The outline of a course in the investigation of literature (both fiction and nonfiction) which concerns youth facing and overcoming problems of life, with stress upon the novel and biography, is presented. The student is expected, through reading selected literary works, to (1) examine the problems confronted by youth, (2) examine youth's needs and the conditions that can create conflict, (3) defend the importance of a person's confronting his own problems, (4) examine how a fictional or real character found a solution to a problem, and (5) gain help in solving his own problems by an investigation of how youth in fiction and nonfiction solved theirs. The rationale for the course is that the adolescent through studying literature will more clearly understand his likeness to all men by investigating the forces which create such universal conflicts as those between man and man, man and God, man and nature, man and society, and man and himself. Numerous teaching strategies and a bibliography of teacher and student resources including textbooks, supplementary materials, films, records, and filmstrips are included. (Author/DI)
AUTHORIZED COURSE OF INSTRUCTION FOR THE

QUIMMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

LANGUAGE ARTS

Facing Life

5113.30
5114.30
5115.30
5116.30
FACING LIFE

5113.30
5114.30
5115.30
5116.30

English

Written by Clifford G. Singleton and M. Paul Rice for the DIVISION OF INSTRUCTION Dade County Public Schools Miami, Florida 1971
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Published by the Dade County School Board
COURSE TITLE: FACING LIFE

NUMBER
5113.30
5114.30
5115.30
5116.30

COURSE DESCRIPTION: An investigation of literature, fiction and nonfiction, which deals with youth facing and overcoming the problems of life, stressing the novel and biography.

I. PERFORMANCE OBJECTIVES

A. Given selected literary works, the student will examine the problems of life faced by youth.

B. Given selected literary works, the student will examine the needs of youth and the conditions which create conflict.

C. Given selected literary works, the student will defend the importance of confronting a problem facing him.

D. Given selected literary works, the student will examine how a fictional or real character arrived at a solution to a problem of life faced by youth.

E. Given selected literary works, the student will gain direction in solving his own problems by investigating how youth in fiction and nonfiction solved their problems.

II. COURSE CONTENT

The reasons for studying literature are many. In the main, literature attempts to make more understandable the place of man in the universe. The adolescent reader, faced by problems of youth and approaching adulthood, has the opportunity to observe life at a safe distance. Through literature the student should understand more clearly his humanity. Fiction and nonfiction both reveal those problems which all men face.

Before one can meet the problems facing him it is necessary to investigate the forces which cause conflict. The youth of our society are facing many of the same problems teenagers for years have faced, but they also have problems peculiar
to today. The problems of communication with adults, acceptance by peers, knowledge about sex, drugs, and alcohol can all be examined in works of fiction and nonfiction.

By studying literary works which define and classify the conflicts of man, the student will learn how others met and overcame a problem similar to his own. The conflicts of man vs. man, man vs. God, man vs. nature, man vs. society, and man vs. himself should all be explored.

After identifying the problems of youth and the conflicts faced by youth, the student should, through the literature, investigate how others have responded to similar problems. A study of the novel and biography provides the student a chance to examine the problems men have faced and the way in which they have met these problems. The adolescent, through the example of real or fictional persons, should be better equipped to struggle with life.

III. TEACHING STRATEGIES

A. Given selected literary works, the student will examine the problems of life faced by youth.

1. Have students write a paper in which they consider the questions "What am I?" "Who am I?" Why am I?"

2. After they have viewed filmstrip, The Alienated Generation, part 1, which contains music but no commentary, have students discuss the problems of youth illustrated in the film.

3. Have students write a paragraph describing the most difficult problem facing them.

4. Have students discuss these problems drawing parallels with problems they will face as adults.

5. Ask students to arrange in order of importance their list of personal problems. Have students discuss criteria used in arranging their list of problems.
6. Have students find in newspapers, magazines, and other media examples of problems of youth.

7. Show the film Phoebe in which a young girl becomes pregnant and have students discuss her handling of the problem.

8. Have students role play. Provide students with situations commonly faced by youth such as: arriving home too late after a date, bringing home a poor report card, or being suspended for smoking on school grounds.

