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ABSTRACT This document presents basic materials for class reading and instructional materials for teachers to use for four thematic units: understanding death and dying; understanding loneliness and alienation; understanding those people with mental and physical limitations; and understanding those who fight for justice. The materials are annotated and include books, articles, films, and other audiovisual materials. Each chapter also lists specific ideas for group and individual study related to the individual thematic unit. (TS)
CONTEMPORARY LITERATURE FOR SOPHOMORES:

BASIC INSTRUCTIONAL MATERIALS FOR FOUR THEMATIC UNITS

by

Rosalie Bard

for

English 395

July 11, 1975

Dr. Grever
I. UNDERSTANDING DEATH AND DYING

A. Basic materials for class reading and indication of specific approach.

1. Basic attitude survey for students to mark indicating their views of euthanasia, suicide, treatment of the aged, and American funeral customs.

2. Living With Dying from The Center for Humanities, Inc. (A new slide program dealing with many aspects of death -- death as a normal part of the life cycle, our refusal to confront death, the types of immortality Man has sought, our attitudes toward death and how they are formed in early childhood, the five critical stages in accepting death, and how a friend or relative can be helpful to a patient during each stage.) 160 slides, 2 tape cassettes, $99.85.

   a. Ch. 1. "Death's Mystery"
   b. Ch. 2. "When Is a Person Dead?"
   c. Ch. 3. "Facing Death"
   d. Ch. 4. "Euthanasia"
   e. Ch. 8. "Suicide"
   f. Ch. 9. "Quest for Immortality"

4. In addition to the Langone chapters, the student would be asked to read 25 pages of additional factual material from the supplementary reading list and provide a brief summary of that information.

5. Discussion of group project ideas, request for additional approaches or ideas they might want to offer, and assignment to groups.

6. Resource people from the community. As students are preparing their projects and doing background reading, a series of resource people would provide information in class. These programs should be taped for use of students who are absent and for future reference. Resource people should be encouraged to bring pamphlets or additional materials to offer the class.
   a. An insurance agent. (The financial aspect of death, different policies available, the way life insurance works.)
   b. The director of "Call-for Help" (How is the program organized in the area, who are the volunteers, what exactly do they do to help older citizens, how can a person join the organization.)
   c. The director of a nursing home. (The difficulties in meeting the needs of older people, the costs, the state requirements for facilities.)
   d. A minister, priest, or rabbi. (The religious and philosophical aspects of death, his reaction to the materials we have read, his experience with the problems of aging and death.)
   e. A physician. (His experience with death, his views on whether the terminally ill should be told the entire truth, his reaction to the idea of five critical stages in accepting death.)
   f. A funeral director. (The cost of a funeral, the services provided, the process of preparing the body, different ceremonies and family wishes he has experienced.)
   g. An attorney. (The legal aspects of death, preparing a will, experiences he has known in settling estates, the legal view of euthanasia and the legal confusion involved in determining when a person is dead.)
   h. A cemetery manager. (The cost and process of preparing the grave, the cost of tombstones, special decorations and procedures.)

7. The Ethical Challenge: Four Biomedical Case Studies from The Center for Humanities, Inc.
(A program which blends science and humanities concerning the decisions that we must make about prolonging life, about which patients will receive use of kidney machines, about the transfer and donation of life-sustaining organs. Detailed histories of four patients are presented with the decision made by relatives or physician. The coming generation must decide to what lengths we should go in sustaining life? Who should make the final decision concerning patients and their right to live? Does Society have the right to set guidelines?) 160 slides, 2 cassettes, $99.85.
(The old man's refusal to confront death although he knows his fate and the attitude of the farm couple toward him.)

(The loneliness of old age, the need to talk and live in the past, the cruelty of the family in "tuning out" the old man's stories.)

10. The Ending fromSchloat Productions.  
(A sensitive, artistic presentation of the aging process, the beauty, wisdom, humor, and dignity of all old people, and the unfortunate gap that develops between young and old.) Grades 8 - 12. $26.00.

