



English 10-2
Can be modified for English 10-1 or 20-2

Developing
Self-Esteem

Living
Respectfully

Preventing
Prejudice

Respecting
Diversity

Circle Justice—Lesson 3: Learning to R.E.S.P.E.C.T

Contributor Jennifer Gardner, Catholic Central High School, Lethbridge, Alberta.

Lesson Objective

When we show respect for other living things, they respond with respect for us—Arapaho proverb.

We cannot hope to receive respect if we are not willing to give it. However, it is difficult to respect others if we cannot respect ourselves. This lesson will use the novel *Touching Spirit Bear* to examine the importance of respecting others as well as ourselves. It will also examine the troubles associated with placing blame and the importance of taking responsibility. Students will participate in a sharing circle and identify unfamiliar vocabulary. As well, students will demonstrate writing through a variety of activities such as journal entries, section summaries and predictions. Finally, students will participate in group work with an Inside–Outside Circle and a Cooperative Carousel.

⌚ Time

Three, 50 to 60-minute classes, or two, 80-minute classes or one, 160-minute class

✖ Materials

- One class set of *Touching Spirit Bear* novels
- Vocabulary list (teacher resource 1)
- Lexicon Study Cards handout (student handout 1)
- 30 recipe cards and 1 ring per student
- Journal handout (student handout 2)
- Journal Rubric (student handout 3)
- Learning Log handout (student handout 4)
- Learning Log Rubric (student handout 5)
- Two Duo-Tangs with paper per student
- Sharing Circle and the Hope Bag handout (student handout 6)
- Teaching Fiction (student handout 7)
- Character Sketch (student handout 10)
- One cloth/leather hope bag
- One stone

Getting Started

You will need to briefly review handout 6 before the first activity.

Engaging Interest

Introducing the topic:

- a) Have the following piece of wisdom written on a piece of paper: “When we show respect for other living things, they respond with respect for us”.
- b) Ask the students to form a circle in the class. Remind the students that the classroom is a safe place where everyone is free to share without fear. Begin a Sharing Circle, where participation is encouraged but everyone is free to pass if they choose. You will pass around the quote as an indication of who can speak (only the person with the quote). By passing the quote you will also give the students an opportunity to read it to themselves. You could initiate the activity by telling your own story that relates to the quote (don’t start with what the quote means to you because the students should figure that out for themselves). Hopefully, somewhere in your circle, ideas about how to show respect and how to respect your self will arise. When the quote has made its way around the circle three times put it into your hope bag. This activity may take about 15 minutes.

Knowledge Now

Write the following question on the board: What does respect mean to you? Give students a few minutes to consider their responses to this question; then get the class to form an inside-outside circle and share their responses. This activity may take about 15 minutes.

Learning Activities

Now is the time to continue reading *Touching Spirit Bear*. As a class read pages 87–133. Students should be writing down vocabulary words while you are reading aloud, or while they are reading silently. Points of interest and discussion: pg. 92- “How could he have ever thought he truly controlled anything?” pg. 98 “The power to choose was real power.” (Give a quick review of power and control). pg. 131 “What ever happens I’m done being mad...” (Give a quick review of anger) pg. 98 “But how had the world benefited from his living?”... “He wanted to live.” pg. 99 “It didn’t matter who was at fault...” pg. 115 “He felt content...” Reading time may take 50 to 60 minutes.

Once you are finished reading, have students respond to the following questions through a cooperative carousel activity:

1. Define respect.
Valuing and appreciating someone; holding them in high regard. This is not the same as obedience, nor is it the same as intimidation. You cannot get respect by intimidating someone; as the saying goes, respect is something that has to be earned.
2. What qualities do you need in order to respect yourself?
You must feel that you are worthy of respect. In order to feel this, you must believe that there is something about you that is positive and valuable.
3. What qualities do you need in order to respect others?
In many ways you must respect yourself to truly respect other people. If you hold no respect for yourself it is difficult to get over your anger and bitterness long enough to appreciate the

values of someone else. You also need to know how to show respect, or others will have no idea that you truly respect them.

