



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

Developing  
Self-Esteem

Living  
Respectfully

Managing Anger

## Circle Justice—Lesson 1: The Anger Within

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### Lesson 1 Objective

Do not wrong or hate your neighbour, for it is not he that you wrong but yourself.—Pima Native American proverb.

“Anger is an extremely powerful emotion; one that affects choices and “keeps you lost.” In this lesson students will examine the emotion of anger through the poem “A Poison Tree” and the novel *Touching Spirit Bear*. 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.

### Time

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

### Materials

- One Class set of *Touching Spirit Bear*
- One overhead of “A Poison Tree” (overhead 1)
- 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)
- One cloth or leather hope bag
- One stone

## Getting Started

You will need to hand out and explain student handout 6 before the first activity.

### Engaging Interest

Introducing the topic:

1. Have the following piece of wisdom written on a piece of paper: “Do not wrong or hate your neighbour for it is not he that you wrong but yourself.”
2. 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. Perhaps go over the class rules (for example, “I agree to fully value and respect myself, the environment, all equipment and every member of the group for the time we are together”). Once this is complete you can 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 be speaking (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 anger will come up. 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

In partners allow the students five minutes to create a mind map for the word anger. Encourage the students to think about all things related to the word, from what makes us angry to how we demonstrate and deal with anger. Once the time is complete students will share their ideas in order to create a more complete class mind map. This activity may take about 15 minutes.

## Learning Activities

Using the overhead introduce the poem “A Poison Tree” by William Blake. Discuss the following questions based on the poem using the Cooperative Carousel activity. (If you have not yet studied poetry, see the handout under extension activities.) This activity may take around 30 minutes.

- 1) Explain the contrast in the first stanza. (Remember that a contrast is essentially a bold difference between two objects/ideas.)  
-The contrast is between sharing our anger and keeping it a secret.
- 2) What metaphor is introduced in the second stanza? (Remember that a metaphor is a comparison not using the words *like* or *as*.)  
-The growth of anger is being compared to the growth of a tree.
- 3) What reason might the speaker’s enemy have had to steal the apple?  
-The enemy wanted to steal the apple because he knew it belonged to the speaker.
- 4) Explain the meaning of the last two lines.  
-The foe (enemy) was killed by the speaker’s anger.
- 5) What does the apple symbolize? (Remember that symbolism is when something is used to represent/stand for something else.)  
-The apple is a symbol for the danger which anger can cause—the poison.

This is a complex poem, but it does not have to be examined in such a light. For all intents and purposes it makes a statement regarding the role of anger. Students need to understand that this poem is suggesting that if anger is left to grow it can become deadly.

You will need to hand out and explain student handouts 1, 4 and 5 before the next activity. As well, you will need to supply students with recipe cards, rings and Duo-Tangs.

Introduce and begin reading *Touching Spirit Bear*. Introduce the author, Ben Mikaelson, by reading his biography in the back of the book. Introduce the novel by reading the Japanese proverb at the beginning of the book and briefly discussing its importance. As a class, read pages 1–48. Students should be writing down vocabulary words while you are reading aloud, or while they are reading silently. Points of interest and discussion: “Nobody cared about him. Nobody understood him, p 29”. Reading time may take around 60 minutes.

## Assessment/Analysis

Hand out and explain to students handouts 4, 5 and 7 before the next activity.

These handouts may take about 20 minutes. Encourage students to date the log and answer the following questions:

- Which actions demonstrate Cole’s rage?
- Why do you think Cole is such an angry person?
- “Anger keeps you lost.” What does this mean to you?

Once students have had time to answer the questions, discuss them briefly as a class.

Then give students time to complete a section summary (you may want to do the first one together) and a prediction for tomorrow’s reading. Also encourage students to write down all elements of fiction that they encounter in their log book.

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 hand out and explain student handouts 2 and 3 before the next activity.

Ask students to again form a circle in the class. Begin another Sharing Circle, though this time a stone (with the word *anger* 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 anger. This is also an opportunity for them to apply this knowledge to their own lives.