11. A visit to an institution for the elderly.  
(One local institution is unusual in that it allows the people to maintain gardens, help with the lighter work around the farm, and leave for shopping and errands with friends who are willing to drive and care for the elderly. The supervisors of this home have always welcomed student programs and visits.)

(A short story of the death of a fourteen year old physically and mentally handicapped boy. The story raises some important questions as well as having a deep emotional quality: How do you estimate the value of a life such as Enos had to live? Did Enos have qualities that some people lack?)

(A young man's struggle against a fatal brain tumor. The last chapter, written by Frances Gunther, reveals a mother's agony, her religious views, and her manner of accepting Johnny's death.)

15. "Auto Wreck" by Karl Shapiro.
(A modern poem stressing the sudden power of fate and death, the stunned people who huddle around the wreck, and the reaction to the idea of "Who will be next?"

(The sudden suicide of a prosperous, successful man, admired by the townspeople, but obviously unable to cope.)

17. Presentation of group projects and reconsideration of the attitude survey.

18. Students write letters of appreciation to the resource people and tell them what information offered was most helpful to our study.

19. Students complete several of the "Writing Activities" listed in section B of this outline.

B. Specific Ideas for group and individual study.

1. Group projects

   a. Prepare an original tape sequence of sounds that indicate death to you.

   b. Prepare a collage that represents the aspects of death, as you see it.

   c. Write a short skit and role play a typical hospital scene of a dying patient in the third stage of accepting his fate. Include a nurse, a doctor, selected relatives, and other characters.

   d. Create a representation of death through music -- a tape sequence of six or eight various selections, with an explanation of why you selected those particular compositions.

   e. Prepare a handbook on what you think people should know about preparing for death. Perhaps you would include immediate actions to be taken, arranging for the funeral, costs, obligations and legal procedure after the funeral.
f. List all the euphemisms you can think of concerning death. Write and present a skit in which you have characters using these evasive terms. Create your own setting and situation.

g. Find 10 - 15 good poems related to death. Present these to the class and explain the aspect of death revealed in each poem.

h. Investigate the new "Retirement Village" advertised on radio and T.V. Where are these located? What is the cost? What facilities are available?

i. Investigate 5 nursing homes in our local area. Compare and contrast the cost, the care offered, the facilities available. Report to the class and hand in a written evaluation.

j. Prepare a short program to be presented in a nursing home during the Christmas Holiday Season. With the needs and limitations of the audience in mind, what would you do to entertain them for 30 minutes?

k. Investigate our library materials concerning death. List fiction, non-fiction, and audio-visual items and prepare a list of the areas where new materials should be added.

2. Writing activities

   a. Write two pages a week in your private journal.

   b. Prepare a listing poem. Death is ... Old age is ...

   c. Prepare an outline of the funeral service you would prefer.

   d. Write your epitaph. Write 3 other epitaphs for literary characters or people you know.

   e. Write your will and your obituary.

   f. Johnny Gunther wrote his own prayer, an apology for agnosticism. Write your own original prayer.

   g. There is no writing in Johnny's Diary after June 26. Write his entries for June 27 and June 28.

   h. Write an epitaph for Johnny Gunther.

   i. In Johnny's Diary, he relates his philosophy in five brief statements. Give your philosophy in the same format.
j. Mr. Gunther refers to the letters that came in after Johnny's death. Construct a letter that might have come from one of the people mentioned: the camp counselor who had not seen him in years, the Negro boy who ran the elevator where Mr. Gunther worked, the barber in the hotel, the doorman at the Gunter's apartment building, the director of the Deerfield Academy.

k. (From Voice Magazine) In California there is a company called Threshold. They train and supply "death companions" to lonely people willing to pay them $7.50 an hour. Assume that you have been trained to be a death companion and write down the dialogue between you and your client.

l. On page 7 of On Death and Dying, the author explains all the ways not to tell a child about death of a loved one. You are in the position of having to tell your four-year-old nephew that he parents are dead. Write the dialogue.

