

LESSONS *from* LITERATURE

Classroom Manual for English Literature Teachers



Family Violence Prevention Fund



Dear Educator,

As a teacher, you are a natural influencer, motivator and leader. *Lessons from Literature*SM is an innovative program that calls on English teachers just like you – from all across the country – to bring violence awareness and prevention into your classroom.

Every day millions of lives are devastated by violence within the home and in the community. Teenagers, like adults, sometimes experience violence and abuse in their young relationships as well. In fact, one in three teens reports knowing a friend or peer who has been hit, punched, kicked, slapped or physically hurt by a partner.

Lessons from Literature provides the framework for you to use the books and stories you're *already teaching* to increase awareness about the damaging effects of physical, sexual and verbal abuse. Designed to integrate easily into your existing literature curriculum, the program empowers you with resources that help your students build key academic skills and meet national education standards while also learning to recognize abusive uses of power and control *and* alternatives to violence. Two in-depth lessons are included in this manual to get you started, and we encourage you to create your *own* lessons using the Lesson Template on page 26.

The **Family Violence Prevention Fund** (FVPF) in partnership with the **National Council of Teachers of English** (NCTE), believes that if teachers can help shape the way young people think and act *now*, relationship abuse and violence can be extinguished for the next generation. Ultimately, teachers who integrate this program into their curriculum are helping adolescents build healthy, nonviolent relationships today *and* tomorrow.

We hope you'll find our program valuable, and we wish you and your students both academic and personal success.

Respectfully,

Esta Soler, President

Kent Williamson, Executive Director

**Family Violence
Prevention Fund**

NCTE National Council of
Teachers of English

Did You Know?

- 15.5 million U.S. children are living in homes where there is violence.
- Approximately one in three adolescent girls in the U.S. is a victim of physical, emotional or verbal abuse from a dating partner.
- Nearly one in four women in the U.S. reports experiencing violence by a current or former spouse or boyfriend at some point in her life.

Sources and additional facts can be found at www.lessonsfromliterature.org.

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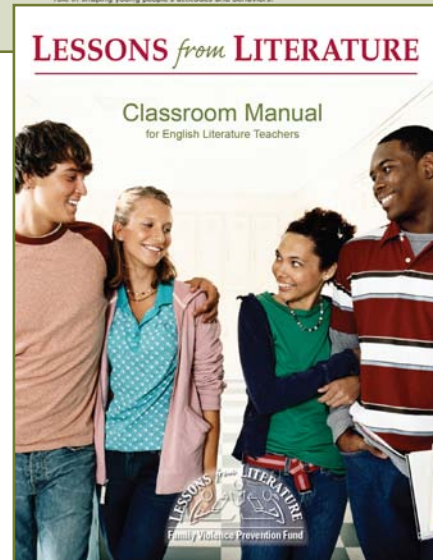
The *Lessons from Literature* Classroom Manual contains the tools you need to help you integrate the program into your core literature curriculum.

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The *Lessons from Literature* website is the central hub of the program. It provides easy access to all *Lessons from Literature* information and resources. All program materials are **FREE** for teachers.

Here's what you'll find at www.lessonsfromliterature.org:

- **Downloadable Curriculum:** This manual is your main teaching tool. It contains the lessons, lesson template and handouts to help you integrate the program into your core literature curriculum.
- **About the Program:** Learn about the program and read the framework.
- **Getting Ready to Teach:** Review background information and related terms about teaching the topics of abuse and violence.
- **Additional Resources:** Download fact sheets on teen dating abuse and other materials for teachers and students.
- **Resource Library:** Search the online compilation of books, movies, poems and other resources to create your own lesson plans or add a creative and meaningful exercise to a pre-existing lesson.
- **Teaching Community:** Join your fellow teachers and share lessons, resources, ideas and experiences teaching the program. (See below.)
- **Lessons from Literature Academy:** A professional development opportunity to learn and work with other educators to prevent teen relationship abuse.



Your Feedback Is Important To Us!

Lessons from Literature was designed with the input of educators from all over the country to ensure the most appropriate and relevant program for diverse students and settings. Please email us at lessonsfromliterature@endabuse.org to let us know how the program is working for you and your students. We'd like to hear what you like best and ways you'd like to see it improved. Your feedback will be carefully considered as we continue to build additional elements for future years.

