2004 Curriculum Development

Integrated Thematic Reading Unit

Reading - Grades 9 - 12

Joanne Allen
Camille Casey
Michele La Forty
Mary Ellen Siebert

Reading Department, Columbia High School

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Integrated Thematic Reading Unit

Introduction

◆ **Goal**: To infuse reading, writing, listening, and speaking skills into a quality and coordinated curriculum around literature that would meet the NYS standards. Writing projects, listening activities, and connective literature would be developed within the curriculum.

◆ **Objectives**: ~ The student will be able to construct meaning from a variety of written text using the strategies of prediction, visualization, connection, questioning, clarifying, and evaluating.
~ Utilizing these strategies in reading, writing, listening, and speaking the student will develop necessary skills for literal and higher level critical thinking including inference, compare and contrast, summarizing, drawing conclusion, and sequencing.

◆ **Curriculum Guides**:
~ EGCSD Scope and Sequence for ELA including NYS ELA Learning Standards
~ EGCSD Rubrics for ELA
~ Co-Habitation and co-optation: Some intersections between Native American and Euroamerican legal systems in the nineteenth century
Integrated Thematic Reading Unit
Curriculum

Theme: Choices

Books: Novel:

**Touching Spirit Bear** by Ben Mikaelsen - A violent teen beats a classmate so badly that the classmate suffers brain damage. As punishment the circle of justice, a process in which the community, the victim, and the criminal justice system decide on an appropriate punishment, is offered. The book describes survival on an Alaskan island. Winner of the Young Adult Library Services Association - Best Book of the Year.

Related Novel:

**First Part Last** by Angela Johnson - A classic urban teenaged boy gets some news on his sixteenth birthday from his girlfriend that changes his life forever. She’s pregnant. With powerful language and keen insight, this book looks at the male side of teen pregnancy and the struggle to do “the right thing”. Winner of the Coretta Scott King Award. A top ten choice for “Quick Picks for Reluctant Young Adult Readers” on the ALA’s 2004 “Best” List.

Related Short Stories:

- Internet Article ~ Circle of Justice
- Non-Fiction Article: ~Family Courts and the Juvenile Justice System
- ~Restorative Justice Practices of Native American, First Nation & Other Indigenous People of North America
- ~New Leash on Life
  by Christina Cheakalos
- Life’s Greatest Lessons by Dr. Hal Urban
- Lakota Hoop Dancers by Jacqueline Left Hand Bull and Suzanne Haldane

Poems:

- ~Paint Me Like I Am: Teen Poems from WritersCorp.
~Rylant, Cynthia. God went to Beauty School.

2

**Pre-Reading Activities - Touching Spirit Bear:**

- **Strategies for Reading.** (Standard # 1,2,3,4)

  Review Strategies for Reading by reading to the students and giving examples.

  Attached Form:
  - Strategies for Reading

- **“Walking the Walk”** from Life’s Greatest Lessons. (Standard # 1 & 3)
  Skills: Inferences,
  Compare/Contrast
  Cause/effect

  Read as a group “The Choices We Get To Make”, Summarize articles main idea and details, review words in box, reflect on a choice they have made using personal connection form and/or attitude survey.

  Attached Forms:
  - The Choices we get to make
  - Personal Connection Form
  - Attitude survey

- **Lakota Hoop Dancers** (Standard # 1)
  Skills: Main Idea
  Detail of story

  Attached Forms: Lakota Hoop Dancer Packet
  Suggested activities: Homework 2
  Homework 3
  Main Idea and Details Outline
During Reading Activities:

- Compare and Contrast - US Justice System and Circle of Justice using the article on family courts and juvenile justice system and a T-Chart. Can be done before, during, or after reading. (Standard #3)

  Attached form - Article on Family Court and Justice System
  Article on Circle of Justice
  Article on Restorative Justice Practices of Native Americans
  T-Chart

- Review Building Vocabulary-using context clues page 500 to 503 of Readers Handbook. (Standard # 1 and 3)
  Vocabulary development ongoing by chapter using context clues. (Standard # 1 and 3)

  Attached forms - Copy of pages 500 to 503 of Readers Handbook
  Touching Spirit Bear Vocabulary Building
  Touching Spirit Bear Vocabulary list

- Literary Elements - Mini lesson on Conflict using “Life Lessons”
  Conflict and Characterization ongoing by chapter using the Character Conflict worksheet.
  (Standard # 1, 2, and 3)

  Attached forms - Life Lessons, Internal and External Conflict for mini lesson.
  Character conflicts outline to use throughout reading.