C. Supplementary materials for individual and group study.

1. Factual sources.


Degan, Charles. Age Without Fear: How to Face the Later Years With Confidence. Exposition, 1972. $5.00. (Hardback only)


Kastenbaum, Robert. New Thought on Old Age. Springer. 1964. $8.50. (Hardback only)

Kubler-Ross, Elisabeth. Death: The Final Stage of Growth. Prentice-Hall, Inc. $2.95.

(A collection of articles about death -- one deploring the cold
treatment given by doctors and nurses, one on the primitive Alaskan way of death at home, one on Jewish religious views, and several interviews and case studies of dying patients. An excellent seven page bibliography.

(A thorough examination of behavior during each of the critical stages of accepting death, along with interviews of dying patients. Includes an outline of her first interest in dying and death, her attempts to gain cooperation of medical men in her seminar, and the popularity of her seminars on death.)

(The most frequently asked questions divided into chapters such as "Telling the Patient," Suicide Among the Terminally Ill," and "Funerals."

(An exacting account how patient bills are padded, how medicaid payments are pocketed, how patients are neglected, and how visitors will never know the difference.)

(Very readable account of the two billion dollar industry based on personal grief. Gives exact costs of caskets, cremation, and the newest fads and fashions for funerals.)

2. Additional materials on the theme.

Alsop, Stewart. *Stay of Execution*.
(The popular account of a man's terminal disease and his views on the experience of slow death.)

(Simple reading about a man who holds the family together through and after the death of his wife.)
Arnothy, Christine. *I am Fifteen... And I Don't want to Die.* Scholastic Book Services. (The true account of a young Hungarian girl facing death during the Nazi invasion.)

Arundel, Honor. *Love is a Blanket Word.* Scholastic Book Services. (A selfish, immature girl faces the agony of her mother's death from cancer and adjustment to family relations after.)


Cleaver, Vera and Bill. *Where the Lilies Bloom.* New American Library, Inc. 1970. (A young rural girl follows her father's dying wishes in holding the family together and preventing the marriage of her retarded sister.)

Crawford, Charles P. *Three Legged Race.* Harper and Row. 1974. 145 pages. $4.50. (The powerful friendship of three young hospital patients. Amy and Kirk sneak out of the hospital, but the exertion and chill proves too much for Amy, whose mono was apparently leukemia. Amy's mother blames Kirk, Kirk blames the doctors who lied about Amy's illness.)


Glasser, Ronald. *Ward 402.* Pocket Books. 1974. (Presents the growing concern about a person's right to die. A young girl suffering from leukemia is caught between parents who want her to be free of suffering and doctors who want to prove theories and test medicines.)


Klein, Norma. *Sunshine.* Avon. 1974. (A young mother, dying of cancer, keeps a tape diary as a legacy for her young daughter.)

Mathis, Sharon Bell. *Teacup Full of Roses.* Avon. 1972. (A sad story of poverty, drugs, and desperation as David, a junkie, steals money from his brother, who is then killed in trying to retrieve the money from drug dealers.)
Mazer, Norma Fox. *A Figure of Speech*. Laurel-Leaf, 1975. 95¢.
(A child and her grandmother and a situation common in our time: the old person who is tolerated and pushed aside.)

(A good selection about a Shaker family in Vermont and a boy well-trained to handle the farm on the death of his father.)

(A brilliant young writer's mental illness and eventual suicide.)


Solzhenitsyn, A. *Cancer Ward*.  
(Hospital life of a group of doomed patients. Best for mature readers.)

(Easier reading about a family's reaction to the death of the mother. The younger boy becomes absorbed in science and his pets, while the father becomes an alcoholic. The older boy is left to manage the home.)

(Anti-war novel of a boy severely wounded in battle, his thought pattern and fears as he vegetates in hospitals for years.)

(A highly educated writer who suffers from cancer and eventually ends it all on his own terms with the cooperation of his wife and family. The preface is Joseph Fletcher's defense of euthanasia.)

3. Special materials and materials to be located and/or investigated.

(A program advertised in January, 1975 *English Journal* which features folksongs, photography, and selections by Poe, Arnold, Rosetti, Landor, Field, Tennyson, Whitman, and others.)

March 27, 1975.

