SEVENTH AND EIGHTH GRADERS’ RESPONSE
TO A MORAL DILEMMA ACROSS THREE GENRES
IN A CLASSROOM SETTING

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy in the Graduate
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By

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FOR MY HUSBAND AND OUR FAMILY
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CHAPTER I
INTRODUCTION

Nature of the Problem

Public demands for the teaching of a moral education curriculum in the classroom continue to make headlines and appear on Gallup Poll surveys. In the last two decades, many have pointed to the need for moral education in our schools, while acknowledging the complexity of the problem. Business, industrial, and government leaders talk of difficulty in finding employees with high moral codes, and ethical standards. Many have blamed educators for failing to teach social morality and ethics in our schools. Some public school administrators and parents express the need to include character education and ethics studies in public school curricula. Teachers in parochial and other private schools express the need to find practical, viable methods of teaching ethics and social morality to children. The problem of moral education raises significant questions for educators in our society.

Due to current interest, moral education appears to be a modern topic; it is, in fact, an ageless concern. In Plato's (1949) well known dialogue, Meno poses
this ancient question, "Can you tell me, Socrates, whether virtue is acquired by teaching or by practice; or if neither by teaching nor practice, then whether it comes to man by nature, or in what other way?" (p.23).

Modern interest in moral education has been stimulated by the cognitive-moral development research of Piaget (1965), Kohlberg (1968) and Gilligan (1982). Following in the path of Piaget, Kohlberg maintained teachers are constantly acting as moral educators, but that students need to be stimulated with moral questions in order to advance to higher levels of thought. Piaget and Kohlberg intended to help teachers become more aware of the developmental character of moral reasoning. Kohlberg was influenced by the thinking of Dewey (1959) who placed moral education in a social, rather than religious framework: "Moral instruction is thus associated with teaching particular virtues....The moral has been conceived in too goody-goody a way. Ultimate moral motives and forces are nothing more or less than social intelligence" (p. 43). Other major theories of moral development have come forth from behaviorists and psychoanalytical researchers. Some have moved toward an integrated theory of moral development (Knowles, 1986). Current high interest level in moral education has generated new research, extending the large body of theoretical and practical literature on the topic.
Background of the Study

Contemporary concern about moral education has led some educators to suggest using literature to promote moral discussion and increase children's capacity for high level moral reasoning (Bennett 1987; Readence, Moore and Moore 1982; Pillar 1979; Yeager 1979; Gosa 1977; Biskin and Hoskisson 1974). Although many studies have offered practical suggestions on how to use literature to promote moral growth and development, there seems to be a need for further investigation of the nature of children's response to moral issues in literature. Four specific areas seem important to the question:

a) the relationship between child development theories and response to literature;

b) cognitive-moral development and response to literature as a specific area of investigation;

c) the influence of genre or text on response;

d) and the advantages of looking at response in a naturalistic setting.

Developmental Studies and Response

In recent years, a number of studies have indicated some connections between children's response to literature and child development theories. These studies are relevant to the present one which looks at seventh and eighth graders' response to moral issues in three
genres. Although response is generally understood as something personal and unique to each child, patterns of response and preference studies show that children of the same age group are likely to read and enjoy the same kinds of stories (Purves and Beach 1972, Purves and Rippere 1968). Applebee (1978) links Piagetian developmental factors with children's ability to understand or make sense of stories. Children's responses were matched to cognitive levels. Applebee found that adolescents were better equipped than younger children to understand stories that employed logic and abstract concepts as literary techniques.

Pavat (1977) showed the connection between young children's preference for fairy tales and the similarity in reasoning patterns and moral judgements of primary children to those of characters depicted within the stories. Schlager (1974) related the behavioral characteristics of children in middle grades to the developmental theories of Piaget and Erikson, noting how these factors were influential in determining why certain books were more widely circulated in a public library. In a study of preadolescents' response to literature, Galda (1980) showed that literature discussion strategies elicit individual styles of response. Galda suggests that the ability to approach literature from a spectator stance may be linked to cognitive developmental factors.
The findings in the studies noted above suggest children's literary preferences and response may be significantly influenced by cognitive developmental factors. These studies are important to the present investigation which explores adolescents' response to moral issues in three genres. It seems necessary to have some awareness of the kinds of responses one may expect from students of a specific age group exposed to serious content in three different literary works.

Cognitive-moral Development Studies and Response

Cognitive-moral development studies are relevant to the domain of the present investigation which explores seventh and eighth graders' patterns of response to a literature situated moral dilemma. These studies draw directly on Piagetian and Kohlbergian cognitive-moral development (structuralist) theories. Building on the early work of Piaget, Kohlberg (1968) defined three levels of moral reasoning: preconventional, conventional and postconventional. According to Kohlberg's schema, the highest level of moral reasoning is represented by concern for the universal ethical principles of justice, equal rights, and the practice of the golden rule. Kohlberg's findings suggest adolescent children are more likely to understand autonomous moral principles typical of postconventional moral reasoning than are younger

Literature situated cognitive-moral development response studies are especially helpful to the present investigation which analyzes responses to a moral dilemma in relationship to structuralist theory. Pillar (1983) drew directly on Piagetian and Kohlbergian theory to analyze elementary school children's response to fables. This literature based study involved elementary school children from three different grade levels. Pillar attributed varied responses to fables, to cognitive-moral developmental differences among the children.

Other researchers have proposed using literature models to increase children's capacities for high level moral thinking. Yeager (1979) designed a literature based program for elementary school children that sought to operationalize Kohlberg's theory of moral development. Biskin and Hoskisson (1979), and Readence, Moore and Moore (1982) designed Kohlbergian literature models for use in upper grade level classrooms. In these models, literature based moral dilemmas would be used as points of departure for classroom discussions about the cognitive-moral stages of story characters.
Studies which advocate literature to further children's growth in moral development are relevant to the present investigation which utilizes a literature model to encourage high level moral thinking. The present study explores seventh and eighth graders' patterns of response to a moral dilemma in three select texts, through a variety of response activities in a classroom setting. The study looks at patterns of response to moral dilemma questions in relationship to categories defined within cognitive-moral development schema.

Text and Response

A central feature in the present investigation is the exploration of response to a moral dilemma across three genres. The relationships between text and response, and genre and response, are important considerations in this study. There are some indications that response is influenced by text. A significant implication of Golden's study (1978) is that response to literature is influenced by the nature of the text as well as by the reader. Golden established the need to examine the nature of the text in respect to genre differences, structural features, cognitive processes and the shaping of language to represent experiences. The study emphasized the significance of both text and reader
to the response process. An investigation of readers' responses to fantasy and realism highlighted the special demands these genres make upon readers. In fantasy, Golden notes that readers are asked to "suspend disbelief" while realistic fiction depicts ordinary events in a view of life as it really is. Her findings indicated readers were affected by elements of text including: lexicon, style, content, and relationships to secondary worlds. Readers' story recall and channeled responses to texts showed a number of differences across genres. As part of her study, Golden designed a schema for analyzing response to literature. Golden's schema is useful to the present study as a framework for analyzing differences between responses to moral issues in fantasy and realism across texts, and across response modes.

Golden's study draws on the work of Rosenblatt (1938, 1978) who explored the nature of the reader's identification with text. This response theory highlights the individual reader's capacity to interact with story characters and events. Rosenblatt suggests readers can learn to empathize with others through interaction with literature. According to Rosenblatt, text and reader are mutually significant to the response process. Other response theorists (Bleich 1975, Fish 1980) have pointed toward the influence of the interactive community on readers' response to literature. These theoretical
research studies suggest a mitigation of the exclusive relationship that exists between text and reader, when response takes place in a social setting. Since the present investigation explores response to literature in the social setting of a classroom, where a variety of influences are possible, these theories provide useful insights into the nature of response differences.

Other research highlights the relationship between text and the content of response. Applebee’s review (1977) of children’s response studies reinforced the findings of earlier research (Purves and Beach 1972) that type of text affects the quantity and quality of children’s response. Both reviews indicate that the teacher influences the content of response, and that children’s interpretive responses become more frequent as children mature. Tierney and Pearson (1983) found that prior background knowledge is a major factor in text comprehension, and a significant influence on the content of response. These studies are helpful to the present investigation which explores differences in the content of response to moral issues across three texts, in a classroom setting.

Naturalistic Studies and Response

During the last decade, a new trend in response research, the investigation of response in the
naturalistic setting of a classroom, has provided new and useful insights for teachers (Hickman 1978, Hepler 1982, McClure 1985). These studies employed ethnographic approaches to response research, providing information about the influence of social factors on response. The studies noted above are especially helpful to the present investigation which employs a naturalistic approach to explore seventh and eighth graders' patterns of response to a moral dilemma across three texts in a classroom setting.

Hickman's study (1978) of children in grades K-5 showed that response to literature is largely context-dependent. The role of the teacher was found to be a primary influence on response through classroom based strategies and lesson plans. Hepler (1982) studied children's response to literature in the social context of the classroom. In Hepler's study, peer and teacher interactions emerged as significant influences on children's response to literature. McClure (1985) also cited the influence of teacher and peers in a year long classroom study of children's response to poetry.

A major contribution of recent naturalistic research studies in response has been to extend the knowledge base concerning the context of the learning environment. Naturalistic studies consider the influences of the teacher, peer interactions, curricular and classroom
factors, providing unique glimpses of children's response to literature not possible in contrived or artificial settings.

Statement of the Problem

Although some studies have linked children's literature with cognitive-moral development theory (Readence, Moore and Moore, 1982; Pillar 1979; Biskin and Hoskisson 1979; Yeager 1979; Gosa 1977), we know very little about children's response to moral issues in literature in a classroom setting. Developmental theories suggest that children in middle school grade levels are better equipped to comprehend and appreciate the complexities of moral problems presented in literature than are younger children. Based on the implications of current interest and the theoretical and practical research cited above, it seemed productive to conduct a naturalistic study of children's response to a moral dilemma across a variety of literary genres in a seventh or eighth grade classroom.

This study explores the following issues with adolescents in a single classroom:

a) differences between responses to moral issues in three texts representative of fantasy and realism;

b) patterns of response to a moral dilemma across three genres in relationship to appropriate categories within cognitive-moral development theory;
c) social influences on response to moral issues in literature, in a classroom setting;

d) and the effectiveness of a study of moral issues in literature to increase children's moral awareness and capacity for high level thinking. In particular, it is hoped this investigation which explores response to moral issues in literature across several genres and through a variety of response modes, will provide useful data for teachers who search for practical ways to encourage children's growth in moral awareness.

Purpose of the Study

The primary purpose of this study was to explore seventh and eighth graders' responses to a moral dilemma across three literary genres in the naturalistic setting of the classroom. A particular area of interest was the patterns of moral reasoning seventh and eighth graders used when they responded to a similar moral dilemma in different genres. The study attempts to assess literary experiences as opportunities to discuss ethical problems, and assist children's growth in moral awareness in the natural social setting of a classroom where a number of group dynamics are at work. Several questions listed below facilitated the collecting and examination of data.
1. Description and comparison of response to a moral dilemma across genres
   a) In a natural learning environment, what modes of expression (journals, group discussion, directed questions, spontaneous comments, non-verbal cues) will reveal response to moral issues in literature?
   b) What are the characteristics of response (nature of discourse; positive/negative reactions; extratextual/intratextual references)?
   c) How will responses to a moral dilemma in fantasy compare to a similar dilemma in historical fiction and picture book?

2. Classification of response
   a) To what extent will seventh/eighth graders' response to moral dilemmas in literature reflect higher levels of cognitive moral development?
   b) To what degree will response to moral dilemmas differ across stages when genre changes?

3. Context and environmental factors
   a) What are the observable effects of the teacher, classroom environment and background knowledge on response?
   b) What are the observable effects of peer influence on response?
These questions reflect the main objectives of the present investigation. They are not thought to be complete in themselves as approaches to the problem identified in this study.

Approach to the Study

Developmental factors suggested that this study should be conducted with middle school children. The site chosen for this research project was a seventh/eighth grade classroom in a parochial school where the exploration and discussion of moral problems is encouraged as part of the curriculum. The present study looks at the specific responses of seventh and eighth grade students to the moral dilemma: "Is this participation in war justifiable?". The question was explored across three genres: fantasy, historical fiction and picture book. Genre selections were made on the basis of implications from previous studies (Golden 1978, Applebee 1978, Favat 1977) which showed differences between children's responses to realistic works and fantasy stories.

Books were selected on the basis of moral dilemma content, excellent literary reviews, and suitability for seventh and eighth grade students (Huck, Hepler, and Hickman 1987). Books selected for use in this study are:
a) The Black Cauldron, a fantasy by Lloyd Alexander;  
b) Summer of My German Soldier, a work of historical  
   fiction by Bette Greene;  
c) and Hiroshima No Pika, a realistic picture book  
   by Toshi Maruki.

The approach to this investigation was modelled  
after naturalistic studies where response is explored as  
it occurs in the social context of a classroom. In  
recent years, naturalistic response studies (Hickman  
1978, Hepler 1982, McClure 1985) conducted in classroom  
settings have yielded valuable information concerning  
teacher and peer influences on response. Insights about  
social influences on response may not emerge in contrived  
settings, or through the employment of artificial  
techniques. In respect to this study, areas of  
particular interest include the influences of teacher,  
peers, and the social environment on response to moral  
issues in literature, in a classroom setting.

Golden (1978) cited the need for more focused  
studies of individuals and groups in natural settings in  
order to explore existing relationships between response  
and environmental factors. One of Golden's major  
concerns was the interaction among participants involved  
in the social context of reading and response.  
Certainly, the concerns and interests that Golden
highlights are relevant to this investigation. The present study looks at a variety of influences on seventh and eighth graders' response to moral issues in literature in the social context of the classroom.

Scope and Limitations of the Study

The question posed in this investigation was broad in that it drew on a variety of theoretical and practical research perspectives from several academic disciplines: philosophy, psychology, literature and education. These perspectives provided the foundation for this naturalistic study of seventh and eighth graders' response to a moral dilemma across three genres. The research question was explored in relationship to: child development theory and response studies; cognitive-moral development theory and response studies; text and response studies; and naturalistic response studies. The limitations of the study are: it is a small sample conducted in a fairly restricted timeframe; the study takes place in a parochial school setting with predominately female students; the study is limited to the observations of a single researcher.

Summary

Although a number of previous studies have provided suggestions on how to promote children's moral growth and
development through literature, there seemed to be a need for further investigation of children's response to moral issues in literature, in the naturalistic setting of a classroom. The present study was specifically concerned with the relationship between cognitive-moral development theories and response to literature; the influence of text on response; the influence of teacher, peers, and the social environment on response to moral issues in literature in a classroom setting.

A discussion of related research will be found in Chapter II of this study. Chapter III provides details concerning methods and procedures used in this investigation. Chapter IV describes analysis of response across texts and response modes, and analysis of response to three text-related moral dilemma questions. Chapter V describes response to literature in this study in relationship to the social context of the classroom. Chapter VI provides a summary of findings, implications of the study for teaching, and suggestions for further research.
CHAPTER II
REVIEW OF LITERATURE

The major concern of the present study is children's response to moral issues in literature. Specifically, this study explores seventh and eighth graders' responses to a moral dilemma across three genres in the social context of the classroom. In order to set the question in appropriate context, it is necessary to examine many aspects of theoretical writing on response in relationship to the specific topic at hand.

The fields of psychology, linguistics, aesthetics, philosophy, education and literary research have all provided important insights into the nature of response. This chapter will examine in particular, the contributions of moral development research, cognitive development response studies, and naturalistic studies of response which employ techniques borrowed from ethnographic research.

Major Theories of Moral Development

Since a portion of this study refers to and utilizes data from certain research based theories of moral development, it seems important for purposes of clarification to briefly highlight current major theories.
of moral development. Three major theories of moral development have evolved in recent years from the fields of education, philosophy and psychology. They are: cognitive-development or structural theory, social learning theory, and psychoanalytic theory. Each of the theories offers insights into the nature of morality, its origins and occurrence in the individual. Although each model concretizes the abstract concept of morality through a contemporary perspective, each theory is rooted in an earlier philosophical or psychological school of thought.

The "structuralist position grows out of the philosophy of Immanuel Kant" (Windmiller, 1980, p. 2), in that human beings develop mostly by their own actions. Certain innate capacities present in humans influence the types of interactive experiences they will engage in. Future development is both affected and determined by previous experiences. In essence, each person structures his or her development, which is influenced and shaped by the past.

According to Windmiller (1980), "social learning theory has its antecedents in the empiricism of John Locke and the American behaviorism of John Watson" (p. 4). Family, culture and social class largely determine the direction and outcome of each person's life. Social learning theorists believe "moral learning
is socially learned behavior". Direct, sometimes
didactic methods of instruction and a core curriculum are
used to teach moral principles. The assumption is the
individual learner imitates parents and teachers who are
society's agents for the transmission of moral values.
Eventually, rules and values are internalized or
assimilated by the individual learner.

The psychoanalytic or Freudian view of moral
development "is like the psychoanalytic view of human
beings: they are driven by irrational impulses which must
be controlled through social prohibitions" (Windmiller,
1980, p. 5). Freud's theory of personality development
includes a provision for the growth of an inner mechanism
of moral restraint within the individual. This
psychoanalytic view of moral development stresses the
need for social prohibitions to curb the irrational
impulses of the human personality. Parents and other
influential disciplinarians are needed to provide the
necessary social control for moral restraint of young
children. Eventually, the superego, operative as
conscience, assists the individual in maintaining
self-discipline and making moral decisions.

Although each of the above theories has its
supporters, the structuralist view has received greater
attention within the field of education. This is largely
due to the work of Piaget (1965), who promoted and
extended the structuralist position with his model of cognitive development. Grounded in a theory of intellectual development, Piaget (1965) set forth a two stage model of moral development that was subsequently expanded and elaborated on by Kohlberg (1968). Since cognitive-moral development theory has proved highly useful in the field of education, and is relevant to the present study, a more in depth treatment is provided below.

Cognitive-moral Development Theory

Piaget's original theory of cognitive development is the springboard for his theory of moral development. Piagetian cognitive-development theory stresses three main levels of development in the individual:

a) level one, sensori-motor (birth to approximately 2 years of age);

b) level two, concrete-operational phase (pre-operational phase: 2 years to approximately 7 years of age; operational phase: 7 years to approximately 11 years of age);

c) and level three, formal-operational phase (11 years to approximately 15 years of age).

Within these stages of cognitive development, Piaget notes the child's capacity to acquire specific skills at different age levels. The child's ability to cope with
an increasing number of variables is a sign of progress or growth toward a higher level. In his model of cognitive development, Piaget refers to the concept of decenteration, or the ability to detach one's point of view from personal or social involvement. As the child progresses through higher levels of cognitive development, the child's capacity to decenter is increased.

Although criticized for underestimating infants' and young children's cognitive capacities (Donaldson, 1978), Piaget discovered several useful things about children's thinking that are relevant to response studies. According to Piaget, children throughout the world reach the capacity for concrete operations at about age seven. However, children vary greatly as to when they reach formal operations. Elementary school years are crucial times in which children begin to acquire a variety of skills needed to achieve further progress. Children in elementary school need long stretches of time and quiet space to pursue educational interests at their own rate of growth. Piaget maintains adolescent children often know more than they can handle. Their capacities for logical thinking frequently leave adolescents confused about what action to take. Piaget viewed adolescent condemnation of compromise and rebelliousness against
authority as part of the transition toward a formal operational mode.

Leaning on his cognitive theory, Piaget moved into the area of moral development. Defining morality as a system of rules, Piaget formulated a two level theory based on the individual's respect for rules. According to his schema, the child from birth to age seven accepts rules from an obedience and punishment orientation. After age seven, children view rules as unchangeable fixed decrees (heteronomous stage). Eventually, rules are seen by the individual as a flexible means of achieving social harmony (autonomous stage).

Kohlberg (1968) expanded Piaget's original theory to three levels of moral thinking, with each level containing two distinct stages. According to Kohlberg's theory, moral thought is like other kinds of thought, progressing through stages which are characterized by increasing differentiation and increasing integration, generating or expanding data as it goes along.

The structuralist view "offers insights into the way moral judgements and reasoning take place, as opposed to the occurrence of moral or immoral behavior" (Windmiller, 1980, p.2). Kohlberg believed that the person who understands justice is more likely to act justly, creating a moral climate that extends beyond the immediate and personal toward the universal society.
According to Kohlberg's taxonomy, justice represents the highest moral principle, and is reflected in the philosophy of Socrates, Lincoln, Thoreau and Martin Luther King. "This is because the ideal principles of any social structure are basically alike, if only because there aren't that many principles which are articulate, comprehensive and integrated enough to be satisfying to the human intellect" (Kohlberg 1968, p. 34). Kohlberg believed morality at the postconventional level is operative in the Golden Rule which emphasizes treating others as one would treat oneself.

Although other structuralists (Turiel 1975; Damon 1977; Gilligan 1982) have conducted important studies which extend the research data base, Piagetian and Kohlbergian cognitive-moral development theories are more widely known and utilized by educators. The cognitive-moral development schemata of Piaget and Kohlberg lend themselves especially well to research applications within the discipline of education. These schemata provide the foundation for many of the developmental studies discussed in this paper, and have proved useful to the present investigation. Certain elements from Kohlberg's and Gilligan's theories are utilized in this study. Because of this, Kohlberg's and Gilligan's research will be treated in more depth later in this chapter.
In summary, three major theories of moral development, rooted in earlier philosophical and psychological schools of thought, are widely accepted by educators and psychologists. Cognitive-development (structural) theory, social learning (behavioral) theory, and psychoanalytic (Freudian) theory offer different insights into the nature of morality, its origins and occurrence in humans. Although each has received considerable support, structural theory has been more widely utilized by educators due to the research of Piaget (1965) and Kohlberg (1968). Piaget extended his cognitive-development theory into a two stage model of moral development based on the individual’s respect for rules. Kohlberg expanded the Piagetian model into three levels of moral thinking. The focus of Kohlbergian theory is how people make moral judgements rather than what is moral or immoral behavior. Piagetian and Kohlbergian cognitive-moral development theories have been widely used in the field of education, providing a foundation for many response studies, including the present one. Other structuralists (Turiel 1975; Damon 1977; Gilligan 1982) have conducted important studies which have extended the data base about cognitive-moral development. Certain elements in Kohlberg’s and Gilligan’s theories are utilized in the present study.
Developmental Studies and Response to Literature

Research in children's literary growth indicates that a relationship exists between human development and children's response to literature. The initial work of Piaget and subsequent investigations of Kohlberg have been particularly useful providing response researchers with a preliminary data base in cognitive-moral development studies.

Current response investigations cited below suggest children's cognitive growth and maturity, reflected in changing patterns of thinking and understanding, influence literary preferences and response. Some studies specifically explore reader response to moral issues in literature, drawing on Piagetian and Kohlbergian cognitive-moral development theories. These investigations suggest response to moral issues is influenced by children's capacities to make moral judgments. Because judgments are cognitive organizations, to some extent they reflect developmental differences.

Cognitive Development and Response

Building on early studies of children's patterns of response and literature preferences that showed children of the same age group enjoying similar kinds of stories (Purves and Beach 1972), Applebee (1978) investigated
children's and adolescents' sense of story, considering responses in light of Piagetian (1965) cognitive developmental levels. Applebee's findings suggest the way children understand or make sense of stories is related to cognitive developmental factors. This comprehensive study reveals that children's understanding of story structure is reflected in identifiable patterns.

Applebee found that children from the age of seven are able to organize, categorize and classify events and experiences. Adolescents are better equipped than younger children to comprehend stories in which abstract concepts are employed as literary techniques. Young children judge stories in light of events and details rather than plots. Children from nine years of age show more interest in theme and recognize that stories are fictional. Older children and adolescents show an increasing tolerance for other points of view. Maturity brings a new appreciation for complex stories, multiple plots and richness of style. The study suggests that continued growth in a sense of story depends on the interaction of new capabilities with a variety of experiences. A major impact of Applebee's investigation is that it offers a useful frame of reference for teachers who seek to provide classrooms conducive to cultivating literary response. Literary growth is possible, although not guaranteed, when children are
provided with a variety of increasingly complex literature experiences.

Favat (1977) maintains young children's identification with fairy tales is due to Piagetian developmental factors. In an exploration of the characteristics of the traditional fairy tales, Favat found that children between ages 6 and 8 are more likely to enjoy fairy tales than are older children. Favat argues that the cognitive reasoning and belief system of fairy tale characters correlates to the reasoning patterns and moral judgments that have already been mastered by children in primary grade levels. Favat (1977) says "just as magic, animism, and morality of constraint characterize the world order of the fairy tale, so do they characterize the real world order as the child has believed it to be" (p. 51).

According to Favat, early primary children's moral judgments correspond with fairy tale justice, where wrongdoers are severely punished by a powerful authority figure. Young egocentric children, who disregard or do not comprehend causal relationships, agree with fairy tale justice. After age 8, children gradually become more aware of causality and the complexity of life. Older children turn away from fairy tales, which they now find simplistic and unrealistic. The study concludes developmental differences influence children's literature
preferences. In Favat's viewpoint, fairy tales are likely to be enjoyed by primary age children, while older children favor more realistic literature, which will stand the test of veracity and gratify current needs.

In a study of literature preferences of children in middle childhood, Schlager (1974) linked the emotional, psychological and behavioral characteristics of children aged seven to twelve to the characteristics of literary protagonists in Newbery Award books circulated in a public library system in a given year. Schlager drew directly on Piagetian and Eriksonian developmental theories, noting how developmental factors might be influential in determining why some books were more widely circulated than others.

Schlager analyzed the most widely circulated book in the library, Scott O'Dell's *Island of the Blue Dolphins*. The study shows how Karana, the story's main character, shares many of the cognitive patterns and attributes typical of children between 7 and 12 years of age. Alone on an island for eighteen years, Karana survives because of her ability to think logically, plan ahead and find or make the things she needs. Schlager compares Karana to children in middle elementary grades who are concerned with self-sufficiency. Developmental research suggests children of this age group begin to use syllogistic reasoning to plan ahead, think logically, problem solve
and perform tasks. Schlager concludes middle elementary grade readers will more likely identify with books that include characteristic behaviors and thinking common to their age level. The study reinforces the importance of developmental perspectives as indicators of children's reading interests and book selections.

In summary, research in children's literary growth points toward a direct relationship between cognitive development and children's response to literature. Some current response studies suggest children's literature preferences and concept of story is related to cognitive stages of development. Applebee (1978) defined children's sense of story in relationship to Piagetian (1965) cognitive development theory. Favat (1977) showed how fairy tale justice corresponds with primary children's patterns of moral judgments. Favat maintained young egocentric children enjoy fairy tales, while children over 8 years prefer more realistic literature, due to an increased capacity to understand causal relationships. Schlager (1974) compared story characters' patterns of thinking with the cognitive capacities of children in middle elementary grade levels. These studies suggest children's understanding of story and literature preferences are significantly influenced by cognitive developmental factors.
Cognitive-moral Development and Response

Using Piaget's (1965) cognitive-moral development (structural) theory as a frame of reference, Kohlberg (1968) studied the moral development of boys aged 10 to 16 over a span of twenty years. Responses to pre-selected moral dilemmas were categorized on the basis of type of reasoning employed rather than correctness of answers. Kohlberg's study stays within the framework of structural moral development theory, offering insights into how people make cognitive-moral judgements as opposed to what constitutes moral or immoral behavior. According to Kohlberg (1968), "moral thought, seems to behave like all other kinds of thought; progress through moral levels and stages is characterized by increasing differentiation and integration" (p. 33). Expanding Piaget's two stage theory, Kohlberg defined three levels of moral reasoning with two discernible stages within each level:

a) level one: preconventional
   stage 1: orientation toward punishment and unquestioning obedience to authority;
   stage 2: satisfaction of one's needs; sometimes seeks to satisfy others' needs;

b) level two: conventional
   stage 3: good behavior based on approval of others;
stage 4: orientation to respect for social order;
c) level three: postconventional
  stage 5: social contract/legalistic orientation;
     official morality of government;
  stage 6: orientation toward universal ethical
     principles (justice, equal rights of all,
     golden rule).

Kohlberg believed children acquire moral knowledge
by psychologically interacting with their environment.
When children are presented with situations in which
moral judgments can be made through comparisons,
categorizations, or hypotheses, the probability increases
that children will gain a fuller understanding of moral
problems and the events that surround them.

Kohlberg's theory of cognitive-moral development
provides for, but doesn't guarantee the individual's
progress to higher stages. According to Kohlberg's
schema, increasingly complex cognitive structures allow
for the possibility of increasingly complex moral
reasoning, and a subsequent movement from lower to higher
levels of thinking. Piaget, Kohlberg and other
structuralists define the highest level of morality as
justice, which is viewed as a universal good. The
structuralist's definition of morality attempts to remove
moral development from the relativity and limitations of
culture, emphasizing the need to develop morally mature
patterns of reasoning. Kohlberg (1968) asserts "the ideal principles of all social structures are basically alike, and most of these concepts have gone by the name of justice" (p. 34). According to Kohlberg, the person who understands justice is more likely to practice it. The one who understands justice "helps create a moral climate which goes beyond his immediate and personal acts" (pp. 34-35). Kohlberg believes the universal society reaps the benefits of high level moral reasoning since it encourages the practice of justice, and helps in the development of an ethical environment.

Some recent research questions the validity of using Kohlberg's taxonomy with females. In a study involving 29 women who were facing a decision about whether or not to have an abortion, Gilligan (1982) defined their responses to Kohlbergian moral dilemmas within the context of what she considers a central moral issue for women: the conflict between self and others when one must risk hurting. As a result of her initial research and two subsequent studies, Gilligan defines a theory of a morality of responsibility and care which is separate from a morality of rights. Gilligan's notion of a morality of care is based on her convictions of what is lacking in other cognitive-moral developmental theories. She maintains a problem exists in interpretation of women's development, and attributes the problem to the
exclusion of women from theory building studies in
previous psychological research.

Gilligan's study led her to define a three level
theory of moral development based on an ethic of care
found reflected in the lives of women:

a) first level: orientation to individual survival;
   self is sole object of concern;
   first transition: from selfish to responsible; concern
   for others causes conflict between would/should;

b) second level: goodness as self-sacrifice;
   caretaker role; major concern-hurting others;
   second transition: from goodness to truth;
   morality includes care of self and others;

c) third level: the morality of non-violence;
   moral equality between self and other;
   don't hurt either.