- Listening Activity - Read Chapter 17, pages 143 to 146 aloud to students. As you read students re-enact scene with pretzel rods.
  (Standard # 1 and 4)
During Reading Activities continued:

- Journaling, make personal connections as appropriate in notebooks. (Standard # 2, 3, and 4)

- Strategies for reading sticks - Students choose a strategy to discuss following the days reading. (strategies are written on Popsicle sticks) (Standard # 1 and 4)

- Use a feather or “talking stick” to demonstrate listening skills. Only student holding the feather is allowed to speak other students must listen to the person holding the feather. (Standard # 1 and 4)

- Study Guide - Chapter comprehension questions (Standard # 1)

Attached Forms - Chapter Questions Packet
Web Site: http://www.altedinfo.com/tsb/spiritbear00.html
Final Writing Project:

Paragraph about “Life lessons through experience”. The student will use the character conflict notes they have been keeping through out the reading to write a paragraph discussing how the character learned a “life Lesson” through an experience or conflict. (Standard # 3)

Attached Form:

Life Lessons writing assignment
Additional Activities:

- “I am” Poetry (see attached format in appendix)
- Jeopardy game for vocabulary review
- Role Play - Peer Court
- Visualization - Student will represent a quote or statement from a chapter with a picture. (see attached visualization sheet in appendix)
- Locate newspaper articles where someone has made a constructive and/or destructive choice.
- Managing Anger (see attached summary in appendix)
- Plays - Scholastic Scope Magazine play about Indian traditions.
- Life’s Greatest Lessons: 20 Things That Matter by Hal Urban
- Touching Spirit Bear Word search (attached word search in appendix)
- Poem: The Sparrow by Ivan Turgeneu with comprehension questions. (attached poem in appendix)
Speakers/Field Trips:

😊 Peer court representative to speak to class.

③ East Greenbush Police Department Peer Court

😊 Restorative Justice

③ Albany County Judge: Stephen Herrick

😊 Poet in Residence

③ Native American Indian: Joseph Bruchac
   [www.josephbruchac.com](http://www.josephbruchac.com)
Assessments:

- Personal Connection Form
- Attitude Form
- Compare/Contrast Justice System T-Chart
- Justice System Essay
- Character Conflict Notes
- Life Lesson Writing Assignment
- Vocabulary Building Packet
Additional Theme/Books:

**Theme: Responsibility**

Breathing Underwater by Alex Flinn  
Drivers Ed. by Carolyn Koonie  
Four Miles To Pinecone by Jan Hassler  
Hanging on to Max by Margaret Bechard

**Theme: Gangs**

Outsiders by S.E. Hinton  (Video available)  
On the Sidewalk Bleeding by Evan Hunter

**Theme: Diversity**

Stuck in Neutral by Terry Trueman  
Freak The Mighty by Rodman Philbrick  
Max The Mighty by Rodman Philbrick
Related Novel Activities:  The First Part Last
By Angela Johnson

Pre-Reading:

- “We live by choice not by chance” (Standard # 1)
  Ch. 4 - Life’s Greatest Lessons by Hal Urban

- Daily Planner - Life as it is now vs. Life with a baby. (Standard # 1&3)
  Attached Form - Daily Planner Pre-Reading Activity

- Attitude survey - “What is Love” (Standard # 4)
  Attached Form - Attitude survey - What is Love?

