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Trabajo Fin de Máster

**THE USE OF CHILDREN'S
LITERATURE IN THE FOREIGN
LANGUAGE CLASSROOM: A
CASE STUDY WITH DR.
SEUSS AND SHELL
SILVERSTEIN**

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Abstract

The aim of this MA dissertation is to show the importance of strategically using and incorporating literature, specifically children's literature in the foreign language (FL) classroom. To advocate the use of literature, the advantages have been studied and contrasted with the disadvantages. The role of literature in the FL classroom has been studied in depth, together with the ways in which it can be incorporated in the curriculum. The benefits of using motivational material to get students interested in reading and literature have been discussed as well and, of course, the benefits that reading has on language competences. The key point about giving students understandable material that they can work with and enjoy is emphasized. Also included is a detailed account of the benefits of children's literature, picture books, and short stories in the high school foreign language classroom, as well as the advantages and further explanation about two concrete authors from the children's literature genre: Dr. Seuss and Shel Silverstein. Rounding out the paper is the documentation and presentation of a lesson plan that implements the specific authors Seuss and Silverstein in five sessions with activities to be carried out with students in a Secondary school in Spain.

Keywords: literature, children, FL classroom, lesson plan, Seuss, Silverstein

Resumen

El objetivo de este Trabajo de Fin de Máster es subrayar la importancia de usar estratégicamente la literatura, específicamente literatura y cuentos de niños, y de su incorporación al aula de lengua extranjera. Para dar soporte al uso de literatura, las ventajas han sido estudiadas en profundidad y comparadas con las desventajas. Lo bueno de usar materiales que motiven a los estudiantes para implicarles en la lectura ha sido examinado también, y, por supuesto, las ventajas de la lectura para mejorar las competencias en un idioma. El objetivo central de este trabajo es ofrecer materiales a los estudiantes de fácil comprensión con los que puedan trabajar y disfrutar. También se enfatiza lo positivo que es utilizar la literatura infantil, tanto los libros con fotografías como los cuentos cortos, en la clase de lengua extranjera con estudiantes de enseñanza Secundaria. El uso de la literatura infantil, en concreto el uso de los autores Dr. Seuss y Shel Silverstein, es explicado e investigado. Para terminar el trabajo, se incluye la documentación y presentación de una unidad didáctica con cinco actividades para realizar con niños de Educación Secundaria Obligatoria en un instituto en España.

Palabras clave: literatura infantil, aula de lengua extranjera, unidad didáctica, Seuss, Silverstein

1. Introduction

Moeller and Meyer (1995) concisely state, that “teaching literature is teaching language” (p. 38). This is true because literature is such an extensive field of study and it encompasses so many different aspects of language. “There is no special secret to literature— it is about every one of us, and everyone should be able to enjoy it” (McRae & Vethamani, 1999, p. 5).

Literature is a very open word and can be interpreted differently depending on one’s history and experiences with reading. To some, literature is Shakespeare and Dickinson and to others, literature is J.K. Rowling and Meyer. However, what is agreed on by most is that literature is a way to expose culture through language. Literature can be anything from plays to children’s picture books and can address a multitude of topics and themes. In the last decade or so, literature is making a big comeback and being used to teach culture and language, as well as values and morals. Most importantly, literature gives students the opportunity to enjoy language learning. Literature can be used to teach reading, listening, speaking and writing, which makes it very attractive to the foreign language (FL) teacher. Graves, August and Mancilla-Martinez (2013) state clearly that “language is primarily acquired incidentally, through listening, talking, and reading. Thus, to the extent possible, teachers need to immerse students in language-rich environments” (p. 18).

Literature is not a cookie cutter resource in the least, but can be adapted to suit different classes with certain interests and needs within the students. Literature plays an important role, therefore, in both motivating the FL learner and helping each student find his or her enthusiasm by pursuing something that harmonizes with their preferences. McRae and Vethamani (1999) make the point of highlighting the importance of the student and the reader, stating that what they “bring to the text is every bit important as what the author brings to the text: the author depends on the reader to *make* the text come alive” (p. 7).

In this dissertation, several topics related to teaching literature and children’s literature will be addressed. To begin, the role of literature in foreign language teaching will be thoroughly discussed, offering a brief history of the role that literature has played in the FL classroom and the job that it plays today in our modern society. The role of reading through the use of literature is also highlighted. The benefits that reading offers in the learning of a foreign language are discussed in depth, as well as the activities that can be used with literature and reading in the foreign language classroom. Subsequently, the advantages and disadvantages are examined and contrasted. To end, the specific genre of children’s literature is broached, including a short definition, sample activities, and information on two authors: Dr. Seuss and Shel Silverstein.

2. The role of literature in foreign language teaching

2.1. Brief history

Literature has played a big part in language teaching for some time, although it became popular in foreign language teaching in the Grammar-Translation period, when literature was the key element of providing authentic examples of the "grammar rules" (Duff & Maley, 1990, p. 3). Since the focus was on the text and rules, there was literally no emphasis placed on the actual content, which made this era very dull and fruitless in many respects. After this period ended and the Structuralist period began, the use of literature was all but ignored, due to the fact that people linked boring and tedious translation with literature and texts. Throughout the following periods and methods, including the Direct Method, Audiolingualism, Community Language Learning, Suggestopedia, the Silent Way, Total Physical Response, the Natural Approach, and the Communicative Approach, interaction and communication between the students and teacher was the main goal, and literature was more or less disregarded (Pardede, 2011). Thankfully in the past years, there has been a major comeback in the use of literature in the FL classroom. Duff and Maley (1990) say that literature resources within the foreign language field have returned aggressively and forcefully. McRae and Vethamani (1999) note that now the process of teaching literature is "undergoing a change: the focus is more on processes than facts, on students' interaction with texts, on opinions and interpretation rather than received opinion" (p. 11).

2.2. Present role in today's classroom

The role that literature plays in the foreign language classroom is very important because literature combines culture and language and presents them in an authentic text (Maley, 1989). Literature is used and should be used in the foreign language classroom because, according to Maley (1989), it has many powerful characteristics, including the fact that it can be motivating and interesting to the students, it is not limited to just one interpretation but can be quite indefinite and open the imagination, and it is universal.

Mikulecky (2008) underlines the important bond between literature and culture.

Language and culture cannot be separated. Language knowledge and thinking patterns are socially constructed within a cultural setting, and each language/culture fosters its own way of understanding the world. In other words, each culture fosters the development of different schemata of the world. That is why readers from two different cultural backgrounds can read the same text and construct very different models of what the text means. They have different schemata (different background knowledge), different expectations about how a text should present information, and different ways of creating meaning. (p. 2)

Literature is also used to facilitate the teaching of a foreign language because it is authentic material (Duff & Maley 1990). Collie and Slater (1990) argue that teachers should use literature as a resource in the classroom to get students involved and self-motivated to learn about the language themselves. As well as being genuine material, the greatest benefit that literature seems to have is that it is such a multifaceted subject area that all sorts of different material can be used in the classroom. Poetry,

drama, children's literature, fiction, non-fiction, and short stories are just a few examples of literature that can be used and exploited in the foreign language classroom. Literature is a way to bring authentic material into the communicative language classroom. Gray and Klapper (2009) back the use of real materials stating "essential to the development of a communicative course is the use of real or 'authentic' materials which reflect the social and cultural context of the language" (p. 331). Brumfit and Carter (1986) highlight the extremely important part that literature has, claiming that it is "an ally of language" (p. 1). Literature is used in hope that it will inspire in the students a desire to learn. Gray and Klapper (2009) note that all people who are learning must acknowledge and "accept responsibility for their language learning" (p. 334) and, therefore, it is hopeful that with literature, and using one's imagination to get lost in a story, students will find and take responsibility for their learning, and not just rely on teachers and class notes, but be passionate about the subject. McRae and Vethamani state concisely why literature is appealing to teachers who:

want more and more students to take up the literature option, to enjoy reading and studying literature, and to achieve good results in their examinations. Along the way, they will develop their language awareness, text awareness, and cultural awareness, and will become better readers of the world they live in. (p. 4)

2.3. The role of reading literature in the FL classroom

Perhaps the best thing about literature is that it reinforces the role of reading in the foreign language, something which is absolutely crucial in the language learning process. With that being said, the greatest role that literature plays in the FL classroom is simply giving the students the opportunity to read an authentic text in a foreign language. Underneath the literature and context, the skill of reading can be finely tuned and students will, hopefully, learn without much effort while enjoying the activity of reading. Reading in a foreign language has been shown to have countless benefits, as researched by many authors, including Krashen (1989), Coady and Huckin (1997), Mikulecky (2008), Brumfit and Carter (1986) and Grabe and Stoller (1997), just to name a few. All researchers of FL learning agree that simply by reading, vocabulary and knowledge increase tremendously, and all would agree that the best reading material a teacher can provide to their students is authentic. Literature, being both authentic and easily accessible, is therefore the best option. Mikulecky (2008) notes that "effective reading is essential for success in acquiring a second language" and she also adds that reading is the root of all instruction in a FL, including "using textbooks (...), writing, revising, developing vocabulary, acquiring grammar, editing and using computer-assisted language learning programs," (p. 1). Krashen (1985) points out that the best way to better the skill of reading is by partaking in the actual act of reading. Mikulecky (2008) agrees, making the important skill of reading known: "reading instruction therefore is an essential component of every second-language curriculum" (p. 1). Another important aspect of reading is the fact that many words and word groups are repeated, and although unaware of it, the students will begin to learn simply by seeing the repetition. Nation (2014) explains this further: "through reading learners meet words, word groups and grammatical constructions several times and so

have a good chance of learning them" (p. 20). Collie and Slater (1985) also advocate for the use of literature as a way of making certain words and vocabulary more easily remembered. They clarify "literature provides a rich context in which individual lexical or syntactical items are made more memorable" (p. 5).

It must be noted that the reading material presented in the FL classroom should not be just any material, but, on the contrary, should be carefully selected and thoroughly analyzed before putting it to use in the classroom (Sell, 2005). Another point made by Sell is that the material selected for use in language teaching should be as authentic as possible, and not the rather poor, fake text that comes in language textbooks:

Standard FL textbooks are fictions in a variety of ways. Not only do they tend to peddle a version of English which is abnormal in its normativeness, deviant in its purity, but they also use fictional storylines to introduce learners to various situations, points of grammar or lexical fields and often employ non-authentic recordings of actors with bogus accents for listening exercises. Apart from being fictive, this is all unconvincing and patronizing and turns off the target learners... Equally misguided are textbooks which try to get real by dropping names like Samantha Fox, Frank Bruno or the Spice Girls and instead only risk short-term ridicule from students with conflicting tastes and interests, and mid- to long-term obscurity... Because literature is unashamedly fictional, it can get away with such cultural references or do without them altogether by creating its own. (p. 91)

Krashen, in his thorough research presented in *Explorations in Language Acquisition and Use* (2003), has carried out several studies about free reading and the multiple benefits that it has on language learning. The important thing is that reading cannot be forced upon anyone; it must come from the reader. "Free voluntary reading may be the most powerful tool we have in language education" (p. 15). The studies that have been conducted have shown that reading has an incredible effect on learning languages:

In fact, it appears too good to be true. It is an effective way of increasing literacy and language development, with a strong impact on reading comprehension, vocabulary, grammar, and writing. It is also very pleasant. In fact, it is more than pleasant: it is extremely enjoyable. Free reading may also be an important part of the solution to two related problems: making the transition from the elementary level to authentic language use, and from "conversational" language ability to "academic" language ability. (p. 15)

The problem therefore lies within the motivation and the fact that Secondary school students do not read for pleasure. Krashen states that studies that have been conducted with students in foreign language classes verify that the students who read more frequently do better on tests than those who do not read as often (p. 15). Krashen backs up his "pleasure hypothesis" reasoning that there is evidence that free voluntary reading is pleasurable and "pedagogical activities that promote language acquisition are enjoyable" (p. 22-23).

