

MORAL DEVELOPMENT AND CHILDREN'S LITERATURE

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DEDICATION

This work is dedicated to those who made it possible. With respect to the creator, with appreciation to my parents, with thanks to my brothers and sisters, with love to my and our , , , , and , I submit the results of years of sacrifice and understanding, recognizing that together we did it.

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Chapter 1

INTRODUCTION AND OVERVIEW

Lawrence Kohlberg has proposed a theory of moral development which has received wide recognition from other developmental psychologists and from educators. The theory, as Kohlberg has stated it, has not been shown to be practically applicable for the public school setting at this time, although some experimentation with social studies curriculum has been conducted. Rendering the Kohlberg theory practical for use in public education is the task of educational researchers who must study the theory of moral development as a part of developmental psychology. They then must develop educational programs which are consistent with the theory and at the same time practical for use in public education. When such programs are developed, public education can benefit from the research findings of Kohlberg and his associates. The purpose of this study was therefore to develop such a program for use in the sixth grade classrooms of the public schools.

In order to recognize the significance such a program might have for public education, it is first necessary to understand the general approach of cognitive developmental psychology. According to this theory, cognitive development is a result of the individual's interaction with his environment. The advocates of this approach contend that when this interaction involves a new experience the individual is called upon to adjust to this environment. When the individuals adjust to the experience, development takes place. A state

of equilibrium or stability then exists in these individuals. They now approach their environment in a more advanced state of development than they enjoyed before they encountered the new experience. An appropriately structured environment in the public school system would serve to stimulate the natural development of students rather than leave this development to chance.

Developmental psychology and Kohlberg's theory of moral development as a part of this position are concerned with a theoretical approach to the nature of human development. When the notions of this psychological theory are considered in the field of education, they can provide insight into the way a child learns and suggest the steps a teacher may take to aid this learning.

It must be noted that developmental psychology does not provide a body of knowledge to be conveyed to the student by the teacher as an academic discipline does. It is, rather, a position from the discipline of psychology which offers information to the teacher relative to the natural developmental pattern of the student. Because developmental theory explains the process involved in human development and does not provide content for study by the pupil as an academic discipline does, it is said to be "content-free."

A second contention of cognitive developmental theory and consequently of Kohlberg's theory of moral development is significant for education. According to this theory, development takes place as a result of man's interaction with his environment as he encounters new

experiences. The classroom is a source of development because students encounter new experiences in this environment. Teachers may be unaware of spontaneous development which is taking place naturally in the classroom environment. This same classroom environment might be structured to stimulate cognitive and moral development rather than leave it to chance.

When the classroom environment is structured to stimulate moral reasoning, the natural moral development of the student may take place. This theory maintains that the teacher is not imposing a value system on the student or teaching a moral code. He is setting a stage which facilitates and encourages the development of the child's moral reasoning faculties.

Because the Kohlberg theory of moral development provides a theory of the way a child reasons, the educational researcher must identify a content area or discipline which contains material the child can reason about. The content of the identified discipline may be utilized as a means of structuring the environment to permit the child opportunities for approaching moral decisions.

Research (Biskin and Hoskisson, 1977; Sutherland Arbuthnot, 1977) has indicated that the genre of children's literature is an appropriate content for use in structuring the environment in order to provide developmental opportunities for the students. Children's literature also offers the advantage of being readily available to public school teachers in classroom libraries or through school libraries.

At the same time, it should be noted that the application in this study of Kohlberg's theory of moral development to the genre of children's literature was not intended to interfere with or to replace the usual and appropriate critical approaches to works of literary value which take place in the classroom. The association of Kohlberg's theory with children's literature, however, did provide an additional point of view from which the student and teacher might approach the literature. This study introduced a different critical approach to literature already present in the classroom and provided a means of structuring the classroom environment to provide opportunities for moral reasoning exercises.

This plan involved four phases: (1) a thorough review of literature related to developmental psychology including works by Piaget, Kohlberg, and related researchers whose ideas might be relevant for appropriate program development; (2) the identification and interpretation of all aspects of the Kohlberg theory and related research which had significance for program design; (3) the development of a literature based program; and (4) the evaluation of the program.

Chapter two of this study contains the theoretical basis for the total research program and simultaneously reports the theoretical basis of the program designed for classroom teachers. The process of developing a program which would render the Kohlberg theory of moral development practically applicable for the classroom teacher began with a study of the theoretical base provided by the discipline of psychology. The study of this literature involved three bodies of

information. The first was a study of cognitive developmental assumptions. These assumptions stimulated the development of the second body of review, that is the Kohlberg theory of moral development. The psychological literature related to this theory was the third area of literature reviewed. Chapter two also includes a discussion of the implications that developmental psychology has for education and a review of research related to the application of the Kohlberg theory of moral development in the classroom. Support for the selection of children's literature as appropriate content for association with the Kohlberg theory was found. Because this reference material contributed to the theoretical base for the program it is discussed in Chapter two.

Chapter 2

THEORETICAL RATIONALE

Introduction

Lawrence Kohlberg investigated an idea set forth by Piaget in his work, The Moral Judgment of the Child. Piaget (1948) suggested that a child passed through stages of moral development which are similar to the cognitive stages of his development. These stages (both cognitive and moral) represent a qualitatively different way of perceiving understanding and responding to his environment.

Kohlberg began a twelve year study in which he followed the development of moral reasoning in a group of 75 boys who were, at the outset, ages 10 to 16 (Kohlberg, 1958). His research was later expanded to include cross-cultural investigations (Kohlberg, 1968). The findings of these studies and the findings of the research they subsequently stimulated comprised the body of information referred to as Kohlberg's theory of moral development.

The literature containing the Kohlberg work which was significant for this study may be divided into five areas: (1) cognitive developmental assumptions; (2) Kohlberg's research; (3) Kohlberg-related research; (4) Kohlberg's theory applied; and (5) Kohlberg and children's literature.

A review of these five areas of literature generated a theoretical rationale for developing an educational program for use in

the sixth grade classrooms of the public school system. This same literature review generated the procedures for the program development. These are discussed in Chapter three.

Cognitive-Developmental Assumptions

"Cognitive-developmental" is a phrase used to label assumptions held by certain theories of social and cognitive development. Piaget and Kohlberg are among those researchers who subscribe to these assumptions and who employ the cognitive-developmental approach in the development of their theories.

Cognitive-developmental theories hold the following general assumptions:

1. Development takes place as a result of changes or transformations in cognitive structures (Kohlberg, 1969:348). The cognitive structure may be explained as a (a) system of categories used to organize the world; (b) the rules by which information is processed and experiences connected, objects recognized, and external reality categorized; and (c) a network of interrelations among the categories themselves (Smith, 1974:10). The transformations in the cognitive structures are more popularly labeled stages and the stages have the following general characteristics (Kohlberg, 1969:352, 353):
 - a. Stages imply distinct or qualitative differences in children's modes of thinking or of solving the same problem at different ages.
 - b. These different modes of thought form an invariant sequence, order, or succession in individual development. While cultural factors may speed up, slow down, or stop development, they do not change its sequence.
 - c. Each of these different stages forms a structured whole. (Responses to tasks result from an underlying pattern of thought organization, and are not determined by knowledge and familiarity with the task).

- d. Cognitive stages are hierarchical integrations (Higher stages displace the lower stages.). Stages form an order of increasingly differentiated and integrated structures to fulfill a common function. (Piaget contends this common function is the maintenance of an equilibrium between the organism and the environment.)
2. Development of cognitive structure is the result of processes of interaction between the structure of the organism and the structure of the environment, rather than being the direct result of maturation or the direct result of learning.
3. Cognitive structures are always structures of action.

The direction of development of cognitive structure is toward greater equilibrium in the organism-environment interaction, i.e., of greater balance or reciprocity between the action of the organism upon the (perceiver) object (or situation) and the action of the (perceived) object upon the organism.

The above assumptions are generally held by cognitive developmentalists and refer to the development of man's ability to think about physical and social stimuli. Based on the above assumptions, cognitive developmental psychologists conclude that cognitive development results only after an individual encounters the environment and acts upon the perceived object or situation in that environment. This contact and action initiates a state of disequilibrium (decentration) in the cognitive structure of the individual and stimulates interaction between the structure and the environment. Because the cognitive structure tends toward a state of equilibrium by nature, it adjusts to the new experience. When a state of balance between the organism and the environment is achieved, the new experience is accommodated and a condition of stability (conservation) exists. The transformed cognitive structure now approaches the environment, and the developmental process is repeated.

The cognitive developmental approach accepts four additional assumptions regarding social development (Kohlberg, 1969:349).

1. Cognitive development and social development are parallel and...represent different perspectives in defining structural change.
2. There is a fundamental unity of personality and development termed the ego or the self...Social development is, in essence, the restructuring of the (a) concept of self, (b) in its relationship to concepts of other people, (3) conceived as being in a common social world with social standards.
3. All the basic processes involved in 'physical' cognitions and in stimulating developmental changes in these cognitions are also basic to social development. In addition, however, social cognition also involves role-taking, i.e., awareness that the other is in some way like the self, and that the other knows or is responsive to the self in a system of complementary expectation. Accordingly, developmental changes in the social self reflect parallel changes in conceptions of the social world.
4. The direction of social or ego development is also toward an equilibrium or reciprocity between the self's actions and those of others toward the self. In its generalized form this equilibrium is the end point or definer of morality, conceived as principles of justice, i.e., of reciprocity or equality.

Kohlberg's Theory of Moral Development

Kohlberg accepted the assumptions of cognitive developmentalists regarding cognitive and social development. He focused on moral development, one of several strains of social development, as an area of research. Because moral development was an aspect of social development, he expected to find the assumptions of cognitive developmental theory operative in the realm of his research. It was also likely that stages of moral development would be identified and that these stages would represent qualitative differences in ways of looking at moral

decisions. Piaget (1948) had identified such stages of development in the cognitive domain and suggested that similar stages existed in the social domain. The studies of Kohlberg (1958) substantiated the presence of stages of Moral development as had been suggested by Piaget and as Kohlberg himself had expected.

Kohlberg's (1958) systematic study of moral judgments of subjects between the years of ten and sixteen revealed the presence of three levels of development which may be subdivided into six stages of moral development. According to the results of cross-cultural studies, these stages are universal and follow regular age trends (Kohlberg, 1969). They are as follows:

Level 1. Preconventional Level

At this level the child responds to the cultural labels of right and wrong and good and bad. He is aware of either (1) the physical or hedonistic results of his actions or (2) the physical power of the individual promulgating the rules and labels. Following are the three stages of the preconventional level.

Stage 0. Egocentric judgment. What is good for the which is what he likes, what he wants or what is helpful to him at that time. Bad, for him, is what he does not like, what hurts him, or what he does not want at that time. Rules or obligations to obey do not exist for him independent of his current wishes.

Stage 1. Punishment and obedience orientation. The goodness or badness of an act is determined by the physical consequences of an action on the part of the individual. An awareness of physical power and a desire to avoid punishment are present.

Stage 2. The instrumental relativist orientation. Good is that which satisfies one's own needs and sometimes the needs of others. Elements of sharing, reciprocity, and fairness are present, but these are interpreted in a physical, pragmatic way. They exist as a means to one's own good end, not as a result of a sense of justice. Less emphasis is placed on the moral dictates of others because the good is relative to one's own needs at this stage.

Level 2. Conventional Level

One seeks to maintain the social or conventional order by performing according to the expectations of family, peer group, or nation without consideration of the consequences.

Stage 3. The interpersonal concordance or "good boy-nice girl" orientation. The good is that which pleases others or is approved by them. Conformity to stereotyped images of good behavior takes place. Behavior is judged by others according to what the individual "intended" to do. He is approved by his intention to be "nice."

Stage 4. The "law and order" orientation. The orientation at this stage is toward authority, rules, laws, and the maintenance of social order. One must do one's duty, show respect for authority and maintain the social order for its own sake.

Level 3. Post-conventional, Autonomous of Principled Level

The individual defines moral values and principles as independent from individual or group authority. He views moral principles as entities to be shared by himself and others in society.

Stage 5. The social-contract legalistic orientation. The individual sees rules and laws as necessary for society but believes they are to be adhered to or respected not for their own sake but rather because agreement on them is necessary for a social system. He, therefore, views these laws as alterable but necessary as a criteria of right. Right action is that action which results from a consensus of the whole society; emphasis is on procedural rules for reaching consensus. Outside those matters agreed on democratically, right action is a matter of personal values and opinions based on the principle of justice. Agreement and contract dictate duty and the obligation to avoid the violation of the will or rights of others. The majority will and welfare is binding.

Stage 6. The universal ethical-principle orientation. Right is defined by the conscience of the individual in accord with ethical principles resulting from logical arrival at an awareness of justice, reciprocity, equality, and human rights, and of respect for the dignity of the human being as an individual person. Universality and consistency, as well as mutual respect and trust, are essential to the operation of the Stage 6 individual (Kohlberg, 1969:415).

The stages of moral development can be better understood by considering research examples. One of the moral dilemmas Kohlberg researchers have used in determining a subject's stage of development follows:

In Europe, a woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to make. He paid \$200

for the radium and charged \$2000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about \$1000 which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, 'No, I discovered the drug and I'm going to make money from it.' So Heinz got desperate and broke into the man's store to steal the drug for his wife (Kohlberg Moral Judgment Issues...Number III).

Stage One

Researchers determined the stage of moral development of subjects by their responses and reasoning as they answered questions concerning the moral dilemmas found in this situation. When asked whether or not it was right for Heinz to steal the drug, a child who is functioning at stage one demonstrated a concern for external pressures by responding:

His wife was sick and if she didn't get the drug quickly she might die. Maybe his wife is an important person and runs a store and the man buys stuff from her and can't get it any other place. The police would probably blame the owner that he didn't save the wife. That would be like killing with a gun or a knife (Turiel, 1965:6).

Stage Two

Stage two children determine right and wrong according to their own self interest. If a situation serves the ends of the individual, then it is right. One child's response to the Heinz question was:

I would eliminate that completely into a sense of whether he wanted to or not (steal the drug). If he wanted her to die, there ain't no use of keeping her alive. He can marry someone else, some young good-looking thing (Turiel, 1965:8).

Stage Three

The child operating at stage three is aware of social approval as the norm for right. Disapproval is the sanction for being wrong. The following stage three response shows an awareness of praise and blame from others outside himself.

It was really the druggist's fault, he was unfair, trying to overcharge and letting someone die. Heinz loved his wife and wanted to save her. I think anyone would. I don't think they would put him in jail. The judge would look at all sides, and see that the druggist was charging too much (Turiel, 1965:10).

This subject is concerned with doing nice things. His phrase "I think anyone would." indicates his awareness that certain moral expectations exist.

Stage Four

The child at the stage four level of moral development is aware of the external system of law, authority, rules and the responsibility of the self to conform to the rules. His response to the question would be:

Yes, he should steal the drug. He went to the druggist and asked for it. He didn't give it to him. The storekeeper is guilty in not giving him the drug when he has no money, and she is sick, so it is right for him to steal. Once he married his wife it's his duty to keep her alive.

When asked if Heinz should steal if he didn't love his wife, the subject answered, "If he didn't love her, he shouldn't have married her, but since he did marry her he must steal because she is his wife" (Turiel, 1965:12).

Stage Five

Stage five responses indicate an awareness that rules are necessary as a means of maintaining society, but they are respected not for their own sake but because agreement on them is necessary for social order. The consensus of society prevails on matters democratically agreed to, but personal values are based on the principle of justice. An example of a stage five response to the Heinz dilemma is as follows.

I don't think (Heinz should steal) so I suppose it was the druggist's privilege to set the price since he discovered it. I suppose anyone would do it for his wife though. I can't say he's actually right. In my eyes he'd have just cause to do it, but in the eyes of the law he wouldn't. I can't answer any other way (Turiel, 1965:13).

Stage Six

Responses at the stage six level are based on moral principles rather than on rules. The individual is aware of justice, reciprocity, equality, and human rights. He respects human life and recognizes the dignity of the human being as an individual. A stage six response to the Heinz question follows:

He would be right in stealing the drug in this case, even though he would be violating the law. The purpose of the law is to protect the basic rights of individuals, the right to life. The right to life comes before the right to property. The society or the law should not expect that the husband allow a life to be sacrificed for the sake of property (Turiel, 1965:14).

According to Kohlberg the cognitive structures associated with the conventional level of morality usually replaces the lower structures of the child between the ages of 9 and 13. The more advanced structures which permit Piaget's level of formal operations and Kohlberg's level of post-conventional or principled morality appear at the earliest around age 12.

Kohlberg-related Research

Postulate verification. Postulates derived from Kohlberg's theory of moral development have been experimentally tested and verified by researchers. These include the statements that moral development proceeds through stages which are reached in an invariant (Turiel, 1965), age-related sequence. Cross-cultural studies by Kohlberg indicated that the stages are universal (Turiel, 1965) and that higher stages of moral thinking integrate and replace rather than add to the lower modes of thought (Turiel, 1965, 1974 and Rest, 1973). The stages are "structured wholes" (Turiel, 1965), and they represent a cumulative order of difficulty (Rest, 1973).

An additional study related to the postulates of "invariant sequence" and "hierarchical integration" was conducted by Turiel (1974). Turiel studied changes in social conceptions of adolescents. His research generated data in support of the hypothesis that concept change involves the "gradual deformation of one structure through its formation into another one" (Turiel, 1974:14).

Movement from one stage to the next is a process of rejection and construction. Through an awareness of its contradictions and inadequacies, the logic of the existing stage is rejected, and a new stage is then created (Turiel, 1974:28).

Comprehension studies. In addition to postulate verification, other research pertinent to the Kohlberg theory has been conducted. Rest determined the subjects' predominant stage by pretest. He then presented moral advice representing reasoning at stages different from the subjects' current stage of thinking. He found that subjects comprehend the stage below (minus one) their own level of moral

reasoning; they comprehend all moral judgments made at their current stage of moral development, and they comprehend thinking one stage higher than their current level of development (plus one). Subjects, however, seldom comprehended thinking two stages (plus two) above their current level of moral development (Rest, 1968; Rest and Turiel, 1969).

When presented moral advice, subjects rejected minus one thinking as "worst advice." They assimilated only the plus one thinking, and they showed preference for the stage representing their highest level of comprehension (Rest and Turiel, 1969).

Role-taking. Selman tested

The hypothesis that in the middle-childhood period of 8 to 10, the development of the ability to understand reciprocal social perspectives (role-taking ability) is a necessary condition for the development of conventional moral judgment (Selman, 1971:90).

His sample consisted of sixty middle-class children with homogeneous social backgrounds. These subjects completed two role-taking tasks which determined whether or not they could assume another person's perspective (RTT1 and RTT2, Appendix A). The subjects also completed Kohlberg's Moral Judgment Scale and the Peabody Picture Vocabulary Test.

The results of these tasks and tests supported the hypothesis that "in middle childhood the greater ability to take another's perspective is related to higher levels of moral judgment" (Selman, 1971: 88). Generally, when judging situations involving moral conflicts, those subjects who were not reciprocal role-takers (who failed to consider another's perspective) tended to use preconventional (Stages 1 and 2) moral thought while reciprocal role-takers (those who considered

another's perspective), on the other hand, used conventional (Stages 3 and 4) moral reasoning. In addition to finding a positive correlation between role-taking ability and higher levels of moral reasoning, Selman also found a relationship between mental age 10 and the development of reciprocal role-taking skills.

Tracy's (1971) research conclusion appears to contradict Selman's (1971) findings with regard to role-taking ability as a necessary antecedent for a shift in moral judgment from the preconventional to the conventional level. His findings resulted from a three-week experiment in which he worked with 76 seventh-grade boys.

The first week the boys were measured for role-taking ability using Hogan's Empathy Scale which measures a "willingness or tendency" to take another's role. They were also measured for intelligence, socio-economic status, social desirability, morality stage mixture and the number of siblings. The second week the boys were matched in pairs according to the morality score determined by responses to four Kohlberg dilemmas (See page 11 for example of the Kohlberg dilemma.).

One-half of the subjects were assigned to no treatment, and the other one-half were exposed through role playing to moral reasoning one stage above their initial stage. The subjects were post-tested the third week to assess their moral stage. Analysis of the post-test results indicated that role taking was not associated with change in the morality score. The Selman (1971) research concluded that there is a correlation between role-taking ability and conventional moral thought. The Tracy (1971) research indicated that role-taking is not

associated with change in level of moral reasoning from the pre-conventional to the conventional level.

Three factors may have produced these apparent contradictions. The instruments used to determine role-taking ability were different. The Selman instrument was a task which demanded behavior. The Tracy instrument measured "a willingness or tendency" to take another's role. A second factor to consider is the fact that the Selman subjects were measured but received no treatment. The Tracy subjects were measured, matched, treated, and post-tested.

A third factor which may have contributed to the apparent contradiction is a possible difference in each researcher's understanding and use of the term "role taking." Selman seems to use the term relative to a subjects' ability to consider another's perspective when reasoning for decision making. Tracy appears to use the term role-taking interchangeably with the term role playing. Role playing may produce external behavior. This may be different by definition from Selman's notion of role taking.

No research has resolved the differences between the Selman and Tracy conclusions and the question they raise about the necessity of role-taking ability as a pre-requisite for a shift in moral judgment from a pre-conventional level to a conventional level.

Kohlberg states that "role taking is an integral part of socialization" (Kohlberg, 1969:398). In the socialization process, he says, we assume another's role or interact with others who are like us in a system of mutual expectation. Moral stages, Kohlberg says,

represent "successive forms of reciprocity," each more universalized than the preceding (Kohlberg, 1969:398). "The fundamental social inputs stimulating moral development may be termed 'role-taking opportunities,'" because these constitute new experiences which must be accommodated (Kohlberg, 1969:398).

These ideas precipitated research by Keasey. If role-taking opportunities are the fundamental social input stimulating moral development, there should be a high correlation between the amount and quality of social participation a child experiences in his peer group and his stage of moral development. Keasey investigated the hypothesis that "higher stages of moral development are positively associated with greater social participation" (Keasey, 1971:216). He studied seventy-five boys and sixty-nine girls from sixth grade classes and one fifth grade class in Fremont, California. Keasey's results showed that quantity of social participation was positively associated with higher stages of moral development. The study likewise showed that students "occupying positions of peer group centrality as reflected by popularity and/or leadership scores were at higher stages of moral development than children not occupying such positions" (Keasey, 1971:219).

Peer influence. In a study conducted to observe peer group influence or social influence on the moral judgments of young adolescents, LeFurgy and Woloshin (1969) attempted to understand the mechanisms by which a child progresses from one stage to the next and to examine whether or not long term social learning would take place as a result of peer group influence.

A pretest identified two types of students among the seventh and eighth grade subjects. They were identified as morally realistic (subjects who fail to consider motivation in moral decision making) and morally relativistic (subjects who consider motivation in moral decision making). The experimental subjects were then exposed to stories similar to those used in the pretest materials while control group subjects received no treatment. Experimental subjects were led to believe that the answers to the moral dilemmas which they heard from headsets were those of their fellow subjects. What the subject heard was a prerecorded response of confederates of the same sex and age whose responses were consistently contrary to the subjects' initial response on the moral relativism scale. As a result of the exposure, experimental groups showed marked movement in the direction of applied social influence while the control group showed only random fluctuation.

Results indicated that the morally realistic subjects moved in the direction of moral relativism and held fast to this position in the 100 day post-test. Morally relativistic children, however, showed movement in the direction of applied social influence in an immediate post-test and in a one-week post-test. These effects regressed to zero by the final post-test some 100 days later.

The findings were consistent with the findings of Rest and Turiel (1969). The morally realistic children were rejecting old structures and replacing these with advanced moral reasoning. The morally relativistic children, however, were temporarily influenced by

minus one staging. This influence would, after 100 days, no longer be evident, and movement back to the higher stage decision making would be expected.

The LeFurgy and Woloshin (1969) study indicated that pressure to conform had a long-term effect when applied in a developmentally relevant direction. Morally regressive decisions for the relativistic child were influenced temporarily, but no permanent regression took place.

Kohlberg's Theory and Education

Significance. The cognitive developmental theory holds that man matures through invariant and ordered sequential stages toward the attainment of a higher level of development. This development is a result of interaction with the environment.

The Kohlberg theory of moral development holds that a parallel progression occurs in the affective or social-emotional domain of man. This affective domain includes the moral reasoning process of man. Kohlberg contends that man's moral reasoning develops as a result of structural transformations. This structural changes occur when the ego relates to others in a social condition. Because the classroom is an environment which includes students in a social condition and where egos are often in conflict, moral development is taking place as students interact with each other and with their teachers. Moral education is taking place even when the environment is unaware of its presence, according to the Kohlberg theory.

A moral education program would change the classroom environment from one in which development is taking place by chance due to the developmental nature of man to an environment which encourages and stimulates natural moral development in students. Such a moral education program would include moral reasoning opportunities which are in accord with the research findings of psychologists. The upward movement through the stages of moral development encouraged by such a program would lead the student to an acquisition of more relativistic patterns of response to social conflicts, according to the Kohlberg theory.

Learning theory. Cognitive developmental theory and Kohlberg's theory of moral development produce the following principles which are pertinent to education. These statements have been abstracted from the literature of psychology which was reviewed for this study. For the sake of this project, these statements constituted the learning theory upon which the program was based.

1. Development takes place as a result of changes or transformations in cognitive structure (Kohlberg, 1969:348).
2. The cognitive structure, a system for organizing experience, is transformed as a result of encounter and conflict with the environment (Smith 1974:10).
3. When the cognitive structure, which tends by nature to a state of equilibrium, adjusts to the new experience or when a state of balance between the organism and the environment is achieved, learning has taken place and a condition of stability exists (Kohlberg, 1969).
4. Man, according to the cognitive developmental theory, develops or learns this way in both the cognitive and the affective or social-emotional realm. The attainment of a cognitive stage is a necessary but not sufficient condition for parallel structural change (Kohlberg, 1969).

5. Social development results from the restructuring of the ego as it relates to others in a social condition (Kohlberg, 1969).
6. Social development tends toward an equilibrium between ego (and its actions) and the actions of other egos toward the self. The equilibrium established is the principle of justice or reciprocity (Kohlberg, 1969).
7. Both cognitive and social-emotional (affective) development follow stages of development. Movement from one stage to the next is a process of rejection and construction. Through the awareness of its contradictions and inadequacies, the logic of the existing stage is rejected, and a new stage is then created (Turiel, 1974).
8. Subjects comprehend thinking below their current stage of development and regard it as "bad advice." They comprehend thinking at their own stage. They comprehend and prefer thinking one stage higher than their current stage of thinking (Rest, 1968).
9. Role-taking ability, it is believed, is a necessary prerequisite for movement to the higher levels of affective development. A relationship between a mental age of 10 with reciprocal role-taking skills and conventional moral judgment was established (Selman, 1971).
10. The fundamental social inputs stimulating moral development are "role-taking opportunities" (Kohlberg, 1969).
11. Quantity of social participation is positively associated with higher stages of moral development (Keasey, 1971).
12. Students occupying positions of peer group centrality as reflected by popularity and/or leadership scores were at higher stages of moral development (Keasey, 1971).
13. Social pressure has a long term effect when applied in a developmentally relevant direction (LeFurgy and Woloshin, 1969).
14. The educational environment may stimulate or retard moral development (Blatt and Kohlberg, 1973).
15. Development, i.e., progression through invariant, hierarchically integrated, age-related stages, is the aim of education (Kohlberg and Mayer, 1972).

Application attempts. Five studies have been conducted which are pertinent to the application of the Kohlberg theory of moral development to the field of education. These were conducted by the following: (1) Blatt (1973), (2) Blatt and Kohlberg (1973), (3) Lorimer (1971), (4) Liberman and Selman (1974), and (5) Biskin and Hoskisson (1977). Each study supports Turiel's (1969) conclusion that richer stimulation of the moral structure led to more rapid advancement through the invariant sequence of moral stages.

Blatt (1973) and Blatt and Kohlberg (1973) initiated conflict, uncertainty and disagreement among children. They followed this uncertainty by a presentation of modes of thought (ways of looking at moral dilemmas) one stage above the child's own. They were exploring the effects of guided peer group discussions on students. The first of these studies was a pilot study conducted with a Reform Jewish Sunday School class of 11 and 12 year old students. Thirteen of these children were sons and daughters of professional or academic parents. They were randomly selected from the class of thirty. Treatment between pre- and post-testing consisted of twelve one-hour discussions of moral dilemmas. The stage differences among the children provided spontaneous arguments. The experimenter took the "solution" of the child who operated at one stage above the majority thought and clarified and supported that child's argument. He elaborated that position until he believed that the other children understood the logic and agreed that its logic was reasonable or fair. When a consensus apparently had been reached by the group, a new situation was presented and the same procedure was established. With this new situation,

however, the experimenter supported thinking which was one stage above the previous majority consensus.

The major result of this pilot study was the finding that the classroom experience led "to a significant increase in moral judgment maturity and that the increase was still evident one year later" (Blatt and Kohlberg, 1973:18), when the Kohlberg Moral Judgment Scale was administered as a post-test. The results of this program indicated that an educational program was able to speed natural development trends and that this stimulation was not temporary.

Blatt replicated his pilot study using four public school classrooms. His sample consisted of one hundred thirty-two subjects from four suburban Chicago schools. The sixth grade was selected for experimentation because age 11-12 is considered to be an optimum age for acceleration (Kohlberg, 1969; Turiel, 1969). This study supported the findings of the pilot study. The experimental group indicated a significant increase in moral judgment maturity as compared to the control groups, and this increase was still evident one year later.

The Blatt pilot program and the Blatt-Kohlberg replication of that program (1973), of course, suggests the possibility of conducting moral education programs in the public schools. These studies also utilized the discussion method as a means of initiating conflict in moral reasoning.

