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**DEVELOPING CRITICAL THINKING THROUGH
LITERATURE:
AN INSIGHT INTO *WONDER* BY R.J. PALACIO**

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Empathy is something very difficult to teach,
but it's something that can be inspired in children.

R. J. Palacio

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Introduction

Technology has been increasing its power among the population and nowadays its devices are spread all over the globe. It is not hard to find young people playing with their smartphones, computers, video games or laptops even inside the classroom. Because students are used to work with these gadgets, they are reluctant to use old-fashioned methods to study and learn, such as books. That is why, is our job as teachers to show them that using novels is a fun way to discover new worlds and different realities. In fact, according to Anderson (2006, p. 19), by reading students can not only expand their knowledge about the language (enrich their vocabulary and syntax, and stimulate their cognitive development) but also develop a deeper understanding about the nature of the human beings (empathize with the feelings and problems of other people, widen their horizons and learn ways to manage their feelings and problems).

Furthermore, in an English as a Foreign Language (EFL) classroom, the use of literary texts is highly valuable since it can be used as a vehicle for developing both, the four language skills (reading, writing, listening and speaking) and critical thinking. Indeed, Troung (2009) states that “The study of literature is indispensable because it exposes students to meaningful contexts that are replete with descriptive language and interesting characters” (p. 2). Furthermore, the reading of literature not only develops the language skills of the students, but also increases their “imagination, develops cultural awareness, and encourages critical thinking about plots, themes, and characters” (Troung, 2009, p. 4).

Currently, the development of critical thinking is a required item in the EFL National Curriculum since the students are exposed to a wide variety of information. For this reason, teachers of English are asked to guide the development of the skills to process

all this data in order to organize, summarize, and understand it, as well as to solve different problems and being able to reflect on their own learning process. Furthermore, teachers should encourage students to look for further information and connect it with their own experiences.

Given that 62,5% of the verbal and physical school aggressions take place inside the classroom (Educarchile, 2014), the Ministry of Education has requested teachers to foster values inside the classroom and to provide students with the opportunity to discuss these issues using them as mediators. In order to inspire a constructive behavior among the pupils, and to promote a good atmosphere inside the classroom, Literature could be used to cover these topics in a pleasant and interactive way. That is to say, by promoting a dialogic interaction between classmates.

Wonder is a bestseller written by R.J. Palacio. Because of the topics that her novel covers, it will allow students to discuss, write and reflect on different issues like bullying, the value of kindness, the importance of the family and the changes they face while growing up. In addition to that, they will also be able to conduct a research on these topics and learn how to debate these issues in the classroom.

There are several reasons to argue why *Wonder* might be a contribution to the instruction of English of First year high-school students. First of all, even though it is categorized as literature for children (which aims at children up to thirteen years), according to Anderson (2006, p. 2), an easy way to classify a book into a category depends on the age of the narrator. In the case of *Wonder*, three of the characters who are telling the story are fifteen-year-old students. Moreover, the topics that are covered in this book are relevant for fourteen-year-old high school students who are facing physical and psychological changes. They might feel identify with the story of August, the ten-year-old

protagonist of the novel, a boy with a facial deformity who has been enrolled in a regular school for the first time. Students will feel touched by the hard times he experiences at School and will be able to reflect on ways in which we may hurt someone without meaning to.

Second, according to the EFL curriculum for First year high school students, reading comprehension should be taught through simple, authentic texts that are related to the areas of interest of the students and that can provide a glance of the second language culture. *Wonder* was written by a native speaker who portrays the reality of American children at school and their struggle to blend in. Although some may argue that a 316 pages novel is extremely long for the Chilean reality, it is divided into short chapters, no longer than five pages, written in simple structures such as the present simple and the past simple, adequate for this level according to the EFL Chilean Curriculum. The book allows the development of writing, speaking and listening that will be worked as required on the Curriculum. In order to develop these skills, the activities will be adapted to the level of competence of the learners. For example, the students will be required to write different varieties of texts, such as messages, letters and descriptions of the characters as well as express their opinions and writing or recording a blog. Listening and speaking will be covered within Literature Circles and debates inside the classroom. These activities and the methodology itself will be explained further down.

Finally, the development of critical thinking is a transversal objective to the whole workshop. It will be achieved by asking students to look for further information on certain topics before discussing them during lessons. It is in order to “provide evidence to back up or challenge a point of view” (Ardington, 2010, p. 2). They will also develop critical thinking by answering questions designed for different levels of reasoning. At the end of

the workshop, they are expected to be able to read and write critically in order to be able to make informed decisions that will affect both, their academic and personal life (Brookfield, 2006, p. 11).

To be able to achieve all the goals established in this project, the Communicative Language Teaching Method (CLT) will be applied:

The point is that literature is an excellent vehicle for CLT methods that result in four-skill English language development through interaction, collaboration, peer teaching, and student independence. The teacher's role is not to impose interpretation but to introduce and clarify technical terms, to prepare and offer appropriate classroom procedures, and to intervene when necessary to provide prompts or stimuli (Iddou, 2010, p. 7).

CLT also emphasizes student-centered activities that are ideal for the development of critical thinking since the students are the ones who will sustain each task and the teacher will only act as a facilitator. It also uses the target language for communication and the negotiation of meaning, so as to help the students to become autonomous learners.

Even though several studies about the development of critical thinking using literature can be found, they are not related to the Chilean reality. In fact, most of them were carried out for native speakers to native speakers or university students. In the case of the present research, design and development of this workshop, the Chilean educational context will be taken into account and all the activities will be tailored towards the reality of our classrooms. The objective is, as teachers of English, to help our students reach the point of being able to state an informed position, become conscious of the choices they make, and raise awareness of the violence that many children and teenagers suffer inside

the educational system in Chile and other countries. In addition to that, this workshop also opens the possibility to discuss the diversity inside the classroom taking into consideration variables such migration, children with special needs, and the diversity of cultural heritages found within many Chilean classrooms.

Literature Review

This project aims to develop critical thinking among ninth graders Chilean students through the reading of *Wonder*, by R.J. Palacio. The discussion of relevant topics, such as bullying and respect inside the classroom, will be the focus in the development of the workshop. In order to make the project more comprehensible for the reader, the most relevant concepts for the understanding of it will be defined, as well as their relevance to the Chilean reality.

First, the theoretical framework will be divided into three sections, which includes contents and themes, teaching literature, and teaching the specific work. Second, the process of learning literature and its applicability to the instruction of EFL will be described. Third, a brief summary of the book and background information of the author will be presented so as to contextualize the work. Finally, the intended audience for this workshop will be defined.

1. Theoretical Framework

1.1. Contents and Themes

1.1.1. Literature

Risdianto (2012, p. 4) defines Literature as any written piece of work, including dialogues, textbooks, even timetables. However, its wide meaning depends on the paradigm in which we base it. Meyer (1997, p. 2) states that although most definitions of literature are based on the standards that a literary work must accomplish, nowadays the theories are

taking into account some prototypes of what should be considered as literature. According to him, a written text must meet some of the following points as part of the criteria:

- Should be written works with a careful use of language, including creative elements, such as metaphors, well-turned phrases, elegant syntax, and rhyme, among others.
- Should belong to one of the literary genres (poetry, prose fiction, or drama).
- Should be read artistically and should be intended by the author to be read in this way.
- Should be deliberately open to interpretation.

According to Meyer (1997, p. 4) these points should not be understood as a checklist. In fact, all of them do not need to be present in a literary work; however, they generally accomplish at least three of them.

Since Literature is difficult to narrow in just one theory, it is important to highlight the fact that it opens the world to the readers and provides not only knowledge but also pleasure. In the instruction of English, it also promotes the development of certain topics and discussions among the students, as well as to help them to connect their reality to different contexts. Literature represents not only a culture or language; it “introduces us to new worlds of experience. We learn about books and literature; we enjoy the comedies and the tragedies of poems, stories, and plays; and we may even grow and evolve through our literary journey with books” Lombardi (n.d). That is why, Literature should not be considered just as an abstract definition and should be used inside the classroom for their gratification, showing students how to enjoy it and understand it, especially in the EFL classroom. Consequently, creating engaging and meaningful activities as well as a

comfortable environment inside the classroom will be a priority while working with the text.

1.1.2. Literature for Children

Even though literature for children may be considered as colorful books written for this audience (Banerjee, 2007), its definition is deeper and more complicated than that and its history started centuries ago. In fact, it is considered that the milestone in the history of literature for children comes from the ancient oral tradition (Russell, 1991, p. 3) when people used to tell stories to each other for entertainment and instruction. For that reason, historically, there is a blurry line that defines this type of literature since it was not aimed at children in the first place. As a matter of fact, according to Russell (1991, p. 3), originally, during the Classic World, the target audience were adults instead of children. This situation remains till this century, in which some bestseller books for children are mainly read by adults. In the case of some classic books, such as *Oliver Twist*, that were originally intended for younger readers, nowadays are read mainly by scholars (Banerjee, 2007). Therefore, it is quite complicated to define what literature for children is. According to Anderson (2006, p. 3), an easy method to depict the intended audience of a piece of work may be based on the age of the characters. At the same time, in *Children's Literature Definition* (n.d., p. 1), the author suggests to divide it into age groups, being Literature for children books written for a target audience between newborns up to thirteen-year-old kids. From fourteen-years-old to eighteen-years-old may be considered as Young Adult Literature.

In terms of its history, Literature for children has varied from the art of storytelling in the Classic Word to religious tales during the middle age; the educational books during the Renaissance, and the Moralistic tales during the XVIII and XIX Centuries. All of these forms of Literature have in common that were meant to teach values and promote a certain behavior or education but, in 1865, when *Alice's Adventures in Wonderland* was written by Lewis Carroll, everything changed. It was the start of the Modern Children Literature as we know it nowadays, and the beginning of the art of reading for pleasure. Since this book was published, many authors started to write books mainly for the entertainment of children (Anderson, 2006, p. 6). Thanks to Lewis Carroll, nowadays children and adults feel more motivated and engaged to read in order to find an escape from their ordinary lives and is our mission, as teachers, to show this to our students.

Reading at a young age has certain benefits for the cognitive development of children. In fact, while reading children are “stimulating and expanding their imagination, stretching attention spans and gaining new vocabulary and syntax” (Anderson, 2006, p. 19). It also affects and improves them as human beings since literature gives them the possibility of “experiencing the pleasure of escaping into a fantasy world or an exciting adventure, empathizing with other people’s feelings and problems, learning ways to cope with their own feelings and problems and widening horizons and learn about the world” (Anderson, 2006, p. 19).

For this project, students will work with *Wonder*, by R.J. Palacio, which belongs to this category. Even though this workshop is designed for ninth graders, between fourteen and fifteen-years-of age, the topics covered by the book (family issues, acceptance, self-esteem, universal values, and friendship) are adequate for these age groups as they are universal topics. Furthermore, if we take into consideration Anderson’s division (2006, p.

3), this book is ideal for ninth graders since the sister of the main character as well as her boyfriend and a friend of hers, who is also a narrator of some of the chapters, are fifteen-year-old students, and represent the difficulties of being a teenager in the XXI Century.

1.1.3. Young Adult Literature

Andersons (2006, p. 3) suggests that the division line between Children's and Young Adult Literature (YAL) is unclear. It is mainly because the topics of interest of the target audience are similar. However, Cart (2008) defines YAL for ages between twelve and eighteen.

Cart (2008), argues that the term "young adult literature" changes depending on the society and culture since its principal terms, "young adult" and "literature" are dynamic. However, the roots of YAL goes back to the late 1960's when writers started to publish a "realistic fiction that was set in the real [...], contemporary world and addressed problems, issues, and life circumstances of interest to young readers aged approximately 12-18." (Cart, 2008). During the following decades, Young Adult Literature writers continue focusing on teenager problems, especially being misunderstood and school issues. Despite the seventies are considered the golden age of YAL (Strickland, 2013), by the eighties, teenagers were tired of these topics. During that decades writers emphasized on fiction and the sells decreased. Due to the dramatic increase of young population between 1990 and 2000 in the United States, YAL suffered a second flourishing.

Cart (n.d.) argues that the *Harry Potter* series, written by J.K. Rowling inspired "a whole generation of fantasy series novelists." After this saga was raised to a worldwide status, YAL has maintained its status and new pieces are added daily. This trend has

provoked not only a raise in the merchandising of this genre, but also enthusiam between young readers. In fact, the value of this genre “lies in its ability to connect students to the story immediately, because it deals with real problems and issues that are central to their lives. It helps teenagers in their search for understanding the complex world today” (Herz & Gallo, 2005, p. 16).

