurate is the stereotype?	I	2, 7, 12, 14, 15
6. What impact do you think slavery had on white people who did not own slaves? On those who did own slaves? Why might someone who was not a slave-owner support slavery? Why might someone be opposed to the spread of slavery, but not opposed to slavery itself?	G	11, 12, 14, 19, 20
7. Find books about a specific minority group. Describe the different kinds of prejudice, discrimination, and violation of human rights they encounter.	G	5, 11, 12, 14, 19, 20

Intertextual Learning Experiences	Individual (I) or Group (G)	Learning Outcomes
8. Relate the stories you have read during this unit to your own life and write your thoughts and feelings about the following questions: -Who is your favorite or least favorite character? -Does one character remind you of a friend or family member? -Does one character remind you of yourself? -Do any of the events in the stories remind you of you own life? -What event would you have handled differently if you were the character? -Does anything puzzle you about the story? If so, explain. -Does the setting remind you of somewhere you have been? -How does the story make you feel? -What do you like best or least about the stories? -What other stories that you have read do these stories remind you of? -What would you change about one of the stories if you could?	I	1, 2, 3, 5, 6, 7, 8, 13

Table 13: Additional Lived-Textual Learning Experiences

Lived-Textual Learning Experiences	Individual (I) or Group (G)	Learning Outcomes
9. In your literature circle, choose a diary or memoir to read and discuss the following questions. In what ways is the writer like you? Do you share similar hopes and dreams with the author? Do you share fears, worries or complaints with the writer? Find a passage in the diary that is especially meaningful and write a letter to the author about the impact of the passage.	G	1, 2, 3, 5, 6, 7, 8, 13
10. Choose one of the following quotes from Anne Frank and write how you feel about it or what it means to you. You may write in any format you wish (i.e. a poem, letter, song, story, etc). *July 8, 1942*: "Memories mean more to me than dresses." *July 15, 1944*: " In spite of everything, I still believe that people are really good at heart."	I	1, 2, 3, 5, 7, 8, 9
11. What is a hero? What qualities do heroes have? Think of people you consider heroes and explain why you feel the way you do. These people can be personal heroes in your life, heroes you have seen in movies, or read about in books. Discuss your choices in your group and defend your choice to other group members.	G	1, 2, 3, 5, 7, 8, 9

Lived-Textual Learning Experiences	Individual (I) or Group (G)	Learning Outcomes
12. Complete the following sentences independently. When you have completed the assignment, join your group to compare your answers. Is there any prejudice or stereotypical language used in your answers or other group members' answers? If there is, discuss what factors, such as television, newspapers, peers, parental attitudes, and so on may have contributed to this prejudice. a) All athletes are _____ b) People on welfare are all _____ c) Drugs are used by _____ d) All politicians are _____ e) People who sleep in the streets are _____ f) Harvard graduates are all _____ g) Construction workers are _____ h) He's quick-tempered, so he must be _____ i) He likes watermelon and so does every _____ j) She's so smart, she must be _____	I/G	14, 15
13. Have you ever been told not to go to a certain neighbourhood? Why would anyone suggest this? Is any of this based on prejudice? Are there stereotypes of the people in that neighbourhood? Why or why not?	I	11, 12, 14, 15 16
14. In your group, discuss how prejudice and discrimination are not only harmful to the victim but also to those who practice them. Is it possible to grow into adulthood without having at least some prejudice? What can you do to fight prejudice in your neighbourhood or school?	G	11, 12, 14, 15 16
15. Role-play a trial of Nazi war criminals with all members in the class playing a part as either a defendant, prosecutor, lawyer, judge, witness, or jury member. Students must research their role well in order to perform their part as authentically as possible. If playing the prosecutor, be prepared with logical, authentic questions in order to get at the truth.	G	1, 2, 3, 4, 7, 9, 11, 12, 14, 15 16, 19
16. Role-play a trial of an abolitionist who has been arrested for helping runaway slaves escape. The same format as above is to be followed.	G	1, 2, 3, 4, 7, 9, 11, 12, 14, 15 16, 19
17. Create a magazine or television advertisement illuminating every individual's social responsibility.	G	1, 2, 3, 4, 7, 9, 11, 12, 14, 15 16, 19
18. What new knowledge or change of attitude have you gained from studying this unit?	I	3, 20
19. What was the most interesting aspect of this unit?	I	3, 20
20. Is it ever right for one individual to own another, or for one group of people to be denied equal rights because they are different in some way?	G	1, 2, 3, 4, 7, 9, 11, 12, 14, 15 16, 19
21. If a law is perceived as unjust, what are appropriate ways to change it?	G	11, 12, 13, 17
22. Flashback refers to a scene or series of episodes that interrupts the normal sequence of events to describe an event or events that happened in the past. Write about an event that happened in your own life as though it were a flashback. This event should be one that would help someone understand you better.	I	1, 3, 6, 7, 9

Phase 3: Learning Experiences for Resolution

Learning experiences for resolution bring closure to the unit. Through these learning experiences students demonstrate their knowledge of the concepts of the unit. This phase encompasses all the new ideas, knowledge, and insights the students have learned from all of the learning experiences from Phase 2. Students reflect back to the guiding question and share what they have discovered, what conclusions they have drawn, and decide whether or not they see the world in a different way. Learning experiences in this phase include a Literature Circle Book Report (Appendix A-5), and representations of new knowledge and ideas in products such as essays, poetry, drawing, paintings, music and drama. However, the highlight of this phase is hosting an open house where students share with parents and the general public the knowledge and insights they have gained from the study of the thematic literature unit. Students are invited to talk about and discuss the issues and answer any questions that might be asked.

Students will revisit the Necessities of Life sheet they completed at the beginning of the unit. After reflecting on all they have learned throughout the unit, have them reconsider the choices they made on their first sheet and revise their list. They will then complete the second Necessities of Life sheet (Appendix A-4) in the Think-Pair-Share (Lyman, 1992) format.

Assessment and Evaluation

One of the most innovative means of assessment and evaluation for all

stakeholders including students, parents, teachers, and administrators is the use of portfolios. This system will allow each party to have a method of observing a student's growth and development over time. Teachers can develop their own systems of portfolio assessment or may opt to use ones already developed by other parties, such as their local Departments of Education and school boards. The main objective, however, is to ensure that the learning outcomes for the unit have been satisfied. The following tools may be helpful in organizing and collecting data to ensure the outcomes have been met.

Speaking and Listening

Students will record their learning experiences related to speaking and listening assignments and maintain them in their portfolios (Appendix B-1). Teachers will record their own observations on the checklist provided (Appendix B-2). An evaluation sheet based on specified criteria (Appendix B-3) is also provided so that teachers will be able to evaluate group presentations.