Krashen also proposes a good question after stating all of the positive effects of reading, which is that if reading has been shown to be so beneficial, should scholars and teachers even have to worry about giving their students a reason to read?

Do we have to worry about motivating students to read? I think we do, but the task is much simpler than we thought... The simpler solution is to provide students with access to plenty of interesting and comprehensible reading material and also provide time for them to read. There is evidence that this works. (p. 24)

A simple solution that Krashen offers is just showing kids that fun, enjoyable choices are available in the foreign language. Teachers can expose students to “the different kinds of light but authentic reading available, moving from comics and magazines to novels” (p.26).

As previously indicated, literature plays a large part in the FL classroom. McKay (1982) says it clearly:

Literature does indeed have a place in the ESL curriculum. For many students, literature can provide a key to motivating them to read in English. For all students, literature is an ideal vehicle for illustrating language use and for introducing cultural assumptions. Our success in using literature, of course, greatly depends upon a selection of texts which will not be overly difficult on either a linguistic or conceptual level. Ultimately, however, if we wish to promote truly aesthetic reading, it is essential that literature be approached not efferently, but in a manner which establishes a personal and aesthetic interaction of a reader and a text. (p. 536)

2.4. Carter and Long’s three models

Regarding the role that reading has in the classroom today and the crucial role that reading has in learning a foreign language, Carter and Long (1991) provide three models for the specific teaching of literature in the FL classroom. These include the cultural model, language model, and personal growth model. These models concisely state the role that literature plays in the foreign language classroom and go along with Krashen’s thoughts about reading and the important role that it plays in learning a foreign language.

The *cultural model* is based on the student reading to acquire information, and views literature as a source of information. In this instance, literature is used as a way to offer students data, by way of a story. Vast amounts of information can be obtained in literature and this is why literature can play its part in teaching, through words.

The *language model* brings language and literature closer together in the sense that literature is used to help students better their language performance. This is a crucial role for literature, because students are exposed to real, authentic text and can vastly improve their writing and reading competences in a language. Activities can also easily be included tied to literature in order to improve the other skills: listening and speaking.

The *personal growth* method is a way for students to connect the themes and stories found in literature to their own existence. For most teachers, the personal method is the one that they are hoping all students will use, because it brings the students to another level, connecting with the text and really diving into the reading on a special level.

As can be ascertained, literature can provide information, help students improve in the four skills, and can also give students a motivational factor to continue pursuing literature by finding similarities in their lives and the text.

2.5. Activities to implement with literature in the FL classroom

A great quality that literature beholds is the almost infinite number of activities that can be used in the classroom related to literature. Plays can be acted out, songs can be written and sung in class, extra scenes or chapters can be dreamt up, and of course, books that have been made into films can be shown in class. In their book *Child's Play*, Demetriou and Ruiz (2009) provide several excellent ideas on how to exploit literature and make the most of it in the FL classroom.

Students can read a play aloud in class, and then take time to plan a drama that can be acted in out in class, giving the students a lot of motivational interest if they know that they are going to be talking in front of the class. Pictures from plays can be given to the students and they must write what is happening in the scene, tapping into their imaginative and creative side.

A wonderful way to get students interested in reading in English is to have them do an evaluation of their school library. They can rate the books, discuss the options, or lack thereof, suggest other titles that they would want to see in the library, or simply take an inventory. Another good activity is getting students to write down a list of their favorite books, or all the books they can think of that have been made into movies.

Quite literally, the possibility of working with literature is limitless. Teachers can brainstorm about activities to suit their particular class; there are endless resources and websites to be found on the internet and most readers come with pre-, during, and after-activities.

2.6. Short summary

To summarize, the responsibility of literature in FL teaching is to open the students' minds and to introduce them to authentic, culturally enriching texts that can be fun and engaging while infinitely improving their language skills and vocabulary. The wonderful thing about literature is that it is being used to teach not only language, but values, history, and culture. To put it shortly, as quoted by Maley (1989), "literature is a resource for language learning" (p. 6). Literature has such a powerful place in teaching English as a foreign language because there are so many resources and the ideas for exploiting it are never-ending.

3. Advantages of literature in the language classroom

The advantages of using literature are quite abundant and cannot be denied. Simply exposing students to text in another language is a way to get them to read and to allow them the chance to pursue an active learning process, something which is

crucial. The most important thing, it would seem, when considering the language learning process and retention is motivation. Dörnyei and Csizer (1998) insist that, although each student will have their own style of learning, and that must be taken into consideration, the most essential cause of flourishing in a language is motivation. Gray and Klapper (2009) insinuate that motivation is an effect of thriving in a language. It would seem that, since literature includes everything from *Moby Dick* to *The Hunger Games*, students can find their own personal motivation in material that is attractive to them.

Another great advantage of using literature in the classroom is that, since it is such an extensive subject area, teachers can involve students in the formation of the curriculum and the materials and books that they are going to use. Gray and Klapper (2009) clearly state that when you implicate students in the structure of the course and you take time to find out their preferences and give them a say in the topics, by engaging them in the learning process and letting them know that they have a say about what will be read, you only increase the possibility that they will be interested and active in the classroom. "Finding texts you enjoy is a part of the learning process", advise McRae and Vethamani (1999, p. 11), who make it known that one size does not fit all for literature, and that it is a process about finding the best selection for each student. Thankfully, with literature, which has an endless supply of authors and genres, there are many options to accommodate each unique FL classroom. Parkinson and Reid Thomas (2000) advocate for literature, and put it on a pedestal, saying that it "trains the mind" (p. 11).

Perhaps the best thing about literature is that everyone is open to reading and interpreting different material in different ways. McRae and Vethamani (1999) reason that students will be more motivated to partake in a lesson if they have no fear of embarrassment. Since literature is always open to interpretations, students can participate in the lesson with no hesitancy or panic. As found by McRae and Vethamani (1999) "reading opens up questions, makes us think—and very often there are no correct answers" (p. 6). What is maybe the best quality of literature is that it is open to so many different interpretations, allowing the students a chance to interact freely with the text, with no fear that they will fail or be wrong.

Many authors have praised the use of literature in the classroom (Nation, 1995; McRae, 1996; Duff & Maley, 1990; Demetriou & Ruiz, 2009), and the advantages can be summed up into four main principles, as given by Collie and Slater (1990):

1. It is authentic material,
2. it illuminates that particular language
3. showcases a particular culture and,
4. directly involves the students.

(p. 3)

Literature is a wonderful way to introduce students to motivating and authentic material that has repetitive patterns and important sentence structures, that are used over and again, giving the student a chance to learn and study written English, intrinsically and almost unconsciously, while enjoying themselves. Nation (2014)

argues that reading presents the language learner to a crucial factor in language learning, which is repetition (p. 11).

4. Limitations of literature in the foreign language classroom

4.1. Teaching grammar is hard

Of course, with the good, comes the bad. Literature is an amazing resource and supports language learning that is certain, but it also has negative connotations and there is some stigma that comes with teaching literature in a high school classroom setting. McKay (1982) examines some of the common limitations, mainly, that due to the complex nature and "its unique use of language", literature cannot do a proper job of teaching grammar, something which is crucial in foreign language learning (p. 529).

4.2. Resources and time

Another considerable challenge regarding the uses of literature affects the resources and classroom setting with which many teachers are faced. Parede (2011) said it best when describing the challenges that literature faces: "despite its benefits for students, some objections are always raised against the use of literature in public schools due to overcrowded classes, overloaded syllabus and limited time" (p. 17).

4.3. Some will not find the material motivating

Although literature is a very large subject area and encompasses all types of written works from poetry to non-fiction, students in general are hesitant about reading. Undoubtedly, if students are reluctant about reading in their mother tongue, naturally they will be even more prone to balk at reading in a foreign language. McKay (1982) elaborates in her findings that reading is not just as simple as reading, but, that a reader must be involved and interact with the text and this is when "motivational factors involved in reading become critical" (p. 530). McKay admits that "for some students, literature may provide the affective, attitudinal and experiential factors which will motivate them to read"; however, since it will never be one hundred percent of the readers who are motivated and participating with the text, using literature can be harmful in leaving out students who do not feel connected with the text or the learning process (p.530).

4.4. The cultural side of literature can also be a disadvantage

The cultural awareness that literature contributes is beneficial in many ways; however,

it must be noted that it can be a drawback. The difficulties of the text may lie in the fact that all literature is tied with culture, McKay (1982) finds. As she says, "literature often reflects a particular cultural perspective, thus, on a conceptual level; it may be quite difficult for students, " (p. 531). They may find the text too hard, or be daunted by the number of pages (McKay, 1982).

4.5. Other misconceptions

An additional drawback that literature faces is the false impression that, being text-based by nature, it focuses only on reading and writing (Sell, 2009). That being said, some teachers may not use literature in their classrooms for fear of only focusing on reading. Sell also makes an interesting discovery that literature is viewed as very unbalanced in the classroom, and many believe it does not have a place in today's communicative classroom. Also, since the teacher is inherently more educated than the students, he or she therefore has a more prevailing role in the classroom and leaves little room for the students to communicate (2009).

5. Specific genre: children's literature

Drama, poetry, historical works, and non-fiction are just a few of the genres that are considered literature. However, since the main focus of this dissertation is on children's literature as a vehicle for teaching English in the foreign language classroom, it is the only specific genre that will be discussed in detail. First, a look at what defines children's literature will be discussed, following the advantages of using children's literature in the FL classroom.

5.1. Definition

Just as literature has many different definitions and is open to several different interpretations, the word "children" is also very open and understood diversely by different people. The *Britannica Encyclopedia* defines children's literature as material and text that are followed or joined with illustrations and are meant for the pleasure and enjoyment of younger aged people. Children are considered to be those that are not adults yet, so children's literature indeed encompasses quite a range of ages. It includes poetry, picture books, short stories, fables and fairy tales all that are written with the intention of transmitting messages to children, usually about morals and values. There are several well-known authors around the world of children's literature that have published and sold millions of books. J.K. Rowling, E.B. White, C.S. Lewis, Roald Dahl, Shel Silverstein, Dr. Seuss, Lewis Carroll, and Laura Ingalls Wilder are just a few of the most popular names around the world that have stood the test of time and continue to be popular and noteworthy even today.

5.2. Uses of children's literature

Children's literature, be it short stories, poetry, or picture books, can be used in a number of ways in Secondary school classrooms. Since the text is limited, students have the chance to revisit the story multiple times, and Barone argues that with a children's story, it is only after you have read a book various times that you soak up the varying layers of the story (2011). Appelt (1984) actively encourages the use of children's literature in FL classes at the high school level: "picture books provide an almost endless beginning of language activities" (p. 74). Giorgis (1999) reasons that, although picture books were originally intended for Primary school children, in recent years, the users of picture books now include older and more mature readers. Reading aloud is the best way for a teacher to connect with his/her students, creating a relaxed environment and also providing, as Hwang and Embi (2007) explain, a chance for the teacher to use body language and inflections of his/her voice to help facilitate understanding and interaction. Giorgis makes it known that a special connection develops between the teacher and the students while reading aloud together (1999).