Another attempt at theoretical application was conducted by Lorimer (1971). He attempted acceleration of moral reasoning in 130 male and female adolescent high school students. His hypothesis that

change in the level of moral judgments can be induced was tested and verified using volunteer subjects with an age range of 16.5 to 19.5 years. The Lorimer project utilized film, discussion, lecture, and debate as methods for structuring the environment to initiate conflict in the moral reasoning of the subjects.

A fourth project involving the application of the Kohlberg theory of moral development to the classroom setting was reported in 1974. Liberman and Selman accepted the need for application of moral development principles at the primary grade level. They believed the dilemmas used by Kohlberg and others at the junior high school levels were inappropriate for the primary student due to the inability of the young child to comprehend the significance of the conditions posed. These researchers still believed the principles of upward stage movement to be applicable even at this young age. Recognizing that appropriate dilemmas needed to be developed, Selman (1972) constructed a set of dilemmas suitable for use at this level. He produced a series of filmstrips dramatizing these dilemmas and conducted an experiment to test their relative effectiveness (Liberman and Selman, 1974). Students in the experimental group were introduced to the filmstrip, led in a discussion designed to elicit responses to open ended situations, asked for their reasons, and permitted to debate with their peers. Teachers who were guided by manuals led the discussions. The post-posttest indicated sustained advance in moral reasoning for the primary level student in the experimental group while no significant difference was found in the moral reasoning of the control group which had

received no treatment. This project employed the filmstrip, discussion, question/answer, and debate as methods of stimulating moral reasoning by the subjects.

Biskin and Hoskisson (1977) conducted two additional studies related to a "moral education program centered around structured discussion of moral dilemmas found in children's literature and basal reading series." The experiments differed from each other only in the number of subjects and the frequency of treatment. In the first experiment, ten fourth and ten fifth grade students were randomly selected and assigned (five from each level) to either a control or an experimental group. The groups were matched for sex and age. Four of Kohlberg's assessment protocols were administered, by a trained tester as a pretest (cf. pg. 11). After the pretests were administered, seven weeks of treatment began for two subgroups of the experimental group consisting of five students in each group.

In preparation for the treatment, the experimenters conducted an analysis of seven stories and, related to these, constructed reflective discussion questions according to Reflective Reading-Thinking Strategy (Hoskisson, 1973). Treatment consisted of a discussion using the prepared questions which provided role-taking opportunities for the subjects. Conflict in moral reasoning was sought as the subject identified with the decision making of the story character who was reasoning above the student's current level of moral development. The treatment also provided social interaction with others at varied levels of moral reasoning.

The students in the control group read the same seven stories, but they did not participate in any related activities. All students completed a post-test within one week of the treatment. A statistical analysis indicated that the "treatment was successful, but not exceptionally so," in accelerating the moral judgment of the experimental group as compared to the control group (Biskin and Hoskisson, 1977:21). The experimenters concluded that this moderate success may have resulted from the fact that many stages of moral development were represented in the small groups, i.e. "large within group variation" existed (Biskin and Hoskisson, 1977:21).

In Experiment II, thirty-four fifth grade subjects were randomly assigned to an experimental group and a control group. The groups were matched for age and sex, and the experimental group was subdivided into subgroups of eight for discussions. The procedure and treatment were the same as in Experiment I; however, treatment was continued for eighteen weeks. Post-tests were completed within a week and one-half. Results indicated that the "treatment was very successful" (Biskin and Hoskisson, 1977:27).

The hypothesis that discussions of moral dilemmas faced by story characters would provide a sufficient amount and quality of role-taking opportunities to induce changes in moral judgments was upheld (Biskin and Hoskisson, 1977:28).

The five studies previously cited have utilized a variety of methods to initiate conflict in moral reasoning among subjects. These include question/answer, discussion, debate, lecture, and role-taking opportunities via film, filmstrip, and stories. These appear to be appropriate methods for classroom use when joined with content or

material from an academic discipline because they serve the demands of Kohlberg's theory of moral development by leading the ego into conflict with other egos in a social condition.

Kohlberg's Theory and Children's Literature

The content-free nature of the Kohlberg theory makes it necessary to apply the theory to compatible content for successful structuring in the classroom. The requirements for application of this theory are expressed by Rest (1974) as follows:

Developmental psychology at best might be able to prescribe what specific concept, problem or discrimination is most propitious for a given subject to deal with at a given time, but this does not determine the materials, the activity, or the experiences which are to be used. Developmental psychology may be useful in specifying objectives and useful ideas for sequencing activities, but it does not furnish a complete pedagogy nor curriculum materials. One hopes educators who want to use developmental psychology as a guide to value education will not have to devise curriculum materials "from scratch" but will be able to select and adapt much of the existing material (the case studies, films, simulation games, role-playing episodes, novels, exercises, and problems in social studies, and so forth). One might envision the developmental psychologist providing a list and schedule of basic concepts and problems, for example, and the curriculum developed preparing materials and defining activities appropriate to each developmental component. It will take much research to determine what works best with what students under what conditions (Rest, 1974:256).

The results of the Biskin-Hoskisson experiment suggest that the genre of children's literature could provide content compatible with the Kohlberg theory of moral development. Literature written for aesthetic satisfaction would provide role-taking opportunities for the students and the moral dilemmas faced by story characters could serve as a stimulus for moral reasoning exercises.

Literary authorities generally agree that contact with creative literature helps students deal with moral dilemmas. For example, two of the leading experts in the field of children's literature note that

We approach value exploration through literature from an emotional response coupled with character interpretation. We can recognize and encourage reader interaction with the values of story characters. Using techniques for discussion, role-playing, and puppetry, it is possible to enhance the process of personal value formation (Sutherland and Arbuthnot, 1976:522).

Applying the Kohlberg theory to children's literature was suggested by Sutherland and Arbuthnot (1976) in the following statement.

...literature not only can provide well-developed situations but also can show desirable and undesirable consequences of a course of action. Role playing or follow-up discussion can help children to consider the options open to them when they face problems and to think, also, about the consequences of a particular way of behaving. Books with well-developed plot and characterization can provide children with fine insights into ethical ways of dealing with problems. Therefore, experiences with good literature selections should help children to think about the values held by the story characters and relate those values to situations in their own lives (Sutherland and Arbuthnot, 1976:520).

SUMMARY

Cognitive developmental theory has stimulated research by Kohlberg and others on the affective development of man with specific emphasis on the development of moral reasoning. The results of this research indicated that man progresses through universal, invariant, hierarchically integrated, age-related stages of moral development, and this development may be stimulated or retarded by the environment.

Theoretically, then, moral development takes place in the classroom as a result of the developmental nature of man's faculties

for learning. The classroom environment may either stimulate or retard this development.

A review of the literature in the areas of cognitive-developmental theory, Kohlberg's theory of moral development, experimental research based on the Kohlberg theory, and reference works in children's literature indicated a need for application of the content-free theory to the classroom situation. Research by Biskin and Hoskisson suggested that children's literature was a compatible content for association with the Kohlberg theory. The literature appeared to be compatible with the theory because it presented role-taking opportunities for the reader through characters who face moral dilemmas or make moral decisions. These dilemmas and the resultant actions of the characters may serve to stimulate moral reasoning exercises in the classroom. Children's literature further offered opportunities for question/answer, discussion, lecture, role playing exercises and debate. Research has already employed these instructional methods in the application of Kohlberg's theory of moral development to the classroom setting as a means of stimulating conflict between the ego and other egos in a social condition.

Researchers in disciplines of psychology and literature have indicated the need for a program which offers direction to the classroom teacher who wishes to conduct planned, theoretically based moral reasoning exercises in the classroom. The program presented in Chapter Four responds to this need.

Chapter 3

PROCEDURES

INTRODUCTION

The procedures for developing a program which would permit teachers to benefit from the current research findings of Kohlberg and his associates included three steps. They were (1) abstraction of learning theory from the psychological theory (See page 22); (2) translating the educational principles from the abstract realm of learning theory to the concrete dimension of educational practice and experiences; (3) organizing and sequencing the theoretically based educational experiences to form a program for teachers to follow.

EDUCATIONAL PRACTICES

Any attempt to convert a theory into educational practice involves the determination of three essentials for program design: (1) nature of the educational experience; (2) identification of materials; and (3) identification of methods. The following conclusions pertinent to program design were made on the basis of the learning theory suggested by the Kohlberg theory of moral development and research related to this theory.

Nature of the Educational Experience

The theoretical position of cognitive developmentalists, the research of Kohlberg, and research related to his theory of moral

development suggest two notions which govern the teacher who wishes to benefit from their findings. The educational environment may stimulate or retard moral development (Blatt and Kohlberg, 1973). Rather than leave this development to chance in an atmosphere unresponsive to its presence, the teacher may seize the educational opportunity and structure the environment to stimulate and encourage moral development. In structuring the environment, the teacher would permit cognitive conflict and an awareness of inadequacies and contradictions in the logic of the student's moral reasoning.

Because the sixth grade contains students who are 11 and 12 years old, the probable range of Kohlberg stages of moral development found in this group is 1-5.

Research (Rest, 1968; Turiel, 1969) indicated those students operating at stage one moral reasoning could comprehend and would prefer stage-two thinking. Stage-two presentations were, therefore, established as the lowest level of moral development demanded for classroom consideration. Kohlberg's theoretical statement (1969) indicated the likelihood that stage four is an upper level of development for 12 year olds. Turiel (1969) substantiated this contention. As a result, it was believed that comprehension of stage six was highly unlikely in the middle school. Therefore, the highest level of moral development demanded in the classroom exercises was determined to be stage 5.

As a result of these factors, it was concluded that:

1. The teacher should structure the educational environment to cause cognitive conflict and an awareness of inadequacies and contradictions in the logic of the student's moral reasoning.

2. The teacher should structure the environment to provide exposure to a variety of responses which represent stages 2 through 5 of moral reasoning according to the Kohlberg scale.

Identification of Appropriate Materials

In order for the student to benefit from current Kohlberg related research conclusions concerning moral development, his classroom environment must be structured to permit moral reasoning exercises. These exercises should include exposure to reasoning at stages 2-5, and then should challenge the logic of the student's current stage of moral development.

The Kohlberg theory of moral development is a content-free theory in that it does not transmit a body of knowledge to the student; the content of another discipline must provide the material for moral reasoning. Children's literature was suggested by the nature of the theory and by the experts in the genre as an appropriate content for association with the Kohlberg theory, because it includes characters who make moral decisions. These decisions may serve as a source for moral reasoning exercises.

Materials which would help structure the classroom environment were selected for one or more of the following reasons: (1) a plot which involves moral dilemma or action, (2) characters whose behavior and/or motivation demonstrate a specific level of moral development, i.e., pre-conventional, conventional, post-conventional, (3) themes of justice or one of the modes of justice identified by Kohlberg as an aspect of the principles of justice (See Appendix B for modes).

These criteria for selection were established because when present in the literature they may produce conflict in the moral reasoning of the student, according to the Kohlberg position. The resolution of this conflict by the student could result in moral development. This literature may also serve to expose the students to a variety of stages of moral reasoning.

An additional reason for establishing these criteria for inclusion of literature in the program was the fact that stories of this nature can serve as a source of moral reasoning exercises for groups of students. The genre of children's literature then can be said to be the content associated with the content-free theory to form a structured environment for a program of moral education.

After the literature was selected on the basis of the above criteria, it was reviewed in a systematic way. The plan for the literary review was designed based on the Kohlberg theory of moral development. The purpose of the review was to maximize the literature's benefit to the total educational program. The system for literary analysis devised was as follows.

I. Plot Analysis

A. Identify

1. Initial incident

2. Rising incidents
 3. Climatic incident
 4. Falling action
- B. Identify moral dilemma or action
 - C. Determine mode of moral action
- II. Character analysis (major and/or minor)
- A. Determine a character's nature by
 1. What he says
 2. What he thinks
 3. What he does (initiated action)
 4. What others say about him
 5. How he reacts to actions around him
 - B. Identify Kohlberg stages of moral development in the character as determined by speech, thought, action, and resolutions of moral conflict.
 1. Determine all levels manifested by character
 2. Determine predominant level as that most frequently exhibited
- III. Thematic Analysis
- A. Identify theme and trace its development
 - B. Examine the relationship between the theme and the Kohlberg modes of judgment and/or stages of development
- IV. Determine an appropriate and effective method of bringing the students to the literature
- A. Considerations
 1. Variety of method
 2. Level of difficulty of the reading
 3. Time constraints in the classroom

B. Methods of Presentation

1. Independent reading
2. Reader's theater
3. Film
4. Filmstrip
5. Teacher reads to the class
6. Recorded material (tape or record)
7. Combinations of the above

A review of the selected literature according to the above system completed the process of identifying appropriate materials to be included in the program for moral education.

Identification of Appropriate Methods

In order to determine appropriate methods to use in the classroom, and in order to structure the environment and expose the student to a variety of stages of moral development, Kohlberg related research was consulted. This research suggested five considerations for the program designer. They were:

1. Role-taking opportunities should be included because Kohlberg contends that the fundamental social inputs stimulating moral development may be termed "role-taking opportunities" (Kohlberg, 1969).
2. Social participation should be encouraged as a result of the Keasey (1971) conclusion that quantity of social participation was positively associated with higher stages of moral development.
3. Heterogeneous grouping would provide opportunities for expression of conflicting points of view and exposure to a variety of stages of moral development (Blatt and Kohlberg, 1973).

4. Guided peer group discussion with discussion guides structured to evoke a variety of stage responses from the students should be included. Peer influence has been found influential in development when applied in a developmentally relevant direction (LeFurgy and Woloshin, 1969).
5. Utilizing students who enjoy peer group centrality as group leaders would be advisable when coupled with discussion or other activities involving sharing points of view (Keasey, 1971).

The next step in identifying acceptable methods for the structured program was determining and listing those methods which had been used in research attempts to apply the Kohlberg theory of moral development to the classroom setting. The following teaching methods were identified.

1. Asking questions regarding moral decisions made by characters in the Kohlberg dilemmas was a standard way of assessing a subject's thinking and motivation for thinking. Asking questions would serve the purposes of this program as a means of inducing the student to focus on the nature of moral issues and on his own way of solving moral dilemmas.
2. The teacher-led discussion method was employed in the research of Blatt (1973) and Blatt and Kohlberg (1973).
3. The Lorimer project (1971) used film, discussion, lecture and debate as methods of applying the Kohlberg theory to the classroom setting.
4. Filmstrip and discussion were the means which Liberman and Selman utilized in conducting their research at the primary grade level (1974).
5. Role-taking opportunities provided by the literature and directed discussion based on predetermined questions were the methods employed in the research of Biskin and Hoskisson (1977).

Because the above methods were employed in earlier research attempts and because each provides opportunities to meet the goals of the educational experience, they were accepted for inclusion in the total educational program.

By way of summary, a list of those methods considered acceptable for inclusion in the educational program as determined from theoretical research, from applied techniques, and from the goals of the educational experience are as follows:

1. Questions (demanding student reflection)
2. Role-taking opportunities
3. Social participation
4. Heterogeneous grouping
5. Guided peer group discussion
6. Teacher-led discussion
7. Film
8. Lecture
9. Debate
10. Filmstrip
11. Non-structured discussion (based on moral conflict present in the materials)
12. Questions (demanding student focus)

Design of the Program

The purpose of this study was to design a program which would permit public education to benefit from the research findings of Kohlberg and his associates. Research findings indicated that the program must be one which permits the teacher to structure the environment to encourage students to consider the logic of their own moral reasoning through exposure to moral reasoning in conflict with their

own. This involves exposure to stages 2 through 5 in the sixth grade classrooms of 11 and 12 year olds.

The content for the structured environment from the genre of children's literature was selected in accord with established criteria (See page 35). It was sequenced from simple to complex. The literature was reviewed according to the plan previously set forth (page 36). A method of bringing student and literature together was then determined.

By merging the five considerations suggested by the Kohlberg related research (page 38) with the methods employed in previous attempts to apply the Kohlberg research to the classroom setting (page 39), a series of activities were developed. The activities presented a practical pattern which could be utilized in association with the literature selected for the program. In devising the series of five activities, theoretical consistency was maintained and an open opportunity for creative and theoretically significant use of the children's literature was retained.

The five types of activities designed were (1) Question/answer - paper/pencil, (2) Discussion - literature based, (3) Discussion - analogous situation, (4) Role-taking, and (5) Individual - concrete expression. An explanation of each of these activities follows.

Question/Answer-Paper/Pencil

Paper-pencil materials which utilized questions about moral dilemmas found in the literature were created for individual work.

They were created to permit individual thinking and included tasks structured to demand attention to levels 2 through 5 of the Kohlberg moral judgment scale. These materials included tasks which gave the student the opportunity to express his level of preference when solving a moral dilemma, and they presented conflict solutions at all levels, i.e., 2 through 5.

The tasks attempted to create an awareness of inadequacies in the individual's logic which could lead to the rejection of his existing stage and a movement toward a higher stage of moral development.

The creation of the question/answer-paper/pencil activities for individual work was based in the research of Kohlberg (1958), Biskin and Hoskisson (1977), Turiel (1968, 1969, 1974), Rest (1968), and Rest and Turiel (1969).

Peer-led Discussion- Literature Based

The second activity designed to accompany the literary selection was a small group discussion. The discussion focused on one or more of the following: (1) moral actions in plotted stories, (2) moral decisions in character stories, (3) ideas on justice or one of its modes and conflicts with these ideas in thematic selections.

It was suggested that the discussion group not exceed eight to ten students in order to assure active participation opportunities for each (See Keasey, 1971; Biskin and Hoskisson, 1977). The teacher appointed a discussion leader who enjoyed peer group centrality. Keasey (1971) found that the class leader was more likely to exhibit a higher level of moral judgment development than others in the class and

in the case of the discussion could stimulate the others to more mature levels of moral reasoning.

The teacher-developed questions for discussion were distributed to the discussion leader. The questions were structured to call attention to moral judgments and alternatives to the judgments. The groups were asked to reach a consensus concerning the resolution of the moral dilemma under discussion. Each group then presented its conclusions to the total class, and the class was given the opportunity to debate the resolutions.

Kohlberg (1969) indicated that peer group participation appeared to stimulate moral development in so much as it provides role-taking opportunities for the student. Keasey (1971) found role-taking opportunities related to social participation and the quality of participation to be related to moral development level. LeFurgy and Woloshin found that peer group or social participation influenced the movement of the subject in the direction of applied social influence on the short term, however, in the case of regression, the movement had no long term effect.

These studies indicated that small group discussion was an effective means of permitting students to engage in moral reasoning. Using the literature to provide the moral dilemma for discussion and structuring the questions to give attention to alternatives in moral decision made this activity consistent with current research findings.

Discussion-Analogous Situation

The discussion of an analogous situation (peer or teacher-led) followed the same format and was justified by the same rationale as the discussion which was literature-based. At the conclusion of the discussion of the analogous situation, after the consensus of the group has been reached, the group was asked to express its decision and then they shared this decision with other groups. Each group was asked to respond to the conclusions of their peers, regarding the solution of the moral dilemma under consideration.

This activity forced each member of the group to help transfer his thinking from the literary orientation of the former discussion to an analogous situation. In the process of discovering the other group's resolution of the dilemma, the student was given the opportunity to encounter additional levels of moral reasoning.

Kohlberg (1969) suggested the importance of being able to transfer moral reasoning at a given level to similar moral reasoning concerning an analogous situation. He indicates that generalizing is essential as an indicator of structural change.

Role-Taking Opportunities

Role-taking opportunities were provided for the students. These were based either on extensions of literary scenes or on analogous situations. The following variations provided opportunities for role-taking: (1) simulation games, (2) puppetry, (3) story creation and story telling using felt board or poster presentation, (4) creative dramatics, and (5) assignments of roles with changing situations.

Role-taking opportunities were provided on the basis of Selman's conclusion (1971) that the greater ability to take another's perspective was related to higher levels of moral judgment; Kohlberg, likewise, recognized the importance of role-taking opportunities when he suggested that role-taking ability is necessary before a movement to post-conventional thinking is possible (Kohlberg, 1969). Role-taking opportunities for this study were also regarded as opportunities for social participation, the importance of which has already been noted in the studies by Kohlberg (1969), Keasey (1971), and LeFurgy and Woloshin (1969), and discussed under the heading Discussion-literature based.

Individual-Concrete Expression

In the final activity based on literary selections, the class was presented with a moral dilemma which each member resolved independently. He was then asked to express his resolution in a concrete way and to share his creation with the class, defend his position if necessary, and question the conclusions of others in the class. This activity provided role-taking opportunities, discussion opportunities, social participation opportunities, and debate opportunities. The importance of these has been stated in preceeding commentary.

Some suggestions for creative modes of expression were included as a part of the program. They were (1) shadow box series, (2) clay products, (3) creative writing, (4) simulated radio or television program, (5) construction with commercial materials such as tinker toys, lincoln logs, or toothpicks, (6) collage presentations, (7) painting, or (8) woodwork.

When material was selected and adapted to the pattern of activities described, a segment of the program was complete. These segments were arranged from simple to complex. When the segments were united the program was complete.

Chapter 4

THE PROGRAM

Introduction

A program merging Kohlberg's theory of moral development and the genre of children's literature is presented in this chapter. It was designed to permit public education to benefit from the research findings of Kohlberg and his associates. The program is based on the theoretical rationale presented in Chapters 2 and 3 and was developed according to the procedures described in Chapter 3. The program is written to be used by classroom teachers and is designed to be ready for classroom use.

The program is one which permits the teacher to structure the environment to encourage students to consider the logic of their own moral reasoning by means of exposure to moral thinking different from their own. It involves exposure to moral thinking at stages 2 through 5 and is designed for use in a sixth grade classroom of 11 and 12 year old children.

The literature selected for the program was sequenced according to its difficulty, moving from simple to complex. A series of five activities was designed for use with the literature selections. The elements in that series are: 1) Question/answer - paper/pencil; 2) Peer-led discussion - literature based; 3) Discussion - analogous situation; 4) Role-taking opportunities; and 5) Individual - concrete expression.

The program contains the following sections: An introduction to the program, the Fable, the Fairy Tale, Rabbit Hill, Charlotte's Web, From the Mixed-Up Files of Mrs. Basil E. Frankweiler, Souder, Carry On, Mr. Bowditch, Wrinkle in Time, and The Lion, The Witch, and The Wardrobe. Each of the literature-based sections of the program is arranged to contain the following: Introduction, Objectives, Directions, Activities 1 through 5, Notes to aid interpretation (where necessary), Student evaluation, Student evaluation sheet, and Materials needed.

THE PROGRAM

Kohlberg has proposed a theory of moral development which has received wide recognition from other developmental psychologists and from educators. The program for the sixth grade classroom which follows associates the Kohlberg theory of moral development and the genre of children's literature.

Kohlberg's theory of moral development has its origin in developmental psychology. According to this theory, cognitive development is a result of the individual's interaction with his environment. The advocates of this psychological theory contend that, when this interaction involves a new experience, the individual is called upon to adjust to this experience. When the individual adjusts to the experience, development takes place. A state of equilibrium or stability then exists in these individuals. They now approach their environment in a more advanced state of development than they enjoyed before they encountered the new experience.

Development is stimulated by contact with an environment that sets up a conflict in the individual's current way of looking at his environment. As the individual adjusts to this new and conflicting notion or experience, growth or development occurs. This development, according to the theory, may be observed in stages. In other words, there are qualitatively different ways of viewing the environment and of solving problems. These different modes of thought form an invariant sequence of stages through which each individual moves. Cultural factors may speed or slow or stop this movement through the stages, but they do not affect the sequence.

These are the basic assumptions that Kohlberg accepted from Piaget and the other developmental theorists. Along with these ideas, Kohlberg accepted four additional assumptions regarding cognitive development which pertain to social development (Kohlberg, 1969:349). First, he assumes that social development takes place in a fashion similar to cognitive development. Second, there is a fundamental unity of personality and development termed the ego or the self. Social development is, in essence, the restructuring of the (a) concept of self (b) in its relationship to concepts of other people and (c) conceived as being in a common social world with social standards. Third, the same process that takes place in the cognitive domain of man likewise takes place in the social realm. This social development involves role-taking, i.e. an awareness that the other is in some way like the self and that the other knows or is responsive to the self in a system of complementary expectations. Therefore, developmental changes in the social-self reflect parallel changes in the individual's concept of the social world. And finally, the direction of social or ego development is also toward an equilibrium or reciprocity between the self's actions and those of others toward the self. In its generalized form this equilibrium is the end point or definer of morality. It is conceived as involving principles of justice, reciprocity, or equality.

Having accepted the above assumptions of cognitive developmentalists regarding cognitive and social development, Kohlberg focused his research on moral development as one of several strains of social development. Because moral development is an aspect of social development, he expected to find the assumptions of cognitive developmental

theory operative in the realm of moral development. It also seemed likely that stages of moral development would be identified, and that these stages would represent qualitative differences in ways of looking at moral decisions. Kohlberg's research confirmed his assumptions regarding cognitive developmental theory, and he was also able to identify stages of moral development as he had anticipated (See Program Attachment).

Kohlberg's findings become important for the classroom teacher because they indicate that moral development takes place as a result of man's interaction with his environment as he encounters new experiences. The classroom then becomes a potential source of moral development because students experience environmental interaction there. The classroom teacher may be unaware of the spontaneous development which is taking place. This lack of awareness may slow or stop the moral development which is potentially within each individual. On the other hand, a classroom which is structured to stimulate moral reasoning may aid or speed this moral development. An appropriately structured environment in the public school system would serve to stimulate the natural development of students rather than leave this development to chance.

Because Kohlberg's theory of moral development is a theoretical approach to the nature of human development, it does not provide a body of knowledge to be conveyed to the student by the teacher. It is, rather, theory which offers information to the teacher about the natural developmental pattern of the student. Because developmental

theory explains the process involved in human development and does not provide content for study by the pupil, it is said to be "content-free."

If the classroom teacher and the student are to benefit from the Kohlberg findings, a content must be identified which will provide moral reasoning opportunities for the student. This same content could be used to structure the environment to encourage the development of moral reasoning.

Because the genre of children's literature includes plots which contain moral decisions, characters who make moral decisions, and themes of justice, it is regarded as an appropriate content for merger with the Kohlberg theory.

It should be noted at this time that the association of Kohlberg's theory of moral development with the genre of children's literature in this program is not intended to interfere with or to replace the usual and appropriate critical approaches to works of literary value which take place in the classroom. The association of the Kohlberg theory with children's literature, however, does provide an additional point of view from which the student and teacher might approach the literature. It is hoped that this program will be incorporated as a part of the classroom procedure already in place for the discussion of the literary materials. This program provides a different critical approach to literature already present in most classrooms and provides a means of structuring the classroom environment to provide opportunities for moral reasoning exercises. It is further hoped that the teacher may apply the principles of association utilized in the program to other literary studies of his choice.

In order to devise a systematic means of associating the Kohlberg theory of moral development with the genre of children's literature, five activities were devised with a view toward theoretical consistency. These activities were devised after a thorough review of the Kohlberg and Kohlberg-related research. The activities are as follows: (1) Question/answer - paper/pencil, (2) Peer-led discussion - literature based, (3) Discussion - analogous situation, (4) Role-taking, and (5) Individual-concrete expression. A discussion and rationale for each of these five activities follows.

Question/Answer - Paper/Pencil

The question/answer technique has been used by Kohlberg and other researchers both as a means of assessing moral reasoning levels and as a means of stimulating advancement through the stages of moral development. By constructing a paper-pencil questionnaire which includes a choice of answers representing thinking at stages 2 through 5, the student is exposed to thinking which he comprehends and/or which corresponds to his current level of reasoning. He is likewise exposed to thinking different from his own. This interaction may establish conflict in his current mode of reasoning and encourage him to consider the inadequacy of his logic. When the student interacts with the possible answers and makes his choice, he is most likely, research shows, to select an answer which corresponds to his current stage of moral reasoning or that stage immediately higher than his own. By observing the student's answers to the paper-pencil questionnaire the teacher can begin to build a profile of the student's moral reasoning

stage and ultimately use this information for the benefit of that student when structuring his learning environment or when responding to him on matters involving moral dilemmas.

For example, nearly every teacher must respond to matters related to fighting or cheating in the classroom. An awareness of a student's stage of moral development permits a teacher to address the student involved in the situation with a level of reasoning he can comprehend. The teacher may also use this occasion to approach the student with a level of moral reasoning one stage above his own current level of operation. This challenges his thinking because it requires advanced thinking. This chance for development may take place during any regular classroom interaction so long as the teacher is aware of the student's stage of moral development.

The question/answer - paper/pencil activity serves two purposes in this program. It provides the student with an opportunity for environmental interaction which may facilitate growth in moral reasoning, and it provides information for the teacher which may be beneficial in his other work with the student.

Peer-led Discussion - Literature Based

The second activity designed to accompany the literary selection is small group discussion. The small group discussion provides an opportunity for members of the group to express opinions about moral questions. In so doing, the members of the group are likely to be exposed to and called upon to respond to views representing stages different from their own. By reasoning about ideas different from their

own, students may recognize the inadequacy of their own logic, which may stimulate a rejection of their lower level of moral reasoning and a movement toward increased moral maturity.

In addition, a student's moral reasoning may be expected to be moved in the direction of small group or all-class consensus opinion. If this influence is toward regression in the stages, the influence does not remain over the long term. If the influence is in a developmentally relevant direction, i.e. toward a higher stage of moral reasoning, the influence remains over the long term (Keasey, 1971).

Previous research findings suggest that the discussion group should not exceed eight to ten students in order to assure active participation opportunities for each student. In addition, the teacher should appoint a class leader to conduct the discussion because the class leader is more likely to exhibit a higher level of moral judgment development than others in the class and in the case of the discussion, this student could stimulate the others toward more mature levels of moral reasoning.

It is also recommended that the teacher should instruct the discussion leader prior to the group's assembly regarding his role as group leader. The teacher should point out to the student that it will be his responsibility to keep the discussion moving. Each student should be given the opportunity to participate in the group discussion, and students should be asked to give their reasons for the answers they give in the discussion. If volunteers are not readily available to give answers, the group leader should ask students of his choosing in

the group to express an opinion and, if necessary, ask another student for his reaction to the opinion.