Reading and Viewing

Students' responses to the literature studied throughout this thematic unit on social injustice will be evaluated through a variety of methods. Through the utilization of reading logs, response journals, and reading conferences, teachers will be able to determine the students' abilities to activate prior knowledge, make connections to their own experiences, other texts, and others' experiences.

1. Reading Log: The students record the novels and books they read related to the theme (Appendix B-4). They will write and draw entries after reading, record key vocabulary words, make charts and other diagrams, and write memorable quotes (Tompkins, 2000, p. 172).
2. Response Journal: The students respond daily to what they have read or discussed in class. They may be asked to write about their personal feelings and ideas they have developed from the literature or respond to a given topic or a question related to a novel, quote, song, or poem related to the unit. This journal is to be kept in their portfolio.
3. Reading Conferences: Each student will hold a reading conference with a peer, a teacher, and a parent throughout the course of the unit. This allows the student an opportunity to share what they have read and receive feedback. They can assess their progress and set new goals. The content of each conference is recorded on a sheet and placed in the students' portfolio (Appendix B-5).

Writing and Other Ways of Representing

The students will be expected to express their ideas in many forms. A record sheet in each students' portfolio will help the teacher and students monitor the writing and other ways of representing that is to be completed in the unit (Appendix B-6). The students will then decide which pieces they wish to include for evaluation purposes. Each student will have a writing conference with a peer, the teacher and a

parent to discuss pieces of writing and to develop the writing process. This will help to identify their strengths, needs and allow them to set new goals (Appendix B-7). This process will be repeated for group work. Each group will maintain a special group portfolio. The teacher will conference with the group to assess progress.

The teacher will assess the students' progress in Social Studies in this area through observation of their attitudes and understanding as they discuss and complete the learning experiences in the unit (see Appendix B-8 for a checklist of outcomes).

Assessment of Small Group Interaction

Throughout the unit, the students will complete many tasks in small groups. They need an opportunity to assess how well they worked together. A group assessment form is used to gain information on each students' rating of their individual and group's performance (Appendix B-9).

Communication to Parents

At the beginning of this unit on social injustice, the teacher will send a letter home describing the unit and the outcomes expected. This letter will inform them about the portfolios, reading and writing conferences as well as their role in the assessment process. They will be invited to share stories or family histories (Appendix B-10, p. 137). At the end of the unit, the portfolios, both individual and group, will be a valuable way to inform parents of their child's progress. By including the parents' input, they will feel more involved in their child's learning and progress.

Appendix A: Learning Experience Charts

A-1 - Necessities of Life Chart

A-2 - KWL Charts

A-3 - Reflection sheet

A-4 - Necessities of Life Chart

A-5 - Literature Circle Book Report

Appendix A-1: Necessities of Life Chart

As a pre-teen (or teenager) your daily needs often require a few necessities. List all the "items" it takes to make you comfortable day in and day out. Be specific. Explain the importance of each item. Place your completed charts in your portfolios.

My Necessities of Life (Before Novel Study)

Item	**Importance of Item**

Appendix A-2: KWL Charts

Complete the first two columns of each KWL chart below. Place the charts in your portfolio for easy access. Whenever you learn something new during this unit, complete the third column of the charts. Do not wait until the unit is over to complete them.

KWL Chart on Slavery

K W L

What I Know	What I Would Like to Know	What I have Learned

KWL Chart on the Holocaust

K W L

What I Know	What I Would Like to Know	What I have Learned

Appendix A-3: Reflection Sheet

These novels make me:

Think _____

_____

_____

_____

_____

Realize _____

_____

_____

_____

_____

Understand _____

_____

_____

_____

_____

Wish _____

_____

_____

_____

_____

Appendix A-4: Necessities of Life Chart

After reading and contemplating the trials and difficulties that the characters in the novels experienced, would you now make different choices in items that you require to be comfortable? Complete the chart below and then compare it to the one you made at the beginning of the unit.

My Necessities of Life (After Novel Study)

Item	Importance of Item

Appendix A-5: Literature Circle Book Report

(adapted from www.sdcoe.k12.ca.us)

You and your group have finished reading an historical novel on the topic of African-American Slavery or the Jewish Holocaust. To demonstrate your understanding of the book you will complete one learning experience from each section. Thus, you are required to complete 6 learning experiences. Each member of your group will choose a different learning experience from each section so that every person's report will be completely different. You and your group will then present your reports orally to the class so everyone will learn about each book that was read for this assignment.

Performance Task List for Book Report	
_____	Read all of the steps on this list.
_____	Read a selection of historical fiction I chose with my literature circle.
_____	Filled out my literature circle worksheets for each job I did.
_____	Chose one learning experience from each section that was different from everyone else's in my literature circle.
_____	Completed my six learning activities each on one side of a separate piece of paper with a title telling what the learning experience is. Each page is numbered 1 through 6.
_____	Made a title page for my report that shows the title of the book (underlined), the author and illustrator of the book, my name, the date, the grade and the teacher's name.
_____	Made a table of contents that tells the name of each section and the page number for each page of the report and the activity that is on that page.
_____ ___ ___ ___ ___ ___ ___ ___ ___	Put the whole report together in this order: • Title Page • Table of Contents • page 1, Section 1 (write the number and name of the activity) • page 2, Section 2 (write the number and name of the activity) • page 3, Section 3 (write the number and name of the activity) • page 4, Section 4 (write the number and name of the activity) • page 5, Section 5 (write the number and name of the activity) • page 6, Section 6 (write the number and name of the activity)
_____	Presented my report orally with my group to the class and placed the book report, and my literature circle worksheets in my portfolio.

Literature Circle Book Report Activities - Section 1	
Activity 1	Create a crossword puzzle that includes at least 12 clues for main characters, significant events or other important details of the book. Don't forget that your puzzle must have both "across" and "down" clues, be sure to fill in the answers.
Activity 2	Create a "Wanted Poster" with a picture , listing the characteristics of the antagonist (villain) in the story and why he or she is wanted.
Activity 3	Match 3 important statements with the characters who said them. Explain why the statements are important to the story.
Activity 4	Retell the story including 8 important events. Explain why the events are important.
Activity 5	Create and arrange story pictures retelling the story Include 8 important events. Use captions to tell why the events are important.
Activity 6	Describe the setting of the book. Include sensory (sight, hearing, smell, taste, touch) details.
Activity 7	Draw the setting of the book including as many details as possible. Label your drawing and tell where it is.