(This issue of *Voice* was devoted entirely to the theme of death. Certain selections could be reproduced and used in the unit.)

"Dealing With Death" (The overview given in *Voice* of customs and beliefs from around the world and through all periods of history.)

"Best Student Writings on Death" (A number of poems, short stories, and personal expressions of students. The short story "Enos Himself" seems best of these.)

*Compass IV.* *The Life Force: Dramatic Challenges to Personal Strength and Integrity.* 300 pages. Levels 3-5. (Advanced sophomore - Senior) $1.56.

(Scott Foresman offers this paperback anthology of translated modern world literature. Half of the materials in this text are related to death of spirit or death of body. The thematic death unit consists of five novelettes, which appear to be rather advanced for sophomores:

- **Chirikof's Bound Over.** (A young man kills himself rather than give up a dream.)
- **Hesse's A Child's Heart.** (A middle-aged man cannot forget a hurt he suffered as a child.)
- **Wibberley's Meeting With a Great Beast.** (A man's search for the answer to death leads to values in life.)
- **Petry's The New Mirror.** (A black man's family is shocked when he acts on the white man's terms.)
- **Heinrich von Kleist's Michael Kohlhaas.** (A young German finds himself on the scaffold.)
Berg, David W. and George G. Daughtery. The Individual, Society, and
(Used as the basic factual reference in Malcom E. Stern's unit
on death for senior students. January, 1975 English Journal.)

Agese, James. A Death in the Family.
(There is also a drama adaptation by Tad Mosel.)

(From G. Robert Carlsen's Books for Young Adults, The 1974 Honor
Listing in January, 1974 English Journal. The story of an old
lady struggling against her confinement in a nursing home -- a
life which is causing her to lose grip on reality and forcing
her toward early acceptance of death.)

233pp. $7.95.
(The Carlsen Listing. An old man reflects on his long life and
finds that the good things were his work and the few meaningful
relationships with people.)

(Selected in the Carlsen program as the one most popular book.
A young couple who have been killed in a motorcycle accident struggle
to be reunited in a heaven of the author's creation.)

Reed, Piers Paul. Alive.
(Carlsen's listing. Concerns the right of people to live. Survivors
of a plane crash in the Andes must decide if sustaining life in an
unorthodox manner is worth the costs.)
Films to be investigated

(The story of a family's struggle to save a thirteen-year-old boy from leukemia. Interview with the parents and flashbacks to the boy's last months and his attitude toward death.)

How Could I not be Among You.
(A film from the Stern unit; the source may be Eccentric Circle, Evanston, Illinois 60204, but the listing is not clear.)

Rabbit.
(A similar case of a film from the Stern unit; source is not clear.)

(A non-narrative presentation of a day of death in a mountain village in Yugoslavia. The clothes of the deceased are burned, he is clad in festive garments, and the procession to the cemetery begins. An artistic representation of common mortality.)

Aging.
(This film was listed in January, 1975 English Journal as part of a unit on "Alienation." Additional information available from Jerry Reynolds, English Consultant, Rochester Public Schools, Rochester, Minnesota 55901.)

Old Age: The Wasted Years.
(From the Reynolds unit.)

Old Age: Out of Sight, Out of Mind.
(From the Reynolds unit.)
II. UNDERSTANDING LONELINESS AND ALIENATION

A. Basic materials for class reading and discussion.

1. Man Alone and Loneliness; The Dilemma of Modern Society. The Center for Humanities, Inc.
   (A program exploring the many kinds and causes of loneliness -- from simple homesickness to grief at the loss of a loved one to racial and religious isolation. Special emphasis is given to the life of Emily Dickinson, one of many artists who lived apart from society.) 160 slides, 2 tape cassettes, $104.50.

2. "Five Ways to Kill a Man" by Edwin Brock. (A satiric poem ending with the cleanest way to kill someone -- put him into modern society.)

3. "The Unknown Citizen" by W. H. Auden. (A poem focusing on the loss of identity in our technological society.)