In some instances, the directions for the activity will instruct the teacher to appoint a recorder for the group. As in the case of the discussion leader, some instruction of the recorder should take place prior to the group discussion. The teacher should point out to the recorder that the ideas agreed upon by the group in answer to the questions discussed should be briefly noted. These answers will then be reported to the whole class for their reaction and discussion.

For this program, the small group discussions are structured to focus on one or more of the following aspects of the literature: (1) moral actions in plotted stories, (2) moral decisions in character stories, and (3) ideas on justice in thematic selections. The discussion topics are structured to call attention to moral judgments and alternatives to the judgments. The groups are asked to reach a consensus concerning the resolution of the moral dilemma under discussion. Each group then must present its conclusions to the total class and the class should be given the opportunity to debate the resolutions suggested by the group. This all-class discussion can become an additional opportunity for interaction among the variety of stages of moral thinking which may be present in the class.

In the program, then, the literature will provide moral dilemmas for discussion and the discussions which focus upon alternative moral decisions can be expected to influence the development of moral reasoning.

Discussion - Analogous Situation

The discussion of an analogous situation is justified by the same rationale as the discussion which is literature-based with one additional consideration. Kohlberg's theory suggests the importance of being able to transfer moral reasoning at a given level and with regard to a particular situation to analogous situations. For Kohlberg, generalizing is essential as an indicator of structural change or growth.

In designing this activity for the program, some flexibility is retained in that discussion can be small group or all-class. It can also be peer-led or teacher-led.

The material for discussion is designed so that it is similar to but not identical with the story content under study. For example, if the story under study involves the question of a character's obedience or disobedience, a similar situation is created to which the student is asked to respond. This opportunity for thinking about an analogous situation may lead to a conclusion either on the part of the individual in the case of an all-class discussion or to a consensus opinion in the case of small group discussion.

Role-taking Opportunities

Role-taking opportunities are provided for the students as the fourth activity in this program. These are based either on imagined extensions of scenes found in the literature or on analogous situations. The following variations provide opportunities for the student to assume the role of another person: puppetry, creative dramatics, assigned roles from the literature, and creative writing.

The rationale for providing role-taking opportunities is provided by Selman's (1971) conclusion that the greater ability to take another's perspective is related to higher levels of moral judgment. Kohlberg has also suggested that role-taking ability is necessary before a movement to post-conventional thinking is possible (Kohlberg, 1969).

Role-taking opportunities for this study are also regarded as opportunities for social participation, the importance of which has already been noted in the discussion of Peer-led discussion - literature based.

Individual - Concrete Expression

In the fifth activity the students are asked to resolve a moral dilemma related to the literature. This resolution or moral decision should be made by the individual student independent of other members of the class.

The student may be asked to express his decision in a concrete way such as in a painting, a poster, a story, or a collage, and to share his expression with the class, defend his position, if necessary, and question the conclusions of others in the class. This activity provides opportunities for role-taking, discussion, social participation, and debate. The importance of these has been stated in the preceding commentary. It further provides the opportunity for the student to transfer the moral decisions from thought to concrete expression and vice versa.

The Literature

In determining the literary selections to be included in this program, the goal was to select sources which would help structure the classroom environment to permit developmentally relevant moral reasoning exercises. The literature was determined to be appropriate for the sixth grade reading level, and it included the opportunity for moral reasoning at stages 2 through 5.

Previous research has indicated that exposure to reasoning at stages 2 through 5 would challenge the logic of 11 and 12 year old students (Rest, 1968; Selman, 1971; Kohlberg, 1969). Since students can comprehend one stage higher than their level of operation, stage two thinking was determined to be the lowest stage demanded in the literary characters (Rest, 1968). Since stage 4 is the highest stage likely to be found in the sixth grade classroom (Kohlberg, 1969; Selman, 1971) and age 10-12 is the most likely time for individuals to develop role-taking ability (Selman, 1971), (role-taking ability is a prerequisite for stage 5 thinking), stage 5 was established as the highest stage required in the literature. In addition, the literature selected for the program provided for a variety of story levels ranging from the simple to the more advanced. The program is sequenced in this fashion.

The literary selections in this program provide an opportunity for the student to interact with moral reasoning which may be different from his own as he reads the primary source. The literature also serves as the basis for activities which include exposure to a variety of stages. The activities provide this exposure because 1) they ask the

students to focus on moral questions in the literature, 2) they contain questions/answers, discussion stimulators and contrived analogous situations which incorporate a variety of stages, and 3) they offer opportunities for student interaction with peers whose moral reasoning stages are likely to differ.

The program itself contains a section on the fable, a section on the fairy tale and continues with sections on a series of novels. The novels discussed are: Rabbit Hill (Lawson), Charlotte's Web (White), From the Mixed-Up Files of Mrs. Basil E. Frankweiler (Konigsburg), Souder (Armstrong), Carry on Mr. Bowditch (Latham), Wrinkle in Time (L'Engle), and The Lion, the Witch and the Wardrobe (Lewis).

The teacher will find that each section is introduced by a rationale for the selection of the particular piece of literature. This introduction is followed by a set of objectives for that section. The objectives are followed by the activities and the activities are followed with evaluation procedures. These procedures include written expression on the part of the student and the completion of a check sheet by the teacher. The check sheet includes a column which notes participation in the objective-related readings and activities and a column where the teacher may comment on any conclusions he draws from observation of the student as he interacts with the program. The teacher may observe stages of thinking in a student and by comparing these, observe stage change. When necessary, additional notes of interest to the teacher are included following the activity or at the conclusion of the section.

THE FABLE

Introduction

The fable. The fable is a short, easy to read, narrative involving the moral actions of characters which are usually animals. It is a part of oral literary tradition and historically has been used to teach morals. The fable is included in this program because it is highly plotted and presents opportunities for consideration of moral actions. Fables usually embody stage two thinking (preconventional) on the part of the characters.

"The Shepherd's Boy" and "The Cricket and the Ant". Two fables were selected for this program. The first is "The Shepherd's Boy," attributed to Aesop. The second is "The Cricket and the Ant," from LaFontaine collection of French fables. Each embodies preconventional thinking and a moral action.

Objectives

As a result of this study the student will

1. Listen to the teacher read "The Shepherd's Boy " and "The Cricket and the Ant," in which the student encounters stage 2 thinking.
2. Complete a questionnaire concerning each fable and thereby encounter answers which reflect thinking at stages 2 through 5.
3. Participate in two small group discussions, literature-based, which are designed to permit interaction among students of various stages of moral development by calling attention to moral judgments and reasoning about these judgments while encouraging responses from the students.

4. Participate in discussions of two analogous situations designed to elicit a variety of stage responses from the range within the group and to help the student transfer his moral reasoning from one situation to another.

5. Participate in two role playing exercises designed to encourage the student to engage in moral reasoning from another's perspective.

6. Complete an individual concrete expression of a moral decision made independently and share this concrete expression with the class visually and through discussion.

7. Be able to write his comments on the study of the two fables as a student evaluation of the program.

Directions

Read "The Shepherd's Boy," by Aesop to the class. At the completion of each related activity, check the appropriate column on the student evaluation chart. Prepare a file for each student. If you file the student's work by date of performance, you should be able to construct an individual profile for each student as the program progresses.

Activity I. Question/answer - paper/pencil. Distribute the questionnaire marked Activity I, "The Shepherd's Boy," to the class and ask the students to complete it.

Name _____

Date _____

ACTIVITY I

THE SHEPHERD'S BOY

Place an X before all the statements you agree with.

- _____ 1. It was fine for the shepherd's boy to pull his trick on the villagers because he got them out to the hillside and he was not lonely any longer.
- _____ 2. This false alarm made the villagers think that the shepherd was not a nice boy and this is what makes the trick a bad thing to do.
- _____ 3. The boy didn't realize he had done anything wrong because he didn't stop to think about the way he would scare the villagers and upset the town.
- _____ 4. He should have tried to think of some way to get over his loneliness by considering what the villagers were going to think and do. He did not think about what they might think.
- _____ 5. Since the boy had tricked the villagers, it was fair for them to stay home when he was in trouble.
- _____ 6. If the shepherd had a nice master he would not be in too much trouble because the master would realize that the boy did not intend to harm anyone by his trick.
- _____ 7. The boy did not carry out his duty to his master or to his sheep because he should have been paying attention to his job and not to his loneliness.

- _____ 8. If the boy expects to be trusted by the villagers again, he will have to promise them that he will never lie to them again and they will have to believe he means it. Then they will help the boy when he needs them and he will be able to count on their help.

If you could pick one of the eight statements above which comes closest to what you think about the story of the shepherd boy, which number would it be.

Number _____

Please choose the sentence you agree with and complete it by giving your reasons.

1. I think it was wrong for the shepherd boy to sound a false alarm and call wolf, wolf, when no wolf was there because.....
2. I think it was all right for the shepherd boy to sound the false alarm and call wolf, wolf when no wolf was there because.....

Please complete the following sentence.

The villagers did not go to help the boy when he was in trouble because.....

Aid to Teacher Interpretation

Research indicates that the student will prefer a stage response which is the highest he comprehends. This is most likely to be one stage higher than his current stage of moral reasoning. He can comprehend any stage below his current stage of reasoning and usually considers these lower stages to be "bad advice." He is likely to select a stage corresponding to his current stage of reasoning or one stage

higher than this. Peer influence can cause him to change his selection, and therefore, you may note some red marks on his paper after Activity II, when he is asked to make any changes he desires using red pencils. If he is influenced to regress, the regression will be temporary. If he is influenced to proceed to higher stages of moral reasoning and demonstrates this upward movement, this influence will be sustained over the long term.

STAGE KEY

The following is a key to stage responses found in the questionnaire. The first column gives the statement number. The second column indicates the Kohlberg stage represented by the statement.

| Statement No. | Response at Stage |
|---------------|-------------------|
| 1 | 2 |
| 2 | 3 |
| 3 | 4 |
| 4 | 5 |
| 5 | 2 |
| 6 | 3 |
| 7 | 4 |
| 8 | 5 |

EXPLANATION OF STUDENT CHOICES

| Students Operating at Current Stage | Statements on Level | Statements Below Level | Statements +1 Staging |
|--|------------------------|---------------------------|--------------------------|
| 2 | 1 & 5 | none | 2 & 6 |
| 3 | 2 & 6 | 1 & 5 | 3 & 7 |
| 4 | 3 & 7 | 1,2,5,6 | 4 & 8 |
| 5 | 4 & 8 | 1,2,3,5, & 7 | none |

Example

A student operating at stage three moral reasoning may mark statements 1, 2, 3, 5, 6, and 7. He may however, reject 1 and 5 as bad advice and not mark these statements. He may also only comprehend one or neither of the +1 statements and thereby fail to mark 3 and/or 7.

At the completion of this activity, collect the questionnaires and keep them available for use in Activity II.

Activity II. Peer-led discussion - literature based. Distribute the questionnaire which the students completed in Activity I. Be certain that each student has his own paper. Divide the class into groups of eight or fewer students and instruct them to place their chairs in a circle. Appoint a class leader to monitor the discussion. Tell the students to begin with the leader and proceed around the circle having each student give the answers he checked on the questionnaire and his reasons for checking those answers. After each student has stated his reasons, proceed around the circle again and give each student the chance to call for questions or debate about the answer/answers or the reasons he selected. Then instruct the students to feel free to talk quietly with one another about their answers to the questionnaire.

When the discussion period is over, provide red pencils for any students who wish to make changes on their original questionnaire. If they failed to mark a statement which they now agree with, have them do so in red. If they marked a statement with which they now disagree, let them draw a red line through their original X. Ask the students to discuss with the whole class those ideas they changed as a result of the discussion. At the completion of the exercise, collect, review, and file the questionnaire. Ask the students to return to their usual seating arrangement in the classroom.

Activity III. Discussion - analogous situation. Read the following to the class:

Once there was a young boy about your age. His parents put a swimming pool in their backyard. One evening he thought he would pull a trick on the neighborhood. "If I yell for help, everyone will run and jump in after me and they will all get cooled off," he thought. And so he tried his plan. Sure enough! The louder he yelled the more people ran to his backyard and one by one they jumped in the pool, clothes and all.

The neighbors certainly were upset when they discovered that the boy was not in trouble but rather he was only playing a trick to help them cool off. Among the neighbors who were so wet were the boy's best friend Jan and Jan's father. On their way home to change clothes, Jan's father said to his son, "Jan, I am very disappointed in your friend. I do not want you to continue to associate with him if he is the kind of person who would call the neighborhood out for an emergency when there is no emergency."

Jan felt very sad because the two boys were very close friends. They had grown up together and sometimes it seemed they knew each other so well they didn't even have to speak in order to share their thoughts. Jan went to bed that night very depressed and lonely.

Sometime very late at night the neighborhood was again awakened by the boy's cry for help. His cry echoed through the dark. Jan jumped out of bed and threw on his clothes. He was met at the door by his father who stopped the boy with a heavy hand on the shoulder. "You aren't going anywhere," the father said firmly. "You are not to go outside."

"But, I must go. My friend is in trouble. There must be a fire or something," Jan protested. "I'm sure there really is an emergency this time and he knows I'll come to help him. I must go, Father." Jan concluded.

After completing the story, find answers for the following questions through an all-class discussion.

Questions

Did Jan go to the friend's house?

How do you know?

What reasons can you give for your answer?

How did Jan reach the conclusion that there was an emergency that threatened his friend?

How did Jan know that his friend expected him?

Aid to Teacher Interpretation

The questions in this activity will give you a clue concerning the role-taking ability of your students. If they can justify their answers you might be aware of the following:

1. If a student answers "yes" to the first question, he may have role-taking ability.

2. If he can tell you that he knows his friend is in trouble and his answer indicates that he has taken his friend's ability to reason into consideration, then the student has role-taking ability. His answer might be something like this...

Jan knows there is an emergency because his friend knows that if he pulled a trick once he cannot get by with pulling that same trick again. The friend knows that Jan knows that and so he is calling for help because he knows Jan will realize how he is thinking and come to help him.

The student who can reason by considering not only his thinking but what another is thinking has role-taking ability. Some advanced students may further be able to reason through a situation whereby Subject A considers Subject B's thoughts and simultaneously considers that Subject B will be considering his (Subject A's) thoughts. For a student such as this, Jan would go to rescue his friend, and his friend will reason to the fact that he is coming with help, and Jan will know his friend knows he'll be there soon. Reasoning this way is, Kohlberg says, a prerequisite for post-conventional moral reasoning but not a cause of it.

Activity IV. Role-taking opportunities. Pair the students in your class and appoint one person in the pair to play the role of the father and appoint the other person to play the role of the son, Jan. Divide the class into groups of three to four pairs per group. Tell the students to permit each pair a turn to have a father/son discussion.

Say:

As your turn comes, pretend that you two are standing in front of the door and Jan's friend is calling for help in the background. Jan begins by saying "But Dad, I must go help 'cause..." When the debate between the two of you is over, ask the group to decide whether Jan goes or stays in the house. Base your decision on the arguments and the ideas which the two players present.

Activity V. Individual - concrete expression. Say to the students:

Pretend that you are a villager. You hear the shepherd's boy calling "wolf, wolf." He has already tricked you once. What are you going to do? On the paper I am passing to you, draw a picture which shows us whether or not you think you should go to him. When your pictures are finished, they will show us what you would do in this situation. We will then have an art exhibit and each of you can see how other villagers felt and what they did in answer to the shepherd's boy's call. We will take some time to share our reasons for the answers we drew and to answer any questions about our drawings.

At the conclusion of the exercise, collect the art work, date it, and file it in the student's folder. It may be used to help develop the child's moral reasoning profile.

Evaluation

Distribute writing paper and direct the students to write about their thoughts, feelings, reactions, and anything they learned from the study of "The Shepherd's Boy."

Collect these; check the individual student's evaluation sheet to be certain it is complete. Read the written evaluation of the student for insight into his interest, level of moral reasoning demonstrated, if any, and any other information which you may find helpful for the future relationship you enjoy with the student. File the written evaluation in the student's folder which already contains the questionnaire and the art work from this study.

THE CRICKET AND THE ANT

Directions

Read the fable "The Cricket and the Ant" to the class. Check the student's evaluation sheet at the completion of each activity.

Activity I. Question/answer - paper/pencil. Distribute the questionnaire marked Activity I. "The Cricket and the Ant," to the class.

ACTIVITY I

THE CRICKET AND THE ANT

Select two statements which you agree with most and place an X beside them.

- 1. The ant is absolutely correct in making the cricket pay for his foolishness.
- 2. The ant should have shared with the cricket because the cricket may be able to help him someday.
- 3. The ant was not nice at all to the cricket when he refused to give him food.
- 4. No one will like the cricket if he doesn't do what he should do.
- 5. The cricket should have followed the rules and stored up food.
- 6. The cricket must not steal the food even to stay alive because it is against the law to steal.
- 7. If the cricket is in danger of starving to death, the ant certainly must share his food supply.

- _____ 8. If the ant won't share his food, the cricket should steal enough to keep himself alive.

When the students have completed the questionnaire, collect it and analyze the results by attempting to determine the predominant stage of moral reasoning exhibited by the student on the questionnaire, and then retain the questionnaire for use in Activity II.

Aid to Teacher Interpretation

STAGE KEY

The following key to stage responses accompanies the questionnaire.

| Statement No. | Response at Stage |
|---------------|-------------------|
| 1 | 2 |
| 2 | 2 |
| 3 | 3 |
| 4 | 3 |
| 5 | 4 |
| 6 | 4 |
| 7 | 5 |
| 8 | 5 |

The structure of this questionnaire is such that the student chooses two statements with which he agrees. He may choose two at the same stage. He may choose two which are adjacent, i.e. on stage and a + or - stage. The teacher may find it advisable to consult preferences from the first questionnaire the student completed on "The Shepherd's Boy" in order to begin to build the student's profile of moral reasoning.

The answer the student gave in that first questionnaire which identified the statement that came closest to his thoughts about the story may be reexamined in the case of students who are not consistent in their selections.

Activity II. Peer-led discussion - literature based. Divide the class into groups of eight or fewer students. Appoint a class leader to monitor and stimulate discussion in each group. Return the questionnaire from Activity I to each student. Be certain that each student has his own paper. Ask the students to place their chairs in the circle for a small group discussion. Tell the discussion leaders to ask those people who placed an X beside the first statement to tell the group why they chose that statement. Continue that process through the eight statements, giving each student the opportunity to present his reasons for choosing the statements he did. After all the reasons have been stated, tell the discussion leader to permit the students to question the reasoning of other students and debate the ideas put forth.

At the conclusion of the discussion, provide red pencils for any student who wishes to change his X. Instruct the students to line out the X they first placed on the questionnaire and place a red X beside their new choice.

At the completion of the exercise, collect, review for stage change, and file the questionnaire. Ask the students to return to their usual seating arrangement.

Activity III. Discussion - analogous situation. Divide the class into groups (not to exceed 8 in a group), have them sit in a circle, and ask one of the students to monitor the discussion by moving the group

to the next question when everyone has had a chance to say all he wants to say about one of the questions. Distribute the following handout to the students.

ACTIVITY III

DISCUSSION QUESTIONS

Think about the following questions. Give your opinions to the group. Ask questions of other group members if you do not understand their answers, and debate the answer with them if you do not agree with their position. When the monitor says to do so, stop the discussion of that question and move to the next.

- A. In case of emergency, for example, a flood, an earthquake, etc. how do you feel about sharing?
1. Would you share the food you have? How would you feel about this? Would you send it to victims?
 2. Would you share the clothing you can no longer wear? Why or why not?
 3. How do you feel about sharing the clothing you are currently using in your wardrobe?
 4. Do you feel any responsibility to feed and clothe the victims of natural disaster?
- B. 1. If you were caught, like the cricket, would you steal in order to stay alive?
2. Would the fact that your own mistake put you in this situation make any difference to you when making your decision to steal or not to steal?

- C. 1. If our country has a surplus of food, that is more than we need, do we have any obligation to share this food with nations having a problem with starvation? Why or why not?
2. If we do not have a surplus but can stay alive even with sharing with the starving, then do we have an obligation to share the food?

Activity IV. Role-taking opportunities. Read the following story to the class.

The Scouts had planned a camping trip for months. The woods were much more dense than any of them had expected. When two of the boys stopped to check out the strange markings on a tree, they really had no intention of "getting lost" from the others. But here they were with no one else around.

It was almost a nightmare as the dark set in and a heavy rain started to fall. As they realized the predicament they were in, they scrambled in the direction the others had gone. Imagine their horror when the taller of the two boys tripped on a root and injured his leg. The shorter boy propped him up and helped him remove his backpack in order to feel a little more comfortable. A false move by the injured boy sent that pack rolling down the steep mountainside and the boys heard it plunge from a cliff into water below. Surely they were missed by now but...

Say to the class:

Now let us change the scene. Pretend that you are a member of the scout troop which has gone ahead through the woods. Suddenly, you realize that the tall boy and the short boy are missing.

Divide the class into scout troops of approximately six members per troop. Identify each troop by a letter such as A, B, C, etc. for each troop. Tell one-half of the members of each troop that they favor returning to find the missing boys. Tell the other half of each troop that they do not think it is reasonable to return for the boys. Let each troop argue as they would in the forest setting. It is advisable

to bring each troop to the front of the room and permit them to act out their scene before the other class members within a time limit which you set.

At the conclusion of the activity ask the class to vote on the troop which used the most logical argument in its presentation.

Activity V. Individual-concrete expression. Distribute the hand-out marked Activity V. "Scouts in the Woods," to the class.

Name _____

Date _____

ACTIVITY V

SCOUTS IN THE WOODS

Pretend you are the shorter boy. From the following statements select the one you most agree with.

- _____ 1. I'll share my food with him so he will share his raincoat with me.
- _____ 2. I'd better be a good guy and ask him if he wants to share my things with me. Mom always likes it when we share.
- _____ 3. The scout promise tells me I must help others in need.
- _____ 4. If I have something my companion needs, he certainly is welcome to it. He would feel the same way, I'm sure. Besides, if I were in his shoes, I'd want him to split what he has with me; so I'll split with him.

Pretend that you are still the shorter boy who has his supplies. Write the ending of the story as he would tell it. Let him do what one of the above statements suggests before the story ends. Do the others return?

After you have written your story ending, read it to the class and let them guess which of the four ideas you were writing about.

Read the handout with the class and be sure they understand that there are four steps in this activity.

1. Select the answer they agree with.
2. Pretend they are the tall boy and write a quick ending to the story which includes the idea they circled.
3. Read their story ending to the class.
4. Have the class guess which of the four ideas they were writing about.

At the completion of the activity, collect the handout and the creative writing. Date these and file them in the student's folder.

Evaluation

Distribute writing paper and direct the students to write about their thoughts, feelings, reactions, and anything they learned from the study of "The Cricket and the Ant."

Collect these, check the individual student's evaluation sheet to be certain it is complete. Read the written evaluation of the student for insight into his interest, level of moral reasoning demonstrated, if any, and any other information which you may find helpful in the future relationship you enjoy with the student. File the written evaluation in the student's folder which already contains the questionnaire and the creative writing from this study.

STUDENT EVALUATION SHEET

Name _____

| Objective | Date | Comments |
|--|------|----------|
| 1. Listen to A. The Shepherd's Boy | | |
| B. The Cricket and the Ant | | |
| 2. Complete Questionnaire A. The Shepherd's Boy | | |
| B. The Cricket and the Ant | | |
| 3. Small Group Discussion A. The Shepherd's Boy | | |
| B. The Cricket and the Ant | | |
| 4. Analogous Situation A. Jan/Father | | |
| B. 3 Sharing Events | | |
| 5. Role Playing A. Jan/Father | | |
| B. Scout Troop | | |
| 6. Individual/Concrete Express. A. Drawing/Discussion | | |
| B. Story Ending | | |
| 7. Student Evaluation A. Written Reaction | | |
| B. Written Reaction | | |

Materials Needed

1. A copy of "The Shepherd's Boy" by Aesop.
2. A copy of "The Cricket and the Ant," by LaFontaine.
3. A file folder for each member of the class.
4. A red pencil or pen for each member of the class.
5. Drawing paper, felt-tipped pens and tape for the art project.
6. Writing paper for the evaluation exercises (2).
7. Handouts: Activity I. "The Shepherd's Boy"
Activity II. "The Cricket and the Ant"
Activity III. Discussion Questions
Activity IV. Scouts in the Woods

THE FAIRY TALE

Introduction

Fairy tales. Fairy tales began in oral literary tradition and they are our legacy from the past. They are plotted stories which include adventure, suspense, and justice. Children may begin their interest in fairy tales during the pre-school years and take a more serious interest in the tales about age six. This interest continues to develop until about age nine where it seems to begin a slow decline and is replaced by the variety of new materials available to the twentieth-century child.

"Whippety Stourie," "Tom Tit Tot," and Rупelstiltzkin". The fairy tale was selected for inclusion in this program for several reasons. The stories are plotted and involve moral actions. Frequently the tension in the story is created by the interaction of characters who are operating at different stages of moral development. The theme of justice is present in concrete terms which facilitates discussion in the classroom. Another reason for including the fairy tale in this program, although in general the sixth grade student's peak interest in them as stories has declined, is to give the child an opportunity to do some critical examination of the literature he may have enjoyed in an earlier time. This may encourage an examination of other works with an analytical eye and encourage this behavior in his future relationship with literature.

Objectives

As a result of this study the student will

1. Acquaint himself with the following literature: "Whippety Stourie," "Tom Tit Tot," "Rumpelstiltzkin," and Inch by Inch, by Leo Lionni.

2. Answer, in writing, four thought questions regarding the actions of fairy tale characters.

3. Participate in a small group discussion with his classmates which considers the motivation of fairy tale characters.

4. Participate in an all-class discussion of an analogous situation provided and led by the teacher which includes the reading of Inch by Inch, a modern children's book by Lionni.

5. Participate in a role playing exercise in which he demonstrates his thinking and the thinking of another person in interaction with himself.

6. Make a moral decision based on the literature and indicate this decision in a shadow box, share the decision with the class through an exhibit of shadow boxes, and answer questions in order to defend and justify his decisions.

Directions

Place copies of "Whippety Stourie" in the classroom for silent reading. Read "Tom Tit Tot" aloud to the students in order to get the full beauty of the dialect into the classroom. Have four members of the class do a reader's theater presentation of "Rumpelstiltzkin."

Activity I. Question/answer - paper/pencil. Distribute the questionnaire marked Activity I, "Fairy Tales," to the class and direct the students to complete the questionnaire in a few sentences. At the completion of the activity, collect the questionnaires and review them. Retain the handout for use with Activity V and file it after the completion of that activity.

Name _____ Date _____

ACTIVITY I

FAIRY TALES

In a few sentences, answer the following questions about the stories we have been reading.

1. If you had been the husband in "Whippety Stourie," would you have made the same demands on your wife as he did after she explained that she had never been taught to spin? Why would you have said the same things, or why would you have acted differently?
2. Did the mother in "Tom Tit Tot" have the right to lie about her daughter being able to spin five skeins if she was embarrassed to admit that her daughter was foolish? Why or why not?
3. Do you think it was all right for the miller to tell the king that his daughter could spin straw into gold? Why or why not?
4. The husband, the mother, and the miller put the women in very strained situations by trying to force them to do something they did not have the ability to do. Has anyone ever done this to you? If so, what did you do? If not, what would you do?

Aid to Teacher Interpretation

The four questions in Activity I represent stage 2 through 5 orientation. You may identify this through key phrases. In question 1 the phrases "the same demands" and "have said the same things," if accepted by the student as appropriate, indicate a stage two reasoning because the husband was a stage two character.

If the student identifies with the mother's embarrassment over her daughter's foolishness, the student is concerned with social approval which indicates stage 3 orientation. The phrase "all right" indicates a set of rules which have been followed and a stage 4 orientation. The last question contains the phrase "anyone ever done this to you" which considers another perspective or the stage 5 reasoning.

In this exercise the student is exposed to questions which are phrased at stages 2 through 5. He will interact with each of these stages because he must produce an answer to each question. It is expected that the student will respond most completely and effectively to the question which is phrased on his level of reasoning, i.e. the level he best understands. He may be able to respond to a level below his reasoning, and comprehend and respond to a level higher than his own level. He is likely, however, to struggle with any idea two stages above his present orientation.

Activity II. Peer-led discussion - literature based. Divide the class into groups of eight or fewer students and direct them to circle their chairs and prepare for a small group discussion. Appoint a member of the group to be the recorder and a member of the group to be the group leader. It is preferable for the group leader to have the

respect of the other students in the group. Distribute the handout marked Activity II. "The Fairy Tale," to each student. Ask the group leader to begin with the student on his left and ask that student to express his answer to the first question and give his reasons for the answer. Proceed around the circle until every student has had the opportunity to answer the question. Instruct the group leader to open the floor for responses to the answers and reasons so that each student may question, comment, or disagree with the answer that another student has presented. Continue the same process for the second question.

When the groups have completed the discussion of the first two questions, distribute sheets of paper to the members of each group. Instruct the students to begin their answer to question three by preparing a list of promises. Ask the students to fold their papers in half and make a "promises kept" on the left side and "promises broken" list on the right side. When the lists are complete, instruct the group leaders to read aloud the underlined material in question 3, Activity II handout. Instruct the leaders to begin on their left and proceed around the circle, permitting each student to express his own opinion on the promises kept and the promises broken. As the opinions are expressed, time for agreement and disagreement should be allotted.

When the groups have completed their discussion, ask the recorder to share the group's conclusions on each question with the whole class. Permit time for response from the class. At the completion of the discussion, collect the papers on which the students noted the promises and file them in the student's folder.