Gilligan believes the development of a principle of
moral responsibility proceeds through stages, and is
found reflected in the voices of women. Conclusions
about sex differences in moral development are drawn
from an all-female sample in the abortion study.
Gilligan asserts women come to moral decisions along a
different path and with different concerns from men.
According to Gilligan, women use different constructs and
moral concepts from those found in the outlines and
descriptors of Piagetian and Kohlbergian cognitive-moral
development theories. Gilligan (1982) says, "in this conception, the moral problem arises from conflicting responsibilities rather than from competing rights and requires for its resolution a mode of thinking that is contextual and narrative rather than formal and abstract" (p. 19).

In a review of moral development research, Brabeck (1986) argues there is a lack of empirical evidence to support Gilligan's conclusions. According to Brabeck, statistics from available research show there is little, if any difference, between high level moral responses in men and women. Brabeck (1986) says, "studies of sex differences in altruism and empathy frequently reveal more similarity than differences between males and females" (p. 82). Further, Brabeck also suggests Gilligan's theory, which uses some structuralist approaches, leans heavily on the neo-Freudian feminist research of Nancy Chodorow (1978) who presents an interesting theory on how boys "learn to be masculine and girls learn to be their mothers" (pp. 67-68). In this respect, Gilligan's theory deviates from the solid structuralist foundation of Kohlbergian cognitive-moral development theory. Brabeck (1986, p. 73) suggests that confirmation of Gilligan's hypothesis, that women develop a morality of care and men a morality of rights, must be sought in Kohlbergian moral development theory.
Brabeck concludes Gilligan's ethic of care is an ideal mythic norm that expands our notions of morality to include concern for inter-connection, harmony and non-violence. The contextual relativism Gilligan argues for, is that which governs our choices of moral action and emotional response to moral dilemmas; moral absolutes which Kohlberg argues for, govern our definition of what constitutes the moral good. Brabeck believes that Gilligan's most important contribution lies in a more complete description of the moral ideal. "The ethic of care that Gilligan heard reflected in the voices of women and which exists in mythic beliefs about women, expands our notion of morality to include concern for interconnection, harmony and non-violence" (Brabeck, 1986, p.84). Brabeck's solution of integrating the two moral norms reflects the moral philosophy of many world religions. For example, the Judeo-Christian biblical ethic equates justice with mercy and compassion (Donahue, 1977, pp. 108-109). The second part of the great commandment calls for love of neighbor as one loves one's self, and is the moral criteria for determining the "just" man or woman. Here, there is direct correspondence between Kohlberg's "golden rule" as the highest level of moral reasoning, and Gilligan's ethic of care.
Although some (Donaldson, 1978; Gilligan, 1982) have criticized Piagetian (1965) and Kohlbergian (1968) developmental theories, other studies continue to draw upon the cognitive-moral development research base. In the tradition of Favat (1977) and Schlager (1974), Pillar (1983) connected children's understanding of literary texts with child development theories. Pillar analyzed the responses of second, fourth and sixth grade children to three of Aesop's fables in relationship to the cognitive-moral development theories of Piaget and Kohlberg. The study correlated children's patterns of moral judgements to Piagetian moral dimensions of intentionality, relativism, punishment, and independence of sanctions. These elements were initially described by Piaget and subsequently studied and expanded by Kohlberg.

Pillar's research demonstrates the relationship between children's response to literature and cognitive-moral development. Children in Pillar's study gave individualized and unique responses to different aspects of the fables. However, younger children gave fewer mature moral judgement responses than older children to Piaget's four moral dimensions (listed above). Older children were able to consider alternative points of view and apply them to different situations. Pillar (1983) says, "in light of the developmental
trends, a major finding of this research is that reader response to fables showed that children pass through a series of increasingly complex moral stages" (p. 45).

Piaget (1965) asserted young children's early morality is oriented toward obedience, punishment and authority; while older children begin to consider rules in terms of mutual respect and cooperation. Pillar (1983) found a greater percentage of younger children gave immature responses that were "directed toward obedience and punishment, and characterized by the idea that adult-made rules were inviolable" (p. 43). Comparatively, the responses of the majority of older children reflected patterns of mature moral reasoning. These responses were "directed toward justice and responsibility, and were characterized by the idea that rules are based upon mutual respect and formed out of reciprocal relationships among peers" (Pillar, 1983, p. 44). According to Pillar, older children provided mature responses in which they recognized the rights of other people. These children said they wished to treat others as they would like to be treated.

In addition to highlighting developmental influences on response, Pillar's (1983) study offers insights to the teacher who seeks to cultivate moral discussion in the classroom. Pillar agrees with Piaget (1965) in the belief that theoretic moral reflection leads to a
progressively conscious realization of moral activity. Discussion is recommended to promote reflection and "objective verification." Pillar (1983) says, "if we can help children to verbalize about moral dilemmas, we may be getting them closer to acting upon their pronouncements" (p. 46). In Pillar's opinion, the least that may happen through such discussions is that children may be helped to recognize alternative actions, and to consider different points of view.

Galda (1980) investigated the responses of three fifth grade girls to two works of realistic fiction in light of developmental theories. The children were interviewed about reading preferences, habits, and concept of story. Kohlbergian moral judgment interviews were administered. Analyses of discussion strategies revealed individual styles of response. One girl showed an appreciation for the complexity of story elements, and attained a spectator stance (Applebee, 1978). Galda concluded response to literature is unique and individual. The ability to attain a spectator stance in responding to story may be linked to developmental factors.

Other research studies recommend using Kohlbergian (1968) moral development schema to analyze the stages of moral reasoning of literary protagonists who are confronted with ethical dilemmas. Biskin and Hoskisson
(1974; 1979) propose using children's literature in the classroom to develop moral awareness. The literature model recommends an initial identification of moral issues, and subsequent classification of the stages of moral development of story characters. The model correlates Kohlberg's moral development stages with specific moral issues within literary texts. Moral dilemmas confronting story characters are identified by reference to categories of moral issues such as: obligation, responsibility, blame/approbation, punishment, contract/promise, life, property, prudence, welfare of others, respect, justice, and reciprocity. Situations requiring a moral judgment are identified by the teacher. Moral issues are selected, and Kohlberg's taxonomy is employed to identify the moral development stages of story characters. Biskin and Hoskisson recommend development of additional questions to increase the interaction of children with the moral dilemmas faced by literary protagonists.

Biskin and Hoskisson (1974; 1979) concur with Piaget (1965) and Kohlberg (1968) in the belief that in-depth moral discussions provide opportunities for children to increase moral reasoning ability. The major point of the Biskin and Hoskisson study is to create a practical model for classroom discussion of moral dilemmas through children's literature, in order to provide children with
interactive experiences necessary for cognitive growth. Biskin and Hoskisson (1974) note that "discussions provide a systematic nonsectarian program for developing moral awareness that should enable students and teachers to make moral judgements that are beneficial to the school and society" (p. 156).

Readance, Moore and Moore (1982) propose a slightly different Kohlbergian approach for response to literature in a classroom setting. Noting that teacher questioning often deteriorates into testing situations rather than instructional ones, Readance, Moore and Moore suggest an approach that allows middle and high school students to analyze and respond to literature at an interpretive level. Moral reasoning is a framework that offers students a structure for analysis and debate. The model recommends that students classify fictional characters' moral decisions according to Kohlberg's moral development stages. In an attempt to demonstrate their point, Readance, Moore and Moore (1982) adapted one of Aesop's fables and provided hypothetical student interpretations of the moral reasoning of the fable's main character. The model exhorts teachers to instruct students on Kohlbergian moral levels and stages. The teacher then reads short literature passages to the entire class. Characters' responses to moral issues are identified by the students. The teacher and class engage in follow-up
discussions to identify the moral levels and stages of story characters. All student arguments are to be considered as plausible, and matching a response to the teacher's interpretation is to be discouraged. The model is recommended for use with middle or high school students during a semester or entire year. Short stories, poems, plays, films or novels are suggested literary materials for the study. Self questioning techniques are recommended to improve reading comprehension. Readance, Moore and Moore (1982) assert, "students respond well to this approach for interpreting literature because they are able to contribute their own knowledge and experiences to elaborate Kohlberg's stages of moral reasoning" (p. 108). The approach is meant to encourage readers to respond to literature in meaningful and personal ways.

In summary, Piaget's (1965) two stage theory of cognitive-moral development was expanded by Kohlberg (1968) who analyzed and categorized the moral responses of boys from the ages of 10 to 16 years over a span of two decades. Kohlberg's highest level of moral reasoning is found in stage 6 with concern for justice reflected in an orientation toward universal ethical principles (justice, equal rights, and the golden rule). Gilligan's (1982) study questions the validity of Kohlberg's taxonomy with females. Drawing on the neo-Freudian
The Literary Text

The present study explores students' oral and written responses to a moral dilemma across three literary genres. This section looks at current research that implicates textual components and story content as possible influences on response. Included in this section is a description of a schema for response (Golden, 1978) used in the present study to analyze response to moral issues in literature. The interaction that takes place when reader and text come together is a second area discussed in relation to current reader response theory. Another focus of this section is how fantasy and realism impact on the reader, and what this implies in terms of response. Finally, the question of using tragic story content with children is discussed. Current research suggests that tragedy is a powerful literary tool for generating response among adolescent age groups.

Text and Response

Research suggests response to literature is affected by the nature and content of text. In a study that analyzed the verbal responses of fifth and eighth grade students to realistic and fantasy stories, Golden (1978) found that response is influenced by the nature of the text as well as by the reader.
Golden defines the nature of text in relationship to semantic components and story structure. Propp's (1958) morphology and Rumelhart's (1977) story grammar provide a foundation for Golden's analysis of text. "Structure is essentially the framework of the story--its setting and episode structure--and may reflect its membership in certain classes of fiction such as fairytales, novels or short stories" (Golden 1978, p.27). According to Golden, the content of the story is concerned with characters and their development and can be further classified as realism or fantasy.

Acknowledging the different stances authors and scholars take toward fantasy and realism, Golden says that fantasy asks readers to suspend disbelief while realistic fiction depicts ordinary events in a somewhat plausible view of life. However, she cautions that, while a realistic story may present a plausible secondary world, a work of fantasy may depict a world which is preferable. Golden says that fantasy and realism both make special demands upon the reader. Each literary genre may call for different kinds of interactions as well as different kinds of response.

In the research study, preselected fifth and eighth grade students listened to taped versions of fantasy and realistic short stories as they read the texts. Golden designed a set of questions and interviewed students in
order to elicit responses to the pre-selected stories. Following the interview procedures, Golden analyzed students' verbal responses to specific open ended, recall and channeled questions.

Golden (1978) developed a model for response analysis which includes aspects of schemata developed by Britton (1971), Moffett (1968), Purves and Rippere (1968), and Frye (1964). The synthesis facilitated response analysis by providing a broad range of variables including: the function or purpose of language; the thinking underlying language; and the relationship of the reader to text. The schema includes four levels of discourse with two or three categories within a level which reflect different cognitive functions and purposes for language. Two patterns of reference are used to describe the reader's relationship to the text. Discourse levels, categories, and patterns of reference are:

a) level one: expression
   categories: empathy, identification, and moral value/judgment;

b) level two: report
   category: recall/summary;

c) level three: exposition
   categories: classify, interpret, evaluate;

d) level four: construct
   categories: hypothesize, poeticize;
e) patterns of reference: endophoric, exophoric.

In Golden's (1978) schema, the expression level is used to reveal the self. The underlying cognitive activity is association, and the language is that of self-expression. Golden (1978) says "the expressive level of discourse serves the function of revealing how the self relates to the experience and though association is a principal cognitive function, it is largely affective in nature" (p. 82). The empathic category reflects the speaker's feelings of compassion or sympathy for others. Identification is reflected when the speaker identifies with the text or story protagonists. The moral value/judgment category reflects the speaker's subjective judgment of others.

The report level of discourse directs language toward recalling or summarizing textual experiences or events. "The recall data is that which the speaker has chosen as a salient aspect of the text to articulate" (Golden 1978, p.83). Events may be recalled or summarized because they made an impression on the reader. Recall is also used to support a general statement about the text.

The exposition level of discourse is used to explain what happens or to generalize about a virtual experience. Three categories defined within this level are: classification, interpretation, and evaluation. Golden
notes that each of these three categories reflects Bloom's (1956) cognitive operations. The classification category links to the cognitive behavior-knowledge; interpretation links to the cognitive behavior-comprehension; evaluation is the cognitive behavior that reflects the ability to make judgements based on the use of criteria.

The fourth level of discourse in Golden's response schema contains two types of verbal constructs: theoretic and poetic. Speaking about the two categories in the construct level, Golden (1978) says that in the theoretic mode "the individual hypothesizes about a possible principle in the world" (p. 85.) This construct reflects a possible theory like that of a scientific hypothesis supported by examples or proofs. "In the poetic construct, the speaker or writer creates a possible world--a virtual experience" (Golden, 1978, p. 86).

Form or structure of message is of central importance at the construct level.

Golden views the four discourse levels in a hierarchial order, and on a continuum. Experience or text content is significant at the expressive and recall levels which begin the order of progression. The exposition level of discourse represents the individual's ability to generalize and find relationships, creating meaning from content and structure. Form or structure of message is the major focus of the construct level, the
fourth and highest order of discourse on a progressive scale. Noting that each level represents increasingly complex forms of language and thought, Golden (1978) says "there is a shift from the informal (self) to formal (structure)...a gradual increase of distance from the audience, from a limited, personal audience to a formal, distant audience" (p. 87).

Halliday's and Hasan's (1976) patterns of reference are used by Golden (1978) to analyze the way individuals "refine or further develop responses by supporting them with references to self, the world or the text" (p. 88). References are considered exophoric when they refer to something or someone outside of the text, such as the self or the world. Textual references are classified as endophoric when they link into the structure or content of text by "isolating certain events, interpreting meaning, evaluating or classifying the text or analyzing characters" (Golden, 1978, p. 89).

Golden's (1978) findings suggest that genre or textual differences may influence students' responses. Fifth graders contributed report-level responses to the fantasy selection, but provided none for the realistic story. Golden attributed this to the event-oriented nature of the fantasy story as compared to the character development emphasized in the realistic work. Fifth graders had more evaluative and identification responses
to the realistic story than to the fantasy selection. Eighth graders had a greater number of evaluative, classification and interpretive responses to the fantasy story than to the realistic work. Patterns of reference generally indicated an equal distribution of exophoric and endophoric responses across texts. However, fifth graders provided a greater number of exophoric responses to the realistic fiction than did eighth graders. Eighth graders contributed higher level responses as a whole, but fifth graders provided a greater number of responses. Golden attributes some of the differences between responses across grade levels to teaching modes. "The fact that eighth graders had more interpretive responses and fewer expressive responses may be the result of teaching emphasis" (Golden, 1978, p. 162). Further, Golden (1978) notes that "as children enter the upper grades, the curriculum becomes more subject centered and less child centered in many instances. Sharing books is replaced by textual analysis as students are encouraged to abstract the inherent meaning in the text" (p. 162).

Other findings indicated that eighth graders seemed to recognize the fantasy selection as a type of literary genre that compares to stories from ancient Greek and Roman mythologies. Classification responses encouraged the eighth graders to draw on background knowledge of other literature when responding to the fantasy story.
Fifth and eighth graders recalled a larger number of elements in the development of the fantasy story than in the realistic selection. Golden attributes these response differences to the nature of the fantasy selection which was more event oriented than the realistic work. The realistic story emphasized the psychological development of the characters rather than story events.

A significant implication of Golden's (1978) study is "that response to literature is influenced by the nature of text as well as by the reader" (p. 161). Students' responses to the fantasy and realistic stories indicated they were sensitive to a number of textual elements such as style, lexicon and events, and were aware of a relationship to a secondary world. Response to fantasy indicated an acceptance of the author's world without concern for the veracity of the story. In the case of the realistic work, some students were disconcerted by an implausible ending. Golden (1978) views these factors as evidence "that students were aware of textual elements when responding and that these elements not only influenced the type of response but also made special demands on readers both in reading and in constructing the text" (pp. 161-162). Golden cautions teachers to be aware of the potential of text for influencing response.
Golden (1978) was influenced by Rosenblatt (1978) who first discussed the nature of the reader's identification with a text in 1938. Rosenblatt's work remains a major document on the topic, and has provided the theoretical basis for much research in the study and teaching of literature. In her transactional theory of response, Rosenblatt emphasized that both reader and text equally contribute to a literature experience. Personal factors enhance and affect response to literature. Rosenblatt (1978) says the literary text is best understood as "a slice of life seen through a temperament" (p. 262).

Through a literature experience, readers participate directly in making or clarifying choices while exploring alternative actions or behaviors represented in the text. Rosenblatt (1978) considers literature to be a "potential means of developing social understanding" (p. 237). Further, literature discussions make possible "rehearsals of the struggle to clarify emotion and make it the basis of intelligent and informed thinking" (Rosenblatt, 1978, p. 238). According to Rosenblatt, literature is an educational medium with the power to influence student's habits of thought. Rosenblatt believes that when this fact is widely recognized, literary materials will be incorporated in many areas of the curriculum. A didactic approach of using literature to teach a moral lesson is not considered appropriate educational methodology.
However, Rosenblatt suggests that when there is active participation in a literature experience for its own sake, readers will provide more refined responses that reflect and promote human understanding and sensitivity.

Rosenblatt (1978) thinks students need certain tools for evaluating the various portraits of life they encounter in a text. Part of the equipment students need to understand and evaluate literature is a knowledge of the possible influences, prejudices, personal obsessions, and political aims that may color the author's world view. Supplemental materials can bridge the gap that often exists between readers and unfamiliar texts. Readers need some prior experience or background knowledge from which to build a context, otherwise, comprehension is impossible or difficult. Discouraged, the reader may abandon the text. Rosenblatt recommends that while reading a work of literature, the student explore additional information through supplemental materials from appropriate sources such as history, sociology, anthropology and literature study. "Both from the point of view of literary criticism and from the point of view of preparation for actual living, he should be stimulated to evaluate the ethical and social implications of the images of life encountered through literature" (Rosenblatt, 1978, p.263).
Fantasy and Realism

Other research offers insights into the value of using fantasy and realism with children. Bettelheim (1976) argued that individuals learn to cope with the dark side of human nature and their own subconscious fears by meeting them in fantasy. Speaking about the Hindu use of a fairy tale with an emotionally disturbed person, Bettelheim (1976) says the story allows the individual to "find his own solutions, through contemplating what the story seems to imply about him and his inner conflicts at this moment in his life" (p. 25). Bettelheim recommends the use of fairy tales with children. The fairy tale is a literary mode which allows the individual to come to grips with a problem in an elementary form. The child can identify with appealing characters in a fairy tale. Reflection on the actions of literary role models helps children make or clarify their own choices. The successful hero provides children with assurance that they too, can succeed. "Fairy tales intimate that a rewarding, good life is within one's reach despite adversity...these stories promise that if a child dares to engage in this fearsome and taxing search, benevolent powers will come to his aid" (Bettelheim, 1976, p. 24). According to Bettelheim, fairy tales differ from fables, myths and some folktales in that fairy tales offer hope and the promise of a happy ending.
As noted earlier in this study, Favat (1977) argued that young children identify with fairy tale characters and events. According to Favat, children over eight years old lose interest in fairy tales, preferring more realistic stories. However, adults may enjoy fairy tales for many of the same reasons young children enjoy them. Character identification and a successful outcome of the hero’s adventure may satisfy the needs of those who are confronted with difficult or insoluble problems in life. Favat believes it is important to provide children at every age level with the kinds of reading material they are interested in. "Children’s preferences are strong...when they want fairy tales, they do not want stories of reality; when they want stories of reality, they do not want fairy tales" (Favat, 1977, p. 65).

While Bettelheim (1976) and Favat (1977) look at the value of using fantasy and realism, Warlow (1977) explores the differences between the two literary classifications. Children’s inevitable question, "Is it true?", is seen as an attempt to discover what kind of literature they are dealing with. Literary works are classified within a hierarchy of veracity, according to their similarity or dissimilarity to the external world. Warlow (1977) says, "some classes of fiction are truer than others" (p. 98). Some stories require imaginative assent while others appear to be believable and
verifiable. Fantasy means that the physical laws of nature are suspended or amended, and connection or causality as found in history or science, is absent. Realism constitutes those works in which the normal laws of nature are retained and supernatural phenomena have been excluded. Historical and familiar settings are found in the more realistic works of fiction. In Warlow's schema, a progression in realism moves from highly allegorical myth toward psychologically accurate and explicit contemporary fiction. Children need to know what kind of world they are entering and by what conventions a story operates. Story conventions can be identified in terms of types of events, modes of behavior, operative moral systems, and appropriate narrative style and vocabulary. Warlow says (1977) children need "access to the value systems and characteristics of the protagonists and the physical and metaphysical characteristics of the Secondary World in order to predict and therefore comprehend the narrative" (p. 99) Fantasy and realism make different demands on readers, and for this reason it is important to be aware of story conventions. Golden (1978) suggests, "the realistic story depicts a secondary world which is plausible while a fantasy story represents a world which is preferable. Each world may call for different kinds of engagement as well as different kinds of response" (p. 30).
Tragic Content

The content of fantasy and realism frequently includes tragic themes. The question of allowing children to read material that deals with the darker side of life, fear, tragedy, death or evil has been a much debated subject. In the not too distant past, tragic content would have been dismissed by many parents and teachers as unacceptable material for children. Although the debate continues through censorship attempts, there is wider recognition of the fact that many children want to know about the darker elements of life. Children, like adults, demonstrate an attraction to horror and tragedy.

McCreech (1977) reminds us of children’s interest in the dark side of life. He dismisses the argument that tragic content in literature provides a safe release for children’s violent feelings. McCreech (1977) says the interesting question is, "What do children themselves think about what they read and see? How do children of different ages interpret the horror and tragedy which they see in the world around them?" (p. 113).

Drawing on Piagetian (1965) cognitive theory, McCreech argues that children under twelve are restricted in their awareness of most of the consequences of a tragedy, especially from social and emotional perspectives. The adolescent child, having reached the
formal operational level of thinking, can anticipate the results of an action or event. According to McCreesh (1977) "the adolescent child is growing towards sensitivity to the feelings of other people" (p. 115).

McCreesh (1977) believes it is the quality of a higher level of thinking that enables the older child to put himself in the place of another afflicted by tragedy. The nine year old child will be attracted, fascinated and frightened by horror but will interpret it objectively. The real implications of a tragedy are lacking in the child who is unable to appreciate the emotional reactions of other people. The fourteen year old may also be attracted, fascinated, and frightened by horror but he will be aware of the awful consequences of what is seen and read. She can imagine the physical, social and emotional devastation of a tragic event. The adolescent is capable of seeing the event from different points of view. McCreesh recommends the teaching of tragedy to children. He believes that introducing children to elements of tragedy in children's literature connects them with a vast literary heritage, and provides opportunities for education in emotional reason. While he condemns thoughtless cruelty and sadism, McCreesh believes that realism in children's literature helps children develop sensitivity and compassion. McCreesh (1977) says "the teaching of tragedy may have certain
implications for the moral education of the child" (p. 119). While this may seem an unreasonable position to some, McCreesh argues that, from a religious or purely human point of view, certain feelings and attitudes contribute to moral awareness and behavior.

McCreesh (1977) suggests that moral virtues, about which there would be some agreement, are those concerned with relationships between people. Moral concerns include sensitivity to the feelings of others, sympathy with and appreciation of the life, suffering and anguish of people we do not even know. For McCreesh, a necessary part of morality includes an awareness that all people share the capacity to think, suffer, feel and enjoy life. Furthermore, the basis of all morality "is the sensitive ability to share the experiences of those inflicted with misfortune" (McCreesh, 1977, p.120). The capacity to share these experiences can be taught through the use of tragedy, both literary and everyday. This expanded vision of morality is one which the child does not possess, and without a variety of experiences, perhaps, will never attain. Providing virtual experiences of tragedy through children's literature could help children move into higher levels of thinking and moral reasoning. McCreesh (1977) concurs with Piaget (1965) and Kohlberg (1968) in the belief that children who become aware of their own feelings and reactions to tragic events in
literature and everyday life are more likely to become aware of similar feelings in others.

In summary, Golden's (1978) schema provides the present study with a viable framework for response analyses. Golden suggests that structure and content of text significantly influence response. Certain differences are noted between students' responses to fantasy and realistic works. Golden was influenced by Rosenblatt (1978) who emphasized the equal contribution of text and reader to the literary experience. Bettelheim (1976) and Favat (1977) recommended fantasy and realistic literature with specific age groups. Warlow (1978) cited the structural differences between fantasy and realistic texts, stressing the importance of story conventions as a means of identifying and classifying a literary work. Fantasy and realism make different demands on readers, and elicit different kinds of responses. Many have recognized that fantasy and realistic literature frequently contain tragic themes. Although some question the use of tragic content with children, McCreesh (1977) recommends the teaching of tragedy to all age groups. McCreesh asserts that introducing children to elements of tragedy in children's literature connects them with a vast literary heritage, and provides opportunities for growth and development in moral reasoning and awareness.
Naturalistic Studies and Response

In the last decade, studies in response to literature have reflected a new trend, the investigation of a research question in a naturalistic setting. Some studies have been conducted in a classroom, providing new and useful insights for teachers who seek meaningful ways to enhance children's literature experiences. A major contribution of recent naturalistic studies in response has been to extend the data base of knowledge concerning the social context of the learning environment.

Hickman's study (1979) of children's response to literature in grades K-5, found that expression of response is largely context-dependent. The study was conducted in a non-traditional school where the classrooms were open and informal. Children responded to literature in a variety of ways, including oral, written and non-verbal modes. Response to literature included children browsing through books, making spontaneous comments and recreating story events through drama, role playing, art and written products. Teachers influenced the type and amount of response produced through planning, employment of classroom based strategies, and by expressing approval of children's contact with books. "Whether or not they were totally conscious of it, teachers wielded a great deal of power over children's response to literature" (Hickman, 1983, p.12).
Children's nonresponse was just as revealing as the solicited data. The small number of responses about a story's structure reinforced evidence that children of this age group focus more on story content. Some responses were generated by the teacher's direct suggestion, others were encouraged indirectly. If the teacher failed to legitimize a book or activity, some anticipated responses never materialized. The teacher's response behavior was mirrored in the questions, comments and interactions of children. Hickman (1979) concludes that by their instructional strategies, teachers influence both the quantity and quality of children's response to literature.

A year long study of fifth and sixth graders patterns of response to literature in a classroom setting conducted by Hepler (1982) indicated that children's choices of books were heavily influenced by teachers, peers and adults. Response events changed, developed and grew within the social context of the classroom which became an actual "community of readers". Children made choices on what to read and whom to read with, using each other and the teacher to locate preferred books. Some children preferred contemporary realistic fiction, others enjoyed funny stories, while still others liked non-fiction, fantasy or easy to read books. Hepler (1982) cited the following major influences on children's
book selections: peers; teacher; other adults; prior experience with books; influence of genre; content or type of book; author; length of book; availability and proximity of choice; influence of book appearance; influence of assignments. Children liked stories that were exciting, had a straightforward plot, clearly depicted characters and unique vocabulary. Part of the literature program involved having the teacher read aloud some of the books. Patterns of response concerning these literature events indicated that children appreciated the teacher's ability to read with expression. In group discussions, children recalled story content, supported each other and enjoyed discussing familiar plots.

Classification or categorization responses were offered only when the teacher asked leading questions.

Hepler (1982) noted that some children seemed close to formal operational thinking, beginning to objectively evaluate literature. However, most children related subjective feelings about books. When responding to theme, children often had trouble finding the words to describe what they were thinking. Lehr (1988) cited the same phenomena and suggests there is a correlation between children's exposure to literature and children's awareness of themes. Hepler (1982) concludes that reading in the classroom is a social event, and response to literature is context related.
McClure (1985) looked at the responses of fifth and sixth graders to poetry in a classroom setting for one year. This naturalistic study provides a detailed picture of a school's poetry program; how children responded to poetry and developed into a community of writers. McClure's investigation provides insights into the unique tastes that children have for certain types of poetry. In concurrence with Hickman (1979), McClure (1985) found the teacher played a paramount role in response by planning, promoting and sustaining children's interest in a literature event. Peer influence was manifested in the conversations children had with each other about the meaning of a poem. The social aspects of response were strongly evident in McClure's study.

These investigations suggest there are advantages to studying response to literature in its natural context. Hickman (1979), Hepler (1982) and McClure (1985) found that multiple factors influence children's response to literature in the classroom setting. Teachers wield enormous power by planning classroom literature programs, and by expressing approval of children's book selections and modes of response. Peers influence each other both in book selections and aspects of response. In these studies, enriched classroom environments where motivated teachers provided a variety of literary resources and varied the arrangement of furniture, encouraged response.
Summary

This chapter includes the contributions of several research areas in relationship to the present question of seventh and eighth graders' response to moral issues in literature in the social context of the classroom. Contributions from moral development research, cognitive development response studies, and naturalistic studies of response have been discussed.

Three major theories of moral development, rooted in earlier philosophical and psychological schools of thought are widely accepted by educators and psychologists. Cognitive-moral development (structuralist) theory, social learning (behavioral) theory, and psychoanalytic (Freudian) theory offer different insights into the nature of morality and its origins. Cognitive-moral development, or structural, theory has been widely used in the field of education due to the work of Piaget (1965) and Kohlberg (1968). Turiel (1975), Damon (1977) and Gilligan (1982) have extended the structuralist data base. Cognitive-moral development research provides the foundation for many response studies, including the present one which draws on elements from the theories of Kohlberg and Gilligan.

Research in children's literary growth points toward a direct relationship between cognitive development and children's response to literature.

Cognitive-moral development response studies have drawn on the work of Piaget (1965) and Kohlberg (1968). Although Gilligan (1982) questions Kohlberg's taxonomy with females, Brabeck (1986) suggests the research evidence is inconclusive. Further cognitive-moral development studies are recommended by Brabeck to establish the credibility of Gilligan's hypothesis. Other response studies have utilized Piagetian and Kohlbergian theories. Pillar (1983) analyzed children's moral elements of response to fables in relationship to cognitive-moral development theories. Differences in patterns of moral reasoning were attributed to cognitive-moral development factors. Galda's (1980) study of three preadolescent girls' responses to literature, in relationship to cognitive-moral development theories, indicates response may be influenced by developmental factors. Other studies (Biskin and Hoskisson 1979; Readance, Moore and Moore 1982) propose Kohlbergian
literary models in which upper elementary and high school students would analyze the moral reasoning of literary protagonists. These models seek to provide teachers and children with opportunities to increase moral reasoning abilities in non-sectarian programs.

