

THE DEVELOPMENT OF A LITERATURE INSTRUCTIONAL  
UNIT FOR GIFTED CHILDREN IN THE  
ELEMENTARY GRADES

CENTRE FOR NEWFOUNDLAND STUDIES

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**THE DEVELOPMENT OF A LITERATURE INSTRUCTIONAL UNIT FOR  
GIFTED CHILDREN IN THE ELEMENTARY GRADES**

by  
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**A thesis submitted in partial fulfillment  
of the requirements for the degree of  
Master of Education**

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## ABSTRACT

Many gifted children can read before they enter school and by the time they reach elementary school, their reading skills are well developed. The language arts curriculum for these children must go beyond that offered in general education programs if they are to realize their full potential. Special programs developed for gifted children must have depth, complexity and challenge. Literature study encourages children to read more widely, more creatively and more critically. Good literature has the ability to intellectually stimulate gifted children and demand high-level cognitive functioning.

Literature-based language arts instruction allows gifted children to acquire an appreciation for good literature. In-depth study of well written books allows them the opportunity to acquire the knowledge and understanding of good writing. It also excels in promoting affective development. It can help children begin to clarify their own values, understand themselves and see their relationships within the world.

This study was undertaken to survey the related literature in order to establish a rationale for using literature as a means of educating gifted children, to develop a unit of study on a selected theme in literature suitable to the needs of identified gifted children, and to create an annotated bibliography of recommended books with themes similar to the one used in the unit of study.

Part II of the study consists of the actual instructional unit. The theme of slavery was selected because of the depth and complexity of the subject. The nature of the theme also lends itself well to the development of affective and philosophical growth of which gifted children are so capable. The novel Underground to Canada by Barbara Smucker was selected as the main resource since it has been highly recommended for use with children who are in elementary school. It also fits well within the grade six social studies curriculum with its reference to Canada and the role Canada played in providing safety for runaway slaves.

The instructional unit is comprised of instructional strategies as well as a bibliography of selected reading materials for teachers and an annotated bibliography of recommended children's books related to the theme of slavery.

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## CHAPTER ONE

### THE NATURE OF THE STUDY

#### Introduction

Traditionally, elementary school language arts curricula have been aimed at developing reading and writing skills. Terman (1925-1959) in a longitudinal study of gifted children produced data which indicated that a significant number of children could read at a very satisfactory level before they entered school at the first grade level. By the time that children such as these reach elementary school their reading skills are well developed. In the past, attempts have been made at meeting the needs of gifted children within the regular classroom. Methods used have included ability grouping, program acceleration, grade skipping and program enrichment. These approaches have often failed to bring about the type of growth that teachers and parents desired. The failure has been due in part to a lack of planning and implementation of a curriculum suitable to the needs of gifted learners. Often, children who are avid readers are left to their own devices in the selection and interpretation of books while teachers' energies are spent with children who need their help (Polette & Hamlin, 1980).

Surveys of what is happening in the United States in the education of the gifted indicate a strong trend away from enrichment in the regular classroom as the primary way of meeting the special needs of gifted learners (Mitchell, 1980, 1984). The concern of parents, educators and other interested citizens has led to the enactment of state and federal legislation pertaining to

educational provisions for gifted students within public schools (Karnes & Collins, 1980). In Canada, as well, new emphasis has been placed on the identification and education of the gifted. On the provincial scene, more school boards are hiring personnel whose responsibility is the development of policy for gifted education and long range planning for the educational needs of the gifted and talented students within their jurisdictions. The development of differentiated curricula for these students is one of the major tasks of those involved with the program.

The Newfoundland Department of Education Program of Studies (1988) does not include a differentiated curriculum for gifted children in elementary school. For language arts instruction, the Department recommends one specific basal reading series for use in grades four to six. This series, Nelson Networks (1984), attempts to integrate good literature into its program by including two novel studies and in the teacher guidebooks an annotated bibliography of selected books. Use of this bibliography is left to the teachers' discretion and therefore can be optional. Labuda (1985) insists that teachers must go beyond basal reading material so that the potential of their gifted students may be realized.

A literature-based language arts curriculum can provide the opportunity for cognitive and creative development. Polette & Hamlin (1980) feel that exposure to literature can help to develop a child's creative thinking. Huck, Hepler and Hickman (1987) contend that literature helps a child develop an understanding of what it means to become fully human. However, Baskin & Harris (1980) say that "teachers of gifted children have almost no guidance in promoting literature experiences among their students even though reading is typically a preferred activity of these children..."(p.vii).

### Problem

Research indicates a wide range of opinion as to the number of school children who may be gifted or talented in some aspect. Marland (1971) suggests 3-5%; Renzulli (1982), 25% approximately; Taylor (1978), 30% and Terman (1926) believes that 1-2% of children may fit their definition of giftedness. These children are typically found in regular classrooms following prescribed programs of study developed for children of average abilities. In a survey of the issues in educating the gifted, George (1983) concluded that research has continued to support the needs for: differentiated educational programs, interaction with peers of similar ability and interests, educational acceleration, attention to both cognitive and affective needs and assistance in attaining potential. Literature units designed expressly for use with gifted students can help fulfill those needs. At present, literature units of study for use with gifted students are not readily available to Newfoundland teachers. Literature units represent one very effective and efficient way of meeting the educational needs of gifted students.

### Purpose

The purposes of this study are threefold: to survey the related literature in order to establish a rationale for using literature as a means of educating gifted children; to develop a unit of study on a selected theme in literature suitable to the needs of identified gifted children in a withdrawal program, that is gifted students withdrawn from the regular classroom for the

purpose of instruction; to create an annotated bibliography of recommended books with themes similar to the one used in the unit of study.

### Need

A brief presented to the Government of Newfoundland and Labrador in 1982 by the Newfoundland and Labrador Association for Gifted Children states that "concern for the welfare of gifted children is rapidly increasing, internationally, nationally and provincially" (p.12). A survey of the educational provisions for Newfoundland's gifted students indicated that the availability of differential education is very limited (Hartman, 1987). Karnes and Collins (1980) suggest that this heightened consciousness of the educational needs of the gifted has fostered a renewed awareness of the necessity of specialized programs. The review of available programs for gifted education revealed little available in the area of literature study.

Gifted students need learning experiences beyond those typically offered in a general education program if they are to realize their full potential. The materials and teaching strategies used must be geared to their ability and interest level. Language arts instruction in the elementary grades through the use of basal reading programs is unlikely to meet the needs of gifted learners. Such programs generally take a skills-oriented approach to reading instruction while gifted students have typically mastered the reading skills in the early grades. The language arts curriculum for gifted learners in the elementary grades needs content that is broadly based with an emphasis on higher level thinking (Kaplan, 1979). Robinson (1986) contends that gifted children need

reading materials which have depth, are complex and present a challenge. Good literature fulfills that need (Gallagher, 1985; Polette & Hamlin, 1980).

Most programs for the gifted are designed to meet the intellectual needs of gifted learners. The research literature on the education of the gifted is replete with suggestions for promoting the intellectual development of gifted students. However, there is little focus on their psychosocial development. Only recently has significant attention been given to the affective dimension of their total growth (Dixon, Meyer & Hardy, 1986). The development of the affective domain can lead to the understanding of self and others; the development of communication skills; conflict resolution; negotiating; and coping with emotions. Baskin & Harris (1980) suggest that the study of good literature can foster affective, aesthetic and philosophical growth in children.

By the time gifted children reach elementary school they have mastered the skills of reading. At this level they are often voracious readers (Baskin & Harris, 1980). Labuda (1985) insists that teachers must go beyond basal reading material. Providing abundant good literature is not enough, however. Baskin & Harris (1980) fear that "this alone can cause a gifted child to develop slipshod, casual, or superficial responses to literature" (p.72). Therefore, literature units which intentionally develop the creative and higher cognitive abilities of gifted students are needed (Appendix A).

#### Limitations

The instructional unit developed in this thesis is concerned with literature study for gifted elementary students. The unit is designed for use with a small

group in a setting outside the regular classroom. It is not within the scope of this study to include appropriate procedures for the screening and identification of gifted students.

Books used in the unit and the appended annotated bibliography are selected for their literary and thematic value. The recommended core and alternate lists of books is not exhaustive.

### Methodology

To fulfill the purpose of this study a number of steps were followed. The available research literature related to the education of gifted children and the value of using literature for language arts instruction was reviewed. From the research literature, definitions of basic terms were selected and a rationale for literature-based language arts instruction was developed. When this was completed, a language arts unit of instruction using children's literature as its base was developed for use with gifted children in the elementary grades.

For the purpose of this unit of instruction the researcher chose the theme of slavery. This theme was chosen because of its depth and complexity. The nature of this theme also lends itself well to the development of that affective and philosophical growth of which gifted students are so capable. Books of literary excellence were chosen in line with their relevance to the theme and suitability to gifted children in the elementary grades with regards to their readability and content. A number of professional selection aids were used to assist in the selection of appropriate books. As well, the recommended books were personally reviewed where possible (Appendix C). An annotated list of

selected books was produced and one from the list was used as a base for the teaching unit.

Four methods of evaluating the instructional unit were used: expert appraisal, student appraisal, pilot testing and a pre- and post- values clarification survey was completed by the students in the pilot to indicate any change in their values related to the issue of slavery. The unit was submitted to the Teacher-Consultant for Enrichment with the Roman Catholic School Board in St. John's, teachers of gifted students in St. John's and a regular classroom teacher for informal evaluation and feedback. The instructional unit was also piloted with a group of elementary gifted students within the Avalon Consolidated School Board who are involved in a withdrawal program for instruction. At the end of the pilot project the students were also asked to evaluate the unit and method of instruction. (See Appendix B for the student evaluation form.) Suggestions and recommendations from the evaluation procedures were incorporated into the final draft.

### Organization of Thesis

This study is reported in two sections. Section one is a report of the study itself. Chapter one includes an introduction to the study, a statement of the problem, the purposes and the need for the study, its limitations, the methodology which was followed and the organization of the thesis. Chapter two is a review of the literature on the gifted and the value of using literature in the language arts curriculum. Chapter three outlines the development of the unit and the evaluation procedures which were used in determining its value.

Appendix A is a letter supporting the need for language arts curriculum units of study from a teacher who is responsible for developing gifted programs. Appendix B is a copy of the novel study survey used with the students during the pilot project. Appendix C is a selected list of selection aids used by the researcher in developing the unit and Appendix D contains copies of informal evaluation reports which were received from one Teacher-Consultant for Enrichment and teachers of gifted programs.

Section two of the study is designed to serve as a teacher's guide for a unit of literature study on the theme of slavery to be used with gifted children in the elementary grades. This unit includes: a table of contents, the nature of the gifted learner, rationale for literature-based language arts instruction, organization of the unit, and general and student goals. Lessons plans and suggested teaching strategies are also included. A bibliography of selected reading materials for teachers and an annotated bibliography of children's books on the theme of slavery complete the unit.

## CHAPTER TWO

### REVIEW OF LITERATURE

#### Introduction

There is a generally accepted belief that all children have a right to an education which will result in the maximum development of their potential. In the United States, Public Law 95-561 (Passow, 1979) recognizes that, like all exceptional children, gifted children have some exceptional needs that require special educational provisions if they are to have an equal opportunity to develop their potential.

In Canada, education is a provincial responsibility and support for gifted education varies from province to province. Ontario, Alberta and British Columbia have clear direction from their ministries of Education for meeting the needs of gifted students. The remaining provinces including Newfoundland and Labrador are becoming more responsive to the special needs of gifted education.

Increased awareness of the special needs of gifted children both on the part of the public in general and on the part of professional educators is putting pressure on governments and educational agencies to develop policies and programs which will ensure the rights of gifted children to equal opportunity education.

Those who develop programs for gifted students must consider the nature of giftedness and possess a clear understanding of the types of curriculum

design and instructional strategies which will help gifted students reach their potential.

The review of the literature on the education of gifted students is reported under three headings: the nature of giftedness, differentiated curriculum and instruction for gifted students, and literature-based language arts instruction.

### Defining Giftedness

The 1957 launching of Sputnik 1 by the U.S.S.R. brought about unprecedented interest in the education of the gifted. In the United States, this marked a competitive move to catch up with Soviet technology. This movement was short-lived because of political unrest and changing attitudes in the 1960's, and diminished within five years. The 1970's saw a resurgence of interest in the education of the gifted. One outcome of this movement was the search for a formal definition of giftedness.

Although no consensus has evolved for a single definition of giftedness, three prominent definitions are presented here because they are "widely known, accepted, appreciated and frequently adopted in written plans for gifted programs" (Davis & Rimm, 1985, p.9).

The 1972 United States Office of Education (U.S.O.E) definition is widely accepted by educators. It defines gifted students as follows:

Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

- general intellectual ability
- specific academic aptitude
- creative or productive thinking
- leadership ability
- visual and performing arts
- psychomotor ability (p.5).

According to this multi-talent approach definition of giftedness, 3 to 5 percent of a school's population is defined as gifted or talented (Marland, 1971).

