

Non-Violent Conflict Resolution via Literature for Young Adults

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Overview

You are faced on a daily basis with the challenge of solving problems and conflicts by non-violent means for your students. I highly doubt you verbally or physically abuse your students to solve conflicts. Why then, are our students in 2006, incapable of solving conflicts through any means other than violence? Why are you, the teacher, solving problems for them? Middle school students and high school students need to learn and fully understand the benefits of finding alternate means to solve conflicts. The perception I see is that teachers and administrators feel our inner city students are incapable; however, this perception can be changed. The youth of today are lacking the knowledge and skills to change their behaviors because they have been surrounded by an American culture that revels in the glorification of violence.

In this fast paced, get rich quick, self-indulged society our young people are living in, there is a great need for conflict resolution without violence. We need to implement peaceful alternatives in our classrooms. While many may argue it is too late for high school students who are quick to react and reluctant to reflect, to change, I believe using the stories of literary characters as well as stories of real-world adolescents, can and will significantly aid in decision making. Moreover, students can learn from these characters' experiences so as to not make the same mistakes through discussions, analysis, role-playing, and written journals or diaries.

This unit will contain a rationale supported by research as well as numerous strategies and lessons that I guarantee will open doors for your students. Students will

begin to recognize violence as a problem and the readings and lessons will empower them with tools to use when violence rears its ugly head. Okay, we all know that even though these issues are relevant and need so much attention, we still must align them to our district and state standards. NO WORRIES. You will be killing the old proverbial two birds with one stone. The unit is intended for communications or English class. However this unit could also be used for book clubs, summer school, or librarians who are looking for a hip unit to inspire reading. The target audience for this unit can range from 6th grade to 12th. The actual selected readings will vary depending on grade level, but the objectives, activities, and rationale can work for middle school and high school. The themes and ideas however can even be used for elementary students if the teacher has the time to find the readings suitable for this age group.

Another issue we face as educators is trying to get our students excited about reading. Reading and literature are progressively losing to movies, television, and video games. This unit provides the introduction to two great authors that have made students of mine state, “This is the first book I have read cover to cover”; “I actually like to read now, Ms.Bienemann.” When you hear this as a teacher it is truly music to your ears. As a teacher of a program called “Read 180” I know how important it is to provide high-interest, low-level reading materials for struggling readers. This unit will suit both demands. We are currently losing the battle with technology; therefore literature that excites young readers is crucial in this day and age.

While I provide two novel ideas in the unit, you may want to use other novels that would suit your students. I will provide a reading list for you that will allow many other choices in authors and books that will help in teaching a unit on positive conflict resolution.

Rationale

Any time one human can learn from another, whether literary or real, progress is occurring. In addition, by studying characters from the same background, culture, and age, the audience connects on a deep level while diminishing the sensitivity that comes from shame or embarrassment of experiencing the same problems (Letwin 06). I ask myself why violence is always the first option for my inner-city students. And when I say this, it is not an exaggeration by any means. Nine out of ten times, male or female, students respond to conflict with verbal or physical assaults in and out of the classroom. Can we blame them? Who is to blame: society, parents, music, government, or media? This discussion question can be the anticipatory set to engage your students for the very beginning of this unit.

The unit will contain the reading of two realistic fiction novels, one in school, Scorpions, by Walter Dean Meyers, with daily lessons and activities, and one to be read simultaneously at home, Tears of a Tiger, by Sharon Draper, as well as an independent project/paper due at the end of the unit. It is important to note that preceding this unit I would have read Forged by Fire with my students, which is also by Sharon Draper and is

the first book in her Hazelwood High series, Tears of A Tiger being second. In addition there will be examinations of real world adolescent conflict resolutions through non-fiction articles. Also, it is important in this unit to explore why it seems there are more followers than leaders in our youth. Therefore the unit will allow for students to face the realization that comes with making poor choices that may lead to devastating results.

The unit will align with the Pittsburgh Public School standards for every lesson and activity. It will meet the standards in these two content areas, **Communication**, and **Citizenship**.

Communication (Reading, Writing, Listening, Speaking):

#2 All students read and use a variety of methods to make sense of various kinds of complex texts.

Under this standard, comprehension of the reading will occur through discussions, role playing, vignettes, and character development graphic organizers.