The point of the discussion question is, of course, to lead the student to an awareness of pre-conventional thinking (self orientation) and conventional thinking (social orientation) by having him focus on the concern or motivation of the characters in the story. It is interesting to note that in the fairy tales involved here, the villain, (the miller, husband, and mother) or those making demands, are operating at stage two, while the victims (wives and daughters) and saviors (magicians) are stage three, when they are good (the ladies) and stage two when they are bad (Tom Tit Tot and Rumpelstiltzkin).

ACTIVITY II

THE FAIRY TALE

1. Were the miller, the mother, and the husband looking out for themselves or for the good of the daughters and wife when they imposed the spinning obligation on the women? How do you know?
2. Were the six ladies, Tom Tit Tot, and Rumpelstiltzkin concerned about themselves, the dilemma someone else was in, or the woman herself?
3. In these three stories some promises were kept and some promises were broken. Make a list of those promises kept and a list of those promises which were broken. Are these lists the way you think they should be or are there some kept promises which should have been broken and some broken promises which should have been kept? (Listen closely to the opinions of the other members of the group and decide on what points you agree and on what points you disagree.)

Activity III. Discussion - analogous situation. Read Inch by Inch

by Leo Lionni to the class and then conduct an all-class discussion.

As a basis for discussion use the following questions as a guide to focus on a) The motivation of the nightingale, b) The question of the nightingales right to make the demand, c) The responsibility of the inch worm to meet the demand, and d) The right of the inch worm to seek a way out of the situation.

1. Can the inch worm measure the nightingale's song? Why or why not?

2. Does he have an obligation or responsibility to do what the nightingale says? Why or why not?

3. Has the nightingale demanded something impossible from the inch worm? Why or why not?

4. If you were the nightingale, might you have made this demand? Why or why not?

5. If you were the inch worm, would you have done the same thing he did or would you have done something different in this situation? If you would have acted differently, what would you have said or done?

6. How is the nightingale like the miller, the mother, and the husband we read about in the fairy tales? (They all demanded behavior which was outside the physical capabilities of their victims.)

7. How is the inch worm like the girls who have to spin? (He is the victim of threats if he does not meet an impossible task.)

8. What is different about the endings of the stories? (The inch worm takes care of the situation by himself without the intervention of another party.)

9. Do all the stories end fairly? Why or why not?

Activity IV. Role-taking opportunities. Direct the students to imagine some person in authority demanding that they perform the task which they think they cannot do. Have them decide their reaction to that situation.

Pass out two paper lunch bags to each student and make crayons available. Ask the students to make two puppets. One puppet should represent himself; the other puppet should represent the person making the impossible demand.

When the puppets are completed, let each student present a brief puppet show from behind the desk in which he shows the conversation and or action which he thinks would take place under the "impossible demand" situation. Tell the student that the audience needs to know three things from the puppet show: (1) why the person is making the demand on him (what is the motivation as he sees it), (2) how he would handle the situation, and (3) why he would handle the situation that way.

Activity V. Individual - concrete expression. Redistribute the handout marked Activity I. "Fairy Tales." Instruct the student to select one of the four questions he would like to consider further. Tell him to review the answer he has written on the paper and add anything to it, or change it in any way he likes. (Ask him to use a red pencil or pen to make these changes.)

Direct the student to construct a shadow box using a shoe box, construction paper, felt-tipped pens, and tissue paper. Tell him to let the shadow box reveal a scene which shows us his answer to the

question he chose to consider further. When the boxes are complete, set up an exhibit and have the students examine other students' scenes.

After all the students have had a chance to share the art work, ask the class for volunteers to explain their shadow box scenes and answer questions from their classmates.

At the conclusion of the presentation and discussion, instruct the students to reexamine the Activity sheet and decide whether or not they wish to make changes in their original answers or add additional comments. Instruct them to make the additions and/or changes in red pencil or pen.

When they have completed the assignment, collect the questionnaires, review them, and file them in the student's folder. They may take their shadow boxes home with them.

Evaluation

Distribute writing paper and direct the students to write their thoughts, feelings, and reactions to the fairy tales and the Lionni story, as well as anything they may have learned from these selections.

Collect these, check the individual student's evaluation sheet to be certain it is complete. Read the written evaluation of the student for insight into his interest, level of moral reasoning demonstrated, if any, and any other information which you may find helpful in the future relationship you enjoy with the student. File the written evaluation in the student's folder.

STUDENT EVALUATION SHEET

Name _____

| Objective | Date | Comments |
|---|------|----------|
| 1. Read "Whippety Stourie" Heard "Tom Tit Tot" Saw or Read "Rumpelstilzkin" | | |
| 2. Activity I. Question/answer - Paper/pencil | | |
| 3. Peer-led Discussion - Literature Based | | |
| 4. Discussion - Analogous Situation - <u>Inch by Inch</u> | | |
| 5. Role Playing Exercise | | |
| 6. Individual - Concrete Expression | | |
| 7. Student Evaluation | | |

Materials Needed

1. Copies of "Whippety Stourie"
2. A copy of "Tom Tit Tot"
3. Four copies of "Rumpelstiltzkin" for reader's theater
4. A copy of Leo Lionni's Inch by Inch
5. Handouts: Activity I. "Fairy Tales"
Activity II. "Fairy Tales"
6. Paper for Activity II. "Promise list"
7. Two lunch bags per student for puppetry-Activity IV
8. Crayons
9. Red pens or pencils for each student
10. Shoe boxes
Tissue paper (varied colors)
Felt-tipped pens
Construction paper
Scissors
Glue
Tape
11. Paper for student evaluation

RABBIT HILL

Introduction

Rabbit Hill by Robert Lawson is a novel which investigates and presents a picture of harmony in the universe. The theme indicates that men and nature can live in accord. This harmony is achieved, however, only after justice and concern for the welfare of others are noted in the character's decisions. The theme of nature's harmony is developed by means of a vigorous plot and extremely well-drawn characters.

The plot is built on a basic human need, i.e., the need for food. The events are centered around the animals' struggle to maintain their existence as they search and hope that a means to sustain themselves might be found. A subplot develops around the danger to life. Both Willie and Georgie are injured and life is threatened. The resolution of this plot line serves to indicate the nature of two of the key characters, the lady and the man.

Objectives

At the conclusion of this study the student will

1. Indicate that he has read Rabbit Hill by participating in five activities related to the novel.
2. Answer questions based on the first four chapters of the novel concerning the Kohlberg mode of responsibility.
3. Participate in a small group discussion, literature-based, concerning the mode of responsibility.

4. Participate in an all-class discussion comparing the hill to their classroom.
5. Role-play the dividing night scene.
6. Make a moral decision based on the final chapter, express the decision in a poster design, and participate in a "poster hanging."
7. Write an evaluation of the study of Rabbit Hill.

Directions

Structure the class reading of Rabbit Hill by directing: silent reading assignments, reading aloud in class, homework assignments, or by reading to them. At the completion of each related activity, check the appropriate column on the student evaluation form (pg. 103).

Activity I. Question/answer - paper/pencil. After the class has read through Chapter 5, distribute the questionnaire marked Activity I. Rabbit Hill to the class and ask them to complete it. The statements are written to correspond to stage 2 through 5 thinking and appear in that order (No. 1 is stage 2, No. 2 is stage 3, No. 3 is stage 4, and No. 4 is stage 5). You may receive some insight to the stage preference of the student and to his moral reasoning as it appears in the sentences asked for at the conclusion of the questionnaire. Retain the questionnaire for use in Activity II.

ACTIVITY I

RABBIT HILL

Which of the following statements do you most agree with? Place an X by this statement.

- _____ 1. Porkey is foolish for not wanting to move from his home, even in the face of danger. Father and the others are not to blame in the argument. They are more sensible.
- _____ 2. Father and the others were acting in an unselfish and loving way when they threatened to remove Porkey from his home if it became dangerous to live there. They were truly concerned for his life and he was wrong not to listen to them.
- _____ 3. There is a serious question involved in the Porkey situation. He does have the right to decide because it is his property, yet he would cause quite a disruption on the hill if he were in danger and would not move. His friends believe that his life is more important than his property rights.
- _____ 4. Porkey does have a right to his life and to his property. If someone or something did not respect this right, however, he may have to move in order to keep peace on the hill. This may mean that he would have to make his values give in to the values of his friends because they have the right to a peaceful life on the hill, and Porkey respects this.

In a few sentences, please tell us your reasons for selecting the answer you choose.

Activity II. Peer-led discussion - literature based. Distribute the questionnaire which the students completed in Activity I. Be certain that each student has his own paper. Divide the class into groups of eight or fewer students and instruct them to place their chairs in a circle. Appoint a class leader to conduct the discussion.

Direct the leader to begin by asking the group for a presentation of reasons by those students who selected the Number 1 statement as their favorite. When they have given their reasons, permit those who selected Number 2 to express their reasons and so on until everyone has shared with the group. At this time, permit questions and answers as well as debate among members.

At the conclusion of the discussion, provide red pencils for any student who wishes to change his X or alter his reasons. Ask the students to share with the class and respond to any questions about the answer which they decided to change. At the completion of the exercise, collect, review, and file the questionnaire. Ask the students to return to their normal setting arrangement in the classroom.

Activity III. Discussion - analogous situation. Say to the class:

When the state decides to build an interstate, many people suffer and many people benefit. Let's pretend that yesterday your parents received a letter in the mail. It said that a new road was going to be built. Because it will come right where your house is now located, the state will have to buy your house from you and you will have to move. The men from the highway department will be coming to your house next

week to offer your father a fair price for your home. You will have three months to relocate.

Is it fair for the state to do this?

What do you think your father would do in this situation?

What would you do if you were your father?

Do your neighbors have rights to your property if they need the interstate in order to keep the town and its business moving?

What do you think about the following statements? Do you agree with them or disagree with them? Why?

1. If they take my house, I should expect to make a lot of money on the deal.
2. When my neighbors drive on that interstate, they surely will be glad I moved and let them have that road.
3. If I object to selling, I could be arrested because this is the law. If a piece of property is needed for the good of the community, the state has the right to take it for a fair price.
4. If I am going to be a part of this community, I should want what is best for the whole group, even if it means giving up the home I worked to build.

Activity IV. Role-taking opportunities. Place small strips with the names of the animals on them in a box. Permit each student to draw a name from the box. There are twenty-four characters. If you have more than 24 students in your class, all additional members of the class may be field mice, red and gray squirrels, or chipmunks. For example, if you have 30 members in your class, make strips for 24 animals and 2

additional field mice family strips, 1 gray squirrel strip, 1 red squirrel strip, and, let us say, 2 chipmunk strips. Don't forget to draw an identification for those students absent on this day because this identification is to be used in two subsequent activities.

The following characters should be included:

Phewie and Gray Fox

Red Buck

Doe

The Fawn

Porkey

Uncle Analdas

Mother Rabbit

Father Rabbit

Pheasant

Pheasant's wife

Field mouse tribe (1)

Field mouse tribe (2)

Field mouse tribe (3)

Raccoon

Opossum

Chipmunk (1)

Chipmunk (2)

Squirrel (gray)

Squirrel (red)

Mole

Mole's brother (1)

Mole's brother (2)

Mole's brother (3)

Distribute the handout marked RULES OF THE HILL. Let the students spend some time reviewing the community rules and give them time to ask questions concerning any area which is not clear to them.

Read Chapter 9 of Rabbit Hill up through the first paragraph on the top of page 101. Stop at the words "went on outlining her plans for the storeroom."

After the students have examined and questioned the rules which govern the distribution of food on the Hill, explain that you as a group will role-play the dividing night scene. Remind them that they have an identification which they have already drawn from the box. They should know something about that animal's eating habits. The groups, such as the mole brothers, should discuss the claim they will make for food. Those students who are not in family or other units, should determine and make notes for themselves about their claim on the garden.

When the students have determined the food they will seek, distribute the handout marked "Sequence of Events on Dividing Night." Following this sequence of events, permit the students to play out the dividing night scene. Ten minutes should be adequate time to insure a productive role playing activity.

As they excitedly pretend to be returning home, the teacher may shatter the atmosphere by breaking into the excitement with a hidden

tape-recorded car skid, brakes whining, sliding tires, screeching, etc., and then a car driving off. Plunge immediately into the narration which begins on page 101. The teacher should then complete the reading of the chapter.

RULES OF THE HILL

1. Divisions of food are determined by "tastes and needs" of the animals.
2. Each animal family must present a claim.
3. Phewie and Gray Fox will act as distributors because they are not vegetarians and can therefore be "trusted to make fair and disinterested decisions."
4. Father Rabbit conducts the proceedings and makes the speeches and warns everyone to stick strictly to the rules and regulations.
5. Each animal's allotment belongs exclusively to his family and anyone who trespasses or encroaches on another's property risks banishment from the community.
6. A Board of Relief will assign additional space if the new folks take an undue quantity of vegetables from any one animal's holding.
7. Nothing is to be touched until Midsummer's Eve. Experience has taught that "premature inroads on the crops only results in hardship for everyone."

SEQUENCE OF EVENTS
ON DIVIDING NIGHT

1. Father gives the introduction to the occasion.
2. The distributors introduce themselves (Phewie and Gray Fox).
3. The animals take out their notes on what they want to claim.
4. They present their claims in an orderly fashion and judgment on the justice of the claim is passed.
5. When the distribution is complete, Willie suggests that part of the garden be reserved for the exclusive use of the folks because of their kindness to him. Mother seconds the motion. They give their reasons.
6. The other animals give their positions on the question. Porkey gives the democratic speech and a vote is taken.
8. Father reviews the rules and mentions the Board of Relief.
9. They all head home happy, talking about what the summer will bring.

Aid to Teacher Interpretation

The conflict or moral dilemma arises in Activity IV between the 5th, 6th, and 7th events in the sequence of events chart. It is at this point in the drama that Willie and his mother favor repaying the new folks with kindness for their kindness to him. They believe the new folks deserve repayment. The other animals express conflicting ideas and Willie and his mother are out voted. The moral question is "do the new folks have a right to part of the garden?"

The same moral dilemma exists in Activity V. When Red Buck declares the garden "forbidden ground," the animals respond in a different way from the way they had responded to Willie's motion. Did they accept the idea of leaving the garden for the new folks because Red Buck was powerful and could control them with his power, or because they wanted to repay the new folks for their love and sharing? Did the animals know that if they were considerate of the new folks then they would receive equal consideration? The stage-one student will cite Red Buck's power as the reason the idea is acceptable. Stage-two students will see the advantage of ignoring the garden in that the new folks will provide amply for the animals. The stage-three students will indicate that kindness must be repaid. Stage-four students may cite laws of nature which indicate that the people have rights to their harvest. Stage-five students will see the garden party as a kind of contract between the new folks and the animals.

Activity V. Individual - concrete expression. Distribute the handout marked "Poster Play" to the students. Read the question with them. Ask each student to give careful thought to his answer and write out a rough draft answer of the proof that he is right on the questionnaire. When this is complete, distribute 5 by 8 index cards, lined, and ask each student to write his reasons neatly on the card because the card will become a part of a display. Collect the cards temporarily and distribute poster board, felt-tipped pens or tempera paints. Have the students design a poster (they may use the back of their questionnaire to sketch it) and draw it on the poster board. The poster should

tell the class, in a creative way, what the student's answer to the question is.

When the posters are complete, have a poster hanging. Exhibit the posters with the cards attached at the bottom, either in the room or around the school. Have the class vote on the poster they like best. Award a prize (Suggested: A copy of Rabbit Hill) to the student winner. The results of this activity may give you insight into the dominant stage of moral reasoning found in the class at this time.

POSTER PLAY

Red Buck declared the garden "forbidden ground."

Should he have done this? Yes or No.

Why?

1. Think about your answer.
2. Note your reasons for deciding yes or no.
3. Write a rough draft on this paper, in which you explain your answer to the reader. Try to make it one paragraph.
4. On the back of this paper, design a poster which would show the class the answer you have decided on.
5. Transfer your poster sketch to poster paper. Add your card to the bottom of your poster with tape.
6. Join in the poster hanging and enjoy the posters of your classmates.
7. Vote for the poster you like best.
8. Congratulate the class member whose poster received the most votes (Perhaps it will be you!).

Evaluation

Distribute writing paper and direct the students to write about their thoughts, feelings, reactions, and anything they learned from the study of Rabbit Hill.

Collect these, check the individual student's evaluation sheet to be certain it is complete. Read the written evaluation of the student for insight into his interest, level of moral reasoning demonstrated, if any, and any other information which you may find helpful in the future relationship you enjoy with the student. File the written evaluation in the student's folder which contains the work he has already completed.

STUDENT EVALUATION SHEET

Name _____

| Objective | Date | Comment |
|--------------------------------|------|---------|
| 1. Read <u>Rabbit Hill</u> | | |
| 2. Questionnaire | | |
| 3. Small Group Discussion | | |
| 4. All Class Discussion | | |
| 5. Role Play Dividing Night | | |
| 6. Red Buck Decision | | |
| Poster Play | | |
| 7. Student Evaluation | | |

Materials Required

1. Classroom set of Rabbit Hill by Robert Lawson.
2. Handouts: Activity I. Rabbit Hill.
Rules of the Hill
Sequence of Events on Dividing Night
Poster Play
3. Strips with characters' names in a box
4. Tape-recorded car skid and tape recorder
5. Five by eight index cards
6. Poster board
7. Felt-tipped pens
8. Tempera paints
9. Classroom set of red pencils or pens
10. A prize for the poster contest winner: A copy of Rabbit Hill.
11. Writing paper

CHARLOTTE'S WEB

Introduction

Family stories. Stories of family life in the genre of children's literature are generally realistic and reassuring. Security, love, loyalty, trust, and humor are often present. Hardships and obstacles are overcome by cooperation and hard work on the part of the family members. These stories often offer insight into the reader's family relationships and increase his understanding of himself and his role in the family.

Charlotte's Web. The children's classic Charlotte's Web was selected for inclusion in this program because the focus of the plot is "living" and the dominant stage of the major characters is stage three. Several themes such as friendship, trust, concern for the welfare of others, and maturation are woven around the central theme of the value of life. Family life at the realistic level of the book is positively and honestly presented. Family life at the level of fantasy is simulated by the relationship and interaction of the barnyard characters.

Objectives

At the conclusion of this study the student will have

1. Completed the reading of Charlotte's Web by E. B. White.
2. Completed a questionnaire which presents notions at stages 2 through 5.
3. Participated in a small group literature-based discussion which permits group interaction, expressing reasoning at a variety of levels determined by the moral reasoning stages of those students in his group.

4. Participated in an all-class discussion of an analogous situation (teacher-led), which permits interaction with a variety of stages of moral reasoning.

5. Played the role of either Charlotte, Wilbur, or Templeton in a scene of creative dramatics.

6. Imagined a barnyard scene with a moral decision demanded, made a moral decision, and expressed this decision in a scene or series of scenes, shared these with the class and answered questions when asked.

7. Written an evaluation of the study of Charlotte's Web.

Directions

Direct the student's reading of Charlotte's Web. At the completion of each related activity, check the appropriate column on the student evaluation chart.

Activity I. Question/answer - paper/pencil. This is a two part questionnaire which calls attention to egocentric behavior and behavior which is oriented to "the other." The Kohlberg theory indicates a movement from an orientation of self into an orientation to those outside the self in the change from pre-conventional thinking to conventional thinking. The second part of the questionnaire asks four questions which are phrased at stages 2, 3, 4, and 5. The child's ability to comprehend the question and answer will indicate his stage of reasoning.

ACTIVITY I

CHARLOTTE'S WEB

I. The following characters live in the pages of Charlotte's Web. Some of them are concerned only with themselves. Place an "O" beside those characters. Some characters are concerned about others in the story. Place an "X" beside these characters.

- _____ 1. Templeton
- _____ 2. Fern
- _____ 3. Charlotte
- _____ 4. Fern's Mother
- _____ 5. Dr. Dorian
- _____ 6. Avery
- _____ 7. Most of Charlotte's children

II. In a few sentences, answer these questions.

- a) Why did Mr. Arable think he should kill the runt?
- b) Can you explain why Fern thought the runt should live?
- c) Wilbur was a bad pig when he disobeyed the barnyard rules and escaped. Why did he do this?
- d) Charlotte is "special" because saving Wilbur's life was more important to her than staying alive. Can you explain this?

Aid to Teacher Interpretation

Templeton, Avery, and most of Charlotte's children (1, 6, and 7) are ego oriented. The others (2, 3, 4, and 5) are more concerned for others than they are for themselves.

Mr. Arable exhibits stage 2 thinking as he confronts Fern concerning the runt's life. His approach is very practical. The good serves the concrete need of his barnyard at that time. Fern exhibits stage three reasoning when she demonstrates empathy and affection for the runt and unselfishness and love. Wilbur is subject to the rules of the Zuckerman farm but disobeys these rules with the encouragement of other barnyard residents. He is attempting to be the "nice" guy with his new friends but breaks the rules of the Zuckerman farm. Level five behavior does not appear in the story since Charlotte's behavior is in reality a stage three behavior, yet the question for the student is couched in level five thinking. This is done in order to lead the student to consider Charlotte's taking Wilbur's point of view into consideration when she made her decision to spin the final web. The question indicates that her decision was to sacrifice herself in order to save him. In reality, this is decided at stage three because she loves him and not at stage five where the greatest good for the greatest number of people would have been the consideration. Questions a, b, c, and d are phrased at stages 2, 3, 4, and 5 respectively.

At the completion of the activity, read the student's responses for insight into his reasoning and stage. Record any noticeable changes in the student responses in the comment section of the student evaluation form and then file the questionnaire in the student's folder.

Activity II. Peer-led discussion - literature-based. Distribute the handout marked Activity II. Charlotte's Web, to the class members. Divide the class into groups of eight or fewer students and direct them to place their chairs in a circle. Select a member of the group to record and a member, preferably a student who has the respect of the group members, to lead the discussion. Instruct the group leader to read the first part of the question and call on those students who indicate that they would like to provide an opinion or an answer. When each student who wishes has had the opportunity to speak, and the others have had the opportunity to agree or disagree, instruct the leader to read the next question and repeat the procedure.

When all the questions have been presented and each student has had the opportunity to respond and an opportunity to interact with the answers of others in the group, ask the recorder to share the conclusions of the group with the class. Permit time for class response to the groups' conclusions. Collect the handout, file it in the student's folder, check the appropriate column on the student evaluation form, and ask the students to return their chairs to the proper setting.

ACTIVITY II

CHARLOTTE'S WEB

1. Fern finds herself in a dilemma. Should she question her father's decision to kill the pig, or should she let the pig die?

Which is more important, her father's authority or the runt's life?

Which did she choose?

What happened in the story which gives you your answer?

How did her father react? Why did he react this way?

2. Templeton has a different attitude toward life than Fern has.

What is Templeton's attitude toward life?

What do the goose and the gander think about Templeton (See pg. 45).

Do you agree with them?

3. Charlotte promises to save Wilbur's life even before she knows whether or not she can keep her promise. What do you think about this?

4. Does Charlotte lie in order to save Wilbur's life? Defend your answer.

5. In the last three chapters of the book, does Wilbur show more concern for himself or for Charlotte? How do you know?

Is there a change in Wilbur? Why?

Activity III. Discussion - analogous situation. Distribute the handout marked "All-Class Discussion - Analogous Situations," to the class. Lead the class to conclusions or answers to the questions, always attempting to have the student state the reasons for his answers. Other students need to follow his logic as he arrives at his conclusions. This following of another's logic, if it is different from one's own, may cause the student to rethink the logic of his own conclusions.

With the completion of the exercise, collect the discussion guides and file them in the student's folder, check the appropriate column in the student evaluation form and note any insights you have into the student's stage of reasoning. This information may help increase your understanding of the student's moral reasoning.

ACTIVITY III

ALL CLASS DISCUSSION -

ANALOGOUS SITUATIONS

If you were a tree climber and your parents told you to stay out of the trees, but you found a kitten stuck in one, what would you do? Why would you do this?

If the kitten belonged to a friend of yours, would your answer be the same? If it was your kitten, would your answer be the same as either of the above?

A friend tells you a secret. You promise not to tell it to anyone. Are there any circumstances under which you would break your promise and tell the secret?

If your friend broke a promise to you, what would you think, say, and do?

Is there anything wrong with making promises you know you can't keep?

Activity IV. Role-taking opportunities. Divide the class into groups of three. Appoint one member of the group to be Charlotte, one to be Wilbur and one to be Templeton. Provide construction paper, wooden sticks, tempera paints, felt-tipped pens, and glue. Direct the students to make stick puppets which represent the character they are role playing.

When the puppets are complete, permit each group to draw from a box which contains a paper (See Scenes for Creative Dramatics). The paper will tell them the scene they are to play out for the class. Give the groups five minutes to arrange their ideas. Tell them that their dialogue should include the following information:

1. Where the scene is taking place
2. What is happening
3. What each of the three characters would do in this situation
4. How the scene ends.

It is advisable to list the four points above on the board so that the group may keep this in mind as they proceed with their spontaneous dramatics. You will want to set a time limit of 3 to 4 minutes per group for acting, and signal them when their time is nearly over. When the playlet is complete ask the group to read the paper they drew from the box to the class so that the class may decide whether or not the group performed their task.

The teacher's desk will make an excellent puppet stage if no other is available in the classroom.

The purpose of this exercise in creative dramatics is to permit the students to think at stage 2 (Templeton), stage 3 (Charlotte) and in between stages 2 and 3 (Wilbur). The class will have multiple exposure to the logic of these stages as they perform and participate as a member of the audience.

SCENES FOR CREATIVE DRAMATICS

Lurvey brought Wilbur a special order of corn, and Charlotte and Wilbur catch Templeton carrying it to his hole. What would they say?

Mr. Zuckerman punished Wilbur for breaking the fence and running away. Templeton and Charlotte are talking to Wilbur about it. What would they say?

Charlotte and Wilbur overhear Templeton telling a friend (a fellow rat) about the new goslings. What will they say to him?

Wilbur feels guilty about fooling the Zuckermans into saving his life. What would Charlotte and Templeton say to him?

The dog is bothering the goose and her family. She wants to move. What will Charlotte, Wilbur, and Templeton say and do?

The Zuckermans put a kitten in the barn to live. How will Charlotte, Templeton, and Wilbur react to this?

One of the goslings gets lost. What will Charlotte, Templeton, and Wilbur say and do?

The lamb has begun to spread lies about Wilbur around the barnyard. What will Charlotte, Wilbur, and Templeton say and do?

Activity V. Individual-concrete expression. Say to the class:

Templeton is in trouble. He is trapped in the corner of the barn by a huge cat. What do you think the animals will do? Draw a picture or a series of pictures to show what each of them (lamb, sheep, goose, gander, and Wilbur) will do. When you have completed your drawings, we will exhibit them and answer any questions about them which classmates may have.

At the conclusion of the activity, collect the art work and file it in the student's folder.

Evaluation

Distribute writing paper and direct the students to write their thoughts, feelings, reactions, and anything they learned from the study of Charlotte's Web.

Collect these, check the individual student's evaluation sheet to be certain it is complete. Read the written evaluation of the student for insight into his interest, level of moral reasoning demonstrated, if any, and other information which you may find helpful in the future relationship you enjoy with the student. File the written evaluation in the student's folder which already contains materials from this study.

STUDENT EVALUATION SHEET

Name _____

| Objective | Date | Comment |
|--|------|---------|
| 1. Read <u>Charlotte's Web</u> | | |
| 2. Completed Questionnaire | | |
| 3. Small Group Discussion | | |
| 4. All-Class Discussion Analogous Situation | | |
| 5. Role Played Character | | |
| 6. Individual Decision- Concrete Expression | | |
| 7. Student Evaluation | | |

Materials Needed

1. A classroom set of Charlotte's Web by E. B. White
2. Handouts: Activity I. Charlotte's Web
Activity II. Peer-led discussion - literature based
Activity III. All-Class Discussion - Analogous Situation
Activity IV. Scenes for Creative Dramatics (cut in small pieces)
3. Art supplies: construction paper
wooden sticks
tempera paints
felt-tipped pens
glue
drawing paper
4. Writing paper

FROM THE MIXED-UP FILES OF

MRS. BASIL E. FRANKWEILER

Introduction

Realistic fiction. A realistic story is possible and plausible.

It may be humorous, full of adventure, simple or complicated. The important thing is that children can identify with the main characters. When the reader identifies with the hero, he shares his mistakes and his successes. Realistic stories are full of reassurance and often bring self-understanding to the reader. He is likely, also, to gain an increased understanding of those members of society with whom he interacts. Vicarious experience through realistic literature brings about discoveries of self and of others. This happens in good books which are possible and plausible.

From the Mixed-up Files of Mrs. Basil E. Frankweiler. This novel is a realistic and well plotted story which clearly presents pre-conventional, conventional, and post-conventional thinking. Three characters interact to produce this thinking. Claudia is an ego-centric 12 year old child who is ready for transition into the world of conventional thinking. She is aided in her development by her middle younger brother, Jamie, who is a practical, plotting, miserly, nine year old child. Her transition is complete after her encounter with Mrs. Frankweiler, a post-conventional thinker, who stimulates Claudia's thinking.

Objectives

At the conclusion of this study the student will have

1. Read From the Mixed-Up Files of Mrs. Basil E. Frankweiler by E. I. Konigsburg.
2. Completed a paper/pencil questionnaire which asks the student to express an opinion which will reflect his stage of moral reasoning and includes encounters with thinking at stages 2 through 5.
3. Participated in a small group discussion, literature-based, and shared the consensus of the group with the other class members.
4. Participated in an all-class discussion of an analogous situation.
5. Role played a conversation between Claudia and her parents, tape-recorded the conversation, and listened to others tapes of their role playing activity.
6. Made a moral decision regarding the "secret" and creatively written the decision out as the last entry for the Bologna, Italy file, and then shared the file copy with others in the class.
7. Completed a student evaluation.

Directions

Direct the student's reading of the Konigsburg novel From the Mixed-Up Files of Mrs. Basil E. Frankweiler. At the conclusions of each of the following activities check the appropriate column on the student evaluation chart.