Young Adult Literature Services Association (YALSA) clarifies that the value of YAL relies on its capability to help and give support to young people who are in search of identity, constantly changing and evolving from infancy to adulthood. Young Adult Literature is also valuable for “its capacity for fostering understanding, empathy, and compassion by offering vividly realized portraits of the lives – exterior and interior – of individuals who are *un* like the reader” (Cart, 2008).

Because of its power to entertain and teach the reader at the same time, YAL offers a great opportunity to engage young people to the world of Literature and turn it into a learning experience inside the classroom. Herz and Gallo (2005, p. 16) argue that the use of teenager narrators in most of YAL books creates a bond between the reader and the author because the story is about his or her problems, usually using his or her vocabulary. Because of that connection, “readers also feel confident in sharing their interpretation with friends and in engaging in literary discussions in and out the classroom” (Herz et al, 2005, p. 16) which is the objective of this workshop.

1.2. Teaching literature in the EFL Classroom

As has been stated before, teaching Literature in the EFL classroom not only exposes students to new cultures but also provides them opportunities to visualize the

language and its use in a real context. According to Collie and Slater (1991, p. 3), there are four valuable reasons to teach Literature to an EFL group. First of all, it represents a “Valuable Authentic Material” since most of the literary works are not meant to teach EFL students, reading them provide the learners real material. Secondly, it gives them “Cultural Enrichment” since it portrays the culture of the target language as well as the grammatical structures and vocabulary used. Thirdly, it provides “Language Enrichment” because, as stated before, literature presents lexical as well as syntactical elements in a real context. Finally, it causes “Personal Involvement” because the learners get immersed in this reality and can create connections with the target culture.

Hişmanoğlu (2005, p. 53) states that the use of Literature is useful to teach both “basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation).” It depends on the activities that the teacher creates to work with the text. For example, improvisation and role playing, as well as drama help to develop their vocabulary, pronunciation as well as listening and speaking.

In brief, exposing students to authentic material through the use of literary works gives them a glance of the culture they are studying and help them to connect their reality with others. As stated before, promoting Literature in the classroom not only improves their second language skills but also exposes them to the World.

1.2.1. Communicative Language Teaching (CLT)

According to The Communicative Language Teaching Approach (CLT), authentic language and materials should be introduced whenever possible during the instruction of English since the target language is not only the subject of study; it is used for

communication as well. Accordingly, the activities planned for this workshop and the book itself (*Wonder*), CLT is suitable to reach the goals of the project¹. Given that the students will work with an authentic material, written by a native speaker and will work with the text through discussions among the students and research, being the student the focus of each activity. Indeed, Truong (2009, p. 2) states that while working with Literature in the classroom, most of the activities that may be applied “easily conform to the student-centered and interactive tenets of Communicative Language Teaching (CLT).”

The activities planned for this Project aim to make students be aware of their own learning and work in groups, being the teacher only a facilitator. Truong (2009, p. 8) argues that using this approach while teaching English through Literature lowers the level of anxiety of the students because “the study of literature is amenable to student-centered activities that offer opportunities for collaborative group work.” Furthermore, since they are the ones who initiate and sustain the activities, they will become more active learners and will feel the necessity to be prepared for the classes which lead to be autonomous learners, and develop critical thinking because of the research they will have to do in order to be able to provide informed opinions.

1.2.2. Literature Circles

The West Virginia Department of Education (n.d.) claims that Literature Circles consist on dividing the class in small groups that read, discuss and do some activities with a book of their choice. It provides them the opportunity to choose what they want to read

¹ See Objectives, Page 37.

² See description, Appendix- page 81.

according to their interests and “have control over their learning.” This technique encourages personal responsibility and group work. It also gives students the possibility to interpret the texts and make comment about it as they please, being guided by the teacher. Candler (n.d.) states that working in Literature Circles generates a more relaxed classroom environment since the teacher is only a facilitator. It helps to lower the affective filter while learning, which is particularly important in the second language acquisition.

Literature Circles are meant to have a reading schedule in which the group reads the book and discusses it. Also, each member of the group has a role assigned related to his or her level of competence. According to Daniels (1994), these roles are: Discussion Director, Literary Luminary, Connector, Illustrator, Investigator, Summarizer, Character Captain, Vocabulary Enricher, and Scene Setter². These functions are not permanent and students (or the teacher) can change them, if necessary.

In order to achieve the goals expected for this workshop, the class will be divided into seven groups of five students. These groups will meet weekly to read and discuss about the book. They will work on its own, being guided by the teacher, doing activities and participating in the discussions inside the classroom. Because there are only five members per group, the last two roles will be avoided: Vocabulary Enricher and Scene Setter. In order to increase their vocabulary, each member of the group will have to find new words.

To adapt the methodology to the class, some students will be in charge of two roles:

- Student 1: Discussion Director and Literary Luminary.
- Student 2: Connector.
- Student 3: Illustrator and Character Captain.

² See description, Appendix- page 81.

- Student 4: Investigator.
- Student 5: Summarizer.

Working with Literature Circles might be useful to prompt discussion within the group, which will help students to compare, contrast and enrich their ideas. It might also be beneficial to encourage group work, which is especially important among teenagers. Furthermore, since some of the topics covered in this project are empathy, tolerance and respect, by working in groups, students will experience each of them. Students will also feel more confident and powerful because they will choose their role, depending on their capacities, and the schedule to work with the book.

For the sake of this project, and according to the reality of the Chilean EFL classroom, the book will be *Wonder*.

1.2.3. Syllabus

In order to successfully achieve the goals expected for this Workshop, two types of syllabus will be used. Since it is primarily a Literature workshop rather than an English lesson, and language acquisition is a sub product, Content and Task- Based Syllabus will be combined.

1.2.3.1. Content- Based Syllabus

Content- Based Syllabus focuses on the design of instruction in which the main goal is to integrate other topics within the instruction of the second language. Mohseni (2008)

indicates that although learning the L2 in an EFL classroom is highly relevant, language acquisition occurs as a sub product of the learning process. That is to say, students acquire the language when they use it as a vehicle for communication.

This type of syllabus suits the main objectives of this project: developing critical thinking and raising awareness of the topics covered by *Wonder*. However, not only the content of the classes and the book itself are relevant to achieve the goals of this workshop, but also the appropriate use of the L2. Consequently, the use of English will be assessed as well.

1.2.3.2. Task- Based Syllabus

Task- Based Syllabus encourages the use of activities in order to incite the use of the L2 among students with the purpose of fulfilling the goals of the tasks (Mohseni, 2008). Furthermore, to enhance learning and participation, the tasks designed should be meaningful and “relevant to the language needs of the learner” (Mohseni, 2008). These needs depend on the context of the learner. Although language learning is secondary to task performance, it occurs during the performance of the tasks (activities).

While working with *Wonder*, students will have to do certain activities, such as writing a letter, participating in class discussions, and working with Literature Circles, to achieve the goals expected for each class. While performing these activities, students will have to use the L2, developing the four language skills (reading, writing, speaking and listening).

1.3. Teaching *Wonder*

Truong (2009, p. 8) states that for a successful experience while using Literature for teaching a foreign language, the chosen text is essential. In order to choose “acceptable texts for the EFL context” (Truong, 2009, p. 3), the teacher should consider the difficulty of it in terms of vocabulary and syntax since the learners may feel frustrated if they do not understand it. It is also highly important to take into consideration the background of the text, given that adding difficulty to topics that are not comprehensible for the learner may only increase the stress of reading in the L2. For these reasons, *Wonder* would be an appropriate text for the level chosen for this project (ninth graders) since, as stated before, in terms of use of English, it is written using mainly simple structures (present tense and past simple), adequate for their level, according to the Ministry of Education. Moreover, the topics covered (violence at school, discrimination and maturation) are comprehensible for any teenager.

This heart-warming story portrays the life of children and teenagers and the hard times they face to blend in. Besides, it also teaches valuable lessons such as respect, empathy, tolerance and kindness. By reading this work, students can be immersed in the reality of children in the United States and learn about and establish bridges with a culture other than their own. In fact, according to the EFL Chilean curriculum, students should read texts that allow them to get acquainted with a foreign culture.

Because of the various topics this book covers (family, love, self-esteem, respect, among others), ninth graders may identify with the issues presented by the characters while reading. Furthermore, looking for additional information about topics such as migration,

discrimination and bullying will lead to debates inside the classroom and to workshops to investigate. These activities are meant to help them to develop their critical thinking.

2. Learning Literature

Condemarin (2001, p. 6) explains the importance of reading and analyses the poor reading comprehension of the Chilean population. She states that our country suffers from a “functional illiteracy,” which means that most of Chileans read to a level of minimum comprehension, including adults. For that reason, she exalts the benefits of developing reading comprehension to an early stage. These benefits include the enrichment of vocabulary and syntax. It is also relevant for their independent learning and, of course, the development of critical thinking since the more the students understand, the more they learn and contribute to the learning process of the whole class.

During this workshop students will not only read a book, they will also learn about Literature itself and will get in touch with other literary works. This workshop might provide an opportunity to show them that reading is not only studying, it is living another life, experimenting new emotions and experiences. Also, after talking and commenting the story with their classmates they might understand that their opinions are important and benefit the class. At the same time, students might realize that reading opens door since they will learn about a new culture, emotions and language. Luckily, by participating in this workshop and reading *Wonder* they will discover the enjoyment of reading and continue reading by themselves.

2.1. Critical Thinking

Although critical thinking may be a wide concept, according to Ardington (2010, p. 2) its purpose is to “question existing knowledge for issues which are not clearly defined and for which there are not clear-cut answers.” Ardington (2010, p. 2) states that it is a cognitive process in which the individuals must critique certain assumptions by interpreting, analyzing, reasoning, and evaluating. It is essential that before stating an opinion, students must investigate in order to provide back up evidence to valid their arguments.

Fairclough (2013, p. 3) argues that critical reading should be present in the EFL classroom and is the duty of the teachers to guide students to question their beliefs while reading and stating a position regarding what they read, believe and investigate. In sum, students should learn to read between lines.

The Ministry of Education has raised awareness of the fact that nowadays, due to the influx of information that our students receive each day, critical thinking should be developed at school, especially in the EFL classroom which deals with foreign cultures. According to Troung (2009), by reading literary texts in English, students are exposed to a wide variety of “plots, themes, and characters, which encourages critical thinking” (p. 2). Of course, it is a process that must be carried on by stages while working with the different skills, especially reading.

Participating in this workshop might help students to start questioning their reality and sharing their opinions without fear. That is the beginning of their process to develop critical thinking.

2.2. Wonder

2.2.1. About the Book

Wonder is a bestseller, written by R.J. Palacio in 2012, which narrates the story of August, a ten-year-old kid with a facial deformity due to a genetic disposition, who attends school for the first time after being homeschooled by his mother. Along his journey, he meets new friends as well as tough enemies who guide him through the process of discovering and accepting himself. At the same time, his existence in the school helps everyone around him to learn about friendship, respect, and love.

This 316-page book is narrated by five different characters who incorporate other perspectives to the story: August; his sister Via; his friends Jack and Summer; Miranda, a former friend of his sister Via; and Justin, Via's new boyfriend. Each character portrays the internal struggle that they face for being related to someone like August, who is not "normal." At the same time, these multiple narrators might engage the reader to follow the story of these wonderful kids since they will see that each story has different points of view. At the same time, since different characters narrate each part of the book, students might feel identified with their personalities and struggles.

2.1.2. About the Author

R.J. Palacio, an American former art director and book jacket designer, after twenty years of working as a designer decided to write a book that inspired young people. After meeting a boy in front of a store she started writing *Wonder*, which was published in 2012 and become a best seller in the United States, according to the New York Times.

After writing the book, she started a campaign called *#choosekind*, in which she motivates children and adults, especially teachers, to live according to the precepts of her book. In addition, her webpage aims to work with the book inside the classroom and inspire young minds to become better persons.

In May of 2014 she released an exclusive chapter of *Wonder*, *The Julian Chapter*, in which the most controversial character of the book, Julian, the enemy of August, narrates his side of the story (Palacio, n.d.).

3. Intended audience:

This project aims to ninth year Chilean students (first year of High School) since the topics presented in the book are relevant for this age group as well as the main purpose of it, which is to develop critical thinking. Furthermore, the level of competence of this group, and the objectives of the EFL Curriculum suit the reading of *Wonder* as well as the development of the activities, such as doing debates, working in literature circles, doing research, among others. In fact, according to the ninth grade EFL Curriculum, at this age, students should work with authentic reading pieces that appeal to their reality, and at same time, teach them about other cultures as well as enrich their knowledge of the second language.

