To honor the 50th anniversary of the publication of *Literature as Exploration*, this volume, *Transactions with Literature*, offers essays that demonstrate the power of Louise Rosenblatt’s transactional approach to reader-response. Classroom teachers and scholars testify to the effectiveness of this approach, which, even today, has not lost its validity in literary studies.

Rosenblatt, who has had a long and distinguished career as teacher and researcher, is professor emerita at New York University. She received a doctorate in comparative literature from the University of Paris. Her contributions in this discipline include a book written in French on the aesthetic movement. In English, her work has been both theoretical and practical. She has published two books on literary theory and numerous articles on the teaching of English. She continues to write from her home in Princeton, New Jersey. Her contribution to this publication reaffirms the importance of reader-response as a means for achieving one’s potential in a democratic society.
11. Materials and Approaches to Literature Instruction

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The following annotated bibliography was compiled from a search of the ERIC database, and from a review of other materials that have been brought to the attention of the Literature Center. The bibliography surveys professional publications concerned with literature instruction at the elementary and secondary levels. Only materials published since 1980 are included. Commercially available student materials are excluded, as are works published in foreign languages or concerning foreign curricula (except those that are applicable to study in U.S. schools). The section headings, and their corresponding page references, are:

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This bibliography represents one portion of a more comprehensive bibliography of resources in the teaching of literature, which is available from the Center for the Learning and Teaching of Literature.

1. Literature Instruction–Elementary


Preparation of this report for the Center for the Learning and Teaching of Literature was supported in part by grant number G008720278, which is cosponsored by the U.S. Department of Education, Office of Educational Research and Improvement (OERI/ED), and by the National Endowment for the Arts (NEA). However, the opinions expressed herein do not necessarily reflect the position or policy of OERI/ED or NEA, and no official endorsement of either agency should be inferred.
Intended to help teachers decide which books to start with when incorporating children's literature into the reading program and to show them how to use these books with a variety of readers, this book provides a rationale and guidance for using "real books" to teach reading. The 17 articles here aim to make the subject of children's literature approachable through an informal, conversational writing style. Titles include: "Extending Multicultural Understanding through Children's Books" (Rudine Sims Bishop); "Enriching the Arts and Humanities through Children's Books" (Sam Leaton Sebesta); and "Resources to Identify Children's Books for the Reading Program" (Arlene M. Pillar).


McConaghy describes some of the discussions and writing that first-grade children engaged in as the result of their exposure to literature read aloud.


Literature can and should be an integral part of helping students become thoughtful and motivated readers and should encourage them to develop critical-thinking and creative-writing skills. This book provides 13 units that focus on a wide variety of topics. Background information is provided on how focus units can be used to create a context for literacy and on how to create one's own focus units using the book's guidelines for questioning.


Using a questionnaire, a study determined the titles and authors of fiction most used by teachers in the classroom, how the books were used, and the time spent on these books.


Leading educators in children's literature offer suggestions for effective classroom use of favorite children's books. The suggestions include ideas on which books and poems to use, how to structure the classroom, how to encourage writing, and how to stimulate children's responses to literature.

2. Literature Instruction—Secondary


The seven articles in this focused journal issue are concerned with choosing books for teaching and the various constraints on those choices.


The authors report on the effective use of hierarchical and nonhierarchical reading guides with John Steinbeck's Grapes of Wrath. What they find indicates that reading guides improve comprehension, provide transferable skills, and create positive feelings about learning.


Intended to help the secondary school classroom teacher make use of some of the current research related to reading instruction, this book contains reviews of the literature on the various aspects of secondary school reading.


Cameron discusses the use of visual/aural stimuli in presenting poetry and literature. This article includes a step-by-step script for a slide/tape presentation.


This book offers suggestions of fresh approaches to the teaching of books widely regarded as classics. Some of the texts included are: Beowulf, To Kill A Mockingbird, Pride and Prejudice, Romeo and Juliet, A Tale of Two Cities, Animal Farm, and The Scarlet Letter. There are suggestions for every grade level, as well as ideas for the literature-writing connection and for teaching multiple titles.