4. How do you get others to respect you?

Read the following quote: “Don’t let yesterday use up too much of today” (Cherokee proverb). Basically this means stop dwelling on the past. Briefly discuss the need to step into today and accept responsibility for what has happened and move on. Discuss why this is an important step Cole must take before others can begin to respect him. He spends too much time blaming other people for his actions. You get respect by showing respect!

5. How do you show respect?

Be honest, positive, trusting, fair, polite, reliable and caring. Follow the rules and listen. Think positively!

6. Why is respect important?

We all need to feel as though we are valued. We need to know that someone looks up to us and appreciates what we do. This goes hand in hand with self-esteem.

This activity should take about 20 minutes.

Assessment/Analysis

You will need to review handouts 4, 5 and 7 before the next activity. You will also need to handout and explain handout 10 before this activity.

Now it is time to work in the learning log. You will discuss the character traits and perhaps use a well-known character (“Goldilocks in The Three Bears”) to explain the seven aspects used to investigate a character. Give the students some time to work on the character sketch activity. The students will not be able to finish the activity, but can write what they know about Cole so far. Then give students time to complete a section summary and a prediction for tomorrow’s reading. Also, encourage students to write down, in their logbooks, all elements of fiction that they encounter. This activity may take about 40 minutes.

Finally, give the students some time to work on their lexicon study cards. You may want to remind students of the fastest way to look up words in the dictionary. Also, remind students that there may be more than one definition, so it is important that they find the definition appropriate for context. This activity may take 20 minutes.

Application

You will need to review handouts 2 and 3 before the next activity.

Ask the students to form a circle in the class. Begin another Sharing Circle, though this time a stone (with the word *respect* written on it) will be passed around the circle as an indication of who can speak (only the person with the stone). This can be an open test of what they have learned about respect. This is also an opportunity for them to apply this knowledge to their own lives. Hopefully, students will talk about how respecting others also means respecting yourself. When the stone has made its way around the circle three times put it into your hope bag. This activity may take about 10 minutes.

Now it is time for students to write in their journal. The prompt for the day is the need for respect. Put the following questions/statements on the board: Respect is something that needs to

be earned. Respecting people means respecting their rights. Think of someone you deeply respect and consider why you feel this way about them. Think of yourself; why do people respect you? Students do not have to answer the questions, but they do have to follow the prompt. Remind them of the variety of ways they may respond if they choose not to answer the questions. This activity may take about 10 minutes.

Activities for Extension and/or Integration

- Sometimes we forget that there are people in the world that we can look up to and respect. Students could research a famous person of respect. They could create a brief three minute presentation about their famous person which would address the following questions: What qualities does this person maintain that earns him/her international respect? What qualities does this person have in common with the people you respect in your everyday life?
- As partners, students could think of three familiar characters and create brief character sketches about each one in their learning log.

Subject and Level Learner Outcomes for Subject and Level

Senior High ELA

- 1.1 Discover possibilities
- 1.1.1 Form tentative understandings, interpretations and positions
- 1.1.2 Experiment with language, image and structure
- 2.1 Construct meaning from text and context
- 2.1.2 Understand and interpret content
- 2.1.3 Engage prior knowledge
- 2.3 Respond to a variety of print and non-print texts
- 2.3.1 Connect self, text, culture and milieu
- 2.3.2 Evaluate the verisimilitude and significance of print and non-print texts
- 5.1 Respect others and strengthen community
- 5.1.1 Use language and image to show respect and consideration
- 5.1.2 Appreciate diversity of expression, opinion and perspective
- 5.2 Work within a group
- 5.2.1 Cooperate with others and contribute to group processes

Senior High CALM

- P2 Appreciate the value of positive attitudes about self when making choices
- P4 Describe the existence of self and the importance of self-confidence
- P7 Explain how feelings affect moods and behaviours
 - Examine personal responsibility and acceptance for the multiplicity and range of feelings and how they are expressed—personal responsibility for constructive expression
- P8 Identify skills for continual change and growth, including ongoing communication with self
- P10 Explain our need for relationships
 - Identify positive elements of relationships; eg, trust, integrity, respect, responsibility