5.3. Activities that can be used with children's literature

Several supporters of children's literature (Moeller & Meyer, 1995; Appelt, 1984; Hwang & Embi, 2007) stress the importance of always discussing the reason why you want to use children's literature with them. Secondary school students are at a tender age, where they want to feel as grown up as possible, and at first they might balk at being asked to read a book meant for children. Appelt (1984) emphasizes the need to talk with students beforehand because "what is absolutely essential, is that no student ever feels that he or she is being insulted or condescended to when we introduce picture books into our classroom" (p. 68). That being said, Appelt describes a number of ways to introduce the book and topic with your students in a way that will make them interested and one of the most important aspects is making sure that the students understand and know the grounds for using children's literature with them. The best way to assure that teenage students are on board with you, Appelt states, is making sure they do not think there is anything childish about the lesson or that you are considering them to be children. Beckman and Diamond (1984) also concur about the skepticism that some teachers may have about using children's books with their older students. They suggest that teachers confront the concerns of the students head-on and also list a series of pre-activities that can be used by the teacher to dissolve any issues they may have. These include:

- Encouraging students to ask questions or guess about the author
- Asking students to reason why a good story can be used in conjunction with illustrations
- At the beginning of class, talking about the lessons and the maturity level involved.

After their apprehensions have been addressed, the students are willing to pay attention, fully aware that their maturity is not being compromised (Beckman and Diamond, 1984).

A wonderful activity that can be used with high school students is to do some peer-reading with Primary school students. Reading aloud in class is a great way for students to hear correct pronunciation and obtain and, most importantly, retain new vocabulary (Khodabakhshi & Lagos, 1993). Reading aloud in class, regardless of the material and regardless of the focus of the lesson, is efficient because it strengthens the four skills at the same time: reading, listening, speaking, and writing. Reading aloud brings the teacher and his/her students together, making the classroom comfortable and somewhere that they can relax. Bloem (1995) suggests reading aloud in class because teachers who do "are making visible their belief that reading is for delight as well as instruction, for aesthetic purposes as well as functional uses. Of course reading is a tool for adults. But it is also an experience that feeds the soul" (p. 5).

5.4. Demetriou and Ruiz: *Child's Play*

In their book *Child's Play* (2009), Demetriou and Ruiz explicitly underline and highlight the use of children's literature (or "kiddie lit") in high school language classrooms, and expose the numerous ways in which it can be exploited. They list the straightforward advantages that it has, including:

- deals with a wide range of situations,
 - uses varied languages,
 - it stimulates the imagination,
 - can incorporate all four skills,
 - opens the mind, and
 - children, even those who are still in high school, are still living in a fantasy world.
- (p. 91)

6. Benefits of children's literature in foreign language teaching

Many authors have written about the use of children's literature in the FL classroom and the helpfulness of the simple language in facilitating learning. Children's literature comes with certain special benefits that make it accessible to children and surprisingly also make it easy to use in the classroom with high school students to facilitate language learning. Stated quite simply by Bloem (1995), "first-rate children's literature offers the same benefits that any high quality literature or art offers" (p. 2). These certain qualities, including the simple language, deeper meaning that go beyond the text, openness to interpretation, and the relaxed environment that children's literature brings to a classroom, are all gone into detail as a way to show how children's books can be rewarding in many ways.

6.1. Simple text, illustrations, and length

Children's literature is a great way use basic language to give students a good, authentic starting point and, at the same time, enrich them with authentic and interesting material that can inspire them. Some helpful characteristics regarding the actual text are the use of simple language, the helpful illustrations and the length of the story. Using children's literature is an excellent way to ensure that students are not overwhelmed with new vocabulary and will not lose all motivation upon seeing a text that is far beyond their knowledge. This goes along with Krashen's (1981) theory of comprehensible input, which he explains as being just above the amount of language that the student already understands. A wonderful characteristic that assists in the language learning process is the use of illustrations, since, as pointed out by Bland and Lutge (2013), they help students comprehend the message of the story:

The relationship between images and imagining, creativity, emotions and the empowering of language learning is crucial. High quality children's literature can help students to map the world story by story, while successively acquiring competences such as visual, literary and intercultural literacy, concurrently with language acquisition. (p. 5)

Moeller and Meyer (1995) advocate using children's literature in the foreign language classroom because the amount of pages is reassuring to the students and because they include "supporting illustrations that aid understanding and provide a strong rationale to integrate children's books into the foreign language curriculum" (p. 43). Appelt (1984) adds that picture books can also be very resourceful because they are short and can provide a wide variety of language and content.

6.2. Deeper meanings for the mature reader

Another quality that all children's books have is that they have deeper meanings that cannot be understood by children. Quite a large percentage of them transmit such powerful messages that it would seem silly to think a child would be really following the true meaning of the story. A supporter of using children's literature is Clark (2003), who dismisses the idea that children's literature should only be used for young readers who will not even really grasp the whole meaning of the text. Appelt (1984) agrees, stating "the more picture books I see, the more convinced I am that they are too rich a resource to be limited so stringently to young people. Many of these books can be enjoyed by anyone at any age" (p. 67). Another strong supporter of using children's books for the mature reader is Bloem (1995), who defends the idea that there are books "in the children's literature market (that) are meant to be read and enjoyed by a wide diversity of ages" (p. 1).

6.3. Open to interpretation

A good thing about literature, and children's literature especially, is that it gives way

for open, interesting conversation topics that can help students improve their vocabulary and sentence structures (Moeller and Meyer, 1995). This characteristic that children's literature has that makes it open to interpretation absolutely gives it a place in the Secondary school classroom, creating wonderful opportunities for students to express their personal opinions and beliefs. These authors, Moeller and Meyer (1995), note that "as students' desire to make sense of the story increases, their willingness to take risks as second language learners will increase too" (p. 43). Another reason why children's literature books are not fully taken advantage of by children is because they spend their energy trying to focus on what happens in the story. After high school students become aware of the plot, thanks to the simple language and vocabulary, they will have plenty of time for interpretation and discussion about the book. The good thing about the interpretation of literature is that each student is inclined to his or her own beliefs and they cannot be right or wrong. Barone (2011) makes a good point about using children's literature for high school classes, insisting that "the real appreciation for the story happens after you know what is happening. Once the plot is resolved, attention can be given to other details" (p. 2). Moeller and Meyer (1995) also give some more appealing reasons as to why children's literature should have a place in the FL classroom, being that it is "powerfully entertaining and interesting" and "provides a text that students can enjoy at many levels, and their increased interest will support language learning" (p. 43).

6.4. Creation of a relaxed environment

Moeller and Meyer (1995) also suggest that by using children's literature in the classroom, the entire atmosphere will change, becoming more relaxed and authentic, leaving less space for hesitancy, and more room for the students to interact with the text and the second language in a way that is "real, rich, and stimulating" (p. 43). Picture books can ease the learning process because if students are constantly being shown challenging and difficult texts, they are going to feel stressed and confused. On the contrary, with picture books and children's literature, students can feel at ease reading below their level and do not have to tire themselves out and be constantly, forcibly trying to make sense of what they are reading. This leaves room for them to relax, which can definitely assist the language learning process (Beckman & Diamond, 1984). Graves, August and Mancilla-Martinez (2013) underline that Krashen's input hypothesis must be considered when selecting a book in the curriculum. Children's literature is, in general, meant to be directed towards children and so they try to convey morals and lifelong values.

6.5. Summary

The great thing about using children's books in the foreign language classroom with Secondary students is that the students can easily become engaged with the simple text and gain confidence in their reading, while also learning important values and

morals. Good authors manage to get these crucial messages across, while still leaving behind a memorable and fun story. Another quality that children's books have is that, although they are primarily intended for children, many of their themes, as stated by Appelt (1984), are "universal and ageless" (p. 68). Many advocate for the use of children's stories in the FL classroom, notably Collie and Slater (1990), who state that children's short stories are just as suitable material for advanced learners as they are for beginners. Due to the number of activities and benefits that children's literature has, it is safe to say that it definitely has a place in the Secondary school classrooms.

7. Specific authors

Among the thousands of authors that pen children's books, there are two authors that have been researched and used in the lesson plan. These authors are so popular that they both have their own websites dedicated to them, have sold millions of books worldwide and have also gained wide acceptance of many scholars and teachers for use in ESL classrooms.

7.1. Dr Seuss¹

7.1.1. Introduction to Dr. Seuss

Theodor Seuss Geisel, also known as Dr. Seuss, is an extremely well-known author in the United States who is mostly known for the amusing stories he writes, and especially for his use of reiteration and repetition combined with simple vocabulary.

Theodor Seuss Geisel was born in 1904 in Massachusetts, USA. Geisel attended Dartmouth College, where he first began using the pseudonym "Seuss". Dr. Seuss died in 1991 and has written and illustrated over 40 children's books. To celebrate Dr. Seuss and the legacy of reading that he inspired, the National Education Association of America named March 2nd, the day that Geisel died, as "Read Across America Day", where schools around America try to maintain and inspire a love of reading in children.

7.1.2. Specific titles to be used in the lesson plan

7.1.2.1. *The Lorax*

Perhaps one of Dr. Seuss's most inspiring books is *The Lorax*, which criticizes

¹ All information was taken from Dr. Seuss' website. More activities and information can be found <http://www.catinthehat.org/index.html>.

consumerism and materialism. Dr. Seuss manages to tell this tale in a way that is very fun for children, with catchy lines and rhymes, but his message is clear about taking care of the environment and a responsibility for the world that we live in. The book is aimed at children, but the topic about caring for the environment is ageless. Written almost 40 years ago, this book stands the test of time and is used year and again to teach students of all ages about social responsibility and preserving our surroundings and the beautiful world we live in.

7.1.2.2. *The Sneetches*

Another very interesting and maybe even controversial book of his is *The Sneetches*, where Dr. Seuss openly criticizes the American society and their problem with stereotypes and prejudices. The story tells a very simple tale at the surface, but once readers are more mature, they can make their own interpretations about the book and see the theme of stereotypes and judgment.

7.2. Shel Silverstein²

7.2.1. Introduction to Shel Silverstein

Shel Silverstein is most famous for his short stories and poems and his black and white illustrations, which are very straightforward and, contrary to most children's books, are not in color. Silverstein was born in 1932 and died in 1999 and still sells thousands of books per year. His stories are a bit out of the ordinary, a little wacky even, but humorous and deep. The illustrations that accompany the poems are not typical illustrations and sometimes are even a bit melancholic but they are simple and make the interpretation of his stories much easier. Possibly the best thing about Silverstein's books is that they are open to multiple interpretations, and he openly invites children and students to be imaginative with the story. Khodabakhshi and Lagos (1993) give specific criteria for the selection of children's literature to be used with Secondary school students, including "interest provoking titles, simple structure with a strong, meaningful theme, fresh and challenging vocabulary, creative and vivid illustrations, and irreverent, rebellious stories with a twist".

One author whose stories meet these criteria is Shel Silverstein. Although he is known for his children's books, his work has great appeal for older readers. His unique writing style touches readers of all ages and his books are especially appropriate to read aloud to secondary and college ESL students."

(p. 52)

² All information about Shel Silverstein can be found on his website: <http://www.shelsilverstein.com/>.

Silverstein makes his writing very accessible for children and makes them see that poetry can be fun and is not daunting in the least. Silverstein's poetry is a great way to get high school students engrossed in poetry in the FL. Poetry also has several characteristics that make it fantastic for teaching a foreign language (Duff & Maley, 1990).

7.2.2. Specific titles to be used in the lesson plan

7.2.2.1. *The Giving Tree*

One of Silverstein's best known works is the short story "The Giving Tree", which has received a good deal of criticism for not having the typical happy ending that children's tales usually have. The book tells the story of the love and selflessness that a tree has for a boy, whom she gives everything to so that he can be happy, in exchange giving up all of herself and turning into a stump. This book especially is open to different interpretations, as students can interpret the relationship between the tree and the boy as parental, friendship, or even societal.