#4 All students write for a variety of purposes, including to narrate, inform and persuade in all subject areas.

Short narratives and persuasive essays will be done in school, while the longer, cumulative comparison and reflection essay will be worked on at home.

#5 All students analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.

Under this standard students will learn how to develop alternate choices to provide for the characters in which they are reading about. This will encompass questions that prompt the students to think if their actions are influenced by the media such as music and movies. Are you unknowingly making choices because you think it is okay to respond violently?

6 All Students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately, and promoting effective group communications.

Here, students reach this standard in group work such as role playing and the experiment I discuss later under strategies.

For the next content area, **Citizenship**, standards 8 and 11 align to this unit.

8 All students demonstrate that they can work effectively with others.

Group work will be a significant factor in this unit, especially because working with others always presents conflicts. Here, students will practice the theme of this unit.

#11, All students demonstrate the ability to resolve conflicts in peaceful ways, including but not limited to peer mediation, anger management, interpersonal skills, and problem solving.

The entire unit is essentially based on this standard.

According to Alita Letwin, Senior consultant for Civic Education, and author of the online annotated bibliography, “Examining Issues of Violence and Conflict Resolution”, “A novel or short story might show the anger that led to violence, and the fear, unhappiness, hurt, and despair that violence can leave in its wake” (Letwin 06). Most educated adults know that violence is the effect of emotion that has not been dealt with in a healthy way. We can see a child has been suffering with many of the emotions Letwin discussed above when we see the violent or aggressive behaviors. We must never assume our students have the reasoning skills to see this as well. What could be better than using literary characters to expose how other emotions cause violent behaviors to temporarily solve conflicts. Therefore, “Using literature for this purpose can, in turn, awaken an interest in literature itself”(Letwin 06). Maria Hinojosa, author of Crews: Gang Members Talk to Maria Hinojosa , asks, “Who asks these kids what they feel and why? Who wants to listen, no matter how painful the answers might be?”(158) While she maintains she didn’t agree with the answers this culture of gang kids gave, she sees the humanity of these young people and looks for ways to reach them. As educators we must be willing to take the same approach with our Pittsburgh students. Everyday they fight battles against themselves, drugs, gangs, sex, and family. By taking on this unit you will be asking the tough questions about sensitive issues, thereby allowing students to open the door if they should want to change their lifestyle and get away from gangs.

By the end of this unit, students should have learned what makes them react violently. Every student should be able to tell you quickly at least three alternate behaviors to exhibit when they get angry, sad, or frustrated. Jim Burke, author of The English Teachers Companion, states, “What do you want students to have learned or done by the end of this unit? Begin with the end first”(157-158). The clear answer to this question is I want my students to look at solving conflicts without violence! Even though there is no way to stop violent behaviors in all of your students, at least you are putting out the message that sparks discussion allowing students to at least think about how and why violent behaviors are the most common choice for conflict resolution. So, if you have this as a goal you want to see come to fruition, this unit will only help you in your quest.

Objectives

The student will be able to recognize conflicts in the characters in two novels for this unit. The student will identify external and internal conflict. (Man vs. man, man vs. himself, man vs. nature/environment)

The students will compile 3-5 alternate actions the characters could have taken to avoid violent conflict resolution. The student will write an letter of advice to the characters in the novel.

Students will read through current non-fiction articles concerning the repercussions of resorting to violence to solve conflict.

Through brainstorming and research on the internet students will compile alternative actions that prevent violent behaviors. (Small groups)

Students will survey 5 of their peers outside the classroom on the top 5 conflicts that present themselves on a daily basis.

Students will write and star in their own vignette of the 5 top daily conflicts of an adolescent in Pittsburgh. (Choose 1) (Small groups)

Students will write journal entries for every 5 chapters of the novel in class, and for the independent reading at home.

Students will write a comparative essay of Jamal from Scorpions, and Andy from Tears of a Tiger. 5 paragraphs

Students will participate in daily discussions of both novels.

Students will discuss prompting questions that ask how media affects today's youth via movies, television, music, and video games.

Students will compete in a week by week contest for the groups who work together with out cussing, put- downs, criticism, or aggressive arguing. (Score sheets)

Students will reflect on their own problem-solving skills by keeping a diary for one week to see what triggers their violent behaviors.