9. Have students read several short stories presenting problems faced by youth. Titles such as "The Garden Party," "I Spy," "Araby," "The Duke's Children," could be used. The Way It Is unit published by the Xerox Corporation contains many selections dealing with more than twenty different problems concerning youth.

10. Have students do library research on problems faced by individuals such as violence in our society, the draft, drugs, teenage marriages, religion, or old age. Findings may be presented orally or through panel discussions.

11. Ask students to read two works about youth in similar situations such as Gene in A Separate Peace and Holden in Catcher in the Rye and have them compare and contrast their problems.

12. Have students write an original poem, short story, or one-act drama dealing with a problem faced by youth.

13. Have students prepare an original slide-tape presentation focusing on problems of life faced by youth.

14. Have students design a questionnaire dealing with problems of life faced by youth for distribution to fellow students.
B. Given selected literary works, the student will examine the needs of youth and the conditions which create conflict.

1. After viewing filmstrip The Alienated Generation, parts II & III, have students discuss some factors that contributed to the alienation of the youth in the hippie movement.

2. Ask students to discuss how dress style and rock music of today's youth reflect their attitude toward "the Establishment."

3. After viewing filmstrip The Alienated Generation, parts II & III, have students discuss why the youth of today feel that the techniques of problem-solving used by their parents are ineffectual in today's society.

4. Ask students to list some of the problems of youth. Explain what causes these problems and why they are problems for some young people and not for others.

5. Have students read a play such as The Miracle Worker, Butterflies Are Free, West Side Story, or Hamlet, and identify the conflicts faced by the youthful characters in each.

6. Have students create a montage of magazine photographs which illustrate conflicts in a young person's life.

7. After they have read The Red Badge of Courage, ask students to write a paper in which they explain why Henry Fleming reacted the way he did in the face of battle. Ask students to explain how they think they would react in a similar situation.

8. After they have read Black Boy, ask students to discuss how Wright's childhood problems were similar to or different from their own.

9. After they have read Dibs: In Search of Self, ask students to explain what caused Dibs to act like a mentally retarded child rather than the intelligent child he was.
10. Ask students to make a live action or kinestasis film in which they illustrate similar and different childhood problems faced by two different cultural or economic groups.

C. Given selected literary works, the student will defend the importance of confronting a problem facing him.

1. Show a film such as You're No Good, or Run, in which youth attempts to avoid confronting a problem and its consequences.

2. After they have read a short story such as "Flight" by John Steinbeck, have students discuss the possibility that running away from a problem can be more hazardous than facing the problem.

3. Part II of the filmstrip The Alienated Generation ends with the statement: "Is it [dropping out] also an attempt to escape from the responsibilities of adulthood..." Ask students to write a paper defending or rejecting the statement.

4. After they have viewed the filmstrip The Alienated Generation, have students discuss how the hippies in Haight-Ashbury are attempting to solve their problems. Have them suggest other solutions.

5. After they have read My Shadow Ran Fast, ask students to identify the point at which Bill Sands' life changed radically and the cause of the change.

6. After they have read I Never Promised You a Rose Garden, ask students to explain why Deborah chose not to face her problem but rather to retreat from reality.

7. Compare two characters, such as Jack and Ralph in Lord of the Flies, who faced the same problem but reacted differently.

8. After they have read books such as Yes I Can, The Great White Hope or The Jim Thorpe Story, ask students to explain what motivated the person to overcome his problem(s) in facing life.
9. Show the film Jackie Robinson.

10. Have a guest such as a representative from Alcoholics Anonymous, a black community leader, or other persons who have faced a personal or community problem, speak to the class.

D. Given selected literary works, the student will examine how a fictional or real character arrived at a solution to a problem of life faced by youth.

1. After they have read a work of fiction in which a character is faced by a problem, have the students rewrite the ending with a more satisfactory solution. Such works as Hamlet, West Side Story, or "Flight" could be used.

2. Have students write three paragraphs in which three different problems faced by youth are presented but not resolved. Then have students question several persons on how they would resolve the three problems.