Activity I. Question/answer - paper/pencil. Distribute the questionnaire marked Activity I. From the Mixed-Up Files of Mrs. Basil E. Frankweiler, to the class. Ask the students to complete it. When the activity is completed read each student's response for insight into his reasoning and stage. Record any noticeable changes in the student responses in the comment section of the student evaluation form and then file the questionnaire in the student's folder.

The questionnaire has two sections. In the first the student is asked to express an opinionated response to five events in the story. These responses are likely to reflect the student's dominant stage of moral reasoning. The teacher should be able to detect the pre-conventional, conventional, or post-conventional thinking contained in the responses.

The second section of the questionnaire is structured to include a stage 2 (question 1), stage 3 (question 2), stage 4 (question 3), and a stage 5 (question 4) statement. The student is asked to agree or disagree with the statement. It is expected that he will agree with one and disagree with three. The teacher may use this information as an indication of the student's stage of moral thinking.

ACTIVITY I

FROM THE MIXED-UP FILES OF

MRS. BASIL E. FRANKWEILER

- I. There are several incidents in the story that are worth talking about. What do you think about the following events in the story?

Write your opinion in the space beside the event.

1. Two children run away from home.
2. The children hide from the guards.
3. The children sneak in lunch lines.
4. The children bathe and take money from the fountain.
5. The children help themselves to a man's newspaper.

- II. Here are some statements. Circle the word which shows that you agree or disagree with the statement.

1. Claudia had a right to run away because her family did not treat her fairly.

I agree

I disagree

2. She did not care what her family thought about her running away. She should have known they would not approve of this.

I agree

I disagree

3. It was wrong for them to hide from the guards in the museum because that was against the law. They should have been arrested.

I agree

I disagree

4. Claudia and Jamie should have considered what their family would suffer when they ran away. If they realized how upset the family would be, they probably would have changed their minds.

I agree

I disagree

Activity II. Peer-led discussion - literature based. Distribute the questionnaire used in Activity I to the students. Be certain that each student has his own paper. Divide the class into groups of eight or fewer students and instruct the students to place their chairs in a circle for a small group discussion. Appoint a class leader to direct the discussion and a recorder to note the conclusions of the group. Direct the group leader to permit the students to discuss the five statements in the first part of the questionnaire in an orderly fashion. Instruct the leader to read the statement, and then beginning at his left, ask each student to express his response to the statement either exactly as he wrote his answer or by an oral expression of his opinion. As each student gives his response, the leader should ask if any one in the group wishes to react to that opinion. Proceed around the circle for the first question in this manner and then proceed to the subsequent questions and do the same.

When the group has completed its discussion of the five statements, if time permits, the leader may proceed in the same fashion to discuss the four agree/disagree statements in the second part of the questionnaire.

At the conclusion of the small group discussion, ask the recorder to report the opinions of the group to the class and receive their response and reaction. At the conclusion of the reports, collect the questionnaires and file them in the student's folder.

Activity III. Discussion - analogous situation. Say to the class:

Two brothers have a secret clubhouse that no one knows about (not even their mother). One day while they were out on an adventure they found a ring. They aren't sure if it has a real stone in it or if the stone is a fake, but it looks valuable. The brothers promise each other that they will not tell anyone about the ring and they hide it in their clubhouse. Later that day, one of the boys hears a news story on the radio about someone who has robbed a nearby jewelry store. The broadcast said that the robber had been caught but some of the jewelry was still missing.

Use the following question for an all-class discussion.

Will the boy return the ring even though he promised his brother he wouldn't tell anyone about the ring? Would he return it if there was a reward. What would happen if this scene involved you and your brother? If he found the ring and heard the report, what would he do under the circumstances? If you were the person who had made the pact of secrecy and yet heard the report, what would you do? Why?

Activity IV. Role-taking opportunities. Construct a recording booth in the classroom by creating a learning center with a tape recorder in it. Divide the class into groups of three. Identify Mr. Kincaid, Mrs. Kincaid, and Claudia in each group.

Read the following to the class:

Up until page 52 in the novel, Claudia is engrossed in herself. Once she moves through the line in the Museum and catches a glimpse of the Angel, she begins to think less and less about herself and more and more about the Angel. This little statue was the "most beautiful and most graceful statue she had ever seen." (pg. 52). Pretend that Mr. and Mrs. Kincaid have discovered the children and have arrived at the Metropolitan Museum of Art to take the children home. Can you imagine what the conversation might be like.

Distribute the handout marked Role Playing, Mr. & Mrs. Kincaid and Claudia. Permit the students to consider the points on the handout in preparing their conversation. Give each trio a turn to go into the recording booth and record their conversation as it might have happened had the Kincaids come for the children. After the conversations have been taped, permit the students to hear the tapes of the other groups. This phase of the activity may be completed with all class participation or in small groups. One possibility for an alternative setting for this activity would be the establishment of a Michaelangelo learning center designed to present the life and works of the artist. The tapes could be played in the learning center environment to the small group.

ACTIVITY IV

ROLE PLAYING - MR. & MRS.

KINCAID AND CLAUDIA

Points to consider in the exercise.

1. Claudia is growing as a person because she is really concerned about something other than herself, i.e., Angel.
2. The parents only know her as a child who thinks she was treated unjustly at home and so she ran away to "show them."
3. The parents want to take her home.
4. Claudia wants to stay and find out all about Angel.

Activity V. Individual - concrete expression. Distribute the handout marked Activity V, "Claudia's decision." Also distribute writing paper to the class. Read the handout with the class and permit

them to complete the file entry. When the writing is complete, allow time for them to share their entries. This sharing of decisions and written work may be done in one or two ways. Each student may read his file entry to the class, or you may construct a display and permit the students to read the works of others students. If the latter method is chosen, suggest that the students may want to include sketches as a means of decorating their written work for display. They may have a vision of "Angel" they would like to draw in ink.

ACTIVITY V

CLAUDIA'S DECISION

Claudia's life, as we know it from the book, falls into two parts: before Angel and after Angel. In the first 1/3 of the book Claudia acts and thinks in a selfish fashion. In the remainder of the book, as she begins to find something important other than herself, namely Angel, her behavior and her ideas change. Angel makes her more aware of other people. Look at the following phrases which she uses.

1. "We owe it to them, we've been their guests all this time."
(pg. 97 regarding the Museum staff)
2. "You're quite a kid." (To Jamie, pg. 112)
3. "Tip him" (pg. 124, i.e. the cab driver)
4. "You really do have beautiful eyes. They're like looking into a kaleidoscope--the way those golden flecks in them keep catching the light." (pg. 130, to Mrs. Frankweiler)

5. "If I owned such a lovely statue, I'd never sell it. Or donate it either. I'd cherish it like a member of my own family."
(pg. 132)
6. "Somehow Angel became more important than running away."
(pg. 132)
7. Claudia looked at the sketch until its image became blurred. She was crying... "Just think, Jamie, Michelangelo himself touched this. Over four hundred years ago." (pg. 146)
8. "Mrs. Frankweiler," she said swallowing hard, "I really love the sketch. I really do. I love it. Just love, love, love it. But don't you think you ought to give it to the museum. They're just dying to find out whether the statue is real or not." (pg. 151)
9. "Never call people dead; it makes others feel bad. Say 'deceased' or 'passed away'." (pg. 154)
10. "We'll adopt her." "We'll become her kids, sort of." (pg. 159)

Let's pretend that the time is two years after the close of this story. Mrs. Frankweiler has "passed away." Claudia and Jamie now own the sketch and the secret of Angel belongs to them and their grandfather only, though they don't know that he knows the secret. The children are faced with the decision of "keeping the secret of Angel" to themselves or "donating the sketch and information to the Museum." What do you think Claudia will want to do? She will want to write about her decision in order to file it in the folder she has inherited which contains all the information on Angel. Pretend that you are Claudia.

Make your decision. Write about your decision and your reasons for it as a last entry in your Bologna, Italy file. Don't keep your decision a secret. Share your file copy with your classmates. Enjoy theirs too.

Evaluation

Distribute writing paper and direct the students to write their thoughts, feelings, reactions, and anything they learned from the study of the novel From the Mixed-Up Files of Mrs. Basil E. Frankweiler.

Collect these, check the individual student's evaluation sheet to be certain it is complete. Read the written evaluation of the student for insight into his interest, level of moral reasoning demonstrated, if any, and other information which you may find helpful in the future relationship you enjoy with the student. File the written evaluation in the student's folder which contains the materials he has completed to date.

STUDENT EVALUATION SHEET

Name _____

| Objective | Date | Comment |
|---|------|---------|
| 1. <u>Read From the Mixed-Up Files of Mrs. Basil E. Frankweiler</u> | | |
| 2. Completed Two Section Questionnaire | | |
| 3. Participated in Small Group Discussion | | |
| 4. Discussed Analogous Situation | | |
| 5. Role Played Kincaid's & Claudia | | |
| 6. Claudia's Decision Made Written File Copy & Shared with Class | | |
| 7. Student Evaluation Written Reaction | | |

Materials Needed

1. A classroom set of From the Mixed-Up Files of Mrs. Basil E. Frankweiler by E. I. Konigsburg.
2. Handouts: Activity I. From the Mixed-Up Files of Mrs. Basil E. Frankweiler
Activity IV. Role Playing, Mr. & Mrs. Kincaid and Claudia
Activity V. Claudia's Decision
3. Writing paper
4. Tape recorder and tape

SOUNDER

Introduction

Minority group literature. Minority group literature is realistic literature which brings the reader in contact with the customs, beliefs, and life style of a minority group. At its best this literature shows the universality of the human condition. It focuses on the sameness of the human experience. At the same time, it presents the differences important to the life of the minority group member. This literature can pave the way for tolerance of differences and understanding among peoples of all minorities be they religious, racial, economic, geographic or any other. These books begin the realization that difference is beautiful.

Sounder. Sounder is the story of a young man's movement from childhood to maturity. He moves from a dependence on things, to a dependence on people and toward a preoccupation with ideas and then to faith. Only at that point, like the Ancient Mariner of Coleridge, is he compelled to share. The climax of the book is contained in the prologue.

Sounder is a story which is simply and strongly plotted with events described which clearly impact the personal growth and development of the young boy who is the central character. The reader is primarily concerned with this character. Several factors impact him and these provide the reason d'etre for the novel. The factors are plot events, his father, with a foil who is a dog named Sounder, his mother, and a white school teacher. The theme is injustice. The importance of the

novel is found in the boy's maturing response to injustice. The climax of the novel indicates that the central character has reached a level of human perfection few others achieve because he reacted to injustice as he did.

Objectives

At the completion of this study the student will have

1. Read the novel Souder by William H. Armstrong.
2. Completed a questionnaire which includes statements reflecting thinking at stages 2 through 5.
3. Participated in a small group literature-based discussion designed to permit interaction among students of various stages of moral development by calling attention to moral judgments and reasoning about these judgments while encouraging responses from the students.
4. Participated in an all-class discussion designed to elicit a variety of stage responses from the range within the class under the leadership of the classroom teacher. This may help the student transfer his thinking and moral reasoning from one situation to another.
5. Participated in a role playing activity designed to encourage the student to engage in moral reasoning from another's perspective.
6. Made a moral decision independently, expressed this decision in a concrete way, shared the expression with the class, and discussed and defended his decision.
7. Completed a written evaluation of the study.

Directions

Supervise the reading of Sounder by William H. Armstrong. At the completion of each related activity, check the appropriate column on the student evaluation chart.

Activity I. Question/answer - paper/pencil. Distribute the questionnaire marked Activity I. Sounder to the class and ask the students to complete it. When the students have completed the questionnaires, collect them, review them for insight into the student's reasoning, make any appropriate notations on the student evaluation form, and file the questionnaire in the student's folder.

ACTIVITY I

SOUNDER

The event in the novel Sounder which we want to think about here is the stealing of the ham. We have seen that the white families and the black families live in very different conditions. In your thinking, is there any reason that you can imagine that would make it all right for the father to steal the ham? You will find a list of ideas which some people have given when this question was asked of them. If you find a statement that you agree with, please circle the number and then write your thoughts or reasons in the space which follows the statement. If you do not see any idea that you agree with, put your idea in the space beside number 5.

1. The man was hungry and wanted a really good meal. The living conditions he found himself in did not let him have ham for dinner. He saw the ham; he was hungry for it, and so he took it.
2. The father wanted to provide for his wife and children. They expected him to bring them good food to eat. He stole the ham in order to provide for the family the way any good father would do.
3. He knew that if he stole the ham he may have to go to jail and pay for his crime. He was caught in the middle, though, because he also knew he was responsible for feeding his family. He decided to take a chance and hope he didn't get caught.
4. He believed that because he was a human being he had a right to a better life for himself and for his family. The rich man would not miss the ham because he had so much, but his family deserved to have some share in the wealth of food that others had because they were human too.
5. Another idea:

The key to the questions is as follows:

| Question Number | Stage Reflected |
|-----------------|-----------------|
| 1 | 2 |
| 2 | 3 |
| 3 | 4 |
| 4 | 5 |

Activity II. Peer-led discussion - literature based. Distribute the questionnaire which the students have completed in Activity I. Be certain that each student has his own paper. Divide the class into groups of eight or fewer students and instruct them to place their chairs in a circle. Appoint a class leader to direct the discussion. Tell the students to begin their discussion with the first statement. Instruct the group leader to read the statement; ask for a show of hands from those people who circled number one; ask those people to give the reasons they had for choosing this statement, and permit others in the group to respond to their answers. When the discussion on number one is complete, direct the leaders to proceed through numbers 2, 3, and 4 in the same manner. If there is an answer which no one chose, ask the group to present the reasons they had when they rejected that statement. Direct the leader to ask for a show of hands from those people who wrote in their own statement in position 5 on the questionnaire. The leader should then permit those students to express their answers in an orderly fashion and ask the others in the group to agree or disagree with their ideas.

When the discussion period is over, ask the students to turn to the back of their questionnaire and put down any insights to the theft which

they have after the discussion which they did not have before the discussion. Ask the students to share their new insights with the whole class and permit time for response and questions by the other class members. Read these for your information after you have collected them and then file the material for the student.

Activity III. All class-discussion - analogous situation. Say to the class: We have injustice in our lives too, just like the man and the boy did in the novel Sounder. Sometimes it is good to think about what we should do in certain situations.

Mark has just finished building a large, elaborate sandcastle at the beach, complete with its own moat and surrounding village. He is very proud of his efforts and walks up the beach to bring his parents to see his work. When he returns with them, he finds that someone has destroyed all his work by running and jumping through the same structure. There is a boy just a little smaller than he who is running away from the area.

What do you think Mark will do?

What would you feel like doing if you were Mark?

What would you think would be the best thing to do in this circumstance?

Mrs. Sams went to the grocery store. She knew that her family was waiting at home hungry. She had only \$4.00 in her purse. When she went to the meat counter she found some ground beef with a \$2.50 price tag on it. She took that price sticker and put it on a \$6.50 package of steaks.

If you worked in the store and saw her do this what would you do?

If you were a friend of hers and saw this happen, what would you do?

If she is arrested for shoplifting, what do you think a just punishment would be?

Activity IV. Role-taking opportunities. Turn to pages 92, 93, and 1/3 of 94. These pages recall the first time the boy approaches the schoolyard. Read these pages aloud to the class so that they can remember what it was like the first time the boy saw the school. Say to your class:

Now let's pretend that the proper arrangements have been made. The boy has been home, talked with his mother, and returned to start his job and his studies. You are his classmates. This is the first day the boy will be in class. (Select a student leader) will you please pretend that you are the new boy. Each of you take a few minutes to decide what you will want to know about him. In three minutes we will begin to play out the classroom scene.

Give the students three minutes to get their pretend personalities together.

Say to the class:

For the purpose of this exercise we are going to pretend that the teacher has been called outside the school to talk with one of the parents. While he is out you may quietly carry on a conversation with our new boy. The issue that we are deciding during this conversation with him is "Are we going to make him a part of our class and let him live and learn in peace, or are we going to treat him as an outsider and make life miserable for him." After some chance to talk to him, each of

you should decide how you want to treat him and then try to convince the other class members to accept your way of thinking. I am going to hand tiny pieces of paper to some of you throughout the game. These will have directions on them. Please do what the papers instruct you to do when I give them to you.

All right! The teacher has been called out of the room. You may begin your quiet conversation with our new student.

Cut the instructions from the page marked Role Playing - Sounder and distribute these instructions to various class members at random but in order as they are numbered.

ROLE PLAYING - SOUNDER

1. What is your name?
2. How old are you?
3. Where do you live?
4. Why did you come here?
5. Do you have any parents?
6. Do you have any brothers and sisters?
7. Do you have any animals?
8. Do you smoke and drink?
9. Do you like the teacher?
10. Can I borrow your pencil?
11. How many fights have you been in?
12. Pick up an eraser and throw it at the boy.
13. Would you like to share my books?
14. Do you want to fight?

15. Check to see if he has manners.
16. Dare him to take the teachers switch off the desk.
17. Take something of his (hat, book, snack) and begin to pass it around the room.
18. Make an ugly remark about the way he looks.
19. Tell a lie about him out loud to the whole class.
20. Pretend to hurt another student so we can see how the boy reacts.
21. Pretend a bee flew in the window and stung a girl. See what he does.
22. Say something nice about the new student.
23. Offer to show him the fishing spot out behind the school.
24. Suggest that the class vote on whether or not to accept the boy as a part of the group.
25. Take the vote.

Activity V. Individual - concrete expression. Say to the class:

After the boy finishes school, how do you think he should use the knowledge he gains in school? Should he use it to get even with the world for all the injustices it had given to him, or should he use his knowledge to make the world better. Why do you think this?

In order to share your answer with the class, I am giving you a shoe box lid and clay. Will you create a scene which shows us your answer to the above question. We will then have a display of our clay scenes. Each student can explain to us what scene he has constructed and the others in the class will be able to ask him questions about it.

Evaluation

Distribute writing paper and direct the students to write their thoughts, feelings, reactions, and anything they learned from the study of Souder.

Collect these, check the individual student's evaluation sheet to be certain it is complete. Read the written evaluation of the student for insight into his continued interest in the program, the level of moral reasoning demonstrated, if any, and any other information which you may find helpful in the future relationship you enjoy with the student. File the written evaluation in the student's folder which has been maintained with his previous work.

STUDENT EVALUATION SHEET

Name _____

| Objective | Date | Comment |
|--|------|---------|
| 1. Read <u>Souder</u> | | |
| 2. Questionnaire paper/pencil | | |
| 3. Discussion - Small Group Literature Based | | |
| 4. Discussion - Analogous Situation All Class | | |
| 5. Role Playing Exercise | | |
| 6. Individual Decision- Concrete Expression | | |
| 7. Student Evaluation | | |

Materials Needed

1. Classroom set of Sounder by William H. Armstrong
2. Handouts: Activity I. Sounder
Activity IV. Role Playing - Sounder
3. Clay
4. Shoe box lid or cardboard substitute for each child
5. Writing paper

CARRY ON, MR. BOWDITCH

Introduction

Historical fiction - fictionalized history. One type of story available to intermediate students is called historical fiction. These stories are based on actual events and are accurate historically and authentic as far as place and time settings are concerned. From these, students may gain an understanding of the age and a feeling for the people who were involved in historical events.

Fictionalized History is a name applied to those stories told which are loosely tied to history in that characters did exist and/or events did occur but little is actually known about either. In these stories authors imagine what might have been. Like historical fiction, good stories in this category are authentic and as accurate as scholarship will permit. The purpose of fictionalized history is to make an era or a person "come alive" for the reader. From this the reader gains insight into another time and another place.

Carry on, Mr. Bowditch. Nat Bowditch is the story of a self-made mathematician who turns sailor and eventually captains his own ship. His learned mathematical skills lead him to errors in the only book available for navigation at the time. These errors force him to rewrite and improve the book, making "book sailing" much safer and more acceptable to the sailor. His teaching skills were employed directly with the men on ship and his unexpected honorary degree awarded by Harvard allowed him to realize his life long dream of being a Harvard man.

Responsibility is an important theme in this novel. The reader becomes involved in a) Nat's sense of responsibility to develop his mind as best he could, b) Nat's feeling of responsibility to publish a safe navigational guide, and c) Nat's sense of responsibility to bring his sailors in safely through the fog. Though Nat encountered opposition from a variety of sources when he tried to carry out his responsibility, he was never "becalmed." He did the best he could under the circumstances and succeeded in achieving his goals.

Objectives

At the conclusion of this study, the student will have

1. Read Carry on, Mr. Bowditch by Jean Lee Latham.
2. Completed a questionnaire concerning the novel which reflected thinking at stages 2 through 5.
3. Participated in a literature-based small group discussion which permitted interaction among students of various stages of moral development.
4. Participated in an all-class discussion of an analogous situation enjoying interaction with a variety of levels of moral development.
5. Completed a role playing activity in which the student was asked to assume the position of another individual.
6. Made a moral decision on a literature related dilemma, and then expressed this decision in a concrete way.
7. Completed a written evaluation of the study and activities of the novel.

Directions

Supervise the student's reading of Carry On, Mr. Bowditch by Jean Lee Latham. At the completion of each related activity, check the appropriate column on the student evaluation chart.

Activity I. Question/answer - paper/pencil. Distribute the questionnaire marked Activity I. Carry On, Mr. Bowditch. Ask the class to complete it and return it to you.

ACTIVITY I

CARRY ON, MR. BOWDITCH

Nat Bowditch has special ability in Math. What responsibility does he have to develop that ability, do you think. Mark the statement you like best.

- _____ 1. Nat should study as much as he feels like studying.
- _____ 2. If he studies his math, many people like the doctor, the pharmacist, his master, Mr. Morris will admire him. This is reason enough for him to study.
- _____ 3. His first responsibility is to his job. After he does his duties, if he has time and energy, he could use it to further his study.
- _____ 4. Nat knows that his ability must be put to work for his community, so he feels a very strong responsibility to keep studying as fast as he can.

Nat was not satisfied in learning himself. He decided to teach the sailors what he knew. Why do you think he chose to do this? Mark your answer with an X.

- _____ 1. Because it kept them busy and out of trouble on the ship.
- _____ 2. Because he wanted to help them and unselfishly share what he knew.
- _____ 3. He felt that the sailing profession would be better if they knew more.
- _____ 4. Because this was the most he had to offer to the United States, i.e. by making their ships safer he made the country better. He could do this by teaching navigation to her sailors.

Aid to Teacher Interpretation

This questionnaire is structured as follows:

| Question Numbers | Stages Reflected |
|------------------|------------------|
| 1,1 | 2 |
| 2,2 | 3 |
| 3,3 | 4 |
| 4,4 | 5 |

Activity II. Peer-led discussion - literature based. Distribute the handout entitled Activity II. Carry on, Mr. Bowditch. Divide the class into groups of eight or fewer students and instruct them to place their chairs in a circle. Appoint a class leader to lead the discussion and a recorder to note the group's conclusions. Tell the students to begin with the leader reading the first question. When each student has had a chance to express his opinion and his reasons for that opinion, then anyone who wishes to agree or disagree with any one of the positions taken may do so at that time. The student who gave the original answer should have the opportunity to explain his answer

further. When all debate on question one has stopped, instruct the group leader to move to question two and proceed in the same fashion.

When the small group discussion period is over, ask the recorder to report the group's conclusions to the class. Permit others in the class to question or respond to these conclusions. Collect the hand-outs, file a copy in each student folder, and ask the students to return their chairs to the original room arrangement.

ACTIVITY II

CARRY ON, MR. BOWDITCH

1. Did the French cheat Captain Blanchard or did he get what he deserved? Give your reasons.
2. How do you react when someone tries to "impress" you.
3. Do you see this as a type of dishonesty between people, in this case between Captain Blanchard and the French? Give your reasons.
4. Nat was very upset when he found the error in Moore's tables. Who was responsible for the error? Was it Moore, Maskelyne, the typesetter, the proofreader, the publisher or no one.
(You may want to reread page 119.)

Activity III. Discussion - analogous situation. Divide the class into small groups of eight or fewer students and appoint a group leader for each. Ask the students to circle their chairs for a small group discussion. Distribute the handout marked Discussion - analogous situation. Tell the students to make notes of the answers they hear on this paper. Tell the group leader to begin the discussion by reading the first question. Beginning on his left, and moving around the circle, permit each student to express his opinion. If others in the group wish to comment on an idea presented, permit them to do so. When the first question has been answered, direct the group leader to proceed in like manner through the remainder of the questions on the handout.

At the conclusion of the discussion, permit the class to come together once again in a teacher led discussion and present their conclusions to each other.

Name _____ Date _____

ACTIVITY III

DISCUSSION - ANALOGOUS SITUATION

1. Nat said men's lives depend on those tables (Moore's tables).
Can you name printed materials which could cause harm or death if they are not correct? Make a list to share with your classmates.
2. Do you have the responsibility to print only the truth or the facts as we know them when we are writing factual pieces.
(This would not include opinion pieces such as essays or fiction such as stories and novels.) Or should we be able to print whatever we can sell and let the reader discover the mistake for himself. Give your reasons.
3. Should a person be punished if he prints incorrect information which could harm or kill someone?
 - a. If he knows he is doing so?
 - b. If he does not do it on purpose?What reasons do you have for your answers to a and b?
4. Is this the same thing as selling firecrackers with bad fuses?
5. Does this tell us to double check the facts we read. Someone could have made a mistake.

NOTE: Now report your responses to the class and compare your group with other groups. Do you like any of their answers better? If so make a note of those better answers in this space.

Activity IV. Role playing. Divide the class into groups of six to eight students. Instruct them that each group is going to write and perform a scene from a play. Distribute the directions to each student and give them the time to write the play.

Allow class time for the students to rehearse the scene and then permit each group to present their scene for the other groups. At the conclusion of the presentations, permit the students to react and question the positions presented in the scenes.

ACTIVITY IV

ROLE PLAYING - PLAY DIRECTIONS

You are to write a scene from a play and then present the scene for the class.

Step 1. Here is the question your play must answer.

"Should the Astrea have left the security of being in convoy with the English fleet of 40 or so vessels in order to sail with the three floundering American ships." Why or why not?

Step 2. Here is a list of characters. Choose one of these as the person you will be in the play.

Nat

Polly

John Derby

Ben Mecker

Sam Smith

Dr. Bently

Tom Perry

Zack Selby

Tom Owens

Mrs. Lem (Amanda) Harvey

When you have decided whom you will be, decide how that person would answer the question in Step 1.

Step 3. Choose the setting. Where will these people be when they have their scene? At the harbor, at the Bowditch house, on the street, etc. ...

- Step 4. Now write out a script that lets each character "speak his piece" and argue his position with other characters if need be. Be sure to give the reasons you think the way you do.
- Step 5. Practice your scene.
- Step 6. Present your scene for the other groups.
- Step 7. Challenge the reasoning of the other groups after their scene if you disagree with it.

Activity V. Individual - concrete expression. Say to the class.

The question is: Should Nat Bowditch have taken the Putnam into Salem Harbor on Christmas Eve in spite of the dense fog?

Listed on the board are the advantages and the disadvantages. Study that list, consider all the things you know from the book, decide whether you think he should have headed home or not. Make your decision, and write it on the index card I will distribute to you. List the reasons for your decision on the same card, and then proceed to the art work. I am distributing art paper to you. Draw a picture of one of the following scenes:

- a. Salem Harbor on Christmas Night
- b. The Bowditch house on Christmas Night

Show us by this picture what you think the Captain should have done. Attach your decision and reasons written on the index card to the bottom of your picture and we will share our work with the other class members.

Remember that bringing the Putnam into Salem in fog would be like an astronaut trying to land his craft using a system he had made up.

Note: the list of advantages and disadvantages for use on the board are as follows:

Advantages

- a. danger even anchored
- b. rewritten Moore's tables
- c. triumph for science

Disadvantages

- a. fog
- b. superstitions of crew
- c. potential wreck so close to home

- | | |
|--|---|
| d. Polly and others waited | d. blind sailing |
| e. belief in math navigation and his techniques by his men | e. "there's some things a master don't do." f. he had another man's cargo and men's lives. |

Evaluation

Distribute writing paper and direct the students to write their thoughts, feelings, reactions, and anything they learned from the study of Carry on, Mr. Bowditch.

Collect these, and check the individual student's evaluation sheet to be certain it is complete. Read the written evaluation of the student for insight into his interest, level of moral reasoning demonstrated, if any, and any other information which you may find helpful in the future relationship you enjoy with the student. File the written evaluation in the student's folder.

STUDENT EVALUATION SHEET

Name _____

| Objective | Date | Comment |
|---|------|---------|
| 1. Read <u>Carry on,</u> <u>Mr. Bowditch</u> | | |
| 2. Questionnaire (2 part) | | |
| 3. Small Group Discussion, Literature Based | | |
| 4. Analogous Situation Discussion | | |
| 5. Role Playing Creative Dramatics | | |
| 6. Moral Decision, Art Work Shared Exhibit | | |
| 7. Student Evaluation | | |

Materials Needed

1. A classroom set of Carry On, Mr. Bowditch by Jean Lee Latham.
2. Handouts marked:
Activity I. Carry on, Mr. Bowditch
Activity II. Carry on, Mr. Bowditch
Activity III. Discussion - analogous
situation
Activity IV. The Play
3. Index cards
4. Art paper
5. Crayons, paints, or felt tipped pens for drawing
6. Writing paper

A WRINKLE IN TIME

Introduction

Science fiction. In the past science fiction was fantasy for adults. Today it is literature that stimulates the imagination of young readers by telling plausible stories which utilize scientific theory as the basis for their difference from other literature. The literature must be scientifically accurate in as much as we know or hypothesize because young readers are very attuned to the scientific community due to rapid communication. They will not accept as plausible any story based on unsound scientific technique or theory. This places a grave limitation on the author of science fiction. He must be not only a writer of a good story but a scientist as well.