Students will sign a contract agreement that encourages them to think of three non-violent resolutions to conflict before taking any action.

Strategies

In order for the students to achieve the objectives for this unit, several strategies should be used for success. The strategies useful in implementing this unit in order for students to reach the standards and objectives are anticipatory sets, modeling, graphic

organizers, group work, cross-curriculum ideas, self and peer reflections, and peer and teacher feedback.

The first strategy is to have a great anticipatory set to introduce each lesson. This can be done through a shocking fact. Sue Limber, expert on bullying says, “Bullies in high school are six times more likely than other kids to commit a crime by age 24”(DiConsiglio 150) . “Bullied kids tend to suffer from depression more often”(DiConsiglio 150). These statements instantly spark interest and discussion. Another productive anticipatory set is to ask a question, or share a personal story. If you are uncomfortable with sharing stories about yourself, use any news articles showing crimes and violence adolescents have been part of and share as the anticipatory set. This will show how important an issue like non-violent conflict resolution can be to everyone.

Another strategy, perhaps the most important, is modeling. For every introduction to the objective and lesson, you must model what you are looking for in your students. For example, as you ask the students to think of what triggers violent emotions in themselves, share 3 or 4 experiences that get your blood boiling. For instance, I would tell the students that when I’m in the car I get angry and want to yell or make an inappropriate gesture to the vehicle that cut me off or took my parking space. The children will respect this entire unit more if you are honest and admit some of your flaws when it comes to conflict resolution. Now, ask the students the consequences of becoming angry in the car and responding violently. You will get answers like a car crash, the car will follow you, or even a physical fight may ensue. Furthermore I would explain that I would not respond as stated above, even though I’m angry, because I have learned from other people’s experiences the tremendous consequences of road rage. Modeling your thought process will allow students to think of what triggers violent behavior in their lives.

Modeling also comes into play for the reading, writing, and role-playing activities. With each activity you decide to use in this unit, show the students first what you are looking for in their work. When students are assigned to find alternate behaviors the characters could have taken, brainstorm a list and guide students through your thinking process. For example, in Tears of a Tiger, by Sharon Draper, the main character Andy cannot deal with the death of his best friend whom he accidentally killed while drunk driving, so his school work suffers and he falls into a deep depression. Prompt students to investigate what Andy needs to do to avoid further depression and ask them to write about other choices Andy can make. Model the first idea; tell students Andy could seek help from a guidance counselor. Without the use of modeling you may put yourself in a situation where students feel uncomfortable about participating, especially since both novels in the unit deal with sensitive subject matter such as drunk driving, suicide, discrimination, and peer pressure.

In this unit you will definitely use many graphic organizers as a strategy in reaching all of your goals and objectives. Graphic organizers are visual handouts that help students see their tasks and organize information for permanent retention. Venn diagrams, charts, graphs, columns, webs, and maps are all useful graphic organizers that

help students organize and remember information. In the appendices you will find graphic organizers for character development, cause and effect, compare and contrast, and plot charts. Graphic organizers are very beneficial for students especially because in this unit there is a reading of two novels, which is a lot of information to comprehend and retain.

The most intentional of all the strategies that work on two levels is group work. Not only does it directly correlate to being able to positively resolve conflicts within a group, but is also a good strategy for collaboration on assignments. I will assign one student in secret to intentionally cause a conflict to see how the group responds. I could have one student refuse to do any of the work, yet demand full credit for the project. I could set up a scenario with another group and have a student completely disagree with the group and try to change the idea of the project. The other group members will not know until the end of the experiment. You shouldn't try to do this until the middle of the unit, or if you have an immature class and you see the potential for a physical fight. Provide reflection sheets after the experiment so the students can judge for themselves how they responded to the conflict intentionally set for the group. Only perform this experiment on one of the group work days. In addition, have each group present what their conflict was and how they dealt with the conflict created by the troublesome student for the whole class.

Dr. Martin Luther King is perhaps one of the greatest speakers of all time concerning non-violent conflict resolution. It may behoove you and your students to get together with the history or civics teachers and plan a lesson that incorporates his teachings and legacy. This can be a very effective strategy if you have the cooperation and time to plan a cross curriculum unit. Many of Dr. King's values and beliefs have faded into the past. Where are the leaders like Dr. King for this generation? The minority youth today do not have role-models like Dr. King. Who are their role-models and what messages are they being sent everyday through music, television, and movies? These are all possible discussion or writing topics you may want to explore before getting into the two novels.