Literature Circle Book Report Activities - Section 2	
Activity 1	Explain how the main character felt at the beginning, middle, and end of the story and explain why.
Activity 2	Predict what could happen next in the book before reading the entire book and explain why you predict what you do.
Activity 3	Select a passage in the book and describe it. Draw 2 pictures showing what happened before and after the selected passage. Make captions to tell what is in the pictures.
Activity 4	Select a passage in the book and describe it. Then write a description explaining what happened before and after the selected passage.
Activity 5	Explain 3 important ideas or important parts of the story in your own words. Explain why you picked those parts of the story.
Activity 6	Create an mind map (like brainstorming) of either a section of the book or the entire book. Use symbols, color, and pictures to demonstrate your understanding of the story. Tell what the characters are thinking and why.
Activity 7	Create an emotion map (like brainstorming) illustrating 3 different emotions the main character experiences in the course of the book and why he or she experienced them. (Don't use "happy", "sad", or "mad").

Literature Circle Book Report Activities - Section 3	
Activity 1	Using symbolism, classify the central characters as animals or things. Explain why you chose the symbols you did.
Activity 2	Transfer the main character to a new setting. Describe the setting and how the character would respond to the different people and situations that he or she might encounter.
Activity 3	Create finger puppets and write a one act play depicting an important part of the book.
Activity 4	Select a meal that one of the main characters would enjoy eating. Be certain that the food is appropriate for the time and place in which the story occurs. Create a menu and a method of serving it. Menu should include prices from the time period. Be creative about how you describe the food. Use the kind of words you might see on a restaurant menu.
Activity 5	Think of a situation that occurred to a character in the story and write about how you would have handled it differently. Be specific and use sensory (sight, hearing, taste, touch, smell) details.
Activity 6	Give examples of people you know who have the same problems or life situations as the characters in the book. Be specific. How are the characters' lives different than these same people that you know.
Literature Circle Book Report Activities - Section 4	
Activity 1	Select 4 central characters from the story. Identify each one's general qualities. Include in your description passages or statements from the story which support your ideas. Qualities can include both physical appearance as well as personality traits and can either be stated directly by the author or implied.
Activity 2	Select a section of the book. Distinguish what could have happened from what could not have happened in real life. How are the events and characters believable or unbelievable? Use direct quotes from the story to support your opinions.
Activity 3	Select parts of the book that were the funniest, saddest, happiest, and most unbelievable. Describe the event or situation and discuss your personal reaction to it.
Activity 4	Central characters often express their opinions in the course of the story. Using 5 different statements from the main character, differentiate whether those statements are opinions or could be actual facts.
Activity 5	Compare and contrast (describing how they are alike and different) two of the main characters. Quote the direct passages from the book that show what the characters are like.
Activity 6	Select an action of the main character that was similar to something you might have done. Describe what the character did and how and why you would have done the same thing.

Literature Circle Book Report Activities - Section 5	
Activity 1	Decide which character in the book you would most like to spend the day with. Describe what that day would be like. Discuss how it would be different if you visited the character in their world or if they visited in your world.
Activity 2	Consider how this book could help you in your own life. Discuss how the story could or could not make a contribution in your life.
Activity 3	Compare and contrast this book with another you have read. Consider literary elements such as setting, characters, and plot. Using those themes, describe which book you liked better.
Activity 4	Write a recommendation as to why this book should be read or not. Support your opinion with evidence from the text.
Activity 5	Decide if the entire story really could have happened. Justify your opinions with evidence from the text.

Literature Circle Book Report Activities - Section 6	
Activity 1	Create a poster, using quotes from the novel and pictures from the story, to advertise the story so that other people would want to read it.
Activity 2	Invent a new product related to the story. Create something that the characters could have used. Draw an illustration of the product and description.
Activity 3	Rewrite the roles of the main characters in the book to create new outcomes. Describe what would happen when the characters change roles.
Activity 4	Imagine that you are one of the main characters. Write a diary account of your daily thoughts and activities during 3 important events in the story.
Activity 5	Write the lyrics and music to a song that one of the main characters might sing if he or she became a musical star.
Activity 6	Create an original character. Describe that character and discuss how he or she would change the story.
Activity 7	Write a dialogue (conversation between two people) or monologue (just one person talking) that could communicate the thoughts and feelings of the main character at the most important point in the story.

Grading Rubric for Literature Circle Book Report

Student's Name: _____

Novel Title: _____

Author: _____

Group Name: _____

Date: _____

Point Values:

5 - Exceeds Expectations
4 - Meets Expectations Effort
3 - Minor Revisions Needed
2 - Needs More Effort
1 - Needs a Great Deal More
N - Not Enough Evidence to Assess

Title Page	_____
Table of Contents	_____
Page 1	_____
Page 2	_____
Page 3	_____
Page 4	_____
Page 5	_____
Page 6	_____
Sentence Fluency	_____
Oral Presentation	_____
Voice	_____
Conventions	_____
Total Points:	_____

Appendix B: Assessment and Evaluation Records

B-1 - Speaking and Listening Log of Activities

B-2 - Speaking and Listening Checklist

B-3 - Evaluation of Group Presentations

B-4 - Student Reading Log

B-5 - Individual Reading Conference

B-6 - Log of Writing Activities

B-7 - Individual Writing Conference Record

B-8 - Checklist of English Language Arts Learning Outcomes

B-9 - Checklist of Social Studies Learning Outcomes

B-10 - Self and Group Evaluation

B-11 - Sample Letter to Parents

Appendix B-1: Speaking and Listening: Log of Activities

Student Name: _____

Date	***Topic***	***Purpose***	***Audience***	***Comments***

Adapted from C. Barrington's (1998) A thematic literature unit: developing children's understanding of culture, cultural identity, and diverse cultural perspectives. Thesis: Memorial University of Newfoundland.

Appendix B-2: Speaking and Listening Checklist

Speaking and Listening Skills Checklist

Theme: _____

Name: _____ Date: _____

Rating: 1(Needs to Improve) - 5 (Excellent)	Rating
1. Contributes thoughts, ideas and questions to discussion.	_____
2. Asks and responds to questions to seek clarification.	_____
3. Defends or supports their own opinions with evidence.	_____
4. Listens carefully to others' ideas, opinions and points of view.	_____
5. Contributes to and responds constructively in conversation, small group and whole class discussions.	_____
6. Listens attentively and demonstrates awareness of the needs, rights, and feelings of others.	_____

Adapted from C. Barrington's (1998) A thematic literature unit: developing children's understanding of culture, cultural identity, and diverse cultural perspectives. Thesis: Memorial University of Newfoundland.

Appendix B-3: Evaluation of Group Presentations

Topic:_____

Names of Students: _____ _____

_____ _____

_____ _____

Content of Presentation	***Comments***	***Mark***
Description of injustice		***/15***
Explanation of cause or solution		***/10***
Organization of ideas		***/10***
Creativity of content		***/10***
Creativity of Presentation	***Comments***	***Mark***
Use of visuals to explain ideas		***/15***
Clarity of voices		***/10***
Audience appeal		***/5***
Group Work	***Comments***	***Mark***
Shared responsibility for presentation		***/10***
Efficiency of presentation		***/5***
Cooperation in preparing presentation		***/10***

Final Mark: _____
Comments: _____
_____
_____
_____

Adapted from C. Barrington's (1998) A thematic literature unit: developing children's understanding of culture, cultural identity, and diverse cultural perspectives. Thesis: Memorial University of Newfoundland.