4. All the Lonely People: A Study in Alienation. Schloaft Productions.
   (The inability of people to adjust to rapid scientific and technological change. Emphasis on the ways in which alienation can be constructive in leading to correction of flaws in society.) Two filmstrips with cassettes, 12 minutes each, grades 9 - Adult; $46.00;

   (The warm story of three modern isolated souls. John is bored with school and totally at odds with his father The Boar and his antiseptic mother. Lorraine has only her mother, a bitter and dominating manhater. Mr. Pignati grieves for his dead wife and finds companionship with a baboon at the zoo.)

6. The Effects of Gamma Rays on Man-In-the-Moon Marpolder by Paul Zindel.
   (A drama involving the mother, an alcoholic known to be crazy and non-conforming; one daughter who has fits and is ashamed of her mother and sister; and one daughter who finds hope in her love of biology and science.)
7. "Paul's Case" by Willa Cather.
(The short story of a rebel whose severe alienation leads to death.)

8. "The Lottery" by Shirley Jackson.
(A short story of deep thought involving Man's need for a scapegoat -- someone to be set off, tortured, and possibly killed.)

9. The Lottery and Discussion of the Lottery. Encyclopedia Britannica Films. Available from Iroquois County Film Rental Center.
(Two rather short but effective films of Tessie Hutchinson's death and the discussion of the theme in today's society.)

10. No Man is an Island: An Inquiry into Alienation. The Center for Humanities, Inc.
(A complex program examining figures of political, artistic, and literary discontent throughout the ages, and of the various ways societies have dealt with rebels, misfits, innovators, and revolutionaries. References to Socrates, Francis of Assisi, and Martin Luther and emphasis on the fact that alienated individuals have often produced change in society.) 160 slides, 2 cassettes, $104.50.

B. Selected materials for expansion of this theme.

(An Indian boy has difficulty in the White society and in the Wilderness as an outcast.)

(A plea for understanding for the children who are constantly on the move.)

(A lonely boy is deeply disturbed by a move to a new city and by divorce.)
(A lonely young man takes revenge on the world by training rats to rob and kill.)

(A young man, in search of himself, cuts all family ties.)

Hall, Lynn. *Sticks and Stones*. Dell.
(A sensitive story of gossip and how it brands a lonely boy as homosexual.)

Oppenheimer, Joan L. *On the Outside Looking In*. Scholastic Book Services.
(A lonely girl gains self-confidence by helping a handicapped boy return to reality. Easy reading.)

(A boy who felt so "out of it" that he learned to make himself disappear and hardly ever wanted to come back.)

(The restlessness and alienation of one of Hollywood's stars.)

(The isolation, maladjustment, and last days of Marilyn Monroe.)

(A collection of short stories about the rebels, the young mill town youths of England.)

(A teacher divides a school into isolated factions by presenting controversial subjects.)

C. Special Note:

*Compass II. Relationship to Others: Selections that look at the Loneliness of the Aged, of the Young, of all People.* 128 pages.
Levels 2 - 4. $1.32.
(Scott Foresman offers this paperback anthology of world literature. The section devoted to Loneliness contains the following:)

17
"I Wonder How Many People in This City" (Leonard Cohen's poem on the impersonal life of the city.)

"A Christmas Dinner" (A short story of an African boy outcast from society.)

"A Trip for Mrs. Taylor" (An elderly woman isolated because of her age.)

"Paper Flowers" (An Indian boy trying to find values and companionship.)
(From G. Robert Carlsen's Best Book Listing and now available in paperback. A high school freshman decides to rebel against his image as a good guy and so defies the school's administration and a school gang. He becomes involved in a long battle where he stands alone.)

(From Carlsen's list. The heroine endures public disapproval when her lifestyle goes against the social norms -- "an authentic portrayal of a young woman's inner feelings.")

Swarthout, G. **Bless the Beasts & Children**. Pocket Books, Inc.
(Six adolescent "misfits* set out to save themselves in a society dedicated to one narrow view of success.)

McKay, R. **Dave's Song**. Bantam Books, Inc.
(Three seventeen year olds decide what is important in life.)