Students should develop the habit of always reflecting their current actions in the task at hand (Burke 170). In order to get students in the habit of reflecting on their work you, in turn get them to reflect on their behaviors as well. There are many ways to have students use reflections. You can make up a list of questions that coincide with tasks performed on that class day. (Journals/reading logs) You can have students complete peer reflections on other students working in their groups. The most popular would be a reflective essay at the end of the entire unit prompting students to share what knowledge and experience was gained through non-violent conflict resolution.

Feedback is a very effective strategy that keeps students motivated and on task. Feedback early on in the unit is crucial to give student's purpose and drive. Feedback can be done through a point system, conferences, notes and messages on all work passed back to students, or even the occasional "Good job, keep it up"! Whatever form of

feedback you decide to use, your students will work harder if they know you are paying attention to them at all times.

Classroom Activities

Key *BR –Before reading activity*
 DR- During reading activity
 PR- Post reading activity
 WG- Whole Group
 SG-Small Group

Here are two weekly lesson plans for the unit. I wanted to include two weeks that were fun for students yet also beneficial. Each lesson contains a topic, and three activities to choose from. Do as many as your time constraints allow. There are individual assignments for most lessons to be done outside of class by the students.

WEEKLY LESSON PLAN

Course: Communications/English
 Period :

Teacher:
 Week Ending:

Day	Topic	Activity 1	Activity 2	Activity 3	Independent Practice
MONDAY	Solving Conflicts without Violence BR	Read a current event article that shows an adolescent resorting to violence to solve a conflict. WG	Students should write down three alternate actions the teen could have taken other than the violent one.	Discuss students' answers as a WG and examine the significance in finding alternative, peaceful resolutions.	Write a one page journal entry in response to the following prompt: <i>Name 5 people, behaviors, or tasks that make you angry. What actions do you take when you're upset? What does your face look like? What does your voice sound like?</i>

TUESDAY	<p>Assign a different conflict for each small group.</p> <p>Ideas: Cheating, lying, betrayal, gang, relationships, school, or family.</p>	<p>Go to the school's computer lab. In SG, students will research alternative actions that prevent violent behaviors. Students should have three resources on the subject.</p>	<p>Small groups should meet to prepare for a 5 minute vignette that shows a conflict arising, with a peaceful resolution. Students will use the alternatives they researched for preparation.</p>	<p>Practice presentations</p> <p>Turn in last night's homework assignment to be reviewed by teacher.</p>	<p>Practice your lines for group vignette performances.</p>
WEDNESDAY	<p>Solving Conflicts without Violence</p>	<p>Presentations</p> <p>Peer reflection sheets/How did my group member's contribute?</p>	<p>Presentations</p> <p>Self Reflections/ How did I contribute in the group?</p>	<p>Give back homework with written feedback.</p>	
THURSDAY	<p>Solving Conflicts without Violence... Via Literature</p> <p><u>Scorpions</u></p> <p><u>Tears of A Tiger</u></p>	<p>What conflicts present themselves on a daily basis in your life? WG</p> <p>Brainstorming/ Girls' conflicts vs. Boys conflicts</p>	<p>Read the first three chapters of <u>Scorpion</u> as a WG, and begin to complete the character development chart. DR (See appendix)</p>	<p>Lecture/ note taking/ examples</p> <p><i>Types of conflicts:</i> Man vs. man Man vs. nature Man vs. himself Man vs. nature environment</p>	<p>Students will read the first three chapters of their independent novel, <u>Tears of A Tiger</u>. In addition, students must write their first journal entry which logs the characters and their actions.</p>
FRIDAY	<p>Solving Conflicts without Violence... Via Literature</p> <p><u>Scorpions</u></p> <p><u>Tears of A Tiger</u></p>	<p>Predict three conflicts you see coming Jamal's way. Write a 1 page letter of advice to avoid these conflicts.</p>	<p>WG</p> <p>Read the next three chapters of <u>Scorpions</u>.</p> <p>Character charts</p>	<p>Pretend you are Jamal's brother in jail. Now that you know you made the wrong decisions whom do you blame? Who could have helped you? DR/ reading log</p>	