Appendix B-4: Student Reading Log Record

Record of poems, stories, and novels read during this unit.

Student's Name: _____

Date	***Title***	***Author***	***Comment or Response***

Adapted from C. Barrington's (1998) A thematic literature unit: developing children's understanding of culture, cultural identity, and diverse cultural perspectives. Thesis: Memorial University of Newfoundland.

Appendix B-5: Individual Reading Conference Record

Student's Name: _____

Date	Book Title	Author/Illustrator	Conference with:
Comments			

Date	Book Title	Author/Illustrator	Conference with:
Comments			

Date	Book Title	Author/Illustrator	Conference with:
Comments			

Adapted from C. Barrington's (1998) A thematic literature unit: developing children's understanding of culture, cultural identity, and diverse cultural perspectives. Thesis: Memorial University of Newfoundland.

Appendix B-6: Log of Writing Activities

Student's Name: _____

Date Start	***Date Finish***	***Topic***	***Purpose***	***Audience***	***Form***	***Comments***

Adapted from C. Barrington's (1998) A thematic literature unit: developing children's understanding of culture, cultural identity, and diverse cultural perspectives. Thesis: Memorial University of Newfoundland.

Appendix B-7: Individual Writing Conference Record

Student's Name: _____

Date Writing Topic Conference with:

Comments		

Date Writing Topic Conference with:

Comments		

Date Writing Topic Conference with:

Comments		

Adapted from C. Barrington's (1998) A thematic literature unit: developing children's understanding of culture, cultural identity, and diverse cultural perspectives. Thesis: Memorial University of Newfoundland.

Appendix B-8: Checklist of English Language Arts Learning Outcomes

Name of Student: _____ Date: _____

The student:

1. Examines their own and others' thoughts, ideas, and questions in discussion to extend their understanding in small or whole group settings. _____
2. Asks questions calling for elaboration, clarification, or qualification, and responds thoughtfully and appropriately to questions. _____
3. Formulates, supports, and advocates points of view in a convincing manner by providing relevant details. _____
4. Listens critically to others' ideas and points of view to assess the relevancy and adequacy of the evidence while demonstrating respect for others by expressing ideas and opinions in a manner that respects sensitivity to others. _____
5. Immerse themselves in quality literature representing a variety of genres appropriate to their age that meets their learning. _____
6. Develops a personal response to a range of texts by making connections between texts, themselves, and others as well as explain why a particular text matters to them. _____
7. Expresses and supports points of view about issues, themes, and situations within texts, citing appropriate evidence. _____
8. Responds critically to texts by :
   - recognizing how their own ideas and perceptions are influenced by what they read and view; _____
   - demonstrating an awareness that personal values and points of view influence both the creation of text and readers' interpretation and responses; _____
   - exploring and reflecting on culture as portrayed in texts; _____
   - identifying the values inherent in a text; and _____
   - identifying and discussing instances of prejudice, bias, stereotyping, and propaganda. _____
9. Use a range of writing strategies and other ways of representing to:
   - consider others' perspectives _____
   - extend ideas and experiences _____
   - reflect on problems and provide solutions _____
10. Develop a range of prewriting and writing strategies to develop effective final products and other representations in terms of clarity, organization, and effectiveness in communicating ideas. _____

Appendix B-9: Checklist of Social Studies Learning Outcomes

Social Studies Learning Outcomes

Name of Student: _____ Date: _____

The student:

1. Can identify and explain the rights and responsibilities of individual citizens in a local, national, and global context. _____
2. Understands the concepts of freedom, equality, human dignity, justice, and civic rights and responsibilities. _____
3. Can take age appropriate actions to demonstrate their responsibilities as citizens. _____
4. Can describe how perspectives influence the ways in which experiences are interpreted. _____
5. Can discuss how and why stereotyping, prejudice, discrimination, and pressures to conform can emerge and how they affect an individual. _____
6. Can identify causes, consequences, and possible solutions to universal human rights and other selected global issues. _____
7. Can plan and evaluate age-appropriate actions to support peace and sustainability in an interdependent world. _____
8. Can identify and describe how people create places that reflect human needs, values, and ideas. _____
9. Can research and describe historical events and ideas from different perspectives. _____
10. Can identify and compare events of the past to the present in order to make informed, creative decisions about important issues. _____

Adapted from C. Barrington's (1998) A thematic literature unit: developing children's understanding of culture, cultural identity, and diverse cultural perspectives. Thesis: Memorial University of Newfoundland.

Appendix B-10: Self and Group Evaluation Form

Student's Name: _____ Date: _____

Activity: _____

Self Evaluation:

Rate your performance in this activity on the following scale:

5 = Excellent 4 = Good 3 = Fair 2 = Poor 1 = Unsatisfactory

I contributed my ideas to the group.	5 4 3 2 1
I asked others for their ideas and encouraged them to participate.	5 4 3 2 1
I stayed on task.	5 4 3 2 1
I did my share of the work.	5 4 3 2 1
My performance should be rated as	5 4 3 2 1

Group Evaluation:

Using the same rating scale as above, rate your group.

Our group worked hard.	5 4 3 2 1
Everyone's ideas were respected.	5 4 3 2 1
The work was shared fairly.	5 4 3 2 1
The quality of our final product should be rated as	5 4 3 2 1

Comments: _____

_____

_____

Adapted from C. Barrington's (1998) A thematic literature unit: developing children's understanding of culture, cultural identity, and diverse cultural perspectives. Thesis: Memorial University of Newfoundland.

Appendix B-11: Sample Letter to Parents

Date: _____

Dear Parents,

We are beginning a unit exploring social injustice and social responsibility. The purpose of this unit is to create awareness among students of the various forms of injustices that have existed and continue to exist in our world today. The aim of the theme is to have students reflect on the actions they can take to eradicate social injustices of which they are aware. The theme will be studied by reading and responding to a variety of children's literature. Throughout the next several weeks, students will become immersed in literature focussing on slavery and the Holocaust. These two topics are familiar to students and the injustices inflicted upon the slaves and the Jews will be apparent to students. By concentrating on an historical perspective, it is the expectation that students will begin to relate these historic experiences to current issues that students may witness in the news or on the Internet.