- Attitude survey - Are you a responsible person? (Standard # 4)
  Use discussion question - Do you consider yourself to be a responsible person? Why? In what ways?
  Attached Form - Are You a Responsible Person?
During Reading:

- Through out the reading use Bloom’s Taxonomy and ask various levels of comprehension questions regarding The First Part Last. (Standard #1)
  
  Attached Form - Teachers Guide - Bloom’s Taxonomy list of questions

- Have student write a letter to Nia explaining what is happening with both Bobby and Feather. Be specific. (Standard # 3 & 4)

- Visualization - Draw a picture as you see a specific scene in you mind’s eye. (Standard # 1)
  
  Attached Form - Sketching sheet

- Vocabulary - Expand your vocabulary. List new, interesting, and descriptive words. (Standard # 1 & 3)
  
  Attached Form - Expand Your Vocabulary Sheet

Final Writing Project:

- Compare the main characters from Touching Spirit Bear and The First Part Last. How did the choices they made effect their lives and society (family, friends, school). Use examples from each story. (Standard 3#)
Additional Activities:

- Listening Activity - Character Education Lesson, Hang in There!  
  (Endurance: A Secret to Success)

  Attached lesson plan downloaded from  
  www.character-education.info/resources/lessons_pl…

- Making personal connections - Spiderman and Stan Lee

  Attached lesson plan downloaded from  
  www.character-education.info/resources/lessons_pl…

- Have student research on the internet and find the most recent statistics on teen pregnancy. Create a graph or chart displaying the results discovered.

  Edited by Beatrice Sparks, PhD.

- Have students visit www.goodcharacter.com and click on opportunities for action.” There they will find opportunities to become involved in activities and issues relating to personal and social responsibilities.

- In pairs have the students develop a list of do’s and don’ts for being a responsible person and making good choices. Share the list with the group discussing what happens when people choose to live by the do’s. What happens when they don’t? How does it affect society and our community?
Additional Activities Continued:

- Role play or act out scenes from the novel.

- Search the words “responsibility” and “choices” on the internet. Make a list of sites as a resource.

- If the novel was made into a movie what kind of music would it have? Find at least three songs that you think might belong on the soundtrack of the movie version. Explain why you chose these songs.

Additional Writing Assignments

- Think of a way you were impressed by the way a teenager took responsibility for something. Write a news story about this person.

- Write a letter to someone in the news who did something that you think was irresponsible. Be specific about why you don’t think it was right.

- Write at least five things you could say to yourself when you are tempted to act irresponsibly.

Appendix Table of Contents

1. Related Articles

2. Pre-Reading Forms

3. During Reading Forms

4. Additional Activities

5. Final Forms/Assessments
**Strategies for Reading**

Remember to use the following strategies when you read.

<table>
<thead>
<tr>
<th><strong>Predict</strong></th>
<th>Try to figure out what will happen next and how the selection might end. Read on to see how accurate your guesses were.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visualize</strong></td>
<td>Visualize characters, events, and setting to help you understand what’s happening. When you read nonfiction, pay attention to the images that form in your mind as you read.</td>
</tr>
<tr>
<td><strong>Connect</strong></td>
<td>Connect personally with what you’re reading. Think of similarities between the descriptions in the selection and what you have personally experiences, heard about, and read about.</td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td>Question what happens while you read. Searching for reasons behind events and characters’ feelings can help you feel closed to what you are reading.</td>
</tr>
<tr>
<td><strong>Clarify</strong></td>
<td>Stop occasionally to review what you understand, and expect to have your understanding change and develop as you read. Use resources to help you clarify your understanding. Reread when necessary.</td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td>Form opinions about what you read, both while you’re reading and after you’ve finished. Develop your own ideas about characters and events.</td>
</tr>
</tbody>
</table>
Personal Connection Form

Name _________________________                                  Date ________________

Describe an experience that you had where you had to make a choice. Was the choice a positive or negative experience? Would you change your choice if you had a chance to do it all over again?