Needs Analysis

“Developing Critical Thinking Through Literature: An Insight Into *Wonder* By R.J. Palacio” is a workshop designed for 9th Year High School Students. It is planned to enhance certain skills such as writing and speaking through the process of reading *Wonder*. Because teaching Literature at High School might be tricky since most of students are not used to read in English, an anonymous questionnaire was designed in order to understand the necessities and preferences of the students. These answers are highly relevant to indicate the path to make them feel comfortable and confident while learning, which is one of the main obstacles to any learning process, particularly a second language. For these reasons, a nine-item questionnaire was designed to take a glance of the way they feel about two main concerns: reading in English and working as groups during the sessions.

Colegio María Auxiliadora de Valparaíso

The questionnaire was conducted at Colegio María Auxiliadora de Valparaíso, a subsidized, single-sex school located in Cerro Playa Ancha, Valparaíso. It is a religious School that belongs to the order of the Salesian Sisters of Don Bosco. In this School English is taught from 1st to 12th grade, and since 2009 each level reads one book per semester. Starting from 7th grade, the lessons are imparted mainly in English. Even though from 9th to 12th year they only have three hours of English per week, it is expected that students and teacher speak English only during class.

1° Medio B

Thirty out of thirty-six students from 1° Medio B were asked to answer the questionnaire at the beginning of a lesson.

Although approximately a third of the students enrolled the School this year (2014), creating a diverse level of competence among the students, most of them manage pre-intermediate or intermediate level of English. As a matter of fact, the students are able to create and understand simple written and oral texts, using a variety of simple and more complex grammatical structures. It is also relevant to mention that all of them have read at least one book in the second language. They have read adapted classic Literature from Oxford Bookworms Library, and are currently reading stage 4 of the collection, which means a total of 1400 headwords.

Last semester these students read an adaptation of Shakespeare's *Hamlet*. Even though it might be considered an old fashioned play, they enjoyed it and participated actively during the reading of the text. Their excitement while working with the play was not only shown during the lessons, but it was also reflected in the test, in which approximately a 71% of the students got a grade over five.³

In this school students are given six classes to read the text inside the classroom (nine hours). They usually read the books out loud or listen to it. After that, they discuss the text and write a brief summary on the whiteboard. Usually they also do some comprehension activities. During the last class they take a written text to check their comprehension.

³ See Appendix, page 82

Due to the lack of time,⁴ the teacher of the School does not design other activities than analyzing some scenes of the text in class or developing and discussing handouts. Although most of the classes are mainly teacher-centered, students are willing to participate and do different activities.

Results

The questionnaire⁵ was elaborated to obtain enough information to design a syllabus that accomplishes the desires of the class in order to engage them to the reading of *Wonder*.

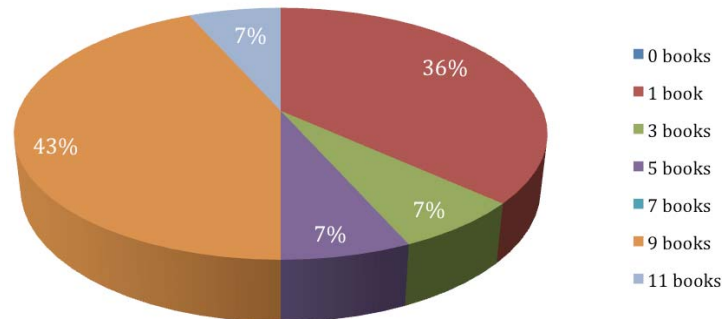
The first question aimed to discover whether the students have a favorite book and what kind of book it was. Only fifteen students answered it and all the texts named were bestsellers that belong to the Young Adult Literature classification, such as *The Hunger Games*, *The fault in our stars*, *Twilight* and *Dear Nobody*. These answers reflected that a half of the students do not have a favorite book, which might mean that they are not used to reading for pleasure. But, since these stories are not part of the ones they have to read for their Language class, it could also be implied that at least a half of the class read just for the sake of it. The fact that they prefer books that are intended for teenagers and cover topics of their interest is also implicit in the answer.

Question two aimed to discover the number of adaptations (novels) students had read until the day they answered the survey. Fortunately, more than 50% of the students have read at least three books, which gives them more tools while reading in the second language because they have already developed certain strategies to comprehend what they

⁴ On the one hand, Colegio Maria Auxiliadora imparts three hours of English per week; on the other hand, regular Schools at least four.

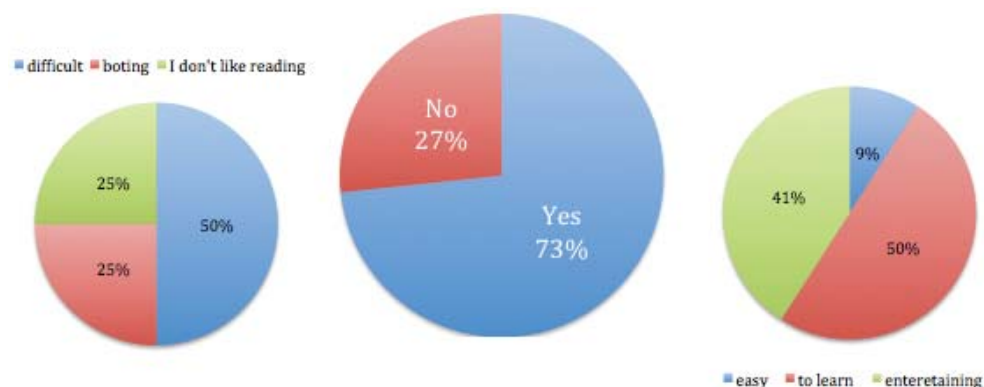
⁵ See Apendix, page 82.

read. It also provides a detailed summary of the year the students enrolled the school since they read two books per year.

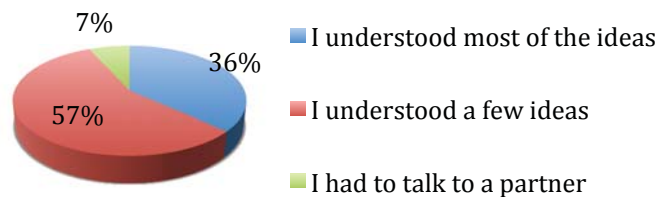


Question: How many books have you read in your English classes?

The findings of question 3 reveal that most of the students asked are highly interested in reading in English because, as they stated, it is an excellent and entertaining method to learn the language. In fact, just a fourth of the students are not willing to read, mainly because they do not understand what they read. In fact, according to question 4, only two out of thirty students have problems understanding the main ideas of a literary work. The rest of the survey respondents stated that they comprehend what they read.



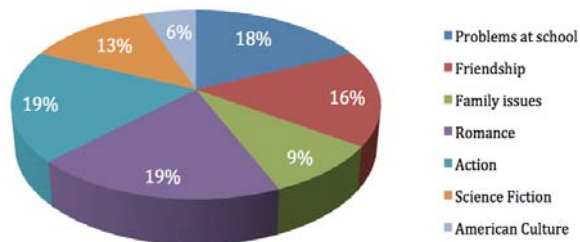
Question: Do you like reading novels in English? Why?



Question: How much of what you read in English do you understand?

The aim of the fifth question was to check which topics would the students like to cover while reading. According to the findings, they are willing to read about topics related to the changes they suffer during adolescence, such as friendship, romance and family issues. They also presented an unexpected desired to learn about American culture and discuss problems at school as well as reading science fiction.

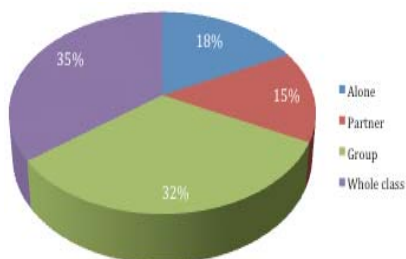
The results show that the topics covered in *Wonder* would engage the target audience since it prompts to discuss about most of the themes selected by them.



Question: Which topics would you like to discuss and read?

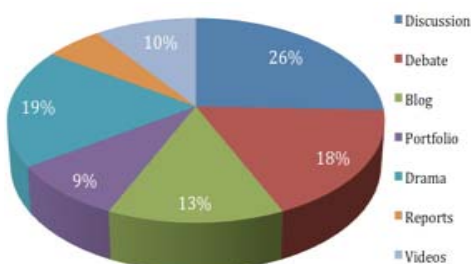
Questions 6 and 7 portray the methodology that adapts the most to the students. The results show that they would rather work in groups than on their own. It could be assumed that they feel more confident when they discuss some ideas with their classmates before saying them aloud. According to some students, they need to compare and contrast their answers before sharing them with the rest of the class in order to not embarrass themselves

in front of the class. In addition to that, since they will have to work in Literature Circles, their preference of working in groups is perfect. For those who are more comfortable working alone, there will be chances during the workshop to work on their own, such as while writing or recording their journal.



Question: How do you like working in your English classes?

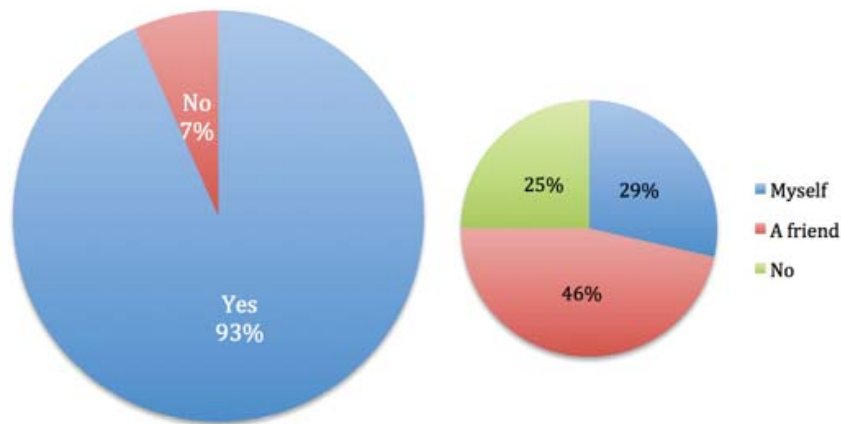
Concerning the activities they will do during the lessons, the students revealed an obvious preference for discussing the topics with their classmates, probably because they have already worked in that way while reading books. They also stated that they would like to perform in front of the class. For that reason, some activities that involve drama will be added to the workshop (panel discussion and role play). The students who answered the questionnaire also suggested creating videos. For this reason, even though they were supposed to write an on line journal (blog), they will have the chance to record video blogs (vlogs) talking about topics discussed in class.



Question: Which of these activities would you like to do after reading a novel?

The last two items of the questionnaire were meant to discover how relevant talking about violence at School is in this level. The answers provided by the students depict the Chilean reality regarding this problem. In fact, twenty-eight out of thirty students said that it is highly relevant discussing topics such as bullying and self-esteem at School. Some students stated that it is a great opportunity because the teacher can guide them. They also wrote that it could be uncomfortable at the beginning, but raising awareness of these issues and talking about it openly could avoid more serious problems. According to some students, it could even stop certain behaviors among students.

The fact that most of students have suffered or known someone who has been teased at school confirms that talking, reading and preventing violence there is pivotal.



Question: Have you experienced aggressions at School?

Syllabus

Name of the Course	:	Developing Critical Thinking through Literature
Type of Workshop	:	Compulsory
Audience	:	9 th Graders (1ro Medio)
English Level	:	Intermediate
Duration	:	18 lessons (4 months app.).
Hours of class	:	2 hours per week (90')
Teacher	:	Daniela Carez Lorca
E-mail	:	danielapatriciacarezlorca@gmail.com

1. Rationale

This compulsory workshop is addressed to 9th grade Chilean students (1^o Medio) with an intermediate level of English. In order to achieve the goals expected for this project, the methodology that best serves the objectives is the Communicative approach, which in this case is presented by a content and task-based syllabus. Creating activities based on a hybrid syllabus that focuses on the acquisition of content through the development of tasks will improve their skills such as reading, writing and speaking. Improving these skills is highly necessary since the main focus of the program is to prompt them to express their opinions based on what they read.

The importance of this project relies in the need to engage young readers with the world of Literature and the development of critical thinking through it. Thus discussing topics such as violence and discrimination inside the school will provide a platform for independent reasoning. Through the exercise of reading *Wonder*, students will not only enhance reading, but also speak and write about the novel themselves.

2. Course Organization

This workshop is divided into five Units that are equal to eighteen lessons of two hours (90 minutes each), which will help students to discover about themselves and the world that surrounds them. These units are divided depending on the length and topics covered along the story, following a chronological order. The narrators of each part of the novel and the psychological and social changes they suffer along the story were crucial to determine each Unit. Some Units are longer than others because the topics covered are deeper than the rest or the activities planned are expected to take longer.