It is recommended that you read some of the novels on your child's reading list to ensure that you approve of the choices. If you have any difficulty with some of the selections chosen for study you should make an appointment to discuss them with your child's teacher. Otherwise, it would be beneficial for you to discuss the issues presented in the literature with your child. S/He may want clarification or more information that you may be able to provide. Allow your child to consider his/her personal feelings regarding the topics and encourage him/her to express these feelings. You may have a personal story you may wish to share with your child or with the class regarding the theme. If you wish to speak or contribute something to the class, please know you are more than welcome to do so.

You will be asked to have a reading and writing conference with your child to discuss his/her portfolio. Your feedback and participation in the assessment of your child's work is very important to your child's progress as a reader and writer.

If you have any questions or concerns, please do not hesitate to contact me at the school.

Yours sincerely,

Your child's teacher

Appendix C: Resources for teachers

C-1 - Additional Learning Resources

C-2 - Suggested Readings for Holocaust Literature

C-3 - Suggested Reading for Slavery Literature

C-4 - Useful Web Sites for Teaching Social Injustices

C-5 - Articles from the Universal Declaration of Human Rights

C-6 - Professional Journals useful for Studies of Children's and Adolescent Literature

Appendix C-1: Additional Learning Resources

Bishop, Claire Huchet. (1952). Twenty and Ten. New York: Scholastic Inc.

A wonderful story set in rural France during the Nazi occupation during WWII about a brave nun and twenty of her young wards who hide ten Jewish children. Full of suspense, this is a wonderful book for introducing the Holocaust to young readers. (Holocaust: prejudice, discrimination)

Boas, Jacob. (1995). We Are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust. New York: Scholastic.

Jewish teenagers David, Yitzhak, Moshe, Eva, and Anne all kept diaries and were all killed in Hitler's death camps. These are their stories, in their own words. Author Jacob Boas, a Holocaust survivor, incorporates his own commentary using excerpts from each diary to personalize history and to compare individual experiences. (Holocaust: prejudice, discrimination, violations of human rights)

Carbone, Elisa. (1998). Stealing Freedom. New York: Knopf.

Separated from her family by her master and shipped off as a housemaid, Ann Maria Weems, a 12 year old slave, learns something about independence and about love before the opportunity for escape arrives. A white man risks his life for Ann, cuts her hair short, dresses her like a boy, and launches her on her journey on the Underground Railroad to Canada, her family, and finally to freedom. This is a fictionalized account of Ann Maria Weems' extraordinary

life. (Slavery: prejudice, discrimination)

Collier, J.L., & Collier, C. (1981). Jump Ship to Freedom. New York: Bantam Doubleday Dell.

The second book in the Arabus family saga finds young Daniel trying to retrieve the notes that ensure his and his mother's freedom, until he is forced aboard a boat and headed for certain slavery in the West Indies. (Slavery: prejudice, discrimination).

Filipovic, Zlata. (1994). Zlata's Diary. New York: Penguin.

In September 1991, shortly before war broke out on the streets of Sarajevo, 11-year-old Zlata Filipovic began to keep a diary. In a voice both innocent and wise, she wrote of the horrors of war--the deaths of friends, a shortage of food, and days spent in fear--and issued a compelling plea for peace that has moved parents and children, and will continue to awaken the conscience. (War: prejudice, discrimination).

Fox, Paula. (1973). The Slave Dancer. New York: Yearling.

Kidnapped by the crew of an Africa-bound ship, thirteen-year-old Jessie Bollier discovers to his horror that he is on the slaver *The Moonlight*, bound for the coast of Africa. His job is to play his fife for the exercise periods of the human cargo so they can retain some muscle tone. Jessie encounters the unspeakable on this journey that almost costs him his life. (Slavery: violations of human rights)

Frank, Anne. (1993). The Diary of a Young Girl. New York: Bantam.

Her marvelously detailed, engagingly personal entries chronicle 25 trying months of claustrophobic, quarrelsome intimacy with her parents, sister, a second family, and a middle-aged dentist who has little tolerance for Anne's vivacity. Anne Frank's remarkable diary has since become a world classic -- a powerful reminder of the horrors of war and an eloquent testament to the human spirit. (Holocaust: prejudice, discrimination).

Frank, Anne. (1994). Tales from the Secret Annex. New York: Bantam.

This compilation is a complete collection of Anne Frank's lesser-known writings--short stories, fables, personal reminiscences and an unfinished novel--composed during her seclusion from the Nazis during World War II. These writings reveal the astonishing range of Anne's wisdom and youthful imagination. An invaluable companion to Diary of a Young Girl. (Holocaust: prejudice, discrimination).

Hansen, Joyce. (1997). I Thought My Soul Would Rise and Fly: The Diary of Patsy, a Freed Girl. New York: Scholastic.

Twelve-year-old Patsy keeps a diary of the ripe but confusing time following the end of the Civil War and the granting of freedom to former slaves. This novel stands out in character development, accurate historical details, and interesting subplots about southern life during this era. The diary entries combined with the rich historical information in the back of the book inform as they entertain. (Slavery: prejudice, discrimination)

Hurmence, Belinda. (1997). Slavery Time when I was a Chillun. New York: Philomel

Books.

This book shows many aspects of plantation life as seen through the eyes of men and women who were children when slavery came to an end, in 1865. The narratives reflect a variety of experiences: here are youngsters, male and female, some who suffered great cruelty, others who did not, and many with stories of family separation. An important look at slavery from primary sources, presenting a vivid picture of life in bondage. (prejudice. discrimination)

Kaplan, William. (1998). One More Border. Toronto: Groundwood Books.

The Holocaust is a complex topic that cannot be understood in a vacuum. Knowledge of how difficult it was to leave Europe in the late 1930's clarifies the Nazi entrapment of the Jews. This compelling picture book depicts the true story of one middle class family who bartered every penny in exchange for the right to travel across Russia to Japan, and finally to Canada. Stephen Taylor's poignant illustrations are interspersed with archival photographs, maps, and historical sidebars. Teachers who cover the Holocaust should definitely include this book in their curriculum. (Holocaust: prejudice, discrimination)

Lester, Julius. (Reprinted 1997). Long Journey Home. New York: Puffin.

The African-American slaves in these six stories, based on actual people and events, are brought vividly to life by Lester's gifted storytelling. The book focuses on those individuals who, though less well known, played an

important part in African-American history. (Slavery: prejudice, discrimination)

Lyons, Mary. (1992). Letters from a Slave Girl: The Story of Harriet Jacobs. New York: Aladdin.

Harriet Jacobs was born enslaved in Edenton, North Carolina, in 1813. For seven years she hid in a garret before escaping to the North in 1842. The letters, addressed to her dead or absent relatives, provide a moving account of her growing-up years, her longing for freedom, and her love for her family. Harriet's experiences portray the dehumanizing effects of slavery, particularly on women. (Slavery: prejudice, discrimination, violations of human rights)

Matas, Carol. (1996). After the War. Richmond Hill, ON: Scholastic Canada Ltd.