Discuss with students the fact that anger is a normal emotion; however, it is an emotion that must be controlled in a positive way. Discuss different methods of gaining self control and reducing anger. 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 emotion of anger. Put the following questions on the board: Have you ever been so angry that you became out of control like Cole? Have you learned any methods to control your anger? What do you do? 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**

- Students could complete the in-class poetry assignment (handout 7) for more background on figurative language and various poetic techniques.
- Students could create a poster or brochure on managing personal anger. If needed, students could collect extra information from the following websites: [www.anger.org](http://www.anger.org) and [www.apa.org/topics/controlanger.html](http://www.apa.org/topics/controlanger.html).

### **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
- 2.1.4 Use reference strategies and reference technologies
- 2.2 Understand and appreciate textual forms, elements and techniques
- 2.2.2 Relate elements, devices and techniques to created effects
- 2.3 Respond to a variety of print and nonprint texts
- 2.3.1 Connect self, text, culture and milieu
- 5.1 Respect others and strengthen community
- 5.1.2 Appreciate diversity of expression, opinion and perspective
- 5.1.1 Use language and image to show respect and consideration
- 5.2 Work within a group
- 5.2.1 Cooperate with others and contribute to group processes

#### **Senior High CALM**

P7

- Explain how feelings affect moods and behaviors
- Examine personal responsibility and acceptance for the multiplicity and range of feelings and how they are expressed-personal responsibility for constructive expression
- Discuss possible consequences of not constructively dealing with emotions-anger, depression, suicide

### **Safe and Caring Topics and Concepts**

#### **Living Respectfully**

- Working cooperatively in groups
- Respecting and appreciating others' ideas, insights, solutions and contributions
- Listening carefully
- Establishing ground rules for classroom behaviour

## Developing Self-Esteem

- Communicating thoughts and feelings

## Managing Anger

- Understanding anger
- Recognizing that anger is a normal, natural emotion
- Examining one’s own approach to handling anger
- Identifying physical signs of anger
- Exploring ways to manage personal anger

## Teaching Methods/Strategies

	Cooperative Learning	Inquiry Learning	Direct Instruction
<p>Go to <a href="http://www.sacsc.ca">www.sacsc.ca</a> Click on Resources, Strategies for strategy descriptions</p>	<ul style="list-style-type: none"> <li>• Cooperative carousel</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture</li> </ul>

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

## Supplementary Resources

Alberta Teacher’s Association (ATA). 2006. *Education is Our Buffalo*, Edmonton, Alta: ATA

Blake, W. “*A Poison Tree.*” [www.online-literature.com](http://www.online-literature.com)

Mikaelsen, B. 2002. *Touching Spirit Bear*, New York: Harper Trophy.

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

\* Many of these words have more than 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!)

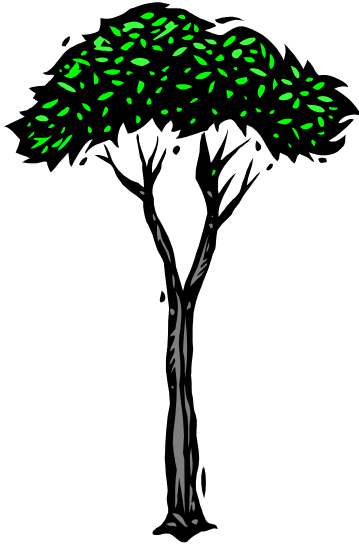
## **Here's How it Works:**

- 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 ongoing 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.)

## A Poison Tree



I was angry with my friend:  
I told my wrath, my wrath did end.  
I was angry with my foe:  
I told it not, my wrath did grow.

And I watered it in fears  
Night and morning with my tears,  
And I sunned it with smiles  
And with soft deceitful wiles.

And it grew both day and night,  
Till it bore an apple bright,  
And my foe beheld it shine,  
And he knew that it was mine, -

And into my garden stole  
When the night had veiled the pole;  
In the morning, glad, I see  
My foe outstretched beneath the tree.



—William Blake



# 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: \_\_\_\_\_

<b>Written Elements:</b>	<b>SUPERIOR</b>	<b>VERY GOOD</b>	<b>NEEDS WORK</b>	<b>POOR</b>
<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 5 4 3 2 1 5 4 3 2 1 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 twist at the end of the story; reveals an aspect of the theme in an unusual manner

What kinds of conflicts are 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 state 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 view-point 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, chooses not to do, says 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?