Join Our Teaching Community

You're invited to join the *Lessons from Literature* Teaching Community, an online community for teachers who are helping their students build healthy relationships and inspiring them to create a conscious, responsible and respectful 21st century. Submit your lesson plans, ideas and experiences in using the *Lessons from Literature* program in your classroom. Go to www.lessonsfromliterature.org/community to **join us today!**

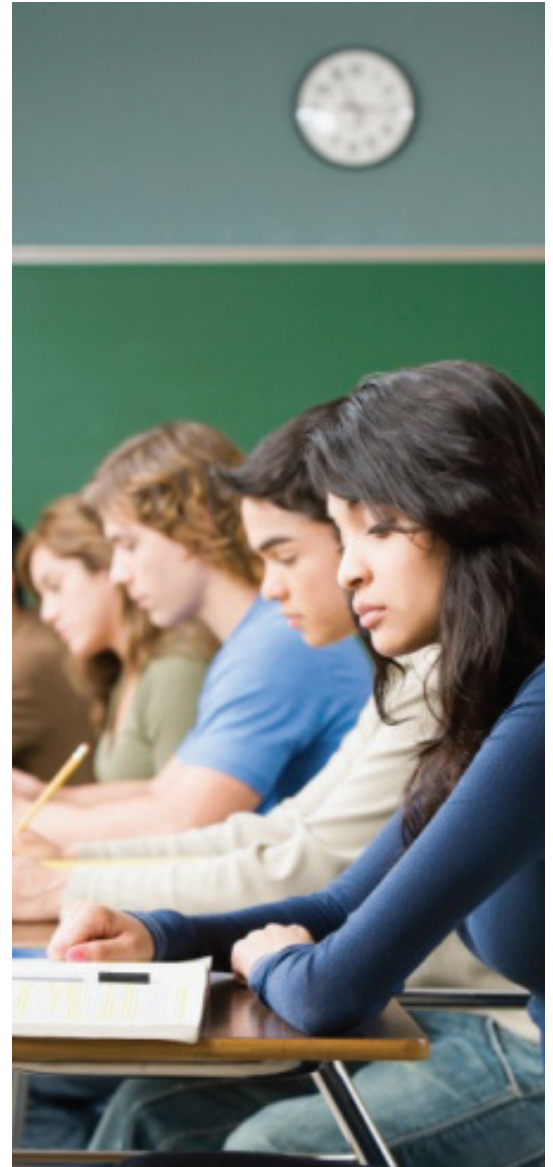
Supporting Student Achievement

Lessons from Literature is designed to help students achieve success in school and in life by fostering the development of academic, social and 21st century skills.

- **National Council of Teachers of English (NCTE):** *Lessons from Literature* lessons are aligned with the English Language Standards put forth by NCTE. The program is designed using pedagogical principles that focus on developing advanced academic skills. Visit the *Lessons from Literature* website for a full list of [NCTE Education Standards](#) met through the program, and also check out www.ncte.org.
- **American School Counselor Association (ASCA):** *Lessons from Literature* helps students develop important academic and personal/social skills needed to achieve success in school and in life. For more information, visit www.schoolcounselor.org.
- **Partnership for 21st Century Skills:** *Lessons from Literature* helps teachers promote the development of 21st century skills by weaving themes of global awareness and civic literacy into the study of literature. To learn more about the Partnership for 21st Century Skills, visit www.21stcenturyskills.org.

Note: The **ASCA National Standards for Students** address the academic, personal/social and career development of students so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society.

Note: The **Partnership for 21st Century Skills** believes schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects. These themes include: global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health literacy.



PARTNERSHIP FOR
21ST CENTURY SKILLS

Program Objectives

Lessons from Literature is designed to raise student awareness of violence and abuse in intimate and peer relationships and equip students with tools and skills for choosing alternatives to violence. The program helps students learn to:

1. Describe the dynamics of abusive use of power and control in relationships.

- Abusive uses of power and control in a relationship can lead to physical and sexual violence.
- Often, such violent behavior and choices are preceded by other damaging, more emotionally-based abuse such as coercion, threats, or hurtful language.
- Refer to the [Power and Control Wheel](#) on page 32 as a visual aid and for more examples.