Renzulli, in his "Three-ring Model of Giftedness", defines giftedness thus:

Giftedness consists of an interaction among three basic clusters of human traits - these clusters being above average general abilities, high levels of task commitment and high levels of creativity. Gifted and talented children are those possessing or capable of developing this composite set of traits and applying them to any potentially valuable area of human performance. Children who manifest, or who are capable of developing, an interaction among the three clusters require a wide variety of educational opportunities and services that are not ordinarily provided through regular instructional programs (Renzulli, Reis & Smith, 1981, p.27).

As is the case with the U.S.O.E. definition, this definition is widely accepted and is part of Renzulli's high impact "Enrichment Triad" and "Revolving Door Programming Model". Based on Renzulli's model, 25 percent of a school's population would be defined as gifted or talented.

Psychologist Calvin W. Taylor's multiple-talent viewpoint of giftedness defines almost everyone as gifted or talented. In describing his "Multiple-Talent Totem Poles", he postulates that almost every student in a class is above average, if not outstanding, in some skill, ability, or knowledge area (Taylor, 1978).

The definition of giftedness that an educational program adopts has far-reaching implications. It will determine the screening procedures and identification instruments which will be used in selecting students for the program and may determine the kind of program which will be offered.

### Identification

Historically, a gifted individual was considered to be one with exceptionally high intellectual ability as indicated by a score on a test of intelligence. Terman (1926) described as gifted any person who attained an IQ score of at least 130. More recent definitions such as those stated above emphasize the multidimensionality of gifts and talents. Identification strategies now include many alternative criteria based on other gifted characteristics some of which are less measurable than IQ. When based entirely on IQ, identifying giftedness posed few problems; IQ scores are measurable and supposedly objective. With the recognition of the multidimensional nature of giftedness, more subjective methods of identification need to be employed. Davis & Rimm (1985) list the following instruments as indicators of giftedness: intelligence tests, achievement tests, teacher nominations, creativity tests, parent nominations, peer nominations, self nominations, product evaluations and rating scales (p. 67).

O'Neill and Scollay (1983) insist that no one identification procedure should be relied on exclusively. Rather, a combination of practices should be employed before any definition judgements are made. Once selection

procedures are adopted, the complex needs of the students must be considered on an individual basis.

### Needs of Gifted Education

In a survey of the research issues in educating the gifted, George (1983) concluded that research has continued to support the needs for:

Early identification of giftedness, student motivation and involvement in decisions, assistance in attaining potential, differentiated educational programs, interaction with peers of similar abilities and interests, attention to both cognitive and affective needs, homogeneous grouping by special aptitudes, training in good study habits, long-term planning, the elimination of stereotyping, educational acceleration and recognition of individual needs (p.20).

Professional educators as well as parent groups demand specialized educational programming for gifted students to meet the needs identified above. Karnes and Collins (1980) report that general educators, administrators and counsellors are also voicing concerns for adapting the general curriculum in order to meet more effectively the instructional needs of the gifted. It should be recognized, however, that special programs must do more than develop just the cognitive abilities of students placed in such programs. Affective learning, critical thinking and leadership development must also be goals of programs for gifted and talented students (Clark, 1979; Davis & Rimm, 1985; Dixon, Meyer & Hardy, 1986; Karnes & Collins, 1980).

### Programming for the Gifted

The literature on programming for the gifted includes a plethora of ideals, goals and objectives. Laine, Blank and Clarke (1985) report that emerging through the various statements and practices has come an increasingly critical examination of the reasons for identifying gifted learners and the purposes for which specialized programs are offered. They found that one of the more frequently repeated purposes is that the program must provide the learner with the skills to become a more effective manager of his/her own learning.

Ward (1980) maintains that thought processes such as judgement, inference and reasoning should be the basis of education for the gifted. Renzulli (1977), while agreeing with the concept of a process ordered curriculum, recognizes a danger in the approach. He warns that "a preoccupation with process objectives has caused us to forget that process is the path rather than the goal of learning" (p.8).

Karnes and Collins (1980) insist that the "most imperative educational need of gifted students is that they be given learning experiences that are consistent with their capabilities and development level" (p.9). They also stress that interests and learning styles of gifted children must also be a consideration when planning curriculum and instructional strategies.

The need for careful planning in programs for the gifted prompted a study to investigate the perceptions of interested groups regarding goals appropriate for educating the gifted. The following three goals were identified as most appropriate for elementary school programs for the gifted:

...to provide a learning environment that will permit and encourage the capable student to develop to his/her individual potential while

interacting with intellectual peers; to establish a climate that values and enhances intellectual ability, talent, creativity, and decision-making; and to encourage the development of and provide opportunities for using higher level thinking skills (analysis, synthesis, evaluation) (Hickey, 1988).

Generally, program accommodations for the gifted fall into the two broad categories of acceleration and enrichment.

Acceleration refers to moving students through regular school programs at a faster than usual pace. Methods of acceleration include early admission to school, grade skipping and moving through curriculum material at an advanced rate. Research supports acceleration as a means of maximizing the potential of gifted students (Clark, 1979; Marland, 1971; Passow, 1979; Torrance, 1986). Clark (1979) concludes that because gifted children learn at a faster rate than do more typical learners, some form of acceleration should be available in every gifted education program.

Enrichment is defined as the provision of learning experiences that develop higher processes of thinking and creativity in a subject area (Fox, 1979). Enrichment programs may be either horizontal or vertical or a combination of both. Horizontal enrichment refers to the provisions of a broader range of experiences at the same level of difficulty, whereas vertical enrichment refers primarily to higher-level activities of increasing complexity (Payne and O'Neill, 1983).

There is general agreement in the literature that both acceleration and enrichment are necessary to meet the needs of gifted learners (Davis and Rimm, 1985; Fox, 1979; Treffinger, 1981). Although research indicates that acceleration has positive effects on the learning of the gifted (Torrance, 1986), enrichment practices appear to be more prevalent and acceptable forms of accommodation (O'Neill and Scollay, 1983). Typically, enrichment programs are

carried out either within the regular classroom, with weekly or daily "pull out" groups or, more rarely, with full time classes for the gifted.

Whether acceleration, enrichment or a combination of both is the means of modifying educational programs for the gifted, differentiating the curriculum and instructional strategies from those of the regular classroom is essential if the students are to realize their potential (Fox, 1979; Gallagher, 1985; Marland, 1971). Passow (1985) insists that "all components of the curriculum are susceptible to differentiation - the goals and objectives, the content, the instructional strategies, the resources, time, space, organization and evaluation - and that these elements must be considered in an integrated articulated whole" (p.225).

Program designs for the gifted should be built upon sound curriculum, appropriately differentiated for the special characteristics of the gifted. Maker (1982) suggests that appropriate curriculum must be based on and directed to their special characteristics and needs. Kaplan (1975) developed the following set of principles which emphasize the higher level operations that should characterize curriculum for the gifted. It should:

- Present content that is related to broad-based issues, themes, and problems.
- Integrate multiple disciplines into the area of study.
- Present comprehensive, related and mutually reinforcing experiences within an area of study.
- Allow for the in-depth learning of a self-selected topic within the area of study.
- Develop independent or self-directed study skills.
- Develop productive, complex, abstract, and higher level thinking skills.
- Focus on open-ended tasks.
- Develop research skills and methods.
- Integrate basic skills and higher level thinking skills into the curriculum.
- Encourage the development of products that challenge existing ideas and produce "new" ideas.
- Encourage the development of products that use new techniques, materials, and forms.

Encourage the development of self-understanding (i.e. recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others).  
Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced, and standardized instruments (p. 26).

The past three decades have seen the development of many curriculum models for planning differentiated learning experiences for gifted students. Davis and Rimm (1985) identify nine such models that have provided a justifiable basis for planning appropriate gifted programs.

The Renzulli Enrichment Triad Model (Renzulli, 1977). This model includes three types of enrichment. Type 1 - general exploratory activities. Type 2 - group training activities. Type 3 - individual and small group investigations of real problems.

The Revolving Door Identification Model (Renzulli, Kels & Smith, 1981). This model is a complete programming guide. A talent pool consists of about 25 percent of the school population. All talent pool students receive Types 1 and 2 enrichment (as defined in Renzulli's model). Motivated talent-pool students (and sometimes others) revolve into a resource room to work on projects.

Feldhusen's Three-Stage Enrichment Model (Feldhusen & Kolloff, 1978, 1981). Similar to Renzulli's, this model focuses mainly on fostering creative thinking, but also emphasizes research and independent-learning skills and positive self concepts.

The Guilford/Meeker Structure of Intellect Model (Guilford, 1967, 1977; Meeker, 1969). This structure of intellect model may be used for either guiding the creation of Individualized Education Programs, for identifying gifted minority and disadvantaged students, as subject matter for a secondary school unit on intelligence, or a basis of career exploration.

Bloom's Taxonomy of Educational Objectives (Bloom, Englehart, Furst, Hill & Krathwohl, 1956). Bloom's taxonomy of educational objectives draws attention to higher level types of learning activities and classroom questioning techniques. The taxonomy includes knowledge, comprehension, application, analysis, synthesis and evaluation.

Treffinger's (1975) Model for Increased Self Directedness (Treffinger, 1975). This model outlines four steps in increasing self-directedness. The "command style" is teacher directed. In the "task style", students select from among teacher-prepared activities. The "peer-partners style" includes more student decisions about learning goals, activities and evaluation. The "self-directed style" allows students to create the choices, make the selections and choose the location and working style.

The Williams (1970) model for developing thinking and feeling processes (Williams, 1970). This model includes 864 classroom activities suggested by all combinations of subject-matter content, teaching strategies and eight thinking and feeling processes.

The Taylor (1978) Multiple-Talent Totem Pole Model (Taylor, 1978). This model suggests that learning activities focus upon developing academic ability, creativity, planning, organizing, communicating, forecasting/organizing, and decision making/evaluating.

The United States Office of Education (Marland, 1971) definition as a curriculum guide. The U.S.O.E. definition of gifts and talents suggests the general gifted/talented curriculum categories of general intellectual ability, specific academic talent, creative thinking, leadership, visual and performing arts and perhaps psychomotor ability.

Davis and Rimm (1985) suggest that no one model for programming gifted education is best. Curriculum planners must choose those which meet the specific needs of their gifted students.

#### Evaluation of Gifted Programs

Davis & Rimm (1985) report that traditionally, the systematic evaluation of gifted programs has been minimal. Educators have been reluctant to evaluate in this area because success in teaching gifted and talented students is difficult to assess, compared with standard evaluation procedures used with regular students. Objectives such as improvement in self-awareness, creativity, reasoning and analyzing, and social responsibility which are typical of gifted programs, by their very subjective nature do not lend themselves to regular testing procedures. However, all well-planned educational programs must include evaluation components. Student progress must be monitored and reported to parents. Programs need to be evaluated if improvements and adjustments are to be made.

Another aspect of evaluation is the determination of program cost effectiveness. Public funding of education demands accountability. Gifted programs require financing over and above regular school allotments. Program evaluation is one method used to indicate efficient use of time, personnel and money.

Literature-Based Language Arts Instruction for the Gifted

Sloan (1975) asserts that the literate person is not one who knows how to read, but one who reads: fluently, responsively, critically and because he/she wants to. She defines reading as "an engagement with print and an active personal involvement with the ideas expressed in it" (p. 1).

Polette (1983) suggests that the two major goals of a language arts program with gifted students are: to acquire reading as a lifestyle rather than a skill, and to develop the attitudes and skills necessary for the lifelong pursuit of learning. She insists that:

Emphasis in gifted education is placed on the child becoming a producer rather than a consumer of knowledge; in working the majority of the time in productive and critical thinking areas; in the deliberate expansion of vocabulary; in valuing the imaginative as well as the real world; in developing research skills for independent study; and in providing experiences beyond the walls of the school (p.1).

Research indicates that many gifted children can read at a satisfactory level prior to the time that they enter school (Terman, 1925-1959; Witty, 1971). By elementary school most have mastered the basic skills around which most basal reading series are centered. Swiss & Olsen (1976) report that gifted children have special needs relative to the objectives of reading. According to Witty (1971), the cognitive development of gifted learners is often so advanced that the materials and activities normally provided for children their age and grade levels are easy for them and they benefit little from instruction. If forced to remain in reading instruction groups with average students, gifted children often become bored, restless and disruptive. Even worse, Swiss & Olsen (1976) suggest, "they may withdraw into fantasy to escape the boredom,

lose their eagerness toward reading and become disillusioned with school in general" (p.428).

Brown and Rogan (1983) contend that reading represents the "essence of intellectual superiority". Gallagher (1985) and others (Labuda, 1974; Witty, 1971) point out that the ability to manipulate internally learned symbols is perhaps the essence of giftedness. In support of this, Brown and Rogan (1983) write that "since language is our primary symbol system, it would be appropriate to begin with reading when developing differentiated educational programs for gifted children" (p.2). In order to present a reading curriculum for gifted children which has depth, complexity and challenge, literature study is often recommended (Gallagher, 1985; Polette & Hamlin, 1980).

A literature program can do much to enrich the lives of gifted children. Huck et al (1987) feel that literature helps a child develop an understanding of what it means to become fully human. In writing about what literature does for children they identify the potential of literature to provide enjoyment, to stimulate and develop the imagination, to provide vicarious experience, to develop insight into human behaviour and to present the universality of human experience. They maintain that literature should be an integral part of the school curriculum. Huck et al also suggest that the purposes of a literature program include discovering delight in books; interpreting literature; developing literary awareness and developing literature appreciation (p. 630).