A Wrinkle in Time. A Wrinkle in Time by Madeleine L'Engle has proven to be one of the most popular and most powerful novels in twentieth-century children's literature. The strong appeal of the book is based in part on the fascination of the idea of tessering. Though the fifth dimension is beyond the total comprehension of most of us, the illustrations used by the three old ladies allow us to enjoy a taste of the idea through our understanding of their analogies.

A stronger appeal, however, is based on the fact that the book treats concepts which are deeply human. It takes as its world total existence, and indicates that all existence is alike in that each form fights the same battle between good and evil. Some of the planets have won, some are still fighting, and some, unfortunately, have lost the battle. The most powerful weapon at any form's disposal is the power of love.

For the purpose of this program, the focus is on the theme of good and evil. This theme will be observed through the character's actions and the moral decisions they make.

Objectives

At the conclusion of this study the student will have

1. Read Wrinkle in Time by Madeleine L'Engle.
2. Completed a questionnaire concerning the novel in which the student encounters thinking at stages 2 through 5.
3. Participated in a small group discussion based on the literature and designed to permit interaction among students of various stages of moral development by calling attention to moral judgments and reasoning about these judgments while encouraging responses from the students.
4. Participated in the discussion of an analogous situation, designed to elicit a variety of stage responses from the range within the group and to help the student transfer his moral reasoning from one situation to another.
5. Completed a role playing exercise designed to encourage the student to engage in moral reasoning from another's perspective.
6. Completed an individual concrete expression of a moral decision made independently and shared this concrete expression with the class visually and through discussion.
7. Completed a written evaluation of the study of Wrinkle in Time.

Directions

Supervise the student's reading of Wrinkle in Time by Madeleine L'Engle. At the completion of each related activity, check the appropriate column on the student evaluation chart.

Activity I. Question/answer - paper/pencil. Distribute the questionnaire marked Activity I. Wrinkle in Time to the class and ask them to complete it.

At the completion of the activity, collect the questionnaire, check the results, and file it in the student's folder.

ACTIVITY I

WRINKLE IN TIME

The 3 W's seem to have the idea that they can use any of the things of earth if they need them for their mission. They use the sheets and another's house and property, and they indicate they find nothing wrong with this. We may not look at matters in just this same way. What do you think? Place an X beside the statement you most agree with.

- _____ 1. I would be glad to loan my sheets and house to the three W's because someday I may need them to help me since they have unusual powers. If they had used my things, I would expect them to pay me back.
- _____ 2. The only decent thing for the owners to do is to share their possessions with the 3 W's. Under the circumstances, any good human being would be happy to let them use their things. It would have been much better, though, if they had asked.

- _____ 3. The owners have every right, as Charles Wallace says, to have the women arrested for stealing and trespassing. That's what I would do.
- _____ 4. The 3 W's have such advanced knowledge that they assume that any human being would understand that they are about the business of doing good and that as good people they are obliged to let them use any of the possessions they have for the sake of the good mission.

NOTE: Now, in a few sentences, share your reasons for selecting the statement you did.

The key to the questionnaire is as follow:

| Statement Number | Response at Stage |
|------------------|-------------------|
| 1 | 2 |
| 2 | 3 |
| 3 | 4 |
| 4 | 5 |

Activity II. Peer-led discussion - literature based. Distribute the handout marked Activity II, Wrinkle in Time. Divide the class into groups of eight or fewer students and instruct them to place their chairs in a circle. Appoint a class leader to conduct the discussion.

When the groups have had enough time to reach their conclusions and to record them, bring the class back together and have each group recorder present the conclusions of his group. Permit the students to respond to the conclusions presented and debate them in an all-class discussion.

At the completion of this exercise, collect the handouts and file them in the student's folder.

ACTIVITY II

WRINKLE IN TIME

In an orderly fashion, come to a group answer on the following questions. Record your answers to share with the other groups at the end of the discussion period.

1. List the times that Charles Wallace is disobedient. Why is Charles Wallace disobedient? Does he always think about himself or does he sometimes think of others? Who was responsible for his being captured by "the Brain?" Should he be punished for letting himself get caught? Why or Why not?
2. Was it right for Mr. Murray to be involved in this experimentation? It was dangerous. After all, he does have some responsibility to his wife and family. Do you think he has a greater responsibility to mankind? Does he have an obligation to keep his family from having to suffer during his absence? Why should they have to take the remarks of friends, teachers, principals, and post mistresses? Is what he is doing worth all this?

Note to the discussion leader:

Ask for a volunteer to take notes on the answers the group agrees to.

When the discussion is completed, ask this volunteer to present your group's conclusions to the whole class.

Before the discussion begins, read aloud to the group the first series of questions listed above. Give the students a few minutes to decide on their answers. Then proceed to answer each question, one at a time. Allow each student to present the reasons for his answers and then take a vote on which answer the group will present to the whole class. Continue this way until all questions have been answered.

Note to the group:

Share your answers with the class. Feel free to disagree with the answers from other groups and give them your reasons.

Activity III. Discussion - analogous situation. Read the following to the class and then conduct an all-class discussion using the questions which follow the reading as a guide for the discussion.

Mr. Sampson has three children. When he went to college he studied government. Now that he has a good job and is settled in the community, he is considering running for the job of mayor. One of his neighbors pointed out that if he is elected, his wife and children will probably have to suffer a lot from anyone who is not satisfied by the decisions he makes. The newspapers may criticize him publicly and this may embarrass his family, too. What do you think?

Because he is trained for the job, does he have an obligation to run for mayor?

Does he have an obligation to his wife and children to keep them from being talked about and ridiculed?

If he were your father and he asked your opinion, what would you tell him? Why?

If you were in his position, what do you think you would do? Why?

Activity IV. Role-taking. The classroom scene the day after Meg returns to school will be acted out as this role playing exercise. Construct a girl's box and a boy's box. Place the following names in the girl's box.

Meg

Mother

teacher

postmistress

classmate (Include one strip for each girl in your class minus 4.)

Place the following names in the boy's box

Calvin

Charles Wallace

Father

principal

classmate (Include one strip for each boy in your class minus 4.)

Each child in the room will now have a role to play. Tell the students to draw their roles from the appropriate box, and distribute the sequence of events sheet to each class member.

ACTIVITY IV

SEQUENCE OF EVENTS

Moral question: Are we obliged to share our discoveries with our society, i.e., to tell the whole truth when we know we might be misunderstood.

1. The teacher begins by telling Meg that the postmistress says that her father came home last night. Would Meg like to tell the class about his homecoming.
2. Meg makes a decision on the moral question stated above and proceeds to tell the class as much as she decides to tell.
3. Classmates may comment or ask questions, believe or not believe her and say so.
4. She may respond to them.
5. Charles Wallace appears on the scene saying: "I sensed you were in some sort of trouble." He gets into the discussion.
6. Classmates may ask questions or comment or debate with Meg and Charles Wallace.
7. The teacher tries to keep order and makes her stand known to the class.
8. The class reacts to her stand.
9. The principal hears the commotion and comes in. The class explains to him what the discussion is about.
10. The principal lets the class know his position on the question.
11. The postmistress enters to find the principal in order to deliver the mail. She asks why everyone is gathered here. She asks Meg where her father has been.
12. The class tries to explain what they have been told.
13. The postmistress takes a stand on the story Meg is telling.
14. Calvin is changing classes and walks past the room. He sees Meg and Charles Wallace at the front of the room and puts his

head in the door to see if there is anything wrong. He enters the discussion and makes his position on the moral question known.

15. Mother and father enter to deliver Meg's lunch which she had forgotten at home. They are forced to state their position to the moral dilemma.

16. The teacher declares that the class will have to get on with its work now and ushers all the guests out and the classmates back to work.

Activity V. Individual - concrete expression. Say to the class:

If you have something special, like a special ability or high intelligence, are you responsible for developing this ability or intelligence for the good of your fellow men. Why or why not? Another way of asking this same question is: Did Mr. Murray have an obligation to his country to participate in the experimentation that caused all the trouble in the novel? Should he have done what he did, or should he have refused to take the risk?

Make your decision about our responsibility and obligation. When considering our abilities, decide whether our first obligation is to ourselves, to our family, or to our society. Then, using the poster board provided for you, the magazines, scissors, and paste in the room, construct a collage which shows the class where you think our obligation rests. We will exhibit our poster collages and see if we can tell how others answered the question.

When the class has completed the collages, display them and permit time for interaction among the students. Permit and encourage them to debate their answers with each other.

Evaluation

Distribute writing paper and direct the students to write about their thoughts, feelings, reactions, and anything they learned from the study of The Wrinkle in Time.

Collect these, check the individual student's evaluation sheet to be certain it is complete. Read the written evaluation of the student for insight into his interest, level of moral reasoning demonstrated, if any, and any other information which you may find helpful in the future relationship you enjoy with the student. File the written evaluation in the student's folder which already contains his previous work.

STUDENT EVALUATION SHEET

Name _____

| Objective | Date | Comment |
|---|------|---------|
| 1. Read <u>Wrinkle in Time</u> | | |
| 2. Complete the Questionnaire | | |
| 3. Small Group Discussion | | |
| 4. Discussion - Analogous Situation | | |
| 5. Role Playing Exercise | | |
| 6. Individual Decision - Concrete Expression | | |
| 7. Student Evaluation | | |

Materials Needed

1. A copy of Wrinkle in Time by Madeleine L'Engle for each member of the class.
2. Handouts: Activity I. Wrinkle in Time
Activity II. Wrinkle in Time
Activity IV. Sequence of Events
3. Writing paper
4. Box with role playing names in it.
5. Poster board for collage
6. Magazines, scissors, and paste

THE LION, THE WITCH, AND THE WARDROBE

Introduction

Fantasy. The literature of fantasy is created from the imagination of an author and is limited only by the nature of the universe he creates. The child finds that fantasy appeals to his imagination, but he is very aware of any inconsistency within the author's universe which might inadvertently creep into the story. Fantasy is a type of literature which provides a means of escape, enjoyment, and relaxation for the reader. It sometimes serves to couch deeper or symbolic meaning.

The Lion, the Witch, and the Wardrobe. The C. S. Lewis fantasy The Lion, The Witch, and The Wardrobe is the first of seven books known as The Chronicles of Narnia. In this novel the noble lion Aslan frees the land of Narnia from the evil spell of the White Witch. The novel indicates that personal greed and selfishness lead to destruction. This destruction can be overcome only by understanding, forgiveness and love. The character Edmund, a son of Adam, follows his selfish desires, betrays his family and is only saved from a terrible fate because Aslan offers to sacrifice himself in the boy's place.

The book was selected for inclusion in the program because it has a strong theme which clearly supports exciting actions requiring moral decisions on the part of the characters. Conflict is apparent and results of moral choices and behavior are clearly presented. Stages 2 through 5 exist in the novel through the characters of Edmund, the residents of Narnia, and Aslan.

Objectives

At the conclusion of this section the student will have

1. Read The Lion, The Witch, and The Wardrobe by C. S. Lewis.
2. Completed a questionnaire in which he interacts with statements at stages 2 through 5 and makes a choice of the one he finds most acceptable.
3. Participated in a small group discussion, literature-based, which was designed to permit interaction among students of various stages of moral development by calling attention to moral judgments and reasoning about these judgments while encouraging responses and reasoning from the students.
4. Participated in a discussion of an analogous situation designed to elicit a variety of stage responses from the range within the group and to help the student transfer his moral reasoning from one situation to another.
5. Participated in a role playing exercise in which the students play the central scene of Chapters 15 and 16.
6. Completed an individual concrete expression of a moral decision made independently and shared this concrete expression with the class visually and through discussion.
7. Completed an evaluation of the study of the novel and the related activities.

Directions

Supervise the reading of The Lion, The Witch, and The Wardrobe by C. S. Lewis. At the end of each related activity, check the appropriate column on the student evaluation chart.

Activity I. Question/answer - paper/pencil. When the students have completed the reading of Chapter 10, distribute the questionnaire marked Activity I. The Lion, The Witch, and The Wardrobe. When the students have completed the questionnaire, collect, review, and file it with their other materials from this study.

ACTIVITY I

THE LION, THE WITCH, AND THE WARDROBE

You have now completed 10 chapters of the novel. Please place an X beside the statement which you agree with most. Place an O beside any statement you believe is all right. Place a --- beside any statement which you cannot accept at all.

X = most agreeable O = acceptable --- = disagree

- _____ 1. Mr. Tumnus should have turned Lucy over to the Witch. If he had obeyed his orders, his home would not have been destroyed, he would not have been arrested, and he would not have been turned into stone. The Witch might have rewarded him for delivering Lucy to her.
- _____ 2. Faun Tumnus decided not to kidnap Lucy because he realized that it was a very bad thing to do and he was, as she thought, a much nicer being than that.
- _____ 3. The laws of Narnia had been broken. Mr. Tumnus' orders were that if he ever saw a Son of Adam or a Daughter of Eve in the wood, he was to catch and turn the person over to the Witch. Mr. Tumnus was fully aware of the rules set by the

White Witch. He broke the law and invited his punishment.

He deserved his fate.

- _____ 4. Mr. Tumnus knew the consequences of taking Lucy back to the lamp-post. He was aware of his orders, the laws of the land, the fate of other nonconformists, and the wrath of the White Witch. He had also met a human being and realized he could not betray an innocent girl, for he knew the horrible plans the Witch had for her. The faun risked his safety for Lucy. He made a decision based on what he felt was right.

NOTE: In a few sentences give your reasons for placing the X where you did.

The key for understanding the results of this questionnaire is as follows:

| Statement Number | Response at Stage |
|------------------|-------------------|
| 1 | 2 |
| 2 | 3 |
| 3 | 4 |
| 4 | 5 |

It is expected that the student will find his own level or that level immediately above his current level of thinking as the "most agreeable." He will "disagree" with anything below his own level. He is also likely to "disagree" with that which he finds incomprehensible or two stages above his own level of thinking.

Activity II. Peer-led discussion - literature based. Distribute the handout marked Activity II any time after the students have

completed the reading of Chapter 10. Ask them to circle and "agree" or "disagree" following each statement. After the students have circled their choices, ask all those students who agreed with number 4 to raise their hands. These people are reasoning at stage 5. If there are any in the class, make them group leaders and construct your groups of not more than eight students per group. Ask the group leader to proceed through each statement permitting the students in the group to debate each statement by presenting their reasons for agreeing with a statement or for disagreeing with that same statement. Assure the discussion leader that he should participate in the debate, especially when the discussion of statement 4 is underway. He should try to show his reasoning to the group.

At the conclusion of the debate, distribute red pencils or pens and ask any student who has changed his position to indicate this by making a red circle around his new choice. Ask the students to share their new choices and their reasons for the change with the whole class. Permit time for response and questions from the others in the class.

ACTIVITY II

THE LION, THE WITCH, AND THE WARDROBE

I. Edmund left the beaver's home alone in search of the White Witch because she had been nice to him before, and she had promised him more Turkish Delight and the chance to be a Prince. So he fulfilled his promise to bring the other children to Narnia for her in order to benefit himself. This was good for him to do.

I agree

I disagree

II. Edmund wanted to please the White Witch so he decided to tell her that the children were at the beaver's home and he also wanted to inform her of the children's plans to meet Aslan. If I wanted to please someone, I would probably do the same thing.

I agree

I disagree

III. Edmund did not have the right to put the other children's lives in jeopardy by telling the Witch about their plans to meet Aslan. He was a traitor to them, and he should be punished.

I agree

I disagree

IV. Edmund doesn't have the right to material possessions by sacrificing others lives. But since he did go to the Witch alone, searching for these rights, the others should forgive him for his wrong doings, and they should try to understand his reasons for doing so.

I agree

I disagree

Activity III. Discussion - analogous situation. Remind the class of this portion of the novel:

Susan and Peter decided to consult the Professor about Lucy's stories of Narnia. They told him everything she had told them. To their surprise, he asked them why they did not believe Lucy. He instructed the two children to look at the situation logically.

Consider this situation: (Read the following to the class)

One snowy day your younger sister comes rushing into your room. She is very excited. "There is a big white polar bear outside my window playing in the snow," she says. She asks you to come with her to see the bear. When you both reach the window, no bear is in sight. You can barely distinguish indentations in the snow. These could have been footprints or pawprints, but the falling snow is covering them. Your sister seems very disappointed and insists she saw a polar bear in the snow. She is usually a reliable and trustworthy person.

Later that day, your sister tells her friends about her experience. One of her friends secretly calls the television station. While you are home alone, because the other family members are grocery shopping, the telephone rings. It is the television station. They want to come to your home and interview your sister concerning her experience.

What is your responsibility? You want to be fair to your sister, fair to the television station, and fair to the people who watch for news. What do you think you will tell them? Why will you say these things?

Imagine for a moment that you lived in a land where the law states that we must dislike animals. You cannot have pets. You cannot even play with any animals. It is against the law. All animals are to be turned into the king, where they will be made into glue. And if you do associate with animals in any way, you will be severely punished.

One day, you happen to see a little lost puppy. It has wandered away from its mother and is hungry. It is so precious and adorable.

What do you do? Do you hand it over to the King? Do you take the puppy into your home where you care for it?

What would you do?

What reasons can you give for your decision?

Activity IV. Role-taking. Place small strips with the names of the animals on them in a box. Permit each student to draw an identification from the box. There are 28 characters implied. If you have more than 28 students in your class, all additional members of the class may be characters marked with the asterisk. The following characters are on the scene:

1. Aslan
2. White Witch
3. Lucy
4. Peter
5. Susan
6. Edmund
7. Mrs. Beaver
8. Mr. Beaver
9. Bull with a man's head
10. centaurs (4)
11. Dwarf
12. a bumble bee*
13. birds (4)*
14. Tree-Women (2)*
15. Well-Women (2)*
16. unicorn*

17. pelican*
18. great dog*
19. leopards (2)*

(*denotes the characters are optional, and the number may be adjusted to fit the needs of your class).

After the completion of Chapter 13 and after the students have drawn their role identification slip of paper from the box, direct them to review the scene where the White Witch visits the camp of Aslan. Find their character and study it. Permit them to ask questions on any matter that is not clear to them about the scene.

After the students have examined and questioned the rules of the deep magic from the dawn of time, explain that they, as a group, will role play the arrival of the White Witch in Aslan's camp. Remind them that several important dilemmas exist in this scene. Does the Witch have the right to Edmund. Should Aslan offer himself in Edmund's place. Should she kill Aslan?

When the students are clear on the type of character they are playing, review the scene by distributing the handouts marked RULES OF NARNIA and SEQUENCE OF EVENTS. Following the sequence of events, permit the students to play out the scene. Fifteen minutes should be sufficient time in order for it to stay within the bounds of productive role playing activity. The teacher might then complete the reading of the chapter.

RULES OF NARNIA

1. Aslan brings spring, Santa Claus, flowers, etc.
2. The White Witch is winter without Christmas.
3. Every traitor belongs to the White Witch as her lawful prey and for that treachery she has a right to a kill.
4. The White Witch can turn subjects into stone statues with her wand.
5. The four empty thrones of Cair Paravel which were to be filled with the children of Adam and Eve.
6. Aslan can break the spell of the stone statues.

SEQUENCE OF EVENTS

1. The Witch's Dwarf arrives at Aslan's camp.
2. Two leopards escort the Dwarf back to the Witch.
3. The Witch arrives in Aslan's camp.
4. Reaction of everyone to her appearance.
5. Reaction of Edmund to Aslan.
6. Conversation between Aslan and the Witch.
7. Susan whispers in Aslan's ear.
8. Aslan tells everyone to fall back and they obey.
9. Aslan and the Witch talk in low voices.
10. Everyone reacts in low voice.
11. Aslan addresses everyone.
12. The Witch walks away and then inquires about making sure the promise will be kept.

13. Aslan roars.

14. The Witch runs.

Activity V. Individual - concrete expression. Distribute the handout marked Activity V and read the instructions with the students. After the exhibit, file the index cards and permit the children to take their masks home with them.

ACTIVITY V

THE LION, THE WITCH, AND THE WARDROBE

Choose one of the following statements to work with. Circle the one you choose.

1. Do you think Edmund should have paid for his wrong doings, i.e. running away and betraying his brothers and sisters for his own personal gain? Yes or No? Why?
2. Aslan granted the White Witch an audience. Should he have done this? Yes or No? Why?
3. Aslan gave his life to the Witch for the traitor Edmund. Should he have done this? Yes or No? Why?

After you have circled the statement you want to work with, write out your decision and your reasons on the back of this paper. Then take a 5 X 8 card which your teacher has given to you and put the number of your statement on one side and turn the card over. On the second side neatly write out your answer and your reasons. This card will become a part of an exhibit.

Now select a character from the book who probably would agree with your conclusions. From the poster paper and paints, etc. available to you, make a mask which looks like this character as you imagine it. Try to make your character-mask show your answer to the statement. When your masks are completed, exhibit them for each other with the index card near the mask. Only show the numbered side to the students viewing your mask. Let them try to guess what the other side of the card might say. When they have given you their answer, turn your card over and read your answer to them. See if they came close to your answer by looking at your mask.

Evaluation

Distribute writing paper and direct the students to write about their thoughts, feelings, reactions, and anything they learned from the study of The Lion, The Witch, and The Wardrobe.

Collect these, check the individual student's evaluation sheet to be certain it is complete. Read the written evaluation of the student for insight into his interest, level of moral reasoning demonstrated, if any, and any other information which you may find helpful in the future relationship you enjoy with the student. File the written evaluation in the student's folder which already contains the earlier works of the student.

STUDENT EVALUATION SHEET

Name _____

| Objective | Date | Comment |
|--|------|---------|
| 1. <u>Read The Lion, The Witch, and The Wardrobe</u> | | |
| 2. Complete the Questionnaire | | |
| 3. Participated in Small Group Discussion | | |
| 4. Participated in Analogous Situation Discussion | | |
| 5. Role Played Camp Scene | | |
| 6. Individual Decision - Concrete Expression | | |
| 7. Student Evaluation | | |

Materials Needed

1. Copies of The Lion, The Witch, and The Wardrobe by C. S. Lewis
2. Handouts: Activity I. The Lion, The Witch, and The Wardrobe
Activity II. The Lion, The Witch, and The Wardrobe
Activity III. Discussion - Analogous Situation
Rules of Narnia
Sequence of Events
Activity V. The Lion, The Witch, and The Wardrobe
3. Strips with the character's names in a box for role identification
4. 5 X 8 Index cards
5. Poster paper
6. Tempera paint, magic markers, crayons or other decorations for masks.
7. Writing paper

ATTACHMENT

Kohlberg has identified the levels and stages as follows:

Level 1

Preconventional level. At this level the child responds to the cultural labels of right and wrong and good and bad. He is aware of either: 1. the physical or hedonistic results of his actions, or 2. the physical power of the individual promulgating the rules and labels. Following are the three stages of the preconventional level.

Stage 0: Egocentric judgment. Good for the child is what he likes, what he wants or what is helpful to him at that time. Bad is what he does not like, what hurts him, or what he does not want at that time. Rules or obligations to obey do not exist for him independent of his current wishes.

Stage 1: Punishment and obedience orientation. Goodness or badness of an act is determined by the physical consequences of an action on the part of the individual. An awareness of physical power and a desire to avoid punishment are present.

Stage 2: The instrumental relativist orientation. Good is that which satisfies one's own needs and sometimes the needs of others. Elements of sharing, reciprocity, and fairness are present but these are interpreted in a physical, pragmatic way. They exist as a means to one's own good end, not as a result of a sense of justice. Less emphasis is placed on the moral dictates of others because the good is relative to one's own needs at this stage.

Level 2

Conventional level. One seeks to maintain the social or conventional order by performing according to the expectations of family, peer group, or nation without consideration of the consequences.

Stage 3: The interpersonal concordance or "Good Boy - Nice Girl" orientation. The good is that which pleases others or is approved by them. Conformity to stereotyped images of good behavior takes place. Behavior is judged by others according to what the individual "intended" to do. He is approved by his intention to be "nice."

Stage 4: The "Law and Order" orientation. The orientation is toward authority, rules, laws, and the maintenance of social order. One must do one's duty, show respect for authority and maintain the social order for its own sake.

Level 3

Post-conventional, autonomous or principled level. The individual defines moral values and principles as independent from individual or group authority. He views moral principles as entities to be shared by himself and others in a society.

Stage 5: The social-contract legalistic orientation. The individual sees rules and laws as necessary for society but believes they are to be adhered to or respected not for their own sake but rather because agreement on them is necessary for a social system. He, therefore, views these laws as alterable but necessary as a criteria of right. Right action is that action which results from a consensus of the whole society; emphasis is on procedural rules for reaching consensus.

Outside those matters agreed on democratically, right action is a matter of personal values and opinions based on the principle of justice. Agreement and contract dictate duty and obligation to avoid the violation of the will or rights of others and the majority will and welfare is binding.

Stage 6: The universal ethical-principle orientation. Right is defined by the conscience of the individual in accord with ethical principles resulting from logical arrival at an awareness of justice, reciprocity, equality, and human rights, and of respect for the dignity of the human being as an individual person. Universality and consistency, as well as mutual respect and trust, are essential to the operation of the Stage 6 individual.

Chapter 5

ANALYSIS OF THE CURRICULUM

Introduction

The sixth grade program presented in Chapter 4 was developed from theoretical assumptions generated by the Kohlberg theory of moral development and related research. This theoretical base consisted of fifteen statements which concerned transformation of cognitive structure, conflict, equilibrium, relationship between cognitive and affective development, ego/other relationship, social development, stages, comprehension of stages, role-taking ability, role-taking opportunities, social participation, peer group centrality, social pressure, stimulation or retardation of moral development and stage progression.

The theoretically based program contains nine units. The units of the program are analyzed for adherence to the theoretical assumptions which served as their basis. These assumptions are first reviewed and the criteria for the subsequent analysis are stated.

Theoretical assumption #1. Development takes place as a result of changes or transformations in cognitive structures. Kohlberg indicated (1969) that development takes place as a result of changes or transformations in the cognitive structures of the person. This structural change produces a new way of looking at the environment. The subject indicates a structural change when he demonstrates a more advanced perception of his environment than he had formerly been capable of producing. When a subject's reasons for a moral decision indicate a

more advanced perception than he formerly expressed, development has taken place.

Due to the nature of cognitive structures, the only means of identifying development is through the observation of changes in reasoning and perception of the environment. If development due to structural change is taking place, it should be manifested in one of these two ways.

The analysis will examine whether or not the units of the curriculum permit this indication of change in the subjects' perception of the environment or in their reasoning about moral decisions. The analysis will identify opportunities for the student to indicate his level of reasoning so that inferences can be drawn.

Stage advance in a student may be indicated by his answers to questions, his writing, his reasoning expressed orally and/or in his creative expressions.

As a part of the analysis the program will be reviewed to ascertain whether opportunities to demonstrate development were included. These opportunities would permit the teacher to observe development in the student. By using the information gathered from these opportunities, the teacher would be aware of structural change or development.

Theoretical assumption #2. Cognitive structure is transformed as a result of an encounter and conflict with the environment. Transformation in the cognitive structure takes place as a result of the subject encountering elements in the environment which are in conflict with his current way of reasoning. In this program, the child must encounter moral reasoning which is different from his own in order for development to take place.

Because the thinking of the sixth grade student would theoretically range from stage 1 through 5 thinking and because stage 1 thinkers can comprehend stage 2 reasoning, the environment must be structured to include reasoning at these stages, i.e. 2 through 5. In this way, the teacher can be assured that all students will encounter thinking which challenges them.

An analysis of the program will assess the ability of the program to meet the demand of structuring the environment to include thinking at stages 2 through 5. In the analysis of the units, the number of particular stages included in each unit will be calculated.

Theoretical assumption #3. Learning occurs when stability exists. The cognitive structure tends toward a state of equilibrium. When it adjusts to the new experience and returns to a state of stability or equilibrium, learning has taken place. When the student has the opportunity to make changes in the original answer to a moral dilemma and does so, we know that the conflict instilled by environmental encounter has been accepted. When he is asked to reconsider his opinion on a moral dilemma and he does so, rejecting the first opinion and adhering to a higher level of reasoning than the opinion expressed originally, we know learning has taken place.

When analyzing the program for consistency with this learning principle, any opportunities for reconsideration of moral decisions and/or reasons which might indicate a change of position will be noted.

Theoretical assumption #4. Social development parallels cognitive development in nature. One of the principles of the Kohlberg theory is that affective or social-emotional development occurs in a fashion

similar to cognitive development. According to Kohlberg, cognitive development does not cause the social-emotional development, but rather, learning takes place in the affective domain in the same way that it takes place in the cognitive domain, i.e. through interaction between the structures and the environment. Even though we may see evidence of cognitive development in a student, we might not necessarily expect to find equal or simultaneous affective development.

Because moral development is one of the strains of affective or social-emotional development, the theory holds that moral development takes place as a result of interaction between the structures and the environment which presents reasoning in conflict with the subject's current moral reasoning.

This theoretical assumption is the connection between the cognitive theory and the Kohlberg theory of moral development. It does not translate into any particular activity in the program, but it is one of the principles upon which the program is based.

Theoretical assumption #5: Ego restructuring in social condition.

The Kohlberg theory indicates that social development is the result of the restructuring of the ego as it relates to others in a social condition. Since moral development is an aspect of social development, opportunities for the ego to relate to others in a social condition can be expected to influence moral development.

The program will be analyzed to find evidence of opportunities for the ego to relate to others in a social condition. These will include instances where the ego/other relationship is explored, i.e., situations where the student must consider his position on a moral

issue, consider another ego who is introduced into the situation, and reconsider his original position.

Theoretical assumption #6: Justice equals equilibrium between ego actions and actions of other egos toward the self. Social development tends toward an equilibrium between the ego and its actions and the actions of other egos toward the self. According to Kohlberg the equilibrium established between the egos is the principle of justice or reciprocity.

In assessing the program for the possibility of establishing equilibrium between egos, it will be necessary to find those parts of the activities that demand the resolution of an action between the self and others. These activities will include opportunities for the student to make a moral decision which involves the consideration of another person and then to express this decision.