2. Explain the consequences of physical, verbal and sexual abuse and the impact of such abuse on individuals and society.

- Abuse not only affects the victim and the abuser, but can also affect their friends, family, and community.
- Consequences of abuse can be temporary or permanent; they can be physical, emotional, health-related, economic, social and/or sexual.
- Some forms of relationship abuse – specifically, physical and sexual assault – are illegal, and consequences can include suspension, expulsion or even incarceration of the abuser.
- Encourage your students to identify and explain these consequences when analyzing the literature.

3. Identify and propose alternatives to using violence.

- Alternatives to violence are those behaviors and actions that do not cause or have the intent to cause harm.
- When considering alternatives to violence or analyzing the choices made by characters in literature, it's important to understand that each situation is unique and that ways of responding safely and nonviolently will vary.

4. Create and communicate personal boundaries.

- Personal boundaries help define interactions that are consensual, comfortable, nonthreatening and respectful.
- Everyone has the right to communicate how they want to be treated by others.

5. Apply principles of respectful behavior toward others in daily life.

- Refer to the [Respect Wheel](#) on page 33 as a visual aid; also use it as a starting point to create classroom and personal principles of respect.



Teaching Considerations

Using the themes of power, control, abuse and respect exemplified in literature to facilitate classroom discussion and reflection about healthy, non-violent relationships may not be a familiar instructional approach. Below are considerations for integrating the *Lessons from Literature* program into your core literature curriculum.

Grow Your Awareness

In getting ready to teach *Lessons from Literature*, it's important to develop your *own* awareness of the dynamics and impacts of physical, verbal and sexual abuse so that you are confident and prepared to address these issues in the classroom.

- The *Lessons from Literature* website offers preparation materials and information to help get you started. We strongly encourage you to review the online sections entitled [Getting Ready to Teach](#) and [About the Program](#).
- Be a model of respect and empathy.
- Handle delicate situations carefully and without judgment.

Create a Safe and Respectful Classroom

Before addressing the topics of abuse and violence, it's important to work toward creating a classroom environment that is conducive to open and respectful dialogue.

- Be sure to establish clear ground rules for student interactions. You may choose to have students sign a pledge to demonstrate their commitment to these rules.
- Remember that *you* know your students best. When planning class discussions and activities, consider their maturity level. Some topics may be better addressed at a later time.

Know Your Resources

There is no doubt that the sensitive topics of relationship abuse and violence should be approached with care. Talk with school administrators and counselors to learn about policies regarding harassment, abuse and physical and sexual violence. Be aware of the mandatory reporting requirements that apply to you as a teacher. You may choose to communicate these legal requirements to your students.

Get Help When Needed

If you suspect a student is in an abusive or violent situation, be sure to take the proper steps to address the issue. Follow mandatory reporting requirements that apply to you as a teacher, and be prepared to refer a student to the school counselor, a local resource, or emergency services if needed. Refer to [Responding to Relationship Abuse](#) on page 39 for teen abuse services and domestic violence agencies.



Strategies for Supporting Student Learning

We encourage you to incorporate some or all of the following reading and writing strategies into the literature study to support student learning and comprehension.

In the sample lessons that begin on pages 9 and 18, we've referenced where they might be useful and relevant.



Strategies

Think Alouds

While reading, students in a small group share their thinking process in response to a text. They interrupt the reading of a text to intersperse mental pictures or questions, to puzzle over words or meanings, to make connections from their own lives, to make predictions about the direction the text will take, and to share their feelings about the text. Students can take turns thinking aloud in this way with sections of text.

Annotating Text/ Talking to the Text

Readers are invited to write their thoughts on the text as they read, raise questions, make connections and voice concerns. In pairs or small groups, they can share their different markings, debrief the experience, and further discuss the text.

Dual-entry Journals

After reading, the reader writes what he or she believes the text is saying, noting his/her current understanding as a brief summary statement in one column, and in another, how he/she has come to that interpretation. This could be seen as Evidence (*I saw in the text*) and Interpretation (*I thought*). After working individually on their evidence and interpretation charts, students can then share their sense-making in pairs or in small groups.

Metacognitive Logs

Students can use logs to respond to essential questions or sentence stems as they read, such as, *I was confused...*, *I thought about...*, etc. as an ongoing routine.