In making a case for literature instruction, Sloan (1975) contends that:

Children will become readers only if their emotions have been engaged, their imaginations stirred and stretched by what they find on printed pages. One way - a sure way - to make this happen is through literature, imaginative literature in particular, where ideally language is used with intensity and power in a direct appeal to the feelings and the imagination. Literature is the most effective "reading program" ever devised (p. 1).

Brown and Rogan (1983) recommend that the goals of a literature program for the gifted should be to encourage children to read more widely, more creatively and more critically than if they were restricted to the more typical skills-based language arts instructional program. The need to develop creativity in gifted children is well documented in the literature (Callahan & Renzulli, 1977; Torrance, 1965). Torrance (1965) states:

When a person reads creatively, he is sensitive to problems and possibilities in whatever he reads. He makes himself aware of the gaps in knowledge, the unsolved problems, the missing elements, things that are incomplete or out of focus. To resolve this tension, so important in the creative thinking process, the creative reader sees new relationships, creates new combinations, synthesizes relatively unrelated elements into a coherent whole, redefines or transforms certain pieces of information to discover new uses, and builds only what is known (p. 61).

Guilford (1977) hypothesizes four creative thinking abilities: fluency - the ability to produce many ideas; flexibility - the ability to produce different kinds of ideas; originality - the ability to produce unusual ideas; elaboration - the ability to add details to an idea. Barbe (1985) insists that creative reading is the highest level of reading - even higher than critical reading (p.29). According to Brown and Rogan (1983), "most gifted children have the potential to be creative, however not all manifest creativity" (p.8).

Creative reading is not something that happens automatically. Dawkins (in Martin and Cramond, 1984) reports that though the gifted perform well on tasks which require literal recall of information, they are less able to interact with material at high levels of comprehension. Without direct instruction in creative reading skills, students tend to simply memorize details of the information they read (Martin and Cramond, 1984).

The literature on the gifted suggests that reading should be used to develop increased fluency, flexibility, original thinking, complexity, risk

taking, elaborative thinking and imagination (Barbe, 1985; Gallagher, 1985; Witty, 1985). Torrance (1965) feels that the creative use of the content of books is a means for solving problems and dealing with life situations. Good children's literature surely provides the ideal source for such books.

Reading is essentially a thinking process; thus reading programs for the gifted must allow and encourage the use of the higher cognitive abilities they possess (Brown & Rogan, 1983). Application of Bloom's Taxonomy of Cognitive Objectives (Bloom et al, 1956) to teaching strategies within a literature program for the gifted can foster the development of higher level thinking skills. The expected outcomes of such strategies will be the development of the students' abilities to analyze, synthesize and evaluate what they read.

Smith (1969) suggests that creative reading can be taught best through the skillful use of questions using Bloom's Taxonomy as a guide. He prepared guidelines for the construction of questions and tasks designed to stimulate students to think creatively as they read: 1) they ask for information that is not in the material, 2) they ask for the reader's personal ideas, 3) they do not attempt to evoke responses that can be judged as correct or incorrect, and 4) they focus on what the reader can add to the material (p. 432). Smith (1974) contends that gifted readers can "learn quickly to recognize questions that send them on a thoughtful, purposeful mental trip beyond the boundaries of the story into unfamiliar territory" (p. 55).

Torrance (1965) warns that "even creatively gifted children need help in becoming creative readers" and that "children not creatively gifted but gifted in other ways may need a great deal of help in becoming creative readers" (p. 59). In his three-stage instructional model learning occurs by: warming up and preparing, learning and practicing subject matter, and following up on

what has been learned in new and creative ways (Torrance, 1979). Weiner (1988) suggests that this instructional approach can be viewed as a lesson plan model as follows:

#### **Torrance's Instructional Model As a Lesson Plan**

Major subject matter objective: To be determined by the teacher

Major thinking-skill objective: To be determined by the teacher

##### **Stage I: Beginning of Lesson**

This is the warm up designed to heighten anticipation and prepare students by strengthening the desire to learn. The thinking skill is used to increase motivation about the subject.

##### **Stage II: During the Lesson**

This is the major body of the lesson, where most of the direct teaching takes place. It is designed to lead students to dig deeper into the subject matter. The thinking skill is used to teach students different methods of processing information.

##### **Stage III: End of the Lesson**

This part of the lesson is designed to keep learning going. Students engage in participatory activities (action, application, further insights, and so on). The major thinking skill is used to enrich and extend the subject-matter objective (p. 36).

Williams (1970) has also suggested that curriculum development be considered in three dimensions: subject matter content, the teacher's strategies of teaching, and the student's cognitive and affective responses to the learning situation. His model encourages teachers to help children develop skills in creative problem-solving and original expression. He includes affective responses in his model to help teachers realize the importance to learning of such noncognitive factors as risk-taking, curiosity and imagination.

The literature on the education of the gifted is replete with information on promoting the intellectual aspects of teaching and learning. Researchers

agree however, that the development of the affective domain is a primary goal of the education of the gifted (Clark, 1979; Dixon, 1986; Polette & Hamlin, 1980; Strickland, 1985).

Gifted learners have the capacity for advanced affective development. Literature-based language arts instruction can excel in promoting affective development (Polette & Hamlin, 1980). Huck et al (1987) assert that literature provides opportunities for identification with characters and for understanding self and others. They also feel that literature is a rich source for helping children begin to clarify their own values and for understanding themselves and their relationships within the world.

#### A Literature Program for the Gifted

Polette & Hamlin (1980) suggest that the key to a successful literature program for the gifted is the teacher. He/she must be knowledgeable about and familiar with children's literature and have a love of books and reading.

Nelson and Cleland (1971) maintain that a teacher for the gifted:

must possess an understanding of self; must possess an understanding of giftedness; should be a facilitator of learning rather than a director of learning; must provide challenge rather than pressure; must be as concerned with the process of learning as with the product; must provide feedback rather than judgement; must provide alternate learning strategies and must provide a classroom climate which promotes self-esteem and offers safety for creative and cognitive risk-taking (p. 48).

Gifted children generally have the basics of reading well in hand by the time they reach the intermediate grades. Barbe & Renzulli (1971) believe intellectually superior students must be challenged if learning is to take place

and interest in learning maintained. They identify nine specific needs for the gifted in their reading program:

...differentiation of instruction; regular and careful evaluation of the child's reading ability and achievement; proper grouping for instruction; active involvement of the student in his reading instruction; differentiation of reading style according to the type and purpose of material read; and ever-increasing range of reading material made available; guidance in critical reading; continuity in reading instruction throughout his school career; and superior teachers (p. 21).

Nelson and Cleland (1971) identify the following as necessary components of a reading program for the gifted: early assessment of intellectual, perceptual and reading abilities; the reading program should be highly individualized; the reading program should emphasize development of higher mental processes and the reading program should extend interest in reading.

Another important consideration in using literature to meet the needs of gifted children is the development of a program plan. Treffinger (1981) itemized the main global components of programming for the gifted in his Individualized Program Planning Model (IPPM) as: definitions (of giftedness), characteristics, screening/identification, instructional planning, implementation of services and evaluation/modification. In recommending the use of this model, Davis and Rimm (1985) suggest the preparation of a written plan which should also include a statement of philosophy and goals as well as Treffinger's (1981) six components.

In the designing of reading programs for young children, an evaluation process should be put in place to identify those who upon entry can read. This process should also determine how well they can read so that appropriate programs can be planned and implemented.

The very fact that many gifted children can read by the time that they reach elementary school demands that they be given time to read. An obvious

need of a good literature program for the gifted is the availability of an abundance of the best children's literature. The collection should be diverse and well balanced with books, periodicals and audiovisual materials. Well-stocked libraries offering the best in children's literature are essential in meeting the varied interests of gifted students and the needs of the program.

### Summary

Children who are gifted need learning experiences beyond those typically offered in the general education program if they are to reach their potential, both for their own personal fulfillment and for the subsequent benefit to society (Karnes & Collins, 1980).

Educational methods and materials must be directed toward the needs, interests and abilities of gifted students. Programs must be designed and materials selected or developed to meet those needs. Not enough instructional materials have been designed expressly for use with gifted students. There is a need for the development and production of such materials especially in the curriculum area of language arts.

Literature programs for the gifted offer an excellent means of effecting cognitive and affective growth. Good programs taught by enthusiastic, knowledgeable teachers can offer literary experiences which will challenge their students to develop their potential and bring insight and pleasure into their lives.

## CHAPTER THREE

### THE DEVELOPMENT OF THE UNIT

A review of the literature of gifted education indicates that specialized educational programs must be developed to meet the varied needs of gifted students. It is evident, as well, that special programs must do more than develop just the cognitive abilities of these students. Goals of programs for gifted students must also provide opportunities for the development of affective learning, critical thinking and leadership ability. The literature on programming for gifted students frequently recommends, as well, that gifted programs must provide learners with the skills to become more effective managers of their own time.

Literature-based language arts instruction is recommended for use with gifted children because of its ability to offer in-depth study, challenge and the development of cognitive and affective learning. The review of the literature on gifted education strongly supports the use of novel study as a means of meeting the needs of those gifted children who learn the skills of reading at a very early age. Novel study allows them to become involved with broad-based issues, themes and problems. A review of the literature in this area indicates that good books have the ability to intellectually stimulate gifted students and to demand of them high-level cognitive functioning.

Based on the recommendations from the review of the literature an instructional unit was designed for use by teachers with groups of gifted students at the elementary level. The theme of slavery was used to present content which is broad based, controversial and problematic. The nature of

the theme also lends itself well to the affective and philosophical growth of which gifted children are so capable. Considerable effort was taken to ensure that the students involved become engaged in independent study and be required to manage their own time when engaged in such activities. Various formats are encouraged in the presentation of the projects which the children did in response to their study of this novel. Also, a variety of media is recommended. In every way possible creativity and individuality are sought, encouraged and valued.

#### Organization of the Unit

Underground to Canada by Barbara Smucker (1977) was selected as the main resource for the unit of study. This book is highly recommended for use with children of elementary age and has children as the main characters. It has a high level of Canadian content and fits well within the grade six social studies curriculum with its reference to the role Canada played in the underground railway system of smuggling runaway slaves into Canada.

The unit is organized in a manner which will facilitate its use by the classroom teacher. The introduction indicates that while the unit is designed for use with gifted students it may be easily adaptable for use within the regular classroom. A section is included on the nature of gifted learners to help delineate the traits, both positive and negative, often common to gifted children. Lesson plans and activities have been developed to further develop the positive traits and to identify strategies for dealing with negative

behaviours. A rationale for literature-based language arts instruction is also included to provide the teacher with the philosophical basis for using literature study with gifted children. Such an approach is highly recommended because of its potential for aiding the cognitive and affective development of children and in assisting them to clarify their own values, understand themselves and see their relationships within the world.

Included also for the information of the user of the unit is an overview of three theoretical models from which the lesson plans and teaching strategies were adapted. The interested teacher may obtain additional information on these and other matters from the references indicated in Appendix K of the unit. General goals are incorporated into the unit as well as student goals in the areas of cognitive, affective and social development. An overall lesson plan design provides for the teacher the structure of each lesson and can be referred to after each lesson as a checklist for the points which were covered. The novel is divided into five sections for in-depth study and a summary of each section is included for the teacher. Included also are group discussion questions for the students which may be used as advance organizers.

Appendices A-J of the unit contain evaluation procedures as well as supplementary materials and activity suggestions which may be used at the teacher's discretion. Provided also is a project planning guide which may be helpful to students in preparation of individual research projects. As has already been noted above, Appendix K of the unit provides for the teacher a bibliography of selected professional reading materials on the general topic of gifted children and on the literature-based approach to language arts instruction with gifted children. Appendix L completes the unit with an annotated bibliography of recommended children's books related to the theme

of slavery. All books included in this list have been personally reviewed and are recommended in the selection aids listed in Appendix C.

#### Evaluation of the Unit

The instructional unit was evaluated both by professional educators and students. Involved in the professional evaluation were a School Board consultant and coordinator of gifted programs, teachers of gifted students and a classroom teacher. Each was given a copy of the instructional unit and asked to review it with reference to its relevance, suitability to the needs of gifted students and its instructional design. To gain the perspective of the children themselves a pilot study was done with children of the age for whom the unit was intended. The appraisals were informal and all suggestions made in the evaluations were incorporated into the final draft of the unit.

#### Professional Appraisal

The instructional unit was reviewed by a Teacher-Consultant for Enrichment with the Roman Catholic School Board for St. John's, who asked two full time teachers of the gifted at the School Board's Enrichment Centre to review it as well. All three professionals had had considerable experience in providing instruction for gifted students. The three individuals wrote a joint report (Appendix D).

The teacher-consultant and the teachers felt that the instructional unit is a very comprehensive approach to novel study. They considered it to be particularly suitable for bright students and they liked the wide variety of

project and activity suggestions. They also stated that these activities are all ones that their students enjoyed doing.