The first Unit “Let’s talk about Literature” introduces the book as well as the methodology of the workshop. During this Unit, students are expected to identify children’s and Young Adult Literature among other kinds of Literature, take a glance of the plot and the characters, and be able to describe emotions through language. “The World were I live,” the second Unit, is meant to give the students the opportunity to investigate and discuss about violence at school and the struggles of being an adolescent nowadays. At the same time, through the reading of these chapters of *Wonder*, they might notice the importance of love and friendship to overcome problems. During this unit, students will also have the chance to compare our society to the American society. “The World were I live” is longer than the other four units because students will be guided to investigate and compare findings and opinions. During the third Unit, “Growing up,” students will analyze the changes suffered by the main character. The fourth Unit, “Changes,” focuses on the changes of adolescence, the impact that society has on them and encourages students to discuss this moment in life from their personal perspective. Finally, the last Unit,

“Maturity,” will reflect the changes that both the characters of the novel and the students as readers have experienced during the workshop.

2.1. Objectives

At the end of the workshop, students who satisfactorily participated, are expected to accomplish the following objectives:

2.1.1. General Objectives:

- To be able to question established assumptions, giving critical and informed opinions.
- To develop a habit and passion for reading in the L2.

2.1.2. Specific Objectives:

- To identify Juvenile and Children’s Literature.
- To enhance speaking and reading abilities.
- To express their opinions (oral and written), as a result of critical thinking.
- To take and stand in relation to school violence and bullying.

2.2. Course Policy

Both students and the teacher are expected to design a set of Golden Rules in order to create a friendly environment to promote the love for Literature and dialogic interactions inside the classroom.

To achieve the goals expected for this workshop, the teacher will impose some rules; for example, attendance, language use and the passing grade. Also, the use of smartphones is not allowed unless these are necessary or used to look for information. In any case, these circumstances must be discussed with the teacher beforehand.

2.2.1. Attendance

Since it is a compulsory workshop, students are expected to be present at every session following the attendance policy of the School.

2.2.2 Language Use

Students are expected to use only English during the sessions. Because the workshop is designed to promote the development of critical thinking and dialogic interaction among the students, Spanish will be accepted in rare occasions to avoid discouraging students from participating. In these cases, the teacher will guide them towards the use of the L2.

2.2.3. Grading Breakdown

Student progress will be assessed weekly according to specific rubrics designed to evaluate each activity.⁶ By the end of the eighteen sessions, students should have three grades:

2.2.3.1. Literature Circles

The teacher will assess each group once a week following items covered by a rubric⁷. In order to achieve a good result, each member of the group has to develop the tasks assigned to her role⁸. At the same time, every member is expected to evaluate her co-workers following the instructions of the same rubric. In addition to those evaluations, once a month, students will write, individually, a short essay (no longer than 200 words) explaining their contributions and commitment to the group.

2.2.3.2. Journal

Students are expected to record or write, individually, an opinion taking into account the tasks given at the end of each class. Every assignment will be graded considering the parameters of the rubrics.⁹ Students are expected to sustain their opinions looking for back up information if necessary.

⁶ See Appendix, Pages 84- 91.

⁷ See Literature Circles' Rubric, Appendix- page 84.

⁸ See Literature Circles Roles, Appendix- page 81.

⁹ See Journal Rubric, Appendix- page 87.

2.2.3.3. Final Presentation

Each Literature Circle group will choose and investigate one of the topics covered during the workshop, such as immigration, discrimination and bullying. Groups are expected to act as experts of the topic they choose in a panel discussion. Consequently, they will have to follow several steps in order to generate a meaningful activity.¹⁰

Every group should present the activity during the last two sessions of the workshop. It is expected that their panel discussion encourage dialogue not only inside the group but also among the rest of the students. That is why, at the end of each presentation, a brief plenary will be held.

In order to assess the performance of the groups, the teacher and some classmates will evaluate their presentation following a rubric¹¹. At the same time, each member of the group should write a brief report (200 words app.) in which they are expected to reflect on their own performance.

Evaluation	%	Explanation
Literature Circles <ul style="list-style-type: none"> • Co- evaluation • Self- evaluation • Teacher´s evaluation (Portfolio) 	100	A portfolio with all the activities done during the lessons will be graded. The activities done during the weekly meetings of the group and the work done by each member of should be included. Because it is a group work, a self and a co-evaluation will also be considered for the final grade. Self-evaluation will be a monthly short written report in which the students will reflect on their performance.
	30	
	10	
	60	

¹⁰ See Guidelines for Conducting a Pannel Discussion, Appendix- page 92.

¹¹ See Final Presentation Rubric, Appendix- 89.

<p>Journal</p> <ul style="list-style-type: none"> • Blog • Vlog 	<p>100</p>	<p>Students will have the chance to choose between writing a blog or recording a vlog. They will be asked to give an opinion of certain topics covered during the lessons.</p>
<p>Presentation</p> <ul style="list-style-type: none"> • Co-evaluation • Self-evaluation • Teacher’s evaluation 	<p>100</p>	<p>Each groups who worked together in the Literature Circles will present a short play (role play) in which they will act as an expert in one of the topics covered during the workshop.</p>
	<p>20</p>	<p>The script and their performance will be assessed as a group, but they will have the chance to evaluate themselves and the group. Self-evaluation will be a short written report in which the students will reflect on their performance.</p>
	<p>20</p>	
<p>60</p>		

Sample Activities

Unit	Lesson	Content	Objectives	Skills
Unit 1: Let's talk about Literature (Part One: August)	1	Children's and Young Adult Literature.	<ul style="list-style-type: none"> • Identify Children's and Young Adult Literature texts. • Explain the characteristics of these genres. • Explain why <i>Wonder</i> belongs to these genres. 	Reading Speaking Writing
	2	The World of <i>Wonder</i> : Defining the plot and Characters.	<ul style="list-style-type: none"> • Identify the characters of the story and their characteristics. • Infer psychological characteristics of the characters based on what they have read. • Support the description of the characters using the book as evidence. 	Writing Speaking
	3	Describing atmospheres through language.	<ul style="list-style-type: none"> • Describe scenes, relating emotions to words. • Interpret scenes from the book. 	Writing Reading
	4	Talking about feelings and emotions: the process of growing up.	<ul style="list-style-type: none"> • Create solutions to problems at school. • Express an opinion providing evidence to 	Writing Speaking Reading

			<ul style="list-style-type: none"> sustain it. • Express forgiveness. • Compare their life with August’s life. 	
<p>Unit 2: The World where I live</p> <p>(Part Two: Via/ Part Three: Summer/ Part Four: Jack/ Part Five: Justin)</p>	5 Via	Debating the Family	<ul style="list-style-type: none"> • Interpret, analyze and discuss about short extracts from the book. • Express their opinion, justifying their answers. • Defend a posture and provide evidence to support it. 	<p>Speaking Listening Writing</p>
	6 Via	Forum: Self image	<ul style="list-style-type: none"> • Describe a character and analyze her attitude towards the main character. • Analyze situations from the book and compare them with real life. • Create arguments and provide evidence. • Express opinions orally. 	<p>Speaking Listening Reading</p>
	7 Summer	Debate: American Schools v/s Chilean Schools.	<ul style="list-style-type: none"> • Compare and contrast Chilean and American Schools. • Express opinions 	<p>Speaking</p>

			orally, providing evidence to support them.	
8- 9 Jack	Empathy and Tolerance: Migration in our country.		<ul style="list-style-type: none"> • Relate discrimination in <i>Wonder</i> to migration in Chile. • Discuss about migration in the country and provide information to support arguments. • Create a poster to raise awareness about migration and discrimination. • Identify different ways of discrimination and 	Reading Writing Speaking
10 Jack	Friendship.		<ul style="list-style-type: none"> • Discuss about the value of friendship and its importance. • Reconstruct the story taking into consideration the participation of August's friends. • Write a short text judging one of the characters. 	Reading Writing

	11 Justin	Overcoming limitations	<ul style="list-style-type: none"> • Compare the story of August with the life of Joseph Merrick. • Discuss about overcoming limitations and provide evidence from the book and real life to support the opinions. 	Reading Speaking
<p>Unit 3: Growing Up (Part six: August)</p>	12- 13	Evolution of the main character.	<ul style="list-style-type: none"> • Identify and explain the changes the main character has gone through. • Provide evidence to demonstrate the evolution of the main character. • Identify the theme Coming of age and relate it to the story and real life. 	Writing Speaking
<p>Unit 4: Changes (Part Seven: Miranda)</p>	14	Adolescence and Society.	<ul style="list-style-type: none"> • Discuss about the changes that adolescents face and relate it to the story and personal life. • Compare the life of the characters with real life. 	Reading Speaking Writing

<p>Unit 5: Maturity (Part Eight: August)</p>			<ul style="list-style-type: none"> • Explain the impact of the book on teenager’s life. 	
	15	Journey: maturation.	<ul style="list-style-type: none"> • Evaluate the evolution of the characters. • Predict an ending. 	Speaking Writing
	16	Embracing yourself	<ul style="list-style-type: none"> • Interpret situations of the book and provide evidence to back up opinions. • Evaluate the development of the story. • Create a precept. 	Speaking Writing
	17- 18	Wrap up: Presentations.	<ul style="list-style-type: none"> • Select a topic and state an opinion. • Provide evidence to support an argument. • Judge classmate’s opinions. • Assess classmate’s performance. 	Speaking Listening

CLASS #1:

Discovering the Literature World!

Look at these books. What do they have in common?




GROUP WORK: Choose two books and complete the following charts:

Book:	
Intended audience:	
Topics covered:	

Book:	
Intended audience:	
Topics covered:	

Look at the charts, what Genre of Literature do they belong to?

Historical	FANTASY	Romance
Adventure	Young-adult	
CHILDREN'S LITERATURE		Fiction



PLENARY TIME!

1. Discuss the following questions with your classmates (Literature Circles).

According to you:

1. What is the difference between Children's and Young-Adult Literature?
2. What are the characteristics of each genre?
3. Who is the target audience for each genre?
4. Do you know other books that belong to these genres?
5. Do you think that *Wonder* belongs to any of these two genres? Why?

2. Share your answers with the rest of your classmates.

3. Complete the following chart with the information given during the plenary.

Young- Adult Literature		
Characteristics	Examples	Target Audience
Children's Literature		
Characteristics	Examples	Target Audience

Blog/ Vlog Assignment



Write or record your impression on what you have read so far (from page 3 to 23 app.). You should also mention the genre of *Wonder* and justify your answer.

Before writing or recording, take into account these questions to make your reflection deeper:

- What does “the lamb to the slaughter” means?
- What would happen if you met someone like August?
- So far, what have you learnt from the reading of this book that could be valuable for your life?

Literature Circles

During the weekly meeting you should analyze and read up to page 48.

Make sure you read consciously because it will help the whole group!

Class #2



Discovering the Story and Personalities!

Watch the following video: <https://www.youtube.com/watch?v=zy40wRmGq9c>

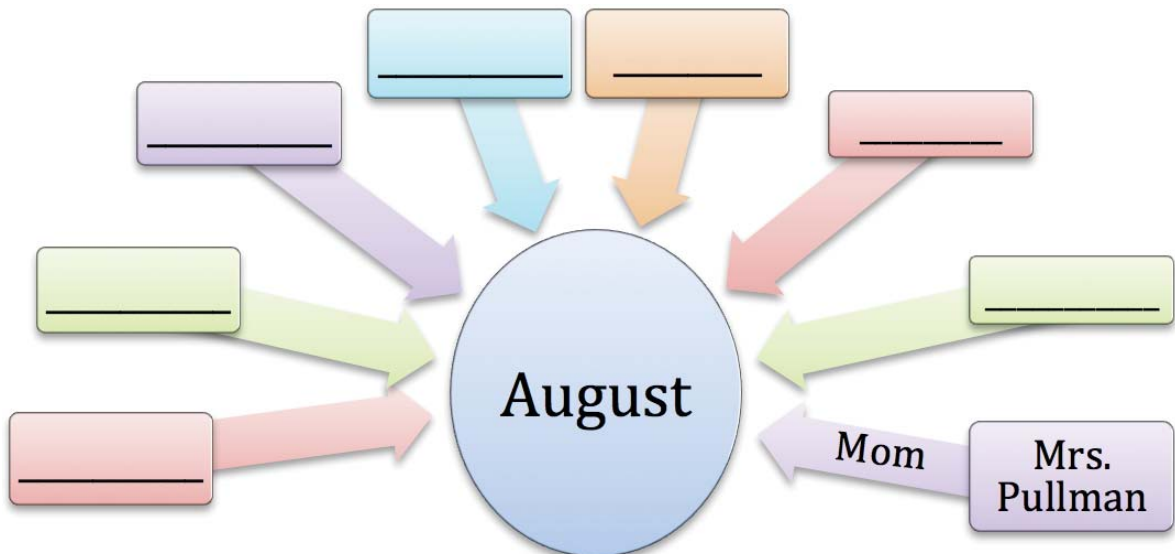
Think about the video and what you have read. Now write a sentence that explains the plot of the story. It could change while you read more.