My experience was…

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

The choice I made was…

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

If I had it to do over again…

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Attitude Survey
Directions: Prior to reading Touching Spirit Bear, consider your personnel beliefs regarding the following issues related to the book. Circle the most appropriate choice. After you read the novel, reconsider your original attitudes.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Strongly disagree</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Violence solves problems.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>After reading</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. If someone commits a crime they should always be sentenced to jail.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>After reading</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Everything in life is a circle.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>After reading</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. People can change their behavior.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>After reading</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Anger is a learned behavior.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>After reading</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. People who blame others for their behavior take responsibility for their behavior.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>After reading</td>
<td>2</td>
<td>3</td>
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<tr>
<td>7. In life, we always have choices.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>After reading</td>
<td>2</td>
<td>3</td>
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<tr>
<td>8. Attitude is one of the most important characteristics of person.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>After reading</td>
<td>2</td>
<td>3</td>
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<tr>
<td>9. Bullies always win.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>After reading</td>
<td>2</td>
<td>3</td>
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<tr>
<td>10. Trust can be easily restored.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>After reading</td>
<td>2</td>
<td>3</td>
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Name: ___________________________     Date: _________________
Main Ideas and Details

Title ______________________________________________

1. Main idea _____________________________________________
   A. Detail______________________________________________
   B. __________________________________________________
   C. __________________________________________________
   D. __________________________________________________

2. ______________________________________________________
   A. __________________________________________________
   B. __________________________________________________
   C. __________________________________________________
   D. __________________________________________________

3. ______________________________________________________
   A. __________________________________________________
   B. __________________________________________________
   C. __________________________________________________
   D. __________________________________________________

4. ______________________________________________________
   A. __________________________________________________
   B. __________________________________________________
   C. __________________________________________________
   D. __________________________________________________

Name ___________________________                    Date ________________
T-Chart

As you read the two articles make notes of any specific facts you learn or differences between the Circle of Justice and the Family Court Justice System.

<table>
<thead>
<tr>
<th>Circle of Justice</th>
<th>vs.</th>
<th>Family Court Justice System</th>
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Compare and Contrast Essay

Using the information from your T-Chart compare The Native American Justice System to the U.S. Justice System in a short essay.
(i.e.) What behaviors are wrong?
    What are the effects on the victim/perpetrator?
    How does a person “pay” for the injustice?
    How is there justice for both the victim/perpetrator?

_____________________________________________________________________________________
_____________________________________________________________________________________
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_____________________________________________________________________________________
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_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

T-Chart
As you read _________________________________ make notes of any specific facts you learn about

_____________________________ and _______________________________

_____________________________ VS. _______________________________

Life Lessons!
Literary Elements - Conflict

Name _____________________________        Date _____________________________
Title _____________________________        Author _____________________________
Conflict in Literature:

Definition: _________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Types of Conflict:

INTERNAL:

_______________________________

EXTERNAL:

_______________________________

_______________________________

_______________________________
Conflict in Literature:

Definition: The struggle between opposing forces that is the bases of the plot of a story.

Types of Conflict:

INTERNAL:

   Person vs. Self  (When someone is trying to make a decision)

EXTERNAL:

   Person vs. Nature
   Person vs. Person
   Person vs. Society
CHARACTER CONFLICTS…

As you read note how the main character experiences conflict and if or how he/she is changing as a character. Cite chapter and page numbers.
(i.e. Chapter 1 page 10, internal conflict - person vs. self- He feels...)

Chapter _____ Page____
Conflict ________________________________________________________________
Changes_________________________________________________________________
---------------------------------------------------------------------------

Chapter _____ Page____
Conflict ________________________________________________________________
Changes_________________________________________________________________
---------------------------------------------------------------------------

Chapter _____ Page____
Conflict ________________________________________________________________
Changes_________________________________________________________________
---------------------------------------------------------------------------

Chapter _____ Page____
Conflict ________________________________________________________________
Changes_________________________________________________________________
---------------------------------------------------------------------------

Chapter _____ Page____
Conflict ________________________________________________________________
Changes_________________________________________________________________
---------------------------------------------------------------------------
Life Lessons Writing Assignment