WEEKLY LESSON PLAN (WEEK 2 OF UNIT)

Course: Communications/English

Teacher:

Period:

Week Ending:

Day	Topic	Activity 1	Activity 2	Activity 3	Independent Practice
MONDAY	Solving Conflicts without Violence... Via Literature <u>Scorpions</u> <u>Tears of A Tiger</u>	Read the next three chapters of <u>Scorpion</u> as a WG, and continue to complete the character development chart. DR <i>See appendix</i>	List all possible options Jamal has concerning the money to get his brother out of jail. What else can he do besides join the Scorpion gang and work for Crazy Mack? DR	Cause and effect exercise. Give students three effects and ask for the cause and vice versa. <i>See appendix</i>	Students will read the next three chapters of their independent novel, <u>Tears of A Tiger</u> . In addition, students must write their second journal entry which logs the characters and their actions. Give a prompt. <i>Predict several problems you see that are going to lead to Andy's deep depression. How would you handle his conflicts so far?</i>

<p style="text-align: center;">TUESDAY</p>	<p>Solving Conflicts without Violence... Via Literature <u>Scorpions</u> <u>Tears of A Tiger</u></p>	<p>How important are the antagonist's roles in each novel? You may set this up in a short essay format or discussion.</p>	<p>Class discussion WG Discuss the issues going on in their independent reading novel, <u>Tears of a Tiger.</u></p>	<p>If possible, use this class period for a guest speaker. Find someone through your community that can speak about the dangers of violent reactions. A former troubled youth, a police officer, or social worker.</p>	<p>Continue reading next 5 chapters in <u>Tears of A Tiger.</u></p>
<p style="text-align: center;">WEDNESDAY</p>	<p>Solving Conflicts without Violence... Via Literature <u>Scorpions</u> <u>Tears of A Tiger</u></p>	<p>Why are the youth in America so quick to use violence as a means for conflict resolution? Write a one sentence opinion for each possible influence? Media/Music/ videogames/ parents/society/ school/ government</p>	<p>Research youth crime rates in 3 other countries and compare them with the Unit States. Internet/partner activity.</p>	<p>Using a Venn diagram, begin to fill in the similarities and differences between Jamal and Andy. <i>See appendix</i> This graphic organizer will lend itself to the comparative essay at the end of the unit.</p>	<p>View the news this evening and summarize a news story you watched where a person's violent reaction to conflict occurred. What can you infer about this person's abilities to handle conflict? Continue reading next 5 chapters in <u>Tears of A Tiger.</u> Journal entry 3. Prompt/</p>

THURSDAY	Solving Conflicts without Violence... Via Literature <u>Scorpions</u> <u>Tears of A Tiger</u>	How can teachers, institutions, law enforcement and government tell youth that violence is wrong, when our country uses military force and violence to solve world affairs, specifically the war in Iraq? WG	Create 5 to 10 questions that ask students questions about how they respond to conflicts with parents, teachers, and friends.	You are a news reporter. Develop a survey/questionnaire of 5 to 10 questions for students in your school. Survey 20 students.	Finish reading the novel <u>Tears of A Tiger</u> . Journal 4 Prompt/ <i>Andy's suicide could have been prevented. List and explain three actions Andy could have taken before deciding to violently kill himself with his father's shotgun.</i>
FRIDAY	Solving Conflicts without Violence... Via Literature <u>Scorpions</u> <u>Tears of A Tiger</u>	Complete the reading of Scorpion as a WG.	Complete the reading of Scorpion as a WG.	Sign contracts agreeing to think of three non-violent resolutions to conflict before taking action. PR	Complete pre-writing for rough draft comparative essay for Monday. PR

Special Adaptations

In order to meet all the needs of your students you may need to make a few adaptations for below basic readers or students who move at a slower pace than the rest of the class.

When assigning the group projects you have a choice between two options; the first choice being to intentionally assign the lower-level students with higher students. Higher-level readers and writers can get the lower level students involved and aid in comprehension. Additionally, this strategy helps the higher level students with managing and delegating tasks to a group.

However, sometimes, depending on the group of students, the higher level students will end up doing all the work while the lower level students sit back and do not contribute. They may not participate due to shyness, embarrassment because of confusion, or think "Why should I help, he /she is smarter than I." In this instance, you would be better off with the second option.