Research in response has suggested that text and reader provide equal contributions to the literary experience (Rosenblatt, 1978; Golden, 1978). Golden (1978) found certain differences between students' responses to fantasy and realism. Golden suggests that structure and content of text significantly influence response. Golden's (1978) response schema is used in the present study as a framework for response analyses. Bettelheim (1976) and Pavat (1977) recommended fantasy and realistic fiction with certain age groups. Warlow (1978) cited structural differences between fantasy and realistic texts. McCreesh (1977) recommends the teaching of tragedy through children's literature to connect them with a vast literary heritage and provide opportunities for growth in moral reasoning and awareness.

Naturalistic response studies (Hickman 1979; Hepler 1982; McClure 1985) conducted in recent years suggest there are certain advantages to studying response to literature in its natural context. Multiple factors influence children's response to literature in the classroom setting. Hickman (1979), Hepler (1982), and
McClure (1985) found teachers wield enormous power in the classroom by planning literature programs and expressing approval of children's book choices and modes of response. Peers, teachers, and other adults influence children's reading preferences. The richness of the classroom environment was found to be an additional influence on response. These studies suggest that reading in the classroom is a social event, where a variety of factors influence response and contribute to the success of a literature experience.
CHAPTER III

METHODOLOGY

This study explored and compared seventh and eighth graders' patterns of response to a moral dilemma across three genres, in a single classroom, during the last six weeks of the school year. Although the study was primarily qualitative, some quantitative techniques were used to compare data across texts and response modes. Special consideration was given to the selection of a site. The researcher needed to find a classroom where she would be welcome; where there would be support for discussion of moral topics; where students were comfortable responding to literature through a variety of response modes. Details concerning the site, characteristics of the population under study, a description of data collection procedures, and structure for analysis of data are included in this chapter.

Rationale for Classroom Selection

This study explored and compared responses to a moral dilemma in three genres through a variety of modes of expression in the self contained seventh and eighth grade classroom of a small parochial school on the near
north side of Columbus, Ohio. In order to facilitate the needs of this study, it was important to observe a student population that was comfortable with a wide range of literature types, and accustomed to a variety of response modes. It seemed helpful to find a site where there would be support for discussion of moral topics. In addition, it was important to find a site where the researcher would be welcome. The principal and teachers in the school selected for this study were well known to the researcher, who had previously conducted literature workshops for them.

Although the school is traditional in some ways, literature programs are much like those found in alternative schools or informal classrooms. Classes are small in size with student enrollment ranging from 15 to 20 students per room. Some classes are split grade levels, depending on enrollment in a given year. Each self-contained classroom is stocked with contemporary children's books and a variety of materials to be used in literature extension activities. Since the school has a limited budget, many books are on loan from school and public libraries. Rugs and special furniture placed in certain sections of classrooms mark them as reading centers. According to the teacher of the class selected for this study, students had a year long history of reading a variety of literature. In a preliminary visit
to the site, the researcher observed the following: the back and front corners of the room contained shelves of current young adult literature along with Shakespeare and other classics; area rugs and long tables with chairs were positioned close to bookcases. Bulletin boards in these "literature centers" were decorated with posters and artwork celebrating favorite books.

In order to control the amount and quality of data in this study, it was necessary to find a classroom with a small group of students. Cognitive-moral development studies suggest adolescent children have the capacity for high level moral thinking, which may not yet be developed in younger children. Therefore, the ideal setting appeared to be a classroom with a small number of adolescent aged children who were accustomed to a wide range of literature and who would be capable of dealing with complex moral issues. Since there is greater support for discussion of moral issues in a parochial school, it seemed best to conduct the study in such a setting. The classroom selected for this investigation matched the prerequisites described above.

Population of the Study

The population of the study included 11 seventh and 5 eighth grade students. The predominately female population was multi-cultural, representative of three
racial groups: Asian, Caucasian, and Black. Eleven students were female; five students were male. All students came from families with strong religious backgrounds. The student population included representatives from the following faith traditions: several Christian denominations, the Church of Mormon, and Buddhism. Fifteen students participated in most response activities. One student, recently arrived from Viet Nam, offered only two comments during the six weeks of the literature study. These responses were provided in the class discussion of the third text. Unable to write or speak fluently in English, the student did not feel comfortable writing daily entries in a journal, or participating in group discussions. No standardized test scores on students were made available to the researcher. However, the teacher and principal told the researcher most students were of average intelligence. Five were considered to be above average students. According to the teacher, all students maintained average to above average grades on report cards in any given year.

Collection of Data and Procedures
Since the school was traditional in style and physical setting, the researcher, who took the stance of an observer, was present only for that part of the day in which reading and literature study normally took place.
On most days of the week, reading/language arts classes were held between 12:15 P.M. and 1:30 P.M. When special all school events were scheduled in the afternoon, literature study took place in the morning. Whenever time changes were necessary, the observer was notified in advance by the classroom teacher.

Collection and documentation of data were managed in a variety of ways:

1. The researcher observed daily reading and response activities for six weeks; on site observations were recorded in field notes.

2. The teacher recorded daily reading class discussions with an audiocassette recorder; audiotapes were made available to the researcher for transcription into typed protocols.

3. The teacher and researcher photographed each other with students. Students were photographed during response activities and at work on literature extension projects.

Although the present study looked at the nature of students' response to literature within the context of the daily classroom routine, the teacher made special plans and cooperated with the researcher on methods for the exploration of literature and implementation of a variety of response activities.
The intent of this study was to explore a variety of texts, in which similar moral dilemmas were embedded, with seventh and eighth grade students in a self-contained classroom. The research plan called for the teacher to read aloud and facilitate response activities for one book each from three genres: fantasy, historical fiction, and picture book. The choice of a moral problem to compare across genres was made on the basis of classroom curriculum demands. The seventh and eighth grade students selected as a target population for this investigation were about to begin a study of America's participation in World War II. Therefore, it seemed appropriate that the specific moral dilemma to be explored across three literary genres would be: "Is this participation in war justifiable?" Exploring different participations in war through children's literature provided opportunities to discuss a moral problem in a natural context. Books were selected on the basis of genre differences, excellent literary reviews, and content inclusive of the moral problem described above. Texts used in this study are: The Black Cauldron, a fantasy by Lloyd Alexander; Summer of My German Soldier, an historical fiction by Bette Greene; and Hiroshima No Pika, a picture book by Toshi Maruki.

Reading and response activities were structured into the classroom's regular schedule for reading and
literature study. The research plan called for the classroom teacher to read aloud each day for twenty minutes while students followed with individual copies of texts. This approach corresponded to the teacher's routine of reading a part of a book each day to students. The difference was the availability of extra texts which enabled students to read along if they wished to do so. The researcher's decision to provide all participants with books allowed students to have maximum access to texts during reading/response activities.

Journal and discussion response activities were conducted as follows:

1. After completion of each read aloud segment, students were given ten minutes to write free style responses in literature journals. The teacher required students to keep a loose leaf notebook with dated journal entries on each book read during the school year.

2. Students were encouraged by the teacher to include personal and literary reactions to texts in journal entries.

3. Journal writing was followed by a thirty minute group discussion of the text.

4. The teacher initiated discussions by inviting students to share journal comments. Students were encouraged to elaborate on or react to the responses of other discussion participants. Sometimes students
entered discussions by calling out responses. If several students tried to speak at the same time, the teacher called on each individual attempting to contribute a response. At other times, students raised their hands to let the teacher know they wished to contribute responses. The seventh and eighth grade students who participated in this study were accustomed to responding to books through a variety of response modes before this investigation was conducted. Throughout the school year, the procedures outlined above (read alouds, journal writing, group discussions) were included in the teacher's weekly lesson plans for reading/language arts classes.

Literature studies of the fantasy and historical fiction texts were completed in five weeks. These two books were young adult novels with approximately the same number of pages. Literature study of the third text, a realistic picture book, was completed in one daily reading/response session. The researcher observed and documented these daily reading sessions and response activities. Observations were recorded in the researcher's field notes; discussions were audiotaped by the teacher. Photographs were taken of students at work on response activities. Students' journal entries and audiotapes of class discussions were collected each day and given to the researcher for transcription.
Following completion of daily reading and response sessions for each of the three books used in this project, the teacher implemented several additional activities. The researcher and teacher designed these activities in the hope of promoting further reflection and discussion of moral issues central to this study. These activities were implemented, one each day in the following sequence:

1. The teacher asked students to write a two to three page essay explaining how participation in war can be a moral problem. Students were encouraged to include material from the three literary works, social studies texts, and personal viewpoints. Students were asked to work in silence on the essay.

2. On the day following the essay activity session, students were provided with a response sheet and three questions reflecting the moral dilemma: "Is this participation in war justifiable?" Questions were designed by the researcher to reflect the reality of the dilemma as it appeared in its unique literary setting in each of the three books used in this study. The teacher asked students to respond in writing to the three questions within the timeframe of the class session. Participants were instructed to work in silence, and not to use texts or reference materials for the activity.
3. The teacher conducted a class debriefing on the day following the moral dilemma activity session. The class debriefing was the last scheduled event in the literature study. Together, teacher and students assessed what they had learned about the moral implications of participating in war through involvement in the literature study. Books and activities were evaluated in terms of literary appreciation and relationship to the social studies unit on America's participation in World War II.

The above sessions were observed by the researcher, described in field notes, and audiotaped by the classroom teacher. Students' written work and audiotapes of class discussions were made available to the researcher for transcription into typed protocols.

Although the debriefing session was the last planned activity for the literature project, the researcher was invited by the teacher to observe another event. At the request of three students, the teacher added a drama to the classroom schedule of literature study activities. Dissatisfied with the ending of the second book, *Summer of My German Soldier* by Bette Greene, these three students wrote a play with a new ending for the story. The drama was performed in the classroom several days before the end of the school year. The researcher observed the play, documenting the event with field notes, photographs and audiotape recordings. Description
of response analyses of the three literary texts and the
moral dilemma activity is provided in Chapter IV of this
study; description of response analyses of other events
is provided in Chapter V.

Literary Texts and Moral Dilemma Questions

It seems helpful for purposes of clarification to
provide a short review of literary selections and text
related moral dilemma questions used in this study to
stimulate response. Three texts, different by genre and
representative of fantasy or realism, were selected for
this study. Golden (1978) cited certain differences in
students' responses to fantasy and realism. One work of
fantasy and two realistic books, each embedded with moral
issues, were chosen in view of textual differences
reported in Golden's research. Oral and written
responses across texts were analyzed and compared in
relationship to Golden's response schema. The three
texts explored in the study are: The Black Cauldron, a
full length fantasy by Lloyd Alexander; Summer of My
German Soldier, a full length historical fiction by Bette
Greene; and Hiroshima No Pika, a realistic picture book
by Toshi Maruki.

Each selected text uniquely encompasses the moral
dilemma central to this investigation. Three text
related questions were designed to reflect the moral
dilemma: "Is this participation in war justifiable?"
Students' responses to moral dilemma questions were aligned with certain categories within Kohlberg's (1968) and Gilligan's (1982) cognitive-moral development theories. Further information on the application of Golden's, Kohlberg's and Gilligan's schemata to responses generated in this study, is provided later in this chapter. Story summaries with text related moral dilemma questions follow below.

_The Black Cauldron_ by Lloyd Alexander is a fantasy tale about a young man's first venture into war. Taran, the 13 year old assistant pig-keeper to the wizard Dalben, wishes to join Prince Gwydion and his men on the battlefront. Gwydion, ruler of the mythical Kingdom of Prydain, excuses Taran from the forthcoming battle because of his young age. Nevertheless, Taran decides to join the fight. Gwydion and his supporters set out to attack the Castle Annuvin, hoping to defeat Lord Arawn who seeks to conquer Prydain. The potential danger of the battle is increased by the fact that Arawn creates an invincible army of zombie-like warriors when he dips dead bodies in a magic cauldron. With the help of wizards, witches and a magic sword, Taran and Gwydion save Prydain.

_Summer of My German Soldier_ by Bette Greene is the realistic story of a dangerous friendship between 12 year old Patty Bergen, a Jewish girl, and 18 year old
Anton Reiker, a German prisoner of war interned in Arkansas during World War II. A lonely child who has a strained relationship with her parents, Patty befriends Anton after he escapes from the POW camp. Without telling her parents, Patty provides food and shelter to Anton until he leaves town. When her actions are discovered, Patty's parents are shocked and angry. A court hearing is held, and Patty is sentenced to a reformatory.

_Hiroshima No Pika_ by Toshi Maruki is a realistic picture book which tells the story of a child and her parents during the atomic bombing of Hiroshima in 1945. Maruki's surrealistic paintings provide an artistic interpretation of the terrible suffering and hardship Mii and her family endure as they flee Hiroshima.

A list of three text related moral dilemma questions used in this study is as follows:

Book 1) In _The Black Cauldron_ Gwydion, a Prince in the Land of Prydain, asks his warrior knights to help him attack the castle Annuvin. Taran, a young friend of Gwydion, is told he is not expected to join the battle because of his young age, and the danger of injury or death. Taran joins the battle anyway. Do you think it was right for Taran to fight when he didn't have to? Why or why not?
Book 2) In *Summer of My German Soldier*, Patty Bergen, a young Jewish-American girl, is sent to reform school for giving food and shelter to Anton Reiker, an escaped German prisoner of war. Do you think Patty was right to help Anton? Why or why not?

Book 3) In *Hiroshima No Pika*, Mii tells the story of her family's experiences in Hiroshima, Japan during World War II after a United States plane dropped an atomic bomb on the city. Do you think it was right for the Allies to drop an atomic bomb on the city of Hiroshima in 1945? Why or why not?

Data Analysis and Reports

Descriptions and summaries of quantitative analyses of daily journal and discussion products across texts and response modes are provided in Chapter IV. Journals were collected each day by the teacher and given to the researcher for transcription into typed protocols. Audiotapes were made of daily class discussions. These were also transcribed into typed protocols. Journal and discussion protocols were analyzed at a later date. The observer's field notes provided an additional data source for response analysis of daily discussions. Golden's (1978) schema with four discourse levels, nine response categories and two patterns of reference was used to
analyze students' daily journal and discussion responses across texts and response modes. The model is a synthesis of schemas developed by Britton (1971), Moffett (1968), Purves and Rippere (1968), Frye (1964), and Halliday and Hasan (1976). The relationship between the reader and the text is central to Golden's model, which looks at cognitive and linguistic elements, and amount of self and text present in response. In Golden's schema and in this study, the four discourse levels (expression, report, exposition, construct) are used to explain the purpose or function of the speaker's language. Nine categories represent the cognitive operation or thinking which underlies the speaker's language as reflected in the four discourse levels. These categories are: empathy, identify, moral value/judgment, recall/summary, classify, interpret, evaluate, hypothesize, and poeticize. Two patterns of reference are used to show how the individual approaches the text. The term endophoric pattern of reference indicates the response is intertextual, or text oriented; while the term exophoric pattern of reference means the response is extratextual, self or world oriented.

Golden's schema was applied to all journal and discussion protocols for each text in the following ways:
1. Responses in each journal and discussion protocol were parsed into units of thought or T-units; clauses
containing two T-units were coded as two response units.
2. Each response unit was coded by the researcher within one discourse level, one response category, and one pattern of reference according to Golden’s schema.
3. Protocols from one text were coded by an independent scorer; interrater reliability for coding was 84%.
4. Response units found in journal and discussion protocols for each text were tallied according to discourse level, response category, and pattern of reference; response totals were representative of fifteen students (as a group).
5. Response totals were translated into percentages of total response units because of differences in protocol lengths.
6. Percentages of response units for protocols were compared across texts and across response modes.

Summaries of data analyses of response to texts are provided in Chapter IV. Appendix A includes supplementary information on the application of Golden’s schema in this study.

Certain categories within Kohlberg’s (1968) and Gilligan’s (1982) cognitive-moral development schemas were used to compare patterns of response to three text related moral dilemma questions across genres. Analyses and descriptions of moral dilemma responses are included in Chapter IV. In this study, responses to moral dilemma
questions were analyzed for indications of high level moral thinking in light of cognitive-moral development theories. Appropriate responses from 13 students were correlated with level 3 categories within Kohlberg's and Gilligan's schemata. According to Kohlberg's theory, level 3 categories (found in stage 5 and stage 6) reflect higher patterns of moral thinking. Gilligan's level 3 category of non-violence complements and makes explicit Kohlberg's stage 6 category of universal ethical principles (justice, equal rights, golden rule). Students' responses which contained the language of non-violence were correlated to Gilligan's level 3 category. Responses which reflected the speaker's concern for social contracts or the official morality of the government were correlated to Kohlberg's level 3, stage 5 categories. Those responses which reflected the speaker's concern for justice, equality or the principles of the golden rule were correlated to Kohlberg's level 3, stage 6 categories.

Although students' responses were aligned with cognitive-moral development categories, responses were not considered evidence of students' actual stages of moral development. Chapter IV provides summaries of moral dilemma responses and analyses of data.
The impact of the social context on moral response was explored and reported in this study. Chapter V provides descriptions and analyses of several social influences on moral response identified in the present investigation. Several response events are described as they occurred in the natural setting of the classroom. Appendices B and C contain supplementary data related to these events. The daily presence of the researcher, who took an observer's stance in the classroom, enabled her to collect a variety of data, and to gain insights into the nature of the classroom community involved in this literature study. The observer's role allowed the researcher to be integrated into the classroom setting with a minimum of disruption. The observer's stance permitted the researcher to become aware of the effects of group dynamics on response in a classroom environment. In addition, through the observer's stance, the researcher was able to perceive the more subtle interactions that take place between teacher and students in a classroom setting. The researcher's field observation notes, students' written work, and audiotapes of daily class discussions were transcribed into typed protocols which were analyzed for evidence of social influences on moral response in a classroom setting.

Chapter V also looks at quantitative data previously analyzed in Chapter IV, in light of the social influences
on response identified in this study. Typed protocols from field observation notes, audiotaped discussions, journal entries and other written response products provided material for data analyses. Responses coded within Golden's (1978) schema which showed unusual percentage differences across response modes were cross analyzed with field notes and audiotapes for evidence of teacher and peer influences on response. Analyses of response in light of Golden's schema is described in detail in Chapter IV. Data from students' journals and other written products were cross analyzed with field notes and audiotapes for evidence of social influences on response to moral dilemma questions. Responses to moral dilemma questions were described and analyzed in light of cognitive-moral development theory in Chapter IV. Chapter V includes sections which describe cross analyses of response to texts, and response to moral dilemma questions in light of the social influences on response identified in this study.

Summary

The study was observational, employing naturalistic techniques to explore fifteen 7th and 8th graders' patterns of response to a moral dilemma situated in three literary genres. The investigation took place in a self contained parochial school classroom. The site and
population were carefully selected in light of the special needs of this study. The classroom teacher and researcher worked closely together in planning the literature study. The researcher took an observer's stance in the classroom. Texts were carefully selected in light of the needs of this study. Since the main intent of this investigation was to explore students' responses to a specific moral issue found in three different kinds of texts, books were selected on the bases of genre and moral content, age group suitability, and literary quality. Data were collected and transcribed into written protocols from field notes, audiotapes, and students' written products. Photographs of students at work on response activities provided additional sources of documentation.

Although primarily a qualitative study, some quantitative methods were used to analyze response to texts and response to three text-related moral dilemma questions. Golden's (1978) schema was used to analyze journal and discussion responses across texts and across response modes. Elements from Kohlberg's (1965) and Gilligan's (1982) schemata were used to compare patterns of response to moral dilemma questions across texts, in light of cognitive-moral development theories. Quantitative analyses and response descriptions are provided in Chapter IV. Descriptions and evidence of
social influences on response in this study are provided in Chapter V. All data were cross analyzed in light of the social influences on response identified in this study. Descriptions of cross analyzed data appear in Chapter V. And finally, Chapter VI presents conclusions of the study and implications for future research.
CHAPTER IV

ANALYSIS OF DATA

The purpose of this study is to explore seventh and eighth graders' responses to moral issues across three genres in a classroom setting. Specific areas of investigation include:

a) differences between journal and discussion responses to texts representative of fantasy and realism;
b) comparison of written responses to moral dilemma questions in view of cognitive-moral development theory;
c) exploration of teacher, peer, and other social influences on response in the naturalistic setting of the classroom;
d) and the assessment of literature and selected response activities used in this study as effective tools for promoting moral discussion and awareness among adolescent children.

This chapter discusses points a) and b) of the areas of investigation noted above. Chapter V describes teacher, peer, and other social influences on response in this study. Chapter VI includes assessment of the literature study as a viable way to encourage moral awareness.
Chapter IV is divided into two parts. The first part describes patterns of response to three genres: fantasy, historical fiction, and picture book. Golden's (1978) schema is used to analyze and compare students' journal (written) and discussion (oral) responses to three books. Data is analyzed across response modes and across texts. Differences are noted between texts representative of fantasy and realism. Attention is given to responses which reflect empathy and moral judgments, categories defined within Golden's schema. The second part of this chapter describes analysis of written responses to three moral dilemma questions. These questions relate to specific participations in war, situated within each of the three texts. Responses were compared to level three criteria defined within Kohlberg's (1968) and Gilligan's (1982) cognitive-moral development theories.

Journal and Discussion Responses

Response to a Fantasy Novel

Golden's (1978) schema with four discourse levels, nine categories of response, and two patterns of reference (Table 1, p. 92) was used to code and compare students' daily journal and discussion comments.
<table>
<thead>
<tr>
<th>Levels of Discourse</th>
<th>Response Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 Expression</td>
<td>empathy</td>
</tr>
<tr>
<td></td>
<td>identify</td>
</tr>
<tr>
<td></td>
<td>moralize</td>
</tr>
<tr>
<td>Level 2 Report</td>
<td>recall/summarize</td>
</tr>
<tr>
<td>Level 3 Exposition</td>
<td>classify</td>
</tr>
<tr>
<td></td>
<td>interpret</td>
</tr>
<tr>
<td></td>
<td>evaluate</td>
</tr>
<tr>
<td>Level 4 Construct</td>
<td>hypothesize</td>
</tr>
<tr>
<td></td>
<td>poeticize</td>
</tr>
</tbody>
</table>

**Patterns of Reference**

<table>
<thead>
<tr>
<th>Exophoric (extratextual)</th>
<th>Endophoric (intratextual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Personal experiences</td>
<td>Content-Characters</td>
</tr>
<tr>
<td></td>
<td>Events/Reactions</td>
</tr>
<tr>
<td>World-Life experiences</td>
<td>Structure-Style/Format</td>
</tr>
<tr>
<td>Other texts</td>
<td>Lexicon</td>
</tr>
</tbody>
</table>
As a group, students' journal (written) responses to the fantasy novel, *The Black Cauldron*, totaled 667; while discussion (oral) comments totaled 406 (Table 2, pp. 94-95). Patterns of reference were predominantly endophoric, or intratextual, in both journal and discussion response products. Endophoric responses reflected students' interest in story content, or textual elements. Although most responses to this fantasy text were intratextual, some exophoric, or extratextual, references were found in journal and discussion responses. Exophoric kinds of responses reflect the individual's concern with self, other texts, or life experiences outside of the text. Responses coded within the expression level of discourse are exclusively exophoric, or extratextual, because these responses always refer back to the speaker. However, exophoric responses can be found in other discourse levels. In *The Black Cauldron*, some exophoric responses were found at the expression and expository levels of discourse, although most references were intratextual. Endophoric, or intratextual, references represented 77% of the total amount of response generated in journals; and 83% of the total amount of discussion response. Exophoric, or extratextual, patterns of reference represented 23% of the total amount of response generated in journals; and 17% of the total amount of discussion response.
Table 2
Responses to The Black Cauldron

667=Total Number of Journal Responses
406=Total Number of Discussion Responses

Percentages of Response Units in Journals and Discussions

<table>
<thead>
<tr>
<th>Levels of Discourse</th>
<th>Response Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expression</td>
</tr>
<tr>
<td>Journals</td>
<td>19%</td>
</tr>
<tr>
<td>Discussions</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Report</td>
</tr>
<tr>
<td>Journals</td>
<td>22%</td>
</tr>
<tr>
<td>Discussions</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Exposition</td>
</tr>
<tr>
<td>Journals</td>
<td>49%</td>
</tr>
<tr>
<td>Discussions</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>Construct</td>
</tr>
<tr>
<td>Journals</td>
<td>10%</td>
</tr>
<tr>
<td>Discussions</td>
<td>3%</td>
</tr>
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</table>
Table 2 (continued)

<table>
<thead>
<tr>
<th>Patterns of Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exophoric (extratextual)</td>
</tr>
<tr>
<td>Journals</td>
</tr>
<tr>
<td>Discussions</td>
</tr>
</tbody>
</table>

**Key of Abbreviations**

<table>
<thead>
<tr>
<th>Discourse Levels</th>
<th>Response Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=expression</td>
<td>Em=empathy</td>
</tr>
<tr>
<td>2=report</td>
<td>Id=identify</td>
</tr>
<tr>
<td>3=exposition</td>
<td>MV=moral value</td>
</tr>
<tr>
<td>4=construct</td>
<td>In=interpret</td>
</tr>
<tr>
<td></td>
<td>Cl=classify</td>
</tr>
<tr>
<td></td>
<td>Ev=evaluate</td>
</tr>
<tr>
<td></td>
<td>Hy=hypothesize</td>
</tr>
<tr>
<td></td>
<td>Po=poeticize</td>
</tr>
</tbody>
</table>

Patterns of Reference

Ex=exophoric
En=endophoric

A comparative analysis of discourse structure between journal and discussion responses to *The Black Cauldron* revealed more than twice as many expression level comments in journals. Expression level responses represented 19% of the total amount of discourse analyzed in journals, and 8% of the total amount of discourse analyzed in discussions (Table 2, pp. 94-95). All categories of expression level discourse (empathy, identify, moral value/judgment) were found in journals and discussions. However, moral elements of response,
categorized as empathy and moral value/judgment, were scarce in both journal and discussion products. Together, empathy and moral value/judgment responses represented 6% of the total amount of journal response; and 4% of the total amount of discussion response. Comments reflecting the expression level category, identify, represented 13% of the total amount of journal response, and 4% of the total amount of discussion response.

In Golden's (1978) response schema, the expression level of discourse is used to reveal the self. The participant's language reflects personal involvement and association, a cognitive activity which is largely affective in nature. Empathic responses are those in which the speaker expresses sadness or compassion about another's plight. The category, identify, signifies a relationship the speaker establishes with a story character or situation. The moral value/judgment response is one in which the speaker reveals a personal value held in high esteem, or makes a moral judgment about persons and events.

Identification-expressive level responses to The Black Cauldron sometimes reflected a student's identification with a story character. At other times, identification responses reflected a student's relationship to the text. Story content, which included
humorous and adventurous elements, seemed to elicit a lot of positive identification responses. In the following example of an identification-expression level response, a student reveals positive feelings about the story. The pattern of reference is exophoric, relating back to the student's personal feelings about the text. The response is coded to indicate the expression level of discourse, the identification category of response, and an exophoric pattern of reference (cf. Key of Abbreviations at the end of Table 2, p. 95).

I know what's happening because I've seen the movie and now I'm reading the book but I love them both. Even though I've seen the movie I still like to read the book. My favorite part is when they find the cauldron.
Student #2; Code: 1/Id/Ex.

Although few in number, some empathic and moral value/judgment expression-level responses were generated in journal products and class discussions of The Black Cauldron. Students' empathic responses usually reflected sadness over the death of a story character, or some unfortunate event. This is illustrated in the following journal response. Here, a student expresses feelings of sadness when a story character dies, and another is lost. The response is exophoric, referring back to the personal feelings of the student.

I think it's sad Adoan died and now Doli is lost.
Student #5; Code: 1/Em/Ex.
Moral value/judgment-expression level responses generally reflected students' repudiation of "evil" story characters and their actions. This is evident in the following response where the student makes a judgment about a story character. The response is exophoric, reflecting the student's personal feelings.

Arawn is so wicked. He is always willing to hurt people.
Student #8; Code: 1/MV/Ex.

Analysis of report level responses to *The Black Cauldron* (Table 2, pp. 94-95) revealed twice as many recall/summary comments in discussions as were found in journals. However, this category was significantly represented in journal responses as well. Report level responses comprised 45% of the total amount of response generated in discussions, and 22% of the total amount of response generated in journals. At the report level of discourse, the individual attempts to recapture a past experience. The cognitive operation involved is that of recalling a past event. The reporter is engaged in recreating the content or structure of the experience. In report level responses to *The Black Cauldron*, students recalled or summarized story content. Responses were endophoric, or intratextual. The high percentage of report level responses to this fantasy novel seemed to be related to students' sustained interest in the event-oriented nature of the story, and a certain
fascination with magical or supernatural elements present in the text. The following example illustrates a typical report level response to this text.

As far as I can tell, they are preparing for war with an enemy named Arawn. Arawn takes the dead and brings them back to life from the cauldron as evil spirits. Right now they are preparing for war against Arawn and the cauldron born.

Student #9; Code: 2/En.

Exposition level discourse to *The Black Cauldron* (Table 2, pp. 94-95) accounted for 49% of the total amount of response generated in journals, and 44% of the total amount of response generated in discussions. Analysis of response at the exposition level of discourse revealed few classification responses in either journal or discussion products. Interpretive responses accounted for 26% of the total amount of response generated in both journals and discussions. Evaluation comments comprised 22% of the total amount of journal response, and 15% of the total amount of discussion response.

At the exposition level of discourse, language is used to explain or generalize about an experience or event. Classification, interpretation, and evaluation are the three principal cognitive operations of expository discourse defined in Golden's (1978) schema. Responses categorized under classification reflect the speaker's ability to classify literature or an experience. Interpretation responses reflect the
speaker's ability to generalize or get at the meaning of an event or the text. Evaluation responses reflect the individual's assessment or critical judgment of the quality of the text or an experience.

Although few in number, some classification (exposition discourse level) responses were found in journal and discussion products from *The Black Cauldron*. In the following expository response, a student classifies the book as fantasy. The student tells us she usually reads romance novels. Her comments indicate she is aware of genre differences, and has definite literary preferences. The response is exophoric, referring back to the speaker who compares the text with other types of literature.