Safe and Caring Topics and Concepts

Living Respectfully

- Working cooperatively in groups
- Respecting and appreciating others' ideas, insights, solutions and contributions
- Listening carefully
- Taking responsibility for our choices, our actions, and for the consequences of our actions
- Establishing ground rules for classroom behaviour

Developing Self Esteem

- Communicating thoughts and feelings
- Taking responsibility for our language and actions

Respecting Diversity and Preventing Prejudice

- Building respect for diversity in nature

Teaching Methods/Strategies

| Go to www.sacsc.ca Click on Resources, Strategies for strategy descriptions | Cooperative Learning | Inquiry Learning | Direct Instruction |
|---|--|------------------|---|
| | <ul style="list-style-type: none">• Cooperative carousel• Inside-outside circle | | <ul style="list-style-type: none">• Lecture |

| Generalization and Transfer | Peer Teaching | Empathy/Affective Education | General Teaching Activities/Ideas |
|---|---------------|--|---|
| <ul style="list-style-type: none">• Literature• Learning log | | <ul style="list-style-type: none">• Sharing circle• Journalling | <ul style="list-style-type: none">• Lexicon |

Supplementary Resources

- Alberta Teacher's Association (ATA). 2006. *Education is Our Buffalo*, Edmonton, Alta: ATA.
- Mikaelson, B. 2002. *Touching Spirit Bear*, New York: Harper Trophy.
- www.legendsofamerica.com/NA-Proverbs.html. A great website to get Native American proverbs and wisdom

Touching Spirit Bear

Vocabulary List

| | |
|---|--|
| Pg 3–defiantly, skiff, omen Pg 4–banishment, humility Pg 9–juvenile delinquent Pg 11–depositions Pg 16–feigned, grudgingly Pg 25–sullenly, revoked Pg 27–barrage, venomous Pg 33–ricocheted Pg 35–manic Pg 41–arraignment Pg 61–persistent Pg 63–reluctantly Pg 66–skepticism Pg 71–receding Pg 75–*bluffing, rivulets Pg 77–deflected Pg 79–incessant Pg 81–gluttonous, brazenly, *mauled Pg 83–tentative, grimaced Pg 84–pried Pg 85–bile Pg 88–haphazard Pg 90–torrents, pummeled Pg 91–acrid, sobering Pg 94–doggedly Pg 98–wallowing, squandered Pg 102–skittish, torsos Pg 110–sauntered | Pg 111–vices, submission Pg 112–penetrated, *resigned Pg 113–ambled, silhouette Pg 116–bombarded Pg 119–delirium Pg 128–vengeance Pg 142–relinquish Pg 143–*monotonous Pg 147–reverently Pg 150–rehabilitating Pg 155–inevitable Pg 160–gunwales Pg 165–rummaged Pg 166–*savoring Pg 204–quizzically Pg 205–conjuring Pg 208–submerged Pg 216–thermals Pg 237–*treacherous Pg 239–resentment Pg 241–taunting |
|---|--|

* Many of these words have more than one meaning. Those marked with a star are a few with multiple meanings. The kids will need help with these.

Lexicon Study Cards



Rationale:

It is important that you understand what you are reading, so learning new vocabulary words will help this understanding. Vocabulary is also a very important component of writing as well as speaking. The more words you know, the better you will be at getting your point across. (Also this will remind you how to use a dictionary, in case you forgot!)

Here's How it Works:

- 1) You will be given recipe cards and a ring to hold them together.
- 2) While we are reading the novel together, you will be responsible to write down all the words you do not know on the recipe cards.
- 3) You will draw a line down the middle of each card so you can fit two words on each card. Write the words on the front and the definitions/synonyms on the back.
- 4) I will give you class time to find definitions/synonyms in a dictionary.
- 5) We will discuss *some* of these words together in class, though not all of them.
- 6) This will be an on going activity throughout the novel, so please don't stop finding words after the first chapter!
- 7) Once you have made the cards you can use them as flashcards, which will help you to study. You should be able to define all terms from the novel.
- 8) At the end of the novel study you will have a vocabulary test on all of the words that I thought were difficult in the novel.