The only member of her family to survive the Second World War, fifteen-year-old Ruth returns to her village, only to find that everything has changed and joins "Brichah," an underground organization that helps people get to Palestine. (Holocaust: prejudice, discrimination).

McGill, Alice, & Soentpiet, Chris K., illustrator. (1999). Molly Bannaky. Boston, MA: Houghton Mifflin Company.

This fictionalized biography traces Molly Bannaky's life from indentured servant to Maryland land owner--including her marriage to the African slave she bought and freed. With her husband Bannaky, Molly turned a one-room cabin in the wilderness into a thriving one hundred-acre farm. (Slavery: prejudice).

McKissack, Patricia C., & McKissack, Frederick L. (1994). Christmas in Big House, Christmas in the Quarters. New York: Scholastic Inc.

This poignant, heartwarming book rich in historical detail and careful research describes the customs, recipes, poems, and songs used to celebrate Christmas in the big plantation houses and in the slave quarters just before the Civil War. (Slavery: prejudice, discrimination).

Polacco, Patricia. (2000). The Butterfly. New York: Philomel Books.

This touching picture book describes the true story of Polocco's Aunt Monique whose mother hid Jewish families during the Nazi occupation. (Holocaust: prejudice, discrimination).

Reiss, Johanna. (1972). The Upstairs Room. New York: Scholastic Inc.

A Dutch Jewish girl describes the two-and-one-half years she spent in hiding in the upstairs bedroom of a farmer's house during World War II. (Holocaust: prejudice, discrimination).

Ruby, Lois. (1994). Steal Away Home. New York: Aladdin.

While her family is restoring an old house in Lawrence, Kansas, 12-year-old Dana discovers the diary of a Quaker woman whose family sheltered runaway slaves on the Underground Railroad. Alternating chapters weave historical reality into modern times. (Slavery: prejudice, discrimination).

Stepto, Michele. (1994). Our Song, Our Toil: The Story of American Slavery as Told by Slaves. New York: Scholastic.

This compact book does an excellent job of recounting the story of American

slavery as seen through the eyes of its victims. In excerpts from narratives, autobiographies, and other historical documents, former slaves speak for themselves, recounting the indignities and cruelties they endured under slavery as well as the sweetness and opportunity of freedom. Interwoven with historical facts, powerful and emotional testimonials from enslaved persons recall experiences in a cruel and unjust system. (Slavery: prejudice, discrimination, violations of human rights)

Smucker, Barbara. (1978). Underground to Canada. Toronto: Puffin.

Two slave girls escape from a plantation near Vicksburg, Mississippi, and steal toward Canada on the Underground Railroad. A story of courage and friendship, joy and sorrow. (Slavery: prejudice, discrimination, violation of human rights).

Appendix C-2: Suggested Readings for Holocaust Literature

Adler, David A. (1995). *Child of the Warsaw Ghetto*. New York: Holiday House.

Adler, David A. (1987). *The number on my Grandfather's arm*. New York: Union of American Hebrew Congregations.

Adler, David A. (1993). *A picture book of Anne Frank*. New York: Holiday House.

Adler, David & Bloom, L., illustrator.(1995). *One yellow daffodil: a Hanukkah story*. San Diego, CA: Gulliver Books.

Adler, David A. (1989). *We remember the Holocaust*. New York: Henry Holt.

Altschuler, David (1978). *Hitler's was against the Jews*. New York: Behrman House.

Arnold, C., and Silverstein, H. (1985). *Anti-Semitism: A modern perspective*. New York: Julian Messner.

Auerbacher, Inge (1986). *I am a star: Child of the Holocaust*. New York: Prentice Hall.

Baldwin, Margaret (1981). *The boys who saved the children*. New York: J. Messner.

Bat-Ami, Miriam (1999). *Two suns in the sky*. New York: Front Street/Cricket.

Benisch, Pearl (1991). *To vanquish the dragon*. New York: Feldheim.

Bernbaum, Israel. (1985). *My brother's keeper: The Holocaust through the eyes of an artist*. New York: G.P. Putnam's Sons.

Bishop, Claire Huchet (1988). *Twenty and ten*. New York: Puffin Books.

Bitton-Jackson, Livia (1997). *I have lived a thousand years: Growing up in the Holocaust*. New York: Simon & Schuster Books for Young Readers.

Bunting, Eve (1989). *Terrible Things: An allegory of the Holocaust*. Philadelphia: Jewish Publication Society.

Chaikin, Miriam (1987). *A nightmare in history: The Holocaust, 1933-1945*. New York: Clarion Books.

Druker, Malka (1993). *Jacob's rescue*. New York: Bantam.

Finkelstein, Norman (1985). *Remember not to forget*. New York: Franklin Watts.

Flinker, Moshe (1971). *Young Moshe's diary: The spiritual torment of a Jewish boy in Nazi Europe*. Jerusalem: Yad Vashem.

Friedman, Ina (1985). *Escape or die*. New York: J.B. Lippincott.

Friedman, Ina (1990). *The other victims*. Boston, MA: Houghton Mifflin.

Gies, Miep (1987). *Anne Frank remembered: The story of the woman who helped hide the Frank Family*. New York: Simon and Schuster.

Ginsburg, Marvell (1983). *The tattooed Torah*. New York: Union of American Hebrew Congregation.

Greenfield, Howard (1993). *The hidden children*. New York: Ticknor & Fields.

Herman, Erwin, & Herman, Agnes (1985). *The Yanov Torah*. Rockville, MD: Kar-Ben Copies.

Hest, Amy (1990). *The ring and the window seat*. New York: Scholastic.

Hoestlandt, Jo (1995). *Star of fear, star of hope*. New York: Walker and Co.

I never saw another butterfly: Children's drawings and poems from Theresienstadt Concentration Camp, 1942-1944. (1993). 2nd ed. New York: Schocken.

Innocenti, Roberto (1985). *Rose Blanche*. Mankato, MN: Creative Education.

Klein, Gerda Weissmann (1981). *Promise of a new spring: The Holocaust and renewal*. Chappaqua, NY: Rossel Books.

Lakin, Patricia (1994). *Don't forget*. New York: Tambourine Books.

Landau, Elaine (1991). *We survived the Holocaust*. New York: Franklin Watts.

Larsen, Anita (1992). *Raoul Wallenberg: Missing diplomat*. New York: Crestwood House.

Leitner, Isabella (1992). *The big lie: A true story*. New York: Scholastic.

Levitin, Sonia (1993). *Journey to America*. New York: Atheneum.

Marrin, Albert (1987). *Hitler*. New York: Viking Kestrel.

Matas, Carol (1996). *After the war*. New York: Simon & Schuster.

Matas, Carol (1993). *Daniel's Story*. New York: Scholastic Inc.