> Usually I read a romance novel. I don't know yet if I'll really care for this book because its fantasy and I usually don't like fantasy. Student #3; Code: 3/C1/Ex.

Interpretive (exposition discourse level) responses to *The Black Cauldron* revealed students' ability to generalize about the meaning of the text. Many of these responses contained references to magic and the supernatural, typical elements in works of fantasy. In the interpretive-expository response below, a student explains the mysterious power of the brooch, and the meaning behind a story character's dream. The response is endophoric, referring back to content within the text.
The brooch gives the power to let the person dream about what will happen to them in the future. The black little creature Adon dreamed about is his pride getting the best of him.
Student #15; Code: 3/In/En.

Evaluation responses to The Black Cauldron reflected students' objective assessment of the book, a chapter, or some part of the text. In this evaluative-expository response, the student assesses and compares the first two chapters of the text. He lists several ingredients he would like to see in the book. The response is endophoric, referring back to elements within the text.

This chapter was more interesting and more indepth than the first. But it still needs more action, fights, killing and monsters.
Student #1; Code: 3/Ev/En.

Some responses to The Black Cauldron were coded within Golden's (1978) fourth level of discourse.
Construct level discourse accounted for 10% of the total amount of response generated in journals, and 3% of the total amount of response generated in discussions (Table 2, pp. 94-95). According to Golden's (1978) schema, construct level discourse is categorized as hypothetical or poetical response. In the hypothetical or theoretical construct, the individual presents a plausible theory or hypothesis about something uncertain or unknown. In the poetic construct, the speaker creates a possible world, or virtual experience. Theoretical responses to this fantasy text were usually hypotheses or speculations
about future events. Poetic responses generally reflected the speaker's desire to change events, or create different experiences for literary characters. Poetic constructs extended the cognitive operation to the imaginative realm of "wishful" thinking.

In the following hypothetical (construct discourse level) response, a student speculates about future story events. The response is endophoric or intratextual, relating back to story content.

I think the witch who is standing there is going to help them out; if not then the cauldron will swallow them up and take them to an evil place. Student #13; Code: 4/Hy/En.

In this poetic (construct discourse level) response, the student seems disappointed with the ending of the story. Creating a new text, she describes what book characters should do to give the story a happy ending. The response is endophoric, referring back to story content.

Usually books end with a happy ending. I think Ellidyr should have been found and Taran should have saved him from the beast. Then they will be friends. Student #5; Code 4/Po/En.

In summary, and as shown in Table 2 (pp. 94-95), responses to The Black Cauldron reflected a high level of interest in story content. Over 75% of both journal and discussion responses were endophoric or intratextual. Most journal and discussion responses were categorized
within the expository and report levels of discourse. However, significant amounts of expression and construct level responses were found in journal products. Journal and discussion responses showed differences at the expression and report levels of discourse. Analysis of expression level discourse indicated students identified with story characters or elements more frequently in journals than in discussions. Moral judgment and empathic (expression discourse level) responses were scarce in both journal and discussion products. Moral judgment responses generally contained references to "good and evil" characters in the text. The necessity of war was never questioned. At times, students seemed to show enthusiasm for war-like activities. Report level discourse was well represented in both discussion and journal products. However, report level discourse was found twice as often in discussion products, when response percentages were compared across response modes. The high representation of report level discourse seemed to be related to the event-oriented nature of the story, and students' fascination with supernatural and magical elements embedded in this fantasy text. Classification-exposition level responses were few in number, both in journal and discussion products. Most expository discourse in both journal and discussion products was interpretive and evaluative. Interpretive
responses generally revealed students' attempts to understand mysterious or magical events and elements. Evaluative comments usually reflected students' critical assessment of story content or structure. Construct level responses appeared more frequently in journals than in discussion products. Hypothetical constructs revealed students' speculations about future story events. Poetic constructs reflected students' attempts to change the story or create a new text.

Response to a Novel of Historical Fiction

Students' daily journal and discussion responses to Summer of My German Soldier, a full length realistic story set in the 1940's, were collected and compared in relationship to Golden's (1978) schema for response analysis (Table 1, p. 92). As a group, students' journal responses to this realistic novel of historical fiction totaled 911, while discussion responses totaled 217 (Table 3, pp. 105-106). Patterns of reference were predominantly endophoric in both journal and discussion products. Percentage differences between endophoric and exophoric responses were greater in journal responses than in discussion products. In discussion responses, the percentage difference between endophoric and exophoric responses was 6%. 
Table 3
Responses to Summer of My German Soldier

911 = Total Number of Journal Responses
406 = Total Number of Discussion Responses

Percentages of Response Units in Journals and Discussions

<table>
<thead>
<tr>
<th>Levels of Discourse</th>
<th>Response Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>expression empathy identify moralize</td>
</tr>
<tr>
<td>Level 1 Journals</td>
<td>23% 4% 8% 11%</td>
</tr>
<tr>
<td>Discussions</td>
<td>38% 7% 11% 20%</td>
</tr>
<tr>
<td>Level 2 Journals</td>
<td>24% 24%</td>
</tr>
<tr>
<td>Discussions</td>
<td>6% 6%</td>
</tr>
<tr>
<td>Level 3 Journals</td>
<td>46% 1% 30% 15%</td>
</tr>
<tr>
<td>Discussions</td>
<td>52% 1% 29% 23%</td>
</tr>
<tr>
<td>Level 4 Journals</td>
<td>7% 4% 3%</td>
</tr>
<tr>
<td>Discussions</td>
<td>4% 1% 3%</td>
</tr>
</tbody>
</table>
Table 3 (continued)

<table>
<thead>
<tr>
<th>Patterns of Reference</th>
<th>Exophoric (extratextual)</th>
<th>Endophoric (intratextual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>Discussions</td>
<td>47%</td>
<td>53%</td>
</tr>
</tbody>
</table>

Endophoric, or intratextual, responses represented 75% of the total amount of response generated in journals, and 53% of the total amount of response generated in discussions. Exophoric, or extratextual, responses represented 25% of the total amount of response provided in journals, and 47% of the total amount of response provided in discussions. A significant difference was found between total numbers of responses across response modes. As indicated earlier in this section, students' journal responses totaled 911, while discussion responses totaled 217. The difference between total amounts of response across modes, seemed to suggest that students were willing to say more about this sensitive, tragic story in journals than in group discussions. In fact, the researcher noticed an aura of solemnity and seriousness in the classroom when *Summer of My German Soldier* was read and discussed. This mood or tone contrasted sharply with the sense of excitement students generated when they read and discussed *The Black Cauldron*. 
A comparative analysis of discourse structure in journals and discussions revealed further differences. Expression level discourse accounted for 38% of the total amount of discussion response, and 23% of the total amount of journal response (Table 3, pp. 105-106). Within the expression level of discourse, empathic and moral value/judgment comments together represented 27% of the total amount of response generated in discussions, and 15% of the total amount of response generated in journals. Identification responses accounted for 11% of the total amount of discussion response, and 8% of the total amount of journal response.

Expression level discourse to *Summer of My German Soldier* included significant amounts of empathic and moral value/judgment responses in both journal and discussion products. However, as shown in Table 3, class discussions produced a significantly greater percentage of empathic and moral judgment responses than did journals. When a student offered an empathic or judgmental response about a story character, other students contributed supporting or contrary opinions to the discussion. Empathic responses reflected students' feelings of sympathy for story characters immersed in tragic circumstances. In the example below, a student empathizes about Patty's unhappy homelife. The response is exophoric, relating back to the speaker.
It's sad. I feel sorry for her, because what she needs is some love and care from somebody.
Student #2; Code: 1/Em/Ex.

Moral value responses usually reflected students' judgments of story characters or their actions. In this response, a student makes a moral judgment about Patty's father. The response is exophoric, referring back to the personal feelings of the speaker.

I don't like her father and his cruelty. He's one mean dude.
Student #4; Code: 1/Mv/Ex.

Some identification responses reflected students' preoccupation with Patty's troubled relationship with her parents. This is evident in the following response where a student identifies with Patty's reasons for lying to her parents. The response is exophoric, relating back to the feelings of the student.

Her dad doesn't give her a lot of attention so I can understand why she lies; because if my parents treated me like that I'd probably lie too.
Student #3; Code: 1/Id/Ex.

The amount of expression level discourse generated in response to *Summer of My German Soldier* was significantly greater than the amount of expression level discourse generated in response to *The Black Cauldron*. The provocative and tragic story content in *Summer of My German Soldier* seemed to be more conducive to eliciting empathic and moral value responses than did story content in *The Black Cauldron*, even though war was featured in
the fantasy text, and references to war were found in some responses.

Report level discourse to *Summer of My German Soldier* showed significant percentage differences between journal and discussion responses. Recall/summary responses represented 24% of the total amount of response generated in journals and 6% of the total amount of response generated in class discussions (Table 3, pp. 105-106). These kinds of responses contained references to the tragic circumstances surrounding Anton’s escape and death, or the strained relationship between Patty and her parents. In the following report level response, a student summarizes key events in a chapter. She chooses to focus on Anton’s escape and Patty’s interrogation by the FBI. The response is endophoric, referring back to story content.

In this chapter they talk about when Anton escaped. The FBI came and asked Patty all these questions and she almost got caught.
Student #7; Code: 2/En.

Exposition level discourse accounted for 52% of the total amount of response in discussions and 46% of the total amount of response in journals (Table 3, pp. 105-106). Analysis of expository discourse revealed few classification responses. Classification comments accounted for 1% of the total amount of journal response, and 1% of the total amount of discussion response.
Interpretive responses were well represented in both journals and discussions. Interpretive comments accounted for 30% of the total amount of response in journals, and 29% of the total amount of response in discussions. Evaluation responses comprised 23% of the total amount of discussion response, and 15% of the total amount of journal response.

Although few in number, classification responses reflected students' ability to compare and classify texts. In this response, a student describes and compares *Summer of My German Soldier* to other kinds of books he has read. The response is exophoric because the speaker compares the text with other literary types.

This book talks about something that could have happened. The book doesn't sound fake like, or like a fantasy. It's like other books about the effect of the war on people.
Student #1; Code: 3/Cl/Ex.

Interpretive responses to *Summer of My German Soldier* reflected students' attempts to understand and find meaning in the text. Students interpreted the meaning of events, and story characters' motives. In this response, a student interprets Anton's actions as a sign of his superior intelligence. The response is endophoric, referring back to story content.

Anton was pretty smart. He could confuse the dogs with the scent. He is intelligent to escape from the prison.
Student #5; Code: 3/In/En.
Evaluative responses reflected students' ability to critique story content, and structure of text. In the following response, a student evaluates the book, providing reasons for his opinions. The response is endophoric, relating back to the text.

The book is getting pretty good. I can understand it and it isn't boring. There is a lot happening. But I still don't like the way they jump from one subject to another.
Student #4; Code: 3/Ev/En.

Construct level discourse accounted for 7% of the total amount of response generated in journals, and 4% of the total amount of response generated in discussions (Table 3, pp. 105-106). Although few in number, hypothetical (construct level) responses to Summer of My German Soldier contained students' speculations about future story events. Poetic (construct level) responses reflected the desire of some students to change the script or provide a different ending to the story.

In this hypothetical construct, a student speculates on what is going to happen to Patty after Anton's death. The response is endophoric, referring back to the text.

Now that he is dead only bad things are going to happen. Because now Patty won't get to keep the ring. I feel sure they will do something bad to her now.
Student #4; Code: 4/Hy/En

The following poetic response reveals the sense of frustration a student feels about Anton's death. The student suggests a happier ending to the story. The
response is endophoric, relating back to elements in the story.

I don't think Anton should have died because it would have been good if Patty and Anton found each other six years later.
Student #2; Code: 4/Po/En.

In summary, the large number of journal responses to Summer of My German Soldier reflected students' interest in the story. The fact that students offered significantly fewer responses in class discussions seemed due to the tragic nature of story content. Students who wrote profusely in journals were less inclined to verbalize those responses in whole group discussions. In both journal and discussion responses, students revealed a fascination with the more tragic elements of the book. Although moral themes were never discussed in the literary sense, racism, prejudice and child abuse emerged as topics of interest and concern in journal and discussion responses. Responses not specifically categorized as empathy or moral judgments frequently contained references to moral topics. Significant percentage differences between journal and discussion responses were noted at the expression and report levels of discourse. Empathy and moral value responses were found more frequently in discussions than in journals. Report level responses were generated more often in journal products than in class discussions.
Response to a Picture Book

Journal and discussion responses to the picture book, Hiroshima No Pika, were analyzed and compared in light of Golden's (1978) schema (Table 1, p. 92). Students' journal responses totaled 160, while discussion responses totaled 45 (Table 4, pp. 114-115). Patterns of reference were predominantly exophoric, or extratextual, in both journal and discussion responses. Exophoric responses represented 91% of the total amount of response generated in discussions, and 66% of the total amount of response generated in journals. Endophoric, or intratextual responses comprised 9% of the total amount of discussion response and 34% of the total amount of journal response.

Table 4
Responses to Hiroshima No Pika

160=Total Number of Journal Responses
45=Total Number of Discussion Responses

Percentages of Response Units in Journals and Discussions

<table>
<thead>
<tr>
<th>Levels of Discourse</th>
<th>Response Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>empathy</td>
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<tr>
<td>Journals</td>
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<tr>
<td>Discussions</td>
<td>35%</td>
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</table>
Table 4 (continued)

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Report</th>
<th>recall/summarize</th>
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<tbody>
<tr>
<td>Journals</td>
<td>6%</td>
<td>6%</td>
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<tr>
<td>Discussions</td>
<td>20%</td>
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</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Exposition</th>
<th>classify interpret evaluate</th>
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</thead>
<tbody>
<tr>
<td>Journals</td>
<td>34%</td>
<td>2% 24% 8%</td>
</tr>
<tr>
<td>Discussions</td>
<td>29%</td>
<td>0% 27% 2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Construct</th>
<th>hypothesize poeticize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals</td>
<td>4%</td>
<td>4% 0%</td>
</tr>
<tr>
<td>Discussions</td>
<td>16%</td>
<td>16% 0%</td>
</tr>
</tbody>
</table>

Patterns of Reference

Exophoric (extratextual)  Endophoric (intratextual)
Journals 66% 34%
Discussions 91% 9%

Analysis of discourse structure revealed some differences between the amount of expression level responses found in journals and class discussions. Expression level comments comprised 56% of the total amount of journal response and 35% of the total amount of discussion response (Table 4). Empathic and moral value (expression level) responses together represented 47% of the total amount of response in journals, and 33% of the
total amount of response in discussions. Identification-expression level responses accounted for 9% of the total amount of journal response, and 2% of the total amount of discussion response.

Empathic responses generally contained references to the plight of Mii, her family, and other victims of the atomic blast. In this empathic response, a student expresses sympathy for the people of Hiroshima. The response is exophoric, relating back to the speaker.

I feel sorry for the people of Hiroshima because of what happened. Most of all for the survivors who saw their family and friends die, and who are still seeing it. Student #7; Code: 1/Em/Ex.

Moral value responses reflected students' judgments concerning the decision to use atomic weapons. Some moral value responses reflected students' judgments about war, in general. In the following response, the student makes a moral judgment about the decision to drop an atomic bomb on Japan. The response is exophoric, referring back to the speaker.

We were wrong in dropping the atomic bomb no matter what. At least that's the way I feel. Student #9; Code: 1/MV/Ex.

Identification (expression level) responses usually reflected students' feelings of identification with victims of the atomic blast. In the response below, a student identifies her feelings with those of Mii, a child survivor, who never grew any taller after the
atomic bombing of Hiroshima. The response is exophoric, referring back to the speaker.

I know I would be sad too, if I never grew any taller.
Student #2; Code: 1/Id/Ex.

Report level discourse represented 20% of the total amount of discussion response, and 6% of the total amount of journal response (Table 4, pp. 113-114). Recall/summary responses usually pertained to Mii and her family; other victims of the atomic explosion; and war, in general. In the following response, a student recalls events prior to the bombing of Hiroshima. The response is exophoric, referring to historical events outside of story content.

From before August 3 to August 6, they knew it was coming, so if they didn’t leave, they are gone now.
Student #7; Code 2/En.

Exposition level discourse accounted for 34% of the total amount of discussion response and 29% of the total amount of journal response to Hiroshima No Pika (Table 4, pp. 113-114). Classification (exposition level) responses were minimal, representing 2% of the total amount of response generated in journals. No classification comments were found in discussion responses. Interpretive (exposition level) responses represented 27% of the total amount of response generated in discussions, and 24% of the total amount of response
generated in journals. Evaluation (exposition level) responses accounted for 8% of the total amount of response in journals, and 2% of the total amount of response in discussions.

In the following classification response to *Hiroshima No Pika*, the student classifies the book as a true and real story. The response is exophoric, comparing the text to other literary types.

I know this book is a true and real story. This book talks about how it really happened.
Student #2; Code: 3/C1/Ex.

In their interpretive (exposition level) responses, students frequently provided explanations concerning the Allies' decision to drop the atomic bomb. Some interpretive responses contained references to the effects of radiation (from the atomic blast) on human life and the environment. Other responses were interpretations of the text. Here, a student gives his interpretation of the book. The response is endophoric, referring back to the text.

This book told a very heart filled story about the way of life during the time the bomb, Little Boy, was dropped.
Student #15; Code: 3/In/En.

Evaluation (exposition level) responses usually reflected students' objective opinions about the story. In this response, a student critiques the book, providing reasons why he liked the story. The response is
endophoric, referring back to the text, rather than to the feelings of the speaker.

The book is pretty good because it really explained a lot about what happened in Hiroshima. Student #4; Code: 3/Ev/En.

Construct level discourse represented 16% of the total amount of response in discussions, and 4% of the total amount of response in journals (Table 4, pp. 113-114). In both oral and written modes of response, comments were hypothetical constructs. Some responses contained speculations about alternative solutions to end the war with Japan; other responses were hypotheses about future events based on past history. No poetic constructs were provided in responses to Hiroshima No Pika. In the following hypothetical (construct level) response, a student hypothesizes about the certainty of future wars. The response is exophoric, referring to possible future global events.

I know we are not in a war right now; but I think its certain we’ll be in a war soon because of all the arguments and disagreements between our countries. Student #13; Code: 4/Hy/Ex.

In general, all responses to Hiroshima No Pika reflected concern about, and interest in, the decision of the allies to use atomic weapons in World War II. Many responses contained references to other war related elements or events. Although some references to Mii’s tragic story were found in response products, journal and
discussion responses were predominantly exophoric, or extratextual. This was especially evident in discussion responses, which were 91% exophoric. Expression level discourse included a high percentage of empathic and moral value/judgment responses. Empathic and moral value responses together represented 47% of the total amount of journal response, and 33% of the total amount of discussion responses. Analysis of report level discourse showed a significant percentage increase in discussion responses when compared with journal responses. Journal products contained 6% report level responses, while discussion products contained 20% report level responses. Exposition level discourse was about equally represented in journal and discussion response products. Interpretive (exposition level) discourse represented 24% of the total amount of journal responses, and 27% of the total amount of discussion responses. Classification responses represented 2% of the total amount of journal responses. No classification responses were found in discussion products. Evaluation responses represented 8% of the total amount of journal responses, and 2% of the total amount of discussion responses. Hypothetical construct discourse represented 4% of the total amount of journal response, and 16% of the total amount of discussion response. No poetic constructs were found in journal or discussion responses to Hiroshima No Pika.
Comparisons of Response Across Texts

In summary, comparisons of journal and discussion responses across texts and response modes (Table 5, p. 123) revealed significant differences in patterns of reference and some response categories. While the majority of journal and discussion responses to The Black Cauldron (fantasy) and Summer of My German Soldier (historical fiction) were endophoric, or intratextual, most responses to Hiroshima No Pika (picture book) were exophoric, or extratextual. In The Black Cauldron, 77% of journal responses were endophoric, and 83% of discussion responses were endophoric. In Summer of My German Soldier, 75% of journal responses were endophoric, and 53% of discussion responses were endophoric. In Hiroshima No Pika, 66% of journal responses were exophoric, and 91% of discussion responses were exophoric.

These exophoric, or extratextual, references to Hiroshima No Pika were predominantly empathic and moral judgment (expression discourse level) responses, in both journal and discussion modes. Together, empathic and moral judgment responses to the picture book represented 47% of the total amount of journal response, and 34% of the total amount of discussion response. Moral judgment
and empathic responses were also found in significant numbers in *Summer of My German Soldier*, but not as frequently as in response products to the picture book. Together, empathic and moral judgment responses to the historical fiction novel represented 15% of the total amount of journal response, and 27% of the total amount of discussion response. Few empathic and moral judgment responses were found in response products to *The Black Cauldron*. Together, empathic and moral judgment responses to the fantasy text represented 6% of the total amount of journal response, and 4% of the total amount of discussion response.

Other significant differences in patterns of response across texts and response modes were found at the report and construct levels of discourse (Table 5, p.123). The highest percentage of report level discourse was found in discussion products from the fantasy novel. Report level responses to the fantasy text represented 45% of the total amount of discussion response, but only 22% of the total amount of journal response. Report level responses were found in almost equal amounts in journal products to the fantasy text (22% of total amount of journal response) and historical fiction novel (24% of total amount of journal response). Significant differences in report level discourse across modes were found in response products from *Hiroshima No Pika*. In
responses to the picture book, report level discourse represented 6% of the total amount of journal response, and 20% of the total amount of discussion response.

Construct level discourse was found in journal and discussion responses to all three texts, most frequently in journal responses (10% of total amount) to the fantasy text and in discussion responses (16% of total amount) to the picture book. Construct level discourse to the fantasy text and historical fiction novel included both hypothetical and poetic responses. However, construct level responses to the picture book contained only hypothetical comments. No poetic constructs were found in response products to Hiroshima No Pika.

The above paragraphs discuss several differences found in comparisons of responses across texts and response modes. It also seems important to mention similarities found in these response comparisons. One similarity was the high percentage of interpretive responses (exposition discourse level) found across texts. Percentages of total amounts of interpretive responses ranged from 24% to 30% in journal products across texts, and 26% to 29% in discussion products across texts (Table 5, p. 123).
<table>
<thead>
<tr>
<th>DISCOURSE LEVELS</th>
<th>RESPONSE CATEGORIES</th>
<th>PATTERNS OF REFERENCE</th>
<th>TOTALS</th>
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<tbody>
<tr>
<td>EXPR</td>
<td>REPO</td>
<td>EXPO</td>
<td>CONS</td>
</tr>
<tr>
<td>FANTASY-BC</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>JOURNAL TOTALS</td>
<td>127</td>
<td>147</td>
<td>324</td>
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<tr>
<td>PERCENTAGES</td>
<td>19%</td>
<td>22%</td>
<td>49%</td>
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<tr>
<td>DISCUSSION TOTALS</td>
<td>32</td>
<td>182</td>
<td>178</td>
</tr>
<tr>
<td>PERCENTAGES</td>
<td>8%</td>
<td>45%</td>
<td>44%</td>
</tr>
<tr>
<td>REALISM-SGS</td>
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<tr>
<td>JOURNAL TOTALS</td>
<td>215</td>
<td>219</td>
<td>415</td>
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<tr>
<td>PERCENTAGES</td>
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<td>24%</td>
<td>46%</td>
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<tr>
<td>DISCUSSION TOTALS</td>
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<td>13</td>
<td>112</td>
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<tr>
<td>PERCENTAGES</td>
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<tr>
<td>PICTURE BOOK-HNP</td>
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<tr>
<td>JOURNAL TOTALS</td>
<td>90</td>
<td>9</td>
<td>54</td>
</tr>
<tr>
<td>PERCENTAGES</td>
<td>56%</td>
<td>6%</td>
<td>34%</td>
</tr>
<tr>
<td>DISCUSSION TOTALS</td>
<td>16</td>
<td>9</td>
<td>13</td>
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</tbody>
</table>
Response to Text-related Moral Dilemma Questions

This section of Chapter IV describes analysis of students' written responses to three text-related moral dilemma questions which were designed by the researcher in advance of the literature study. Questions were structured to reflect the uniqueness of three different story situations which encompass the single moral dilemma, "Is this participation in war justifiable?"

After each of the three texts used in this study had been read and discussed, students were provided with a typewritten moral dilemma question handout. The teacher asked students to respond in writing beneath each question on the three page handout. Handouts were collected by the teacher and given to the researcher, who analyzed responses in relationship to cognitive-moral development theory.

Most responses were coded under Kohlberg's (1968) level 3, stage 6 moral development categories (Table 6, p. 125). A few responses were coded under Kohlberg's level 3, stage 5 moral development categories. Responses which reflected the language of non-violence were coded under Gilligan's (1982) level 3 categories. Written responses were analyzed for patterns of moral reasoning, but are not considered evidence of students' levels or stages of moral development.
<table>
<thead>
<tr>
<th>Student</th>
<th>Question One-BC</th>
<th>Question Two-SGS</th>
<th>Question Three-HNP</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>y</td>
<td>y</td>
<td>x</td>
</tr>
<tr>
<td>2</td>
<td>y</td>
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<td>x y</td>
</tr>
<tr>
<td>4</td>
<td>y</td>
<td>y</td>
<td>x y</td>
</tr>
<tr>
<td>5</td>
<td>y</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>6</td>
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<td>y</td>
<td>x y</td>
</tr>
<tr>
<td>15</td>
<td>y</td>
<td>y</td>
<td>y</td>
</tr>
</tbody>
</table>

**KEY OF ABBREVIATIONS**

- **BC** = *The Black Cauldron* by Lloyd Alexander
- **SGS** = *Summer of My German Soldier* by Bette Greene
- **HNP** = *Hiroshima No Pika* by Toshi Maruki

- **x** = Kohlberg's (1968) Level 3 Stage 5 categories-social contracts/legalism/official morality of government
- **y** = Kohlberg's Level 3 Stage 6 categories-justice/equal rights/golden rule
- **z** = Gilligan's (1982) Level 3 category-morality of nonviolence

**TOTALS**

<table>
<thead>
<tr>
<th>Question One-BC</th>
<th>Question Two-SGS</th>
<th>Question Three-HNP</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 responses = y (Kohlberg's Stage 6)</td>
<td>11 responses = y (Kohlberg's Stage 6)</td>
<td>5 responses = xy</td>
</tr>
<tr>
<td>2 responses = z (Gilligan's Level 3)</td>
<td>2 responses = x (Kohlberg's Stage 5)</td>
<td>3 responses = y</td>
</tr>
<tr>
<td>3 responses = z</td>
<td>2 responses = x</td>
<td>2 responses = x</td>
</tr>
</tbody>
</table>
This study is oriented toward exploring and describing patterns of response to moral topics through a variety of written and oral response modes. Although insights into students' patterns of moral reasoning can be gleaned in the following moral dilemma responses, a study of students' moral stages of development is not part of this investigation. In the paragraphs below, the three text-related moral dilemma questions, one for each book used in this study, precede examples of students' written responses. Coding and analysis of each response in light of cognitive-moral development theory is provided with response examples.

Question One: Fantasy
Book 1) In The Black Cauldron, Gwydion, a Prince in the Land of Prydain, asks his warrior knights to help him attack the castle Annuvin. Taran, a young friend of Gwydion, is told he is not expected to join the battle because of his young age and the danger of injury or death. Taran joins the battle anyway. Do you think it was right for Taran to fight when he didn't have to? Why or why not?

In the following response, the student agrees with Taran's decision to join the battle because it seems to be the right thing to do. Taran risked his life to help
others in a fight against evil. The student suggests it is everyone's obligation to fight for justice, even if it causes trouble. The response seems oriented toward Kohlberg's universal ethics of justice and equal rights.

I think it was right for Taran to fight when he didn't have to. It was a brave thing to go in the battle, knowing the consequences. I believe that if you can do something to help out, you should do it. You should use your rights or talents even if you are still young. Taran did the right thing even though it caused some trouble. I am proud of Taran for what he has done to help fight evil.
Student #5; Code: Kohlberg, stage 6.

In the response below, the student says it was all right for Taran to fight in the battle. He risked his own life to save the lives of people he loved. Patterns of moral reasoning suggest a concern for others, and a sense of the sacrificial form of love found in Kohlberg's principles of the golden rule. The response emphasizes the need to protect others from harm more than a desire to fight.

Yes, I think it was alright for Taran to fight in the battle because he fought for his people and risked his life to save them, and if he liked them that much, I would do it, too.
Student #6; Code: Kohlberg, stage 6.

In this next response, the student indicates a mistrust of Taran's motives for joining the battle. The student seems to suggest it is always wrong to kill a person. The content of this response reflects Gilligan's language of non-violence.
It was his decision. But maybe deep inside he was looking at the fight as a block in his path to manhood, and he wanted to overcome it. But I wouldn’t go if I were him, even if I had to go, I still wouldn’t because I believe you should not kill anyone.
Student #9; Code: Gilligan, level 3.

This student provides a similar response to the one above. It is wrong for Taran to join the battle because it's wrong to do anything that would hurt another person. Again, the content of response reflects Gilligan’s language of non-violence.

No, it wasn’t right. Because it's wrong to fight and do things that will harm other people. Its as though he didn’t put any thought into it. I think he made a very wrong choice, and a dumb one.
Student #11; Code: Gilligan, level 3.

Here, a student says Taran made a life or death decision when he chose to join the battle. The student suggests Taran was willing to die for the people he loved. The content of response suggests a concern for others found in Kohlberg’s universal principles of the golden rule.

Yes. I felt Taran had a choice that only he could make. I would follow my heart too. Taran felt his death could save others lives.
Student #15; Code: Kohlberg, stage 6.
These examples provide insights into students' patterns of moral reasoning in response to the fantasy text-related moral dilemma question. As noted previously and shown in Table 6 (p. 125), most responses to this question were coded under Kohlberg's level 3, stage 6 categories (universal ethical principles: justice, equal rights, golden rule). However, two responses reflected the language of non-violence and were coded under Gilligan's level 3 categories.

Question Two: Historical Fiction

Book 2) In Summer of My German Soldier, Patty Bergen, a young Jewish-American girl, is sent to reform school for giving food and shelter to Anton Reiker, an escaped German prisoner of war. Do you think Patty was right to help Anton? Why or Why not?

In the following response, the student says Patty did the right thing when she provided food and shelter to Anton. The pattern of moral reasoning suggests a concern for the humanity of Anton, even though he is an enemy soldier. The student seems to suggest that human rights have priority over civil law, a concept reflected in Kohlberg's universal ethical principles of justice, equal rights, and the golden rule.
Yes, I do think it was right for Patty to help Anton. Because it was her decision and she knew that she could get into trouble for helping a prisoner of war. But she was right to do it because he is a human being too.
Student #1; Code: Kohlberg, stage 6.