3. Show the film Literature Appreciation: How to Read Biographies.

4. After they have read Death Be Not Proud, ask students to explain why young Johnny was able to accept death as he did. Ask them why Gunther selected the opening line of Donne's poem for his title.

5. Show the film Helen Keller or other biographical films which illustrate real people facing real problems.

6. Have students as a class or independently select a problem within the school, community, or nation and map out a strategy for effectively solving the problem. Students may wish to actually undertake a project for eliminating or resolving such a problem.

7. Have students select a problem and draw an editorial cartoon or write an editorial to the school or local newspaper.

8. Have students write a short story based on a newspaper article in which a young person has a problem to face.
E. Given selected literary works, the student will gain direction in solving his own problem by investigating how youth in fiction and nonfiction solved their problems.

1. Lead students in a discussion of the events, conditions, and circumstances which helped a character in a work of fiction or nonfiction to resolve his problem. Any work studied in this unit might be used.

2. Give the students a list of characters and their conflicts from the stories he has read and ask them to predict how a specific character would react to the problem of another character. Predictions may be dramatized or developed in a panel discussion.

3. Have students review selections studied in this unit. In works in which the student feels the solution is unsatisfactory have him propose what he considers to be a satisfactory solution.

4. Have students select from all the works they have read the problem which they feel would be the most difficult for them to resolve. In a paper the students will explain why they consider it to be the most difficult and why.

5. Give the students a list of characters and their conflicts from the stories he has read from which he is to select one and explain in a paper how and why he would react differently to the problem.

6. Have students at the conclusion of the unit write a paper answering the questions "What am I?" "Who am I?" "Why am I?" Ask the student to compare his answers with his earlier responses to the same questions.

IV. STUDENT RESOURCES

A. State-adopted textbooks


*Encounters: Themes in Literature.*

*American Literature: Themes and Writers.*

*Western Literature: Themes and Writers.*


Connolly, Francis X., et al. *Adventures in Reading.*


Early, James, et al. *Adventures in American Literature* (classic ed.).


B. Non-state-adopted supplementary materials


Gershe, Leonard. *Butterflies are Free.*


V. TEACHER RESOURCES

A. Supplementary materials


-13-

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Silberman, Charles E. *Crisis in Black and White.*

Wittenberg, Rudolph M. *The Troubled Generation.*

B: Films

Black & White, Uptight. 35 min. 1-31809
Boundaries Lines. 10' C. 1-00314
Keller, Helen. 26 min. B&W. 1-31564
Keller, Helen. 45 min. B&W. 1-40071
King, Martin Luther Jr.: from Montgomery to Memphis. 1-31873

Literature Appreciation: How to Read Biographies. 14 min. 1-13783

Literature Appreciation: How to Read Novels. 14 min. C. 1-11788

Literature Appreciation: How to Read Plays. 14 min. B&W. 1-05518

Marijuana. 34 min. C. 1-31743
Narcotics: Pit of Despair. 28 min. C. 1-31609

Nobody Waved Goodbye. National Film Board of Canada. Rental film. 80 min.

No Reason to Stay. National Film Board of Canada. Rental film. 28 min.

Phoebe. National Film Board of Canada. Rental film. 29 min.

Portrait in Black & White.
Part I 27 min. B&W. 1-31649
Part II 27 min. B&W. 1-31654
Profiles in Courage Series.  
28 to 32 min. each.  
1-31104 1-31123

Robinson, Jackie. 26 min. B&W.  
1-31555

Run. National Film Board of Canada.  
Rental film. 16 min.

Two Men and a Wardrobe. 15 min.  
1-13839

You're No Good. National Film Board  
of Canada. Rental film. 28 min.

C. Records/filmstrips

The Alienated Generation. Three filmstrips/records  
100-204 Guidance Associates.

The Way It Is. Zerox Co. Includes:  
The Pit and the Pendulum  
Not Poor, Just Broke  
The Adventure of the Speckled Band  
Getting Quick Rich  
The Riot on 96th Street  
Thank You, M'am  
Rumble Tonight!  
Young Convicts  
That Saturday Night in Harlem  
A Piece of Steak