7.2.2.2. *Where the Sidewalk Ends*

One of the most widely used books to teach poetry to children, *Where the Sidewalk Ends*, is a collection of Silverstein's best poems. Morals, values and sometimes just nonsense are addressed making reading more than pleasurable, but really a page turner. The poems are all relatively short, making it a very simple read. A few poems will be used from this collection of poems, mostly to teach values through English.

8. Conclusion

Literature is an extremely open field, and it should be the goal of every foreign language teacher to get their students reading in a foreign language for pleasure and because they honestly enjoy it. This may be difficult, but most certainly is feasible with careful planning and selection of the literature that is used with the students.

All literature is not created equally. Some literature comes with more culturally charged content that would make it hard for ESL students to engage and interact with the text. It is hoped that, through the use of children's literature with foreign language students in high school that are learning English, they will see viable, accessible texts that they can read and enjoy in another language.

Teenagers, especially those in high school, are still children, yet they want to be as grown-up as possible. They are capable of many things and it would be impractical to deprive them of good literature simply because it was not specifically written for them. Children's literature can be used by anyone, in any language, to learn.

Shel Silverstein and Dr. Seuss are perfect examples of children's literature authors who can make the English as a second or foreign language fun, interesting, and motivating. This is desperately needed, to show Secondary school students that learning English is not just about grammar and rules, but you can learn about the world through English and, most importantly, have fun.

9. Lesson Plan: Children's books are not just for kids

9.1. Introduction to the lesson plan

Since most students are not privy to literature, or reading, this lesson plan includes children's literature as a way to show them that reading can be both fun and interesting.

This lesson plan incorporates two children's literature authors: Dr. Seuss and Shel Silverstein, in the teaching of English as a foreign language to Secondary school students. The two specific authors were selected for their use of simple language to transmit powerful messages. The material is very accessible for Secondary school students, and although the texts that will be used in the lesson plan are in the children's literature genre, they can easily be incorporated in a Secondary school curriculum because of the maturity of the themes and the vocabulary. The themes that are being conveyed can be exploited in many ways and students of all ages can relate to the material. Students in Secondary school will be very open to reading material from the specific authors because the lesson plan will be introduced in a way that will reassure the students that their maturity is not being questioned and they are still being treated as adults, just with material that will give both them and the teacher a chance to really explore and interpret beyond the surface level of the words. The authors use rhythm and rhymes to make the stories enjoyable, as well as incorporating several important morals along the way, making both the read-aloud experiences and the interpretation enjoyable. The great thing about these books is that they are very easy to use in class, as they are lightweight and reasonably inexpensive, and bring the stories to life with colorful illustrations that help the students with understanding. Even if there is some vocabulary that they do not understand right away, with the pictures, they can easily follow along from start to finish.

The importance of this lesson plan in the students' role in the world cannot be denied, as the didactic unit has been designed with the hope of teaching the students many important lessons, such as caring for our environment, not judging others by their appearance, and the importance of reading. This lesson plan will give students a quick but thorough look into the children's literature genre in English, as a way of showing them that there is an endless possibility of interesting material available to them and it

is hoped that they will come from this lesson plan better English students and better people.

This lesson plan has been elaborated carefully and has specifically chosen children's literature not only because of the wonderful benefits it presents (see literature review, page 19), but also because of a personal experience of mine while learning foreign language. While learning Spanish as a foreign language, it was not until after I found material in the children's section of a library in Spain that I felt competent in reading in Spanish and began to read avidly in this language, enjoying how easy it was and really liking the feeling of understanding without much work. I strongly believe that the simplicity of the text can help students to overcome their fear or hesitancy while learning a foreign language and by removing that barrier, students can find a way to involve themselves in the language, not because they are forced to, but because they want to. That is something that cannot be taught; students cannot be taught to love a language, but by using this easy and fun lesson plan, it is hoped that students will walk away more inspired to keep learning for themselves, not just to complete the class.

9.2. Justification

These particular authors and their specific texts have been chosen to give students the opportunity to interpret and discuss their opinions freely and without judgment while improving their English in a way that is both fun and entertaining. These reasons go hand in hand with the objectives established by the LOMCE for 1st level of Bachillerato. The topics that will be addressed are stereotypes, cultural differences, generosity, and environmental responsibility.

Students will be given different material to work on both individually and in groups. The texts are quite short, but some of them will require more than one class period. The aim of the lesson plan is to read the stories aloud, so the students get a general grasp of the plot, a thorough investigation and dissection of the text, and then a final reading by the students.

The LOMCE talks about several competences and this lesson plan places emphasis on communicative competences, social and civic competences, and cultural awareness competence.

This lesson plan involves many activities that use speaking and interacting and makes use of the communicative competences. BOE 1105/2014 says that students should be able to "inform and summarize about topics related to their personal interest and specific academic atmosphere and develop a sequence of simple arguments before a monitor". The students will be asked throughout the sessions to state opinions and beliefs and give rationale for their thinking and question the other students.

This lesson plan also includes specific cultural information, as both of the authors used are American and incorporate cultural aspects in their writing, which is backed up by the CEFRL, which states that "knowledge of the shared values and beliefs held by social groups in other countries and regions" (CEFRL, p. 11).

A song is used in this lesson plan because CEFRL also says that students should “understand some parts of songs that they hear on the radio or on TV” (p. 235).

9.3. Contextualization

This lesson plan will be carried out in a Secondary school in Linares, Jaén, with the students from 1st of Bachillerato. The school is *La Presentación de Nuestra Señora* and it is located in the center of the Linares. The school is not bilingual, but the students show a promising level of English and 40% of the students attend English academies in the afternoons. The class has 30 students, 17 girls and 13 boys. Two of the students are new that year and so they show a lower level of English (closer to A2) while the other students are quite proficient.

Overall, all of the students are very motivated and hard-working learners who show interest in English. According to CEFRL, the students have an average English level, between A2 and B1.

The Secondary school *La Presentación de Nuestra Señora* is a very large school with many technological resources. The school has a large number of students, just below 1,000. The classrooms are decent sizes and the desks and chairs can be moved around for group work. The resources are very up-to-date and all of the classrooms are equipped with projectors, smart boards and internet access. The school also has a library, although it is quite small.

9.4. Timing

There will be five sessions in total, each session lasting 55 minutes. The lesson plan will be implemented in the two weeks after Easter.

9.5. Competences

According to the LOMCE, there are several different competences which this lesson plan involves and works with.

Communicative Competences: many activities in this lesson plan are communicative, and each day begins with a “quote of the day” and discussion about that quote together as a class. All of the sessions include a discussion of the particular text that will be used that day, an introductory discussion, and a follow-up discussion and interpretation. The students are encouraged to share their opinions as openly and freely as they like and it will be made known by the teacher that no answer will be considered wrong, but everyone can interpret the stories as they would like. The aim is to make the classroom as comfortable and relaxing as possible, to give the students the desire to communicate as much as possible without feeling shy or embarrassed.

Emphasis is also placed on correct stress and adequate pronunciation while reading a text aloud in English. Students will get a chance to improve their pronunciation and will be shown the importance of placing stress on certain words while reading. The teacher will demonstrate proper pronunciation while reading aloud in class and then the students will have a chance in both session 2 and session 4 to mimic and read the book aloud themselves, which will be a fun activity while helping them to read and speak more fluidly in English.

Social and civic competences: this lesson plan places a great emphasis on teaching values to the students through the use of English. Throughout the lesson plan, the students will deal with several social and civic themes which include stereotypes, generosity, prejudice and environmental responsibility. The hope of this lesson plan is to make students aware that they are only one person, but one person can make a difference.

Cultural awareness: this explicitly states that students should be able to appreciate the importance of expression through literature. All of the texts used are examples of American Literature and since the authors are both American, some American knowledge will be provided and certain expressions will also be used. In all of the texts used, there is some cultural-specific vocabulary. Money is used in the books, so students will see dollars and cents being talked about (“three ninety eight”, “fifteen cents”, “three dollars”), some American slang words are used (like “chap” and “guy”), as well as other cultural references like the children’s game “hide-and-go-seek” and typical food such as frankfurters and marshmallows.

9.6. Objectives

According to the Ministry of Education, there are 14 objectives for Bachillerato. These include:

1. Ejercer la ciudadanía democrática.
2. Consolidar una madurez personal y social.
3. Fomentar la igualdad efectiva de derechos y oportunidades entre hombres y mujeres.
4. Afianzar los hábitos de lectura, estudio y disciplina.
5. Dominar, tanto en su expresión oral como escrita, la lengua castellana y, en su caso, la lengua cooficial de su Comunidad Autónoma.
6. Expresarse con fluidez y corrección en una o más lenguas extranjeras.
7. Utilizar con solvencia y responsabilidad las tecnologías de la información y la comunicación.
8. Conocer y valorar críticamente las realidades del mundo contemporáneo, así como participar de forma solidaria en el desarrollo y mejora de su entorno social.
9. Acceder a los conocimientos científicos y tecnológicos fundamentales y dominar las habilidades básicas propias de la modalidad elegida.

10. Comprender los elementos y procedimientos fundamentales de la investigación y de los métodos científicos, así como afianzar la sensibilidad y el respeto hacia el medio ambiente.
11. Afianzar el espíritu emprendedor.
12. Desarrollar la sensibilidad artística y literaria.
13. Utilizar la educación física y el deporte para favorecer el desarrollo personal y social.
14. Afianzar actitudes de respeto y prevención en el ámbito de la seguridad vial.

Table 1: Objectives for Bachillerato

Following these objectives, the lesson plan objectives will be divided into general and foreign language. The number beside them will reflect the number of the objective listed in Table 1.

The general objectives are:

To extract general and specific information from a text (both listening and reading)	4, 6, 12
To prepare well-organized reports of philosophical questions related to the books	4, 6, 12
To interact with other students and share ideas and personal beliefs	8
To be able to express opinions	2, 6
To work cooperatively together in groups and share ideas, using respectful language and structures	2, 4, 6, 8
To become aware about the environment and responsibility of the planet	8, 10

Table 2. General objectives

In turn, the foreign language objectives are:

To be able to take part in classroom discussions spontaneously and comprehensibly	2, 6
To take part in oral discussions respectfully and fluently	2, 6
To extract general and specific information from oral and written texts	4, 6
To be able to follow a classroom discussion and react accordingly to different topics or questions that arise	6
To get to know more about the American culture of the English	6, 8

language and have a better understanding and interpretation of the language and its people	
To talk about the past when referring to a story or history	4, 6
To use vocabulary about the environment, stereotypes, and vocabulary related to the books used in the lesson	4, 6, 8, 10
To interpret a story and draw pictures accordingly and create an adequate title	2, 4, 12

Table 3. Foreign language objectives

9.7. Contents

9.7.1 Listening

There will be a total of four read-aloud sessions throughout the five lessons. Two of the read-aloud sessions will be done by the teacher, in a very relaxed setting where the kids can enjoy the story and the illustrations in a calm and fun environment. The other two read-aloud sessions will be done by the students themselves, which will get them involved in the text and where they can use voices and have fun with the text and story. Also, in session 4, the students will listen to a video on YouTube and, in the fifth and final session, students will listen to a song by several artists called “We Are the World”.

9.7.2. Speaking/Interacting

In all of the sessions, the students will be starting class off with a quote of the day, which they will discuss and interpret out loud with themselves and with the teacher.

Session 1.

- Students will talk about the authors that will be used in the lesson plan and also briefly discuss children’s literature and their opinions.
- Students will discuss the environment.
- Students will react and respond to *The Lorax*.

Session 2.

Students will interact and talk about social responsibility and the environment.

Session 3.

Students will discuss the book *The Sneetches* and the implications of differences and stereotypes.

Session 4.

- Students will discuss the video from YouTube.
- Students will interact and speak during the in-class activity “Our new friend Greenie”.