Plot: “the sequence of events showing characters in action” (Lukens, 1999, p. 103).

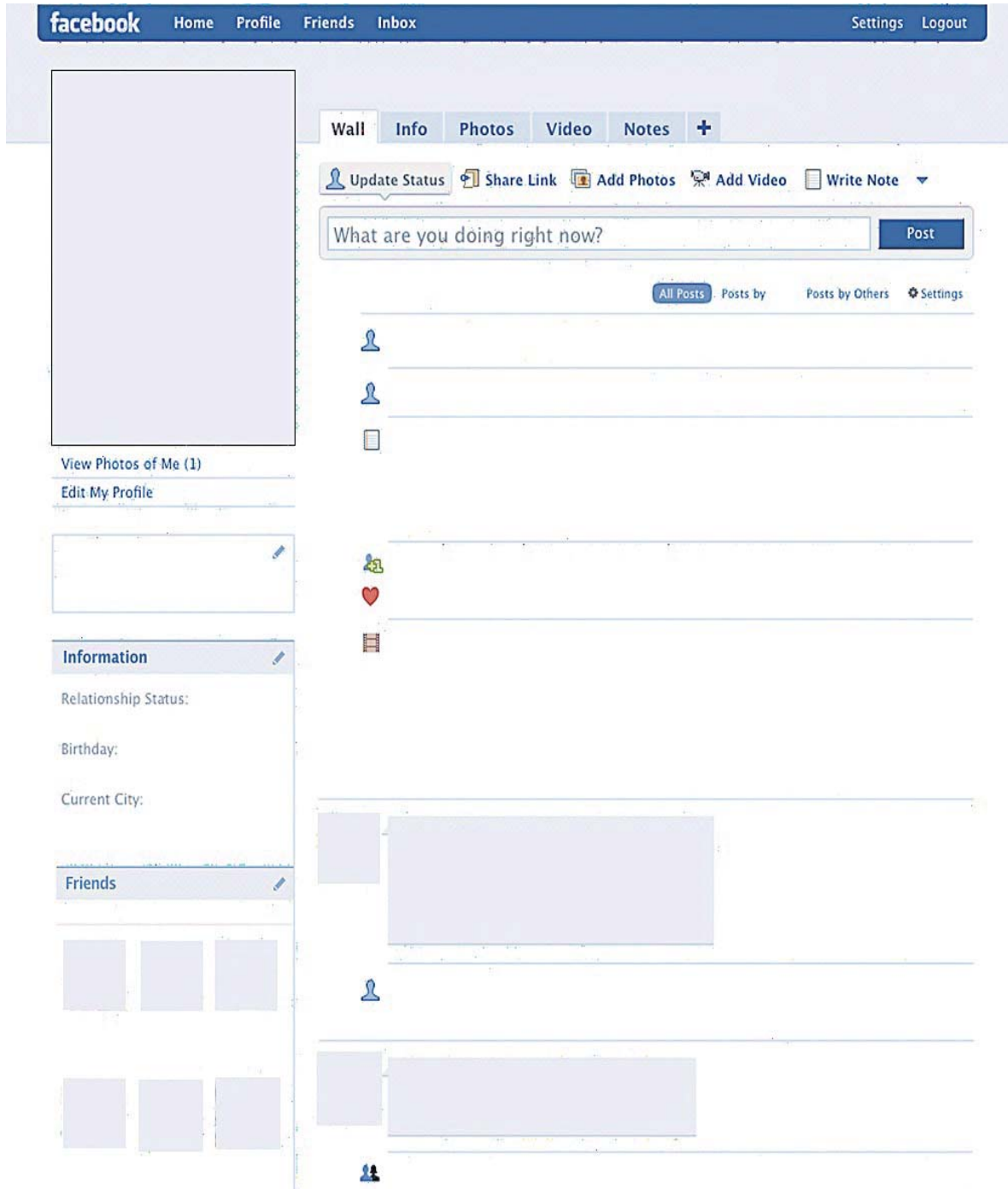
(Share your sentence with the rest of the class).

- Discuss with a partner about the characters listed below. Complete the diagram and establish their relationship with the main character, August.

Via- Mr. Pullman- Mr. Tushman- Charlotte- Mrs. García-
Julian- Mrs. Pullman- Jack Will.

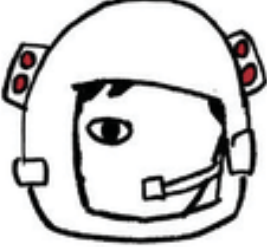





- Choose one of the characters from the previous exercise and complete this “Facebook profile” with the activities that he/ she might like according to what you have read.



*Share your character`s Facebook profile with your classmates! Look for someone who had chosen the same character and compare your answers with her.

- **Literature Circles:** In groups, use your notes and complete the following chart. You should provide evidence to support your descriptions.

Character	This character is...	I know it because...
 <p data-bbox="347 699 500 768">august</p>		
 <p data-bbox="354 1115 509 1176">(oli)via</p>		
 <p data-bbox="347 1493 500 1522">summer</p>		
 <p data-bbox="386 1801 461 1862">jack</p>		

Blog/ Vlog Assignment



Write or record your impression on Mr. Browne's September Precept:

WHEN GIVEN THE CHOICE BETWEEN BEING RIGHT OR BEING KIND, CHOOSE KIND.

Before writing or recording, take into account these questions to make your reflection deeper:

- What does this precept mean for you?
- Why is respect and kindness important at school?

Literature Circles

During the weekly meeting you should analyze and read up to page 62.

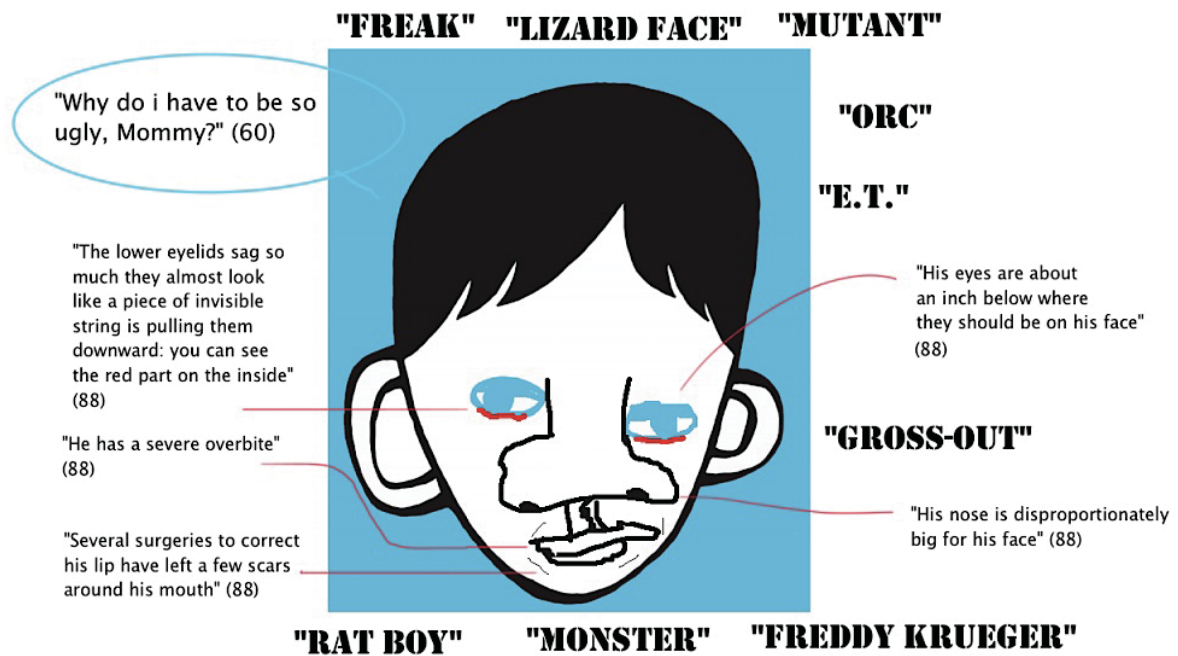
Make sure you read consciously because it will help the whole group!

Class #4

Scars

PLENARY TIME!

Look at the image. How would you feel if people around you would treat you badly just because you don't look like the others?



Literature Groups: Let's play a role!

1. In your groups, read the following extracts from the book. Choose one and discuss what you would have done if you were one of the characters.

-“What he really looks like is one of those shrunken heads. Have you ever seen those? He looks exactly like that.”
 -“I think he looks like an orc.”
 -“Oh yeah!”
 -“If I looked like that,” said Julian’s voice, kind of laughing, “I swear to God, I’d put a hood over my face every day.”
 (p. 77)

The photographer looked like he’d just sucked a lemon when he saw me. I’m sure he though I ruined the picture.
 (p. 70)

I noticed not too long ago that even though people were getting used to me, no one would actually touch me. I didn't realize this at first because it's not like kids go around touching each other that much in middle school anyway. But last Thursday in dance class [...], the teacher tried to make Ximena Chin be my dance partner. Now, I've never actually seen someone having a "panic attack" before, but I have heard about it, and I'm pretty sure Ximena had a panic attack at that second. (p. 71)

Rat boy. Freak. Monster. Freddy Krueger. E.T. Gross-out. Lizard face. Mutant. I know the names they call me. I've been in enough playgrounds to know kids can be mean. I know, I know, I know.

(p. 79)

One time, on our way to history, this huge eight grader who was zooming down the stairs two steps at a time accidentally bumped into us at the bottom of the stairs and knocked me down. As the guy helped me stand up, he got a look at my face, and without even meaning to, he just said: "Whoa!" (p. 63)

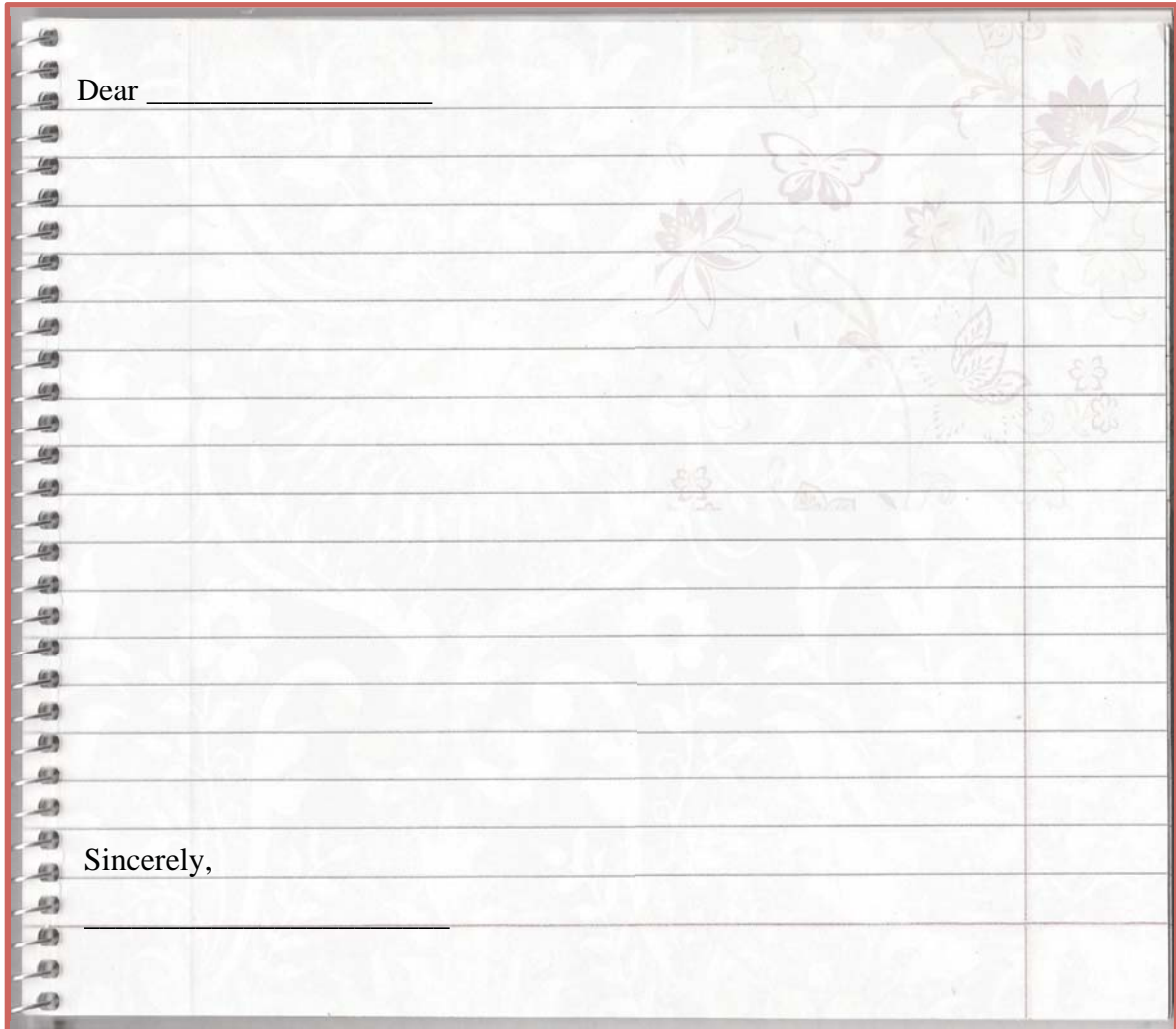
2. Write a little script and show your solution in front of the class.