The teachers of the gifted students had some questions about the amount of time which would be given to the unit. They pointed out that these students tire of one topic (or one book) fairly quickly. They suggested that "students could be encouraged to do a project on one of the books in the appendix which would ensure that all students would be exposed to a fairly wide variety of literature on the theme" (Appendix D, p. 50). The teachers appreciated the project suggestions which allow lots of freedom for the students to choose how they would like to share their experience of a book with their classmates.

The teachers observed that a second reading of certain key passages, as suggested in the unit, may be helpful, but they had some misgivings about frequent re-reading. They indicated that from their experience bright students' memories are exceptional and they recommended the use of a guided reading sheet circulated in advance, as suggested in the unit, rather than a required second reading.

The teachers and coordinators agreed that the small group discussion format as suggested in the unit is a good idea. Their experience indicated that bright students, who may tend to be independent thinkers, need training in working together. They also believed that this technique would be valuable as an introduction to other project work.

The instructional unit was also appraised by an itinerant teacher of primary and elementary gifted programs with the Avalon Consolidated School Board in St. John's (Appendix D). This teacher, who is also a part-time Learning Resources Teacher at Cowan Heights Elementary School, described the general layout of the unit of instruction as excellent (p. 52). She, as the

other professionals had done, also suggested that the unit could easily be adapted for all students. She indicated that the diverse interests of students are certainly attended to by the variety of activities such as role playing, research, crossword puzzles, poetry writing and art work. She believed that the opportunity for a variety of activities was an excellent idea, as was the provision for group discussion questions as advance organizers. Further, it was her contention that higher level thinking skills will definitely be developed through work with this instructional unit (p. 52).

A grade five classroom teacher at Cowan Heights Elementary School in St. John's who was reading Underground to Canada (Smucker, 1977) to her class requested permission to read the unit. She indicated that she wanted to see whether or not her ideas for use with the novel were appropriate. It was her feeling that the idea of group discussion questions was an excellent one and she was impressed with the general layout for instruction (Appendix D). It was her contention, as well, that the unit could be easily adapted to average learners (p. 53).

#### The Pilot Study and Evaluation

Nine students from grade six at Newtown Elementary School in Mount Pearl were selected to be the pilot group. These students had been identified as gifted through the use of approved identification procedures established by professionals in gifted education and had been involved in the pull-out gifted program of the Avalon Consolidated School Board for two years. The pilot study was comprised of three parts: the study of the unit complete with projects, pre- and post- values clarification survey, and a student evaluation of the unit.

The group met for one hour each day with the researcher who taught the unit. Rather than three weeks as had been intended, the unit required a month to complete because the students became very involved in the activities, especially the research project, and needed extra time to complete and present them. This was an interesting development, in the light of the concern which one of the professional evaluators had expressed regarding the length of time suggested for completing the project.

The unit proved to be very successful and the students responded with enthusiasm. Their responses to discussion questions indicated a high level of thinking, both critical and creative. The products they created as a result of independent study were of high quality and conveyed an excellent understanding and appreciation of the subject matter. One student became intrigued with the life of Martin Luther King, Jr. and the civil rights movement in the United States and focused his independent study on this area. He wrote an excellent report and presented it to the class. Another student became very interested in the underground railway and used this topic for the subject of her independent study project. She found a song about the underground railroad and encouraged the music teacher to include it in music class (p. 84 of instructional unit).

Student Activity Sheet #3 (Appendix E, p. 95) suggests that the students respond through poetry to the subject matter of the novel. The students' responses to this activity indicated a high level of appreciation and empathy for the plight of the slaves who were trying to escape. One student wrote a beautiful poem comparing the slave's escape to a flight to freedom as a bird escaping from a cage. She presented the poem written on an outline of a bird, wings outstretched flying towards the sky. Another student wrote a very

sensitive prayer which thanked God for delivering Julilly and Liza from their captivity.

The researcher thoroughly enjoyed carrying out the pilot project with the students and was convinced that the students gained a deep appreciation for the value of freedom and saw a considerable growth in the students' self-esteem and independent working ability.

When the pilot was completed, the students were asked to complete a survey to indicate how they felt about the program and method of instruction (Appendix B). Following is a description of student reaction to each question asked in the survey.

**Which aspect of the novel study did you enjoy the most?**

Most students indicated that they enjoyed doing the activities best. Several said that they liked the group discussion activity; one indicated that "it was fun to listen to other people's answers and compare them to your own". One student who did an independent research project on Martin Luther King, Jr. enjoyed that part the best.

**Which aspect of the novel did you like the least?**

While most students indicated that they enjoyed working with the unit they all had their own area that they found least enjoyable. The most common problem indicated was personality conflicts during group discussion activities.

**How do you feel about this kind of language arts activity?**

All students agreed that this approach is a better way of doing language arts activities than through the basal reader approach. They all said that it

was "fun". One student summed up her feelings by saying "I really enjoy learning my language arts this way. From the textbook you just learn skills but this way you compare, discover and get a good story out of learning."

**What changes would you make to the novel study to make it a better learning experience for students?**

Most students indicated that they would not make any changes. For example, one student commented "I don't really think I would like anything changed. It was a very satisfying way to learn these skills and the novel chosen couldn't have been better." Several suggested, however, that more time for drama should have been considered and one indicated that he would liked to have more time for researching his independent study topic.

Pre- and Post- Values Clarification Survey

A pre- and post-values clarification survey on slavery was completed by the group. The researcher observed that the students became very involved in the whole issue of slavery. The pre- and post-survey comments indicate changes in attitudes toward blacks and growth in understanding of the problems between whites and blacks. They also indicate growth in the appreciation of freedom.

In the survey that was given before the instruction began the students indicated that they had a fair understanding of what slavery is and what it is to be a slave. Their responses were somewhat superficial when compared to the comments they made when they responded to the same ideas in the post-values clarification survey. For example, one student wrote at the beginning of the unit that slavery is "when a person is forced to do something without

getting paid". At the end of the pilot he wrote "slavery is when people are being forced to work without getting paid. If they don't do their work good enough or fast enough they get severely punished. They are treated like wild animals and sleep on hard floors. They clean their clothes by batting the dirt out of them with sticks. They don't get a day off".

In the pre- values clarification survey, the responses to "If I were a slave, I -- " were very simplistic. Most students indicated that they would try to escape. Several indicated, as well, that they would work hard so that they wouldn't get whipped. The responses at the end of the pilot indicated a deeper understanding of the relationships between slaves and masters and the sense of hopelessness felt by the slaves. For example, in the first survey, one student wrote, "If I were a slave, I would feel very unhappy and try to fight for what I deserve. I would mainly fight for freedom." At the end of the unit, he wrote that if he were a slave, he would feel lower than his master and dirty like animals. He continued that he would have to obey his master's every word just to stay alive. Another student wrote at the beginning of the unit, "If I were a slave, I would try to leave and break away from the terrorizing place." At the end she wrote, "If I were a slave, I wouldn't be able to live. Just thinking about it makes me sad. We're so fortunate to have our freedom."

### Conclusion

The unit received positive and enthusiastic responses from the reviewers in each of the evaluation techniques used. It was considered to be of value in meeting the needs of gifted students and effective in fulfilling the goals

identified in the unit. It is also believed to be adaptable for use with students in the regular classroom.

The impact of this unit was felt in the Learning Resource Centre for quite some time after the pilot was completed. Members of the group continued to read and discuss some of the books on the bibliography of books on the theme of slavery and encouraged some of their friends who were not in the group to read them. Barbara Smucker's other novels became fairly popular as well.

**APPENDIX A**

**LETTER SUPPORTING NEED FOR LANGUAGE ARTS  
CURRICULUM UNITS OF STUDY FROM TEACHER FOR  
DEVELOPING GIFTED PROGRAMS**

# The Avalon Consolidated School Board

Chairman: DR. R. GIBBONS  
 Vice-Chairman: REV. H. HISCOCK  
 Secretary: D. DYKE  
 Treasurer: R.G. HALLIDAY, C.A.

Superintendent: N. KELLAND, B.A. (Ed.), M.Ed.  
 Business Administrator: A.R. JOHNSTON, C.A.

May 15, 1989

## TO WHOM IT MAY CONCERN:

The need for qualitatively differentiated curricula for exceptional learners has long been recognized for children with learning difficulties. Unfortunately, the needs of exceptionally able learners have been largely neglected or even denied in a misguided effort to equalize opportunity for all.

In order for an individual to reach his/her fullest potential, there must be no arbitrary ceiling placed on what knowledge may be learned or when it should be learned.

Research is available which informs us regarding appropriate curricular strategies and optimal grouping practices for exceptionally able learners. Unfortunately, without adequate training and the provision of support staff, such knowledge cannot be applied. Until schools are fully staffed to accommodate all students with special needs and the needs of the majority with adequate library, guidance, and various special resource services, it is unlikely that meaningful change will occur or that once started can be maintained.

With proper staffing in place, classroom teachers, learning resource personnel and special resource persons can co-plan and co-develop literature based programs, for example, which not only extend classroom learnings but which also capitalize on the unique strengths and interests of individual exceptionally able learners. Such programs may involve students in independent study or project work with other students. The results of such efforts may be communicated to the rest of the class in a variety of forms providing enrichment for all class members.

It is essential for the development of school-based programs that a consultant be allocated to boards to co-ordinate programs and stimulate staff awareness. Special resource teachers must be allocated to schools to support classroom teachers in their efforts to enrich and individualize programs for exceptionally able students as well as provide opportunities for students to learn cooperatively with intellectual peers.

Shelley Hasinoff,  
 Teacher for Developing Gifted Programs.

**APPENDIX B****NOVEL STUDY SURVEY**

**Novel Study Survey**

You have recently completed a novel study. Please complete the following survey which will help with future planning of these types of programs.

Which aspect of the novel study did you enjoy the most?

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---

---

Which aspect of the novel study did you like the least?

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---

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How do you feel about this kind of Language Arts activity?

---

---

What changes would you make to the novel study to make it a better learning experience for students?

---

---

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Name: \_\_\_\_\_

**APPENDIX C****SELECTION AIDS - A SELECTED LISTING**

### Current Reviewing Sources

The Booklist. American Library Association, 50 East Huron Street, Chicago, IL 60611. Published twice a month through July and once in August.  
[1905 - ]

This periodical reviews both adult and juvenile books. The reviews are annotated and graded by age level and grade. Some issues contain subject lists of good books in particular fields.

The Bulletin of the Center for Children's Books. Graduate Library School, University of Chicago Press, 5801 Ellis Avenue, Chicago, IL 60637. Monthly except August. [1947 - ]

This periodical gives critical reviews with evaluations of literary quality as well as grade and reading level. It is considered to be one of the best selection aids, primarily because of its critical evaluations.

Canadian Children's Literature. Canadian Children's Press. Box 335, Guelph, Ontario, N1H 6K5. Quarterly. [1975 - ]

This periodical is devoted to the literary analysis, criticism and review of books written for Canadian children. Each article, thematic in approach, is a blend of literary analysis and book reviewing. Contributors are teachers, librarians, subject specialists and authors. Some articles are published in French.

Children's Choices of Canadian Books. Citizens' Committee on Children, Box 6133, Station J, Ottawa, Ontario. K2A 1T2. [1979 - ]

Read by children, the books are divided in six groups ranging from the books enjoyed by 90 percent or more of the readers in group 1 to the ones not enjoyed by the readers in group 6. For each story, the type of story, the setting, the time, a brief annotation and the reactions of the children are given.

CM: Canadian Materials for Schools and Libraries. Canadian Library Association. Ottawa, Ontario L0N 1B0. Quarterly. [1971 - ]

This periodical is an annotated critical bibliography. Its editorial board is drawn from all across Canada and includes representation from school boards, universities and public libraries. It consists of categorized reviews usually about 200 words in length and recommendations are given.

The Horn Book. Horn Book, Inc., Park Square Building, 31 St. James Avenue, Boston, MA 02116. Bi-monthly. [1924 - ]

This periodical is devoted wholly to children's books and reading. It contains detailed reviews of current books. Entries are classified by subject and age level. Usually only recommended titles are included.

Kirkus Reviews. Ed. by Barbara Baker and Josh Rubins. Kirkus Reviews, 200 Park Avenue S., New York, N. Y. 10003. Twice monthly. [1933 - ]

This periodical contains excellent reviews which tend to be more critical and longer than most in the other well-known services.

School Library Journal. R. R. Bowker and Co., Box 13706, Philadelphia, PA  
19101. Monthly. [1954 - ]

This periodical reviews children's books published in the United States. It includes both positive and negative reviews and categorizes by age level as well as by subject.

The WEB: Wonderfully Exciting Books. The Ohio State University, The Reading Center, 200 Ramseyer Hall, Columbus, OH 43210. Quarterly.  
[1976 - ]

This publication offers reviews of children's books and suggestions as to how teachers can use children's literature in the classroom.

#### General Selection Aids

Adventuring with Books: A Booklist for Pre-K-Grade 6. Diane Monson, ed. The National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61601. 1985.

This booklist for elementary schools is revised periodically. Annotations include summary, age levels and prices. The contents are arranged by genre, subject and theme.

Best Books for Children: Pre-School through Middle Grades, 3rd ed. John T. Gillespie and Christine Gillert, eds. R.R. Bowker Co., Ann Arbor, MI48106. 1985.

This book contains an annotated listing of about 13,000 children's books. The books are arranged within major curriculum areas.