Session 5.

- Students will work in pairs and talk about *The Giving Tree*.
- Students will reflect on their part in the world after hearing a song and talk about what they can do to change the world

9.7.3. Reading

In sessions 2 and 4, the students will be taking turns reading aloud. In the fifth session, the students will be given a short story that they must read silently (individually).

9.7.4. Writing

In session 1, in groups, the students will write down quotes and texts associated with the different characters in the book and try and make connections between the book and the world today.

In session 3, the students will be given a vocabulary and cultural references worksheet to work on individually.

All of the homework assigned involves writing exercises.

9.8. Attention to Diversity

Regarding the students that will need specific help, there are several students that do not attend language academies and therefore have a lower level of English than the rest of the class. To solve this problem, the teacher has created the groups ahead of time so that when pair work is involved, the two weaker students are always paired with a stronger student and the groups are very heterogeneous, making use of cooperative learning.

9.9. Interdisciplinary elements

During this lesson plan, the ethics class will be interconnected with the themes and discussions that are brought up in class.

There are two very important issues that will be dealt with over the five sessions related with Ethics, which are principles that help to shape a person and their morals and values. This lesson plan places a great emphasis on morals and values, specifically not holding stereotypes or prejudices about people and becoming more aware of the world and the actions that must be taken to protect it. The students' thinking will be challenged especially regarding consumerism. It also hopes to teach the students that they are people that can make a difference in the world, and their actions matter, and it is hopeful that, through English, they can better their morals and choose the correct steps to become better people for a better world. Regarding the objectives and competences, the Ethics class and discussions will help the students to better their

speaking and written skills and help them talk about past events and what happened in stories, or even in history. This lesson plan will coincide with a project in the Ethics class, which requires students to create clothes and accessories using only recycled material.

9.10. Cross-curricular issues

The cross-curricular items to be dealt with are reading comprehension (sessions 2, 4 and 5), oral and written expressions (all sessions), environmental education, and civic and constitutional education (all sessions).

In sessions 2, 4 and 5 the students will be asked to read a text both to themselves and aloud to the class in a read-aloud activity, which places emphasis on reading comprehension. In session 2 they will read aloud *The Lorax*; in session 4 they will read-aloud *The Sneetches*; and on day 5, they will read to themselves *The Giving Tree*.

All of the sessions involve oral comprehension and expressions and they all begin with a quote of the day, which is discussed openly and orally in a light chat between the students and the teacher. In session 1 there will be lots of talking about the use of children's literature, and what the students think about it, as well as a follow-up discussion of the first book, *The Lorax*. In session 2 there will be more discussion involving *The Lorax* and students will also have to speak while taking turns to read aloud. In the third session, the students will speak about the quote of the day, and generally discuss segregation and discrimination. After the book has been read, all of the students will be involved in a classroom discussion about the book *The Sneetches* and the plot. In the fourth session, the students will again discuss the quote of the day, as well as discuss with the teacher and themselves the implications of the book *The Sneetches*. The students will also use their oral skills when completing the activity "Our New Friend Greenie" throughout the entire exercise. The final activity will be a read-aloud of *The Sneetches* done by the students, where they will have a chance to read the book after thoroughly discussing its implications, meanings, and understanding all vocabulary words. In the fifth session, the students will use their oral skills to interpret the quote of the day and they will also be asked to speak while preparing *The Giving Tree* activity in pairs. At the end of the class they will be asked to speak about the song "We Are the World", the lesson plan in general and what they have gained. In all of the sessions where the children are asked to read or react to an activity on paper, they will be honing their written expressions (homework in all sessions).

In all of the sessions, civic and constitutional education will be dealt with. These areas will be touched upon by focusing on the importance of people and their identities and respecting others for their differences. The students will be asked in sessions 3, 4 and 5 to comprehend others although they may be different and to ask themselves why it would be okay to treat someone differently because of the way they look. And most importantly, throughout the lesson plan, the students are hoped to be taught that people are people, and we all live together in this world and we must take care of the Earth and everyone in it.

The students will learn about environmental responsibility and education in sessions 3 and 4 and be reminded that they are the ones responsible for taking care of the Earth and will help think of ways to respect and care for our planet (recycling, car-pooling, using reusable water bottles, etc).

9.11. Evaluation

9.11.1. Evaluation criteria

The criteria to evaluate the students' improvement are based on the following.

1. Students should be able to use the past tense to talk about stories.
2. Students will be able to use past tenses fluidly when describing things or events in the past.
3. Students will feel more responsible for their actions regarding the world around them.

9.11.2. Assessable learning standards

- Understands completely the books used in class
- Understands what is said in everyday conversation about the past
- Can aptly and fluidly discuss what happened in the plot in the book
- Can interpret children's literature openly and freely.

9.11.3. Marking criteria

This lesson plan places much more focus on communication, fluency, and participation. Therefore, the marking criteria are as follows:

- **25%: Class Participation**
 - The students are given a grade based on the effort and collaboration they show throughout the five sessions. The lesson plan is very interactive and requires input from the students, so it is expected that every student will show a desire to participate.
- **20%: Homework**
 - The homework will be turned in every day and graded by the teacher. Homework is assigned in sessions 1, 2, 3 and 4.
- **40%: Kahoot**
 - The exact percentage of the score will be included for each student at the end of the test. It will include topics, comprehension from the texts and vocabulary from the unit.

- **15%: Illustrated book *The Giving Tree* and explanation (in pairs)**
 - This will be shown to the teacher and the students will explain why they chose to draw the illustrations and what the book meant to them.

A break-down of these elements is shown in the table below.

Procedure	Criteria	Instrument	Weight
Attendance/ Participation	-Attendance to class every day (punctually) -Actively participating in classroom discussions	-Teacher will mark down the students' attendance and participation	25%
Homework	-To be handed in first thing every day, hand-written or typed	-The teacher will mark down whether or not the student completed the homework and whether or not it was completed satisfactorily (S) or non-satisfactorily (NS)	20%
Kahoot	-Based on the classroom discussions and all five lessons, questions will be asked accordingly	-At the end of the game, the students' marks are shown out of 100% and the teacher will be sent a result page to her email	40%
Illustration of <i>The Giving Tree</i>	-A well-thought-out, carefully illustrated mini-book should reflect the students' thoughts and feelings about <i>The Giving Tree</i> ; they should be able to explain their drawings and the title they chose for the book.	-Students will be given a grade based on effort and creativity. 10-9,5 : Excellent, creative, colorful pictures and inventive title 9,4-8,5: Depictful drawings, maybe in black and white, interesting name and has to do with the story 8,4-7,5: Black and white drawings only, title lacks thought, simple but thoroughly explained 7,4-6,5: Illustrations leave something to be desired, although they are okay, no color is used and students are not fully able to explain why they drew them or picked the title 6,4-5,5: borderline and should be repeated 5,5 or lower: no effort given, unacceptable	15%

Table 4. Marking criteria

9.12. Day-by-day lesson plan

9.12.1. Session 1

The first session will focus mainly on speaking and interacting, as it is the first day of the lesson plan and works to introduce children's literature, the authors that will be used in the unit, and the first book *The Lorax*.

The teacher will introduce the book that will be used over the next two days, *The Lorax*, and some of the special "Seuss" vocabulary that is used (Lorax, Once-ler, Lerkim, etc.), letting students know that these words are not actually words, but have been invented by this author to make the rhythm of the story flow and rhyme. Students should be able to express any concerns they may have about reading a children's literature book in class and the teacher will be able to quell any doubts by reassuring them that the text is just the beginning, but there will be much more thorough discussion and interpretation expected of them.

After the introduction to the authors and the unit is finished, the teacher will begin with an introduction to the first book, *The Lorax*, by showing them the actual book and discussing with them the special "Seuss" vocabulary that is used in the book (see Seuss words worksheet, below). The teacher explains the use of these words in the text and how they simply add rhythm and rhyme and silliness to the text but have absolutely no meaning except maybe to try and convey a sort of feeling or sound through words.

After the words have been discussed briefly and the kids more or less have an idea of them, the book will be read aloud and then there will be group work and a homework assignment related to the book.

Activity	Time	Skills*	Work	Materials	Diversity
Quote of the day	5 mins.	S	Class	Projector	-----
Intro to children's literature	5 mins.	S, L	Class	-----	-----
Intro to <i>The Lorax</i>	10 mins.	S, L	Class	<i>The Lorax</i>	-----
Read-aloud of <i>The Lorax</i> , done by teacher	15 mins.	L	Class	<i>The Lorax</i> , cushions	The slower students are given a copy of the text.
Responding to the book	5 mins.	S, L	Class	-----	Greater attention is paid to kids who need more explanation
Worksheet <i>The Lorax</i>	15 mins.	R, W	Group	Worksheet, copy of the text	Groups are heterogeneous.
Homework	-----	W	Ind.	Worksheet (vocab)	-----

Table 5.Day 1 summary

*S-speaking/interacting, R-reading, L-listening, W-writing

Introductory Activity: Quote of the day

The lesson will begin, as will all the other sessions, with an inspirational quote of the day by either Seuss or Silverstein. Today's quote is by Shel Silverstein and focuses on individuality and being yourself.

"Do a loony-goony dance, 'cross the kitchen floor, put something in the world
that ain't been there before"
--Shel Silverstein

The quote is briefly discussed, together with any vocabulary that they might not understand at first (loony, goony, ain't), and then the teacher will give an introduction to children's literature, including a brief biography of both authors that will be used in the lesson plan. The teacher will project photos of both Silverstein and Seuss and ask the kids beforehand if they know of them or know anything about them. (Originally designed activity).



Seuss



Silverstein

<http://d.gr-assets.com/authors/1193930952p5/61105.jpg> <https://upload.wikimedia.org/wikipedia/en/8/8f/Ssilverstein.jpg>

Activity: Introduction to children's literature

This activity involves a discussion with the class about what they know about children's literature, and any authors or stories that they might have read. The teacher can ask several questions like:

- Is it appropriate for teenagers or adults to read children's books?
- What are some of the messages and themes that children's books try to emit (friendship, love, honesty, kindness, responsibility, fairness, etc.)?
- Are these messages only for children or for everyone?

The goal with this discussion is to get the students to open their minds to the idea of reading children's books to learn something other than basic vocabulary.

(Activity adapted from an idea written by Khodabakhshi and Lagos, on how to introduce children's literature to older students.)

Activity: Introduction to *The Lorax* and Seuss writing

An introduction to the style of language that is used in the book (but does not make any sense outside of the context of the book) is explained to the children and a worksheet is given to them with the special "Lorax" vocabulary words.

Seuss Words Worksheet
Match the words to their "definition". The first one has been done for you.

1. Once-ler-----	(a person)
2. Grickle-grass	(grass)
3. Lerkim	(a place)
4. Gruvvoulous glove	(glove)
5. Whisper-ma-phone	(a special phone)
6. Snergelly hose	(a tube)
7. Truffula-trees	(pretty trees)
8. Rippulous pond	(a pond with lots of colors)
9. Thneed	(item of clothing/special item to be sold)
10. Lorax	(a sort of animal/man)
11. Ga-zump	(sound effect)
12. Super-axe-hacker	(a machine to cut down trees)
13. Cruffoulous	nonsense word)
14. Smogulous	(nonsense word modifying smog)
15. Gluppity-glupp	(nasty goo, or a liquid)
16. Schloppity-schlopp	(nasty liquid)

(Originally designed worksheet)

The teacher will give a brief background of the book by reading the back cover:

Nearly forty years ago, when Random House first published Dr. Seuss's *The Lorax*, it sent forth a clarion call—to industry and consumers alike—to conserve the earth's precious and finite natural resources. The message of this whimsical yet powerful tale resonates today more profoundly than ever. In every corner of the world, we are at risk of losing real-life Brown Bar-ba-loots, Swomee-Swans, Humming-Fish, Truffula-Trees, and the forests they all inhabit.