Turgenev, I. **Fathers and Sons**. New American Library, Inc.
(The Russian nihilist, Bazarov, the first modern revolutionary type in literature.)

(One girl finds courage to face the world, in spite of terrible loneliness, after the death of her parents.)

McCullers, C. **The Heart is a Lonely Hunter**. Bantam Books, Inc.
(A teenage girl investigates the loneliness that encompasses us all.)

Dizenzo, Patricia. **Phoebe**. Bantam Books, Inc.
(A novel about a teenage girl; alone and pregnant.)

Wojciechowska, Maia. **Tuned Out**. Dell.
(The effect of drugs on a family.)
(A fantasy about a maverick band of rabbits who set out on their own to establish a better society. An epic adventure of leadership found and leadership lost. April, 1975 *English Journal.*

(Two sisters are left abandoned by their mother and stepfather. In fear of being placed in a foster home, the two pick vegetables and fruit to get money to keep the farm running.)

(The story of a loner and the girl he loves.)

Hoopes, N. (Editor) *Who Am I?*
(The 27 distinguished essays examine the dilemma of one our crucial problems -- identity.)

Larner, J. and Tefferteller, R. *Addict in the Street.*
(First person stories of the pain and alienation of drug addiction.)

Short stories for consideration

"A Rose for Emily"
"He"
"Phineas"
"Sculptor's Funeral"
"The Secret Sharer" (Film on this is available)
"Silent Snow, Secret Snow" by Conrad Aiken (Film)
"Bartleby" (Film available from Encyclopedia Britannica)

Films for consideration

*I Think They Call Him John
I, Who Am, Who Am I?
Loneliness and Loving

(These three were listed in January, 1975, *English Journal* as part of a unit on "Alienation" by Jerry Reynolds, English Consultant.)
III. UNDERSTANDING THOSE WITH MENTAL AND PHYSICAL LIMITATIONS

A. Basic materials for class reading and discussion.

   (A basic introduction to common myths regarding retardation, the various levels of severity, current teaching practices, and views of the homes and schools where the retarded live and learn.) 25 minutes, high school - college level.

2. "Flowers for Algernon" by Daniel Keyes. (The short story version.)

3. Of Mice and Men by John Steinbeck. (Lennie, a huge retarded man, unintentionally kills a girl, is tracked down by a mob, and is killed by his friend George.)

4. Speaker from the Welles School for Special Children. (Possible participation in the Welles Christmas Bazaar and Tea. The children prepare and sell crafts and various projects with the help of a sponsor from the community. The projects are judged, awards given, and then a tea for the children, sponsors, parents, and teaching staff.)

   (A new release picturing the early lives, treatment, and improved behavior of two emotionally disturbed youngsters, Debbie and Gloria. The professional help and private facilities afforded these girls are ideal, but unfortunately not available in many communities.)
   A three part, 80 minute program.

   (This first chapter should be read or given to the class to show the behavior of a disturbed child. Dibs would huddle in a ball on the floor and not move when the teachers approached him. He never answered when anyone spoke to him.)
(Chapter 2 presents Deborah's first experiences in the mental institution and her struggle to hold on to the real world -- against the powerful second world in her mind.)

8. Speaker from the Mental Health Clinic.
(Emphasis on the local facilities, the type of counseling and treatment available, the types of cases they most frequently handle, and facilities available for referral of serious problems.)

(A biographical sketch of a blind boy's training at the Arkansas School for the Blind, including his lessons to develop facial vision, use of a cane, use of air currents, smell, and sun warmth to tell directions and find his way around the city.)

10. The *Miracle Worker* by William Gibson.
(The drama of Anne Sullivan, visually handicapped herself, and her work with Helen Keller, the deaf, blind mute who became a world figure.)

B. Materials for individual reading and group work.

1. Materials relating to physical handicaps.

   Campanella, Roy. *It's Good to be Alive*. Signet.
   (A famous athlete's struggle to regain strength and live as a paraplegic.)

   (The sensitive account of a young man's blindness and his love for a zany, but beautiful girl.)
Greenberg, Joanne. *In This Sign.* Avon paperbacks. 1972.
(The difficult life of a deaf couple and their daughter Margaret.)