A similar pattern of moral reasoning is found in the response provided below. The student says it was right for Patty to help Anton because he is a human being.
Again, the pattern of moral reasoning seems to reflect Kohlberg's universal ethical principles of justice, equal rights, and the golden rule.

I do think it was right for her to help him. I would have. I know that he was a German soldier and that we were fighting the Germans but Anton was a human being.
Student #4; Code: Kohlberg, stage 6.

In the following response, a student says Patty was wrong to help Anton because he is an escaped enemy soldier. If Anton were not a prisoner of war, the student thinks it would be all right to give him food. The pattern of moral reasoning reflects Kohlberg's categories of legalism and the official morality of the government.

I don't think Patty did the right thing, he was an escaped German prisoner. If he was not an escaped German soldier then I would give him a home cooked meal.
Student #6; Kohlberg, stage 5.

Here, a student says Patty made the right decision when she gave food and shelter to Anton because he was an unfortunate person who needed some help. The pattern of moral reasoning seems to reflect Kohlberg's universal
ethical principles of justice, equal rights and the golden rule.

I think that Patty was right because she was not betraying her family or her friends but helping someone less fortunate than herself. I think it was great of her to put aside her feelings about Nazis and give Anton the chance everyone deserves. She did the right thing by helping him. Student #7; Kohlberg, stage 6.

The pattern of moral thinking found in the following response also reflects Kohlberg’s universal ethical principle of the golden rule. This student’s comments are brief, but point to the fact that Anton was a person in need of help.

Yes, because he didn’t have anywhere to go and he needed help. She was right to help Anton Reiker. Student #10; Code: Kohlberg, stage 6.

As shown in Table 6 (p. 125), all but two responses to the historical fiction text-related moral dilemma question were coded under Kohlberg’s level 3, stage 6 categories (universal ethical principles: justice, equal rights, golden rule). Two responses were coded under Kohlberg’s level 3, stage 5 categories (legalistic orientation; official morality of the government). In general, responses to this question seemed to reflect the moral belief that human rights have priority over civil laws.
Question Three: Picture Book

Book 3) In *Hiroshima No Pika*, Mii tells the story of her family’s experiences in Hiroshima, Japan during World War II after a United States plane dropped an atomic bomb on the city. Do you think it was right for the Allies to drop an atomic bomb on the city of Hiroshima in 1945? Why or why not?

In the following response to moral dilemma question three, a student uses an argument which seems to reflect the official morality of the government, a concept found in Kohlberg’s schema. The student suggests more lives were saved by dropping the atomic bomb because it hastened the end of the war.

Yes, because if they hadn’t the war could have kept going on. Hundreds of thousands could have died in just one battle. Just think if the war had ten battles mounting to 100,000 dead in each, about 1 million would be dead in about 5 months. But with the bomb only 90,000 approximately died. Compare that with a million dead. Hundreds of thousands were saved.

Student #1; Code: Kohlberg, stage 5.

Here, a student presents two different lines of thought. The ambiguity expressed in the response seems to reflect the student’s frustration in making a judgment about this moral issue. Patterns of moral reasoning include elements from Kohlberg’s stage 5 and stage 6 categories. Retaliation in war is acceptable in the legalistic, moral framework of the government. However,
the concern about the killing of innocent people reflects a higher domain of moral reasoning.

Yes and no. Yes, because they dropped bombs on Pearl Harbor and other places. No because they are just a little country and its wrong to bomb innocent people. Like I said in one of my responses it gets me a little scared for my choice in a career. But that is my dream to join the airforce.

Student #2; Code: Kohlberg, stages 5 and 6.

This response also reflects ambiguity in the student's pattern of moral thinking. A sense of moral tension or conflict has been created. The student moves from a desire to retaliate against the enemy to concern over the killing of many innocent people when the atomic bomb is dropped over Hiroshima. The response reflects both stage 5 and stage 6 categories in Kohlberg's schema.

This is a hard question to answer. Yes, because Japan was our enemy and we hated them. It was right to fight back. No, because thousands of innocent people died because of the bomb. That's the thing that I don't like. It's sad to think about all the innocent people. Children and even animals died for nothing they had nothing to do about.

Student #4; Code: Kohlberg, stages 5 and 6.

In this response, a student says it was wrong to drop an atomic bomb on Hiroshima. The response indicates a concern for human life reflected in Kohlberg's universal ethical principles of justice and the golden rule. The student is not opposed to all fighting to end the war, so the response does not reflect a morality of non-violence.
I think it was wrong for the Allies to drop an atomic bomb on the city of Hiroshima in 1945. I believe its just evil to do that even though the US warned the Japanese. Not only does it kill millions of innocent people when it is dropped but millions die later from the radiation. I know that the bombing of Pearl Harbor was caused by the Japanese but it is still wrong to drop an atomic bomb on Hiroshima. I believe some things can be worked out. If not, then probably I would bomb the city, but without the atomic bomb. Student #5; Code: Kohlberg, stage 6.

Here, the pattern of response reflects the language of non-violence. The student says it was wrong to drop the atomic bomb because it killed people and hurt others. The student's pattern of moral thinking remains consistent within the response.

No because it killed people and it separated families. Mii was probably sad when her father died and because she wasn't growing any. It is really sad for any people to die. Killing people is not right. Student #10; Code: Gilligan, level 3.

The above examples reflect the different patterns of moral thinking found in responses to the third moral dilemma question, related to the picture book, Hiroshima No Pika. As discussed above and shown in Table 6 (p. 125), some responses to question three contained ambiguous comments. Five students provided two moral judgments (reflecting Kohlberg’s stage 5 and stage 6 categories) within the same response. Three students gave responses which reflected Kohlberg’s categories of universal ethical principles. The responses of three different students reflected Gilligan’s morality of
non-violence. Two students provided responses reflecting Kohlberg’s official morality of the government.

In summary, students’ responses to three text-related moral dilemma questions were coded under level 3 categories found in Kohlberg’s (1968) and Gilligan’s (1982) cognitive-moral development theories. Comparison of moral dilemma responses across texts reveals students’ capacities for high level moral reasoning. This is reflected in the categorization of all responses under the higher stages and levels of moral development theories. As shown in Table 7 (p. 136), eleven responses to the fantasy question and historical fiction question were coded under Kohlberg’s level 3, stage 6 categories of universal ethical principles (justice, equal rights, golden rule). Two responses to the fantasy question were coded under Gilligan’s level 3 category of non-violence. Two responses to the historical fiction question were coded under Kohlberg’s level 3, stage 5 categories (orientation toward legalism; official morality of the government). Responses to the picture book question showed the most variance in response patterns across texts. In responding to the third question, five students provided two moral arguments in a single response. Each of these five responses was coded twice, reflecting both stage 5 and stage 6 of Kohlberg’s moral development schema.
The remaining eight responses to moral dilemma question three were distributed under each of the three moral development categories shown in Table 7. As noted earlier, responses to question three showed the most variance in response patterns.

Table 7

<table>
<thead>
<tr>
<th>Kohlberg</th>
<th>stage 5 (legalism)</th>
<th>stage 6 (justice)</th>
<th>Gilligan level 3 (non-violence)</th>
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<tr>
<td>BC</td>
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<td>11</td>
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</tr>
<tr>
<td>SGS</td>
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<td>HNP</td>
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Key of Abbreviations

BC = The Black Cauldron (fantasy text)
SGS = Summer of My German Soldier (historical fiction)
HNP = Hiroshima No Pika (picture book)
*
* = double coded responses
Summary

Journal and discussion responses to the three texts used in this study were analyzed and compared across texts and response modes in relationship to Golden's (1978) schema which includes four discourse levels, nine categories of response, and two patterns of reference. Table 1 (p. 92) and data included in Appendix A provide insights into how the schema was applied in this study. Comparison of responses across texts and response modes revealed significant differences in patterns of reference and some response categories. The majority of responses to the fantasy text and historical fiction novel were endophoric, or intratextual patterns of reference. However, most responses to the picture book were exophoric, or extratextual patterns of reference (Table 5, p. 123). Empathic and moral value/judgment responses (exophoric patterns of reference) were found most frequently in response products to the picture book. Moral value/judgment and empathic responses were well represented in the novel of historical fiction, but scarce in response products to the fantasy text. Table 5 (p. 123) presents comparisons of percentages of response totals by categories, and across texts and response modes.
Some percentage differences in response totals were found across response modes to the same text. One significant percentage difference across response modes was noted in report level discourse to the fantasy text. As shown in Table 5 (p. 123), report level discourse represented 45% of the total amount of discussion response, but only 22% of the total amount of journal response to the fantasy novel. Other differences across response modes to the same text were found at the expression level of discourse. Interpretive (exposition level discourse) comments were well represented across texts and response modes, with little variance in response patterns. Percentages of interpretive responses ranged from 24% to 30% across texts and modes of response.

Responses to three text-related moral dilemma questions were analyzed in relationship to Kohlberg's (1968) and Gilligan's (1982) cognitive-moral development categories. Analyses of responses revealed evidence of students' capacities for high level moral reasoning. This is reflected in the categorization of all moral dilemma responses under higher levels and stages of cognitive-moral development theories, shown in Table 7 (p. 137). Comparisons of total numbers of responses across texts revealed similarities in response patterns to the fantasy and historical fiction questions. Eleven
responses to each of these questions were categorized under Kohlberg's stage 6 categories (universal ethical principles: justice, equal rights, golden rule). Two responses to the fantasy question were coded under Gilligan's level 3 category (morality of non-violence), as these responses reflected the language of non-violence. Two responses to the historical fiction question were coded under Kohlberg's stage 5 categories (orientation toward legalism; official morality of the government).

Responses to the picture book question revealed the most variance in response patterns. Five responses were coded twice, once under Kohlberg's stage 5 category, and once under Kohlberg's stage 6 category. Students who provided these five responses were ambiguous in their moral arguments, vacillating between two of Kohlberg's moral development stages. The remaining eight responses to the third question were coded once under one of three moral development categories shown in Table 7 (p. 136). Although moral dilemma responses were analyzed for indications of high level moral reasoning, this investigation did not engage in a study of students' actual stages of moral development. Analyses reflect patterns of moral thinking found in students' responses to three text-related questions.
CHAPTER V

CLASSROOM INFLUENCES ON RESPONSE TO MORAL ISSUES

The focus of this study was to look at seventh and eighth graders' response to a moral dilemma across three genres in a classroom setting. Chapter IV described and analyzed students' daily journal and discussion response to three texts. Golden's (1978) schema was used as a framework for response analysis. Students' responses to three text related moral dilemma questions were coded under level 3 categories within Kohlberg's (1968) and Gilligan's (1982) moral development theories.

The present chapter describes evidence of social influences on moral response in a classroom setting. Data analysis in this chapter is descriptive. The observer's field notes, students' written response products, and audiotapes of class discussions provided material for data analyses. The first section of the chapter looks at the teacher, peer interactions, and the social environment of the classroom as significant influences on response identified in this study. Section two describes several response activities in the social context of the classroom. Some activities were initiated by the teacher to extend discussion of moral topics.
Other activities were initiated by students to extend enjoyment of the literature study. Response to these activities is described in light of the recurring social influences identified in (section one of this chapter) this investigation. Finally, section three describes data analyzed in Chapter IV in view of the social interactions identified in this classroom study of seventh and eighth grade students' response to moral issues in literature.

Social Influences on Response to Moral Issues

Teacher Influence: Curriculum Planning

The strongest influence on response in this classroom was the teacher. Working closely with the researcher (also a teacher) for over ten weeks, the classroom teacher and researcher planned a viable literature project that facilitated discussion of moral issues in the classroom. The seventh and eighth grade students in this classroom were preparing to study World War II as part of their social studies curriculum. They had previously studied America's participation in earlier wars during fall and winter quarter. The classroom teacher wanted to present a literature study in coordination with the social studies unit on World War II. The teacher's purpose was to encourage both the quantity and quality of response to moral issues in a
classroom setting, and provide students with the opportunity to study moral issues in the context of historical events. Literature would be the springboard to facilitate response, and give students an opportunity to virtually experience participation in war as a moral problem through interaction with story characters and events. In preparation for the literature study the researcher and teacher carefully selected three texts with a war theme from reviewers' lists of recommended children's and young adult literature. A number of response activities were designed in the hope they would facilitate discussion of moral issues, as well as extend students' appreciation for the literary texts.

In addition to planning and implementing response activities which took place in the one hour daily literature study sessions, the teacher assigned students the task of doing independent research on a significant issue or event of World War II. This was done as an extra assignment, and in a timeframe other than the daily hour of literature study. Literature discussions reflected students' background knowledge of war events. The combination of literature with background study of war-related issues seemed to challenge students to stretch their reasoning powers. Students seemed to become aware of the complexity of moral issues when background information offered support for conflicting
viewpoints. The teacher's planning and implementation of a literature project with a variety of supplemental resources increased the potential of students to gain background knowledge about moral issues and historical events. This background knowledge contributed to the enrichment of response products.

The response below shows how a student's knowledge of what a POW is, contributes to a class discussion about Anton in the historical fiction novel, *Summer of My German Soldier*.

T. OK...lets have your thoughts, reactions and questions to SUMMER OF MY GERMAN SOLDIER...

St #14 I have a question...what..why was a..P..O

St #1 A POW...

St #14 A POW...in the USA...?

T. (name of St #1) Do you want to answer that?

St #1 He was... a prisoner...a prisoner of war... its short..for..POW means..prisoner of war...the US had...ah...POWS in World War II. They brought...ah..Germans..ah...prisoners over...and put them in ah..concentration camps all over the country..only they weren't like Nazi camps..they didn't kill them...they just kept them...prisoners until the end of the war.

In another discussion about Anton's role in the story, students demonstrate some knowledge of spy operations in World War II.
St #1 Maybe they should have put her in jail... they don't know if Anton was really good... maybe...maybe...he was putting her on... tricking her...maybe he was going to join other Nazis. He...could have been a spy...they had a lot of spies in World War II.

St #13 Yeah...we really don't know for sure. He seemed on the up and up. He was ready to stand up to Patty's father for her.

In this discussion, students show an awareness of the moral complexity surrounding the decision to bomb Hiroshima. The teacher initiates conversation about the picture book, Hiroshima No Pika. Several students contribute background knowledge about the bombing, changing the focus of conversation. The book is never mentioned again in this discussion.

T. OK...let's hear your thoughts, reactions, questions about the book.

St #10 I think it's sad that people...have to die...like that.

St #11 It's sad...because people...who...people were killed.

St #7 I feel sorry for the people...but they...knew the bomb was coming...and they stayed. I feel sorry for the children...and the people who didn't know.

St #9 In my research, I read that...people...used to go to shelters during air raids and...one woman heard the planes...and thought it was a false alarm....

St #7 Yeah...I read that people were told...to...expect the bomb on any nice day.

St #4 People...who knew...about the bomb should have told others.
St #15  Was an atomic bomb necessary?

St #1  100,000 more people would have died if they didn’t use it.

St #15  At Nagasaki they killed a lot more people ...but at least we warned them....the Japanese didn’t warn us at Pearl Harbor.

St #11  They hurt too many people...

St #1  But they had to end the war someway....

St #3  Why did they drop the bomb?.It still wasn’t right.

T.  How would you have stopped the war?

St #3  They should have just kept fighting.

St #15  They dropped the A-bombs just to stop the war. They lost all these people... Americans and Russians, too.

St #7  But those people volunteered to die for the cause. They could have left Hiroshima.

T.  What about the Americans’ responsibility?

St #9  From the research that I did....they knew about the radiation. They did tests and knew what the atomic bomb would do. It was evil...and they dropped it anyway. They dropped another one at Nagasaki. They didn’t need to drop such destructive bombs.

St #15  You mean they should have dropped a smaller bomb?

St #7  People would still die...no matter what kind of bomb they used. What should they have done?

T.  Please...one at a time...raise your hands. OK...(she calls on St #5)?

St #5  The Hiroshima...attack was very cruel but not as bad...not as mean as what Hitler did to the Jews.
St #9  Yes, but we didn’t cause the Jews to die. We caused the Japanese to die...Hiroshima was a holocaust (voices murmur in the background; some students agree, others disagree).

T.  Maybe so...a lot of innocent people died. You have to think about that as an issue, too.

11:20 AM  The discussion drops off here. Students whisper softly to each other as they put their reading texts away...their attitudes are somber and reflective. They seem to carry the morning discussion with them as they go about their tasks.

In the above discussions, the teacher’s influence on response is subtly manifested. In planning and facilitating a literature study correlated to the social studies unit on World War II, and by providing students with supplemental resources to enrich background knowledge, the teacher encouraged meaningful response to moral issues and contributed to both the quality and quantity of students’ response to literature.

The teacher also influenced response in the following ways. She enhanced appreciation of the books by introducing each new text, providing highlight information about the author, the nature of the story, and other interesting information. She encouraged students to provide meaningful, personal response in written products and class discussions.
Teacher Influence: Introduction of Literary Texts

Before reading a new text, the teacher attempted to enhance students' appreciation of the literature by introducing the story, providing background information about the author, text format and structure. This is evident in the following observations made by the researcher on the first day of the literature study.

Obs.

The teacher introduces the first book, THE BLACK CAULDRON by Lloyd Alexander. She talks about the author, discusses other books he has written. Several students volunteer knowledge about other books by Alexander. Someone mentions the Prydain series. The teacher displays the book, points to the cover, and explains the book is fantasy, a genre, like other genres as science fiction or historical fiction. She reminds students they have spent time talking about genres, what classification means. The teacher tells them the literature study this quarter will center around the theme of war; first in the fantasy novel, and then in two books which are historical, realistic fiction. She tells them the third book is classified as a picture book, but is also historical. She says the last two books are about events from War II. Several students raise their hands. They talk about family members who were in different wars.

In a class discussion prior to the first reading session, the teacher invites students to share ideas about what they might expect to find in this fantasy story.

T. One at a time please, so everyone is heard
St #7  Fantasy is make believe.
St #1  Like legends and fairytales.
St #4  That could be true...maybe...
St #2  I forget what legends are...
St #1  Fantasy is a...a type of book...a genre...what did you call it?
T.      A genre.
St #1  Yeah...that's it...a genre...rah...my dad has a book on legends.
T.      Well, this fantasy story...is about a war. That's why we will read it...because we're going to study war this quarter. The Welsh names in the book are hard to pronounce...I'll try to find a dictionary...and see if that'll help...OK...let's begin our first reading.

In the following observation and discussion examples, the teacher's influence is again highlighted. After introducing the first text as a fantasy story with a war theme, the teacher passes books around, one for each child. She reads the author's note and invites students to talk about the setting of the story, its resemblance to Wales.

Obs.  The students are restless, noisy. They seem enthusiastic about the project. Books are passed around. The children look at the book cover, asking questions of each other. They ask a lot of questions about the book cover. The teacher reads the author's note. She invites students to talk about the setting of the story, the resemblance of Prydain to Wales.
T. Where's Wales? Does anybody know?

St #1 Near England...or Scotland...I think...
I don't know, someplace near Great Britain

T. It is near England and Scotland. You might want to bring in books about Welsh folklore and legends for research. You can get extra credit for bringing in outside resources for this project.

St #1 Can we bring in books about war?

T. Yes, but maybe later...when we do the books about World War II.

St #2 Where do you find out about legends?

St #7 What are legends?

St #4 Are they in books?

T. Why don't you go to the library and find out? Ask the librarian to help you. I'll bring in some books, too.

The influence of the teacher is revealed in the next example taken from observational and audiotaped discussion data. Here, the teacher lays the groundwork for a literature study of the new text. She introduces the book, reads the author's note, and provides background information about the atomic bombing of Hiroshima to help prepare students for the setting of the story.

Obs. As I arrive, I notice the students are seated in groups of four at their desks. The teacher is preparing to introduce the new text. The students are quiet, watchful. Before introducing the text, the teacher provides students with a map and handout that gives factual information about the
bombing of Hiroshima during World War II. She reminds the class they have been studying these events while doing the literature study. The teacher introduces the events of this phase of the war from the handout. She then reads the preface of the picture book, referring to the author as a famous Japanese artist who tells the story of a survivor from the atomic blast. The teacher points out that although the story is fictional, it includes facts from a survivor’s story.

T.

OK...the author of this book is Toshi...Maruk...Toshi Maruki...a famous artist in Japan. I want to read something brief about the book she wrote and then...I’ll read the book. "In 1953, I was holding an exhibition of pictures about the atomic bomb in a small town in Makado. At the exhibition, I noticed a woman with an angry expression on her face. She was staring at my picture for a long time. She recounted the story of how she tried to escape, carrying her wounded husband on her back, and leading her child by the hand. This scene remained with me for a long time, piercing my heart and memory. This book is based on that woman’s story, but woven into it is all that I have seen and heard of the people’s experience with the atomic bomb."

In the above discussions, we see how the teacher lays the foundation for the literature study by introducing literary texts, by reading the authors’ notes, and by providing supplemental resources to increase students’ background knowledge about story settings and events.
Teacher Influence: Encouragement of Personal Response

Each day of the literature project, the teacher facilitated response by inviting students to write and discuss what they wanted to say about the story. The directions she provided were conducive to eliciting personal response. Students were encouraged to include personal response agenda in journals and group discussions. At the beginning of class discussions, the teacher invited students to share journal entries. Students were encouraged to support and challenge the responses of other peers, or initiate a new agenda when discussion dropped off. If no other opinions were presented by students, the teacher would ask questions to generate further discussion. Response was affected when the teacher changed the direction of a discussion.

One of the ways in which the teacher encouraged response was to invite students to generate personal response in journals and class discussions. This is evident in the following example, taken from field observation data.

T. OK...let's take out paper and pencils. For your journal entries, I want you to respond to the story by writing your own thoughts, personal reactions...and any questions you may have about the story. Say what you really think about the story, what you like...or don't like, or don't understand. You have about ten minutes to write in your journals.
In this next example, also taken from observational data, the teacher invites personal response to literature in class discussions.

T. OK...let's have your thoughts, questions, and personal reactions to the story?

St #1 Well...its not the greatest book.

St #2 How do you know? Its too soon to tell.

St #7 I think it's weird...fantasy is weird.

St #4 It's...okay so far...for what you can tell about it.

St #2 I don't think you can tell...yet. Its too soon.

In the above example, students evaluate the book, and make literary comparisons. When the discussion seems to reach an impasse, the teacher changes the direction of the discourse. The discussion continues, but the teacher cuts off evaluative discourse, inviting students to talk about story events. This can be seen in the following example which is a continuation of the above discussion.

T. OK...why don't we talk about what's going on in the story. It might help us understand it. (St #1)...would you like to start?

St #1 Well...ahm...its about back in time ...like....King Arthur. Its about...ahm ...its about...well...their having this meeting. There's this problem in the kingdom...about...some guy...who's ...what's his name...the main guy?
T. The prince?
St #1 Noooo...
St #4 Arawn...Arawn...the mean guy.
T. Oh...Arawn.
St #1 Yeah...well...something's going on...
like...in the distant part of the land.

Here, the teacher encourages further response by giving positive reinforcement of the student's comments in the above discussion.

T. Something's going on in another place?
St #1 Yeah...they're having a meeting of all the kings...and warriors. You know...the good people
T. The good people?
St #1 Yeah...they're planning to go somewhere.

Teacher Influence: Facilitation of Response to Moral Issues

The teacher primarily influenced response to moral issues in her classroom by planning and implementing a literature study which included a variety of activities and modes of response. This was discussed earlier in this chapter under curriculum planning. In addition, the teacher facilitated and encouraged response to moral issues when they surfaced in class discussions. In the following example, a student raises the topic of racism.
The teacher encourages students to talk about this moral issue by offering personal insights into the problem. She then invites students to talk about their own experiences and knowledge of racism.

T. Does anyone else have a contribution to make about the story?

St #13 I think it was mean...nasty...what happened to that lady in the store.

T. You mean Ruth....the black lady?

St #7 Stop!

T. What's wrong, (St #7)? Why are you upset?

St #7 I don't want to hear about it...about racism...you're white...you're all white...except (St #13) and me. What do you know about it...about prejudice against black people?

T. Let's talk about the issue for a minute. We all experience prejudice of some kind...every race and nationality gets called names. People of different religions are made fun of by other people; but tell us about your experiences.

St #7 Okay, it's not the same...it's not the same. It's worse for us blacks. Look at Jesse Jackson. Some say he'll be killed if he gets elected...just because he's black. It's not fair.

T. OK, I agree...it has been worse for blacks...here and elsewhere. Look at South Africa, apartheid, and all that hatred; but I think...we can understand it. Look at the Holocaust...we're studying that right now...what Hitler did to the Jews...and people who helped them.

St #15 People...are...ah..prejudiced against me...I'm short...for a boy. I'm too short.
Look at the prejudice against me...I'm a girl. Girls can't...ah...aren't allowed to do what boys...do. It's not fair, either.

Everyone experiences racism or prejudice; but you're right, in America, the black experience has been worse. But look at the American Indians, and how bad they were treated. Remember when we studied that in history?

Yes...but I still think blacks had it worse...they couldn't even sit at a lunch counter...next to a white...or go to a white school...in the South.

Prejudice...racism...hatred...it's like in wars. Books, history, they let you look at the American side, one side. They never tell you the other side.

You mean books are written from our point of view? Yeah...I guess that's true; sometimes history books don't tell about the other side, about opposite views.

The above samples, taken from daily field observations and audiotaped discussions, help illustrate the powerful role the teacher played in facilitating response to moral issues in this literature study. The teacher directly contributed to the quality and quantity of response generated in this study through: The integration of the literature and social studies curricula; the choosing of meaningful books and response activities; the provision of background material to assist comprehension and understanding of literary and moral issues; the lively introductions of new texts; the encouragement of personal response; and the promotion of
response to moral topics when they surfaced in class
discussions, through informal conversation and
questioning. Other, less obvious teacher influences
such as personal stance and body language are treated
later in this chapter, under classroom community.

Peer Interactions: Peers Provide Support

Within the social context of this classroom, peer
interaction emerged as another significant influence on
response. Peer interactions occurred in several
different ways. In class discussions, peers sometimes
assisted each other, providing supportive opinions,
volunteering information, or negotiating the meaning of
events. At other times, peers challenged each other,
arguing from background information gleaned from
independent research, or personal experience. Conflicting
arguments were particularly evident in discussions of
moral topics. When students felt deeply about a moral
issue, they sometimes risked peer disapproval and held
their viewpoints.

In the following example from a classroom
discussion, two students ask questions about the
mysterious cauldron. In this conversation, other
students assist the respondents by offering additional
information in a supportive context.
St #13    Why...does...everbody want the cauldron
if they don't know where it is?
St #4     They were going to destroy it.
St #13    Why don't the bad people want it?
St #7     The bad people...the evil guys are
making their warriors come out of it...
are they trying to destroy it too?
St #1     They want it.
St #13    Why?
St #1     Because somebody stole it...see...they
can make warriors that can't die.

Peer Interaction: Peers Negotiate Meanings

Sometimes peers interpreted the meaning of the text
together, providing support and encouragement to each
other, as they attempted to understand story events.

St #13    Isn't this Ellidyr...right here...
on the book cover? I bet this is Ellidydr.
I heard he turns evil.
St #7     What are you talking about?
St #15    If you remember what was said...that
there was a little black monster riding
Ellidyr's shoulder. That's what he felt.
St #1     Do you want to know what it is? They don't
say anything, but its...ah...greed.
St #15    Its red and black.
St #1     Black! Greed!
St #13    What? He like...rides on his shoulder?
St #1     Nooooo.
St #15    If you remember what he said about Ellidyr.
St #1 Yes, they do look like monsters.
St #15 They always did.
St #1 Its greed...and pride...and hatred.

Peer Interaction: Peers Express Agreement

Sometimes students expressed agreement with the opinions of others. In the following discussion about the historical fiction novel, peers agree that Patty's mother treated her meanly when she sent Patty to a hairdresser.

St #13 I think it was mean...what her mom did to her hair...
St #7 That was mean and nasty, especially what her mom did...making a woman who does dead people's hair do Patty's hair. It was plain hateful.
St #3 I agree with (St #13 and St #7). It was mean...and wrong of her mom to do that to Patty...to have that lady do Patty's hair...like that...ugh.

In the following discussion from the fantasy novel, several students agree that Taran made the wrong decision when he gave the mysterious brooch away.

St #7 I don't think Taran should have given the brooch away...cause it gave away their power, too.
St #9 They should have kept the brooch to help themselves...out...you know.
St #14 I agree....
St #3 Me too. He was stupid to give the brooch up. He should have kept it.
Peer Interaction: Peers Challenge Each Other

On some occasions, students disagreed with the opinions of their peers. This seemed especially true when students discussed moral issues. These kinds of discussions were frequently charged with emotion as students expressed strong personal convictions.

St #7  I think Patty's abused. She's a typical, everyday, abused child.

T.  Do you think that's normal?

St #8  Normal? Well, Patty's father...ah...beats her...yeah...she's abused. Its normal for some people.

St #15  Its not abuse...its discipline.

T.  Raise your hands please...let's give everyone a chance to speak.(St #3)?

St #3  I don't think Patty's abused. Her parents...ah....they love Patty. They only want to help her.

St #1  She deserves to be beat...she lies all the time.

St #7  I disagree. I think parents who whip their children...are abusing their children. Its just not right...ever...to beat someone, no matter what they did.

St #13  It depends on what they did to Patty. If they were trying to punish her for something she did wrong...well...I think that's...all right.

St #7  Not for breaking a window. She shouldn't have got beat...for breaking that ole window. It was an accident....an accident. It ain't right to hit
someone for an accident. Its wrong...wrong...wrong.

T. Okay. Does anyone else have a thought on this? (St #9)...what do you think?

St #9 Yeah...well...I think Patty's abused I...ah...think what her father did was child abuse, alright. Its realistic, too. I've seen a lot of my friends get abused...get hit by their parents.

St #1 Its not abuse...her father hit her...because she's a...she lies. She deserved it. She's a little troublemaker.

In the examples provided in the discussion below, students draw on background knowledge about war events to support their conflicting viewpoints. They disagree over the decision to bomb Japan, after reading the picture book text, Hiroshima No Pika.

St #9 I read...that...before the bomb...there were lots of times...they sent warnings.