Together, Dr. Seuss Enterprises and Random House proudly sponsor The Lorax Project, an ongoing multifaceted initiative designed to raise awareness of environmental issues and inspire earth-friendly action worldwide by passionate individuals of all ages. *The Lorax* (1971)

All images of books have been taken from personal hardcopies

Using that background information to help him or her, the teacher assures students that the message in this book goes way beyond elementary students, and simply the language used is enough to prove that this book can be for mature audiences as well as children. The teacher also brings their attention to the real message in the book: the environment. (Originally designed activity)

Activity: Read-aloud of *The Lorax* (Originally designed activity)

The students are invited by the teacher to come and sit as close to the front of the classroom as possible, and willing students may even sit on the floor (with the cushions that the teacher has brought). The story is read aloud and students are encouraged to take notes/complete the worksheet during the reading.

Activity: Classroom discussion, responding to *The Lorax*

After the reading, the students are encouraged ask questions about the story, or any vocabulary problems they might have had. Some examples of challenging vocabulary that the students might question will be "grunt", "gripe", "chop" among others. After questions have been answered, they are to return to their seats and discuss with a partner and compare notes on the book. Who is industry? Who is the environment? (Originally designed activity)

Activity: Group work

Students are put into groups of five and each group is given a print-out of the words from the book (in black and white, see Annex 1 for a copy of the text). Each group is assigned a special character or thing from the book that they must analyze and discuss. The students are expected to copy down excerpts or passages from the text that

correspond with their topic and try and make a comparison in modern day life. Example: can the Once-ler be something from modern-day life (society)? (Activity adapted from www.seussville.com)

The heterogeneous groups are assigned as follows:

Group 1. The Lorax
Group 2. The Once-ler
Group 3. Thneed

Group 4. The factory
Group 5. The animals
Group 6. The Truffula Trees

Homework

The homework assignment is a vocabulary worksheet from the book. (Originally designed activity)

Seusswords	Alliteration	Animals	Sounds	English
Once-ler	Grickle-grass	Swomee-swans	Humming	Smog
Lorax	Sawdusty sneeze	Bar-ba-loots	Ga-zump	Dank
Lerkim	Gruvvulous glove	Truffulatrees	Whiffed	Willing
Snuvv	Cruffulous croak		Sneezed	Tinpail
Thneed	Smogulous smoke		Snuffled	Fifteen cents
Biggered	Gluppity glupp		Snarggled	Tuft
Whisper-ma-phone	Schloppity schlopp		Sniffed	Greed
Snergelly	Woefully weary			Three ninety eight (\$3.98)
Butterfly milk	Sickening smack			Stupid guy
Weehawken				Chap

(Originally designed worksheet)

The students will take their text of the book home (see Annex 1) and they have to put the words in the correct headings. The worksheet will be blank and the students will have to fill it in (shown above is an example of a worksheet once it is completed).

9.12.2. Session 2

The second session will continue with *The Lorax* and will focus on interpreting the message and allow the students to give their opinions freely and openly. The themes that are dealt with today are social responsibility and the students' thoughts about caring for our environment.

Activity	Time	Skills	Work	Materials	Diversity
Quote of the day	5 mins.	S	Class	Copy of <i>The Lorax</i>	-----
Check HW	10 mins.	S, L	Class	Homework assignment	-----
Read-aloud by students	15 mins.	S, L, R	Class	<i>The Lorax</i>	-----

Detailed discussion about social responsibility	25 mins.	S, L	Ind/ Class	Question worksheet	Slower students work in pairs.
Homework	-----	W	Ind	Worksheet	-----

Table 6. Day 2 summary

Opening Activity: Quote of the Day

Students are asked to get out their copy of the text and asked to look for the word “unless”. They are to try and find a meaningful quote with the word in it. The quote is:

Unless someone like you cares a whole awful lot,
Nothing is going to get better.
It’s not.

The Lorax (1971)

Students are asked what they think of the quote and what it means to them. What does the word unless mean? What are the implications if people do not start caring? (Originally designed activity)

Activity: Check homework

The vocabulary worksheet is checked together as a class and all of the unknown words are discussed from the book.

Activity: Read-aloud by the students

Each student already has their own copy of the text, and each paragraph is numbered (see Annex 1). The students begin reading the text, one by one (some of the students will read twice). The teacher will flip the pages in the book accordingly, following along with the story as it is being read. This serves as the final reading of the book, as each unknown or funny word has been discussed and students should be able listen and follow along easily and enjoyably. Students will try their best to pronounce and stress the words correctly. (Originally designed activity)

Activity: Detailed discussion as a class

The teacher hands out a worksheet with several philosophical questions. Students are given 10 minutes to go through the text and take down any notes about any of the questions that particularly interest them and then the whole class interacts and debates the topics. (Questions from <http://www.teachingchildrenphilosophy.org/BookModule/TheLorax>)

Worksheet Questions

1. Could or should the Lorax have done something more to stop the Once-ler? Why or what?
2. Who is responsible for the damage done to the environment in the book?
3. Was it harmful to chop down just one tree?
4. Was the Once-ler intentionally trying to harm the land of the Lorax?
5. Does the fact that the Once-ler regret his decisions make him a good person?
6. Why didn't the Once-ler listen to the Lorax at the beginning?
7. Can a balance be found between producing and consuming things that humans need and protecting our environment?
8. Who is responsible for the trash we create?
9. What is our responsibility to the animals and habitats that live on this planet with us?
10. In the beginning, the Once-ler says that everyone needs Thneeds, but at the end of the book he has changed his mind and says that trees are what everyone needs. Why did he change his mind?

(Originally designed worksheet)

Homework: Worksheet

(Questions taken from <http://www.teachingchildrenphilosophy.org/BookModule/TheLorax>)

1. What was the land of the Lorax like in the beginning? Are there any parts of the environment in Spain that you would be sad to see go? Explain.
2. The Lorax tells the Once-ler that he is "crazy with greed". Why does the Lorax say that to him? Do you agree or disagree? How can you tell if someone is greedy?
3. Why does the Lorax speak for the trees? Have you ever spoken up for someone?
4. Describe further the quote "Unless someone like you cares a whole awful lot, nothing is going to get better, it's not." Can one person make a difference? Could you make a difference in the world?
5. Talk about the colors in the book and the contrasting of the vibrant, bright colors on some pages, and the dark, dreary colors on the other pages. Why did Dr. Seuss do this?

(Originally designed worksheet)

9.12.3. Session 3

The third session begins with the quote of the day and then an introduction and read-aloud of the new book *The Sneetches*. There is vocabulary work that deals with the book, followed by class discussion on the theme which is stereotyping and prejudices.

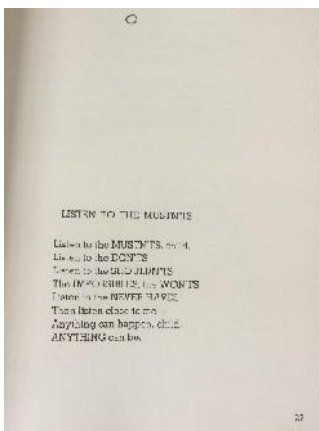
Activity	Time	Skills	Work	Materials	Diversity
Quote of the day	5 mins.	S	Class	Projector	-----

Introduction to <i>The Sneetches</i>	10 mins.	S, L	Class	Projector	-----
Vocabulary activity	5 mins.	S	Class	Worksheet	-----
Read-aloud <i>The Sneetches</i>	10 mins.	L	Class	<i>The Sneetches</i>	-----
Discussion	20 mins.	S, L	Class	-----	-----
Homework	-----	W	Ind.	-----	-----

Table 7. Day 3 summary

Opening Activity: Quote of the day

The quote of the day is a poem by Shel Silverstein that highlights the students and the possibilities that exist.



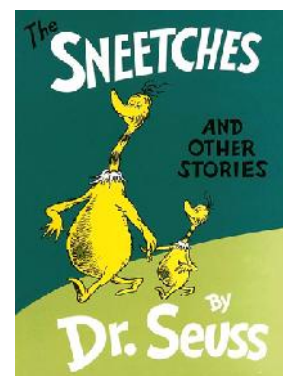
Listen to the mustn'ts child
Listen to the don'ts
Listen to the shouldn'ts
The impossibles, the won'ts
Listen to the never haves
Then listen close to me--
Anything can happen, child.
Anything can be.

Where the Sidewalk Ends (1961)

The teacher asks the students to reflect on the quote and what the quote says. Has anyone, for example, told the students that something was impossible or that they were dreaming? (Originally designed activity)

Activity: Introduction to *The Sneetches*

The teacher explains that this is another book by Dr. Seuss; therefore, it has the same sort of funky language, but deals with a different issue: stereotypes. The teacher can ask the class what they think makes people different or any stereotypes that they might know of. The teacher projects four different pictures of children from around the world on the board and asks the students if they think that it is fair to judge someone based on what they look like.



(Originally designed activity).

Activity: Useful vocabulary

Worksheet, <i>The Sneetches Vocabulary</i>	
WORDS	SOUNDS
Thars	Roared
To matter	Klonked
To brag	Bonked
Snoots	Jerked
To hike	Berked
Frankfurter roasts	Bopped
Marshmallow toasts	Sniff
Zipped up	Snort
Cents	
Keen	
Fix-it-up-chappie	
The other way round	
Wondrous contraption	

(Originally designed worksheet)

The students will be given these words and during the reading they must try and guess what they mean.

(Originally designed activity).

Activity: Read-aloud of *The Sneetches*

Just like with *The Lorax*, the children are invited to come to the front of the class or sit down on the floor while the teacher reads the story aloud.

(Originally designed activity)

Activity: Class Discussion

The teacher asks the class some questions, openly, that they may interpret and answer how they like. There are no right answers.



(Activity adapted from

<http://www.teachingchildrenphilosophy.org/BookModule/TheSneetches>)

1. How did the star-bellied Sneetches treat the other Sneetches?
2. Is it okay to treat those who look differently, differently?
3. Are there things that make people different from one another (physical attributes, character, etc.)?
4. Do any certain characteristics make people better than others?
5. Does any situation exist where it is okay to treat two things differently?

Homework (and explanation)

The teacher explains the homework assignment that the students are expected to complete. They are to write a letter to the Sneetches before Sylvester McMonkey McBean arrived. They should suggest any ideas that the Sneetches could do to solve the discrimination problem among them and provide specific steps that should be taken to achieve equal rights.

(Activity adapted from

<http://www.teachingchildrenphilosophy.org/BookModule/TheSneetches>)

9.12.4. Session 4

The fourth session is the second and last day with *The Sneetches* and delves deeper into the theme of prejudice, tolerance, discrimination and stereotypes. The students will finish *The Sneetches* and will do a read-aloud themselves to give them a chance to work on pronunciation connect better with the text.

Activity	Time	Skills	Work	Materials	Diversity
Quote of the day	5 mins.	S	Class	Projector	-----
Youtube video	5 mins.	L, R	Class	Projector	Subtitles are turned on
Responding to the video	10 mins.	L, S, R	Class	-----	-----
Our new friend Greenie	15 mins.	S, L	Class	Large piece of paper in the shape of a human, scissors, tape	----- ---
Read-aloud by the students of <i>The Sneetches</i>	15 mins.	R, S, L	Class	<i>The Sneetches</i>	-----
Homework	-----	W	Ind.	-----	-----

Table 8. Day 4 summary.