Work on your own!

Take a minute and think about the following questions:

1. Have you ever done something mean to a classmate?
2. Has anyone been mean to you?
3. Think about August and how people affected the way he looked at himself.
4. Think about the times that people have been mean to you.

3. Write a short letter to apologize with someone that you have hurt or write a letter to someone who was cruel, explaining the way you felt.



Dear _____

Sincerely,

PLENARY TIME!

4. Listen to Beautiful, by Christina Aguilera:

<https://www.youtube.com/watch?v=aoYEQgG4-JY>

5. Discuss the following questions with your group (Literature Circles):

1. What do you think about the lyrics of the song?
2. Do you think that this song could be applied to August struggle to blend in? Why?
3. Look at the quote. Do you think that bad experiences can help you to grow up?

WHEN SOMETHING BAD HAPPENS
YOU HAVE THREE CHOICES. YOU
CAN EITHER LET IT DEFINE YOU,
LET IT DESTROY YOU, OR YOU
CAN LET IT STRENGTHEN YOU.

Share your answers with the rest of the class!

Blog/ Vlog Assignment



Write or record your impression on:

- What did August hear when he was wearing the bleeding mask? Explain his disappointment.

Before writing or recording, taken into account these questions to make your reflection deeper:

- What would have happened if August hadn't heard Jack Will?
- What are the implications of what Jack Will said?
- How would have you felt if you had heard a friend said that?
- What is another way to look at the situation? Think about Jack Will's perspective.

Literature Circles

During the weekly meeting you should analyze and read up to page 98.

Make sure you read consciously because it will help the whole group!

Class #5

The ones who surround me

Class Discussion

Read the following extract from the book and the short reflection below.

Do you agree with them?



August is the Sun. Me and Mom and Dad are planets orbiting the Sun. The rest of our family and friends are asteroids and comets floating around the planets orbiting the Sun. (2.A Tour of the Galaxy.1)



Via seems to have accepted this ordering of her family universe on one level, but she also gives us lots of clues that she is beginning to resent it. What kinds of things give Via the impression that "the galaxy is changing?"

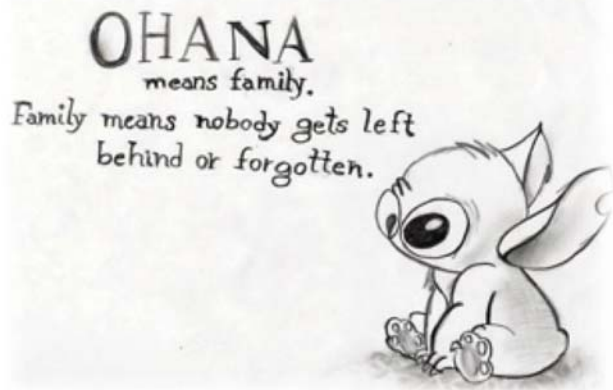


What do you think of Via as a character?
Do you empathize with her?

Why do you think Via was so angry to learn that Auggie cut off his Padawan braid?

Do you think Via's own attitude towards her brother changes throughout the story?

Look at this quotation. Do you think that Via feels that it is applicable to her family?



Read the following description of Via. It was written by R. J. Palacio, the author of the book.

So much to say about Via, a character as near and dear to my heart as Auggie is. She's so fierce and tender at the same time, so grown up before her time, too. She has a good head on her shoulders, and knows better than to even try to pull any of the typical teenage rebellion stuff: there's just too much stuff going on in her parents' lives to burden them with that. She's not perfect, though: she has a temper, and she gets resentful at times. But when she loves she loves with all her heart, and she's a loyal friend. Auggie couldn't have asked for a better older sister. "The universe takes care of all its birds."

- Has your perception of Via changed?

Via is a teenager, just like you are, and she is suffering because she feels that no one cares about her. What would you say to her to make her feel loved? Write her a short message to show her your support.



Literature Circles Debating!

Via is cruel and selfish because she despises her brother and wants all the attention of her parents.

1. Separate the group: one student will be the mediator, two students will be on favor and the other two against the premise.
2. Writing the arguments: the two parts (favor and against) will write two arguments to support their point of view. You can use your notes or the book to find evidence.



3. Debate!

Listen to *Perfect* by Pink! <https://www.youtube.com/watch?v=-BIye98Ryic>

This song could emphasize the feelings of Via for her brother. What do you think about?

Share your thoughts with the rest of the class.

Blog/ Vlog Assignment

Fictional Trial

Choose any of the characters from the book and send him to trial. You have to think about a reason to send him/her to “jail” and at least two justifications to back it up. For example, you can send Jack Will to prison because he betrayed August. Then, you have to look for evidence in the book. You can also create the punishment, such as sending him to the Principal’s office or to jail.

Your classmates will decide whether or not punish him/her in the commentaries.

Literature Circles

During the weekly meeting you should analyze and read up to page 117.

Make sure you read consciously because it will help the whole group!

Class #7

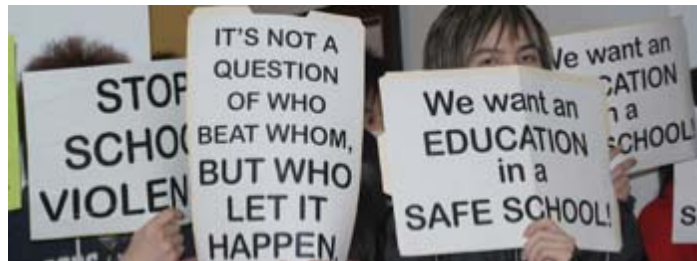
What about us? Chilean v/s American Schools

Class Discussion:

Watch the following video: <https://www.youtube.com/watch?v=Fg8wxcepAxM>

1. Do you think that this reality is applicable only to American school?
2. Is it possible to find a story like the one portrayed on the video in Chile?
3. In terms of violence, what is the difference between Chilean and American Schools?

Look at these images. Which one is from Chile and which one from the USA? How can you distinguish them?



Breaking the Myths

1. Watch the video: <https://www.youtube.com/watch?v=tP2XtYbIgD0>

Do you believe that American schools are similar to the one portrayed on the video?

- August attends a school for the first time; that is why, he and the other narrators explain different features of the educational system in the USA. Complete the chart with all the information obtained while reading the book and your experience as a Chilean student. If you want to add more information, search on the internet.

Chile	United States

Time to debate- Literature Circles!

American Schools, on the contrary to its Chilean counterpart, do not promote values inside the classroom. For that reason, the rates of violence are so high.

- Define the role of each member of the group: one mediator, two in favor and two against the premise.
- Search for back up information.
- Write down your arguments and support.

<div style="border: 1px solid #ccc; background-color: #f9f9f9; padding: 5px;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg); margin: 0;">Argument</p> <hr/><hr/><hr/><hr/> </div>	<div style="border: 1px solid #ccc; background-color: #f9f9f9; padding: 5px;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg); margin: 0;">Evidence</p> <hr/><hr/><hr/><hr/> </div>
<div style="border: 1px solid #ccc; background-color: #f9f9f9; padding: 5px;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg); margin: 0;">Argument</p> <hr/><hr/><hr/><hr/> </div>	<div style="border: 1px solid #ccc; background-color: #f9f9f9; padding: 5px;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg); margin: 0;">Evidence</p> <hr/><hr/><hr/><hr/> </div>

- Debate!

Blog/ Vlog Assignment



Write or record your impression of THE PLAGUE.

Before writing or recording, take into account these questions to make your reflection deeper:

- What does “the plague” mean?
- How does it affect August and his friends?
- Why did children at August’s school invent it?

Literature Circles

During the weekly meeting you should analyze and read up to page 148.

Make sure you read consciously because it will help the whole group!

Class #8

Choose Kind: Empathy and Tolerance



Class discussion:

Think about the story of August.

1. Do you think that he inspired people around him to be more empathetic?
2. Do you think that his story has influenced your life?
3. August's struggles to blend in are based on the prejudices since people around him think that he is "different."
Which other cases of discrimination do you know?
4. Do you know what xenophobia is? Do you think that Chileans tend to discriminate foreign people?
5. Think about immigrants. How do we react to Peruvian or Colombian immigrants?

Xenophobia:
fear and hatred of strangers or foreigners or of anything that is strange or foreign.

Immigrant:

A person who comes to a country to live there.

Getting Informed!

- Look for information related to the rates of migration in our country and current legislations.
- Ask your parents and friends about their opinion regarding immigrants.
- Look for the contributions they make to our country.

Inspiring EMPATHY & TOLERANCE:

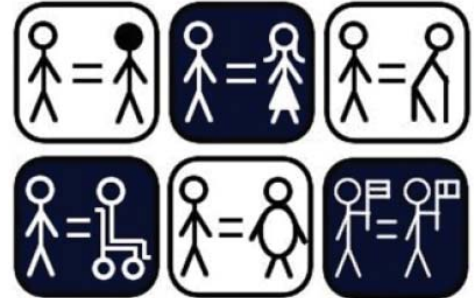
Work with your Literature Circle’s classmates and design a poster to inspire the whole school to be nicer and to respect immigrants. When you finish, you should explain it to the rest of the class and stick it in a visible place at School.

Take into consideration the research that you have done!

Doing Research:

During the last few years, our country has faced a lot of changes regarding acceptance, tolerance and empathy. Immigrants are not the only ones who suffer from discrimination. Have you ever heard about homophobia? *Ley Zamudio*? *Acuerdo de vida en Pareja*? *Teleton*?

- Which other kinds of discrimination exist?
- What about August?
- Look for further information regarding *Ley Zamudio* and *Acuerdo de vida en pareja*? What do they stand for?

**Plenary time!**

Think about the following statement:

all different
all equal

Do you think that *Ley Zamudio* or *Acuerdo de Vida en pareja* can make a difference?

1. Think about the research that you have done. What evidence to back up your opinion do you have?
2. Is the evidence correct? Do you think that it is applicable to a real context?

Share your thoughts with your class!

Blog/ Vlog Assignment



Read this text taken from >www.shmoop.com<:

Mr. Tushman's efforts to secure some friends for Auggie are pointless. Only one out of three kids really becomes Auggie's friend, and another one out of the three becomes his relentless bully. Auggie would have been better off without Mr. Tushman's help.

- Do you agree or disagree with the statement?
- What would have happened if August hadn't met Jack Will, Julian and Charlotte?

Write or record your point of view regarding to your analysis!

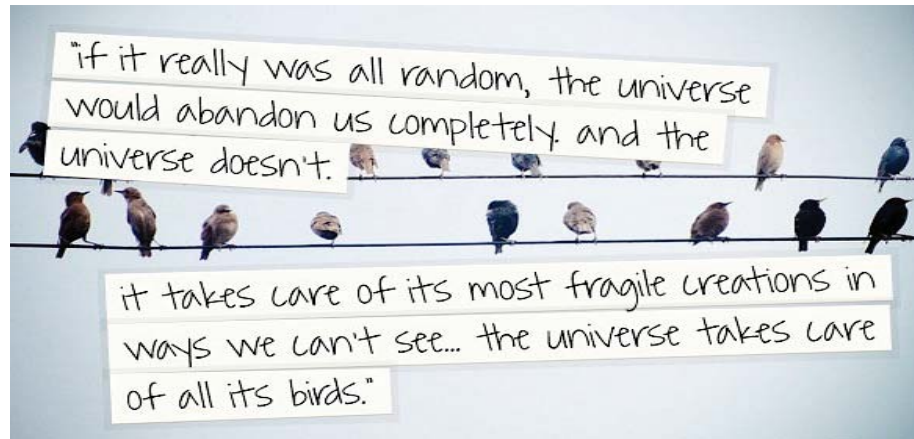
Literature Circles

During the weekly meeting you should analyze and read up to page 167.

Make sure you read consciously because it will help the whole group!

Class # 11

I can do it!



Class discussion:

1. Read the phrase out loud.

- Do you agree or disagree with it? Take into consideration all the pain that August has gone through.
- Do you think that August, his family and his friends will be able to overcome the difficulties?
- Do you think that people who has to face complicated situations get stronger?

Read the biography of Joseph Merrick, also known as "The Elephant Man."