St #11 People didn't all know about the bomb.

St #15 Was an atomic bomb necessary?

St #1 100,000 more people would have died if they didn't use it.

St #15 But...they dropped a second bomb.

T. Nagasaki, you mean.

St #15 Yes. They killed, they say they killed Russians, Americans, and Japanese.

T. Yes...a lot of people were killed, not just the Japanese.

St #15 It just wasn't rational...what we did at Nagasaki. They killed...a lot more people, but at least we warned them
about the bomb. They didn’t warn us at Pearl Harbor.

St #11 They hurt too many people.

St #1 Anyway you look at it, you lose. The war would still be going on.

St #11 It was wrong to even drop the first bomb.

St #3 I agree, it wasn’t right.

In the examples provided under peer interaction, it was noted that students interacted with each other in a variety of ways. Peers were observed supporting the response efforts of other students by contributing additional information about story characters and events. At other times, peers interacted by negotiating a shared meaning of the text. Sometimes peers expressed agreement by reiterating other students’ responses. Finally, peers were observed challenging the opinions of other students. This was especially noted during discussions of moral issues. When students felt strongly about a topic, or were able to draw on background knowledge to support their opinions, they risked peer disapproval and defended their viewpoints.

Influence of the Classroom Community

Another influence on response in this classroom was the social interaction that took place during reading instruction. In this combined seventh and eighth grade
classroom, reading sessions were conducted in such a way that they provided opportunities for students to form a reading community. During daily reading sessions, the observer noticed that students formed smaller reading communities within the group, and that the teacher was a part of this reading community. Peers usually paired off or clustered together in groups of three or four. Area rugs were stretched across the floor in the rear sections of the room. When the teacher indicated a reading session was about to begin, several students picked up their texts and settled comfortably together on the floor. Some students perched together against a window ledge, while others joined friends at their desks. Although one or two chose to sit alone, most students preferred to sit with a partner or group of friends. When she read aloud from the three books used in this literature study, the teacher always positioned herself in the midst of the students, or next to one of the small groups. She sat on desk tops, or perched against a window ledge. The social aspect of reading together in a comfortable, social setting encouraged enjoyment of the literature study, increasing the possibility that students would contribute positive, meaningful responses.
The social atmosphere of the community of this classroom is manifested in this scenario, taken from field observation notes. The example is typical of daily situations encountered by the observer. The classroom atmosphere is relaxed as I enter the room. The teacher and several students are chatting informally together before the literature study. When the reading session is about to begin, students choose their reading partners and where they will sit.

When I arrive, I notice the teacher is in front of the room chatting informally with several students. Others are busy putting materials away from their morning sessions. They are talking and laughing, enjoying each other’s company before the afternoon session begins. Their voices are kept at a low pitch; no one is loud or disruptive. One student notices my presence. He walks to the book shelf and takes down copies of THE BLACK CAULDRON, placing them on top of students’ desks which are arranged in clusters of four, facing each other. The teacher walks over to greet me, then picks up her text and moves to the center of the room. Two students who are standing move to their desks and pick up books. The room becomes quiet. A student raises her hand. She wants to know when she should bring in a book about legends. She says she has found one in the library. The teacher tells her to bring it in tomorrow.

The teacher opens her book to find the page where they left off yesterday. Four or five students get up and move to the back of the room where they sit comfortably together on carpet sections. Three girls sit on a window ledge close
together. The teacher walks over to the same window ledge and stands against it. Other students move to sit next to a friend. Two students choose to sit by themselves. Someone asks on what page they will begin reading. The teacher announces the reading will begin on page 28. She begins to read.

Following completion of the fantasy text, the researcher observed students talking and laughing about literature extension projects they had recently completed in art class. Art products representative of favorite stories students read throughout the school year usually adorned the walls of the hallway outside of the classroom, and bulletin boards and walls within the room. On this occasion, these art products were part of students’ response to the fantasy story. The social atmosphere created during readings and discussions of The Black Cauldron seemed to continue as students shared their excitement over charts, murals and paper mache castles that had been created to celebrate the fantasy story. The example below, taken from the observer’s field notes, helps illustrate the social dynamics of response referred to in this paragraph.

Obs. As I enter the classroom, students walk past me to the back of the room. They are returning from lunch recess. Talking softly, laughing with each other, two students point to a wall poster. Several students come up to me. They ask
me to come and see what they have made in art class. Several girls point to a chart with colorful pictures and brief descriptions of story characters. Three boys point to a poster with a timeline of story events that include drawn symbols of magic objects and places. Another group of students have made a wall size pastel mural of the final scene in the fantasy story. Two boys show me a paper mache castle of Caer Dalben.

The teacher enters the room. She sees me talking to the students and walks over to greet me. I ask her about the projects. She tells me the students enjoyed the book so much, they requested using their art time that week to do some things on THE BLACK CAULDRON. She adds that even though they are excited about beginning a new book today, they are a little sad about leaving the last story behind.

As described in the above paragraphs, the classroom community appeared to be an influence on response in this study. The observer noted the personal stance of the teacher in the classroom reflected her own enjoyment of literature. This was manifested in the body language and approach she used with students during reading sessions. The teacher's stance seemed to encourage students to enjoy the literature study. A reading community seemed to exist in the classroom. Students paired off and found comfortable seats during reading sessions. They displayed and talked about their literature extension products to the researcher. The relationships among peers, and between teacher and students, may have contributed to the positive social interactions observed in this classroom.
In summary, this section of Chapter V provides descriptive examples of three social influences on classroom response in this study, as identified by the observer. These influences are: teacher influence, peer interactions, and the influence of the classroom community. The influence of the teacher was especially manifested in curriculum planning, the facilitation of response to moral issues in literature, the encouragement of personal response, teacher/student dialogue, and informal questioning in class discussions. Peer interactions occurred in several ways. When responding to stories in class discussions, peers provided supportive information; peers negotiated shared meanings of texts; peers agreed with other responses; and peers challenged each other over moral issues. Other social influences on response were observed in the interactions between teacher and students and peer interactions in the context of the reading community formed in this classroom setting. The influence of the classroom community on response seemed to be related to the interrelationships that existed between teacher and students, and students with other peers, as well as the personal stance of the teacher toward reading and literature study in a classroom setting.
Classroom Response Activities

This section of the chapter describes several response events as they occurred in the natural context of the classroom. The war essay, moral dilemma activity, and class debriefing session were part of the teacher's original instructional plan to promote discussion of moral issues. The drama was a spontaneous event incorporated into the study at the request of several students who were not satisfied with the story ending in the historical fiction novel, Summer of My German Soldier. Transcriptions of the researcher's field observation notes, students' written products, and audiotaped discussions provided material for descriptive data analyses of these response events.

An Essay About War

After completion of the third book in the literature study, Hiroshima No Pika, the teacher asked students to write a brief essay on war. Students were told to think about participation in war as a moral problem, synthesize what they learned about war from the three books, draw on background knowledge from independent research, and include personal viewpoints about war. In this situation, the teacher influenced response by planning and implementing an activity that encouraged students to synthesize their thoughts about participation in war as a
moral problem. The teacher hoped the activity would promote moral awareness, and encourage high level moral thinking.

In the following sample taken from the observer's field notes, the teacher provides directions for the moral dilemma activity.

Obs. The students are working quietly at their desks when I arrive. The teacher calls them to attention. She announces the topic for today's literature activity. She explains they will begin to assess what they have learned from the literature study.

T. What was the one thing you found to be the same in all three books?

St #5 War. They were stories about war.

St #8 Yeah, each story was about a war.

T. That's right. Each book had something to do with war. In THE BLACK CAULDRON, you had a fantasy version of a war; in SUMMER OF MY GERMAN SOLDIER, you had a story about people caught up in war events; and in HIROSHIMA NO PIKA, you had a story about what happened to bring the war to an end. Well, today I want you to write a short essay on war as a problem in the world, a moral problem; the right and wrong about participating in a war. You can use ideas from the three books we read, and information from your own research projects on World War II. You may include your own ideas, what you think about war. Your books are on the shelf. Take what you need and get started.

St #8 How long should it be?
T. About two or three pages...not too long, but do a good job. Pull it all together. OK...get started. You have the rest of the class period. You can have extra time this afternoon in study hall, if you need it.

Obs. The students begin to write. They are very quiet. I hear the sound of pages being torn from notebooks. St #1 comes up to the teacher, and asks a question.

St #1 When was penicillin discovered? Wasn't it at the end of World War II?

T. Why don't you look it up in the encyclopedia? I'm not sure about the date.

St #1 What kinds of diseases does penicillin cure?

T. Infectious diseases, bacterial diseases.

St #1 OK...thanks. (He walks over to the encyclopedia and begins to look for information).

Obs. Students whisper softly to each other. I hear them checking out ideas on other students. The teacher asks them to be quiet; to do their own work.

Obs. St #7 walks up to the teacher's desk. She has a question.

St #8 Was Hiroshima a holocaust, or part of the holocaust, or like the holocaust?

T. That was in Germany, Hitler killing the Jews; but you can compare Hiroshima to the holocaust.

St #7 What do you want us to do when we're finished?

T. Bring the paper to me.

Obs. St #7 hands her paper to the teacher. St #1 does the same. Other students continue to work. St #15 is the next
student to finish his essay. He turns his paper in and walks over to where I'm sitting. He shows me a chart of events about the bombing of Japan. He tells me he is doing it for part of his social studies research about events in World War II. The chart lists information about the bombings of Hiroshima and Nagasaki. It is neatly printed, informative.

**Obs.**

At the end of the class period, students who are finished take out books and begin work on assignments. Others continue to work on their essays. The teacher reminds students they have extra time to finish the essays, because the next period is a study hall.

The teacher designed the essay activity as part of her instructional plan to promote growth in moral awareness among students. The essays provided students with an opportunity to synthesize what they had learned from the combined literature and social studies project. The researcher was interested in what kinds of references students made in essay responses. The teacher encouraged students to draw upon what they had learned from the three literary texts used in the study. Students were also told they could include background knowledge from social studies projects, and personal opinions, in the war essays. With several possibilities before them, students were permitted to include any or all of these references in their essay responses. In order to determine students' response approaches to the essays, the researcher coded written products in terms of
endophoric (intratextual) and exophoric (extratextual) patterns of reference. These reference patterns are part of Golden's schema (1978), used to analyze and describe journal and discussion responses to the three books used in this study (Chapter IV). Analyses of essays revealed that students' patterns of reference were predominantly exophoric, or extratextual patterns of reference. When essay responses were tallied according to T units, 91% of students' total amount of response contained exophoric patterns of reference, while 9% of students' total amount of response contained endophoric, or intratextual patterns of reference. These endophoric responses were made by five of thirteen students who participated in the essay activity. For the most part, students discussed the essay topic in relation to world issues, personal experience, and background knowledge gleaned from social studies research. Appendix B contains examples of students' war essays.

Moral Dilemma Activity

Following completion of the war essay, students were asked to respond in writing to three moral dilemma questions, one for each of the three books used in the literature study. Through planning and implementation of this activity, the teacher hoped to promote awareness of moral issues, and challenge students to engage in high
level moral thinking. Each of the dilemma questions focuses on the morality of a specific participation in war situated in the literary texts. Moral dilemma questions with descriptions of response analyses are included in Chapter IV. Responses to the moral dilemma questions were coded under level 3 categories within the cognitive-moral development theories of Kohlberg (1968) and Gilligan (1982). The following example is taken from a field observation of the moral dilemma activity.

**Obs.**
When I arrive, I notice the students are sitting at their desks which are arranged in groups of four. They are chatting together about a field trip planned for the last day of school. From the sound of their voices, they seem excited about the upcoming event. The teacher notices my arrival, and asks students to prepare to begin the literature study. She explains they will be asked to respond in writing to three questions related to moral issues in the three books used in the literature study. She passes out typed sheets containing a question for each of the three books.

**T.**
OK, I want you to answer the three questions on the handout. You can use both sides of the paper. Think through your answer carefully, and give your honest opinion. Each question is a moral dilemma, or problem found in the three books you read this quarter. Say what you really think. If you don’t understand a question, come up and ask for help.

Please work quietly and independently on this activity.

**St #8**
Will this take up the whole period?
T. Just about. When you are finished, bring your papers to my desk.

Obs. Students work quietly at their desks. Once in awhile, a whisper can be heard. The teacher reminds them to work in silence on this activity. After twenty minutes into the class period, a student brings her response sheet up to the teacher. Two other students also turn their papers in. The remaining students continue writing until the bell rings for the next class. The teacher asks students to turn in their papers. She also asks if anyone needs more time to complete the activity. No one responds, so she continues to collect their papers.

Description of analyses of response to the text-related moral dilemma questions is provided in Chapter IV. Responses were analyzed in relationship to Kohlberg's (1968) and Gilligan's (1982) cognitive-moral development theories. Examples of students' responses are included in Chapter IV. The third section of the present chapter looks at moral dilemma response data in light of teacher and peer interactions, factors which were identified as social influences on classroom response in this study.

Debriefing Session

A class debriefing session was the final activity planned by the teacher to facilitate response to moral issues. This session pulled study components together, and provided students with another opportunity to engage
in group discussion of moral issues. The teacher influenced response in this activity by structuring the event into the literature study, setting parameters for the discussion, and facilitating response through informal questioning. Peer interaction was a second visible influence on response in this activity. Once again, peers supported and challenged the opinions of other students. Background knowledge obtained from literary texts, history books, independent research, and other resources empowered students to think deeply about moral issues, enriching the quality of the classroom discussions.

In the following example, the teacher sets the agenda for the debriefing session and facilitates discussion through informal questioning. Peers support each other, contributing opinions about the evils of war.

Obs. The students are coming into the room from lunch recess when I arrive. They take their seats, talking softly, laughing with each other. St #7 asks the teacher what the agenda is for today. She says she will tell them as soon as everyone is quiet. The talking drops off when students see the teacher move to the front of the classroom. She explains they will do a debriefing session today, wrap things up, discuss the literature study, make comparisons and draw conclusions.

T. What major issue did we discuss in our literature study these past few weeks? (voices chime in: "war", "fighting").
T. OK, war, participation in war was a major issue we discussed after reading the books. Where else did we encounter war? (voices again chime in: "history", "English", "library research").

T. What did you learn about war in the three books we read, (St #4)?

St #4 That war happens, even when you don’t want it.

St #8 I don’t like war, too many people are hurt in wars.

St #10 It’s scary...war is scary.

St #4 There are a lot of different perspectives...aspects to war...a lot of different things happen.

T. How would you compare...ideas about war throughout the three books used in our study?

St #10 I don’t see any good in war.

St #15 Well...the books didn’t always talk a whole lot about war. The fantasy story didn’t say what happened to Arawn and Gwydion after the battle.

T. OK...so you wanted to know more about what happened to Arawn, Gwydion and the others in the war. Anyone else have a comment?

St #1 Well, I think what I learned about war is how it can be so destructive and unfair.

T. What do you mean?

St #1 Well, it hurts people who really didn’t want war in the first place.

St #5 Well, I don’t think war is any good...or anything. A lot of people have to fight even if you don’t want to. I don’t think a lot of people in a war really
think about how war will affect them.

T. OK....(St #6)?

St #6 A lot of innocent people died. War is mean and cruel.

Later, as shown in this example taken from an audiotape of the class discussion, peers disagree about the portrait of war in the three books.

T. What about war in the three books? Did anyone find anything different about the way war is presented in the books?

St #5 Well, in THE BLACK CAULDRON, how is it really about war?

St #1 Because its about fighting...there's fighting going on.

St #5 Yes...but its different than in the other books.

St #15 Yes...but they were fighting. They were fighting about the cauldron. Different groups were fighting.

St #8 In the three books, like in HIROSHIMA NO PIKA, that war, that kind of war story is different than in SUMMER OF MY GERMAN SOLDIER.

St #1 Why?

St #8 Because in Hiroshima, a lot of people knew what was going to happen with the bomb. In SUMMER OF MY GERMAN SOLDIER, they talked about persons in it. They didn't talk about the fighting parts of the war.

T. OK....how would you compare THE BLACK CAULDRON to those books?

St #8 That book was totally different... because they thought it up. It wasn't
a real war.

St #1 But war is war.
St #3 But its not a war, it was just a fight.
St #15 War is a fight...fighting.
St #3 It wasn't between countries or anything.
St #1 Yes, it was. All you need is two sides... two people.
St #15 I looked it up in the dictionary; what war means. It was a war.
St #3 But its not war... when its only between two people.
St #1 World War I started between two people.
T. OK, (St #15)... why don't you get the dictionary and read us the definition of war.

The class continues to talk about the definition of war until the teacher poses another question about the books used in the literature study. In that discussion, some students compare the Holocaust to the bombing of Hiroshima. Students draw on their background knowledge of war events. Some students disagree with peers' opinions.

T. What images of war that you encountered in the three books changed your attitude about war?

St #9 When I did my research about war and read the book about Hiroshima, I didn't know before about the total destruction of Hiroshima, or about the radiation.

St #15 Some people knew about the bomb. The book, HIROSHIMA NO PIKA, it gave us more of the facts about what it was
like at the time of the bomb.

St #4 Before we read the book and studied the war I didn’t know that many people died in the bombing of Hiroshima... or in Germany.

T. You mean in the holocaust... yeah... Hitler killed 6 million Jews, and in the bombing of Japan, about 100,000 people died.

St #1 About 120,000 over the years... with the radiation; but in the concentration camps, a lot more people died. So, if you think about it... it’s not as bad, compared to the holocaust.

St #12 I don’t know... Hiroshima was pretty bad, too.

St #2 I think people talk about war and don’t do anything to stop it.

St #15 Hiroshima was just to prove a point... that’s all... just to see what a bomb can do. The leaders just talk and argue, talk and argue, like Gorbachev and Reagan; but at least they’re talking.

St #7 I think people should help stop war; not just talk about it, or debate about which is worse. Who cares! It’s all bad. War is war!

Responses provided in the debriefing session described above were analyzed in light of the social influences on classroom response identified in this study. The teacher’s influence was manifested in the way she facilitated the discussion through informal questioning and support of students’ response efforts. Students’ responses in the debriefing session also reflected a variety of peer interactions, a second social
influence on response identified in this study, and described in the first part of this chapter. As indicated in the above discussion examples, peers interacted with each other by providing supportive information, by expressing agreement, and by challenging one another. Those responses which contained challenges or disagreements of opinion usually reflected students' background knowledge of the subject.

In addition to looking at response to the debriefing session in light of the social influences on response, oral comments were analyzed in view of endophoric and exophoric patterns of reference, as defined in Golden's (1978) schema. Responses were treated as T units, tallied, and translated into response percentages. Analyses revealed that students' patterns of reference in the debriefing session were predominantly exophoric, or extratextual. However, a significant percentage of endophoric (intratextual) responses were provided. Students' patterns of reference were 73% exophoric, and 27% endophoric. The contribution of endophoric responses seemed to be due to the influence of the teacher, who included several direct questions about the literary texts in the debriefing session. This was illustrated above in the discussion examples taken from an audiotaped discussion of the debriefing session.
A Surprise Response Event

The social influences of teacher, peer interaction, and classroom environment on response were powerfully demonstrated as the project drew to a close. At the end of the debriefing session on May 25th, the last scheduled event for the project, the teacher invited me to come to class on May 27th. She said the class had planned a special presentation and wanted me to see it. She informed me several students had voluntarily written a short drama based on the historical fiction novel, Summer of My German Soldier. According to the teacher, students #5, #7, and #13 used lunch recess and after school hours to write the script and plan details for presentation of the drama. As the script emerged, these three students invited other students to participate in the drama. The teacher said she critiqued the script and assisted the group with stage props. When I asked about the content of the play, the teacher said I had to wait and see, the students wanted it to be a "surprise event". The following example is taken from field notes, and reflects the response event as observed by the researcher.

Obs. I arrive in the classroom, eager to find out what the students have planned for their "surprise event". I look around and see a courtroom scene is in place. A table and chair are in front of the room. A gavel is on the table along with a sign that reads Judge (first name of
St #13) Wapner. A makeshift jury box is positioned along the windows. Chairs are contained by cardboard strips that frame in the jury box. The teacher notices my arrival. She has been occupied in the back of the room with students. The room is alive with conversation this morning. Everyone is excited about the presentation that is about to take place. The teacher walks to the front of the room to greet me, along with the three authors of the drama, students #5, #7 and #13. Student #13 speaks first. She tells me how happy the students are that I could come today. I ask the group what the play is about. The teacher informs me that the class has planned a jury trial. She then asks the three authors to tell me about the play; why they wrote it, and what its about. Student #7 says they were disappointed with the end of the story in SUMMER OF MY GERMAN SOLDIER. They think Patty was unloved by her parents, and treated unjustly. They wrote the play to show what they think should have happened. Student #5 she says they are going to put Patty's parents on trial for child abuse.

The teacher walks to the center of the room. She asks the students to prepare for the presentation. Some of them still talk. They seem cheerful as they move to their places. Some walk over to the jury box. Other students take seats at their desks. St #13 moves to the judge's table. St #5 moves to a podium in the front of the room, near the judge's table. She puts on a name tag that says "defense attorney". St #7 puts on a name tag that says "prosecutor", and sits at a desk next to St #5. A chair is brought to the front of the room by the teacher, and placed next to the judge's table. St #15 walks up to me. She hands me a jury summons, and escorts me to a seat in the jury box. The trial is about to begin. St #13 bangs her gavel on the desk, and declares the court to be in session.
The teacher's power in the classroom was especially evident on this occasion. If the teacher had said "no" instead of "yes" to the drama presentation, this unique and rich response event would never have materialized. Confident in her role as an enabler of learning, the teacher made room for students' response agenda in the midst of a busy classroom schedule. Students chose to dramatize a small-scale personal moral issue, rather than the broader issue of war, which was the teacher's topic for the literature study. Encouraging students to pursue discussion of their moral topic through drama, the teacher provided assistance by critiquing the script, and making special arrangements in the classroom in preparation for the response event.

Peers supported and affirmed each other in this project. The initial enthusiasm of the three script writers sparked interest in other students who role-played story characters, and helped with staging. Other students role-played the parts of courtroom figures: judge, bailiff, prosecutor, defense attorney, jury foreman, and jurors. The entire class was involved in some aspect of the drama presentation.

The willingness of so many students to become involved in the drama seems connected with the social context of this classroom. According to the teacher, the classroom community had a year long history of positive
interactions between teacher and peers, and peers with each other. The researcher observed on many occasions that reading seemed to be a social event. The students collaborated on several literature extension projects in this study. The room and hallways were decorated with other literature-related art displays, suggesting that in this classroom, teacher and students celebrated books. The drama presentation provided the class with one more opportunity to celebrate literature together. The social framework of this classroom was especially evident at the conclusion of the drama.

Obs. After the drama, several students approach me in conversation; others assist the teacher as she rearranges the room and puts the stage props away. St #7 and #13 ask me how I liked their court trial. I tell them that I enjoyed it, and am impressed with how realistic the skit was. I really had the feeling I was in a court room. I congratulate them on a job well done. St #10 tells me how much she enjoyed the literature project, the books and discussions about war. She tells me she is glad I came to their class everyday and was interested in what they were doing. She thanks me for helping them. St #1 and St #7 also thank me for coming to class. The teacher approaches to tell me the class has planned a party to celebrate the end of the project, and my last visit with them. She sends students to the back of the room to get a cake and some pop. Others pass around napkins and plates...a celebration begins.
In the event described above, the teacher, peer interactions and classroom community emerge as social influences on response. The teacher allowed the event to take place and assisted students in preparations for the drama. Peers supported each other on script writing and by role playing characters. A social tone prevailed in the classroom as students celebrated books and response events. A transcript from an audiotape made of the jury trial drama is provided in Appendix C.

In summary, this section describes several response events as they occurred in the classroom. Analysis of response is descriptive. The observer's field notes, students' written products, and audiotaped discussions of response events provided data for analyses. Teacher influence, peer interaction, and the influence of the classroom community are identified in this study, and observed in the four activities described in this section. Three activities, the war essay, moral dilemma activity, and debriefing session, were part of the teacher's original instructional plan. The drama event was included in the classroom schedule at the request of students. Descriptive analyses of essays and the class debriefing session revealed that students' responses were predominantly exophoric (extratextual) in both products. However, more endophoric (intratextual) responses were provided in oral response products from the debriefing
session. The moral dilemma activity was reported in this chapter from an observational stance. Descriptions of analyses of responses to the moral dilemma activity in relationship to cognitive-moral development theories are provided in Chapter IV.

The teacher influenced response when she planned and implemented the war essay activity, moral dilemma activity and class debriefing session. In these activities, students responded to the teacher’s moral topic, participation in war. The teacher also influenced response when she permitted and encouraged students to plan another response event related to a moral topic that reflected students’ personal interest. In addition to the influence of the teacher, peer interaction was a second influence on response activities reported in this section. In the class debriefing session, peers were observed supporting and challenging the opinions of other students. In the drama, peers were observed supporting each other by working together on the script, role playing characters and helping with stage effects. The social aspects of the classroom community were visible in classroom on the occasion of the drama. Teacher and students worked together for the success of a response event that was not part of the original instructional plan. The class concluded the event with a small celebration.
Social Influences on Response to Texts

The present chapter looks at social influences on moral response in the classroom setting. The first section points toward the teacher, peer interaction, and classroom community as significant influences on response in this study. Section two describes several response activities as they occurred in the classroom, in light of the three social influences identified in this study. This section looks at response data analyzed in Chapter IV in view of social influences on response. The first part of this section looks at the differences between journal and discussion responses to the three texts. The second part of this section discusses response to text-related moral dilemma questions (described in Chapter IV) in relationship to the social dynamics of the classroom.

Differences Across Response Modes

Chapter IV described and summarized analyses of journal and discussion responses to the three texts explored in this study. Golden's (1978) schema was applied to journal and discussion products. A comparative analysis across texts revealed percentage differences between categories of response. Percentage differences were also found between journal and discussion responses to the same book. Differences in story content and structure could account for many response variations across texts,
corroborating with Golden (1978) who found differences between response to fantasy and response to realism. However, percentage differences between journal and discussion responses to the same book could be due to social influences in the classroom.

In Chapter IV, it was reported that comparative analysis of journal and discussion responses to *The Black Cauldron* revealed 23% more report level comments were generated in class discussions. Cross analyses of these data with field observation notes and audiotapes of classroom discussions suggest the increase in number of report level responses in classroom discussions is due in part to the influence of the teacher and to peer interactions. In class discussions, the teacher frequently asked students to recall story events. Once the teacher invited report level discourse, other students contributed information about events and characters, supporting and assisting peers who had been called on by the teacher.

In the following discussion examples, the teacher invites report level discourse.

T. Why don't we talk about what's going on in the story. You know, it may help you understand it a little bit better.

Later, in the same discussion...
T. They all...come together at this council. Gwydion has called them to a council. Now...what's happening at this meeting?

Again, the teacher promotes report discourse.

T. Gwydion starts to talk about a cauldron. Where is this cauldron?

On another occasion, the teacher calls on a student to provide a summary of events when another student expresses difficulty in understanding the story.

St #13 I can't understand it. It's strange.

St #1 Why can't you understand it? It's a simple book.

T. St #1, why don't you give us a review of events, to help St #13 and others who don't understand it?

The following discussion examples show how peers assist and support others in the attempt to recall story events.

St #1 Well...they're having this meeting. There's this problem in the kingdom...about...some guy...who's...what's his name...the main guy?

T The prince?

St #1 Noooo...

St #4 Arawn...Arawn...the mean guy.

St #1 Yeah...well...something's going on like in the distant part of the land. Their having a meeting of all the kings
and warriors...the good people.

T. The good people?

St #1 Yeah...they're planning to go somewhere.

St #15 The good people...Gwydion...the kings are planning an attack.

Here, the focus of the discussion is still at the report level of discourse. Peers continue to offer supportive information to students who try to recall story events. The teacher promotes continuation of story recall.

St #15 King Morgan...his men...where are they?

St #1 There all at the battle.

T. They haven't told us much about their troops.

St #15 But what about Gwydion?

St #1 No...Gwydion's not with them anymore.

St #15 Where is Gwydion?

St #7 Pleudder...and Dalben...went with Gwydion...right? Then they came back.

St #1 They were warning them...that the plan had gone sour.

Comparative analysis of response data from The Black Cauldron and Summer of My German Soldier revealed higher percentages of empathic and moral value responses in both journal and class discussion products from Summer of My German Soldier. In general, these variations could be attributed to the differences between content and structure of texts representative of fantasy and realism, indicated
in Golden's (1978) research. However, significant differences exist between percentages of empathic and moral value responses found in journal and discussion products from this text. Students generated 12% more expression level comments reflective of empathy or moral judgments in discussions than in journals. These differences seem to be due to the influence of the teacher and peer interactions. In class discussions, the teacher raised certain moral issues embedded in the text, and encouraged students to talk about them. Several students expressed concern over Patty's harsh treatment by her parents. Some peers supported these opinions; other peers challenged them.

In the discussion example below, the teacher brings out the issue of prejudice and racism embedded in the text, encouraging students to talk about it, even though it is a painful issue for some of them.

T. Does anyone else have a contribution?
St #13 I think it was mean...nasty what happened to that lady in the store.
T. You mean Ruth...the black lady?
St #7 Stop!
T What's wrong? Why are you upset?
St #7 I don't want to hear about it. You're white. You're all white...except St #13 and me. What do you know about it...about prejudice against black people?
T. Let's talk about the issue a minute.
We all experience prejudice of some kind. Every race...nationality gets called names...people of different religions are made fun of by other people; but tell us about your experiences.

In the following example, the teacher raises a moral issue in a discussion of the historical fiction novel. She encourages students to continue discussion of the topic.

T. What do you think of Patty? Is she a normal...ordinary...kind of child?

St #1 Well...not exactly normal. Her father beats her and all.

T. Do you think Patty's abused?
St #7 I think she's abused....

Peers continue this discussion, supporting and challenging the opinions of other students about this moral issue.