While reading you made notes of how a character in the story experienced conflict and how they changed as a character. Using your notes write a paragraph about how a character learned a “life lesson” through an experience/conflict. The body of the paragraph should include details from the conflict chart. Be specific and use evidence from the text.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Assessments for Touching Spirit Bear Unit:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grade</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Connection Form</td>
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<tr>
<td>Attitude Survey</td>
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<tr>
<td>Compare/Contrast Justice System T-Chart</td>
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<tr>
<td>Justice System Essay</td>
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</table>
Character Conflict Notes

Life Lesson Writing Assignment

Vocabulary Building Packet

<table>
<thead>
<tr>
<th>Assessments for The First Part Last:</th>
<th>Grade</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Planner</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Attitude Survey</td>
<td>______</td>
<td>______</td>
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</table>
Final Writing Project: The First Part Last/ Touching Spirit Bear

Name: ____________________________  Date: ______________________

Compare the main characters from Touching Spirit Bear and The First Part Last. How did the choices they made effect their lives and society (family, friends, school). Use examples from each story.

_____________________________________________________________________________________
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_____________________________________________________________________________________
How do you think your life would change as a teenager if you suddenly had the responsibility of an infant? Make a schedule of your life as it is now and then make a new one based on a life with baby.

<table>
<thead>
<tr>
<th>Day Planner</th>
<th>Day Planner</th>
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<tbody>
<tr>
<td>Life as it is now!</td>
<td>Life with a baby!</td>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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The First Part Last  by Angela Johnson

Pre-Reading Activity

Name: ________________________________      Date:__________________________

Are You a Responsible Person?
(Take this self-evaluation and find out.)

True             False

_____          _____                         I do what needs to be done.

_____         _____                          I am reliable and dependable.

_____          _____                         I am accountable for my actions; I
don’t make excuses or blame others.

_____          _____                         I fulfill my moral obligations.
I use good judgment and think through the consequences of my actions.

I exercise self control.

I think I am/am not a responsible person because:

Being responsible puts you in charge of your life.


Teacher Guide: The First Part Last

Bloom’s Taxonomy Questions:

Knowledge:
1. Describe how Bobby and Nia’s parents react to the news of her pregnancy. How would yours?
2. Find a quote that most reveals who Bobby is as a person. Explain why you picked it.

Comprehension:
1. Find three examples that show what kind of father Bobby is to Feather.
2. What do you think is the most difficult thing for Bobby? Why? (Answer this question after a few chapters, answer it again at the end of the novel and see if the answer changes)

Application:
1. Predict what happens to this family ten years into the future. Explain why.
2. Write ten questions you would ask Bobby, Mary, and Nia if you could.

Analyze:
1. On page 35 Bobby says, “…which pisses her off and makes her scream, and then I look around my room and miss me.” Explain what he means.
2. Angela Johnson tells the story in a no-linear fashion. Why, do you think, she chose this literary device to reveal the story?

Synthesize:

1. How would you cope under the extraordinary circumstances that Bobby finds himself?
2. Would you make the same choices?

Evaluation:

1. If Bobby had Nia’s help raising Feather would he be a different father? What makes you think so?
2. Do you agree with Mary and Fred’s approach to grandparenthood? Why or Why not?

Resource: www.tracievaughnzimmer.com/First%20Part%20Last.htm

References

Annie’s Baby: The Diary of Anonymous, A Pregnant Teenager
Edited by Beatrice Sparks, PhD.

The Collectors Anthology. Edited by Robert Platter and Ruth McCubbrey


Web Sites:

http://www.alitedinfo.com/tsb/spiritbear00.html

http://www.bemikaelsen.com/lesson_plans_ten.htm

http://www.character-education.info/resources/lessons_pl...
http://freenet.msp.mn.us/~tholson/circles-mn/circ~stb.htm

http://www.goodcharacter.com/ISOC/reponsibility.html

http://www.rebeccacaudill.org/nominees/2004/Mikaelson/wordsearch.htm

http://www.tracievaughnzimmer.com/First%20Part%20Last.htm

Note: Any articles or books mention in the curriculum that is not attached in the appendix can be obtained by contacting the Columbia High School Reading Dept.