Books for the Gifted Child. Barbara Holland Baskin and Karen H. Harris. R.R. Bowker, Ann Arbor, MI48106. 1980.

This selection aid critically annotates about 150 titles which would be useful in working with gifted children. The titles are arranged in alphabetical order with bibliographic information and reading level included.

Books for the Gifted Child. Paula Hauser. R. R. Bowker, Ann Arbor, MI 48106. 1988.

This book is a follow-up to Baskin and Harris' book of the same title.

Children's Catalog. 14th ed. H.W. Wilson Co., Bronx, NY 10452. 1981.

This catalog is a classified (Dewey Decimal System) catalog of about 5,000 recent children's books including grade level and a brief summary of each title. Revised every five years, with yearly supplements between revisions, this work is a basic collection of books for children from preschool through the sixth grade.

The Elementary School Library Collection, 16th edition. Lois Winkel, ed.

Bro-Dart Foundation, Williamsport, PA 1987.

This is a basic bibliography of materials, both print and nonprint for elementary school media centre collections. Materials are interfiled and arranged by subject classification. (Dewey Decimal System).

**APPENDIX D**

**INFORMAL EVALUATION REPORTS**

**Informal Evaluation Report From A Program Coordinator  
and Two Full Time Teachers for the Gifted with the  
Roman Catholic School for St. John's**

We felt that your paper is a very comprehensive approach to novel study which is suitable for bright students.

We liked the wide variety of project and activity suggestions (role playing, art, sculpting, interview, etc.) -- all activities that we have found our students like to do. We also appreciated the detailed bibliography of teacher resources and additional student reading.

We wondered how much time would be given to this unit of study -- it is our experience that our students tire of one topic (or one book) fairly quickly. Perhaps students could be encouraged to do a project on one of the books in your appendix -- in this way all students could be exposed to a fairly wide variety of literature on the theme. Your project suggestions allow lots of freedom for the children to choose how they would like to share their experience of a book with their classmates.

A second reading of certain key passages may be helpful, but we wonder about requiring frequent re-reading. Bright students' memories are exceptional and we feel that your idea of a guided reading sheet circulated in advance is a better approach than asking for a second reading.

The small group discussion format is good as these students need training in working together. It can serve as a good lead into other project work.

Good luck as you finish your paper. We very much enjoyed reading it.

Patricia Donnelly

Angela Otto

Mary Craig

**Informal Evaluation Report From  
Itinerant Teacher For Gifted Programs With The  
Avalon Consolidated School Board In St. John's**

I enjoyed reading your unit on "Underground to Canada". The general layout for instruction is excellent; it could easily be adapted for all students.

The needs and varied interests of students are certainly attended to by your variety of activities: -- role playing, research, crossword puzzles, poetry writing, art work, etc. Excellent.

The group discussion question given ahead as advance organizers - Excellent idea.

Report back from discussion - great idea.

Higher level thinking skills will definitely be developed through this unit.

Judy Pitcher

**Information Evaluation Report From A Classroom Teacher  
At Cowan Heights Elementary School in St. John's**

Judy gave me this to look at. I am presently reading the novel to my class and I was wondering if some of my ideas were appropriate. I'm not doing any work with it as such, but would like to another year. I thought the group discussion questions were excellent as well as the general layout for instruction - it could be easily adapted to average learners.

Donna Rowe

**B I B L I O G R A P H Y**

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UNDERGROUND TO CANADA

BY

BARBARA SMUCKER, A NOVEL STUDY

A LITERATURE INSTRUCTION UNIT

By

Evelyn Bennett

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### Introduction

This instructional unit was prepared for use with students in the elementary grades who have been identified as gifted or exceptionally able learners. It is recommended as an alternate approach to instruction within the language arts curriculum or as an enrichment unit with a group of gifted readers within the regular classroom.

### The Nature of the Gifted Learner

No one set of characteristics apply to all children whose potential is outstanding. Instead, gifted children may possess a range of positive traits, such as an extensive vocabulary, fluent expression of ideas, the ability to grasp new concepts quickly, a sense of humour, a wide variety of interests and the ability to become absorbed in a task. At the same time, many gifted children demonstrate behaviours which are often viewed as negative by those around them. Those behaviours include a narrow focus of interest in one area, aggressive or dominant behaviour in a group setting, impatience with detail or routine tasks and the tendency to become easily distracted or lose interest in a project.

While gifted children are not a homogeneous group, an examination of their characteristics often reveals that they are advanced in their reading ability, have long attention spans, express their ideas maturely, question and persist in seeking answers, adapt easily to situations around them and are able to apply reasoning skills to problems while recognizing relationships and comprehending meaning.

### Rationale for Literature-Based Language Arts Instruction

Research indicates that gifted children need differentiated educational programs, interaction with peers of similar ability and interests, educational acceleration, attention to both cognitive and affective needs and assistance in attaining potential.

Many gifted children can read before they enter school and by the time they reach elementary school, their reading skills are well developed. The language arts curriculum for these children must go beyond that offered in general education programs if they are to realize their full potential. Special programs developed for gifted children must have depth, complexity and challenge. Literature study encourages children to read more widely, more creatively and more critically. Good literature has the ability to intellectually stimulate gifted children and demand high-level cognitive functioning.

Literature-based language arts instruction allows gifted children to acquire an appreciation for good literature. In-depth study of well written books allows them the opportunity to acquire the knowledge and understanding of good writing. It also excels in promoting affective development. It can help children begin to clarify their own values, understand themselves and see their relationships within the world.

#### Organization of Unit

Slavery was chosen as the theme for the unit because of the depth and complexity of this subject. The nature of the theme also lends itself well to the development of affective and philosophical growth of which gifted children are so capable. Underground to Canada by Barbara Smucker was selected as the main resource. It has been highly recommended for use with children of this age level. It also fits well within the grade six social studies curriculum with its reference to Canada and the role Canada played in providing safety for runaway slaves.

Instructional strategies and lesson plans have been developed to meet the goals and objectives of the unit as well as a bibliography of suggested readings for teachers. Included as well is an annotated bibliography of recommended books, fiction and non-fiction, which use slavery as their theme. Where possible these books have been personally reviewed. All have been recommended in reliable reviewing sources such as: Wilson's Children's Catalog; The Elementary School Library Collection; The Horn Book; Kirkus Review; School Library Journal and Canadian Children's Literature.

The lesson plans and teaching strategies were designed using an adaptation of three theoretical models: Bloom's Taxonomy of Educational Objectives, Torrance's Instructional Model and Frank Williams' Model for Implementing Cognitive/Affective Behaviours in the Classroom (Appendix K).

1. Bloom's Taxonomy of Educational Objectives: Cognitive Domain

Questions developed for use within the unit emphasize the higher levels of Bloom's hierarchy; emphasis is given to the development of skills of analysis, synthesis and evaluation.

2. Torrance's Instructional Model

This model was designed for teaching thinking skills and increasing creative productivity. Each lesson will incorporate a three stage plan as follows:

**Stage I: Beginning of Lesson**

This is a warm up designed to heighten anticipation and prepare students by strengthening the desire to learn. The thinking skill is used to increase motivation about the subject.

**Stage II: During the Lesson**

This is the major body of the lesson, where most of the direct teaching takes place. It is designed to lead students to dig deeper into the subject matter. The thinking skill is used to teach students different methods of processing information.

**Stage III: End of the Lesson**

This part of the lesson is designed to keep learning going. Students engage in participatory activities (action, application, further insights, and so on). The major thinking skill is used to enrich and extend the subject matter objective.

3. Frank Williams' Model for Implementing Cognitive/Affective Behaviours in the Classroom

Lesson ideas were selected from his Classroom Ideas for Encouraging Thinking and Feeling and adapted to encourage the student behaviours of fluency, flexibility, originality and elaborative thinking.

General Goals

To read Underground to Canada, by Barbara Smucker, for enjoyment and to develop an appreciation of the work of this talented author.

To develop an understanding and appreciation of the various elements of literature such as; plot, characterization, theme, setting and use of descriptive and figurative language.

Student Goals

**Cognitive:**

a) Thinking

To develop high level thinking skills such as problem solving and creative, critical and logical thinking.

b) Study

To become an independent learner through the development of research and communication skills.

**Affective:**

a) Personal

To develop a capacity for compassion and caring in response to the suffering of others. To acquire leadership skills appropriate to age and interests. To develop increased awareness of one's potential and limitations.

b) Social

To develop an awareness of the moral, ethical and social dimensions of racial discrimination. To develop an awareness of and respect for others.

### Lesson Plan Design

This unit is divided into seven lessons and should be completed in three to four weeks.

The book has been divided into five sections for an in-depth study as follows:

Section 1	Chapters 1 - 4	pp. 11 -31
Section 2	Chapters 5 - 8	pp. 32 - 52
Section 3	Chapters 9 - 11	pp. 53 - 74
Section 4	Chapters 12 - 14	pp. 75 - 104
Section 5	Chapters 15 - 19	pp. 105 - 138

Lesson one begins with a survey on values clarification. The theme of slavery is introduced by the teacher. The students are then required to read Underground to Canada by Barbara Smucker.

The remaining lessons are organized as follows:

- Warm up activity
- Teacher led discussion
- Vocabulary activity
- Discussion of descriptive and figurative language
- Discussion group activity
  - discussion of pre-assigned questions
- Individual activity
- Assignment of next section and discussion questions
- Summary of section

**Lesson 1 - Introduction****Administer Values Clarification Survey** (Appendix A)

As a general introduction to the theme of Slavery, the following suggestions are intended to stimulate thinking and discussion about the topic:

- a) Play selections from recordings of negro spirituals concerning freedom.
- b) Play a recording or read Dr. Martin Luther King's speech, I Have a Dream. (Appendix B)
- c) Play selections of popular songs about freedom by well known artists.
- d) Select poetry by black poets. Read and share with students. (Appendix C)

**Reading of the Novel**

Introduce Underground to Canada by Barbara Smucker. Allow time for students to read the novel for enjoyment. Two to three days or a weekend should be sufficient.

**Activity # 1** - Folder

Appendix E, Student Activity Sheet 1.

**Reading Assignment\***

Assign section 1 for pre-reading, Chapter 1-4, pp. 11-31.

- \* Group discussion questions may be given at this time as advance organizers. (Appendix D, Discussion questions.) Remind students to note difficult words and interesting descriptive phrases.

**Summary**

Twelve year old Julilly and her mother Mammy Sally are slaves on Massa Hensen's Virginia plantation. Julilly is separated from her mother when she and some of the other slaves are sold to a slave trader from the deep south. The evening before she is taken, however, her mother plants a seed of hope in Julilly's mind when she tells her about running away to Canada where slavery is illegal.

Julilly, some small children and three chained men are dragged off on a long

journey and treated cruelly by the slave trader and his helper. Although devastated by the separation from her mother, Jullily helps the little ones as much as she can and, where possible, gives assistance to the three men in leg irons who are forced to walk all the way to Mississippi.

### **Lesson 2 Chapter 1- 4**

Read chapter one orally to group to help stimulate a discussion about the characters and events in the story.

Begin a chart of difficult vocabulary indicated by the students and develop precise definitions.

Discuss interesting descriptive phrases and figurative language used in this section.

### **Discussion Group**

Divide students into groups of three or four to discuss pre-assigned questions. Remind groups to select a leader and to be prepared to give a report of discussion to the large group. (Appendix F, Discussion group responsibilities.)

### **Activity # 2 - Map of Route to Freedom**

Appendix E, Student Activity Sheet # 2

### **Reading Assignment \***

Assign section 2 for re-reading, chapters 5 - 8, pp. 32 - 52

- \* Group discussion questions may be given at this time as advance organizers. (Appendix D, Discussion questions.) Remind students to note difficult words and interesting descriptive phrases.

### **Summary**

Finally after a long and difficult journey, Jullily and the other slaves arrive at the Riley Plantation in Mississippi. She quickly realizes that as bad as life was at Hensen's, this is worse. She sees that the slaves are treated very cruelly and half starved. Worse still, their spirits are completely broken.

Jullily is thrown together with Liza, a young girl about her age but in very

poor physical condition because of starvation and cruel treatment. They become good friends quickly and Julilly learns that to save Liza's life, she must protect her as much as possible from unwarranted attacks from the overseer.

One day a white man visits the plantation. The slaves overhear that he is from Canada and that he has come to study the birds of the South. Massa Riley gives him two of the slaves to help him with his work. Julilly finds a sign of hope in his eyes and is encouraged when he saves a slave from a whipping. Talk of escaping to Canada by following the North Star abounds in the sleeping quarters that night. Julilly and Liza decide that they will run away before fall comes.

### **Lesson 3 Chapters 5 - 8**

Read and discuss poems and/or lyrics from freedom songs. (Appendix C)

Discuss plot and character development.

Add to the vocabulary chart which was started in the previous lesson.

Discuss interesting descriptive phrases and use of figurative language.

#### **Discussion Group**

Allow time for small groups to discuss pre-assigned questions and then report back to the large group. (Appendix F, Discussion Group Responsibilities.)

#### **Activity # 3 - Poetry**

Appendix E, Student Activity Sheet # 3.

#### **Reading Assignment \***

Assign section 3 for re-reading, chapters 9 - 11, pp. 53-74.