Remember:

I have 70 words that I thought could challenge you on my list! Although there will not be 70 words on your vocabulary test, it is important that you make cards for *all* of the words. Remember, you don't know which words I will pick! (Although I may drop hints every now and then.)

Journal



Rationale:

Throughout our unit you will be faced with a variety of themes and ideas. These themes and ideas should create questions and opinions in your mind. The journal will allow you to express yourself without the constraints of formal writing. You are free to express your feelings, ideas and experiences without the pressure of stating it aloud. This will give you a chance to demonstrate your thoughtfulness and your awareness of what we are discussing in class. Not only will it give me a glimpse as to what you are thinking about, it will also give you a glimpse as well!

Here's How it Works:

- 1) The journals will go hand-in-hand with the sharing circle (see handout on sharing circle). After discussing during the sharing circle you will be expected to return to your desk and you will be given 5—10 minutes to create a journal entry.
- 2) Every journal entry should have the date and the prompt at the top.
- 3) When you write your journal entry I expect it to be written informally. Informal writing is more like speaking and it allows you to express the maximum number of ideas in the shortest possible time.
- 4) You may respond to the prompt in a number of ways (though all ways should still relate to the prompt!).
 - a) You may write about something you have previously seen or experienced.
 - b) You may ask a variety of questions (you don't always have to have answers).
 - c) You may reflect on yourself—who you are and what you stand for.
 - d) You may reflect on something you have seen or heard (either in the class or outside of it).
- 5) Don't forget that the journal should reflect you. If you want to create a poem, a picture, a song, a piece of advice or even a story, it is completely up to you. Just make sure it is related to the prompt or the ideas that we generated in the sharing circle so I know you were paying attention.
- 6) You should have a total of seven journal entries. The minimum entry should be five lines long (unless you have included a picture). There are no maximums!

Remember:

Take a chance and have fun! This is your chance to express your opinions and ideas. I would love to hear them.



Journal Rubric

Student's Name: _____

| Written Elements: | SUPERIOR | VERY GOOD | NEEDS WORK | POOR |
|--------------------------|---|------------------------------------|---|--|
| <i>Audience appeal</i> | Highly thoughtful and interesting to read | Thoughtful and interesting to read | Somewhat thoughtful and interesting to read | Contains little thought and is difficult to understand |
| <i>Purpose</i> | Supported purpose | Supported purpose | Related to purpose | Unrelated to purpose |
| <i>Effectiveness</i> | Communicated main ideas clearly | Communicated main ideas | Generally supported main ideas | Didn't support main ideas |
| <i>Complexity</i> | Had many details | Had a fair amount of details | Some details | Few details |
| <i>Effort</i> | Showed outstanding effort | Showed effort | Showed fair effort | Showed little effort |

Total = /25

Learning Log



Rationale:

The learning log will help you to identify what you have learned and the areas in which you still need improvement, and will teach you how to organize your learning. Throughout our unit you will be presented with several new ideas and terms. These ideas will not only show up on quizzes and tests—they will also show up again next year in your Grade 11 English! That is why it is important for you to keep an ongoing log of all the new ideas that we cover in class, so you can learn things correctly the first time.

Here's How it Works:

- 1) Every entry of your log book should be dated. You should have seven entries in total. Each entry is worth two marks (so you should discuss two new things you thought about or learned).
- 2) Your log book entries should demonstrate your learning of the texts and topics we are discussing in class. Here are some stem statements which you can use to start your log entries:

The best part about ...
An interesting detail is ...
I learned that ...
I think/feel/believe ...
This reminds me of ...
- 3) You should have notes from class in your log book.
- 4) You will be expected to complete section/chapter summaries from the novel. Each summary will be worth five marks (so you should have at least five points in each!).
- 5) You will be expected to complete predictions for the upcoming sections/chapters in the novel. Each prediction will be worth two marks (so you should have at least two points in each!).
- 6) You should have an on going character sketch of Cole (with 20 details, as it is worth 10 marks).