Activity: Quote of the day

"Today you are YOU that is TRUER than true. There is NO ONE alive who is YOUER than you."
--Dr. Seuss

The students are given a moment to reflect on the quote and discuss if desired. Topics to be discussed should be related to individuality and the importance of being true to you. (Originally designed activity)

Activity: Video YouTube Link

The next activity will require the use of wifi, projector and the computer. The students will be shown a 3:12 minute-long video done by students from a US high school. The video deals with labeling and stereotyping. The kids in the video are shown holding up a "Hello! My Name is:" sign and they have written the different names that they have been called (gay, teacher's pet, stupid, obnoxious islander, annoying, lesbian, weird, party girl, dumb black kid, self-centered, terrorist, emo, dumb, crazy) and then they erase those labels and write down their actual names.

The video is quite moving and touching and shows the students that labels are hateful and cannot define someone.

(Originally designed activity)



<https://www.youtube.com/watch?v=KEpYfOff9rc&feature=youtu.be&list=PLAAC9364B4EB612>

Activity: Responding to the video

The teacher goes through some of the different labels that were shown in the video. She asks students that if they were to be given a nametag, what word they would write down to describe themselves: "Hello! My name is: (examples: funny, nice, thoughtful, smart, bossy, etc.)". Students can also give respectful and uplifting ideas of name tags for other students in the class. (Originally designed activity)

Activity: Our new friend Greenie



The teacher brings in a life-style cut-out of a student, on green paper. She asks the class to say mean things about him, because he is new and probably will not fit in. She starts and says "you are weird, and I don't like you because I don't know you" and she tears off one of his hands.

https://www.google.es/search?q=black+and+white+cut+out+of+a+person&source=lnms&tbm=isch&sa=X&ved=0ahUKEwi9yfxD9LDNAhWJWRoKHUkdCpEQ_AUICCgB&biw=1280&bih=649#imgsrc=ECVhpKe6koRFvM%3

Students are asked to think of mean things they could possibly say to a new student, and each time an insult is said, a body part is ripped off of the “student”.

After the “student” has been ripped to pieces, the class will work together to “patch him back up” with tape and glue. The final result will be his body, put back together again, but the scars will still show, and the lesson will be learned: words hurt, and they can never be taken back. The students will write “WORDS HURT” and anything else they would like too on “greenie” and he will be hung up on the wall as a reminder that you cannot take back what you say.

(Activity from http://www.educationworld.com/a_lesson/03/lp294-03.shtml)

Activity: Read-aloud (students) of *The Sneetches*

As done with *The Lorax*, students are given handouts with the text of the Sneetches on it and they take turns reading paragraph by paragraph (see Annex 2 for the complete text of *The Sneetches*). Each student is given the chance to read while the teacher flips through the story. They will try to pronounce all words correctly and stress the words properly to make the story as fluid as possible.

Activity: Homework

Students are asked to write down their thoughts on these questions:

1. What is more important, proving that we are all the same or making sure that everyone can respect the individual differences that everyone has?
2. How do you know that you are the same as someone?
3. How do you know that you are different from someone?
4. Is difference a problem, an opportunity, a challenge, or a gift?
5. What causes inequality?

(Activity from <http://www.teachingchildrenphilosophy.org/BookModule/TheSneetches>)

9.12.5. Session 5

The fifth and final session ties up the unit with one last text, by Shel Silverstein, and a recap game called Kahoot that will test the students about some of the things they should have learned throughout the five sessions. The session and unit will end with a powerful song called “We Are the World” and it is hopeful that it will resonate with the students and show them that they are the future and they can make a difference.

Activity	Time	Skills	Work	Materials	Diversity
Quote of the day	5 mins.	S	Class	-----	-----
Silent reading	15 mins.	R	Ind.	<i>The Giving Tree</i> , vocabulary worksheet	-----

Kahoot	15 mins.	R	Ind.	Projector, wifi, students phones	-----
Song "We Are the World"	5 mins.	L	-----	Wifi, computer, projector	-----

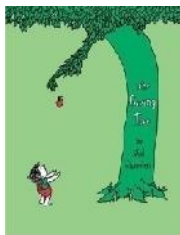
Table 9. Day 5 summary

Introductory Activity: Quote of the day

Two quotes are given on this last day, both by Dr. Seuss.

You have brains in your head,
you have feet in your shoes.
You can steer yourself in
any direction you choose. -- Dr. Seuss

You're off to great places!
Today is your day!
Your mountain is waiting so...
Get on your way! *Oh, The Places You'll Go*



Activity: Silent reading of *The Giving Tree*

Each student is given a black and white copy of *The Giving Tree* that does not have the title written on it (see Annex 3) and they are asked to read it to themselves and take notes as needed. A vocabulary sheet is provided with English translations of tricky words. (Originally designed activity)

Vocabulary Sheet (<i>The Giving Tree</i>)	
Word	Meaning
Once	A long time ago
Togather	To collect
Leaves	Part of a tree, they fall off and change color
Trunk	Part of a tree, the body in the middle
Branches	Part of a tree, the limbs or arms
Stump	Part of a tree, the part that is left when the trunk is cut off
Hide-and-go-seek	Children's game where one person counts and others hide
Shade	Somewhere protected from the sun where its cooler and dark
To shake with joy	To be extremely happy
Hardly speak	To whisper
To straighten	To make straight, or sit up tall
(Originally designed worksheet)	

Activity: Pair work with *The Giving Tree*

Students work in pairs and draw illustrations together beside the text where they deem it necessary to help construe the plot and theme of the story. Students are encouraged to use their imagination and draw the story how they imagine it, using colors or whatever they like. After they finish their drawings, they must come up with an original name for the book. Some names that might be thought up are *The Tree that Gave All She Could*, *The Tree and the Boy*, *Giving is Better Than Receiving*, although any name that is relevant and explainable is valid (Originally designed activity).

Activity: Kahoot

A Kahoot game is played in class. Wifi, projector, student's cell phones, and a computer are necessary for this activity as it is a computer game that will be played using the internet. Students will be shown questions on the projector and they will answer using their cell phones.



<https://lh3.ggpht.com/8MB3BaV2DmsB0OgTNW3dBr7moEdgQgyd8WPcyTLfXCEhm4XiHA5UGz8bQFqapA2iNSu=h900>

The game is very engaging and very fun, and only requires that the students login and create a username. The game will test their knowledge of the stories and themes that have been discussed throughout the unit. After the game is finished, the teacher will receive an email with all of the scores of the class and they can review the game and the questions together.

Activity: USA for Africa "We Are the World" song

The final activity will be a listening of the song We Are the World to round out the lesson plan. The song is very touching and will bring the students close as well as giving them a chance to reflect on their input in the world (see Annex 4 for lyrics).

The song will talk about being the world, and that the students have the chance "make the world a better place". They will be asked why all of these singers got together to sing a song (for Africa) and what they, as a classroom, could do to make the world better, if even just a little bit. They can look back at all of the lessons they learned throughout the didactic unit, and come up with ideas for an end-of-the-year project, maybe planting a school garden, or creating a Pay-It-Forward motion, where they do nice deeds expecting nothing in return. The students are free to give whatever ideas they want and they should be open to express their thoughts about changing the world for the better. (Originally designed activity, Pay-It-Forward idea taken from the Warner Bros. 2000 movie "Pay It Forward").

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ANNEXES: Texts used in the Lesson Plan

ANNEX 1

THE LORAX

1At the far end of town where the Grickle-grass grows and the wind smells slow-and-sour when it blows and no birds ever sing excepting old crows... is the Street of the Lifted Lorax.

2And deep in the Grickle-grass, some people say, if you look deep enough you can still see, today, where the Lorax once stood just as long as it could before somebody lifted the Lorax away.

3What was the Lorax? And why was it there? And why was it lifted and taken somewhere from the far end of town where the Grickle-grass grows? The old Once-ler still lives here. Ask him. He knows.

4You won't see the Once-ler. Don't knock at his door. He stays in his Lerkim on top of his store. He lurks in his Lerkim, cold under the roof, where he makes his own clothes out of miff-muffered moof. And on special dank midnights in August, he peeks out of the shutters and sometimes he speaks and tells how the Lorax was lifted away. He'll tell you, perhaps... if you're willing to pay.

5On the end of a rope he lets down a tin pail and you have to toss in fifteen cents and a nail and the shell of a great-great-great grandfather snail.

6Then he pulls up the pail, makes a most careful count to see if you've paid him the proper amount.

7Then he hides what you paid him away in his Snuvv, his secret strange hole in his gruvvulous glove.

8Then he grunts, "I will call you by Whisper-ma-Phone, for the secrets I tell you are for your ears alone."

9SLUPP! Down slupps the Whisper-ma-Phone to your ear and the old Once-ler's whispers are not very clear, since they have to come down through a snergelly hose, and he sounds as if he had smallish bees up his nose. "Now I'll tell you," he says, with his teeth sounding gray, "how the Lorax got lifted and taken away... It all started way back... such a long, long time back...

10Way back in the days when the grass was still green and the pond was still wet and the clouds were still clean, and the song of the Swomee-Swans rang out in space... one morning, I came to this glorious place. And I first saw the trees! The Truffula Trees! The bright-colored tufts of the Truffula Trees! Mile after mile in the fresh morning breeze.

12And, under the trees, I saw Brown Bar-ba-loots frisking about in their Bar-ba-loot suits as they played in the shade and ate Truffula fruits.

13From the rippulous pond came the comfortable sound of the Humming-Fish humming while splashing around.

14But those trees! Those trees! Those Truffula Trees! All my life I'd been searching for trees such as these. The touch of their tufts was much softer than silk. And they had the sweet smell of fresh butterfly milk.

15I felt a great leaping of joy in my heart. I knew just what I'd do! I unloaded my cart.

16In no time at all, I had built a small shop. Then I chopped down a Truffula Tree with one chop. And with great skillful skill and with great speedy speed, I took the soft tuft, and I knitted a Thneed!

17The instant I'd finished, I heard a ga-Zump! I looked. I saw something pop out of the stump of the tree I'd chopped down. It was sort of a man. Describe him?... That's hard. I don't know if I can.

18He was shortish. And oldish. And brownish. And mossy. And he spoke with a voice that was sharpish and bossy.

19"Mister!" he said with a sawdusty sneeze, "I am the Lorax. I speak for the trees. I speak for the trees, for the trees have no tongues. And I'm asking you, sir, at the top of my lungs" - he was very upset as he shouted and puffed - "What's that THING you've made out of my Truffula tuft?"

20"Look, Lorax," I said. "There's no cause for alarm. I chopped just one tree. I am doing no harm. I'm being quite useful. This thing is a Thneed. A Thneed's a Fine-Something-That-All-People-Need! It's a shirt. It's a sock. It's a glove, It's a hat. But it has other uses. Yes, far beyond that. You can use it for carpets. For pillows! For sheets! Or curtains! Or covers for bicycle seats!" The Lorax said, "Sir! You are crazy with greed. There is no one on earth who would buy that fool Thneed!"

21But the very next minute I proved he was wrong. For, just at that minute, a chap came along, and he thought the Thneed I had knitted was great. He happily bought it for three ninety-eight I laughed at the Lorax, "You poor stupid guy! You never can tell what some people will buy."

22"I repeat," cried the Lorax, "I speak for the trees!" "I'm busy," I told him. "Shut up, if you please." I rushed 'cross the room, and in no time at all, built a radio-phone. I put in a quick call. I called all my brothers and uncles and aunts and I said, "Listen here! Here's a wonderful chance for the whole Once-ler Family to get mighty rich! Get over here fast! Take the road to North Nitch. Turn left at Weehawken. Sharp right at South Stitch."

23And, in no time at all, in the factory I built, the whole Once-ler Family was working full tilt. We were all knitting Thneeds just as busy as bees, to the sound of the chopping of Truffula Trees.