Theoretical assumption #7: Development occurs in stages.

Kohlberg's theory is based on the assumption that both cognitive and social-emotional (affective), and, therefore, moral development, as an aspect of social-emotional development, move through stages.

The movement from one stage to the next is a process of rejection and construction. Through an awareness of its contradictions and inadequacies, the logic of the existing stage is rejected, and a new stage is then created (Turiel, 1974).

In order for the student to question the logic of his existing stage, he must contact a higher stage and interact with the logic of the higher stage. This principle is essentially the *raison d'etre* for the program.

In analyzing the program for adherence to this learning principle, it will be necessary to find opportunities for the student

a. to question his own logic through such questions as "What would you do if...,"

b. to encounter the logic of a higher stage by reading advanced statements and/or hearing higher stage discussion,

c. to consider his logic in comparison with higher stage thinking by answering questions and participating in discussions which call for his reasons to be expressed, and

d. to make a decision to retain his current position or to reject it and to accept the higher stage logic, and then to demonstrate that decision orally, in writing, or in an artistic expression.

Theoretical assumption #8: Subject comprehension of stages. Subjects comprehend thinking below their current stage of development and regard it as "bad advice." They comprehend thinking at their own stage, and they comprehend and prefer thinking one stage higher than their current stage of thinking (Rest, 1968). The student must have the opportunity to express himself and his stage of moral development. The information gained by attention to this expression can be useful to teachers in assessing the current stage of moral reasoning of a given student. By attending to his answers on written quizzes and attending to his responses in discussion, the teacher may employ this information in determining the student's current stage of development and any advancement which may be taking place. The information is also essential if the teacher is to structure the student's environment to challenge him.

Consequently, in analyzing the program for awareness of this learning principle, it will be necessary to identify opportunities that the student has to make a statement of stage preference.

Theoretical assumption #9: Role-taking ability. According to Kohlberg, role-taking ability, the ability to take another's perspective, is a necessary prerequisite for movement to the higher levels of affective development.

It is, therefore, advisable for the teacher to discern whether or not the student has role-taking ability. If the student shows evidence of this skill, he is ready to be stimulated by stage 5 reasoning. If he does not, however, show evidence of being able to take another's perspective, it is likely that he is reasoning at a lower stage of moral development than the post-conventional level.

The program analysis will indicate opportunities for the student to demonstrate role-taking ability. For example, the student may demonstrate this ability by his choice of answers in a questionnaire. When the student indicates that he is considering the reasoning of another person in making his decision, he has role-taking ability. When he gives his reasons for moral decisions either in writing or orally, he may also demonstrate this consideration of another's point of view. The demonstration of this ability is different from the opportunity to actually take the role of another person and sustain pretended reasoning for an extended period of time.

Theoretical assumption #10: Role-taking opportunities. Kohlberg has stated that the fundamental social inputs stimulating moral development are "role-taking" opportunities (1969). In a classroom, these opportunities are structured experiences in which students are directed to reason as another person would. They may be literature-based, i.e., the student may be asked to reason as he thinks a particular character would. Or they may be role playing exercises in which the student acts out a scene by pretending to behave and reason as an assigned person would.

The program analysis will indicate opportunities for the student to assume the perspective of another person and carry out a reasoning exercise as the other person might carry it out.

Theoretical assumption #11: Quantity of social participation is positively associated with higher stages of moral development. Studies by Keasey (1971) indicate that quantity of social participation is positively associated with the higher stages of moral development. This research indicates that a program for the classroom should include opportunities for increased social participation beyond that which usually takes place in the classroom environment. Increased social participation will open the possibility of more rapid movement to higher stages of moral development.

The analysis of the program will identify activities in the units which demanded social participation.

Theoretical assumption #12: Peer group centrality positively related to higher stages of moral development. Studies by Keasey (1971)

indicate that students "occupying positions of peer group centrality as reflected by popularity and/or leadership scores were at higher stages of moral development." This finding is important in two ways for the nature of the program under consideration. When the teacher identifies the probable class leaders through observation, he is alerted to the probability that they will express higher stages of moral reasoning.

Class leaders may become instrumental in aiding in the development of their classmates. By presenting advanced reasoning to their peers, they may establish challenges to the logic of the lower-stage thinkers.

The analysis of the program will examine the possibility for expression of advanced moral reasoning by class leaders and any opportunity to utilize this advanced moral reasoning to the advantage of other students in the class.

Theoretical assumption #13: Social pressure has long term effect when applied in a developmentally relevant direction. LeFurgy and Woloshin (1969) have indicated that peer pressure influences the moral reasoning of students. The immediate effect of this pressure can result in either regression or in stage advance. The results of long term testing, however, indicate that peer influence does not cause a regression in moral reasoning over the long term. In other words, a stage 4 student who is swayed by the group's stage 3 consensus into temporary regression will return to stage 4 reasoning over the long term. On the other hand, peer group influence which results in stage advance remains constant after long term testing. The importance of this research is that it indicates that moral reasoning exercises conducted in the classroom will not harm any student over the long term

by means of lowering his stage of moral reasoning. The peer influence of the class may, however, be felt in an upward direction to the student's developmental advantage.

The analysis of the program will, consequently, identify the opportunities for peer group influence.

Theoretical assumption #14: The educational environment may stimulate or retard moral development. According to Kohlberg the educational environment may stimulate or retard moral development depending on whether or not that environment is structured to attend to the moral development that is taking place as a part of the natural developmental processes in man. According to the Kohlberg theory, if the environment is structured to demand attention to the logic of one's way of looking at moral decisions, the stimulant for moral development is present.

In analyzing the program, then, the structure of the environment will be considered. It will be examined to determine a) the number of encounters with reasoning different from his own the student will find in this program, and b) the number of times the student is asked to consider his own logic or reasons for his responses to moral decisions.

Theoretical assumption #15: Development is the aim of education. Development, i.e., progression through invariant, hierarchiacally integrated, age-related stages, is the aim of education. If development is the aim of education and the program is designed to render the Kohlberg theory of moral development practically applicable for the classroom, anything which does not contribute to this development will be considered extraneous to the program. At the same time, any

opportunity for the student to progress through the stages of moral development via interaction with the environment would be a potential contribution to the development of the student. The program analysis, then, will identify aspects of the program which should facilitate upward stage movement.

Sample Analysis: "The Shepherd's Boy"

An indepth analysis of the program presented for "The Shepherd's Boy" follows as a sample of the process which was followed in analyzing all of the remaining units of the program. The Fable Unit's first literary piece, "The Shepherd's Boy," was chosen as the sample because it is the first piece of literature to appear in the program. It includes all aspects of the program that appear in later literary selections and activities. This sample analysis reviews the activities of the program and looks at their relationship with the fifteen theoretical assumptions on which the program was based.

Theoretical assumption #1: Development takes place as a result of changes or transformations in cognitive structures. The fable unit was included in the program because it is highly plotted and presents opportunities for consideration of moral actions. The teacher reads the fable to the class, and the class then participates in five

activities related to the fable. Through the student's contact with the literature and the activities designed for association with the literature, development in moral reasoning may take place. If development occurs, the student will manifest this structural change by indicating a change in his approach to the environment or by demonstrating higher levels of reasoning than he had previously been capable of using.

Activity I of "The Shepherd's Boy" is a questionnaire in which the student is asked to place an X beside all the statements he can agree with. These statements are designed to include thinking representing stages 2 through 5 according to the Kohlberg theory. The statements the student selects indicate his stage of moral reasoning. The questionnaire then asks him to note the statement which comes closest to matching his own thinking. Thus, he is asked to repeat the indication of his stage choice and to narrow that choice to one.

In subsequent sections of the Activity I questionnaire, the student is asked to give reasons for his choice of an answer and then to complete a sentence which demands that he give reasons for his position. By answering the questions posed in Activity I, the student has the opportunity to indicate his level of moral reasoning and the teacher has the opportunity to observe this level. If a pre-test has been administered, the teacher may compare the responses to the questionnaire and ascertain if development has taken place. If no pre-test has been given, this first activity may be used as an indicator of the student's dominant stage of moral reasoning and subsequent

units and the information they provide may be compared with this base unit in order to observe if development or structural change has occurred.

Activity II is a peer-led discussion which is literature based. The discussion uses the statements and questions on the Activity I questionnaire as the material for discussion. Each student is asked to give the answers he checked on the questionnaire and his reasons for checking those answers. The other members of the small group (fewer than 8 students) are asked to question or debate the choices and the reasons of their classmates.

At the conclusion of the discussion, the students have the opportunity to change their answers on the questionnaire by remarking their choices or restating their reasons using a red pen or pencil. Then the class reassembles for a discussion of the changes students have made and their reasons for change.

Activity II gives the student the opportunity to express his moral reasoning orally and this oral expression gives the teacher the opportunity to listen to his reasoning. This same activity gives the student another chance to answer questions in writing by offering him the opportunity to make changes in the questionnaire from Activity I. The teacher will observe these changes in the all-class discussion and by reviewing the questionnaires collected for filing in the student's folder at the completion of the activity.

Activity III provides similar opportunities for oral expression and teacher observation because this activity is a discussion of an

analogous situation. The discussion centers around a brief story which the teacher reads to the students and questions designed to lead the student to form an opinion, justify the opinion logically, provide reasons in support of the opinion, and express the reasoning process he followed in arriving at his conclusion. The student is given the opportunity to demonstrate his level of moral reasoning through oral expression in this activity and the teacher may observe any development by listening to the student's responses.

In Activity IV the students are asked to make a decision which a villager might be called upon to make. When the decision is made, the student illustrates this decision by drawing a picture which represents his thinking. The pictures are shared through an exhibit and the students share their reasons for their decision by answering questions and sharing discussion with their peers. In this activity the student is permitted the opportunity to demonstrate development through the creative expression he produces in his picture. The teacher may observe this development at the time of the art exhibit or during the discussion and question/answer period which accompanies the exhibit.

The fable unit concludes with a written evaluation of the study by the student. He is asked to describe his thoughts, feelings, and reactions to the literature and related activities and to note anything he learned from the study.

In summary, the fable unit includes three types of opportunities for the student to demonstrate structural change: written expression, oral expression, and creative expression. A review of the unit indicates that the student is asked to make eleven written responses in

This unit. He has three opportunities for oral expression, and one opportunity for creative expression. The teacher has the opportunity to observe each of these indicators of development.

Theoretical assumption #2: Cognitive structure is transformed as a result of an encounter and conflict with the environment. A review of the fable unit indicated that there is opportunity for encounter with conflicting stages for any student in the class who is reasoning at stages 1 through 5. Statements reflecting stages 2 through 5 are present in the questionnaire of Activity I. The student encounters these stages twice in the eight statements. He must consider the statements and mark each one with which he can agree.

The unit provides two opportunities for various stage encounters through the Activity II peer-led discussion involving a small group and the Activity III all-class discussion of the analogous situation. The range of moral reasoning present in the class becomes the range of encounter potential through these activities.

Activity IV demands reasoning by way of role playing. This activity provides a third opportunity for encounter with a variety of stages because the students are interpreting the moral reasoning of characters they represent as they play the role. Observers, that is the other class members watching the series of exercises, encounter stages of reasoning different from their own in this activity.

A final opportunity for encounter with a variety of stages is available in Activity V. Both the art exhibit and the discussion which follows makes a variety of stages available in the classroom environment.

In summary, it was found that the fable unit offers two encounters with stages 2 through 5 explicitly stated and five opportunities for class interaction with the potential of stages 2 through 5 present for encounter during these activities.

Theoretical assumption #3: Learning occurs when stability exists.

The fable unit, at the conclusion of Activity II, asks the student to review the questionnaire he has completed as a part of Activity I. The student is directed to change his answers if he wishes, using the red pen or pencil provided for him. If the student makes changes in an upward stage direction, the change may indicate that learning is taking place and a new stability will soon exist in his social-emotional domain. The students discuss their changes in an all-class discussion at the conclusion of Activity II. The teacher may hear the student's reasons for change at that time.

The teacher may also observe the learning or detect the existence of new stability by observing a change in reasoning from Activity I to the reasoning demonstrated in Activity II. The same might be observed between the literature-based small group discussion of Activity II to the all-class discussion of the analogous situation in Activity III. New stability may also be observed, if the reasoning demonstrated in Activity III remains consistent in Activity V.

In summary, the fable unit includes an opportunity for immediate indication of change of answers, which may signal the presence of learning activity and three activity-to-activity comparison opportunities for detecting stability or new equilibrium.

Theoretical assumption #4: Social development parallels cognitive development. The fable unit includes five activities all of which are primarily concerned with moral development. If these activities were included as a part of classroom instruction, an environment attentive to moral development would exist. However, since the present program does not include measures of cognitive development or measures of other strains of affective development, no particular activities can be identified for the assumption.

Theoretical assumption #5: Ego restructuring in social condition. The Kohlberg theory indicates that social development is the result of the restructuring of the ego as it relates to others in a social condition. The opportunity for the ego to relate to others and the opportunity to indicate this activity is present in Activity V.

In Activity V of the fable unit, the student is told that he should presume himself to be a villager from the fable. He hears the shepherd's boy calling "wolf, wolf!" The subject's ego is called to attention because he and the role player are the same and they are placed in the action by this activity. The prose direction continues to say: "He has already tricked you once." This sentence calls attention to the ego/other relationship. The instructions continue: "What are you going to do?" The ego/other relationship is questioned. The student is asked to express his answer artistically and to justify this answer orally. This activity permits the student to consider his position on an issue, to consider himself and others, and to question the implications of this social relationship.

Theoretical assumption #6: Justice equals equilibrium between ego actions and actions of other egos toward the self. Once attention has been given to the relationship between ego actions of the self and ego actions of others, a resolution must be made as a means of indicating equilibrium or stability. When the student manifests a decision relative to the ego interaction, learning has taken place. The principle of justice for that student has been declared. Activity V through the task of creative expression provides the opportunity for the student's expression of the principle of justice.

Activity V of the fable unit asks the student to make a moral decision based on an ego/other relationship and then to manifest his decision in the form of a picture which depicts his solution to the dilemma. The picture drawn by the student in connection with Activity V is his expression of the principle of justice or reciprocity once it has been established in his thinking.

Theoretical assumption #7: Development occurs in stages. The fable unit included several opportunities to stimulate movement from one stage to the next higher stage. This is accomplished through a questioning of logic set in action by an encounter with higher stage logic. Students must consider their current logic and decide to reject or retain the old or current way of reasoning after encountering the higher stage logic.

Activity I of the fable unit brings the student in contact with stages of thinking ranging from 2 through 5. By means of interaction with these statements the student's current position may be set in conflict. As a result, he may question his own logic. He is also

asked in this activity to give his reasons for the statements he selects. This should encourage him to consider his logic. The student encounters the reasoning of others through the discussion associated with Activity II of the unit. Again he must reconsider his choices and he is given the opportunity to change his answers on the Activity I questionnaire at the completion of the Activity II discussion. At this point he decides whether to retain or reject his current logic.

The all-class discussion of Activity III provides a third opportunity for the student to encounter logic different from his own. In Activity V the student can question his own logic and make a decision which he expresses in an art form. In the all-class sharing or exhibit and discussion, he may encounter logic at a higher stage and consider his logic in comparison with that.

Thus, through these activities the student may become aware of the inadequacies of his current logic through interaction with stages of reasoning higher than his own. He may either retain or reject his current thinking, and he has the opportunity to manifest this decision in several forms.

Theoretical assumption #8: Subject comprehension of stages. In Activity I of the fable unit the student is asked to mark all the answers with which he agrees. These answers could theoretically include those indicating the student's current stage of moral reasoning and for some students it might include those statements which are one stage above the student's current level. The student is then asked to indicate which answer he finds to be closest to his thinking. This answer should indicate his level of reasoning. In Activity II the student orally expresses

these choices and gives his reasons for choices he has made. These indications may be considered to be of two types: specific statements of stage preference and rated statements of stage preference.

Because subjects comprehend their current stage, all stages below their level, and usually one stage above their current level, answers students give may be analyzed in order to ascertain their current levels of thinking. These answers provide the teacher with clues to development which may be taking place as well as information on the level of thinking that will challenge the student.

Activity II of the fable unit asks the student to consider changing any answer he now finds unacceptable on the Activity I questionnaire. By comparing his new answers with his old answers, another piece of rated information is available because the teacher can see what the student now accepts and what he has rejected

Theoretical assumption #9: Role-taking ability. The fable unit offers the opportunity for post-conventional thinking in all five of its activities. These chances for post-conventional thought appear in the form of role-taking demands on the student. If the student has the ability to assume another person's perspective, he is likely to select the two statements in Activity I (answers 4 and 8) which require role-taking ability for comprehension. The second part of the Activity I questionnaire includes two open ended questions. If the student is able to manifest role-taking ability he has the opportunity to do so through his reasons offered in these two situations.

The discussions prescribed in Activities II and III also give the students the opportunity for demonstrating role-taking ability. The

teacher may observe this ability by listening to the students' reasoning process which unfolds during the discussion.

When a student participates in Activity IV, he is called upon to reason as a parent or as a child would in dialogue with another role playing peer. A successful performance in Activity IV requires role-taking ability and the teacher may observe the student's ability to take another's perspective by attending to his performance in Activity IV.

When the student makes his moral decision associated with the dilemma presented to him in Activity V, he is asked to manifest this response in an art work and discuss his reasons and his work with his classmates during a discussion period. The art work itself may indicate role-taking ability. The student may further indicate this ability through the remarks he makes in the discussion period.

In the fable unit there are five opportunities for students which encourage them to demonstrate role-taking ability. The teacher, likewise, has these opportunities to observe that skill in action during all five activities.

Theoretical assumption #10: Role-taking opportunities. Activity IV of the fable unit calls upon the student to play the role of Jan or his father, two characters from the Activity III discussion of an analogous situation. The activity designs a debate between Jan and his father over a disagreement on a moral decision. The student is called upon to reason as his character would reason under the circumstances. Thus, Activity IV provides a role-taking opportunity for the student.

Theoretical assumption #11: Quantity of social participation positively associated with higher stages of moral development. The

fable unit includes four activities which require social participation on the part of the student. This social participation includes small group discussion in Activity II, all-class discussion in Activities II and III, interaction with another student in the role taking exercise of Activity IV, and a question/answer session with the whole class as a part of Activity V.

Theoretical assumption #12: Peer group centrality positively related to higher stages of moral development. Activity II of the fable unit asks that a class leader be appointed to monitor the discussion of this activity. Activities III, IV, and V open the opportunities for expression of higher stages of moral reasoning because they involve open discussion in which the students are encouraged to either present their reasoning, be it advanced or not, or to show reasoning as they believe the character they represent would reason (Activity IV). When class leaders respond in these three activities with advanced or higher stages of reasoning, the whole class benefits because these higher stages may instill conflict in the lower stage thinker and cause him to question the logic of his thinking. This situation gives the majority of students the chance to encounter moral reasoning higher than their own. If this advanced reasoning initiates conflict in the student thought, it may serve to stimulate movement through the stages in an upward motion.

The fable unit offers four opportunities for class leaders to express advanced moral reasoning. This gives other students in the class four opportunities to encounter this advanced reasoning. The program

reflects the research of Keasey (1971) which indicated that there is a relationship between higher stages of moral development and peer group centrality.

Theoretical assumption #13: Social pressure has long term effect when applied in a developmentally relevant direction. Students are involved in a variety of actions as a part of the fable unit. They participate in discussion, debate, artistic expression and peer questioning. Each of these activities produces peer group influence. The discussion of Activity II and Activity III and the debates of Activity II and IV involve peer interaction. Social pressure results from the peer interaction. Artistic expression is a part of Activity V. Peer questions follow the exhibit of the art work. Social acceptance or rejection with reasons may be a powerful influence on the reasoning of the student. A total of seven instances of peer group influence potential can be identified in the activities designed for "The Shepherd's Boy."

Theoretical assumption #14: The educational environment may stimulate or retard moral development. An analysis of the fable unit indicates that all parts of the program give attention to the development of moral reasoning in the child. All five activities associated with the fable provided the opportunity for interaction with reasoning different from the student's own. Activities I, II, III, and V require the student to consider his own logic and encourage an awareness and expression of his reasons for responses to moral questions.

Because the educational environment suggested by the fable unit includes opportunities for the student to encounter and interact with moral reasoning which is different from his own, moral development may be stimulated. If the student's logic and reasoning is challenged, this can aid the upward mobility through the stages of moral development. Thus the environment, as designed, cannot be regarded as one which would retard the development of moral reasoning.

Theoretical assumption #15: Development is the aim of education.

Five activities provided opportunities for interaction between the student and his environment through moral reasoning exercises. An analysis of the fable unit indicated that all five activities provided opportunities for interaction between the student and his environment through moral reasoning exercises. These exercises included a questionnaire, a small group discussion, an all-class discussion of an analogous situation, a role-taking opportunity, and an artistic expression of an individual moral decision. The interaction between the student and this environment might stimulate development of moral reasoning, as has been discussed previously in this chapter. The analysis of the fable unit failed to identify any parts which are unlikely to stimulate development of moral reasoning due to the environment they suggest.

Movement through invariant, hierarchiacally integrated, age-related stages is the aim of education, according to developmentalists. The program was considered consistent with the developmentalists' aim of education because it provides an environment which challenges the moral reasoning of the student and thus provides the opportunity of advancement through the stages of moral development.

Analysis of the Other Units

The other units of the program have also been analyzed in the same manner as the Fable Unit was analyzed. The results of the analysis of all nine units of the sixth grade program of moral development are summarized in Table 1. The theoretical assumptions and their manifestations in the program are briefly described in the column at the left of the table. The title of the work of literature identifying the unit appears across the top of the matrix. The number of times each theoretical assumption was found to be in operation in a particular unit is recorded in the data columns of the matrix. The results of the analysis for each theoretical assumption are reviewed in the following text.

Theoretical assumption #1: Development takes place as a result of changes or transformations in cognitive structures. Each of the units in the program as a questionnaire included as the material for Activity I. The form of the questionnaire varies from unit to unit. Two things are demanded from the student in each case: a decision and the reasons for the decisions. Only in the case of the Carry On, Mr. Bowditch unit is there a variation. In this unit the student is not asked to express his reasons for selection. He is presented with two sets of statements from which he is to select the answer he likes best. The

Table 1

SUMMARY OF THEORETICAL ASSUMPTIONS
PRESENT IN THE PROGRAM

| Theoretical Assumptions | Fable | Fairy Tale | Rabbit Hill | Charlotte's Web | From the Mixed-up Files | Sounder | Carry on Mr. Bowditch | Wrinkle in Time | Lion/Witch & Wardrobe | Total |
|--|-------|------------|-------------|-----------------|-------------------------|---------|-----------------------|-----------------|-----------------------|-------|
| I. Opportunities to demonstrate structural change for teacher observation. | | | | | | | | | | |
| A. Written Expression | | | | | | | | | | |
| 1. Answer Question | 19 | 4 | 2 | 4 | 9 | 1 | 2 | 2 | 3 | 46 |
| 2. Change Answers | 2 | 11 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 17 |
| 3. Written moral decision with Act. V | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 6 |
| 4. Written evaluation of unit | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 |
| B. Oral Expression | | | | | | | | | | |
| 1. Activity II | | | | | | | | | | |
| a. Discussion | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 20 |
| b. Listening | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 20 |
| 2. Activity III | | | | | | | | | | |
| a. Discussion | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 |
| b. Listening | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 |
| 3. Activity IV | | | | | | | | | | |
| a. Role Playing | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 |

| Theoretical Assumptions | Fable | Fairy Tale | Rabbit Hill | Charlotte's Web | From the Mixed-up Files | Souder | Carry on Mr. Bowditch | Wrinkle in Time | Lion/Witch & Wardrobe | Total |
|--|-------|------------|-------------|-----------------|-------------------------|--------|-----------------------|-----------------|-----------------------|-------|
| b. Observation | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 |
| 4. Activity V | | | | | | | | | | |
| a. Respond to peer questioning | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 |
| b. Listen to response | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 |
| C. Creative Expression | | | | | | | | | | |
| 1. Student creates | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 |
| 2. Teacher observes | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 |
| Total opportunities for demonstration and observation of change. | | | | | | | | | | 105 |
| II. Cognitive structure encounters environmental conflict. | | | | | | | | | | |
| A. Stages specified (no.) | | | | | | | | | | |
| a. 2 | 4 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 15 |
| b. 3 | 4 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 15 |
| c. 4 | 4 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 14 |
| d. 5 | 4 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 14 |
| B. Potential from class interaction (no. of events) | 10 | 5 | 4 | 4 | 5 | 5 | 7 | 5 | 5 | 50 |

III. Learning occurs when stability exists

| Theoretical Assumptions | Fable | Fairy Tale | Rabbit Hill | Charlotte's Web | From the Mixed-up Files | Souder | Carry on Mr. Bowditch | Wrinkle in Time | Lion/Witch & Wardrobe | Total |
|---|-------|------------|-------------|-----------------|-------------------------|--------|-----------------------|-----------------|-----------------------|-------|
| III. Learning occurs when stability exists | | | | | | | | | | |
| A. Opportunities for immediate indication of change of answers | 2 | 2 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 8 |
| B. Opportunities for observation of learning throughout the program by comparison of activity answers | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 36 |
| IV. Social development parallels cognitive development | | | | | | | | | | |
| A. Attention to moral development in activities of unit | 10 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 45 |
| B. Attention to other types of development in activities of units | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| V. Ego restructuring in social condition by consideration of self/other relationship | | | | | | | | | | |
| A. Ego attended | 2 | 3 | 1 | 2 | 1 | 2 | 3 | 3 | 1 | 18 |
| B. Ego/other attended | 3 | 3 | 1 | 1 | 1 | 2 | 2 | 3 | 1 | 17 |
| C. Ego/other questioned | 3 | 3 | 1 | 1 | 1 | 2 | 2 | 3 | 1 | 17 |
| VI. Ego/other relationship established, i.e., the principle of justice established | | | | | | | | | | |
| | 3 | 3 | 1 | 1 | 1 | 2 | 2 | 3 | 1 | 17 |

| Theoretical Assumptions | Fable | Fairy Tale | Rabbit Hill | Charlotte's Web | From the Mixed-up Files | Souder | Carry on Mr. Bowditch | Wrinkle in Time | Lion/Witch & Wardrobe | Total |
|---|-------|------------|-------------|-----------------|-------------------------|--------|-----------------------|-----------------|-----------------------|-------|
| VII. Development occurs in stages. The student has opportunities to: | | | | | | | | | | |
| A. Question his own logic | 8 | 2 | 4 | 3 | 3 | 5 | 4 | 5 | 4 | 38 |
| B. Encounter logic of a higher stage | 8 | 2 | 5 | 2 | 5 | 5 | 5 | 5 | 5 | 42 |
| C. Consider his logic in comparison with higher stages | 8 | 1 | 4 | 2 | 3 | 5 | 5 | 5 | 5 | 38 |
| D. Decide to retain or reject current logic and demonstrate that decision | 4 | 1 | 4 | 0 | 2 | 4 | 4 | 5 | 4 | 28 |
| VIII. Subject's comprehension of stages. The student has the opportunity for statement of stage preference. | | | | | | | | | | |
| A. Specific | 5 | 0 | 3 | 0 | 1 | 2 | 1 | 1 | 1 | 14 |
| B. Rated | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 |
| IX. Role-taking ability | | | | | | | | | | |
| A. Opportunities in the unit which may utilize role-taking ability. | 8 | 5 | 5 | 3 | 5 | 3 | 2 | 4 | 3 | 38 |
| B. Opportunities in the unit where the teacher may observe role-taking ability. | 8 | 5 | 4 | 3 | 4 | 3 | 2 | 4 | 3 | 36 |

| Theoretical Assumptions | Fable | Fairy Tale | Rabbit Hill | Charlotte's Web | From the Mixed-up Files | Souder | Carry on Mr. Bowditch | Wrinkle in Time | Lion/Witch & Wardrobe | Total |
|--|-------|------------|-------------|--------------------|----------------------------|--------|--------------------------|--------------------|--------------------------|-------|
| X. Role-taking opportunities | 2 | 1 | 1 | 2 | 3 | 1 | 1 | 1 | 1 | 13 |
| XI. Opportunities for social participation | 8 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 39 |
| XII. Peer group centrality equals higher stage moral development | | | | | | | | | | |
| A. Opportunities to express advanced moral reasoning | 10 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 45 |
| B. Opportunities to utilize this for others | 9 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 3 | 41 |
| XIII. Social pressure/peer group influence | | | | | | | | | | |
| A. Discussion | 4 | 1 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 22 |
| B. Debate | 4 | 0 | 3 | 2 | 2 | 2 | 2 | 1 | 1 | 17 |
| C. Artistic expression | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 11 |
| D. Peer questioning | 4 | 1 | 1 | 1 | 0 | 2 | 2 | 1 | 1 | 13 |
| XIV. Educational environment | | | | | | | | | | |
| A. Failure to demand moral reasoning or question student logic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| B. Encounters with reasoning different from his own | 10 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 48 |

| Theoretical Assumptions | Fable | Fairy Tale | Rabbit Hill | Charlotte's Web | From the Mixed-up Files | Souder | Carry on Mr. Bowditch | Wrinkle in Time | Lion/Witch & Wardrobe | Total |
|---|-------|------------|-------------|-----------------|-------------------------|--------|-----------------------|-----------------|-----------------------|-------|
| C. Demand for consideration of student's logic and reasons for responses to moral decisions | 7 | 4 | 3 | 3 | 4 | 5 | 3 | 5 | 4 | 38 |
| XV. Development is the aim of education. Activities which provide opportunities for interaction with moral reasoning which might facilitate upward stage motion | 10 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 50 |

*NOTE: Numerical totals for the fable unit are different in tabulation than they are in the text because the sample analysis uses one fable while the fable unit includes a second story with its related activities.

statements reflect stage 2 through stage 5 reasoning and the questions concern the nature of responsibility to others and the reasoning of the main character in the novel.