Remember:

This is to help you organize your learning. An empty logbook is a reflection of what you have learned!! You need to convince me (and yourself) how much you have learned throughout this unit. I look forward to seeing how much you know!

Learning Log Rubric



Student's Name: _____

| This Logbook... | Teacher Assessment |
|--|--|
| includes all seven entries (including dates), which all demonstrate learning | Yes _____ No _____ /14 |
| includes notes from class | Yes _____ No _____ /7 |
| includes five predictions | Yes _____ No _____ /10 |
| includes detailed section/chapter summaries | 5 4 3 2 1 5 4 3 2 1 |
| includes a detailed character sketch | 10 9 8 7 6 5 4 3 2 1 |
| is well organized and easy to read | Yes _____ No _____ /4 |

Total = /75

Sharing Circle & the Hope Bag



Rationale:

We are all part of something a little bit larger than ourselves. For the time we are together, we are all part of a classroom community. It is important that we trust each other in our classroom community. It is also important for you to have an opportunity to share your thoughts, feelings and reflections with the rest of the class. Such sharing promotes creative thinking and relationship building. The sharing circle and hope bag gives you the opportunity to do just that.

Here's How it Works:

- 1) Before we enter the sharing circle we must remember and honour the full value contract: "I agree to fully value and respect myself, the environment, all equipment and every member of the group for the time we are together."
- 2) When in the sharing circle you may talk only when presented with one of two things: a piece of wisdom or a word rock.
- 3) At the beginning of each class you will be presented with a piece of Native American wisdom. I will read the wisdom, give my own reflection on the wisdom and then pass it around the circle. This will be your chance to present your reflection on the wisdom. Your reflection may include one of the following about the wisdom: a one-word statement, a brief remembrance, a question, a brief story, a connection or even a piece of your own wisdom! Once it has gone around the circle it will be placed in our hope bag. This will prepare us for our day's reading.
- 4) Near the end of each class you will also be presented with a word rock. The word written on the rock will be the main idea behind the text we have read for the day. I will read the word, give my own reflection on the word and then pass it around the circle. This will be your chance to present your reflection on the word. Your reflection may include any of the same options as above, but I would really like if you could connect the word to the text we have just read. Once it has gone around the circle it will be placed in our hope bag. This will prepare us for our daily journal entry.
- 5) The hope bag is simply a place for us to keep our important objects. As well, it also works to model the spirit of generosity and community, as we will all be contributing to the hope bag by sharing our ideas and reflections!

Remember:

This is your opportunity to contribute to class discussion when everyone is ready and listening. I truly encourage you to do so, as we would all benefit from what you have to say!

Teaching Fiction



Setting & Atmosphere:

- Where and when do the stories take place?
- What mood (overall emotional impression) is created by the setting?
- Does the setting work with other story elements to contribute to character development, plot complications, conflict, or the expression of the story's theme?

Elements of Plot:

Exposition: incidents occurring at the beginning of the story that introduce main characters, settings and situations

Narrative Hook: key events that trigger the rising action and move the plot forward; readers are intrigued and want to know more

Rising Action: introduces a complication or problem facing a character

Climax: all action has led up to this crucial moment, the highest point of tension at which the protagonist's fate is sealed

Falling Action: reveals what happens after the climax, reactions of characters to climax

Denouement: final outcome, brings story to a logical conclusion, ties up all loose ends; look for the meaning of all that has happened (theme, author's point)

Are there any plot techniques, like

Suspense: makes the reader uncertain, curious, and tense about the outcome

Foreshadowing: using hints or clues to suggest what will happen later in the story

Flashbacks: where the reader learns about a scene or incident that occurred before the story began

Plot Twists

False Leads

Surprise Endings (irony): an unexpected twists at the end of the story; reveals an aspect of the theme in an unusual manner

What kind of conflicts is involved?