(The schooling and earlier years of Miss Keller.)

(The true story of a Cerebral Palsy child, the treatment and exercises her parents try, the struggle with braces, crutches, and walking; and her mental development.)

(The adolescent years of Karen and the effects of her struggle on the family.)

(The tragic accident of Jill Kinmont, skiing champion, and her new life as a quadriplegic and teacher.)

(A famous anthropologist, poet, and writer overcomes the handicap of deafness.)

2. Materials related to mental and emotional handicaps.

(Miss Axline uses play therapy to help a five-year-old disturbed boy.)

(A teacher reveals her work with five emotionally disturbed children.)

(A young girl attempts to cope with her mentally ill mother.)

(The struggle of sixteen-year-old Deborah against mental illness.)
Keyes, Daniel. *Flowers for Algernon.* (The Novel version.)
(The complete story of Charlie Gordon, his operation, his brilliant mind after surgery, and his decline.)

(A family is unwilling to place their Mongoloid child in an institution, so they open their own home for special children.)

(The story of a withdrawn cerebral palsy child and the effect of love.)

(A young girl is going mad, but even an attempted suicide does not alert parents or teachers to her need for help.)

(A famous baseball player who suffered from mental illness.)

(A talented young writer suffers from mental illness and finally takes her own life.)

Platt, Ken. *Hey, Dummy.* Dell
(Neil Comstock befriends a lonely, brain damaged boy.)

(A somewhat more difficult picture of special treatment for mental, emotional disorder. A teacher helps Jordi, a severely withdrawn and confused little boy, but there is little interpretation of her methods and purposes. The second part of the book relates the friendship of two adolescents and their treatment at the special school.)

New American Library, Inc.
(The frightening experience of schizophrenia and the painful step by step return to reality.)

(The mother of a sixteen-year-old daughter and an eleven year-old son returns home after nine years in a mental institution.)
Wexler, Susan Stanhope. *The Story of Sandy*. New American Library, Inc. (Foster parents fight for a disturbed child.)

White, Robin. *Be Not Afraid: The Story of a Tragically Afflicted Child and his Stubbornly Courageous Family*. Berkley paperbacks, 1972. (The difficult life of a brain damaged child, the effects on two younger children in the family, and the torture the boy endures from other children.)
PROMISING MATERIAL TO BE LOCATED AND/OR INVESTIGATED

James and John. Peach Enterprises. 23 minutes. Color. $265.
(A sensitive documentary on retardation. Ten year old twins have benefited from the guidance, love, and intelligent care of courageous parents and a fine educational facility. Especially good for students who have not been in contact with handicapped people.) Reviewed in May, 1975 English Journal.

Eddie. Paulist Productions. 27 minutes. Rent $18.95 Color or $12.95 B/W.
(The dramatization of a young couple's trauma when their first child is born retarded.)

D'Ambrosio, R. No Language But a Cry.
(The story of Laura, mute since an injury during infancy and of one doctor who helped her.)

(A study of split personality; a woman who comes to terms with herself through psychiatric help.)

Wilson, L. This Stranger, My Son. New American Library, Inc.
(A brilliant, handsome, gifted boy "different" from the time of birth.)
IV. UNDERSTANDING THOSE WHO FIGHT FOR JUSTICE

A. Materials for class reading and discussion.

1. "The Magics of Pablo Casals" by Max Eastman.
   (A seven page biographical account of a great musician who used his cello as a weapon against tyranny. Scott Foresman anthology.)

2. "The Streets of Memphis" by Richard Wright.
   (Mama forces young Richard to go for groceries and fight the gang of boys who tormented him.)

3. They Have Overcome. Schloat Productions.
   (Informal interviews with five famous Black Americans including Gordon Parks, photographer; Claude Brown, author; and Dr. Dorothy Brown, surgeon.) Five filmstrips, fifteen minutes each with cassettes, Grades 8 - 12, $93.50.

   (Atticus Finch tries to help the persecuted Tom Robinson and Boo Radley.)