Matas, Carol (1997). *The Garden*. New York: Simon & Schuster Books for Young Readers.

Meltzer, Milton (1976). *Never to forget*. New York: Harper and Row.

Meltzer, Milton (1988). *Rescue: The story of how Gentiles saved Jews in the Holocaust*. New York: Harper & Row.

Mochizuki, Ken. & Lee, D., illustrator. (1997). *Passage to freedom: The Sugihara Story*. New York: Lee & Low BOoks.

Nivola, Claire A. (1997). *Elisabeth*. New York: Farrar Straus & Giroux.

Noble, Iris (1979). *Nazi hunter, Simon Wiesenthal*. New York: Julius Messner.

Oppenheim, Shulamith Levey (1992). *The lily cupboard*. New York: HarperCollins.

Orgel, Doris (1978). *The devil in Vienna*. New York: Dial Press.

Perl, Lila (1996). *Four perfect pebbles*: A Holocaust story. New York: Greenwillow.

Reiss, Johanna (1976). *The journey back*. New York: Crowell.

Reiss, Johanna (1972). *The upstairs room*. New York: Crowell.

Reuter, Elisabeth (1993). *Best friends*. New York: Yellow Brick Road Press.

Rogasky, Barbara (1988). *Smoke and ashes: the story of the Holocaust*. New York: Holiday House.

Rosenberg, Maxine B. (1994). *Hiding to survive: Stories of Jewish children rescued from the Holocaust*. New York: Clarion.

Siegel, Bruce H. (1996). *Champion and jewboy: Two novellas*. Los Angeles, CA: Alef Design Group.

Silton, Faye (1997). *Of heroes, hooks and heirlooms*. Philadelphia, PA: Jewish Publication Society.

Suhl, Yuri (1973). *Uncle Misha's partisans*. New York: Four Winds Press.

Vos, Ida (1991). *Hide and seek. Boston*, MA: Houghton Mifflin.

Appendix C-3: Suggested Reading for Slavery Literature

Coles, R. & Ford, G., illustrator. (1995). *The story of Ruby Bridges*. New York: Scholastic.

Collier, J.L. & Collier, C. (1995). *With every drop of blood*. New York: Delacorte.

Edwards, P.D. & Cole, H., illustrator. (1998). *Barefoot: Escape on the underground railroad*. New York: HarperCollins.

Forrester, S. (1995). *Sound the jubilee*. New York: Lodestar.

Gorrell, Gena K. (1996). *North star to freedom*. New York: Delacorte.

Greene, Meg (2000). *Slave young, slave long*. Minneapolis, MN: Lerner Publishing.

Hansen, Joyce (1994). *The captive*. New York: Scholastic Inc.

Hermence, B (1997). *Slavery time: When I was chillun*. New York: Putnam.

Hopkinson, Deborah (1999). *Band of angels*. New York: Simon & Schuster/Atheneum/Anne Schwartz.

King, Wilma (2000). *Children of the emancipation*. Minneapolis, MN: Lerner Publishing.

Knapp, Sawyer K. (1997). *The underground railroad in American history*. New York: Enslow.

McKissack, Patricia C. (1997). *A picture of freedom: The diary of Clotee, a slave girl, Belmont Plantation, Virginia, 1889*. New York: Scholastic.

McKissack, Patricia C., and McKissack, Frederick L. (1996). *Rebels against slavery*. New York: Scholastic Inc.

Meyer, Carolyn (1993). *White Lilacs*. New York: Harcourt/Gulliver.

Miller, W. & Lucas, C., illustrator. (1995). *Frederick Douglass: The last day of slavery*. New York: Lee & Low.

Myers, W.D. (1998). *Amistad: A long road to freedom*. New York: Dutton.

Rabe, Berniece (1997). *Hiding Mr. McMulty*. New York: Harcourt.

Reeder, Carol (1997). *Across the lines*. New York: Simon & Schuster/Atheneum.

Rinaldi, Ann (1996). *Hang a thousand trees with ribbons: The story of Phillis Wheatley*. New York: Harcourt.

Robinet, Harriet Gillem (1998). *Forty acres and maybe a mule*. New York: Simon & Schuster/Atheneum.

Schroeder, Alan. & Pinkey, J., illustrator. (1996). *Minty: A story of young Harriet Tubman*. New York: Dial Books for Young Readers.

Smith, John D. (1996). *Black voices from reconstruction, 1865-1877*. New York: Millbrook.

Stolz, M. & Martinez, S., illustrator. (1997). *A ballad of the Civil War*. New York: HarperCollins.

Taylor, Mildred D. (1995). *The well: David's story*. New York: Dial.

Thomas, Velma M. (1997). *Lest we forget*. New York: Crown.

Tillage, Leon W., & Roth, S. L. (1997). *Leon's story*. New York: Farrar, Straus & Giroux.

Turner, Glennette T. & Byrd, S., illustrator. (1994). *Running for our lives*. New York: Holiday.

Van Steenwyk, E. & Farnsworth, B., illustrator. (1997). *My name is York*. Flagstaff, AZ: Northland.

Walter, Mildred P. (1996). *Second daughter: The story of a slave girl*. New York: Scholastic Inc.

Appendix C-4: Useful Web Sites for Teaching Social Injustice

The following list of URLs is a mere sample of web sites available to teachers and students during an examination of social injustice.

Social Injustices Sites

www.udhr.org/UDHR/udhr.htm - Universal Declaration of Human Rights

http://www.hrusa.org/ - Human Rights Resource Center

www.indiana.edu/~eric_rec/bks/at13ex.html - Social Ethics and Political Morality: Teaching Values through Teaching Literature

http://www.powerup.com.au/~dmcclure/progr.htm - Progressive Stuff

http://www.igc.apc.org/iearn/hgp/aeti/1995-aeti-issue.html - An End to Intolerance.