- \* Group discussion questions may be given at this time as advance organizers. (Appendix D, Discussion questions.) Remind students to note difficult words and interesting descriptive phrases.

### **Summary**

Julilly feels a new bond between herself and Liza - stronger than just being good friends. The bond is strengthened by their decision to run away together. Lester informs the girls that Massa Ross from Canada is really at the Plantation to help slaves escape. During a secret meeting with Julilly, Liza and a few other slaves who are interested, Alexander Ross makes plans for their escape.

On the following Saturday, Lester gives the girls the signal that they will be leaving that night. When the signal comes, Lester, Adam, Julilly and Liza run away from the Riley Plantation with instructions and directions supplied by Alexander Ross.

They follow the Mississippi River northward, stopping only when absolutely necessary. When they reach Tennessee, they are to meet Mr. Ross or a friend using the password "Friends with a friend". From a Quaker friend who picks them up and hides them in his wagon, they discover that Mr. Ross has been arrested in Mississippi. While travelling northward in the wagon, they are overtaken by two slave hunters, but luckily escape.

### **Lesson 4 Chapters 9 - 11**

Suggest to students that they select a partner and role play slave/master for a day. Ask them to be prepared to report their experiences and feelings back to class the next day.

Lead a discussion about plot and character development in this section of the novel. Introduce and discuss the element of suspense.

Continue to add to the vocabulary chart.

Continue to discuss interesting descriptive phrases and the use of figurative language.

### **Discussion Group**

Allow time for small groups to discuss pre-assigned questions and then report back to the large group. (Appendix F, Discussion Group Responsibilities.)

### **Activity # 4 - Vocabulary**

Appendix E, Student Activity Sheet # 4.

**Reading Assignment \***

Assign section 4 for re-reading, chapters 12 - 14, pp. 75-104.

- \* Group discussion questions may be given at this time as advance organizers. (Appendix D, Discussion questions.) Remind students to note difficult words and interesting descriptive phrases.

**Summary**

The Quaker brings the runaways to the next stop in the underground railroad, a deserted barn near a fast flowing river. He leaves them with some food, a compass and the directions to the next stop which is the home of Levi Coffin in Cincinnati.

While attempting to catch some fish in the stream, Lester and Adam are caught by the slave catchers. Liza and Jullily, fearing capture, leave the barn and head for safety up the river. They now realize they must make their way to Canada on their own.

While travelling through the mountains, they sleep in caves. They see farmhouses in the valleys and eventually approach one to get food. They find sympathetic Mennonite farmers who shelter them for the night and give them food and clean clothing. With talk of slave hunters in the valley, the girls head for the mountains to continue their journey. They finally reach the Ohio River by following the railway tracks and with the assistance of other blacks along the way. While waiting to cross the river at the home of Jeb Brown, they discover that Adam and Lester have escaped and are ahead of them.

**Lesson 5 - Chapter 12 - 14**

Begin the discussion with an analysis of the following statement:

Mom: I am a slave to my family.

Lead a discussion about plot and character development in this section. Introduce the idea of the climax of the plot and its resolution.

Continue to add to the vocabulary chart.

Continue to discuss interesting descriptive phrases and the use of figurative language.

Discussion Group

Allow time for small groups to discuss pre-assigned questions and report back to the large group. (Appendix F, Discussion Group Responsibilities.)

Activity # 5 - Individual Research Project

Appendix E, Student Activity Sheet # 5 and Appendix G - Project Planning Guide.

Reading Assignment \*

Assign section 5 for re-reading, chapters 15 - 19, pp. 105-138.

- \* Group discussion questions may be given at this time as advance organizers. (Appendix D, Discussion questions.) Remind students to note difficult words and interesting descriptive phrases.

**Summary**

Jullily and Liza hide on the roof of Jeb Brown's house in the middle of the night, to avoid being caught by slave hunters. They manage to cross the Ohio River that night with Jeb's help. The girls are led quickly to a horse drawn cart and hidden in a large drawer under the seat.

The next morning, Jullily and Liza arrive at the home of Levi Coffin, the "President" of the Underground Railroad. There they are joined by four other runaway slaves. While being fed, they again narrowly escape being caught. This time they are hidden in the centre of a deep bed and are covered by heavy bed clothes. The girls are given clean clothing and quickly transported to the train station where they are loaded into a freight car disguised as sacks of baggage.

Jullily and Liza travel as far as Cleveland on the train. They are surprised to meet Mr. Ross who transports them safely to the little ship which will take them across Lake Erie. From Mr. Ross they learn that Lester and Adam made it to Canada, but that Adam has died. The Mayflower makes a safe crossing, however the girls have to hide in a lifeboat covered with canvas to avoid being caught.

Jullily and Liza step onto Canadian soil and joyously realize that they are free. Ezra Wilson brings them to St. Catharine's where they join Lester and, to Jullily's great joy, Mammy Sally, her mother. While life isn't expected to be easy in Canada, they are happy to be together and free.

**Lesson 6 Chapters 15 - 19**

Ask students to read and react to the poems they wrote for activity number three.

Lead a discussion about the theme of the novel.

Finish vocabulary chart.

Finish discussion of descriptive and figurative language.

**Discussion Group**

Allow time for small groups to discuss pre-assigned questions and report back to the large group. (Appendix F, Discussion Group Responsibilities.)

**Activity # 6 - Personal Reaction**

Appendix E, Student Activity Sheet # 6.

**Lesson 7 Culminating Activities**

Summarize setting, characterization, plot, theme and the author's use of descriptive and figurative language.

Allow time for students to complete any unfinished assignments.

Allow time for students to complete self evaluation of their group participation (Appendix I).

Administer:

Test: Literary elements

Values clarification survey

**APPENDIX A****Values Clarification Survey**

Name: \_\_\_\_\_

**1. Slavery is**

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**2. Slaves are**

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**3. If I were a slave, I**

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**4. Freedom is**

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**APPENDIX B****I Have A Dream****Dr. Martin Luther King**



Martin Luther King, Jr., delivers his famous "I Have a Dream" speech at the Lincoln Memorial in Washington, D.C., on August 28, 1963. It is among the most widely quoted speeches in modern times. (UNITED PRESS INTERNATIONAL)

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago a great American in whose symbolic shadow we stand today signed the Emancipation Proclamation. This momentous decree is a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But 100 years later the Negro still is not free. One hundred years later the life of the Negro is still badly crippled by the manacles of segregation and the chains of discrimination. One hundred years later the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later the Negro is still languished in the corners of American society and finds himself in exile in his own land. So we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our Republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men—yes, black men as well as white men—would be guaranteed the unalienable rights of life, liberty and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of

justice.

We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood.

Now is the time to make justice a reality for all of God's children. It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality—1963 is not an end but a beginning.

Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual.

There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges. And that is something that I must say to my people who stand on the worn threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protests to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to distrust all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny.

They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone. And as we walk we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality.

We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities.

We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their adulthood and robbed of their dignity by signs stating "For Whites Only."

We cannot be satisfied as long as the Negro in Mississippi cannot vote and the Negro in New York believes he has nothing for which to vote.

No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulation. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering.

Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our Northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, though, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up, live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream . . . I have a dream that one day in Alabama, with its vicious ra-

cists, with its governor having his lips dripping with the words of interposition and nullification, one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and girls as sisters and brothers.

I have a dream today . . . I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low. The rough places will be made plain, and the crooked places will be made straight. And the glory of the Lord shall be revealed, and all flesh shall see it together. This is our hope. This is the faith that I go back to the South with.

With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with new meaning, "My country, 'tis of thee, sweet

land of liberty, of thee I sing, Land where my fathers died, land of the pilgrim's pride, from every mountain side, let freedom ring." And if America is to be a great nation, this must become true.

So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania. Let freedom ring from the snow-capped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California.

But not only that. Let freedom ring from Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee. Let freedom ring from every hill and molehill of Mississippi, from every mountain side. Let freedom ring . . .

When we allow freedom to ring--when we let it ring from every city and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last, Free at last, Great God a-mighty, We are free at last."

Note: Speech reprinted by permission of Martin Luther King, Jr. Center for Nonviolent Social Change, Inc.

Photograph reprinted by permission of United Press International.

**APPENDIX C****Poetry**

## INCIDENT

Countee Cullen

Once riding in old Baltimore,  
Heart-filled, head-filled with glee,  
I saw a Baltimorean  
Keep looking straight at me.

Now I was eight and very small,  
And he was no whit bigger,  
And so I smiled, but he poked out  
His tongue, and called me "Nigger".

I saw the whole of Baltimore,  
From May until December;  
Of all the things that happened there  
That's all that I remember.

Note: From I am the darker brother (p. 85) edited by Arnold Adoff, 1968,  
Toronto: Macmillan. Copyright 1982 by Macmillan. Reprinted by permission.

## I, TOO, SING AMERICA

Langston Hughes

I, too, sing America.

I am the darker brother.

They send me to eat in the kitchen

When company comes,

But I laugh,

And eat well,

And grow strong.

Tomorrow,

I'll be at the table

When company comes.

Nobody'll dare

Say to me,

"Eat in the kitchen,"

Then.

Besides,

They'll see how beautiful I am

And be ashamed--

I, too, am America.

Note: From I am the darker brother (p. 75) edited by Arnold Adoff, 1968, Toronto: Macmillan. Copyright 1982 by Macmillan. Reprinted with permission.

## MARTIN LUTHER KING, JR.

Martin Luther King was born a freeman.  
His father was born a freeman.  
His grandfather was born a freeman.  
From slavery shall come forth freemen.

Martin Luther King was born into a comfortable family.  
He did not know hunger or poverty.  
Neither did his father before him.  
Those who have shall remember those who have not.

Martin Luther King fought for the rights of his people.  
He fought for equal rights for all people.  
He fought for those not free.  
He fought for the poor.  
He fought for those who needed help.  
But Martin Luther King was a man of peace.  
The fighting man was, in truth, a man of peace.

Martin Luther King was a great dreamer.  
He saw in his heart the world as he would like it to be.  
"I have a dream that one day on the red hills of Georgia,  
Sons of former slaves and sons of former slaveholders  
Will sit down together at the table of brotherhood.  
I have a dream that my four children  
Will one day live in a nation where  
They will not be judged by the colour of their skin  
But by the content of their character."

His dreams were exciting  
and people wanted to believe.  
The world wanted to believe  
They gave him a prize --  
The Nobel Peace Prize.

"I accept this award," he said.  
"With an abiding faith in America  
And an audacious faith  
In the future of mankind."

Martin Luther King came home.  
He came home to go on fighting for equal rights.  
Fighting against poverty.  
Fighting for a better world.  
Yet he was still a man of peace.

How does a man of peace fight?  
He uses words.  
He uses deeds.  
He uses actions.  
He does not hurt.  
He does not destroy.  
He does not kill

But not all people believed in Martin Luther King.  
They do not believe in his dream of world peace.  
They are afraid of his promise of freedom.  
These people will have to learn,  
For the dream of Martin Luther King will come true.  
The dream he talked about when he said,  
"When we allow freedom to ring --  
When we let it ring from every city and hamlet.  
From every state and every city.  
We will be able to speed up that day when  
All God's children, black men and white men,  
Jews and Gentiles, Protestants and Catholics.  
Will be able to join hands and sing....  
'Free at last, Free at last.  
Great God Almighty. We are free at last!'"

Gerda Lakritz

Note: From Poetry place anthology. 1983, New York: Instructor Books.  
Copyright 1983 by Scholastic Inc. Reprinted with permission.

## THE UNDERGROUND RAILROAD

In the folk tradition, people often take a familiar song and write new words to it. These Canadian words to the favourite American banjo tune "Oh Susannah" tell the story of former black slaves who escaped to Canada using the "Underground Railroad". The words were printed in a black newspaper published near Windsor, Ontario on January 1, 1851.

1. I'm on my way to Canada, that cold and dreary land,  
The dire effects of slavery I can no longer stand.  
My soul is mixed within me so, to think that I'm a slave,  
I'm now resolved to strike the blow,  
For Freedom or the grave.

Chorus: Oh Righteous Father, wilt Thou not pity me,  
And aid me on to Canada, where coloured men are free?

2. I heard old Queen Victoria say if we would all forsake  
Our native land of slavery and come across the lake,  
That she was standing on the shore, with arms extended wide,  
To give us all a peaceful home, beyond the rolling tide.

Chorus: Farewell old master, this is enough for me,  
I'm going straight to Canada where coloured men are free.

3. I've served my master all my days without a dime's reward,  
And now I'm forced to run away to flee the lot abhorred.  
The hounds are baying on my track, the master's just behind,  
Resolved that he will bring me back before I cross the line.

Chorus: And so, old master, don't come after me,  
I'm going straight to Canada where coloured men are free.

Note: Copied from the public domain.

**APPENDIX D****Discussion Questions**

**CHAPTERS 1 - 4**

1. If you were Julilly, what feelings would you have about being sold?
2. Why do you think the slave trader selected young children to buy? Give as many reasons as you can.
3. Compare the lifestyles of the slaves and their owners - the Hensens.