24Then... Oh! Baby! Oh! How my business did grow! Now, chopping one tree at a time was too slow. So I quickly invented my Super-Axe-Hacker which whacked off four Truffula Trees at one smacker. We were making Thneeds four times as fast as before! And that Lorax?... He didn't show up any more.

25But the next week he knocked on my new office door. He snapped, "I am the Lorax who speaks for the trees which you seem to be chopping as fast as you please. But I'm also in charge of the Brown Bar-ba-loots who played in the shade in their Bar-ba-loot suits and happily lived, eating Truffula Fruits. "NOW... thanks to your hacking my trees to the ground, there's not enough Truffula Fruit to go 'round. And my poor Bar-ba-loots are all getting the crummies because they have gas, and no food, in their tummies!

26"They loved living here. But I can't let them stay. They'll have to find food. And I hope that they may. Good luck, boys," he cried. And he sent them away. I, the old Once-ler, felt sad as I

watched them all go. BUT... business is business! And business must grow regardless of crummies in tummies, you know.

27I meant no harm. I most truly did not. But I had to grow bigger. So bigger I got. I biggered my factory. I biggered my roads. I biggered my wagons. I biggered the loads of the Thneeds I shipped out. I was shipping them forth to the South! To the East! To the West! To the North! I went right on biggering... selling more Thneeds. And I biggered my money, which everyone needs.

28Then again he came back! I was fixing some pipes when that old-nuisance Lorax came back with more gripes. "I am the Lorax," he coughed and he whiffed. He sneezed and he snuffled. He snarggled. He sniffed. "Once-ler!" he cried with a cruffulous croak. "Once-ler! You're making such smogulous smoke! My poor Swomee-Swans... why, they can't sing a note! No one can sing who has smog in his throat.

29"And so," said the Lorax, "-please pardon my cough they cannot live here. So I'm sending them off. "Where will they go?... I don't hopefully know. They may have to fly for a month... or a year... To escape from the smog you've slogged up around here. "What's more," snapped the Lorax. (His dander was up.) "Let me say a few words about Gluppity-Glupp. Your machine chugs on, day and night without stop making Gluppity-Glupp. Also Schloppity-Schlopp. And what do you do with this leftover goo?... I'll show you. You dirty old Once-ler man, you!

30"You're glumping the pond where the Humming-Fish hummed! No more can they hum, for their gills are all gummed. So I'm sending them off. Oh, their future is dreary.

31They'll walk on their fins and get woefully weary in search of some water that isn't so smeary." And then I got mad. I got terribly mad. I yelled at the Lorax, "Now listen here, Dad! All you do is yap-yap and say, 'Bad! Bad! Bad! Bad!' Well, I have my rights, sir, and I'm telling you I intend to go on doing just what I do! And, for your information, you Lorax, I'm figgering On biggering and BIGGERING and BIGGERING and BIGGERING, turning MORE Truffula Trees into Thneeds which everyone, EVERYONE, EVERYONE needs!"

32And at that very moment, we heard a loud whack! From outside in the fields came a sickening smack of an axe on a tree. Then we heard the tree fall. The very last Truffula Tree of them all! No more trees. No more Thneeds. No more work to be done.

33So, in no time, my uncles and aunts, every one, all waved me good-bye. They jumped into my cars and drove away under the smoke-smuggered stars. Now all that was left 'neath the bad smelling-sky was my big empty factory... the Lorax... and I.

34The Lorax said nothing. Just gave me a glance... just gave me a very sad, sad backward glance... as he lifted himself by the seat of his pants. And I'll never forget the grim look on his face when he heisted himself and took leave of this place, through a hole in the smog, without leaving a trace. And all that the Lorax left here in this mess was a small pile of rocks, with one word... "UNLESS."

35Whatever that meant, well, I just couldn't guess. That was long, long ago. But each day since that day I've sat here and worried and worried away. Through the years, while my buildings have fallen apart, I've worried about it with all of my heart.

36"But now," says the Once-ler, "Now that you're here, the word of the Lorax seems perfectly clear.

37UNLESS someone like you cares a whole awful lot, nothing is going to get better. It's not. "SO... Catch!" calls the Once-ler.

38He lets something fall. "It's a Truffula Seed. It's the last one of all! You're in charge of the last of the Truffula Seeds. And Truffula Trees are what everyone needs. Plant a new Truffula. Treat it with care. Give it clean water. And feed it fresh air. Grow a forest. Protect it from axes that hack. Then the Lorax and all of his friends may come back."

ANNEX 2

THE SNEETCHES

Now, the Star-Belly Sneetches Had bellies with stars. The Plain-Belly Sneetches Had none upon thars. Those stars weren't so big. They were really so small You might think such a thing wouldn't matter at all. But, because they had stars, all the Star-Belly Sneetches Would brag, "We're the best kind of Sneetch on the beaches."

With their snoots in the air, they would sniff and they'd snort "We'll have nothing to do with the Plain-Belly sort!" And whenever they met some, when they were out walking,

They'd hike right on past them without even talking. When the Star-Belly children went out to play ball, Could a Plain-Belly get in the game...? Not at all. You could only play if your bellies had stars And the Plain-Belly children had none upon thars.

When the Star-Belly Sneetches had frankfurter roasts Or picnics or parties or marshmallow toasts, They never invited the Plain-Belly Sneetches. They left them out cold, in the dark of the beaches. They kept them away. Never let them come near.

And that's how they treated them year after year. Then ONE day, it seems...while the Plain-Belly Sneetches Were moping and dopping alone on the beaches, Just sitting there wishing their bellies had stars...

A stranger zipped up in the strangest of cars! "My friends," he announced in a voice clear and keen, "My name is Sylvester McMonkey McBean. And I've heard of your troubles. I've heard you're unhappy. But I can fix that. I'm the Fix-it-Up Chappie. I've come here to help you. I have what you need. And my prices are low. And I work at great speed. And my work is one hundred per cent guaranteed!" Then, quickly, Sylvester McMonkey McBean Put together a very peculiar machine.

And he said, "You want stars like a Star-Belly Sneetch...? My friends, you can have them for three dollars each!" "Just pay me your money and hop right aboard!" So they clambered inside. Then the big machine roared And it clonked. And it bonked. And it jerked. And it berked And it bopped them about. But the thing really worked! When the Plain-Belly Sneetches popped out, they had stars! They actually did.

They had stars upon thars! Then they yelled at the ones who had stars from the start, "We're exactly like you! You can't tell us apart. We're all just the same, now, you snooty old smarties! And now we can go to your frankfurter parties." "Good grief!" groaned the ones who had stars at the first. "We're still the best Sneetches and they are the worst. But, now, how in the world will we know," they all frowned, "If which kind is what, or the other way round?"

Then up came McBean with a very sly wink And he said, "Things are not quite as bad as you think. So you don't know who's who. That's perfectly true. But come with me, friends. Do you

know what I'll do? I'll make you, again, the best Sneetches on beaches And all it will cost you is ten dollars eaches." Belly stars are no longer in style," said McBean. "What you need is a trip through my Star-Off machine. This wondrous contraption will take off your stars

So you won't look like Sneetches who have them on thars." And that handy machine Working very precisely Removed all the stars from their tummies quite nicely. Then, with snoots in the air, they paraded about And they opened their beaks and they let out a shout, "We know who is who! Now there isn't a doubt. The best kind of Sneetches are Sneetches without!"

Then, of course, those with stars all got frightfully mad. To be wearing a star now was frightfully bad. Then, of course, old Sylvester McMonkey McBean Invited them into his Star-Off Machine. Then, of course from then on, as you probably guess, Things really got into a horrible mess.

All the rest of that day, on those wild screaming beaches, The Fix-it-Up Chappie kept fixing up Sneetches. Off again! On again! In again! Out again! Through the machines they raced round and about again, Changing their stars every minute or two. They kept paying money. They kept running through

Until neither the Plain nor the Star-Bellies knew Whether this one was that one...or that one was this one Or which one was what one...or what one was who. Then, when every last cent Of their money was spent, The Fix-it-Up Chappie packed up And he went. And he laughed as he drove In his car up the beach, "They never will learn. No. You can't teach a Sneetch!"

But McBean was quite wrong. I'm quite happy to say The Sneetches got really quite smart on that day, The day they decided that Sneetches are Sneetches And no kind of Sneetch is the best on the beaches. That day, all the Sneetches forgot about stars And whether they had one, or not, upon thars.

The end.

ANNEX 3

Once there was a tree.... and she loved a little boy.
And everyday the boy would come and he would gather her leaves and make them into crowns and play king of the forest.

He would climb up her trunk and swing from her branches and eat apples. And they would play hide-and-go-seek. And when he was tired, he would sleep in her shade. And the boy loved the tree.... very much. And the tree was happy.

But time went by. And the boy grew older. And the tree was often alone. Then one day the boy came to the tree and the tree said, "Come, Boy, come and climb up my trunk and swing from my branches and eat apples and play in my shade and be happy."

"I am too big to climb and play" said the boy. "I want to buy things and have fun. I want some money?" "I'm sorry," said the tree, "but I have no money. I have only leaves and apples. Take my apples, Boy, and sell them in the city. Then you will have money and you will be happy." And so the boy climbed up the tree and gathered her apples and carried them away. And the tree was happy. But the boy stayed away for a long time.... and the tree was sad.

And then one day the boy came back and the tree shook with joy and she said, "Come, Boy, climb up my trunk and swing from my branches and be happy." "I am too busy to climb trees,"

said the boy. "I want a house to keep me warm," he said. "I want a wife and I want children, and so I need a house. Can you give me a house?" "I have no house," said the tree. "The forest is my house, but you may cut off my branches and build a house. Then you will be happy."

And so the boy cut off her branches and carried them away to build his house. And the tree was happy. But the boy stayed away for a long time. And when he came back, the tree was so happy she could hardly speak. "Come, Boy," she whispered, "come and play." "I am too old and sad to play," said the boy. "I want a boat that will take me far away from here. Can you give me a boat?" "Cut down my trunk and make a boat," said the tree. "Then you can sail away... and be happy." And so the boy cut down her trunk and made a boat and sailed away. And the tree was happy ... but not really.

And after a long time the boy came back again. "I am sorry, Boy," said the tree, "but I have nothing left to give you - My apples are gone." "My teeth are too weak for apples," said the boy. "My branches are gone," said the tree. "You cannot swing on them - " "I am too old to swing on branches," said the boy. "My trunk is gone," said the tree. "You cannot climb - " "I am too tired to climb" said the boy. "I am sorry," sighed the tree. "I wish that I could give you something.... but I have nothing left. I am just an old stump. I am sorry...." "I don't need very much now," said the boy. "just a quiet place to sit and rest. I am very tired."

"Well," said the tree, straightening herself up as much as she could, "well, an old stump is good for sitting and resting Come, Boy, sit down. Sit down and rest." And the boy did. And the tree was happy

Annex 4 "We Are the World"

There comes a time when we heed a certain call
When the world must come together as one
There are people dying
And it's time to lend a hand to life
The greatest gift of all

We can't go on pretending day by day
That someone, somewhere will soon make a change
We all are a part of God's great big family
And the truth, you know,
Love is all we need

Chorus: We are the world, we are the children
We are the ones who make a brighter day
So let's start giving
There's a choice we're making
We're saving our own lives
It's true we'll make a better day
Just you and me

Send them your heart so they'll know that someone cares
And their lives will be stronger and free
As God has shown us by turning stone to bread
And so we all must lend a helping hand

Chorus

When you're down and out, there seems no hope at all
But if you just believe there's no way we can fall
Well... well... well
Let's realize that a change can only come
When we stand together as one

Chorus