Discuss these questions and the story of Merrick with your Literature Circle's classmates.

- How could Merrick's story be related to August's struggles to blend in?
- Look for further information. What did Merrick do to spread a message of tolerance and acceptance?

Joseph Carey Merrick - the 'Elephant Man'

(1862-90)

Born in 1862, Joseph Merrick began growing disfiguring tumours before the age of 2 and his condition rapidly worsened, rendering one of his arms completely immobile. Increasing health problems eventually made it impossible for Merrick to continue his working life and poverty forced him to enter the Leicester union workhouse. Desperate to find a way out of such grim conditions, Merrick contacted the owner of a Leicester music hall in 1884. Together they established a successful act called 'the Elephant Man, Half-a-Man and Half-an-Elephant', in which Merrick displayed his increasingly misshapen body. Merrick himself followed an old folk belief, stating that his appearance was due to his mother being frightened by an elephant during pregnancy.

When his act moved to London, Merrick came to the attention of a number of surgeons, including Frederick Treves. By this time, Merrick was extensively disfigured, with bony protrusions and soft-tissue swellings covering much of his body. He also experienced physical and psychological pain. To avoid the stares and attention of others, he covered himself in a cape and veil whenever he ventured outside. Distressed by the reaction of others to his body, Merrick often quoted a poem by the hymn writer Isaac Watts: 'Tis true, my form is something odd, But blaming me is blaming God.'

Public opinion was beginning to turn against the display of people with unusual bodies as 'freaks', and Merrick was taken in by Treves at the London Hospital. A special appeal was launched to raise the funds to allow him to live within the hospital. Merrick was not completely isolated, however, receiving numerous visitors, attending the theatre and making trips to the country.

Merrick died unexpectedly in 1890, and Treves arranged for casts to be made of Merrick's body. He also took skin samples and probably oversaw the bleaching and mounting of his skeleton. Merrick is now thought to have suffered from Proteus syndrome. His life has been the subject of plays, films and stories, which focus on his intelligence and sensitivity as a message of tolerance.

Extracted from:

<http://www.sciencemuseum.org.uk/broughttolife/people/josephmerrick.aspx>

In his part of the book, Justin explains his relationship with Via and her family. At the end of his chapter, he also writes a brief reflection concerning August’s situation.

i’m thinking about that a lot and everything it means. [Miranda] is right about that. the universe was not kind to auggie pullman. what did the parents do? or olivia? [...]

[...] no, no, no. it is not all random, if it really was random, the universe would abandon us completely. and the universe doesn’t. it takes care of its most fragile creations in ways we can’t see. like with parents who adore you blindly. and a big sister who feels guilty for being human over you. . and a little gravelly voiced kid whose friends have left him over you. and even a pink-haired girl who carries your picture in her wallet. Maybe it is a lottery, but the universe makes it all even in the end.

Wonder, p. 204



justin

Literature circles:

After reading the extract of “The Universe,” discuss the following questions.

- Why does Justin write with no capital letter? Do you think that his writing style is related to his personality? In what way?
- Do you think that Justin’s theory of the Universe is real? Do you think that this theory helps people like August or Joseph Merrick to overcome their limitations?
- What would you say to someone who is suffering for being or feeling different?

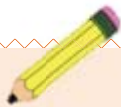
Resilience:
the ability to recover from or adjust to misfortune or change.

Auggie’s family and the people who surround him are the keystone of his life. Their support helped him to overcome his limitations and embrace his virtues.

Listen to the “Take a look through my eyes” by Phil Collins and try to understand what Auggie’s friends and family feel about him.

<https://www.youtube.com/watch?v=hQw3AoFpG7Y>

Blog/ Vlog Assignment



Find another song that could be related to Auggie's life. Justify your choice and record or write an entry explaining it.

Literature Circles

During the weekly meeting you should analyze and read up to page 234.

Make sure you read consciously because it will help the whole group!

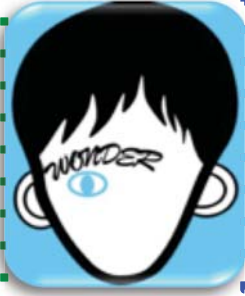
Class #12

Changes!

Read, Think & Share

Auggie's *Star Wars* obsession signifies his childhood tendency to live in a fantasy world rather than the real one. When he cuts off his Padawan braid, it is a statement that he's leaving one world and entering another.

Look at the book and write down three examples of August's change.



Coming of Age

In *Wonder*, what we're treating as a coming-of-age-type feat is Auggie's transition from the very warm, sheltered cocoon of his family to, well, the merciless halls of middle school.

<http://www.shmoop.com/>

Coming of Age: a time in each person's life when they reach the point where they are no longer children, but adults.

Do you think that *Wonder* portrays coming of age theme? Support your answer providing evidence from the book?

Answer: _____

Evidence 1: _____

Evidence 2: _____

Read the following two extracts written by August. The first one was written by the time he was meeting the School’s Principal, and the second one before going camping with his classmates. Can you compare August from page 256 to August from page 17.

There weren’t a lot of people around. And the few people who were there didn’t seem to notice me at all, though that may have been because they didn’t see me. I sort of hid behind Mom as I walked. I know that sounds kind of babish of me, but I wasn’t feeling very brave right then.
Nice Mrs. Garcia (Page 17).

I took Baboo back to my room, and I laid him in my bed and taped the little note to Mom on his chest. And then I covered him with my blanket so Mom would find him later. The note read:
Dear Mom, I won’t need Baboo, but if you miss me, you can cuddle with him yourself. XO Auggie
Daybreak (Page 256).

Write down a short description of the “new August.”

Blog/ Vlog Assignment



Read and analyze the following questions:

- In what ways does August grow up as the story progresses?
- How does his relationship with his sister change? Do you think their relationship is closer and stronger, compared to the beginning of the book?
- How does Mr. Browne’s precepts help August to grow up from childhood to puberty?
- Do you think that attending school helped August to grow up?

Write or record an entry regarding to your conclusions.

Literature Circles

During the weekly meeting you should analyze and read up to page 234.

Make sure you read consciously because it will help the whole group!

Class #16

Born to Stand Out!

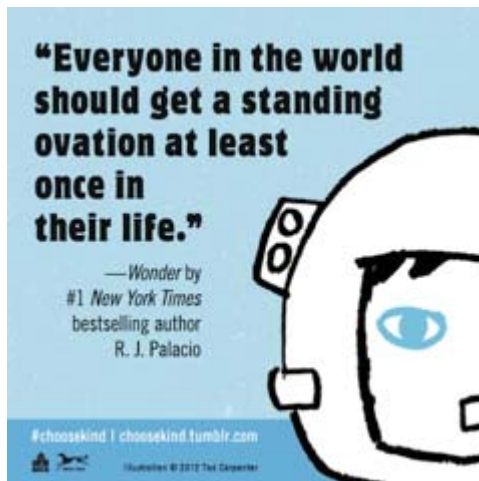
Why **FIT IN** when you were
born to **STAND OUT!**
– Dr. Seuss

Class discussion:

Watch the trailer of the book: https://www.youtube.com/watch?v=fgB7_KpBDss#t=77

Think about “old” Auggie.

1. How did he realize that he could never blend in?
2. In the end, was it bad for him being different?



ACCEPT AND EMBRACE YOUR DIFFERENCES!

Why did everybody at school give a standing ovation to August?

Why did his mother say that he is a wonder? Do you think he is?

Solo work!

Think deeply, why is this book called Wonder? Justify your answer.

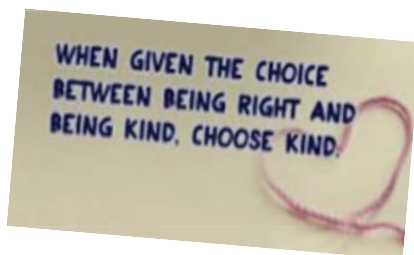
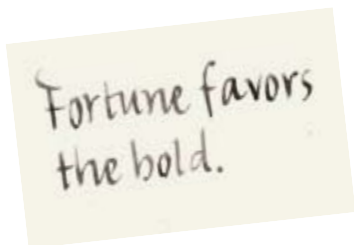
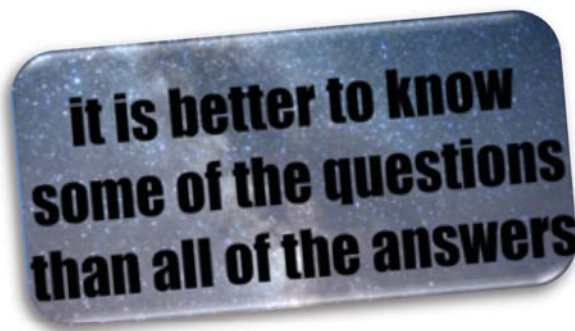
Think about all the characters who participated in this story.

- Who is your favorite? Why?

- Who is your less favorite character? Why?

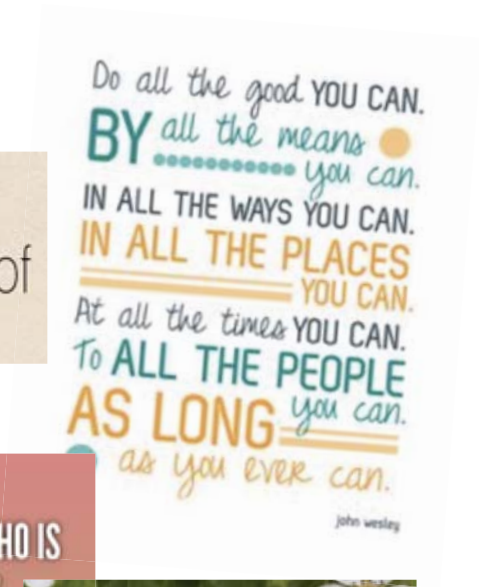
- What would you change? Why?

Look at Mr. Browne’s Precepts:

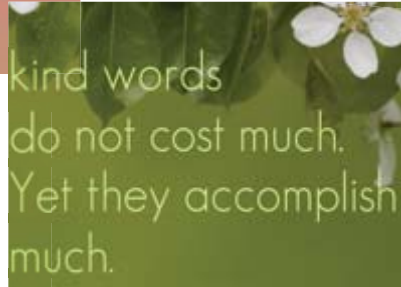




No man is an island, entire of itself.



"WHAT IS BEAUTIFUL IS GOOD, AND WHO IS GOOD WILL SOON BE BEAUTIFUL."



Choose one and explain it!

Why did Mr. Browne invent the monthly Precept's assignment?

Create a precept and explain it!

Don't be afraid to show your true colors! Listen to this empowering song:

<https://www.youtube.com/watch?v=H6KgUM6U9w4>

How did you feel listening to the song?

Blog/ Vlog Assignment



Would you recommend this book to one of your friends? Why?

Write or record an answer for that question.

Remember!

Provide adequate evidence to justify your choice!

Appendix

1. Literature Circle Roles

Daniels (1994) suggests nine roles to work effectively in a Literature Circle. The first four roles are compulsory.

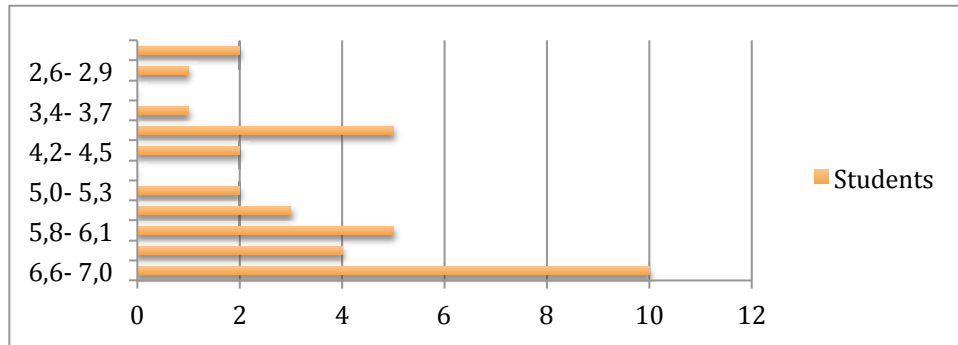
Role	Brief Description
Discussion Director	Is in charge of creating a set of questions to promote discussion among the member of the group during the meetings.
Literary Luminary	Should highlight certain parts of the book that are important. It is important that this person shows these sections to the rest of the group.
Connector	Must look for associations between the literary (the book) and the real world. That is to say, connect the experiences of the characters to their school, house or country.
Illustrator	Drawing pictures related to the reading. These drawings could be a sketch, cartoon or a diagram, according to the needs of the group. This person must show his/her work at the beginning of the meetings to generate conversation.
Investigator	Search for information related to time period, culture and settings for clarification and a major understanding of the book.
Summarizer	Summarizes the reading of each meeting of the group. It must include the key points, main highlights, the gist, and the essence of the meeting,
Character Chaptain	Analyses and describes main and minor characters.
Vocabulary Enricher	Must look for words that are relevant to the story, unfamiliar or new. This person is supposed to look for at least five words per day.
Scene Setter	Is the one in charge of analysing the settings and scenes of the reading.