**CHAPTERS 5 - 8**

1. As a slave, how could Julilly avoid punishment or hard work? Name as many ways as possible.
2. Invent a plan for Julilly to get a message back to her mother. What would the message say?
3. We are not told very much about Liza's life before Julilly met her. Use your imagination and tell about her life up to this point.

## CHAPTERS 9 - 11

1. Compare what life was like for the slaves on the Hensen Plantation with what it was like on the Riley Plantation.
2. There are several exciting scenes in this section which describe dangerous situations. Tell about the incident you feel is most dangerous. Which character do you feel shows the most courage? What evidence is there to support your choice?
3. Barbara Smucker, the author of Underground to Canada likes to keep the reader constantly in suspense. How did she keep you in suspense in this section?

## CHAPTERS 12 -14

1. Did Lester and Adam make a wise decision when they went across the river to catch fish? Do you think this action was true to their character? Give evidence from the story which supports your decision.
2. What is the underground railroad? What connections have they made so far?
3. Julilly and Liza know the true meaning of friendship. Give examples from the story. Which do you think is the best example of how strong their friendship really is? Why do you think so?

**CHAPTERS 15 - 19**

1. The slaves had a strong belief in God. Why do you think this was so? There are indications throughout the book that the Masters wouldn't allow the slaves the freedom to worship God. Why do you think this is so?
2. Farmers said that they needed slaves or they couldn't operate their farms. If they had to pay workers, they wouldn't be able to continue. Propose a solution to the problem.
3. From what you have read in this story, compare the quality of life in Mississippi as a slave with that in Canada as a free person.

**APPENDIX E****Student Activity Sheets**

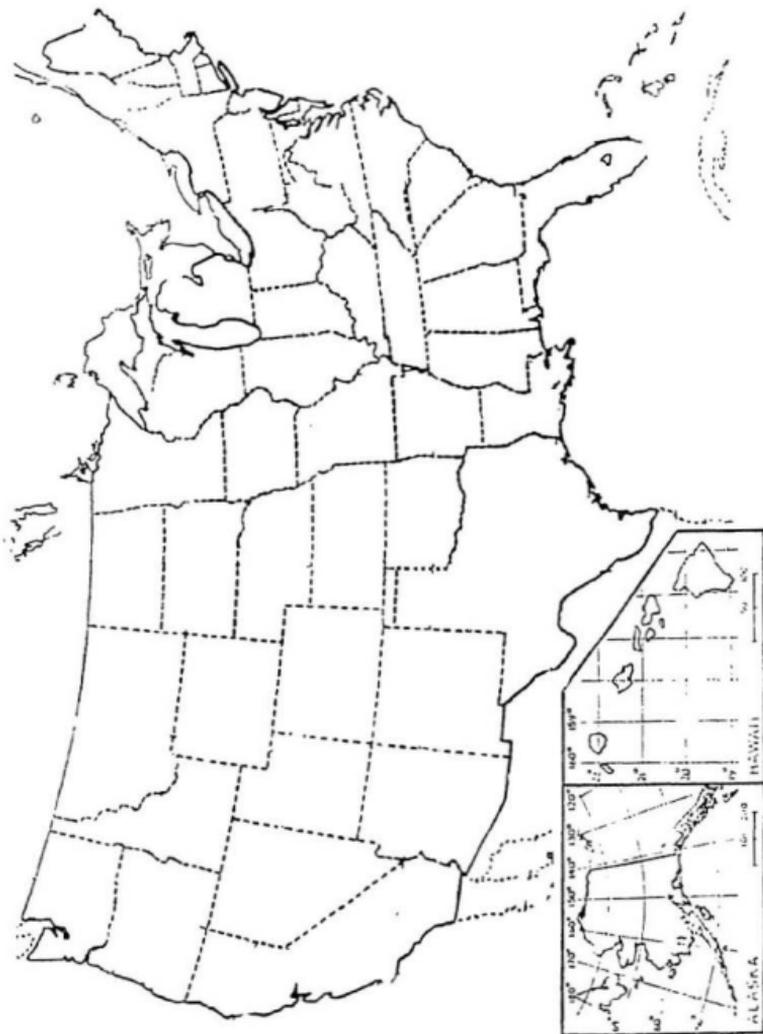
**STUDENT ACTIVITY SHEET # 1****Art Folder**

You have read the novel Underground to Canada by Barbara Smucker. Design and construct a folder to hold your materials as you study the unit.

**STUDENT ACTIVITY SHEET # 2****Geographical Representation of the Route to Freedom**

On the map provided, indicate by outlining the route Liza and Julilly took to get to Canada. Show towns, cities, rivers and any other pertinent information by labelling.

## UNITED STATES



UNITED STATES

**STUDENT ACTIVITY SHEET # 3****Poetry**

Try to imagine yourself as one of the characters in the novel. Write a poem, prayer or song, expressing your feelings.

**STUDENT ACTIVITY SHEET # 4****Vocabulary**

As you read the novel, you will recognize that the author describes many kinds of trees. Make a word search or crossword puzzle using the names of trees mentioned in the novel.

**STUDENT ACTIVITY SHEET # 5****Individual Research Project**

Research one of the following topics, prepare a report and present it to the class.

- A famous abolitionist
- Mennonites
- Quakers
- Slavery in another historical period or country
- Other topic approved by teacher

**STUDENT ACTIVITY SHEET # 6****Personal Reaction to Novel**

You have read the story of how Julilly and Liza escaped from slavery. How do you feel about slavery? In consultation with your teacher and group, use one of the following or related activities to express your feelings.

**Writing and Drama**

- write and perform a play
- present a debate about slavery
- perform a mock trial
- write a news documentary

**Music**

- write and perform a song
- perform a mime
- choreograph and perform a dance

**Art**

- painting
- drawing
- sculpture

**APPENDIX F****Discussion Group**

**DISCUSSION GROUP****Responsibilities of the Leader**

1. Briefly review the story to date.
2. Read questions for discussion in turn.
3. Encourage courteous interaction of members.
4. Summarize group's response to each question.
5. Guide group evaluation of discussion period.
6. Present brief report to teacher.

**Responsibilities of Group Members**

1. Be prepared for discussion.
2. Back up statements with evidence from reading.
3. Listen attentively.
4. Add to idea presented or indicate agreement or courteous disagreement.
5. Respect the opinions of others.
6. Speak only one at a time.
7. Participate in a fair evaluation of the group's work.

**APPENDIX G**

**Project Planning Guide**

**PROJECT PLANNING GUIDE****NAME :** \_\_\_\_\_**DATE :** \_\_\_\_\_**GRADE :** \_\_\_\_\_

**BRAINSTORMING**

TOPIC

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## CATEGORIZING

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**QUESTIONING****Yes, But Why?**

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**What's Different Now?**

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**Alike or Different?**

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**Can You Prove It?**

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**What Do You Want To Know?**

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**RESEARCHING**

Topic: \_\_\_\_\_

Reason for choosing this topic is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Categories or questions I want to research:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**Resources:** (people, books, journals, newspapers, films, filmstrips, encyclopaedias, periodicals, services, etc.)

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\_\_\_\_\_

**Notes:**

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PRODUCTS/PRESENTATION IDEASOral

- \_\_\_ Debate
- \_\_\_ Panel Discussion
- \_\_\_ Drama
- \_\_\_ Lecture
- \_\_\_ Teach Lesson
- \_\_\_ Prepare Tape
- \_\_\_ Court Case; trial
- \_\_\_ Advertisement
- \_\_\_ Recital
- \_\_\_ Oral Report
- \_\_\_ Interview
- \_\_\_ Song
- \_\_\_ Radio Broadcast play show
- \_\_\_ T e l e p h o n e conversation
- \_\_\_ Choral
  - reading
  - speaking
- \_\_\_ Proclamation
- \_\_\_ Announcement
- \_\_\_ Roving
  - story teller
  - expert
- \_\_\_ S l i d e / f i l m presentation
- \_\_\_ Puppet play
- \_\_\_ Quiz Show
- \_\_\_ Documentary
- \_\_\_ Commercial
- \_\_\_ T.V. Show
- \_\_\_ R o l e - p l a y i n g situation
- \_\_\_ Travelogue
- \_\_\_ Reader's Theatre
- \_\_\_ Workshop
- \_\_\_ Talking book

Visual

- \_\_\_ Crest/Emblem/Flag
- \_\_\_ Photo Essay
- \_\_\_ Puzzle
- \_\_\_ Shadow Play
- \_\_\_ Mime
- \_\_\_ Calendar
- \_\_\_ Interest kit
- \_\_\_ Poetry corner
- \_\_\_ Demonstration
- \_\_\_ Logo
- \_\_\_ Sketches

Written

- \_\_\_ Display
  - table
  - collection
  - photo
- \_\_\_ Collage
- \_\_\_ Charts
- \_\_\_ Tables
- \_\_\_ Illustrations
- \_\_\_ Super 8 film
- \_\_\_ Video
- \_\_\_ Filmstrip
- \_\_\_ Graphs
- \_\_\_ Mural
- \_\_\_ Flow Chart
- \_\_\_ Diagram
- \_\_\_ Picture Storybook
- \_\_\_ Coloring Book
- \_\_\_ Bulletin Board
- \_\_\_ Map
- \_\_\_ Time-line
- \_\_\_ Cartoons
- \_\_\_ Slide/Sound
- \_\_\_ Overheads
- \_\_\_ Posters
- \_\_\_ Scrapbook
- \_\_\_ Blueprints
- \_\_\_ Painting
- \_\_\_ Flannelboard story
- \_\_\_ Interest Centre
- \_\_\_ Invention
- \_\_\_ Mobil
- \_\_\_ Stitchery
- \_\_\_ Experiment
- \_\_\_ Mask
- \_\_\_ Sculpture
- \_\_\_ Carving
- \_\_\_ Terrarium
- \_\_\_ Model
- \_\_\_ Diorama
- \_\_\_ Panorama
- \_\_\_ Puppets
- \_\_\_ Trip
- \_\_\_ Dance
- \_\_\_ Costumes
- \_\_\_ Draw-on film
- \_\_\_ Flip books
- \_\_\_ Animation
- \_\_\_ Game
  - computer
  - board
  - word
  - quiz
- \_\_\_ Story/Novel
- \_\_\_ Journal/Diary/Log
- \_\_\_ Play
- \_\_\_ Summary
- \_\_\_ Letter
- \_\_\_ Menu
- \_\_\_ Editorial
- \_\_\_ Want Ads
- \_\_\_ Poetry
- \_\_\_ Report
- \_\_\_ Bumper Sticker
- \_\_\_ Newspaper/Articles
- \_\_\_ Book Cover
- \_\_\_ Scroll
- \_\_\_ Puzzle
- \_\_\_ Game/Simulation
- \_\_\_ Worksheet
- \_\_\_ Task Cards
- \_\_\_ Quiz
- \_\_\_ Recipe
- \_\_\_ Codes
- \_\_\_ Questionnaire
- \_\_\_ Survey
- \_\_\_ Riddles/Joke
- \_\_\_ Documents
- \_\_\_ List
- \_\_\_ Brochure
- \_\_\_ Biography
- \_\_\_ Booklet
- \_\_\_ Pamphlet
- \_\_\_ Telegram
- \_\_\_ Epitaph
- \_\_\_ Last Will & Testament
- \_\_\_ Proverbs
- \_\_\_ Etiquette Book
- \_\_\_ Comic Strip
- \_\_\_ Critique
- \_\_\_ Handbook - care of pets
- \_\_\_ Myths/Legends/Fables, etc.
- \_\_\_ Reviews - book
  - theatre
  - movie
- \_\_\_ Fairytale
- \_\_\_ Picture Book
- \_\_\_ Anthology
- \_\_\_ Magazine
- \_\_\_ Book - comics
  - short stories
  - cartoons
  - how-to books
  - educational
  - puzzles
  - pop-up
- \_\_\_ Novel

**DEVELOPING**

I am going to \_\_\_\_\_  
\_\_\_\_\_

The things I will need are:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The steps I will take are:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Problems I might have are:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SHARING**

My intended audience is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Others who might be interested in my product include \_\_\_\_\_  
\_\_\_\_\_

My checker or proofreader will be \_\_\_\_\_  
\_\_\_\_\_

I will complete this project by \_\_\_\_\_  
\_\_\_\_\_

<u>Step</u>	<u>Checked</u>
Brainstorming	_____
Categorizing	_____
Questioning	_____
Researching	_____
Developing	_____
Refining	_____
Sharing	_____

STUDENT SELF-EVALUATION

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project: \_\_\_\_\_  
\_\_\_\_\_CommentsMy major problems, if any, were: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_I successfully solved these problems by: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_I would rate my progress from concept through process to final product as follows:  
(circle appropriate number .....5 = excellent)

1 2 3 4 5

Commitment to task \_\_\_\_\_

Level of interest \_\_\_\_\_

Handling of appropriate resources \_\_\_\_\_

Interpretation of resources \_\_\_\_\_

Originality \_\_\_\_\_

My final product has been presented as \_\_\_\_\_ written  
\_\_\_\_\_ oral  
\_\_\_\_\_ other

I would evaluate my final work as:

above 90% \_\_\_\_\_ above 80% \_\_\_\_\_ above 75% \_\_\_\_\_ between 65% and 75% \_\_\_\_\_

less than 65% \_\_\_\_\_

My reasons for this grade are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

General Comments \_\_\_\_\_

**APPENDIX H****Test: Literary Elements**

Name: \_\_\_\_\_

Literary ElementsUnderground to Canada by Barbara Smucker

1. What is the theme or message the author is trying to tell us in Underground to Canada?

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2. Describe the setting in two or three well written sentences.

