



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

Developing
Self-Esteem

Living
Respectfully

Circle Justice—Lesson 2: Overpowering Power

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Lesson Objective

Man has responsibility, not power.—Tuscarora proverb.

Power is an excellent motivator, but the constant need for power can consume an individual. This lesson will use the novel *Touching Spirit Bear* to examine the relationship between power and control, as well as the relationship between power and responsibility. Students will gain knowledge about circle justice and its role in the novel and in our society. 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 a visual representation and in role-playing.

Time

Three 50 to 60-minute classes, 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)
- The Ripple Effect (student handout 8)
- Circle Justice (student handout 9)
- One cloth/leather hope bag
- One stone
- One class set of magazines
- Two sheets of poster paper
- Glue sticks and markers

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: Man has responsibility, not power.
- 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 power, control and responsibility 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

Split the class into two groups. Assign one group the word powerless and the other group the word powerful. Give each group a poster paper, magazines, glue sticks and markers. The groups will have 15 minutes to create visual representations of their word. They may choose any pictures (or draw any pictures) that exemplify their word. What does the word mean to them? They should have some ideas from the Sharing Circle activity. Remind students that they will need to work hard and fast in order to complete this activity within the given time. Once time is up each group will share its poster and explain some of its choices. Some questions you could ask: Who has the power? What kinds of people are powerless? Do you see it as more beneficial to be the powerful or the powerless? This activity may take about 25 minutes.

Learning Activities

Continue reading *Touching Spirit Bear*. As a class read pages 48–86. Students should be writing down vocabulary words while you are reading aloud, or while they are reading silently. Points of interest and discussion: pg.53 “This was all somebody else’s fault”. pg. 58 “He is only a symptom of...” pg. 83 “But Cole felt alone and apart.” pg. 86 “Here he was powerless, nobody to control, nobody to blame.” Reading time may take 40 to 60 minutes.

Once you are finished reading, inform students that you have a role-playing activity for them. Split the class into pairs. Hand out copies of student handout 8. Instruct students to fold this and paste it into their logbook; they will write their answers on the page beside handout 8. Remind them to date their logbook. Briefly discuss the term empathy. Emphasize that this activity will require the students’ empathy in order for them to understand that everyone could be affected by the scenarios. Give students about 15 minutes to work on this activity and then discuss as a class. Really emphasize how many are affected by a single action. For example, if there are many cases of vandalism an entire community may become paranoid. In turn this would alter their life choices. As well, if it is a case of racism an entire community, province or country may be affected by the outcome, especially if the event appears in the news. This activity may take about 20 minutes.

Next you will inform the students that they will be doing an activity based on what they now know about circle justice. Give each student a copy of student handout 9. Students will Think-pair-share with this activity. First they will think about what circle justice is. Then they will pair up with three other students to complete the activity. Remind students that each person should complete the activity, as it will be put in the logbook and counted as an entry. Once students are finished, groups will share the quotes that they found and discuss briefly as a class. They may have the following: pg. 13 “Justice should heal not punish...,” pg. 37 “Until Peter forgives you he won’t heal”, pg. 39 “Following Cole’s acceptance for Circle Justice...,” pg. 44 “Let me remind everybody...,” pg. 44 “Circle Justice is for those...,” pg. 58 “He is only a symptom...”. This activity may take about 20 minutes.

Assessment/Analysis

You will need to review handouts 4, 5 and 7 before the next activity.

Next, the learning log may take about 10 minutes. Remind students to put both handouts 8 and 9 into their log book with the date on both. Ask students to also write one new thing they learned about power and circle justice.

Then give students time to complete a section summary and a prediction for tomorrow’s reading. Also, encourage students to write down, in their logbook, all elements of fiction that they encounter.

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 again form a circle in the class. Begin another Sharing Circle, though this time a stone (with the word *power* 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 power. This is also an opportunity for them to apply this knowledge to their own lives. Discuss with students the fact that our need for power coincides with our need to control things. Discuss how power/control can be negative. Discuss how it can be positive. Discuss the need for responsibility. 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 act of control. Put the following questions/statements on the board: Explain our “need” for power and control. What happens when people feel a lack of power/control? What happens when you feel a lack of power/control? Respond to the following quote: “With great power comes great responsibility”. 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 watch a film clip from *Spiderman* (the final scene) where the quote, “With great power comes great responsibility” comes into play. After the clip, students could write a personal essay based on this topic.
- Students could create a poster based on what they currently know about circle justice, leaving room for what they will learn as the unit goes on.
- Students could do an internet search on circle (distributive) justice to get a more in-depth view. They could also try to find real cases of circle justice being used.

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 nonprint texts
- 2.3.1 Connect self, text, culture and milieu
- 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

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

Safe and Caring Topics and Concepts

Living Respectfully

- Exploring punishment and problem solving as approaches to inappropriate behaviour
- 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
- Listening with empathy to understand the other person’s point of view
- Defining empathy
- Recognizing that each person’s perspective in a conflict may be different but valid.
- Practice using empathetic listening.

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"> • Think-pair-share 		<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 • Role playing 		<ul style="list-style-type: none"> • Sharing circle • Journalling 	<ul style="list-style-type: none"> • Lexicon • Creating visuals

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

<p>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–acid, sobering Pg 94–doggedly Pg 98–wallowing, squandered Pg 102–skittish, torsos Pg 110–sauntered</p>	<p>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</p>
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* 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 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 ongoing 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?

The Ripple Effect

With your partner, take turns role playing the following scenarios by putting yourself in the shoes of the victim. Then decide who would be affected by the scenarios that are given. Some of the people affected are obvious, but others take some time to consider. Create a web of everyone affected in your log book. Remember that this activity will require your *empathy*. Discover for yourself the ripple effect our decisions make!

Scenario #1

You go to start your car in the morning and realize that it won't start. When you start checking things out you realize that someone has keyed your car and put sugar in the gas tank. You have heard about four other cases of vandalism in the past week.

Who would this affect?

Scenario #2

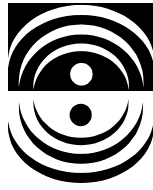
You are walking down the street and a group of people you don't know surrounds you. They tackle you. Once they have you pinned they grab your hair and cut it off. Then they take turns kicking you. As quickly as they came they are gone and you are left lying on the ground beat up and alone. Days later the people are caught. It turns out this was a crime based on race.

Who would this affect?

Scenario #3

It is another day at school. Everything is going fine until an older student walks up to you and says, "You're dead". Now you know it's not just going to be another day. You spend the day in fear. At the end of the day when you are about to walk home you are stopped by the same student and it begins. You are hit again and again in the face. You are barely aware of what is happening. Finally the student smashes your head into the sidewalk and you black out. When you awake in the hospital you know that things aren't good. You can hardly see or talk. You are informed that the kid who attacked you was arrested.

Who would this affect?



Circle Justice

In your own words explain what circle justice is.

Find five quotes in the novel *Touching Spirit Bear* that explain the concept of circle justice. Be sure to include the page number and the quote.

1) _____

2) _____

3) _____

4) _____

5) _____
