

Teaching Literature in Secondary Schools

Dr. Buchanan
ENG 499
Fall 2012



Teaching Literature In The Secondary School

Lei Shi



Teaching Literature In The Secondary School:

A Case for Teaching Literature in the Secondary School Janet Alsup, 2015-04-17 Taking a close look at the forces that affect English education in schools at the ways literature cognitive science the privileging of the STEM disciplines and current educational policies are connected this timely book counters with a strong argument for the importance of continuing to teach literature in middle and secondary classrooms The case is made through critical examination of the ongoing culture wars between the humanities and the sciences recent research in cognitive literary studies demonstrating the power of narrative reading and an analysis of educational trends that have marginalized literature teaching in the U S including standards based and scripted curricula The book is distinctive in presenting both a synthesis of arguments for literary study in the middle and high school and sample lesson plans from practicing teachers exemplifying how literature can positively influence adolescents intellectual emotional and social selves

Teaching Literature to Adolescents Richard Beach, Deborah Appleman, Susan Hynds, Jeffrey Wilhelm, 2013-08-21 This text for pre service and in service English education courses presents current methods of teaching literature to middle and high school students The methods are based on social constructivist socio cultural theories of literacy learning and incorporate research on literary response conducted by the authors Teaching Literature to Adolescents a totally new text that draws on ideas from the best selling textbook Teaching Literature in the Secondary School by Beach and Marshall reflects and builds on recent key developments in theory and practice in the field including the importance of providing students with a range of critical lenses for analyzing texts and interrogating the beliefs attitudes and ideological perspectives encountered in literature organization of the literature curriculum around topics themes or issues infusion of multicultural literature and emphasis on how writers portray race class and gender differences use of drama as a tool for enhancing understanding of texts employment of a range of different ways to write about literature integration of critical analysis of film and media texts with the study of literature blending of quality young adult literature into the curriculum and attention to students who have difficulty succeeding in literature classes due to reading difficulties disparities between school and home cultures attitudes toward school English or lack of engagement with assigned texts or response activities The interactive Web site contains recommended readings resources and activities links to Web sites and PowerPoint presentations and opportunities for readers to contribute teaching units to the Web site databases Instructors and students in middle and high school English methods courses will appreciate the clear engaging useful integration of theory methods and pedagogical features offered in this text

[Approaches to the Teaching of Literature in the Secondary School, 1900-1956](#) John Muth Bernd, 1957

Teaching Literature in the Secondary School Richard Beach, James Dennis Marshall, 1991 The book s response centered approach engages the student with literature Contains in depth discussions of multi cultural literature and the uses of drama and film in the classroom that will enhance the understanding of literature

[Teaching Literature in High School](#) Thomas M. McCann, John V. Knapp, 2021-12-15 In

looking for an approach to teaching literature in high school teachers largely fall back on the methods that they had experienced as students These practices often involve a teacher assigning a complex work of literature and then assessing students reading through in class recitations or quizzes Teachers typically dominate the discourse and sometimes take charge of the task by reading aloud whole swathes of texts to their students We know from our own experience as teachers supervisors of teachers and student teachers and researchers in the field that students are often bored with these approaches and teachers are frequently frustrated with learners unenthusiastic responses to the teachers favorite works of literature There has to be a better way This book offers approaches to engage students in productive procedures for reading complex texts and provides sample activities to allow learners to practice those procedures *On Teaching Literature* Edward B. Jenkinson, Jane Stouder Hawley, 1970 **Principles of teaching literature in the secondary school applied to Shakespeare's Julius Caesar** Mattie B. McLeod, 1939 *Teaching Literature Using Dialogic Literary Argumentation in Secondary Schools* Matt Seymour, Theresa Thanos, George E. Newell, David Bloome, 2020 Introducing a new framework for teaching and learning literature in secondary schools this book presents Dialogic Literary Argumentation as an inquiry based approach to engage students in communicating and exploring ideas about literature As a process of discovery Dialogic Literary Argumentation facilitates conversation arguing to learn as a method to support students diverse perspectives and engagement with one another in order to develop individual and collective understandings of literature and their place in the world Covering both the theoretical foundation and application of this method this book demonstrates how to apply Dialogic Literary Argumentation to teach literature in a way that foregrounds dialogue learning through inquiry diverse views listening to others and engagement with our communities Ideal for preservice teachers in literacy methods courses and practicing teachers it features real world cases discussions of the principles presented resource lists and conversation starters for professional learning communities professional development and teacher education *Teaching Literature in High School* Thomas M. McCann, John V. Knapp, 2021-12-15 In looking for an approach to teaching literature in high school teachers largely fall back on the methods that they had experienced as students These practices often involve a teacher assigning a complex work of literature and then assessing students reading through in class recitations or quizzes Teachers typically dominate the discourse and sometimes take charge of the task by reading aloud whole swathes of texts to their students We know from our own experience as teachers supervisors of teachers and student teachers and researchers in the field that students are often bored with these approaches and teachers are frequently frustrated with learners unenthusiastic responses to the teachers favorite works of literature There has to be a better way This book offers approaches to engage students in productive procedures for reading complex texts and provides sample activities to allow learners to practice those procedures **Learning to Teach English in the Secondary School** Jon Davison, Jane Dowson, 1998 This forward looking book combines theory and practice to present a broad introduction to the opportunities and challenges of teaching