The second option, differentiated grouping, keeps students at the same learning level in the same group. Here, you would pair students at the same reading and writing level together. The benefit to this adaptation is students will be more likely to challenge themselves and each other without any help from the teacher. The teacher is more of a facilitator than an instructor. Students will tend to ask each other questions and solve their own problems without the use of the teacher.

For this unit you may need to make some adaptations as far as the pace at which students are reading their independent novel at home. You may need to extend assignment due dates for your readers with poor fluency or comprehension skills. Another way to adapt for struggling readers is to get the book on tape and make copies for certain students. You could also tape record yourself reading the book and make several copies. Obviously you would not give students this idea in front of any other students. This method or adaptation really has helped a lot of my struggling readers in the past. This would also benefit ESL students.

Lastly, if not most importantly meet students where they are ability wise and raise the expectations as you go. For example, if you notice a student not contributing in classroom discussions, ask his or her opinion after class, or have them write about the topic at home. If a student cannot sit still or pay attention to the task at hand in the unit, use him or her as your helper. This student could record the classroom activities on the board, be in charge of all materials in the room, or tutor a struggling student. In my experience, identifying each student as an individual builds confidence in every student thereby creating a comfortable learning and growing environment which you will certainly need if you want to institute this unit.

Annotated Bibliography/Resources

Burke, Jim. The English Teacher's Companion.
Portsmouth: Boynton/Cook, 1999.

This book is a great tool for all communications teachers. From successful teacher strategies to detailed unit instructions, Jim Burke will guide the reader in every aspect of English Literature and curriculum.

Diconsiglio, John. "Bullying Really Hurts." Reading Strategies
/Scholastic Read180 (2002): 150.

This article from the teacher's guide from Scholastic hits hard with its statistics on the severity of bullying in schools.

Hinojosa, Maria. Crews:Gang Members Talk to Maria Hinojosa.
New York: Harcourt Brace &Company, 1995.

Hinojosa's non-fiction telling of the dangerous game of gang violence opens your eyes as an educator as to why you see some of your students getting caught up in this lifestyle. Hinojosa gets very personal and is forthcoming about youth involved in gangs.

Letwin, Alita Zurav. "Literature for Young Adults." <http://www.civiced.org>. 2/27/2006. Center for Civic Education. 9 Jun 2006 <<http://google.com>>.

This website is excellent for up to date literature pertaining to conflict resolution, problem-solving, and alternative choices for middle to high school students.

Suggested Reading List

Anderson, Laurie. Speak. New York: Scholastic,
1999.

Melinda enters the ninth grade after being date raped over the summer. No one believes her story and she feels isolated and hated. Will Melinda learn to speak again?

Draper, Sharon. Forged By Fire. New York: Scholastic,
1997.

Gerald has had a tough life. Despite his mother's drug abuse and abandonment to losing the one person who was there for him, Aunt Queen, Gerald faces every conflict head on and never gives up.

Draper, Sharon. Tears of A Tiger. New York: Scholastic ,
1999.

Andy falls into deep depression following the death of his best friend in a drunk driving accident. Andy was the driver.

Flake, Sharon G.. The Skin I'm In. New York : Scholastic,
1998.

Maleeka desperately wants to fit in at her new school, but the popular girls make her do very mean things in order to be a part of their group. Maleeka must find her true self before she loses control of her life.