The theme of this journal issue is the development of lifelong reading habits and interests. The articles address questions of what to read, how to read, and why one should read. Bibliographies are provided, novels and poems are recommended, and teaching strategies and curricula are outlined. In addition, two student essays are offered on the question of censorship.


These 11 essays "affirm the explanatory power of reader-oriented theory, and in their range of concerns invite teachers to conduct their own explorations of the transformation of real texts by real readers in their own classrooms." Essays include: "Rendering Literature Accessible" (Lola Brown); "Reading/Writing in the Culture of the Classroom" (Clem Young and Esme Robinson); "Responding to Poetry: Create, Comprehend, Criticize" (Molly Travers); and "The Hidden Life of a Drama Text" (Roslyn Arnold).


These nine articles on reader-response to literature mix theory, pedagogy, and specific teaching techniques. Poetry, narrative fiction, "clustering" techniques, and many other topics are covered.


The author discusses Stephen Tanner’s model of using literary criticism as a discourse, asserting that it fails to train students to think, but only teaches them to discuss literature from an academic perspective. In contrast, Robert Scholes’ model of textual studies offers both a workable methodology and a relevant curriculum.


This book is concerned primarily with presenting arguments for a reexamination of the ways in which poetry is taught in the secondary classroom. Focus is placed on reader response and teaching methods, and the implications of current theory and the authors’ own research are considered.


Dominianni describes how Bradbury’s work can be used in the classroom. He indicates how attitudes towards technology can be found in the work, and how these may be used to stimulate interest in mature students.


In this article, reasons are discussed for requiring high school English teachers to write rationales justifying the inclusion of all books (controversial or not) assigned and read in the classroom. The reasons given include communicating with students and parents, providing evidence of the teacher’s concern and knowledge, and preparing for censorship disagreements.


Although the short story is brief and seemingly simple to comprehend, experienced teachers know from painful experience that students often read without “seeing” and that the only way to get them to “see” is to isolate some of the elements of the short story and present them in a different way in order to focus attention on them.


In this article, the author discusses the idea of using Grimm’s fairy tales to teach students how to read critically for appropriate quotations and outlines the proper style for including them in writing.


The instrumented team approach at St. John’s High School, South Carolina, succeeds in getting general students to meet serious intellectual challenges because group learning counters the problems of poor reading ability, fear of failure, absenteeism, limited time, and underestimation of the importance of school.

Of the 19 articles in this collection, 15 focus on bringing literary theories into the classroom. All of the contributors discuss how literary theory gives creative vitality to the act of interpretation.


Using Maya Angelou's *I Know Why the Caged Bird Sings* and Carl Sandburg's *Abe Lincoln Grows Up* as their models, the authors provide specific guidelines and classroom applications for teaching biography and autobiography.


This work offers suggestions for student writing exercises before, during, and after reading Shakespeare's *Henry IV*. Hayes cites specific passages useful for classroom examination, followed by discussion and writing questions centered on the conflict between Henry IV and his son, a "generation gap" theme to which students can easily relate.


The use of guided imagery meshes with recent insights into right- and left-brain learning. Guided imagery engages the right-brain processes such as imagination and emotion, creative and intuitive activities.


The author explores a few of the trends contributing to the apparent decline in substantive literature instruction. He suggests some teaching methods that can help restore the human element to literature.


Huband offers three reasons that justify the inclusion of the book *Overkill* on the British "O" level literature syllabus: (1) the nuclear bomb is the most important invention of the century; (2) the language provides a clear example of scientific writing and talking; and (3) the book is informative in helping students arrive at a decision concerning disarmament.


The six articles in this focused journal issue are concerned with literature teaching on the secondary and college level. The titles and authors include: "Discovery: The Role of Subjective Response in Initiating the Literature Discussion" (Susan Casper); "Inquiry" (Helen C. Lee); and "The Practical Book Report" (Randeane Tetu). Reviews of selected books for children, adolescents, and teachers are also included.


This article presents 10 practical teaching procedures to encourage students to develop formal reasoning skills. A 12th-grade English course is used as an example. Procedures include pretesting, sequencing instruction, providing students with concrete experiences, discussing reasoning patterns and forms of argumentation, assigning argumentative writing assignments, and encouraging discussion and debate.