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3. Describe briefly the main character in Underground to Canada.

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4. Tell about the plot of Underground to Canada in three or four sentences.

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5. The descriptive language in Underground to Canada is very significant to the effect the novel has on the reader. Explain, using examples from the story.

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**APPENDIX I**

**Student's Self Evaluation  
of Group Participation**

**SELF EVALUATION OF GROUP****Participation**

1. Did I work well with the other members of my group?
2. Did I contribute a fair share to the group?
3. Did I use my time wisely?
4. Did I enjoy working in the group?
5. I think I earned (circle one choice) for group participation.  
1 2 3 4 5 points

**APPENDIX J****Evaluation Form**

## EVALUATION

	Possible	Actual
Research Paper	20	
Vocabulary	5	
Poem	5	
Creative Product	20	
Map Activity	5	
Design of Art Folder	5	
Participation in discussion questions	10	
Post-Test	20	
Teacher Evaluation of group work	5	
Student Evaluation of group work	5	
<b>Total Marks</b>	<b>100</b>	

Teacher's Signature \_\_\_\_\_

Parent's Signature \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**APPENDIX K****Bibliography of Selected  
Reading Materials for Teachers**

Bibliography of Selected Reading Materials for Teachers

This selected bibliography is included for further reading on the topics of gifted children and children's literature. The authors listed are recognized as experts in their field.

- Baskin, B. & Harris, K. (1980). Books for the gifted child. New York: R. R. Bowker.
- Bloom, B. S., Englehart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). Taxonomy of educational objectives, handbook I: Cognitive domain. New York: Longman Green.
- Clarke, B. (1988). Growing up gifted. (3rd ed.). Columbus, Ohio: Charles E. Merrill.
- Hauser, P. & Nelson, G.A. (1988). Books for the gifted child. New York: R.R. Bowker.
- Huck, C.S., Hepier, S. & Hickman, J. (1987). Children's literature in the elementary school. (4th ed.). New York: Holt, Rinehart and Winston.
- Sloan, G. D. (1975). The child as critic: Teaching literature in the elementary school. New York: Teachers College Press.
- Torrance, E. P. (1965). Gifted children in the classroom. New York: Macmillan.
- Williams, F. E. (1970). Classroom ideas for encouraging thinking and feeling. Buffalo: D.O.K. Publishers.

**APPENDIX L****Annotated Bibliography of  
Recommended Children's Books  
Related to the Theme of Slavery**

Adoff, A. (1968). I am the darker brother. Toronto: Macmillan. 128 p. Grades 5 and up.

This an excellent book of poetry. Included are selections by 28 American Black poets who reflect on the past, the current social scene and the hope for the future.

Adoff, A. (ed.) (1974). My black me: A beginning book of black poetry. New York: Dutton. 83 p. Grade 5 and up.

This collection of fifty poems contains works by Langston Hughes, Don L. Lee, Nikki Giovanni and others. Topics cover pride in Blackness, modern heroes and martyrs, ghetto life, as well as struggles and mistreatment of blacks in America.

Alderman, C. L. (1972). Rum, slaves and molasses: The story of New England's triangular trade. New York: Macmillan. 127 p. Grade 5 - 9.

This book discusses the social and economic background of the triangular trade through the voyage of one ship "The Sukey". It tells how the slaves were acquired from Africa's interior, loaded onto ships, their treatment on the trip across the Atlantic and how the slaves adapted or revolted in the New World. Also described are the effects the trade had on New England's commerce and industry.

Armstrong, W. (1969). Sounder. New York: Harper. 116 p. Grade 6 and up.

The share cropper wasn't weak or wicked, but crops were poor and his children were hungry. This hunger is what causes him to steal a ham and some sausage. Then the sheriff comes with two deputies to arrest the man and nearly kills his hunting dog. A profoundly moving tale of the great courage of a boy, his father and a dog.

Newbery Medal 1970

Blos, J. (1979). A gathering of days: A New England girl's journal, 1830-32. New York: Scribner. 144 p. Grade 5 and up.

Newbery Medal 1980

This book is a journal of two years in the life of Catherine Hall as she lives through the rigors of New Hampshire farm life in 1830-32. It gives insight as to how she copes with the bitter winter, the visits of cousins from Boston, the criticism of her teacher's use of newspapers in class and her father's remarriage. Her courage and maturity are displayed as she is forced to cope with the death of her best friend.

Cavanah, F. (1975). Truth about the man behind the book that sparked the war between the States. Westminster Press. 187 p. Grade 6 - 7.

Josiah Henson, born a slave in Maryland in 1789, saw his family sold away in slavery. He managed to escape to Canada where he became a well known preacher and helped found a Canadian settlement for black fugitives. His autobiography inspired Harriet Beecher Stowe to write Uncle Tom's Cabin using some details from his experiences.

Collier, J. L. & Collier, C. (1981). Jump ship to freedom. New York: Delacorte. 198 p. Grade 5 and up.

Fourteen year old Daniel Arabus is determined to get back from his owner, Captain Ivers, the Continental notes his father - now dead- had earned during the Revolutionary War. He sets a mock fire and gets the script. When the captain realizes the notes are gone, he sends Daniel to sea so that he'll not be able to buy his and his mother's freedom. Heavy storms, an escape to Bedloe's Island and getting involved with the old Quaker who has an important message for the Continental Congress all make an exciting adventure.

Collier, J. L. & Collier, C (1983). War comes to Willie Freeman. New York: Delacorte. 178 p. Grade 5 and up.

Wilhamina, usually disguised as the boy Willy, witnesses her father's death while he is fighting the Red coats, and finds her mother has been captured and taken off to the prison ship in New York harbour. Willy's courage and perseverance take her to new York, where she works for the owner of Fraunce's Tavern and is eventually involved in a court case in which her Uncle Arabus wins his freedom. This tale of black freedom fighters is a companion to the Colliers' Jump Ship to Freedom.

Collier, J. L. & Collier, C. (1984). Who is Carrie? New York: Delacorte. 158 p. Grade 5 and up.

Orphaned as a young child, Carrie, a kitchen slave in a popular New York tavern, wonders who she really is and if perhaps she was born free. Set in New York during the founding of the new republic, real historic characters are woven into this story of a young black girl who might really have lived. This is a sequel to the Colliers Jump Ship to Freedom.

Davis, O. (1976). Escape to freedom: A play about young Frederick Douglass. New York: Viking. 89 p. Grade 5 and up.

Five scenes and a prologue present episodes from the life of Frederick Douglass: his childhood in a slave cabin, his zeal in learning how to read, his treatment on a slave-breaking plantation, his experiences in Baltimore and his escape to New York. The directions for the stage production are informal and improvisational.

Fox, P. (1973). The slave dancer. Bradbury Press. 176 p. Grade 6 - 9.

Newbery Medal 1974.

This novel is the story of a thirteen year old boy, Jessie Bollier, who is kidnapped from New Orleans and taken on board a slave ship. Cruelly tyrannized by the ship's captain, he is made to play his fife for the slaves during the exercise period into which they are forced in order to keep them fit for sale. When a hurricane destroys the ship Jessie and Ras, a young slave, survive. They are helped by an old black man who finds them, spirits Ras north to freedom and assists Jessie to return to his family.

Fritz, J. (1960). Brady. New York: Coward McCann. 223 p. Grade 4 - 7.

This novel centres around an event in the life of Brady Minton which causes his father to write in the family Bible in 1836 the record that "on this day the barn burned down and Brady Minton did a man's work". An exciting account, set in Washington County, Pennsylvania, of the pre-Civil War anti-slavery debate.

Fulks, B. (1969). Black struggle: A history of the Negro in America. New York: Delacorte. 340 p. Grade 5 - 8.

This book recounts the history of the blacks from their early beginnings in Africa to their ongoing efforts to achieve complete equality in all phases of America's public life. It emphasizes the resistance of blacks to slavery, the heroism of black soldiers in all of America's wars and the courage of the civil-rights workers.

Hamilton, V. (1988). Anthony Burns: The defeat and triumph of a fugitive slave. New York: Knopf. 193. Grade 5 and up.

In 1854, Anthony Burns, a 20 year old black man, was put on Trial in Boston under the Fugitive Salve Act of 1850. Abolitionist activity and the efforts of lawyers, black ministers and humanitarians to prevent the return of the prisoner to Virginia caused demonstrations by mobs of citizens, the calling out of 2000 militia and several episodes of violence during the proceedings. Relating the day by day events of the trial which polarized the city, Hamilton shows the kind of fever pitch in the decade before the civil war.

Lester, J. (1968). To be a slave. New York: Dial Bks. for Young Readers. 160 p. Grade 6 and up.

Through the words of the slave, interwoven with strongly sympathetic commentary, the reader learns what it is like to be another man's property; how the slave feels about himself, and how he feels about others. Every aspect of slavery, regardless of how grim, has been painfully and unrelentingly described.

Levy, E. (1980). Running out of time. New York: Knopf. 121 p. Grade 5 and up.

Nina, Francie, Bill and the dog Fred practice for a marathon. While out running in the fog they are transported to Rome in the first century B.C. They find themselves in the midst of a band of gladiators/slaves and join in the revolt of the slaves led by Spartacus. The events are historically documented as an actual event.

Mann, P. & Siegal, V W. (1975). The man who bought himself: The story of Peter Still. New York: Macmillan. 215 p. Grade 7 - 9.

In 1806, two young black boys, six year old Peter and his eight year old brother, were kidnapped and sold into slavery. Except for their parents' first names, they had no clue to their identity. Nevertheless, Peter, convinced by one of the other slaves that they had been born in Philadelphia, a free city, determined that he would somehow regain freedom and be reunited with his family. Peter's long quest is the central theme of this fictionalized biography about a little known black hero.

Meltzer, M. (1980). All times, all peoples: A world history of slavery. New York: Harper. 65 p. Grade 5 - 9.

This book discusses how slavery is a part of world history as human beings have dominated either for power, for pleasure or for profit. It shows how slaves lived in different cultures, what they were expected to do, how they felt and how many fought and died to be free.

Miller, D. T. (1988). Frederick Douglass and the fight for freedom. Facts on File. 152 p. Grade 6 and up.

This biography of Frederick Douglass traces the life of the black abolitionist, from his early years in slavery to his later success as a persuasive editor, orator and writer.

O'Dell, S. (1970). Sing down the moon. New York: Houghton Mifflin. 137 p. Grade 5 and up.

In the spring of 1864, life in the Canyon de Chilly was abundant and beautiful. Bright Morning, a young Navaho girl, watched the sheep which would soon be her own and chatted with her friend about Tall Boy whom she expects to marry. All this is shattered when the Long Knives, the white soldiers, come and burn their village and drive them on the Long March. Based on fact.

Petry, A. (1955). Harriet Tubman: Conductor on the underground railroad. New York: Crowell. 227 p. Grade 5 and up.

This book is a poignant, sensitively written account of an indomitable woman whose faith, courage and strength enabled her to lead more than 300 black fugitives to freedom through the underground railway - a dangerous escape route to the North.

Ray, M. (1977). Ides of April. New York: Farrar, Straus, Giroux. 177 p. Grade 6 and up.

On the morning of the Ides of April, Senator Caius Pomponius is found murdered in his patrician home. Through the efforts of Hylas, a seventeen year old secretary/slave, and of Camillus, his newly wed son-in-law, the identity of the true murderer is discovered, just in time to save from execution all the house slaves considered guilty by Roman law at the time.

Taylor, M. (1976). Roll of thunder, hear my cry. New York: Dial. Grade 5 and up.

This story is set in Spokane, Mississippi, during the 1930's. The Logans, the only black family in town, wage a courageous struggle to remain independent, displeasing a white plantation owner who is bent on taking their land. This suspenseful tale is also about the story's young narrator Cassie, and her three brothers who decide to wage their own battles to maintain the self-dignity and pride with which they were raised. Their individual experiences mirror the larger conflicts and dilemmas of the whole family.

Wallin, L.(1984). In the shadow of the wind. New York: Bradbury. Grade 6-10.

This book presents two parallel lives: that of Pine Basket, a young Creek Indian woman, and of Caleb McElroy, a white lumberman working near Pine Basket's village of Foxbluff, Alabama. The time is the winter of 1835-36, when relations between the Creek and encroaching white settlers have deteriorated under the pressure of individual greed and government policy. Losing their territorial birthright, the Indians create a decadent tribal identity, which often results in raiding white settlements for cattle and slaves. Pine Basket and Caleb try to salvage what is best in both cultures; in doing so they refute her despairing assertion that "there is no right kind of man now".

Yates, E. (1950). Amos Fortune, free man. New York: Dutton. Grade 4 and up. 181 p.

Newbery Medal 1951

This biography relates the story of Amos Fortune who in 1725 was sold into slavery in the United States. After more than forty years of servitude, Amos purchases his own freedom and in time that of several others. He dies a tanner, a landowner and a respected citizen of his community.