English in secondary school classrooms Each chapter explains the background to current debates about teaching the subject and provides tasks teaching ideas and further reading to explore issues and ideas in relation to school experience With reference to new legislation the chapters suggest a range of approaches to the teaching of reading writing speaking and listening drama media study information technology language study grammar poetry Shakespeare GNVQ and A Level English Language and Literature Learning to Teach English in the Secondary School offers principles and practical examples of teaching and learning in the context of the end of the twentieth century when new notions of literacy compete with the demands of national assessment Taking as its starting point the changing ideologies of English as a subject the text addresses questions about the nature of teacher education It raises issues concerning competence based courses working with a mentor in school and monitoring the development of a student teacher Learning to Teach Subjects in the Secondary School series edited by Sue Capel Tony Turner and Marilyn Leask *Teaching Literature to Secondary School Students* John C. Platt, 1985 Teaching Literature Edwin Almiron Greenlaw, Dudley Howe Miles, 1926 Teaching Literature is a statement of the program embodied in the Literature and Life Series and a body of suggestions as to how the program may be more fully realized Suggestions for Teaching Literature in Secondary Schools School District of Philadelphia, Pa. Curriculum Office, 1960 *Teaching Literature and Writing in the Secondary Classroom* Michael Segedy, 2016-11-14 This book contains four essays written over twenty eight years ago while I was teaching writing and literature in the secondary school classroom The four essays I have included here published in various English journals over the years represent what I once believed were original and effective approaches to teaching writing and literature I do not wish to make apologies for the unpolished prose style of the essays or for arguments I once would have avidly defended but today no longer stir a whole lot of zeal in me I offer them to you as they appeared in the journals and anthologies Hopefully a new generation of English teachers will find a few of the ideas contained in the essays of some value today **A History of the Trends of the**

Methods of Teaching Literature in the Secondary Schools of the United States Fae Margaret Nease, 1938

Teaching Literature in Modern Foreign Languages Fotini Diamantidaki, 2019-04-04 From plays to poetry Le Petit Nicolas to the Association for Language Learning ALL Literature wiki this book shows trainee teachers of MFL teachers in schools teacher educators how literature can be an essential tool for developing students cultural awareness as well as language skills With contributions from Ruth Heilbronn Jane Jones and other leading scholars it covers a wide range of approaches including looking at how to support students to develop the skills they need to read and discuss texts and how to use stories as a pedagogic tool rather than just a way to develop reading skills Examples of teaching French German Japanese Mandarin and Spanish are used throughout but the book draws together resources and strategies for use in teaching all modern foreign languages Supporting students to develop into creative reflective teachers this book offers support for readers to develop their own tasks for their pupils and questions throughout to keep them engaged and encouraging them to critically

engage with the content. Seemingly daunting articles are made much more approachable for readers with windows on research which provide a summary of relevant research papers with full reference details for follow up. **On Teaching Literature** Jane Stouder Hawley, 1967 **Teaching Literature in the Context of Literacy Instruction** Jocelyn A.

Chadwick, John E. Grassie, 2016. Jocelyn Chadwick and John Grassie explore how the familiar literature we love can be taught in a way that not only engages students but does so within the context of literacy instruction which reflects the needs of today's students. They address complex questions secondary English teachers wrangle with daily: where does literature live within the Common Core's mandates? How can we embrace informational texts in our literature classrooms? And most importantly, how can we help students recognize how canonical works are relevant to them. **Response & Analysis** Robert E. Probst, 2004. In this fully updated second edition of *Response and Analysis*, Robert Probst leads you to fresh methods that build lifelong lovers of reading by opening your literature classroom to the power of student-driven interpretation and analysis. The second edition is chocked full of everything you need to plan and build a curriculum that initiates interpretative and critical conversations with and among your students while exposing them to a variety of genres, conversations that encourage students to be active, enthusiastic readers. Probst's updates and revisions speak directly to today's busy teacher, offering a clear, coherent rationale for a more humane approach to literature teaching, workshop activities that encourage adolescents to formulate articulate responses to texts and that fit neatly into your existing curriculum, extensive new suggestions for testing and evaluation in a standards-based education environment, complete with a variety of assessment rubrics and tools, fresh ideas for utilizing television and film to bolster print literacy and make students more critically astute viewers, a fully revised and updated discussion of contemporary young adult literature including new examples, a compendium of online and print YAL resources, and a bibliography of the latest research and professional writing on the subject. Teachers who have long trusted Probst's techniques for engaging student readers will be excited to find that *Response and Analysis*, Second Edition, invites them into a new dialogue about teaching literature while new readers will discover how this comprehensive guide uses best practice literature instruction to help teens make the most of the magical moments they share with authors. *Less is More* Kimberly Campbell, 2007. *Less Is More* is full of powerful ideas for teaching with short, provocative text. This book broadens and extends our available teaching tools and materials and can help engage all students. It is a valuable resource for language arts teachers. Cris Tovani. Language arts teachers want all of their students to love literature and embrace the novels they assign. The classroom reality is that many students are not ready or motivated to immerse themselves in an entire novel. In order to reach and engage all students, teachers need to look beyond novels alone and embrace a richer variety of literature. In *Less Is More*, Kimberly Hill Campbell draws on research as well as her own classroom experiences to show how short texts engage a wide range of middle and high school students. She shares her discovery of the power of short texts to support her students' skills as readers, writers, and students of literature. Kimberly

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