The author outlines a process approach to teaching literature which focuses both on meaningful writing and on the ways students respond to what they read.


In this work the author describes a study guide to help students read short stories, essays, novels, drama, and poetry, according to Bloom's taxonomy.


Mackey presents a rationale and framework for teaching values using quality works of literature.

This teacher resource contains readings, discussion questions, and learning activities on the Holocaust for use with junior and senior high school students.


This journal issue presents teaching ideas based on the city of Chicago and the literary works of its citizens. The first article describes a combined social studies/English course based on the study of Chicago's influence on literature and history. The second article describes how Carl Sandburg's poems can be used to study the question, "What does Chicago mean?" and to teach students how to read dramatically. The final article examines the song lyrics of Chicagoan Steve Goodman, and discusses their relevance to Chicago places and people and how they illustrate the effectiveness of precise detail and apt metaphor.


The articles in this focused issue draw attention to works of contemporary literature with classroom potential. Four articles suggest new approaches for the reading and teaching of such established writers as Robert Frost, Kurt Vonnegut, Jr., Eudora Welty, and Saul Bellow. Two other articles examine the best-sellers *Ordinary People* and *The Color Purple*. Reviews and suggestions for teaching the fantasy writers Lloyd Alexander and Ursula Le Guin are presented. Theodore Sturgeon's *More Than Human* is also discussed, as a classic of modern science fiction.


Focusing on young adult reading and instruction, this issue addresses teachers' concerns about recommended recent authors and books, integrating independent reading into the reading program, and student motivation.


This book offers over 200 ideas for activities that can be adapted for students in middle school, junior high, or high school. The ideas are grouped into 11 categories, including: Getting Ready to Write; Expressive Writing; Revision, Review, and Evaluation; Punctuation and Grammar; Speaking and Listening; and Talking and Writing about Literature.


Part 1 of this book provides a discussion of literature as event, as object, and as message, plus consideration of what makes good reading. Part 2 details four models for teaching single works in which Miller demonstrates his encounter with the work as work, and then offers a program for teacher preparation, the use of audiovisual aids, and oral presentations.


The authors suggest a structured response format for interpreting literary characters in death-related literature using Kübler-Ross's five stages of confronting death.


This journal article describes an assignment sequence that introduces secondary school students to finding and interpreting quotes from assigned literature by having students: (1) respond in journals to a quotation chosen by the teacher; (2) analyze characterization by illustrating character traits with quotations; (3) create a collage or a mobile visually interpreting a quote; and (4) discuss in class the meaning of quotes selected in each assignment.


Neil describes the use of imitation exercises to expose students to selections from great literature and give them opportunities to practice certain English usage or conventions. He notes that imitation improves syntax and style.


The author describes the advantages of presenting students with novels designed for them and notes some recommended works with which students can be successful.

These articles describe a method of writing across the curriculum that works and also identifies two Spanish-language young adult novels written by Hispanic authors.


This journal article provides suggestions for teaching multisyllable words to remedial readers, incorporating romantic fiction into a reading program, and using content writing activities in a biology class.


This journal article presents a way of interesting students in high school literature by starting with children’s books. The technique involves teacher modeling, using illustrations to motivate writing, and linking a children’s book with a more advanced work on a similar topic.


The authors present and analyze a high school student’s story about fishing. They provide study guide questions intended to amplify the reading for students. Teachers are invited to use this story and study guide in their own classrooms.


Owen discusses how fantasy books can be used in the classroom to provide exercises for the imagination, to allow students to see themselves more clearly, to allow them to escape, and to generate hope.


C. Smith’s “read a book in an hour” procedure for the development of listening and reading comprehension and B. Beyer’s “hamburger writing” procedure for the development of composition skills formed the basis of a teaching technique that provided students with problem-solving tasks, a procedure for writing compositions, and exposure to a classic adolescent novel within a limited time.


The activities in this book are designed to help students learn to understand the language of Shakespeare by learning to recognize and translate unfamiliar words and syntactic patterns.


Rouse probes William Wordsworth’s relationship to the young reader. He concludes that although many young people today cannot have the direct, immediate experience of nature that overawed Wordsworth, they can, in a room where they sit down together and read a poem, “learn a contemplative solitude—and respond to [a] poem in their individual ways.”