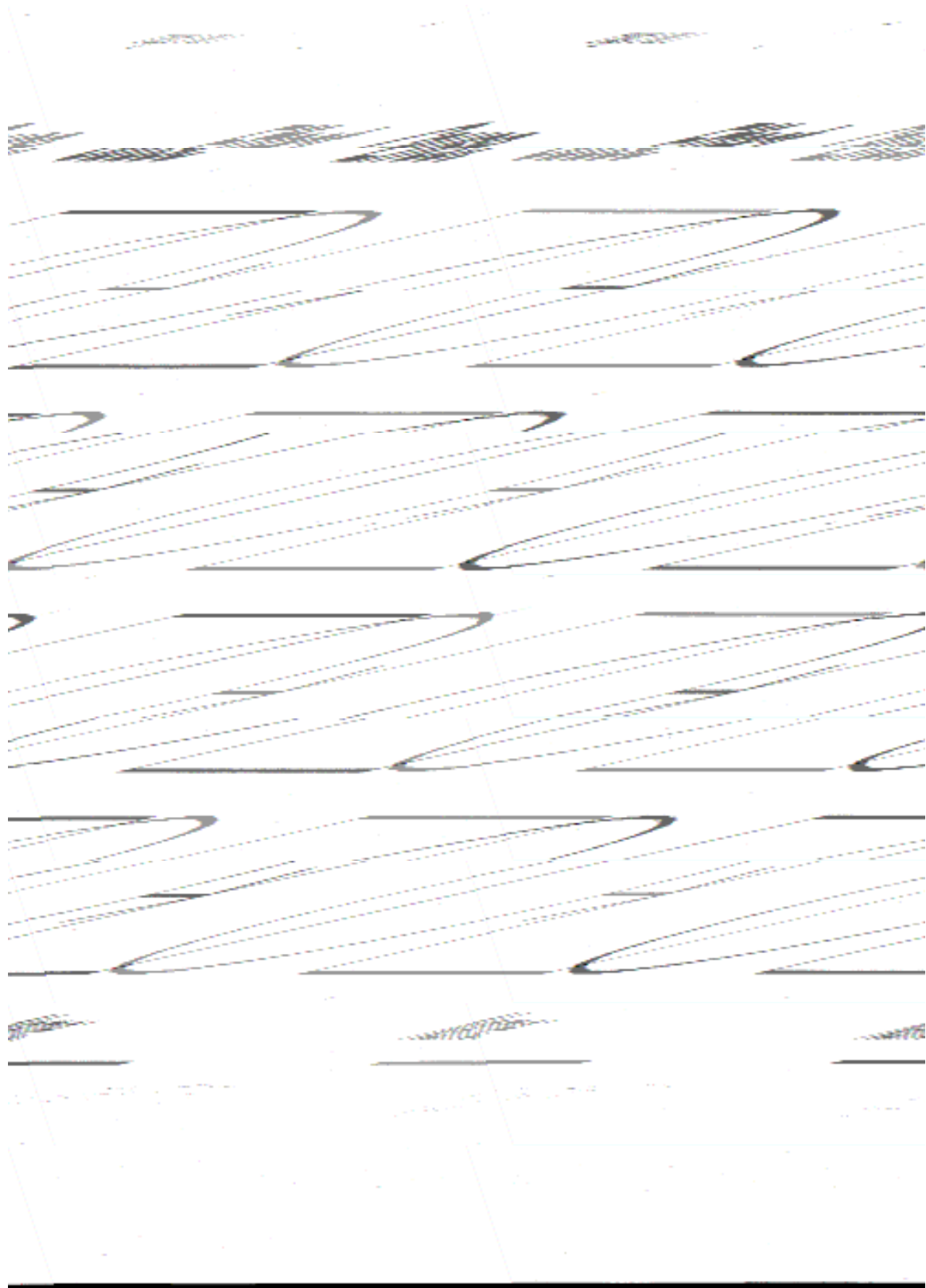
Myers, Walter Dean. Scorpions. New York: Harper Trophy,
1988.

Jamal learns the consequences of joining a gang.

Terrell, Ruth Harris. A Kid's Guide to How to Stop the Violence.
New York: Avon Books, 1992.

This book gives countless ideas and suggestions for resolving conflict without the use of violence.