Taken and adapted from: Daniels, H. (1994). *Literature Circles: Voice and Choice in the Student- Centered Classroom*. York, ME: Stenhouse Publishers.

2. Test Hamlet

1  Medio B

Colegio Mar a Auxiliadora de Valpara so



3. Questionnaire

Take a minute and answer the following questions:

1. What's your favorite book?

2. How many books have you read in your English classes?

3. Do you like reading novels in your English classes? Why?

4. How much of what you read in English do you understand?

- a. I understand most of the ideas (Approximately a 95%).
- b. I understand a many ideas (Approximately a 60%).
- c. I have to discuss the ideas with a partner (Approximately a 30%).

5. Which topics would you like to discuss and read? Choose 3!

- | | |
|---------------------------------|---------------------|
| e. Bullying/ problems at school | a. Action |
| f. Friendship | b. Science fiction |
| g. Family issues | c. American culture |
| h. Romance | d. Other (name it) |

6. How do you like working during your English classes?
- a. I prefer working alone.
 - b. I like working with a partner.
 - c. I like working in a group.
 - d. I like working with the whole class.
7. Which of these activities would you like to do after reading a novel.
- a. class discussion
 - b. debate
 - c. writing a journal/ a blog
 - d. portfolio
 - e. drama
 - f. reports
 - g. other (explain it). _____
8. Do you think that bullying and self-esteem should be discussed at school? Why?
- _____
- _____
- _____
9. Have you experienced aggressions at School?
- a. A classmate has teased me.
 - b. I have teased a classmate.
 - c. A friend of mine has been teased.
 - d. I have never been teased or teased someone else.
 - e. Other.

Literature Circles

Teacher's & Co- Evaluation Rubric

Name: _____ Classmate's name: _____ Group: _____ Date: _____						
		1	2	3	4	Points
Working with others	Help	Never offers assistance to others.	Sometimes offers assistance to others.	Most of the time offers assistance to others.	All of the time offers assistance to others.	
	Participation	Never contributes to the tasks.	Sometimes contributes to the tasks.	Most of the time contributes to the tasks.	All of the time contributes to the tasks.	
	Respect	Never encourages and supports the ideas and efforts of others.	Sometimes encourages and supports the ideas and efforts of others.	Most of the time encourages and supports the ideas and efforts of others.	All of the time encourages and supports the ideas and efforts of others.	
	Share	Never offers ideas and reports findings to each other.	Sometimes offers ideas and reports findings to each other.	Most of the time offers ideas and reports findings to each other.	All of the time offers ideas and reports findings to each other.	
Task	Assignment Completeness	Less than ½ of all tasks completed.	At least ½ of all tasks completed.	9/10 of tasks completed.	All tasks completed.	
Total score:						
Comments: _____ _____ _____						

Taken and daped from: Polk, J. (2010). Looking Ahead: Guía didáctica para el Docente. Ediciones Cal y Canto.

**Literature Circles:
Portfolio Rubric**

Group: _____ Date: _____ Name: _____						
		4	3	2	1	P
Use of English	Language use	Writes with minor spelling errors and use a variety of language.	Writes with minor spelling errors and attempts to use a variety of language.	Writes with major spelling errors. Uses a limited range of vocabulary.	Writes with numerous major errors in spelling. Some words are used incorrectly.	
	Mechanics	Writes with minor errors in grammar, capitalization, punctuation, and spelling.	Writes with some editing errors in grammar, capitalization, punctuation, and spelling.	Writes with major errors in grammar, capitalization, punctuation and spelling. (5 or more errors).	Writes with numerous major errors in grammar, capitalization, punctuation and spelling. It is difficult to understand.	
Tasks	Done	Less than ½ of all tasks completed.	At least ½ of all tasks completed.	9/10 of tasks completed.	All tasks completed.	
	Reflectiveness	Provides comprehensive insight, understanding, and reflective thought about the book.	Provides moderate insight understanding and reflective thought about the reading.	Provides a minimal insight, understanding and reflective thought about the book.	Shows no evidence of insight, understanding or reflective thought about the book.	

	Organization	The different parts of the portfolio are clearly identified and organized according to the date they were done.	The different parts of the portfolio are not clearly identified or organized according to the date they were done.	The different parts of the portfolio are not identified or organized according to the date they were done.	The different parts of the portfolio are not identified or organized according to the date they were done. One part could be missed.	
Critical Thinking	Evidence	Observes cause and effect and addresses existing or potential consequences. Clear distinction between fact, opinion and judgement.	Examines the evidence and source of evidence, questions its accuracy, precision and relevance.	Merely repeats information provided, taking it as a truth or denies evidence without adequate justification.	Does not present information to justify his/ her position.	
	Conclusion	Objectively reflects upon own assertions.	Identifies and discusses conclusions, implications and consequences.	Identifies some conclusions or consequences, but does not deliver the message properly.	Fails to identify conclusions, implications and consequences of the issue.	
Total score:						
<p>Comments:</p> <hr/> <hr/> <hr/>						

Journal Rubric

Name: _____						
Group: _____ Date: _____						
		4	3	2	1	P
Content / Creativity	Reflectiveness	Postings provide comprehensive insight, understanding, and reflective thought about the topic.	Postings provide moderate insight understanding and reflective thought about the topic.	Postings provide minimal insight, understanding and reflective thought about the topic.	Postings show no evidence of insight, understanding or reflective thought about the topic.	
	Creativity	Postings are creatively and fluently written/ spoken to stimulate dialogue and commentary.	Postings are generally well written/ spoken with some attempts made to stimulate dialogue and commentary.	Postings are Brief, unimaginative and reflect minimal effort to connect with the audience.	Postings are Written/ spoken in a half-hearted, manner that reflects no awareness of effective communication.	
Deadlines	Timeliness	Updates blog as often or more often than required; all posts are date-stamped.	Updates blog when required; most posts are date-stamped.	Updates blog when reminded;posts are often missing a date stamp.	Fails to update blog within the required time frame.	
Mechanics	Blogs	Writes with minor errors in grammar, capitalization, punctuation, and spelling.	Writes with some editing errors in grammar, capitalization, punctuation, and spelling.	Writes with major errors in grammar, capitalization, punctuation and spelling. (5 or more errors).	Writes with numerous major errors in grammar, capitalization, punctuation and spelling. It is difficult to understand.	
	Vlogs	Speaks with minor errors in grammar, intonation and pronunciation.	Speaks with minor errors in grammar, intonation and pronunciation.	Speaks with major errors in grammar, intonation and pronunciation (5 or more).	Speaks with major errors in grammar, intonation and pronunciation. It is difficult to understand.	

Comments	Content	Writes relevant and positive comments on other classmates' blogs.	Sometimes writes relevant and positive comments on other classmates' blogs.	Occasionally writes relevant and positive comments on other classmates' blogs.	Does not write comments or write negative, inappropriate comments.	
	Deadline	Meets all goals and deadlines for posting comments on other students' blogs.	Meets most goals and deadlines for posting comments on other students' blogs	Occasionally meets goals and deadlines for posting comments on other students' blogs.	Does not meet goals and deadlines for posting comments on other students' blogs	
Critical Thinking	Evidence	Observes cause and effect and addresses existing or potential consequences. Clear distinction between fact, opinion and judgement.	Examines the evidence and source of evidence, questions its accuracy, precision and relevance.	Merely repeats information provided, taking it as a truth or denies evidence without adequate justification.	Does not present information to justify his/ her position.	
	Conclusion	Objectively reflects upon own assertions.	Identifies and discusses conclusions, implications and consequences.	Identifies some conclusions or consequences, but does not deliver the message properly.	Fails to identify conclusions, implications and consequences of the issue.	
Total score:						
Comments: <hr/> <hr/> <hr/>						

Extracted and adapted from: http://www.rubrics4teachers.com/blog_rubric_9.php
http://www.rubrics4teachers.com/rubric_critical_thinking.php

**Final presentation Rubric
Panel Discussion
Teacher's Evaluation**

Name: _____					
Group: _____ Date: _____					
		3	2	1	Points
Content and Creativity	Content	The speaker provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence.	The speaker includes some irrelevant content and wanders off the topic.	The speaker focuses primarily on irrelevant content and do not add new information.	
	Reflectiveness	The scene provides comprehensive insight, understanding, and reflective thought about the topic.	The scene provides moderate insight understanding and reflective thought about the topic.	The scene provides minimal insight, understanding and reflective thought about the topic.	
	Creativity	The scene Shows creativity and stimulates dialogue and commentaries.	The scene is quite creative and attempts to stimulate dialogue and commentaries.	The scene is unimaginative and reflect minimal effort to connect with the audience.	
Delivery	Elocution	Pronunciation and enunciation are very clear.	The pronunciation and enunciation are quite clear.	The pronunciation and enunciation are unclear. The speaker appears uninterested.	

	Enthusiasm	The speaker delivers the message in a confident, enthusiastic fashion. The volume and rate varies to add emphasis and interest.	The volume and rate are adequate, but some ideas could be lost.	The volume is low and the rate is so fast that you cannot understand most of the message.	
Use of English	Mechanics	Speaks with minor errors in grammar, intonation and pronunciation.	Speaks with some major errors in grammar, intonation and pronunciation (4 or more).	Speaks with major errors in grammar, intonation and pronunciation. It is difficult to understand.	
Critical Thinking	Evidence	Observes cause and effect and addresses existing or potential consequences. Clear distinction between fact, opinion and judgement.	Examines the evidence and source of evidence, questions its accuracy, precision and relevance.	Merely repeats information provided, taking it as a truth or denies evidence without adequate justification.	
	Organization	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	
Total score:					
Comments:					

Taken and adapted from:

http://www.sites4teachers.com/links/redirect.php?url=http://www.uen.org/Rubric/rubric.cgi?rubric_id=19

<http://www.sites4teachers.com/links/redirect.php?url=http://www.ncsu.edu/midlink/rubrics.html>

**Final presentation Rubric
Panel Discussion
Co- Evaluation**

Name: _____						
Classmate's name: _____						
Group: _____ Date: _____						
		1	2	3	4	Points
Working with others	Help	Never offers assistance to others.	Sometimes offers assistance to others.	Most of the time offers assistance to others.	All of the time offers assistance to others.	
	Participation	Never contributes to the tasks.	Sometimes contributes to the tasks.	Most of the time contributes to the tasks.	All of the time contributes to the tasks.	
	Respect	Never encourages and supports the ideas and efforts of others.	Sometimes encourages and supports the ideas and efforts of others.	Most of the time encourages and supports the ideas and efforts of others.	All of the time encourages and supports the ideas and efforts of others.	
	Share	Never offers ideas and reports findings to each other.	Sometimes offers ideas and reports findings to each other.	Most of the time offers ideas and reports findings to each other.	All of the time offers ideas and reports findings to each other.	
Task	Assignment Completeness	Less than ½ of all tasks completed.	At least ½ of all tasks completed.	9/10 of tasks completed.	All tasks completed.	
Total score:						
Comments: _____ _____ _____ _____						

Taken and dapted from: Polk, J. (2010). Looking Ahead: Guía didáctica para el Docente. Ediciones Cal y Canto.

Guidelines for Panel Discussion

Panel Discussion:

It is designed to provide the opportunity to hear several experts talking about a specific issue. It might help the audience to clarify and evaluate their position regarding a topic or situation and understand the position of others.

1. Identify one of the topics discussed during the workshop that involve an important conflict in values and /or interests.
2. Think about four panelists who are well informed about and have specific points of view regarding the topic. For example, a psychologist.
3. Select a leader or moderator.
4. Look for information to sustain your character. Think about statistics, experiences or news to use as example. Prepare a short presentation of your argument.
5. Prepare a script incorporating each expert's argument. Remember that the leader or moderator should present the topic in about 5 minutes and guide the discussion.
6. After giving each one's argument, you can ask questions or react to the opinions of the other panel members. This part should not be on the script.
7. The leader or moderator closes the discussion and provides a short summary of the panel presentations and discussion.
8. The leader or moderator calls for a forum period during which the members of the class may participate by addressing questions to the panel members or by voicing their opinions regarding the topic. The leader or moderator should conduct this forum time.

Timing:

Presentation of the topic and the panel members: 5 min. max.

Presentation of the panel member's point of view: 3 min. max. (each one).

Discussion among the panel members: 10 min. max.

Forum period: 10 min. max.

Taken and adapted from: <http://www2.maxwell.syr.edu/plegal/crit3/a7.html>

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