The activities in this book are designed specifically to introduce students to new literature and composition assignments and to help them explore ideas that are unfamiliar and complex.


The unit of study offered in this paper is designed to guide the analysis of a representative sample of modern fiction from four English-speaking countries. Annotations of six novels are offered to show painful problems and also how the novels are useful for study by 9th- and 10th-grade students. The Pearl by John Steinbeck is an example.


By reading literature about wars, secondary students can learn about the values of different cultures and societies. Teaching approaches are suggested, and specific titles are discussed.

This thematic journal article cites three strategies for teaching literature in journalism classes, including using literature packets as a class project and having students receive grades for the work they do on the literature packets.


The authors of these articles view the writer as the seed of literature and the critical response by the reader as the harvest. The collection covers such topics as writing about literature, integrating language and literature, developing literary criticism, and using drama as literature.

3. Literature Instruction—General


This curriculum reform package seeks to find ways "into, through, and beyond the text." Methods, materials, and focus are concentrated on and amplified as the key factors in integrating literature into and beyond the classroom. Various methods are discussed for giving both the student and the teacher a more involved role in the appreciation of literature, and for making that literature a comprehensive, practical element in the lives of student readers.


Based on the premise that young people's positive attitudes toward reading and writing can be shaped through the use of literature which treats those activities as valuable, a content analysis was conducted of Caldecott Medal winners from 1938 through 1981 and of Newbery Medal winners from 1922 to 1981 to determine how these books dealt with reading and writing. The results showed that 1 Caldecott and 16 Newbery award winners used reading and writing either as a main theme or as related aspects of plot or characterization. The books depicted reading and writing as important activities for survival, enjoyment, and the gaining and sharing of knowledge. Summaries of the 17 books are included, along with instructional strategies designed for use with reluctant readers and writers.


This handbook suggests ways to bring into the English classroom literature that deals with the human response to a nuclear threat.


This article describes the group intermix procedure, a prediscussion strategy in which students work in groups to process the content of a single book. The author suggests various classroom applications.


"Posacculturation" (positive acculturation) is the power of literature to deepen understanding and appreciation of the self and others. Works discussed in this paper for use in a posacculturation program include *The Pignan, The Velveteen Rabbit, The Little Prince, The Door in the Wall, Charlotte's Web, All Kinds of Families, Harriet the Spy, The Outsiders, Nilda, Across Five Aprils, Blubber, and Grapes of Wrath*.


This article identifies the contradictions in some of the existing applications of literary tools to curriculum thought, indicates some of the problematic implications for curriculum practice, and sketches an alternative conception of literature as discursive practice.


This journal article begins with the assertion that subjectivist literary criticism, which emphasizes readers' emotional responses to texts and adopts psychoanalytic classroom techniques, renders questionable such aspects of literature teaching as goals, evaluation, and teacher preparation. Literature teachers must abandon the scientific orientation of objectivism and subjectivism in favor of an aesthetic framework for interpreting and teaching literature.


Collaborative learning activities allow students to learn through "talk": as students talk with each other and work together on various classroom projects and activities, they learn to develop their ideas, and their teacher becomes an active guide rather than just a source of information. The first section of this book provides guidelines for developing "Collaborative Learning Skills"; the second section contains activities for "Collaborative Learning and Literature Study"; the third offers ways to implement "Collaboration in Writing, Revising, and Editing"; and the final section, "Additional Collaborative Learning Activities," involves television, music, and scriptwriting.


Intended for teachers, administrators, consultants, parents and students who wish to review and improve elementary and secondary educational programs, this handbook provides essays discussing educational research, teaching philosophies and methods, instructional materials, and curriculum planning strategies in relation to the teaching of literature.


The articles in this journal issue explore classroom methods for enhancing language acquisition. The titles of the articles and their authors include: "Using Literature to Teach Language" (Richard D. Cureton); "ERIC/RCS Report: Evaluating Language Development" (Fran Lehr); and "Language Learning through Sentence Combining" (Nicholas J. Karolides).


