



South Carolina Academic/Career Development Integration Activity (DRAFT)

Title	Teaching Empathy With Characters in Literature (ELA-5)	
Subject	English/Language Arts	Grade Level(s) 6-8

SC Content Standard – Reading Goal. The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

8-R1.4. Demonstrate the ability to summarize, paraphrase, analyze, and evaluate what he or she reads.

National Career Development Guidelines Goal/Indicator

Personal Social Development GOAL PS2. Develop positive interpersonal skills including respect for diversity.

Indicator PS2.A4. Demonstrate the ability to get along well with others and work effectively with them in groups.

Indicator PS2.K9. Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.

Career Development Objectives

1. Students will demonstrate the ability to work with a group to complete a project.
2. Students will give examples of how they have demonstrated knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.

Assessment

1. Students will work in groups to develop a journal about a specific character in *The Diary of Anne Frank*.
2. Students will write a short composition about how they worked in the group to complete the project. They will also include at least one example of how they have demonstrated knowledge about, respect for, openness to, and appreciation for diversity.

Preparation

- Prior Learning—N/A
- Handouts/Worksheets—N/A
- Resources/Materials—writing materials and notebooks, *The Diary of Anne Frank* by Frances Goodrich and Albert Hackett
- Time Required—approximately 8 class periods

Procedures

Part One

- This activity further develops students' empathy, as well as their critical thinking skills. It also provides them with an opportunity to build teamwork skills.
- Begin the lesson with a discussion about what it means to have empathy for another person's feelings and emotions. Tell the students they will explore the feelings of others through the characters in the play *The Diary of Anne Frank* (dramatic version by Frances Goodrich and Albert Hackett). They will all participate in a dramatic reading of the play.
- Divide the class into groups of three students. Assign each group one character in the play to monitor. Tell the students they are to record specific examples of the feelings their character displays.
- Have the students meet with members of their group to record the feelings, emotions, and reactions to the action after reading each scene of the play. They will keep a journal with their responses, citing specific examples from the play and their interpretations of how the character is feeling and why.
- Tell the students to label each journal entry with the character's name, Act and Scene number.
- At the end of each scene, have each group of students present the information in their journal to the rest of the class before moving on to the next scene. Upon completion of the play, each group will hand in the journal of entries about their assigned character.
- Note: By the time students get to Act II, their dramatic reading usually has more meaning because they have more empathic connection with the character.
- To better assist the students to understand the emotions the characters experience ask the students the following questions: How does the feeling of loneliness actually "feel" in your body? Where is the body tight? Or tense? What triggered this character's anger? How does it feel to be angry? How does it feel to be frustrated? Encourage actual physical descriptions of the emotion the character is experiencing so that the students can find empathy.

Part Two Career Development Connections

- Point out to students that tolerance and acceptance of others and team work are important qualities to have in the work place, as well as in every aspect of society.
- Have students discuss what helped their team to get their work done. What problems did they face in their group? How were they resolved?
- Remind students that employers value workers who:
 - Participate as a team member and contribute to the group's effort,
 - Negotiate towards agreements, and
 - Work well with men and women from diverse backgrounds.
- Have each student write a short composition about how he/she worked in the group to complete the project. The composition should also include at least one example of how the student has demonstrated knowledge about, respect for, openness to, and appreciation for diversity.

Crosswalks**SC Career Guidance Standard/Competency**

Learning to Live Standard 2. Students will understand and respect others.

Competency 2.6. Recognize and respect individual differences.

Competency 2.7. Explain and interpret interaction and cooperation between peers and adults.

Key Employability Skills

Interpersonal—Participates as a team member

Thinking Skills—Critical thinking

Information Management Skills—Interprets and communicates information

Works With Diversity—Works well with men and women from diverse backgrounds

* Adapted from *North Dakota Career Development Implementation Tool Kit Grade 8*, North Dakota Career Resource Network, 2000. Used with permission.