St #8 Patty's father beats her...she's abused.
St #15 Its not abuse...its discipline.
St #3 I don't think Patty's abused. Her parents...ah...they love Patty. They only want to help her.
St #1 She deserves to beat...she lies all the time.
St #7 I disagree. I think parents who whip their children...are abusing their children. Its just not right...ever...to beat someone, no matter what they did.
St #13 It depends on what they did to Patty. If they were trying to punish her for something she did wrong...well...I think that's...alright.
Comparisons of analyzed data from Hiroshima No Pika and Summer of My German Soldier revealed higher percentages of empathic and moral value responses in journal and discussion products from Hiroshima No Pika. Some response variations could be explained by differences in content and structure of text. The combination of expressionistic illustrations of the bombing of Hiroshima and tragic story content in this picture book seemed to have an emotional impact on readers, as observed in journal and discussion responses. However, significant percentage differences were also found between journal and discussion responses to the picture book. One difference was found in the numbers of exophoric (extratextual) and endophoric (intratextual) references in journal and discussion products. Patterns of reference in journal responses were 66% exophoric, and 33% endophoric; while discussion responses contained 91% exophoric references, and 9% endophoric references. Other percentage differences across response modes were found in discourse approaches to the text. Class discussions of Hiroshima No Pika revealed more than a 10% increase in report and construct level discourse when compared with data from journal products.

Reflection on why these differences occurred suggest the influences of the teacher and peer interactions on response. The teacher's initial
instructional plan called for the integration of the social studies unit with the reading/language arts curricula. Individual social studies research of key events in World War II provided students with opportunities to integrate background knowledge of the war with the tragic story content of the picture book. While some background information about the war was woven into individual journal responses to Hiroshima No Pika, class discussion was permeated with it. Although background knowledge was evident in many response categories, it seemed particularly noticeable in report and construct level responses in the class discussion. The researcher observed the teacher as she provided students with background information on the bombing of Hiroshima immediately preceding the reading of the story. Hypothetical, construct level responses appeared in the class discussion after the teacher asked students to suggest alternative actions to end the war in Japan. Peer interactions were observed when students contributed supporting information or challenged the opinions of other students. Audiotapes of the class discussion verified the researcher's field observation data.

In the example below, the teacher prepares the class for the reading of Hiroshima No Pika. Setting the stage for the story, the teacher provides students with a map of Japan and a handout with a summary of events.
concerning the bombing of Hiroshima. She recites key events listed on the handout before reading the story.

Obs. As I arrive, I notice the students are seated in groups of four at their desks. The teacher is preparing to introduce the new text. The students are quiet, watchful. Before introducing the text, the teacher provides students with a map and a handout that gives factual information about the bombing of Hiroshima during World War II. She reminds the class they have been studying these events while doing the literature study. The teacher introduces the events of this phase of the war from the handout.

T. OK...this is the end of the war now; by the midsummer of 1945, the end of the war was near. Her naval and air forces were pretty well beaten...but Japan would not surrender to the Allied Forces. We asked Japan to surrender. Their naval forces were defeated, along with their air forces. We warned them...we told them they would be annihilated unless they surrendered to the allied forces.

So...on August 6, 1945, at 8:15 AM, a U.S. B-29 bomber, The Enola Gay, dropped an atomic bomb on Hiroshima. If you look at the map...there are some islands; but all of this is Japan. Hiroshima is located in the big part of the land...in an area called Honshu...3/5ths of the entire city was destroyed.

In this next example, a student draws on background knowledge from her own research project, assigned by the teacher in conjunction with the literature study. The students comments reflect report level discourse, but they are exophoric, because the content of response is based on another source of information about World War II
events, other than the picture book.

St #9 When I was doing my research, I read that...before the bomb...there were a lot of times when we sent out warnings. I read that people would go to shelters when they heard planes...sometimes it was a false alarm...and one of the women...she was going to the shelter...and she thought it was just a false alarm. She went back...and her children all died...because...because we flew the planes...and they all just disappeared.

The teacher encouraged hypothetical, construct level responses when she asked students to suggest alternative actions to the atomic bombing of Hiroshima. This is seen in the discussion example below, where peers are also observed challenging each other's opinions.

T. Well, what would you have done instead...when Japan refused to surrender?

St #7 They could have dropped a bomb without radiation...but people would still have died.

St #5 But not as many...not as many.

St #7 It doesn't matter, people would have died, no matter what kind of bomb they used.

St #1 If they didn't drop the atomic bomb the war would have gone on...and on.

The teacher poses the question again when another student protests the bombing of Hiroshima.

St #3 Its not right...what we did.

T. You're saying what we did...wasn't right. Okay...if...maybe you had the opportunity
to do something different...to make plans to end the war...what would you do?

St #3 Maybe..let them just keep fighting... sooner or later...they'd get tired and quit.

St #15 They should have tried talking some more. What harm could a little more talking do? Who knows? It might have ended the war.

The above observation examples show the influence of the teacher and peer interactions on discussion response to the three texts explored in this study. As noted in the beginning paragraphs to this section, response variations due to textual or genre differences can only be certain in journal response products to the fantasy and historical fiction novels. As shown in the above examples, the influence of teacher and peers on discussion responses seemed to contribute to percentage differences between responses found in journal and discussion products to a given text. The influence of the teacher on discussion response is also noticed when students draw on background knowledge from social studies research papers assigned by the teacher, to support their positions on moral topics. The teacher contributed additional background knowledge about events related to the picture book, *Hiroshima No Pika*, before reading the text to the class. The fact that discourse to this text was predominantly exophoric in both journal and discussion responses, and showed percentage increases in
exophoric patterns of reference in class discussions, seems primarily due to the influence of the teacher, as illustrated in the above examples. In the literature study of the picture book, the teacher may have influenced journal as well as discussion response.

Influences on Response to Moral Dilemma Questions

The second part of Chapter IV describes and analyzes response to three text-related questions concerning the moral dilemma, "Is this participation in war justifiable?" Each of the questions reflects the moral dilemma as it relates to story content in the three books. Patterns of response were analyzed for indications of high level moral thinking. All responses were coded under level 3 categories in Kohlberg's (1968) and Gilligan's (1982) cognitive-moral development theories. Comparisons of responses across texts showed similarities in patterns of response to the first two questions. Most responses to these questions reflected Kohlberg's stage 6 category (universal ethical principles: justice, equal rights, golden rule). A few responses reflected Gilligan's level 3 category of non-violence, and Kohlberg's stage 5 category (orientation toward legalism; official morality of the government). Responses to the third question showed the most variations in patterns of response across texts.
One third of the students who participated in this study provided ambiguous responses to the third text-related question. The responses of these five students were double coded under Kohlberg's stage 5 and stage 6 moral development categories. Some differences in patterns of response to the text-related moral dilemma questions might be attributed to textual differences. However, comparison of moral dilemma responses with response content from class discussions suggests the teacher and peers also influenced response to the moral dilemma questions. Data from the observer's field notes and audiotapes of class discussions provided material for descriptive cross analyses of response. Descriptions of analyses of response to moral dilemma questions are provided in the second part of Chapter IV. Examples of students' responses to the questions are included.

Daily discussions of the three books provided many opportunities for social interactions between teacher and students, and students with peers. These interactions, which are visible in the content of class discussions, may have influenced students to change or modify viewpoints about moral issues before they responded to the dilemma questions.

In the following example from a classroom discussion, St #1 raises the issue of Taran's motives for
joining Gwydion and his men in the battle against Arawn. Moral dilemma Question One (correlated to the fantasy text) also focused on Taran's decision to join the battle, even though he has been excused due to his youthful age. In their moral dilemma responses, St #1, St #2, St #4 and St #9 disagree with Taran's decision to fight. These students suggest Taran is showing off and trying to prove he is a man. According to the moral argument of these students, foolish pride is not considered a good reason to risk one's life in battle. Similarities between these four students' responses to moral dilemma Question One and response content offered by St #1 in the class discussion below suggest peer influence may be a factor in some responses to this moral dilemma question.

St #8 I was going to ask before...who is Taran? Is he the main character or something?

T. Can someone tell us who Taran is, and what he is doing here?

St #1 Taran is the assistant pig-keeper...and he's real hot headed...he's trying to prove to everybody...that...he's a man. So he's at this council...and he wants to join the fight...to prove his manhood. Everybody says he's too young to fight, but he wants to prove himself.

Analysis of responses to moral dilemma Question Two (correlated to the historical fiction novel) show strong content agreement between four students. St #1, St #4,
St #11 and St #15 say Patty was right to help Anton because he was a human being like everyone else. Similarities exist between these students’ responses to the moral dilemma question, and the response content contained in the class discussion below. These similarities again suggest the possibility of peer influence on moral dilemma response.

St #10  I think they shouldn’t have sent her to jail for helping Anton.

St #11  She wasn’t bad...she...she was only trying to help someone out...a...he was a human being...just like everybody.

St #3   They shouldn’t have put her in a building...like a cage.

T.          St #1?

St #1   Maybe...maybe they should have put her in jail. They don’t know if Anton was really good. Maybe, maybe he was putting her on, tricking her...maybe he was going to join some other Nazis...you know...he could have been a spy...they had a lot of spys in World War II.

St #13  Yeah...we really don’t know for sure, except he seemed on the up and up. He was ready to stand up to Patty’s father.

St #15  He was still a human person...no matter what...all men are the same.

In the above discussion, St #1 suggests Patty should have been put in jail because Anton might have been a Nazi spy. However, in his response to moral dilemma Question Two, St #1 says Patty did the right thing in
helping Anton, because he was a human being. His point of view as reflected in response to the moral dilemma question differs from the viewpoint he presents earlier in the class discussion. These differences indicate peer influence may have caused St #1 to modify or change his moral judgment before he responds to the moral dilemma question.

Analyses of response to moral dilemma Question Three (correlated to the picture book) show areas of agreement in the moral judgments of five students. St #2, St #4, St #6, St #7, and St #14 provide ambiguous responses when asked if it was right or wrong to drop an atomic bomb on Hiroshima in 1945. The responses of these students are categorized under both Stage 5 (official morality of the government) and Stage 6 (universal ethical principles) of Kohlberg's moral development theory. Similarities exist between the content of these responses and response content found in class discussion of the picture book. In the class discussion, many students offer conflicting viewpoints about the bombing of Hiroshima. Arguments are supported with background information about the war. It is obvious that many students are torn between concern for the people of Hiroshima, and the reality of ending the war. The injustice of the unprovoked attack on Pearl Harbor is brought into the discussion. The conflicting arguments presented in the class discussion of the
picture book appear to influence the moral dilemma responses of the five students mentioned above. The following examples of students' responses, taken from the class discussion, help to illustrate this point.

St #10 I think it's sad...sad that people have to die like that.

St #11 It's sad...because people...people were killed..

St #7 I feel sorry for the people, but they knew the bomb was coming...and they stayed. I feel sorry for the children and the people who didn't know.

St #9 I read that...before the bomb...there were lots of times we sent warnings.

St #7 Yeah..I read that people were told..to expect the bomb on any nice day.

St #15 Was an atomic bomb necessary?

St #1 100,000 more people would have died if they didn't use it.

St #15 At Nagasaki they killed a lot more people, but at least we warned them, the Japanese didn't warn us at Pearl Harbor.

St #11 They hurt...too many people.

St #1 Anyway you look at it, you lose. The war would still be going on.

Discussion responses to Hiroshima No Pika, and subsequently, responses to the text-related moral dilemma question were influenced by the teacher who provided students with an informational handout about the bombing of Hiroshima immediately preceding the reading of the
story. Earlier in the literature study, the teacher assigned students the task of doing independent research on key events in World War II. Discussion of Hiroshima No Pika was permeated with background information about the bombing of Hiroshima and related war events. This information was obtained from the teacher's handout and students' independent research projects. Some students felt uneasy making a moral judgment about the bombing of Hiroshima. Background knowledge about the Allies' need to end World War II and hindsight awareness of the massive destruction caused by the atomic bombing of Hiroshima created a certain amount of moral tension among students. In a concrete way, the teacher orchestrated the literature study of the third text to emphasize the reality of the moral dilemma facing the Allies in 1945.

In summary, this section of Chapter V discussed evidence of teacher and peer influences on response to the three texts used in this study. The section was divided into two parts. The first part described specific differences between journal and discussion responses to the three texts. Journal and discussion responses were analyzed in light of Golden's (1978) schema, across texts and response modes, and described in Chapter IV. Differences in story content and structure may have accounted for some response variations across texts. However, quantitative differences between journal and
discussion responses to the same book suggest teacher and peers influenced discussion response. In addition, both journal and discussion response to the third text seemed to be influenced by the teacher, who provided informational handouts prior to reading the picture book. The second part of this section discussed evidence of teacher and peer influence on response to the three text-related moral dilemma questions. Moral dilemma responses were analyzed across texts in light of cognitive-moral development theory. These response analyses are described in the second part of Chapter IV.

Classroom social interactions and specific content which emerged in earlier discussions of texts appeared to influence students to change or modify moral viewpoints before responding to the text-related moral dilemma questions. The teacher's influence was especially noted in responses to the third moral dilemma question. The teacher carefully orchestrated the literature study of the third text to emphasize the reality of the moral dilemma surrounding the Allies' decision to drop an atomic bomb on Hiroshima in 1945. A state of moral tension was created among students. Many found it difficult to make a moral judgment about the decision to bomb Hiroshima. Analyses of moral dilemma responses in light of classroom social interactions, suggest the teacher and peers were influences on response.
Summary

This chapter discussed three social influences on classroom response identified in this study: teacher, peer interactions, and the influence of the classroom community. The first part of the chapter looked at these influences as they were identified in the study through observational data, verified in audiotaped discussions of classroom response. The second part of the chapter looked at several response activities (war essay, moral dilemma activity, class debriefing session, surprise response event) that were part of this study of response to moral issues in a classroom setting. These activities were reported and analyzed in light of the three social influences on response in the classroom, identified in part one of this chapter. Response analyses suggested that teacher, peer and classroom community influenced response to these activities. Part three of this chapter looked at response data previously analyzed and described in Chapter IV. Journal and discussion response to the three texts, previously analyzed in relationship to Golden's (1978) schema were cross analyzed in light of classroom social influences. Response to the three text-related moral dilemma questions were also cross analyzed in relationship to classroom social influences on response. Cross analyses of these data also pointed
toward teacher and peer interactions as significant influences on response to moral issues in this study. The teacher primarily influenced response in this study through planning and implementing a series of classroom activities designed to elicit response to moral issues in literature. In addition, the teacher influenced response in the way she facilitated response in classroom discussions, supported the literature study with a variety of resource materials, and in the stance she took as an organizer and member of the classroom reading community. Peers influenced response by providing support and assistance to others in response activities, and by challenging each other when responding to complex moral issues.
CHAPTER VI

SUMMARY OF PROCEDURES, FINDINGS, AND IMPLICATIONS

The purpose of this study was to explore the responses of seventh and eighth graders to a moral dilemma across three literary genres in the naturalistic setting of a classroom. The study remained open to exploration of response to other moral issues in the literary texts, when such issues emerged in response products. A summary of procedures, findings, and implications for education follows below. The summary includes suggestions for possible future avenues of research in the area of response to moral issues in literature.

Summary of Procedures

In this study, response to moral issues in literature was generated in a variety of oral and written products. The instructional plan designed by the researcher and classroom teacher was compatible with established classroom practice. The classroom teacher implemented the study; the researcher took an observer's stance in the classroom. Response to literature took place in the natural social setting of the classroom.
Fifteen seventh and eighth graders in a single classroom were exposed to daily readings of three books in sequence: one fantasy selection, one work of historical fiction, and one picture book. Although significantly different in content and structure, each text encompassed the moral dilemma, "Is this participation in war justifiable?" The moral dilemma and literary texts were selected to complement a social studies unit. Students who participated in this project were concurrently studying America's participation in World War II. Each book was read and explored in its entirety before another was started.

Stories were read aloud by the teacher for twenty minutes each day, during the last half of the second semester of the school year. Following daily exposure to a text, students were invited to write personal responses to the story in reading journals. After ten minutes of intensive journal writing, the teacher facilitated a whole group discussion for the remaining half hour of reading class. These daily procedures were repeated with each of the texts. Following completion of the third text, students wrote an essay about the morality of participating in war. This project was followed by a moral dilemma activity in which students were asked to respond to three text-related questions reflecting the moral dilemma: "Is this participation in war
justifiable?" A class debriefing session was the final planned activity in this research project. In the debriefing session, the classroom teacher and students assessed what was learned about participation in war through the literature study. The researcher was present throughout the literature project, primarily as an observer and data collector. Data included: students' journal and other written products, audiotapes of class discussions, daily field notes, and photos of literature extension projects.

The research plan included elements from both quantitative and qualitative methodologies. Quantitative analysis of response was conducted in the following ways: 1. Golden's (1978) schema was employed to analyze daily journal and discussion responses to three texts representative of fantasy and realism. Texts spanned three literary genres: fantasy, historical fiction, and picture book.

   a) Comparisons were made between journal and discussion responses to the same text.
   b) Comparisons were made between journal and discussion responses across texts.
   c) Empathic and moral judgment responses were identified and compared within and across texts.

2. Kohlberg's (1968) and Gilligan's (1982) moral
development schemas were employed to analyze written responses to three text-related moral dilemma questions.

a) Responses were analyzed for indications of high level moral reasoning.

b) Responses were correlated where possible with level 3 cognitive-moral development categories.

c) Responses were compared within and across texts.

Qualitative response analysis was conducted in the following ways:
1. Field notes and audiotapes from daily discussions were transcribed and cross analyzed for evidence of teacher, peer and classroom influences on response observed by the researcher during literature study sessions.
2. Class activities were described and analyzed in relationship to the social influences observed in the classroom.
3. Oral and written comments previously investigated through quantitative methodologies were cross analyzed in light of the classroom influences on response identified in the study.

Summary of Findings

Analyses of Response to Texts

Golden's (1978) schema was employed as a tool for quantitative analysis of journal and discussion responses
to three texts, different by genre, and representative of fantasy and realism. Response analysis revealed the following:

1. Fantasy. As a group, students' journal responses to The Black Cauldron totaled 667, while discussion comments totaled 406. Responses were parsed into T units for coding purposes, and tallied accordingly. Journal and discussion responses to fantasy were predominantly endophoric, or intratextual. In their responses to this text, students focused on story content and structure. Endophoric references were primarily found in report and expository level responses.

   a) Expression level discourse was well represented in journal products, but not in discussions. Most expression level comments about the fantasy story were identification responses. In their journal responses, students frequently identified with story protagonists and their actions. Empathy and moral value/judgment-expression level responses were sparse in both journal and discussion products. When empathic responses were provided, they usually reflected the sadness students felt at the death of a story character, or an unfortunate turn of events. Some moral judgment responses contained repudiations of "evil" story characters, and their treacherous, deceitful actions. Other moral judgment responses contained affirmations of
"good" story characters. Although war was a featured element in the fantasy text, the moral issue of participating in war never surfaced in journal or discussion responses. Some students said they were disappointed because more battle activities weren't featured in the story.

b) Recall/summary-report level responses were well represented in both journal and discussion products, but found twice as often in discussions. Recall responses usually reflected students' interest in the event-oriented nature of the story, and a certain fascination with the magical or supernatural elements present in the fantasy text.

c) Classification-expository responses were sparse in both journal and discussion products. Some classification comments referred to textual elements as typical of fantasy. Other comments contained references to the realistic features of the text. Interpretive and evaluative-expository responses were almost equally represented in journal and discussion products. In their interpretive responses, students attempted to understand or find meaning in magical objects and mysterious events. Evaluative comments generally reflected students' appreciation or dislike of the fantasy text, or aspects of it. Evaluative responses usually contained supporting reasons.
d) Construct level discourse was found in both journal and discussion responses. In hypothetical constructs about the fantasy text, students speculated over future story events. Poetic constructs reflected the speaker's desire to create new experiences or possible worlds for literary characters.

2. Historical Fiction. As a group, students journal responses to *Summer of My German Soldier* totaled 911, while discussion comments totaled 217. Students seemed more willing to speak about this tragic story which dealt with personal, sensitive issues, in journals than in class discussions. Journal and discussion responses to the story were predominantly endophoric, or intratextual. A significantly higher percentage of endophoric references were found in journal products, when these were compared to discussion responses. Exophoric, or extratextual responses, represented almost fifty percent of the total number of discussion responses to this text. Only twenty-five percent of journal responses reflected exophoric patterns of reference.

    a) Expression level discourse was well represented in both journal and discussion products. Greater percentages of expressive responses were found in discussion products, when these were compared to journal responses. Some identification (expression level)
responses were found in journal and discussion products. These responses usually reflected students' identification with Patty's tragic situation. The majority of expression level responses found in journal and discussion products reflected empathy and moral value/judgments. Students empathized over Patty's troubled relationship with her parents and her loss of Anton. Moral value responses contained judgments of story characters and their actions. Many of these responses reflected the anger students felt at Patty's rejection by her parents. Other responses reflected the anger students felt when a civil court sentenced Patty to a reformatory.

b) Analysis of recall/summary (report level) discourse revealed significant percentage differences between journal and discussion responses. Report level responses were found four times more often in journal products than in discussions. Some recall responses contained references to events which led to Patty's friendship with Anton, and her alienation from her parents. Other report level responses focused on events leading to Patty's tragic incarceration in reform school.

c) Exposition level responses were well represented in both journal and discussion products. Half of all discussion responses, and almost half of all journal
comments, were expository. Most of these were interpretive and evaluative responses. Classification responses were sparse in both journal and discussion products. Classification responses to the historical fiction text reflected students' awareness that the story was "real", and different from the fantasy text. Interpretive (expository) responses usually reflected the speakers' attempts to come to terms with the tragic content of the text. Students frequently analyzed story characters' motives. Some tried to explain Patty's rejection by her parents. Others provided interpretations of Anton's mysterious actions. Evaluation responses reflected students' objective opinions of the story with supportive arguments. Most of these responses indicated students approved of the book, and would recommend it to others.

d) Construct level responses were found in both journal and discussion products. Hypothetical constructs contained speculations about future story events. Students tried to predict what would happen to Patty when her parents found out she had given food and shelter to Anton. Others predicted what Anton would do after he left Patty's house. Poetic constructs reflected students' desire to change the ending of the story. Some students said they wanted Anton to be found alive. Others wanted to put Patty's parents on trial.
3. Picture Book. As a group, students' journal responses to the picture book, Hiroshima No PIka, totaled 160, while discussion responses totaled 45. Patterns of reference were predominantly exophoric, or extratextual, in both journal and discussion responses. Exophoric responses represented over ninety percent of all discussion responses. Endophoric, or intratextual references represented nine percent of the total amount of discussion response, and thirty-four percent of the total amount of journal response. Analyses of patterns of reference suggested that students frequently chose to discuss personal or world issues rather than textual elements. This was especially evident in discussion products.

a) Expression level discourse comprised over fifty percent of the total amount of journal responses, and thirty-five percent of total discussion responses. Comments were predominantly empathic and moral value/judgment-expression level responses. Empathic and moral value responses together represented forty-seven percent of all journal responses, and thirty-three percent of all discussion responses. Identification (expression) responses were significant only in journal products. In these responses, students frequently
identified with the tragic plight of Mii, the story protagonist in Hiroshima No Pika. Empathic responses generally contained expressions of sympathy for Mii and other victims of the atomic bombing of Hiroshima. Moral value responses usually were judgments about the decision to drop an atomic bomb. Some moral judgment responses reflected students' opinions about war in general.

b) Recall/summary (report level) discourse represented six percent of the total amount of journal responses, and twenty percent of the total amount of discussion responses. Some recall responses contained references to events in Mii's story. However, most report level responses, especially those in discussion products, contained extratextual references to the atomic bombing of Japan, or related events during World War II.

c) Exposition level discourse was almost equally represented in both journal and discussion products. One third of all responses to the picture book were expository, and most of these were interpretive. Classification comments were minimal, and found only in journal responses. In these responses, students classified the book as "very true" or "very real". Interpretive (expository) responses usually reflected students' attempts to gain understanding of why the Allies felt it was necessary to drop atomic bombs on Japan in World War II. Some interpretations referred to
other military actions or events. Evaluative responses were insignificant in both journal and discussion products. Students preferred interpretations over story evaluations in both journal and discussion responses to this text.

d) Construct level discourse represented sixteen percent of the total amount of discussion response, and four percent of the total amount of journal response. Construct level discourse in discussions were usually hypotheses about possible alternative courses of action to the bombing of Hiroshima. Some students engaged in "what ifs" to find potential solutions to future wars. No poetic constructs were found in responses to the picture book.

Comparison of responses across texts yielded some interesting data. Patterns of reference were predominantly endophoric, or intratextual, in journal and discussion responses to the fantasy text. Patterns of reference to the historical fiction novel were also predominantly endophoric, but only in journal responses. Comparative analyses showed a substantial percentage increase in exophoric, or extratextual, responses in discussion products from the historical fiction novel.
Patterns of references to *Hiroshima No Pika* were predominantly exophoric, or extratextual, in both journal and discussion responses.

Differences in patterns of reference across texts were greater between the fantasy and picture book texts. Journal and discussion products to fantasy were predominantly endophoric, while journal and discussion responses to the picture book were predominantly exophoric. These variations could be due to individual textual differences. The content and structure of the fantasy text seemed to elicit more intratextual kinds of responses; while the content and structure of the picture book seemed to elicit more personal and global responses. The story content of the fantasy story featured a series of high spirited adventures, mysterious events, and magical objects. These elements may have stimulated intratextual kinds of responses. The psychological impact of tragic story content and expressionistic illustrations of the destruction of Hiroshima in the picture book may have stimulated extratextual kinds of responses.

While some response variations across texts can be attributed to textual differences, other differences were found between journal and discussion responses to the same text. Significant percentage differences were found between patterns of reference in discussion and journal
responses to the historical fiction novel. Analyses of this text across response modes revealed a 20% increase in exophoric references in discussion products compared to journal products. These differences seem to suggest the possibility of teacher and peer influence on discussion response in this study.

Comparison of moral elements of response across texts is pertinent to the domain of this study. Empathic and moral judgment responses (together) to the fantasy text represented less than ten percent of the total amount of response found in journal and discussion products. Empathic and moral judgment responses were generated more frequently in discussion and journal products to the historical fiction novel, than to the fantasy text. Empathic and moral judgment responses represented 15% of the total amount of journal response, and 27% of the total amount of discussion response to the historical fiction novel. Analyses of response to the third text yielded a substantial number of moral judgment and empathic comments across response modes. Empathic and moral judgment responses (together) represented 47% of the total amount of journal response, and 34% of the total amount of discussion response to the picture book.

Moral judgment and empathic response seemed to increase significantly with the progression of texts from fantasy to realism. It's possible that fewer empathic and
moral judgment responses were found in journal and discussion responses to the fantasy text because students approached the text with a more adventurous spirit and a different set of expectations. However, the time sequence between texts is also a factor in differences between the numbers of moral judgment and empathic responses generated across texts. The study was designed to encourage growth in moral awareness throughout the weeks of the literature study. Response to the second text, a historical fiction novel, elicited a high percentage of moral judgment and empathic responses in both journal and discussion products. Many of these responses reflected interest in the moral issues of child abuse, racism, and prejudice. Some responses contained references to the morality of Patty's decision to aid Anton, a prisoner of war. The tragic content and illustrations of the bombing of Hiroshima in the third text had potential for high emotional impact on readers. Both of these realistic texts yielded high numbers of empathic and moral judgment responses in journal and discussion products, suggesting that realism may be a powerful influence on response to moral issues. However, differences in empathic and moral judgment response percentages in journal and discussion products to the same text may be due to teacher and peer influences in the classroom.
Analysis of Moral Dilemma Responses

In the second phase of quantitative analysis, Kohlberg's (1968) and Gilligan's (1982) schemata were employed to analyze students' written responses to three text-related moral dilemma questions in light of cognitive-moral development theory. Each text-related question reflected the moral dilemma, "Is this participation in war justifiable?" Comments were analyzed for indications of high level moral thinking, and categorized as patterns of response in relationship to cognitive-moral development theory. All responses to the three moral dilemma questions gave indications of students' capacities for high level moral thinking. Most responses were coded under Kohlberg's level 3, stage 6 categories (universal ethical principles: justice, equal rights, golden rule). Comments that reflected the language of non-violence were coded under Gilligan's level 3 category of non-violence. Some responses were coded under Kohlberg's level 3, stage 5 categories (legalism; official morality of the government), and some responses were double coded under stage 5 and stage 6 categories. Although comments were coded under categories within cognitive-moral development theory, responses were never considered evidence of students' actual stages of moral development. Response analyses to each text-related question revealed the following:
1. Analyses of responses to Question One-Fantasy, revealed 11 comments that aligned with Kohlberg's level 3 categories (orientation toward universal ethical principles: justice, equal rights, golden rule). Two students provided responses that reflected the language of Gilligan's level 3 category of non-violence. In general, responses to the fantasy question reflected students' concern for the priority of human life over other values and a need to defend family and friends in time of war. Two students provided responses that reflected a total aversion to war and violence, or activities that caused harm.

2. Analyses of responses to Question Two-Historical Fiction, yielded 11 responses that aligned with Kohlberg's level 3, stage 6 categories, (universal ethical principles: justice, equal rights, golden rule). The responses of 2 students were coded under Kohlberg's level 3 stage 5 categories (legalism; official morality of government). No responses to this question reflected Gilligan's category of non-violence. Most responses to this question reflected students' beliefs that one should always help a human being obtain the basic necessities of life (food and shelter), even if that person is an enemy. The responses of two students reflected the belief that it is wrong to provide help to an enemy of war.
3. Analyses of responses to Question Three—Picture Book yielded 5 responses that aligned with both Kohlberg's level 3, stage 5 categories (legalism; official morality of the government), and stage 6 categories (universal ethical principles: justice, equal rights, golden rule). The responses of these 5 students were ambiguous, reflecting the difficulty they experienced making moral judgments about the decision to use an atomic bomb on Hiroshima during World War II. Three students provided responses which were coded under Kohlberg's stage 6 categories. These responses reflected an ethical concern about the killing of innocent people in a war. Three responses were coded under Gilligan's level 3 category of non-violence, and reflected a total aversion for violent action against anyone. The responses of 2 students reflected Kohlberg's stage 5 categories (legalism; official morality of the government). These students said it was morally right to use the atomic bomb on Hiroshima because of the need to retaliate against the enemy, and the need to end World War II.