The compendium of articles in this journal issue deals with the diverse components of the language arts, communication, and critical thinking curricula. The titles and authors of the articles include: "What to Do until the Doctor Comes: Speech in the Language Arts Classroom" (John Fortier); "Teaching and Thinking Skills: Some Practical Applications" (Mary Kay Bryan); and "Getting Children to Tune In" (Caroline G. Majek). Also included in this journal are a list of NCTE Achievement Awards winners and reviews of selected books for children, adolescents, and teachers.


This compilation includes many valuable ideas and teaching aids, and lists reviews of 52 popular K–9 titles to help teachers select high-quality works.


This revised edition concentrates on three major branches of English studies: literature (including criticism), rhetorical theory, and composition. Nearly 800 terms are thoroughly defined, illustrated by appropriate literary examples, and cross-referenced.


This special journal issue contains nine articles on the subject of...
using popular literature in the classroom. Subjects covered in these articles include: using vernacular, supernatural literature to teach the skills of literary analysis; pairing the classics with detective fiction; using fantasy literature with students afraid of great literature; and using adolescent literature to teach value clarification.


Emphasizing an aesthetic approach to language arts, this focused journal issue brings together ideas for literature and writing instruction that capitalize upon opportunities provided by all the fine arts.


The 10 major articles in this special journal issue deal with literary works designated by individual educators as “still worth reading.” Some of the works discussed include: *The Assistant* (Bernard Malamud), *The Old Man and the Sea* (Ernest Hemingway), *Emma* (Jane Austen), *Lord Jim* (Joseph Conrad), *The Scarlet Letter* (Nathaniel Hawthorne), and “The Rime of the Ancient Mariner” by Samuel Taylor Coleridge.


The theme of this focused issue centers on “Literature and Its Teaching.” The 15 major articles discuss a variety of topics including William Faulkner, the use of metaphor, mathematics as a literary theme in *The Phantom Tollbooth*, and the effect of war literature on an adolescent reader. In addition, the journal contains suggestions for teaching *Great Expectations*, *Treasure Island*, *Flowers for Algernon*, *I Am the Cheese*, *Walden*, and *Sounder*.


This work cites documents from the ERIC system that may help teachers who are faced with the tasks of evaluating the New Realism and finding methods to use it effectively in the classroom.


Moss argues for the development of new literary texts and for the development of new and appropriate literary theories to teach those texts.


This book discusses the teaching of literature from first grade through senior high school within a variety of theoretical perspectives, including structuralist, psychoanalytic, Marxist, archetypal, and feminist. The three principal sections are: “Readers: Student Responses to Literature”; “Texts: Interpretive Approaches to Literature”; and “Contexts: Social Dimensions of Literature.”


This paper begins with the assertion that learning difficult literary concepts (such as point of view and unfamiliar content) while reading difficult and often unfamiliar content prematurely places too many demands upon middle school and high school students. Young adult literature allows students to address the demands of a new concept while reading more familiar content. One specific technique found to be beneficial when teaching new concepts is the double-entry journal, which requires students to write affective responses to readings and to compare such entries with classmates. After discussion with peers and critical analysis of the literature in class discussion, students write a second journal entry synthesizing insights gained from discussion, analysis, readings, and writings.


This literature program promotes students’ language development, positive self-concept, and mental health skills through fluent communication with a deaf student adviser who leads weekly discussion/storytelling for students from kindergarten through high school. Teachers report, among other positive effects, that the deaf educator is an excellent role model for classroom teaching techniques.

The 33 cases in this book have been carefully designed to present a full and comprehensive examination of the teaching of English language arts. The teaching of literature, language, and composition is explored, as is evaluation, censorship, materials selection, grouping, and a host of other aspects of the teaching of English.


This monograph consists of teaching guides for five junior novels: *Tales of a Fourth Grade Nothing; Mrs. Frisby and the Rats of NIMH; Across Five Aprils; The Lion, the Witch and the Wardrobe; and Harriet the Spy*.


Woodhead suggests that any attempt that the teacher makes to create a lesson where the student can engage the text runs directly counter to the whole drift of the secondary school curriculum as it exists today.


This book consists of a collection of 17 articles that deal with the notion that students cannot be “taught” poetry, but can be introduced to it in certain ways and can learn to love it on their own.

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