Man vs another character: external struggle between two or more individuals

Man vs himself: internal struggle concerning emotion and decision

Man vs environment: external struggle between man and the physical and social, fate and the supernatural

Man vs status quo: external or internal struggle between the existing states of affairs

Narrative Voice (Point of View): consider the source

- Who tells the story?
- Is the narrator a character involved in the plot?
- How much does the narrator know?
- What type of narrator is it (first, third, omniscient)?

First Person Narrative: a character in the story tells the story (uses I, we, our, us).

Advantages: the readers can learn about every aspect of the character. They are basically in the character's head, knowing what the character thinks or feels about a situation or other characters. The readers can identify with the character.

Disadvantages: the readers are restricted by knowing only what the narrator perceives, feels and understands. We don't get to know much about the thoughts of other characters.

Third Person Limited: the author tells the story limited to the viewpoint of one character (uses he, she, they).

Advantages: can examine all of the characters' qualities, both positive and negative

Disadvantages: takes longer for the reader to identify with the character

Third Person Omniscient: the author tells the story from a viewpoint that can know and see all, past, present and future.

Advantages: can peek into as many minds as required

Disadvantages: harder for reader to identify with the story; the readers may feel that they are being told too much about what to think and how to feel

How reliable is the information obtained from the narrator?

Does the narrator reveal biases and prejudices that may influence his/her perception?

Character: what a character says, does, fails to do, choose not to do, say about other characters and behaves toward other characters.

- Name the characters and note personal characteristics.
- Is there a correspondence between personality type and name?
- Do the characters conform to obvious stereotypes?
- Do the characters change throughout the story?

Flat: possesses a single and unchanging characteristic

Stereotype: follows a conventional pattern (eg, dumb jock, old gossip, mad scientist)

Round: several characteristics, in conflict, making choices

Allegorical: character stands for qualities of holiness, justice or rebellion

Static: reveals only one side, never changes

Dynamic: dramatically changes and grows during story

Foil: opposite of main character to contrast his/her good qualities

Protagonist: main character who has a goal, but an obstacle is in the way (conflict)

Antagonist: opposes main character in some way (conflict)

Literary Techniques: Irony, metaphor, foreshadowing, flashback, personification ...

- What effect does the author create with the technique?
- How often are specific techniques used in the story?

Theme: What ideas does the author develop regarding ...

- What does the author want readers to understand from reading this story?
- How does the story comment on the nature of life or the human condition?

Character Sketch



Your goal for this assignment is to totally understand the character of Cole in the novel *Touching Spirit Bear*. You will be required to draw a picture of Cole that should capture his physical qualities. As well, you will write a (minimum) page-long sketch about Cole's other qualities. You may want quotes to support your ideas. Your ideas may be point form, but should still demonstrate how well you know Cole's character.

You will be marked out of 10 for the depth of your details. A 10 suggests you know Cole very well and you have 10 very specific and thoughtful details to support your knowledge. A 1 suggests that you don't know Cole very well and you could think of only minor and unimportant details to support your knowledge.

You will want to consider these seven aspects when creating your character sketch:

What the character

- 1) says
- 2) does
- 3) fails to do
- 4) chooses to do
- 5) chooses not to do
- 6) says about other characters
- 7) behaves toward other characters

You will also want to examine whether your character is:

Flat: possesses a single and unchanging characteristic

Stereotype: follows a conventional pattern (eg, dumb jock, old gossip, mad scientist)

Round: several characteristics, in conflict, making choices

Allegorical: character stands for qualities of holiness, justice or rebellion

Static: reveals only one side, never changes

Dynamic: dramatically changes and grows during story

Foil: opposite of main character to contrast his/her good qualities

Protagonist: main character who has a goal, but an obstacle is in the way (conflict)

Antagonist: opposes main character in some way (conflict)

Have fun getting to know your character!