Analyses of patterns of response to moral dilemma questions across texts revealed some variations. Non-violent responses were provided only to Question One and Question Three. The majority of students (11 of 13) who participated in the activity provided responses to
Question One and Question Two which reflected Kohlberg's stage 6 categories (justice, equal rights, golden rule). However, this pattern changes in the third question. Responses to Question Three show more variance. Five students provided ambiguous responses which are double coded under Kohlberg's stage 5 and stage 6 categories. The remaining 8 responses to the picture book question are coded under Gilligan's level 3 category (3 responses), Kohlberg's stage 6 categories (3 responses), and Kohlberg's stage 5 categories (2 responses). All responses to the moral dilemma questions were coded under level 3 categories of cognitive-moral development theories suggesting that students were capable of high level moral thinking. Pattern variations in responses to the third question suggest the possibility of outside influences on responses to the moral dilemma questions. While some response variations may be related to question content and text, teacher and peer influences on this activity are possible factors.

Social Influences on Response

Analyses of response in the context of the classroom setting revealed evidence of social influences on response. Teacher influence, peer interactions, and the influence of the classroom community were identified as social influences on response in this study.
The teacher emerged as the most powerful influence on moral response in this study. The teacher influenced response in this study in the following ways:

1. Curriculum Planning. With the assistance of the researcher, the classroom teacher planned and implemented an instructional plan that encouraged a variety of response to moral issues in literature. Three books, a fantasy, historical fiction novel, and picture book were carefully selected and integrated with a social studies unit on World War II. Each of these texts encompassed the moral dilemma, "Is this participation in war justifiable?" The teacher facilitated response to moral issues in these literary texts by planning and implementing a variety of response activities: journal writing; class discussions; war essay; moral dilemma activity; and class debriefing. The teacher made provisions for students' response agenda in her instructional plans.

2. Text Introductions. The teacher introduced each book and author. Supplemental resources were provided to increase background knowledge of story content/structure, and related social studies events.

3. Encouragement of Personal Response. The teacher invited students to say what they wanted to say about stories in
journal entries and class discussions. Personal response was encouraged throughout the literature study in all related activities and events.

4. Facilitation of Response to Moral Issues. In class discussions, the teacher facilitated response to moral topics through informal conversation and questioning of students.

   Peer interaction in the classroom emerged as a second major influence on classroom response in this study.

1. Peers Provide Support. In class discussions, peers provided support to other respondents, volunteering additional information on topics which emerged in class discussions.

   Sometimes peers openly affirmed one another, offering praise for an insightful response.

2. Peers Negotiate Meanings. Peers frequently negotiated shared meanings of texts which each other in class discussions.


4. Peers Challenge Each Other. Peers frequently disagreed with each other. This was especially prevalent in discussions about moral issues.
A third influence on response was the social interaction that took place in the classroom. There seemed to be evidence of a reading community. This class had a year long history of reading and celebrating books in a social setting. During daily reading sessions, students were accustomed to sitting with others in pairs, or small groups of three or four. Some students sat on the floor, positioned comfortably on area rugs in the back corners of the room. The teacher stood or sat close to students while she read aloud daily from texts and conducted response activities. Her body language and personal stance suggested she enjoyed reading books and enjoyed interacting with students in this context. This pattern continued throughout the weeks of the literature study.

Literature extension products which celebrated books students had read throughout the year were displayed in the classroom and adjacent hallways. Character mobiles, timeline charts, story maps, paper mache castles, and murals of story scenarios decorated walls, tables, and bulletin boards. The inviting atmosphere and tone in this literature oriented classroom seemed to encourage students to want to participate in the literature study.
Classroom Response Activities

Several response events were described as they occurred in the social context of the classroom. The war essay, moral dilemma activity and class debriefing session were part of the teacher's original instructional plan. A drama was included later in the study at the request of several students. Teacher, peer interactions, and the influence classroom community were observed in relationship to these activities. These influences on response were especially evident following completion of the planned activities in this study. After completion of these scheduled events, the teacher permitted the incorporation of an additional activity into the study at the request of three students. This activity was a short drama, written by the students as an alternative ending for Summer of My German Soldier. Peer interaction was evident when these students were able to convince other class members to support and participate in the drama. The social aspects of the classroom community were also visible in the drama activity. The teacher and students equally contributed to the success of the drama which signalled the final event in the literature study. After the conclusion of the drama, the teacher and students celebrated their enjoyment of the research project with a small party.
Social Influences On Response To Texts

Social influences on response to the three texts used in this study were identified. Differences in story content and structure across texts may have accounted for some response variations. However, percentage differences between journal and discussion responses to the same book may have been due to the influence of the teacher and peers on response in class discussions. Analyses of field observation notes and audiotapes of class discussions revealed that the teacher frequently changed the direction of class discussions. When the teacher asked direct questions about story events, students were more likely to engage in report level discourse. When she brought up moral issues embedded in a text, students were more likely to offer moral judgment and empathic responses. Peers supported the response efforts of others by contributing additional information on a topic raised in class discussions. Peers challenged each other in discussions of moral issues. These kinds of teacher and peer interactions seemed to influence response in class discussions, and may have contributed to percentage differences across response modes to the same text.

Teacher and peer influence on responses to the moral dilemma questions also seemed likely. Moral dilemma responses were analyzed across texts in light of cognitive-moral development theory. The fact that all
responses to the dilemma questions reflected high level moral thinking seems partly due to the influence of the teacher. When she conducted the literature situated moral dilemma activity after weeks of reading and discussing the three texts, the teacher provided the foundation for high level moral reasoning, growth in moral awareness, and learned response. Many of the issues presented in the moral dilemma activity had previously been explored in class discussions. The possibility of teacher and peer influences on these responses is quite likely. The moral essay, conducted prior to the moral dilemma activity, provided students with opportunities to synthesize and reflect on the morality of different participations in war. The teacher's influence was noticed in students' responses to the third moral dilemma question. The teacher carefully orchestrated the literature study of the third text, Hiroshima No Pika, by providing students with background knowledge about the event and related war activities, immediately prior to reading the story. Earlier, she had instructed students to engage in independent research about the atomic bombing of Hiroshima, and other key events in the war with Japan and Germany. This careful planning enabled students to see the reality of the moral dilemma facing the Allies in World War II. When a state of moral tension was created among students in class
discussions of these events, many found it difficult to make a moral judgment about the decision to drop an atomic bomb on Hiroshima in 1945. The ambiguity found in responses of five students to the third moral dilemma question seemed to reflect the content of class discussions and the teacher's handouts.

Implications for Teaching

The findings of this study are closely related to the context in which it was conducted. Even so, some generalizations can be drawn from the study. Literature is a powerful tool for eliciting response to moral issues, and can be stimuli for high level moral thinking. Response to moral issues is influenced by the nature of the text, as well as by the reader. In the social context of the classroom, response to moral issues is subject to teacher and peer influences.

This study included an exploration of textual differences between responses to moral issues. Three different texts, or genres, were selected for the study. Each text had a related moral issue, participation in war. Texts were representative of both fantasy and realism. Golden's (1978) schema was employed to analyze journal and discussion products in order to understand the nature and differences between responses to different texts. Findings in this study suggest response to moral
issues in fantasy and realism may be different, and that response to moral issues in two reality based texts may be different. Some textual differences were very pronounced. Comparisons of patterns of response between two realistic texts yielded some differences. Some of these variations seem to be due to textual differences, others seem due to the influence of the teacher and peer interactions that take place in a classroom setting.

The present investigation also describes the instructional plan which the teacher implemented to encourage response to moral issues in literature. When she integrated a literature based study of moral issues with a social studies unit, the teacher provided a natural setting for discussion of moral issues. The seventh and eighth grade students in her class were preparing to study America's participation in World War II. Participation in war was the common theme or moral issue that ran through the three different literary texts used in the study. Journal writing and class discussions were daily activities that facilitated response. In addition, the teacher conducted other activities designed to elicit response to moral issues: war essay, moral dilemma activity, and debriefing session. These sessions provided students with opportunities to extend their exploration of moral topics. The teacher also made room for students' response agenda in her instructional plan.
This interdisciplinary approach to classroom instruction through curricula integration, and sensitivity to students' response agenda, facilitated discussion and study of moral issues in a creative and natural context. Literature provided students with opportunities to experience moral dilemmas vicariously; social studies provided opportunities to discuss moral issues embedded in past and present life situations. Teachers who wish to facilitate response to moral issues through literature need to provide an instructional plan that allows for a variety of response activities, as suggested above. In addition, teachers need to provide supportive classroom environments that encourage response. Creating a classroom reading community where teacher and students enjoy and celebrate books together can do much to facilitate response. Literature can act as a springboard for response to moral issues if the stories have meaning for the child in relationship to her or his own life experience. This was powerfully demonstrated in this study when students chose to dramatize the moral issue of child abuse, rather than the global topic of war, which was the teacher's agenda for discussion.
It has been noted in many previous studies that response to literature is complex, reflecting many prior experiences of readers. Response takes place through a variety of modes. This also seems true about response to moral issues. This study looked at the responses of seventh and eighth grade students to a literature situated moral dilemma across three texts, in the natural setting of the classroom. Response was generated in written and oral form, through art and drama. Golden’s (1978) schema was used to analyze differences in response across three texts. Cognitive-moral development theory was used to explore patterns of moral response to three text-related moral dilemma questions. These, and other activities were analyzed in light of the social context of the classroom in which response was generated.

Future studies might look more closely at textual influences on response to moral issues in literature. Analyses in this study pointed toward some basic differences between response to fantasy and response to realism. Other response differences were noted between the two reality based texts. Case studies of textual influences on response might be useful avenues of further research.

Another possible question for future investigation is the relationship of an instructional model to changes in patterns of moral reasoning. The present study
correlated responses to moral dilemma questions with level 3 categories from Kohlberg's (1968) and Gilligan's (1982) cognitive-moral development theories. The questions were presented after literary texts, in which the moral dilemmas were embedded, had been discussed for several weeks. It was not certain how much the instructional plan contributed to the number of high level moral responses provided by students. A study is needed which pursues this line of investigation.

A third avenue of further research might be to replicate this study, or parts of it, with a group of students in a different setting. In the present study, the classroom community was closely knit, and literature oriented. These factors were highly conducive to generating response to literature in this particular setting. The fact that students came from strong religious traditions may also have contributed to the presence of high level moral thinking found in responses to moral issues in this study. In this classroom, students are members of several Christian traditions, the Mormon faith, and the Buddhist faith. Students in other kinds of classroom situations, and from other religious, philosophical and cultural traditions might provide different kinds of responses to moral issues in literature.
BIBLIOGRAPHY


APPENDIX A

DATA AND MATERIALS RELATIVE TO CHAPTER III
GOLDEN'S (1978) RESPONSE SCHEMA-APPLIED TO THIS STUDY

Four Discourse Levels with Nine Response Categories

A) expression discourse level-reveals the self; language reflects self-expression; underlying cognitive operation is association;

1) empathic category-response reveals speaker's feelings of sadness/compassion;
   example: I feel sorry for Patty.

2) identification category-response reveals speaker's relationship with story characters or elements;
   example: If I was her, I'd live with my grandma.

3) moral value/judgment category-response reveals speaker's personal moral judgment or beliefs;
   example: Her parents are cruel people.

B) report discourse level-reveals speaker's reconstruction of past experience or content of text;

4) recall/summary category-response reflects speaker's recall of an event or story summary;
   example: After that, Ellidyr jumped into the pot.

C) exposition discourse level-speaker explains what happens; speaker generalizes about textual elements;

5) classification category-response reflects speaker's categorization of literature or life experience;
   example: This is a realistic story.

6) interpretation category-response reflects speaker's
generalization about characters, events, meaning of text;
example: Taran and Elinowy are brave in this book.

7) evaluation category-response reveals speaker's
assessment of story content or structure according to
general characteristics e.g. interesting, difficult;
example: The story is interesting. It has action.

D) construct discourse level-language reveals speaker's
attempt to provide an hypothesis about an event, predict
what will happen next, or create a possible new text;

8) hypothesis category-response reflects speaker's
prediction of future events;
example: I think Taran will jump in the pot, too.

9) poetic category-response reflects speaker's desire
to change events or create a new story;
example: In the book, Anton shouldn't have died.

Golden's (1978) Schema-Patterns of Reference

In addition to coding responses in this study within
Golden's (1978) four discourse levels and nine categories
as illustrated above, each response has also been coded
according to its pattern of reference. Golden's (1978)
two patterns of reference, listed below, reflect the
speaker's general approach to the story through links
with self, world view, or text:
a) exophoric pattern of reference-response is
extratextual, referring to self or world view;
b) endophoric pattern of reference-response is intertextual, referring to story content or structure.

Responses coded in the previous section which are representative of exophoric patterns of reference would be those listed under the categories empathy, identification, moral value/judgment (expression level of discourse), and classification (exposition level of discourse). In the empathy, identification and moral judgment responses, the speaker's approach to the story is oriented toward self. In the classification response, the speaker's approach to the story is oriented toward general literary classifications. In all exophoric responses, including these examples, the speaker moves away from the text toward the self or a world view.

Responses representative of endophoric patterns of reference would be those coded above under the categories recall/summary (report level of discourse); interpretation, evaluation (exposition level of discourse); hypothesis and poeticize (construct level of discourse). In these intertextual kinds of responses, the speaker moves primarily toward the text. These responses contain references to story content, such as characters and events, or textual style and format.
CODING OF JOURNAL RESPONSES
GOLDEN'S (1978) SCHEMA

Student #5: Journal Entry for 5-3-88

*C6b
Her parents hate their own parents.
A3a
I think Patty's parents are cruel people.
*C6b
They treat her so mean.
D9b
In the book I think they should have Patty have a long
talk with her parents.
A2a
* C6b
I wish I had Patty's grandma, because she seemed like an
outgoing woman.
* C6b
Patty's dad was well liked by girls, but he don't sound
like anything special.
** A1a
I feel sorry for Anton.
D8b
If he could be freed he could become a doctor.
* C6b
His life must be harsh.
B4b
Anton bought a pin for a dollar.
D8b
I bet you anything he'll give it to Patty.
A3a
Patty is good and nice to say a prayer for Anton.
C7b
This book is interesting because it tells you a lot.
C5a
It's a lot like No Promises in the Wind. (Irene Hunt)

* example: C6b = exposition level of discourse (C)
interpretive response category (6)
endophoric pattern of reference (b)

** example: A1a = expression level of discourse (A)
empathic response category (1)
exophoric pattern of reference (a)

note: cross reference * and ** with Coding Chart
on next page
### Table 8
CODING CHART
GOLDEN'S (1978) SCHEMA

**Book 2: SUMMER OF MY GERMAN SOLDIER**

**Daily Journal Entries**

**Date:** 5-3-88

**Student:** #5

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<th>CODE</th>
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<td>b</td>
</tr>
</tbody>
</table>

**Patterns of Reference**
- a = Exophoric
- b = Endophoric

**Example:** Aa = Expression Level Discourse (A)
- Empathic Response Category (1)
- Exophoric Reference (a)

*(cf. Coding of Journal Responses)*

**Totals - Discourse Levels**
- 4 = Expression (1) Empathy (1) Classify (1) Identify (6) Interpret (2) Moralize (1) Evaluate (1) Poeticize
- 1 = Report (1) Recall (2) Hypothesize (1) Poeticize

**Totals - Patterns of Reference**
- 5 = Exophoric
- 11 = Endophoric
- 16 = Total number Actual Responses
APPENDIX B

DATA AND MATERIALS RELATIVE TO CHAPTER V
EXAMPLES OF STUDENTS' ESSAYS

Student #1

War

I don't see war as a problem it is just a way of life. If we hadn't been at war we wouldn't have found out about penicilin which can cure or help stop infections and bacteria. We might not even exist if we hadn't entered World War II. Hitler, if he hadn't been stopped could have taken the world.

If we don't help others in a war, even if we shouldn't we could lose a powerful ally who could help you. I even think if you can, take over a country. Because if you have the power, use it. I mean just don't build up your forces and then not use them. That's a waste of money and time. Even if its so no one will attack you. Many, many people could die because you built up your forces, and someone challenged you. Why not just not have an airforce, army, navy, and marines so you don't get anyone hurt. But if you do decide to build up your forces, try them out. Don't be a wimp and just act tuff; either show how tough you are or just let them take you over. If you put up a resistance you could lose many people. Always make the first move; don't ever let anyone attack first. If they do, let them win without resistance; it could save your life, and many others.

Student #4

WAR!

I think war is a very serious problem. I hate to even think or talk about it. It's senseless. Especially now. The nuclear bomb that blew up Hiroshima is nothing compared to the bomb built today. The bomb could wipe the entire earth.

Too many people get killed. Just 70,000 got killed at Hiroshima. Billions of people would get killed now.

If there was a nuclear war in the future, you could
forget about living much longer. Both super powers would get wiped out and so will other nations. I hope to God that it won't happen but you never know. Nobody should be making any more A-bombs because we have enough to blow up the world 1200 times. Now they have a bomb, (neutron) that just kills people but doesn't knock down buildings.

I hope we won't ever have to use them again.

Student #5

War is something that I strongly disagree with. I believe that a problem can be worked out. Sometimes, it's hard not to, but a lot of times people just make wars. War causes too many people to die, even innocent people!

Wars make friendship and love hard to accomplish. For example in 'Summer of My German Soldier', Patty can't even help Anton. It wasn't that Anton was mean, but was a POW.

I think the people who dropped the "Atomic Bomb" were evil. Not only did it kill millions of people when it was dropped, but also millions later from radiation.

Wars, big or small still destroy lives everywhere. For example, in The Black Cauldron, there was a battle, which caused at least ten people to die. (even the horse!)

Wars are caused by greed and power. I believed it is stupid, but it happened. I am just happy that America has no war.

Wars also cause people to go to another place. I have come to America for freedom after the Viet-nam War. I'm happy in America, but I still wish I can be in Viet-nam.

Student #6

I really don't think war is bad if you have a really good reason; like for world hunger; or for peace; but if its over who gets the last cookie or something its not neccessary; but you can fight on with who gets it but it doesn't have to happen. What war is to me is with guns
knives and other mean stuff like that. Gorilla Warfair is not that bad. I went in to that with my brother danny because we were mad at each other. I dumped his tapes and he tore a speaker out of my brand new radio. I think play war isn't bad ether; like sometimes Andy and I have war with Gotcha guns. They hurt sometimes but its really fun. Wars are also dangerous because of coarse they kill people like (quote) Hiroshima they killed and injured alot of people even though they were innocent.

Student #7

War

War is a problem because along with war comes the death of a lot of innocent people. I think that leaders (political leaders) make all decisions regarding war and they just tell people what to do. They never get involved in the physical part of war. How often do you see them on the battle field or in a physical part of war. How often do you see them on the battle field or in a B-1 bomber. You never see that. People that no nothing about war, or have nothing to do with it die for a cause they no nothing about. Just like the people of Hiroshima innocent people of all ages died for Japans mistake of bombing Pearl Harbor. NO! Were they in the plane that dropped the bomb. No! Did little babies and children believe in that? No! Just like Patty did she support Hitler and His Nazi army? No! She believed in a cause and in Anton who did not believe in the Nazi ways. Just because he was born in Germany or lived there does not mean he supported the cause. He died for something he did not even believe in. I think thats what war is all about. War is a physical way of settling a disagreement. Physical harm is never the answer to anyones problem, it just causes more of a disaster. Because after the battle it takes more to pay war debts and years to rebuild something it took a small while to destroy.. and you may not be the country rebuilding or paying debts. But as they saying goes dont get mad get even. So I think war is wrong. I think the easier way out is wrong; because you will make it up in the end.

Student #8
Student #8

War

War is such a sad thing to think about. It is a sad thing especially to all the P.O.W.'s families. When the soldiers enter the war there is no telling whether they will come out dead or alive. Just like the Holocaust. When Hitler killed all those nice people for no real reason that made the families real upset. Now let's discuss something else. Who likes it. Probably the only people that like war are the people that start it. The war in Hiroshima was real, real sad. The people that didn't die then are suffering in hospitals right this very moment. Some people are 50 and 60 years old and in the hospital because they got a disease back on the attack on Hiroshima that can not be cured. One little girl got a whole bunch of glass in her head so every once in a while her head itches so her mom parts her hair, takes the pliers and pulls the glass out. I just wish their was some way that whoever wanted to bad enough could put an end to war once and for all. If there was an end to war I would be so happy you would be invited to a big huge party in my house. Also I'm sure all parts of the world in every single city and country would be happy. I'm sure each and every P.O.W. would be so happy. The only sad thing would be if we had to shoot innocent people trying to shoot the guards. I'm sure after all these years of holding people prisoner that they would get tired of it. But most of the guards think it is funny to sit around while people scream for help. I think war is terrible.

Finished

Student #9

Why is war a moral problem?

I have never experienced a real war, but from my research and knowledge, I believe war is truly wrong, no matter what.

War in some cases, is considered a means of peace. I disagree. In, some cases, I have read that countries went into war, reluctantly just to make peace, or so they claim. If you want to make peace, war is not the answer. Sit down like respectable human beings and try to make a decision. If that doesn't work and the other country
wants to fight it's still not right unless absolutely necessary. But for a country to start war, just to destroy things, it is not right!

If a country wants to start a war, look who suffers the most—the citizens. And most maybe all of the people don't want to start a war unless they are just as bad as their leaders. Look how many innocent lives are taken for the sake of a worthless victory. There is, in my mind, no reason to justify war as a means of peace. There is no moral reason to have to be subjected to war just for peace. If we were really striving for peace by war, by now the whole human race would be wiped out of existence.

Through this project which I thoroughly enjoyed, we explored 3 types of books which explore wars.

The first was an imaginary, but realistic example of war. Imaginary in the sense that the character and places were completely made up. Realistic in the sense that it showed the effect of war and death on others.

The second, was very realistic to me, at least because it showed that war is not just soldiers fighting soldiers, but everyone fighting everyone.

The third, was to me, very shocking and sad that we could subject innocent people to death and destruction.

War is a moral problem because it affects everyone and the leaders need to know that when they make war with another country, people are already involved.

Student #11

WAR

I do not think war is right because it does not make things right, it just makes them worse. I think it is wrong because it can't solve anything. I also think it is wrong because it kills innocent people. And the animals get killed and they did not do anything. It also makes the soil bad to grow in and now you are making the people that are not in the war suffer to. And that is not fair and the innocent children that die for no reason in the world they did no harm to any one and they have died, war is an evil. It is done to get more land or because they had a disagreement, or because they love war
over their beliefs. What ever it is, it is not right and it is not even nice, people of all lands die and I personly think it is avery wrong and will probably never change my mind because it is killing and killing is a morally wrong thing to do.

Student #12

War Essay

What war is? I think war is a way to keep contol of what is important to you. I think if you believe in what your country is doing for you, you should back them up and fight for your country.

But I also have another view on war which is that we are going too far with nuclear bombs and super missials. I think we should fight but we also should keep it to a limit of where we can control our actions each and everyday. Because if one man gets two nervas he could be responsible for the deaths of people( millions).

It's also scary to think a man could push a button and the reaction would be unstoppable. I have no idea of how to stop nuclear war because the harm has been already done with the bombs being made just to hurt others and also to prove who is the better when it comes to control over a nation. But there is no way to stop hate, there are ways to prove that we care for others not just are-selv'ss.

So really I find war silly but if there is a need to fight you should and give it your best because if you don't want something to come between you and your country you should fight for it.

Student #13

I think being in war is mostly a problem because we as people don't try hard enough to pay attention to other Peope's opinions. Were always trying to jump on someones back not giving them a chance to breath. We have to stop and listen to reasoning. And sometimes even put ourselves in the other person's place. Like look at there opinions and how they got where they are. For
example in the black cauldron if Taran would have put himself in Arawn’s place maybe Arawn wasn’t a bad guy. Maybe he got turned into an evil person and their was some way they could turn him good again. See no one even looked to see what kind of person he was. And in summer of my german soldier, they said Patty didn’t know what she was doing and then turned around and put her in a reform school. And in Hiroshima they were hurting innocent people. I think war is a ery big problem and will always be a very big problem. And war has affected animals and people. They have to live long lives with certain dissabilitys like no arms, legs, hands, feet and radiation damage.

Student #14

Why do I see war as a problem?

I think war is a problem because it causes many people injuries and possible their lives. War is an act of hostility and possible armed conflict between countries and on people. War really doesn’t solve a problem it makes more. I think the reason why people take their hostilities out on each other because they probably feel that conflict is the only answer when in reality it isn’t. The main reason for war is over jealousy and money; if a conflict was to happen with the United States and say maybe some other country, most of us know that we wont live through it. I guess a war happens when talking or nothing seems to help you get along with the enemy: but a lot of people seem to think talk is cheap; and they figure fighting might give them more attention, than just trying to talk they problem out. Some people don’t take time to think that their lives are on the line: probably because they figure they dont have the time. There is more that on answer besides war.

Student #15

War

I see war as a problem in many ways. All war causes is death, destruction, and poverty. In the Black Cauldron they showed the secret part of the war. I mean as Taran and his friends went to steal the cauldron the spys of the
war steal secret information. In Summer Of My German Soldier it showed poverty. They showed this by describing Patty's surroundings. Destruction was shown in the book Hiroshima No Pika. It was shown by the total destruction of Hiroshima by the Atomic-Bomb and the United States.

War as I see it is a problem any way you turn. From my opinion war was formed from a problem. Now it thrives on problems such as starvation and the fight for the control of land. And when war ends, if it ends will cause a problem.

War can be seen in many ways. Such as a way of revenge or just to kill people as Adolf Hitler did in his many violent ways.

War to many people may be seen to not be a problem as long as they are not in it. War is the cause of many bad things and it will not help anything.
APPENDIX C

DATA AND MATERIALS RELATIVE TO CHAPTER V
TRANSCRIPT OF DRAMA

St #13 The Jenkinsville, Arkansas Court of Law is now in session. Mr. and Mrs. Bergen, you have been charged by the court on several counts of child abuse against your daughter, Patty Bergen. How do you plead?

Sts #1 & #2 Not guilty.

St #13 Prosecutor, please make your opening comments.

St #7 OK...Ladies and gentlemen of the jury, today we would...like to prove that Mr. and Mrs. Bergen are guilty of the charges of child abuse.

St #13 Does the defense have an opening statement?

St #5 No, your honor.

St #13 Prosecutor...please call the first witness to the stand.

St #7 OK...Mr. Bergen, please come forward and take the witness stand. (St #1 moves from his desk to the chair alongside of "Judge Wapner's" table. St #12 approaches the "witness" with a book).

St #12 Mr. Bergen...do you swear to tell the truth, the whole truth, and nothing but the truth?

Obs. (Other students chuckle softly as the bailiff swears the witness in).

St #1 Yes.

St #13 Mr. Bergen...I'd like to remind you that you are under oath.

St #7 Mr. Bergen, would you say that your daughter, Patty, has been a good child?

St #1 I...ah...ah.

St #7 Answer the question, yes or no.

St #1 Yes.
St #7  OK, would you say that she obeys you?
St #1  Well... I... ah... partly.
St #7  Yes or no, Mr. Bergen.
St #1  No.
St #7  So, your saying Patty is a fairly well behaved child, yet she doesn’t obey. Which way is it... one or the other?
St #1  She doesn’t always obey... and when she does... she... ahm
St #7  Mr. Bergen... have you ever beat Patty?
St #1  Once or twice.
St #7  So you are saying... that you have abused your child, yes or no.
St #7  No... it's not abuse... it's discipline.
St #7  No further questions, Mr. Bergen.
St #13 The defense attorney may proceed.
St #5  Mr. Bergen, do you love Patty?
St #1  Yes... of course
St #5  Do you discipline her... by hitting her? when she’s done something wrong?
St #1  Yes.
St #5  Do you think you are guilty of abusing her when you do that?
St #1  No.
St #7  Why do you feel that way?
St #1  She disobeyed... she deserved a beating.
St #5  No further questions.
St #7  Mrs. Bergen... please come to the stand.
Obs.  (St #2 walks to the witness chair and
is sworn in by the bailiff).
Mrs. Bergen, did you see your husband beat Patty?

St #2 Yes, but he didn't beat her, he only hit her once.

St #7 Do you agree with what your husband did?

St #2 Yes...of course.

St #7 No more questions.

St #5 Do you love Patty, Mrs. Bergen?

St #2 Yes...of course.

St #5 No more questions.

Obs. (St #6 is called and sworn in).

St #7 Freddy, you are Patty's friend. Did you ever see Mr. Bergen hit Patty?

St #6 Yes...once.

St #7 Freddy, did you know Patty was not supposed to play with you?

St #6 Yes...I know...Patty told me, but I didn't understand why.

St #7 No more questions.

St #5 Freddy, did you really see Patty being beat with your own eyes?

St #6 Yes.

St #5 How many times?

St #6 Just once.

St #5 No more questions.

Obs. (St #11 is called and sworn in).

St #7 Mrs. Reed...do you do up people's hair?

St #11 Yes...I do.
Mrs. Reed...I hear you do hair only on stiffness...is that true? (everyone chuckles over this comment)

Yes...it's true.

Well...I heard you did Patty's hair once...is that true?

Yes, I did Patty's hair.

Did you ever do Mrs. Bergen's hair?

No...only Patty's.

No more questions.

Is there anything else from the counselors?

I would like to call a surprise witness...Shannon Bergen.

I protest...she's only five years old.

This is a case of child abuse...the objection is overruled. (St #10 walks to the witness chair)

Shannon, would you say there is any happiness in your home?

Not...very much.

That's not true...

No outbursts...Mr. Bergen.

Shannon...have you ever seen Mr Bergen beat Patty?

No...but I heard it. I heard her crying.

You never saw it?

Well...once...when I looked up into a window...I saw it.

I protest!

No outbursts...please...Mr. Bergen!
St #7  Shannon, did you see or hear Patty get beat?

St #10 I heard it.

St #7 No more questions.

St #5 Shannon...when you heard...Patty get beat ...were you alone?

St #10 I was playing...and I heard Patty scream, my friend looked up...and saw her.

St #7 No more questions.

Obs. The "judge" calls the court to order and asks the jury for a vote. The jury is instructed to vote guilty or not guilty on the charges of child abuse against Mr. and Mrs. Bergen.

St #13 Does the prosecution have a closing statement?

St #7 The prosecution asks that Mr. and Mrs. Bergen be found guilty of child abuse, and that Patty and Shannon go to live with their grandparents.

St #13 Does the defense have a closing statement?

St #5 No statement, your honor.

Obs. The "jurors" write out their votes and pass them to the jury foreman (St #3). The votes are counted by the foreman who then approaches the judge.

St #13 What is the verdict?

St #3 Guilty.

Obs. The judge restates the verdict, and notifies the Bergens that Patty and Shannon will be sent to their grandparents who will become the children's legal guardians.