5. "I Have a Dream" by Reverend King.
   (The moving speech of the Black leader calling for justice and brotherhood.)

   (One teacher’s battle against prejudice, stupidity, and tradition in the Boston School System.)

   (Marlene Sanders, correspondent and educator, investigates cases of child abuse in America, attempts to educate the public concerning the extent and seriousness of the problem, the therapy available for parents, and the need for clarification of laws in this area.) 24 minutes, college adult level, Rental fee of $13.00.
8. "My Father's Mansion" by Pete Seeger. from Poetry of Relevance.
(The song lyrics reflect life as it could and should be.)

(The jurors in a murder case are ready to convict a young rebel until one juror begins to examine their prejudice and the facts in the case.)

(Robert Kennedy, Stokely Carmichael, and others relate Indian grievances and show the living conditions on reservations. Indian students, who dream of a better life in the future, are interviewed.) 15 minutes, Levels 8-12, $170.

11. A Woman's Place by Dr. Carol Travis, Learning Corporation of America.
(A review of the commonly accepted stereotypes and myths related to women, the history of the Women's Liberation Movement since 1960, and investigation of the changing legal status of women. Highlights the leaders of the movement and public reaction.) Four filmstrips with cassettes, 12 minutes each, Levels 8-12, $78.00.

B. Selected materials for group or individual projects.

(Myths and realities concerning the role of women, their economic contribution to society, sexism in courts, government, and also schools. Seems to be carefully documented and free of radical raving. A serious book for serious readers.)

(The determined battle of the black Congresswoman for women's rights and racial equality. A good selection for the girls.)
(Six Americans travel to Laos to combat disease and communism.)

Dooley, Thomas A. The Night They Burned the Mountain. New American Library, Inc.

(Statistical approach to the educational status, economic contributions of women, practical things for women who want to help the movement, and a fine bibliography of films and literature.)

(Enlightening interviews with 13 ex-addicts who tell how they got into drugs and how they got out.)

(An elderly black woman recalls her struggle against poverty, prejudice, and violence.)

Gibson, Althea and Ed Fitzgerald. I Always Wanted to be Somebody. Perennial Library.
(A woman athlete who conquered poverty and prejudice.)

(Short readable chapters on the issues that disturb women -- sexism in college classes, boredom of housework, advancement inequalities, and men supervisors.)


(A sad but honest description of a year at a ghetto junior high school.)

Kugelmass, J. Alvin. Ralph J. Bunche, Fighter for Peace.
(A man who fought discrimination to become a famous anthropologist, diplomat, and winner of the Nobel Peace Prize.)

(Should have special appeal for the boys.)

(Frank Serpico's lonely fight against corruption in the New York City police Department.)
Nader, Ralph. **Unsafe at any Speed: The Designed-In Dangers of the American Automobile.** Bantam Books, Inc.
(Famous indictment of the automobile industry by a leader against consumer fraud.)

Peck, Ira. **Patton.** Scholastic Paperback Services.
(A general who refused to give up even if it meant disobeying authority.)

Peck, Ira. **The Life and Words of Martin Luther King, Jr.** Scholastic Book Services.
(Very easy reading about the ideas and activities of Dr. King.)

Pitrone, Jean Maddern. **Chavez: Man of the Migrants; A Plea for Social Justice.** Pyramid Books.
(The step by step account of Chavez' efforts to organize the grape pickers and the national consumer boycott.)

Robinson, Jackie as told to Alfred Duckett. **I Never Had It Made.** Fawcett Publications, Inc.
(The first black player in the major leagues attacks racial intolerance and drug use by young people.)

(The public record of the man and his plans for action in the areas of civil rights, welfare, schools, health care and law enforcement.)

Terzean, James P. and Kathyrn Cramer. **Mighty Hard Road: The Story of Cesar Chavez.**
(The man who led the strike among Chicano migrants in California.)

Waters, Ethel with Charles Samuels. **His Eye is on the Sparrow.** Pyramid Books.
(The Broadway actress and blues singer who made her way from poverty through discrimination to the top.)

(Easy reading about the views and dreams of John F. Kennedy.)