The student is given the opportunity to make a change in his questionnaire responses in six of the units. This is to permit an overt demonstration of structural change which may take place as a result of encountering the ideas of the questionnaire and the discussion of these ideas which comes as a part of Activity II.

In Activity V in five units in the program, the student is asked to write about his decision on a moral issue. The writing may take the form of a paragraph, an imaginary file entry, a listing of reasons for the decision, or creating the ending to a story. The student demonstrates his thinking in this form and structural change is observable from this source by the teacher.

Each unit of the program concludes with a written evaluation of the unit. This evaluation is a paragraph in which the student records his feelings, thoughts, and reactions to the study just completed. It is an indicator of structural change if reasons are included in the prose.

Each unit of the program includes a small group discussion as a part of Activity II. The discussion enables the student to orally express his moral reasoning and it provides the teacher the opportunity to hear these reasons. There are actually ten literature-based small group discussions in the program because the Fable Unit incorporates two sets of five activities. In five of the units the questionnaire from Activity I is used as the basis for discussion. In the other five

discussions a second series of questions has been included in the program. All ten of these are designed to elicit a moral decision and the reasons for that decision from the student. The discussion format assures maximum participation by the members of the group.

At the conclusion of each small group discussion the groups are merged into a total class once again and the consensus opinions formed by the groups are shared and a discussion of these conclusions is conducted with the whole class participating.

Each unit's Activity II includes two opportunities for the student to manifest structural change and to indicate this change through oral expression. The teacher has a total of 20 opportunities to observe change in the student as a result of this one activity.

In each unit, Activity III is a discussion of a moral concern which is analogous to that encountered in the literature selection. Two of these discussions are small group and eight of them are teacher-led all-class discussions. One unit, the Fairy Tale Unit, utilizes a current children's book as the topic for discussion. The other nine discussions are stimulated by situations which the students could encounter in their daily lives such as interstates replacing homes, stranded pets, and injustice in the supermarket. This activity provides ten opportunities for the student to express his reasoning and likewise ten opportunities for the teacher to listen to this oral expression. As a result, structural change may be manifested and observed in Activity III.

Activity V provides the opportunity for creative expression based on a moral decision which the student must make. In five units the students are called upon to make a written response as well as an

artistic response as a part of this activity. In all units the student is presented a question, he makes a decision, he expresses this decision in a creative way (painting, shadow box, collage, poster, etc.) and he then discusses his reasoning and his expression with his classmates by way of an exhibit and an all-class question/answer period. Activity V includes opportunities for five written responses to moral questions, ten artistic or creative expressions, and ten oral expressions of reasoning by the students. The teacher may observe structural change through any of these opportunities.

As the matrix (Table 1) indicates, the program provides ample opportunity for the student to demonstrate his level of moral reasoning and changes in the levels, and for teachers to observe these indications of moral development.

Theoretical assumption #2: Cognitive structure is transformed as a result of an encounter and conflict with the environment. A review of the nine units of the program reveals that the program is sensitive to the stages of moral development as Kohlberg has defined them. It is the presence of these stage variations in the program which join with the stage variation in the reasoning of the students in the classroom to produce an environment of conflict which will theoretically bring about development in the students.

Across the program stage 2 and stage 3 reasoning are present in the structured environment of the program a total of 15 times each. Stage 4 and stage 5 thinking are present for the students to encounter in the program a total of 14 times each. The program further includes occasions demanding class interaction in a total of fifty events. Each

of these events structures the environment to include the stages of those students participating in the event and this interaction should serve to instill conflict in the reasoning of those students involved in the program whenever they differ from their classmates.

Theoretical assumption #3: Learning occurs when stability exists.

A review of the nine units of the program showed that six of the nine units of the program ask the students if they wish to make changes in their answers to the questionnaire of Activity I. Similar opportunities to make changes appear at the close of Activity II in five of the units. In the unit based on the Fairy Tale, the questionnaire of Activity I becomes a part of the moral decision making exercise in Activity V. The student is given an opportunity to change his questionnaire at the beginning of Activity V after Activities II, III, and IV have intervened. The student is given a second chance to make changes in his questionnaire answers at the conclusion of Activity V.

The importance of changing the answers, it might be noted, is that this action is an indication that development or learning may be taking place, or that new stability will soon exist. Because the units are structured around five activities, any time the teacher compares the stage of development of a student, using one activity as a base, with the stage manifested by reasoning in the next activity, learning may be seen. The only exception to this would be a comparison between Activity III and Activity IV. Because Activity IV is a role-taking exercise, the student's personal thinking is not called upon. In this exercise he is pretending to reason as another individual might. Therefore, the

teacher should compare Activity III thinking and Activity V thinking.

Theoretical assumption #4: Social development parallels cognitive development. A review of the five activities associated with the program reveals that each activity is primarily concerned with moral reasoning exercises and a demonstration of this reasoning by the student. As previously noted, the program does not attempt to focus upon other types of development such as cognitive, motivational, psychosexual, etc.

Theoretical assumption #5: Ego restructuring in social condition. Each of the units of the program contains at least one exercise which leads the student to focus on his response to a situation. Such questions as "How do you react when...", "What do you think if...", "What would you do if..." are asked of the student. Each unit also includes at least one instance which leads the student to consider someone else in relationship to himself in a given situation. An example of the ego/other relationship attended and questioned in the exercises might come from the unit on Charlotte's Web. During the all-class discussion of an analogous situation (Activity III) the following is asked: "A friend tells you a secret. You promise not to tell it to anyone. Are there any circumstances under which you would break your promise and tell the secret? If your friend broke a promise to you, what would you think, say and do?"

A tabulation of situations in the program indicates that the student's attention to his own thinking or response to a situation is called for 18 times. This ego consideration is placed with the idea of

others related to the ego on 17 occasions throughout the program, and the relationship questioned and an answer to conflict demanded on 17 occasions in this program.

Theoretical assumption #6: Justice equals equilibrium between ego actions and actions of other egos toward the self. When the student (ego) considers and resolves the conflict established in an ego/other relationship, the answer he gives to the activity questions represents the principle of justice as that student views it in that situation. On 17 occasions throughout the program, the student must establish a principle of justice as he sees it as a result of questions asked him about his relationship with others in a hypothetical situation. An example of this principle of justice being established might be seen from Activity III of Sounder in which the case of Mrs. Sams is discussed. The student ultimately is asked, "If she is arrested for shoplifting, what do you think a just punishment would be?"

Theoretical assumption #7: Development occurs in stages. The nine units of the program are attentive to the stages of development. Each of the questionnaires in Activity I contains statements which reflect stage 2 through stage 5 thinking. Participation in Activity I should encourage students to question their own way of looking at the environment while presenting them with instances of higher stage thinking. When the student is asked in the questionnaire to give his reasons for choices he indicated or answers he wrote, he is in reality comparing his logic or reasoning with different stages he had encountered throughout the program either in the literature, in the questionnaire, or in discussion with his classmates. When he is asked to answer

questions or to express opinions, he has considered his logic and decided to retain or reject his current thinking. He demonstrates this decision by expressing it in one of several ways such as writing a paragraph, completing sentences, or answering questions, for example.

Activities II and III call for small group and all-class discussions. These opportunities for peer group interaction structure the environment so that it includes the thinking of all the stages in the range of the class. Conflict is probable. It is highly unlikely that an entire class of students would be operating at the same stage of moral development. Any discrepancy sets up conflict in the reasoning of the class and development is possible.

Activity IV in each unit is a role playing exercise which exposes the students to a variety of stages of reasoning in two ways. They must assume the thinking of the character they portray as they role play the exercise and they observe a variety of stages as they witness their classmates doing their role playing exercise.

Activity V calls for a decision which focuses on the student's stage of moral reasoning. He demonstrates this decision in a creative way such as completing a short story, drawing a picture, making a collage, etc. These creations are shared with the class. The sharing and a subsequent discussion by the class of the reasons behind the decisions expressed opens the possibility of exposure to a variety of stage responses as a result of Activity V.

Theoretical assumption #8: Subject comprehension of stages. A review of the nine units indicated that each unit except the Fairy Tale Unit and the unit based on Charlotte's Web asks the student for a

specific statement of stage preference on at least one occasion during the exercises of the unit. These statements of stage preference appear in the questionnaire of Activity I. In the units based on the fable, Rabbit Hill and Sounder, the students are called upon to express their specific stage choice orally as a part of their position declaration associated with the Activity II small group discussion.

The Fable Unit and the unit based on The Lion, The Witch, and the Wardrobe offer another possibility for the subject to indicate his comprehension of stages. These units ask the student for a rated selection of answers to the questionnaire which is Activity I. Teachers can determine stage comprehension and preference by giving attention to these rated choices by the students.

Theoretical assumption #9: Role-taking ability. Each unit of the program includes open ended questions, opportunities for discussion, and the chance to express personal opinions and reasoning both written and oral. These open opportunities permit the students who conduct their moral reasoning with the ability to consider another's point of view the chance to express their thinking and to explain the process by which they arrived at their conclusions. The nine units of the moral development program provide many opportunities for the exercise and demonstration of the student's ability to take the view of another person. This role-taking ability is a skill which some sixth grade students may possess and others may not. The teacher has the chance to observe this ability each time it is demonstrated by attending to the reasoning of the students.

Theoretical assumption #10: Role-taking opportunities. All nine units of the program include an activity which specifically calls for role taking. In the case of Activity IV the student either takes the role of one of the characters from the literature and attempts to reason as the character would or he takes a role in an imaginary situation in which a moral decision must be made.

Students have additional opportunities to take the role of another in at least three additional instances in the program. In the Charlotte's Web unit, Activity V, the student must assume the role of one of the barnyard characters in making a decision. In the unit based on the Mixed-Up Files of Mrs. Basil E. Frankweiler, Activity V asks the student to pretend that he is Claudia when making a decision on a moral issue. Activity III, the discussion of an analogous situation in this same unit, asks the student to assume the position of one of the brothers in the hypothetical event.

Theoretical assumption #11: Quantity of social participation positively associated with higher stages of moral development. A review of the nine units of the program reveals that social participation is required in all units in association with Activities II, III, IV and V. These activities were both small group and all-class involvements. In the unit based on the Fairy Tale the Activity IV exercise does not include social participation as it is understood in the other units and activities. In this role-taking opportunity the student plays two roles using puppets. He plays his point of view and an adversary's role simultaneously. Social participation in this instance involves performance of the puppet presentation for the class rather than social interaction with peers as in the other units.

Theoretical assumption #12: Peer group centrality positively related to higher stages of moral development. The nine units of the program reflect an awareness of the Keasey (1971) research. In general all units and all activities include the opportunity for class leaders to express advanced stages of moral reasoning which may influence the moral reasoning of classmates. The exceptions to this are those cases of Activity IV which demand only that the student assume another's role. This role may not be one of a principled character. If the class does not discuss the results of the role playing exercise, as in the unit based on Sounder, then the number 4 appears as the tabulation for that unit on the matrix.

It should be noted also, that higher stages of moral development may be demonstrated by students in the Activity I questionnaire, but if that questionnaire is not utilized as the basis of the Activity II discussion, then the thinking which appears on the questionnaire is of no benefit to the other class members. Five of the Activity II exercises carry their own questionnaires as a basis of discussion and fail to use the work the students completed in Activity I. This fact and the findings relative to Activity IV already discussed account for the difference in the summary tabulations shown in Table 1. .

When the higher stages of reasoning are expressed in the presence of the lower stage thinkers, this reasoning may stimulate a reconsideration of the lower stage logic and set in motion the events leading to structural change. Activity II, particularly, incorporates this notion when it calls upon class leaders to lead the small group discussions.

Theoretical assumption #13: Social pressure has long term effect when applied in a developmentally relevant direction. Throughout the nine unit program there are many exercises which involve peer group interaction. When discussion, debate, art exhibits, and peer questioning take place, peer group influence is probable. Activities II, III, IV and V all include requirements for one of the above types of peer group interaction. Social pressure results from peer interaction and this pressure has been shown to be an effective stimulant for upward motion through the stages by recent research (LeFurgy and Woloshin, 1969).

Table 1 includes the tabulation for the number of discussion opportunities found in each unit as well as the number of debate, artistic expression and peer questioning opportunities found in each of the units. A total of sixty-three instances of applied social pressure due to peer influence may be felt by each student participating in the program.

Theoretical assumption #14: The educational environment may stimulate or retard moral development. A review of the environment dictated by the units of the program shows that the student would have the opportunity to encounter and interact with moral reasoning which is different from his own. This environment is the stimulant for moral development. The student's logic and reasoning is challenged by the activities and exercises in the program. This stimulation can aid the upward movement through the stages of moral development. At no point did the environment suggested by the program fail to demand moral reasoning or questioning of student logic.

A tabulation of the activities included in the program shows that forty-eight opportunities for interaction with reasoning different from the student's own exists in the program. The analysis further shows that the student is directed to address his logic and the reasons he has for responses he makes to moral decisions on thirty-eight different occasions. It appears as if the program would structure the environment to stimulate moral development.

Theoretical assumption #15: Development is the aim of education.

An analysis of the five activities associated with each unit of the total program indicates that all five of them provide opportunities for interaction between the student and his environment through moral reasoning exercises. This interaction should facilitate upward stage movement. Movement through invariant, hierarchically integrated, age-related stages is the aim of education, according to developmentalists. The program was considered consistent with the Kohlberg theory of moral development and related research at the conclusion of the analysis.

Summary

Chapter 5 has presented the analysis of the nine units of the sixth grade program of moral development. The units were analyzed in accordance with criteria established from the theoretical assumptions and learning theory presented in Chapter 2 and Chapter 3. The first piece of literature, "The Shepherd's Boy," which constitutes one-half of the fable unit, is presented in Chapter 5 as an example of the process used in the analysis. The results of the analysis of the other units are summarized and tabulated. This tabulation appears in Table 1. The

analysis of these units indicates that the units reflect the theoretical assumptions set forth in Chapters 2 and 3.

Chapter 6 presents some conclusions and research possibilities suggested by the program for moral development.

Chapter 6

CONCLUSIONS AND POSSIBILITIES FOR RESEARCH AND PROGRAM DEVELOPMENT

Introduction

The purpose of this study was to develop a program for the sixth grade teacher which would operationalize the Kohlberg theory of moral development for the classroom. Children's literature was used to provide content for utilization of the Kohlberg theory. In Chapters 2 and 3 the theoretical rationale was presented and the relationship between this rationale and children's literature was established. In Chapter 4 the program for the sixth grade was presented. In Chapter 5, the program was analyzed to determine if it was consistent with the theoretical assumptions on which it was based. The sixth chapter presents conclusions and possibilities for further curriculum development and research.

Conclusions

In this study a program was developed after identifying a theoretical base. The theoretical base was related to the content of the program by means of activities that also reflected the theoretical base. The program analysis in Chapter 5 indicated that the program did reflect and was consistent with the theoretical base on which it was founded. This study has shown that a program can be developed using a theory as its base. It may be concluded that the process of rendering a theory operational for the classroom is feasible.

Individual activities from the program have been executed in the classroom by the author and by classroom teachers. Through no pilot program or field test of the entire program has been conducted, it is believed that all activities are appropriate for classroom execution and that they will be effective. This conclusion is made on the basis of discussions with elementary teachers who have conducted the activities in conjunction with the teaching of literary selections.

The purpose of this study was to operationalize the Kohlberg theory for the classroom teacher. One result of the implementation of this program, it is believed, will be advance in stages of moral development among children who participate. This conclusion is based on the fact that the program has been shown to be consistent with the Kohlberg theory and that it will, therefore, stimulate development in the student.

Ramifications of this program may be found outside the field of education. A new dimension for literary analysis is suggested for children's literature. Critics may now wish to analyze the level of moral development of characters in children's books. They may observe that conflict in the plot results from the differences in the way the characters view a moral decision.

In addition to expanding the critical approaches to children's books, the program expands the ways a children's book may be taught. While viewing the theme, plot, characterization, style and symbols of a book, the teacher may wish to direct attention to moral decisions, the stages of moral development which these decisions reflect, and the implications of level differences for the plot development.

Research Possibilities

Several possibilities for further research can be identified from the study. Pre- and post-tests need to be developed which adequately measure the level of moral judgment of children. The methods employed in the Kohlberg research to date may not adequately evaluate the thinking of the child because the dilemmas are not ones which are likely to be meaningful to a child. Problems which children are likely to face and with which they may find sympathetic identification would provide a more appropriate assessment of moral reasoning ability. Researchers should, perhaps, consider using dilemmas found in the literature of children to elicit responses from the subject when assessing the level of moral judgment development.

The program itself suggests further research possibilities. The sixth grade program presented in Chapter 4 theoretically renders Kohlberg's theory of moral development practical for the classroom. Field testing would assess the appropriateness of the program for the classroom and the effectiveness of the overall program with regard to stage advance. It could identify criteria for literary selection and determine the impact of literary selections on stage advance. This field testing could serve as a means of evaluating the present program and as a means of identifying aspects of the program which need revision.

Program Development Possibilities

An examination of the program for sixth grade teachers presented in this study suggests the possibility of developing additional

programs for K-5 and 7-12. These programs could be developed to meet the reading and cognitive levels of public school children. Development of programs might select content appropriate for any grade level and create related activities following the framework of the five activities included in this program. Theoretically, teachers may now follow this design and present their own literary selections to the class in a way which is conducive to the advancement of moral reasoning in accord with the Kohlberg theory.

Summary

In Chapter 6, conclusions and possibilities for research and program development were discussed. The conclusions indicated that a theory-based program can be developed and that the process of operationalizing a theory is feasible. Also, the activities associated with the program are likely to be appropriate and effective; stage advance in participants is probable; and a new dimension of literary criticism has been suggested for the genre of children's literature.

The possibilities for further research included the development of a valid pre- and post-test for use with elementary school children, and field testing. Program development possibilities include the development of programs appropriate for K-5 and 7-12 using the design of this study as a model.

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APPENDIX A

ROLE-TAKING TASKS

APPENDIX A

ROLE-TAKING TASKS*

NOTE: The role-taking tasks are included so that the reader may better understand the nature of the Selman experiment.

In RTT 1, E showed S two boxes; on one box there was printed "10¢" and on the other "5¢". Within each box was the appropriate amount of money, a dime and a nickel, respectively. The S was told that in a few minutes his partner, O, was going to come over and choose one box and take the money from it. The S's task was to remove the money from either the dime or the nickel box, whichever one he expected O would choose, and thereby to trick O. The important thing for S to remember, E pointed out, was that O knew that S was going to try to trick him. Thus, S's task was to predict which box O, with knowledge of S's intentions, would choose. After he removed the money from the box, S was asked why he thought O would choose the box from which S removed the money.

Subject's responses were analyzed and scored at one of three categories, reflecting three assumed a prior levels of role-taking ability. A score of 1 was assigned to children's choices which indicated a lack of realization that in this particular game an understanding of another person's motives was relevant and important to one's own choice. The protocols in this category consisted of Ss who could not or would not attribute a choice to O or Ss who could offer no rationale for the choice they felt O would make.

A child's response was categorized at level 2 if the child showed the awareness that there was a motive behind a choice but did not

*The tasks were developed by Flavel (1968) and his associates and used by Selman (1971), with modified scoring procedures.

indicate that he was aware of the fact that O might also be cognizant of motives. In fact, category 2 reflects S's attribution to O of cognitions related only to the game material and S's failure to account for the possibility that O and S are in a situation in which O should try to take S's motives into account and vice versa.

Category 3 indicates the highest level of role taking scored for this task and was given to Ss who indicated an awareness that O knew that one choice had certain advantages (monetary) over the other, that this might influence O's choice, and that, this in turn had implications for the choice that S was to make. It should be stressed that success here implies that the child has an understanding of the reciprocal functioning of a role-taking process; even as S makes his decision on the basis of his imputing thoughts and actions to O, so he sees O as imputing similar thoughts and actions to him. For example, a S who notes, "He will think I will take the dime box and so he will switch to the nickel, so maybe I better take the nickel box," was scored here. Any S who continued this reasoning ad infinitum was also scored in category 3.

In RTT 2, E placed before S an ordered series of seven pictures showing a story of a boy being chased by a dog, running down a street, and climbing a tree to eat an apple as the dog trots away, and asked him to tell an appropriate story about the pictures. This part of the task is straightforward, and the telling was completed successfully by all Ss. Then three specific cards were removed from the series, and S was asked to tell the story as O would tell it if he were to then come over to the test area and look at the four cards. Removing the three

cards eliminated the fear of dog motive for climbing the tree. The remaining four cards show a boy first walking and then running to an apple tree, climbing it, and eating an apple. There is still a dog in the last picture, but it does not relate to the motivational theme of the four-card story. To tap specifically the way the child dealt with this change of set, he was asked, after telling this new story, why O would think the boy climbed the tree and also what O would think the dog is doing in the last picture.

As in RTT 1, a categorical system of scoring reflecting qualitative differences in the role-taking skill necessary for each task was devised. Category 1 classifications were made for those Ss who could not perform any transformation of the original story. In both accounts, the angry dog remained the spontaneously explained motivational force behind the boy's climbing the tree.

Category 2 reflected the ability of S to tell a straightforward, four-card, perceptually correct story but the inability to maintain this perceptual image presentation upon being asked the motivational conditions of the four-picture story. For example, upon being asked to tell the story as O would see it, S responds, "He walks with a stick; he runs down the street; he climbs a tree and eats an apple." However, when asked why the boy climbed the tree, he responds, "To get away from the dog."

Category 3 is the highest level of role-taking skill measured by this task. Here the child successfully told the four-card story that O would tell, suppressing the original seven-card motivational scheme. Upon being questioned, S indicated that he understood the nature of

this task, that is, that O did not have information available earlier to S and that lack of this information would influence the way O would tell this story. As in RTT 1, this level of role-taking skill was taken as indicative of an understanding of the reciprocity of alternative viewpoints.

Kohlberg's measuring technique for the assessment of each child's developmental level of moral judgment (MJS) was administered by E1. A complete explanation of administration and scoring, as well as empirical evidence for the sequential development of stages, can be found elsewhere (Kohlberg 1963).

A typed, coded transcription was made from each child's tape-recorded moral-judgment interviews and scored blind by E2. A research assistant trained in this scoring system scored 10 random protocols, and these scores were compared with those of E2. There was 90 percent agreement between judges for assigning levels of moral judgment. Each S was scored on the basis of his responses to questions about morally right actions in stories with conflicting yet culturally acceptable solutions. As previously found for samples at our age range, scores fell into the lower two of three possible levels of moral-judgment development. Each level is subdivided into two stages. Level 1, the level of preconventional morality, consists of stage 1, that of an orientation of punishment and obedience, and stage 2, that of naive instrumental hedonism. Level 2, conventional morality as reflected in social conforming thought, consists of stage 3, that of the morality of good relations and approval of others, and stage 4, the morality of authority maintenance.

APPENDIX B

MODES OF MORAL JUDGMENT

APPENDIX B

MODES OF MORAL JUDGMENT

| STAGE | CONTRACT AND PROMISE | LIFE | PROPERTY |
|-------|---|--|---|
| 1. | promises are made by the more powerful to the less and are not binding. | human life's value not clearly distinguished from value physical objects, or from prestige of its possessor | property rights and power rights confused. Accepts notion that people can be the property of others, e.g. children the property of parents, slaves of owners. |
| 2. | promises and agreements seen in a context of bargaining and exchange | life's value reduced to its instrumentality to the hedonistic wants of its possessor | "absolute property rights based on ownership of self and of things--everyone can do what they want with their property (and lives) |
| 3. | agreements and promises are kept to avoid disappointing others and so you will be trusted | human life's value based on the affection and empathy of others toward it | property rights subordinated to role norms, to what a good property-owner would do. |
| 4. | a categorical orientation to keeping your word with a sense of dishonor if you don't and the need for reliability in social relations | life is the ultimately important thing because the core of the social-religious order is the protection of life. 4-6. Life is ultimately sacred as higher, spiritual | property rights are absolute, based on the fact that hard work and the regard for it are the foundations of the social order. |

| STAGE | CONTRACT AND PROMISE | LIFE | PROPERTY |
|-------|--|---|---|
| 5. | free contract or agreement is the foundation of obligation, commitment and of social order | life is the basic universal, natural right and basic object of rational value | property rights can be natural human rights, part of the social contract. However, detailed definitions are arbitrary in terms of varying definitions in capitalistic, socialistic systems. |
| 6. | beyond contract, the maintenance of mutual trust the foundation of moral relations in society, especially of moral relations which go beyond maintenance of legal order. | equal respect for all human life is the core of a moral orientation | property rights have the force of law and respect for them is necessary for trust. But property rights are not themselves absolute or natural moral rights. |

JUSTICE-COMMUTATIVE
RECIPROCITY AND
DISTRIBUTIVE EQUALS

| STAGE | PRUDENCE | WELFARE OF OTHERS | RESPECT | DISTRIBUTIVE EQUALS |
|-------|--|---|--|---|
| 1. | orientation to fear of punishment and danger | doesn't define the good | respect is obedience to superior power | accepts non-reciprocal unequal relations between power-figures and subordinates. |
| 2. | the good or right is that which serves individual concrete need | the good is also what is instrumental to the need of the other (if self and others' need not in conflict) | lacks conventional respect for authority, does not attribute special worth to authority | uses reciprocity as tit for tat exchange. Uses distributive or absolute equality—everyone should get the same—no privilege |
| 3. | good is maintaining good relations and approval of others | the good is helping others, being unselfish and loving | respect for authority faced with an affectional relation | reciprocity is grateful return of past favors—used to rationalize conventional relations. Equality is considering both sides. |
| 4. | the right maintains one's honor and avoids feelings of guilt over violating the rules and hurting others | the maintenance of social order, the honor and survival of the larger or institutional group are the ultimate welfare | internal respect for authority a necessary or important part of morality. Authorities respected because they express and symbolize the rules | reciprocity is the return of reward for merit and work, the payment of debts. Objectionable inequalities are those where some have to conform or work and others don't. |

JUSTICE-COMMUTATIVE
 RECIPROCITY AND
 DISTRIBUTIVE EQUALS

RESPECT

WELFARE OF OTHERS

PRUDENCE

STAGE

4-6. guilt at violating personal standards. Guilt as self-judgment

Idealizes charismatic authority

5. oriented to rational maximizing of own welfare and to retaining community's respect

rights and functions of authority recognized but separated from his personality. Concern for mutual respect.

reciprocity defined by contract, equality is equality of opportunity and of fundamental human-civil rights

6. Prudence (the self's welfare) enters into moral judgments only in the same way as the welfare of others.

universal respect for humanity

where justice does not have prior claims, welfare is the ultimate criterion

reciprocity is the maintenance of trust. Equality is treated equally - a fundamental principle of morality.

| STAGE | OBLIGATION | RESPONSIBILITY | BLAME AND APPROBATION | PUNISHMENT |
|-------|---|--|--|---|
| 1. | absolutistic, external, coercive | limited by powerlessness of actor | based on physical consequences, damage and "goodness" of the deviance of the act | unquestioned, fixed, retaliative |
| 2. | relativistic, instrumental to wish, hypothetical (if... then) | bounded by the skin | blame-oriented to the stupid or foolish vs. the sensible | lenient, preventive of repetition or restitution to the victim |
| 3. | stereotypical, what most people, good people would do | limited by the existence of benevolent power authorities who take care of things | blame-oriented to not having good prosocial conforming motives | expression of disapproval and a restitution to the victim--takes acc. of motives. |
| 4. | categorical, rule-determined right and wrong | limited to following the rules and fulfilling assigned responsibility | categorical wrongness takes priority over personal (approval) disapproval | expiative (i.e. one must pay for one's sins) and law-main-taining |
| 4-6. | determined by "conscience by internalized by arbitrary rules | responsible for "living up to one's beliefs" | approves acts of conscience even if disagrees with them | expiative-but don't punish a man who follows his conscience |

| STAGE | OBLIGATION | RESPONSIBILITY | BLAME AND APPROBATION | PUNISHMENT |
|-------|--|--|---|---|
| 5. | determined by legal- contractual rules or by rational choice within a personal hierarchy of values | limited to respecting rights of others and fulfilling contrac- tual commitments | blame judged by im- partial spectator who is a member of society | utilitarian-psycho- logical view of punishment in con- text of legal consistency |
| 6. | determined by univer- sal moral principles of decision | responsible for all consequences of own action or inaction to which moral principles apply | morality not based on praise or blame, otherwise as Stage 5. | no duty to punish- punishment otherwise same as for Stage 5 except for obligation not to punish a man who has acted justly regardless of utili- tarian-legalistic considerations. |

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MORAL DEVELOPMENT AND CHILDREN'S LITERATURE

by

Barbara Yeager

(ABSTRACT)

The Kohlberg theory of moral development was the basis of a program designed for use in the sixth grade classroom of the public schools. Results of the Kohlberg research and related research were translated into fifteen theoretical assumptions. These assumptions were the foundation or primary consideration in the designing of five activities which could be conducted in the classroom. The five activities were associated with selections from children's literature and arranged to constitute a program which operationalizes the Kohlberg theory of moral development. The program was reviewed for theoretical consistency.

The program includes the following types of children's literature: fable, fairy tale, animal story, family story, realistic fiction, minority literature, historical fiction, science fiction, and fantasy. Each unit of literature includes an introduction to the particular type and to the work itself, objectives for the unit, directions for the teacher and five activities which are based on the theoretical assumptions in accord with the particular literary work under study. These activities include: (1) Question/answer - paper/pencil, (2) Peer-led discussion - literature based, (3) Discussion - analogous situation, (4) Role-taking opportunities, and (5) Individual - concrete expression.

The literature units also include a method of student evaluation, aids to teacher interpretation and a list of materials needed.

An analysis of the curriculum indicates the criteria for adherence of a unit to the theoretical assumptions, an indepth analysis of a sample unit, and a review of the remaining eight units according to the established criteria.