Appendix/Standards



Character Development Chart

Portfolio Entry
Reading Excerpt Independent Reading

Name _____ Date _____

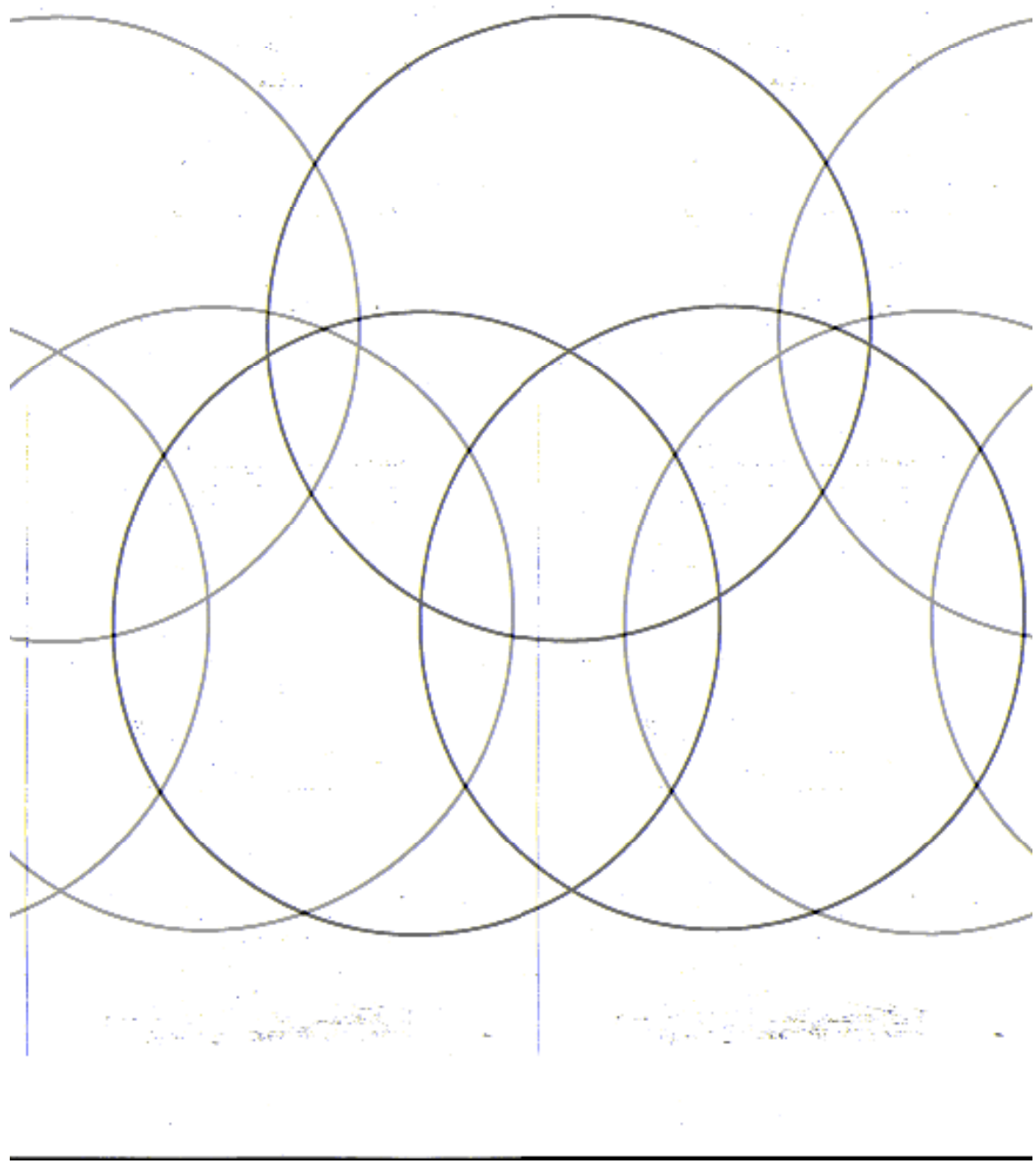
Title _____

Length (Number of pages) _____

Beginning Write how the character feels or acts at the beginning.	Middle Write how the character feels or acts in the middle.	End Write how the character feels or acts at the end.

Use this form to document Fiction stories or books

Diagram Venn Diagram Venn



Standards

Content Standards for the Pittsburgh Public Schools

Reading, Writing, Speaking and Listening

1. All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.
2. All Students read and use a variety of methods to make sense of various kinds of complex texts.
3. All Students respond orally and in writing to information and ideas gained by reading narrative and informational texts and the use the information and ideas to make decisions and solve problems.
4. All students write for a variety of purposes, including to narrate, inform and persuade, in all subject areas.
6. All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately, and promoting effective group communications.
8. All students compose and make oral presentations.
10. All students communicate appropriately in business, work, and other applied situations.

Citizenship

8. All students demonstrate that they can work effectively with others.
11. All students demonstrate the ability to resolve conflicts in peaceful ways, including but not limited to peer mediation, anger management, interpersonal skills, and problem solving.