Holocaust Sites

www.remember.org/guide/History.root.pref.html - The Music of the Holocaust

http://fcit.coedu.usf.edu/holocaust/default.htm - A Teacher's Guide to the Holocaust

http://mason.gmu.edu/~vphabmix/index.html - The Holocaust - Disturbing pictures of victims and mass graves. Teachers will want to look at this site before allowing students' access.

http://haven.ios.com/~kimel19/poetry.html - Shoah Remembrance

http://fcit.coedu.usf.edu/holocaust/activity/plans1/people.htm - Holocaust Activities

http://www.ushmm.org/education/children.html - Children and the Holocaust

http://remember.org/cylinks.html - Holocaust Learning Links

Slavery Sites

http://www.biography.com/find/ - Biography of Famous Slaves

http://www.poets.org/LIT/POEM/lhughe04.htm - The Academy of American Poets - Poetry Exhibits

http://www.spartacus.schoolnet.co.uk/USAslavery.htm - The Spartucus Internet Encyclopaedia - USA Slavery

http://www.undergroundrr.com/abolition.html - African American Abolitionists

http://lcweb2.loc.gov/ammem/wpaintro/wpamap.html - Negro Life on a Farm

http://www.ohio.net/~mhs/humanr/notes5.htm - Strategies to End Slavery

http://www.cr.nps.gov/nr/underground/antislav.htm - Antislavery Movement

http://www.sdcoe.k12.ca.us/score/slave/slavetg.html - SCORE: To Be a Slave-Teacher Guide

http://www.spartacus.schoolnet.co.uk/USAslavery.htm - USA Slavery

http://www.germantown.k12.il.us/html/RAILROAD.html - Slavery

http://www.sdcoe.k12.ca.us/score/civwnov/civilwar35.html - Civil War

Children's and Adolescent Literature Sites

http://www.ala.org/BookLinks/ - Book Links

http://www.acs.ucalgary.ca/~dkbrown - Children's Literature Web Guide

http://www.umanitoba.ca/cm/index.html - CM: Canadian Review of Materials

http://www.readingonline.org/ - Reading Online

http://www.unm.edu/~lhendr/ - Children's Literature: A Guide to the Criticism

http://www.carolhurst.com/ - Carol Hurst's Children's Literature Site

http://scholar.lib.vt.edu/ejournals/ALAN/alan-review.html - ALAN Review Online

http://www.rethinkingschools.org/SpecPub/Clsrms.htm - Rethinking Our Classrooms:

An Urban Educational Journal Online

http://www.randomhouse.com/teachers/ - Teachers at Random House

http://www.unac.org/teachers/ - Teacher's Box Resource Center

http://teacher.scholastic.com/newszone/index.asp - Scholastic News Zone

Appendix C-5: Articles adapted from the Universal Declaration of Human Rights

Article 1	All human beings are born free and equal in dignity and rights. They are endowed with reason an conscience and should act towards one another in a spirit of brotherhood
Article 2	Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
Article 3	Everyone has the right to life, liberty and security of person.
Article 4	No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.
Article 5	No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
Article 6	Everyone has the right to recognition everywhere as a person before the law.
Article 7	All are equal before the law and are entitled without any discrimination to equal protection of the law.
Article 8	No one shall be subjected to arbitrary arrest, detention, or exile.
Article 9	Everyone is entitled to a fair and public trial by an impartial court.
Article 10	Everyone charged with a criminal offence has the right to be presumed innocent until proven guilty according to law in a public trial.
Article 11	Everyone has protection of the law against interference of their privacy, family, home, or mail as well as attacks upon their honour or reputation.
Article 12	Everyone has the right to move freely between countries, states, and provinces as well as the right to leave any country, including their own, and the right to return to that country.
Article 13	Everyone has the right to seek refuge from persecution in other countries.
Article 14	Everyone has the right to a nationality.
Article 15	Men and women who are of legal age are entitled to marry and have a family. As well, men and women are entitled to equal rights as to marriage and marriage shall be entered into only with the free and full consent of the intending spouses. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.
Article 16	Everyone has the right to own property alone as well as with others.
Article 17	Everyone has the right to freedom of thought, conscience and religion, this right includes freedom to change his religion or belief, and freedom, either alone or in the community with others and in public or private, to demonstrate his religion or belief in teaching, practice, worship and observance.
Article 18	Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and pass on information and ideas through any media.

Article 19	Everyone has the right to freedom of peaceful assembly and association. However, no one may be required to belong to an association.
Article 20	Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. Everyone has the right to equal access to public service in his country. The will of the people shall be the basis of the authority of the government. In other words, a democratic process.
Article 21	Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. Everyone, without any discrimination, has the right to equal pay for equal work. As well, everyone has the right to form or join trade unions for the protection of his interests.
Article 22	Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.
Article 23	Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock shall enjoy the same social protection.
Article 24	Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among nations, racial or religious groups. As well, parents have a prior right to choose the kind of education that shall be given to their children.
Article 25	Everyone has the right to freely participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.
Article 26	Everyone has duties to the community to enable the full development of his personality os possible.
Article 27	Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Adapted from the Universal Declaration of Human Rights (1948) found on April 15, 2000 at www.udhr.org/UDHR/udhr.html.

Appendix C-6:

Professional Journals useful for Studies of Children's and Adolescent Literature

ALAN Review

1111 Kenyon Road

Urbana, IL 60611

Assembly on Literature for Adolescents

National Council of Teachers of English (Three issues per year. Offers articles and reviews of new books for middle and high school students).

Book Links: Connecting Books, Libraries and Classrooms

50 East Huron Street

Chicago, IL 60611

American Library Association (Six issues per year. Well-researched articles that contain thematic bibliographies on curriculum topics).

Bulletin of the Center for Children's Books

University of Illinois at Chicago

University of Illinois Press

1325 South Oak Street

Chicago, IL 61820

Center for Children's Books (Eleven issues per year. Dependable reviews of approximately 75 new children's titles in each issue).

Canadian Children's Literature

Department of English

University of Guelph

Guelph, ON N1G 2W3

Canadian Children's Press/Canadian Children's Literature Association (Quarterly. Book reviews and critical essays about literature written for Canadian children).

Horn Book Magazine

11 Beacon Street, Suite 100

Boston, MA 02108-3704

Horn Book Inc. (Six issues per year. Includes reviews of children's books and lengthier, in-depth articles on many aspects of children's literature. Indexed in Library Literature and Current Index to Journals in Education).

Language Arts

1111 Kenyon Road

Urbana, IL 60611

National Council of Teachers of English (Eight issues per year. Each issue is on a theme related to children's literature, with a lengthy analysis of books and interviews with authors).

New Advocate

480 Washington Street

Norwood, MA 02062

Christopher-Gordon Publishers. (Quarterly. Articles and book reviews by teachers and scholars in education in the field of children's literature).

The Reading Teacher

800 Barksdale road, Box 8139

Newark, DE 19714-8139

International Reading Association and International Council for the Improvement of Reading (Eight issues per year. Contains applications of research and teaching strategies for elementary school teachers, plus a column of reviews of children's books.

Resource Links

P.O. Box 9

Pouch Cove, NF A0A 3L0

Council for Canadian Learning Resources (Five issues per year. Reviews children's and adolescent Canadian literature by Canadian reviewers).

School Library Journal

P.O. Box 2606

Boulder, CO 80322-2606

Boulder, CO (Twelve issues per year. Articles plus reviews of a large number of new publications listed by grade and subject. Reviews are short and offer one reviewer's opinion).

Teaching and Learning Literature with Children and Young Adults (TALL)

Essmont Publishing

P.O. Box 186

Brandon, VT 03733 (Five issues per year. Suggests activities using books to integrate curriculum and literature studies in the classroom)