



Teaching about US ethnic minorities through fiction

«How to teach topics related to US ethnic minorities in Norwegian high school classrooms as seen through fiction.»

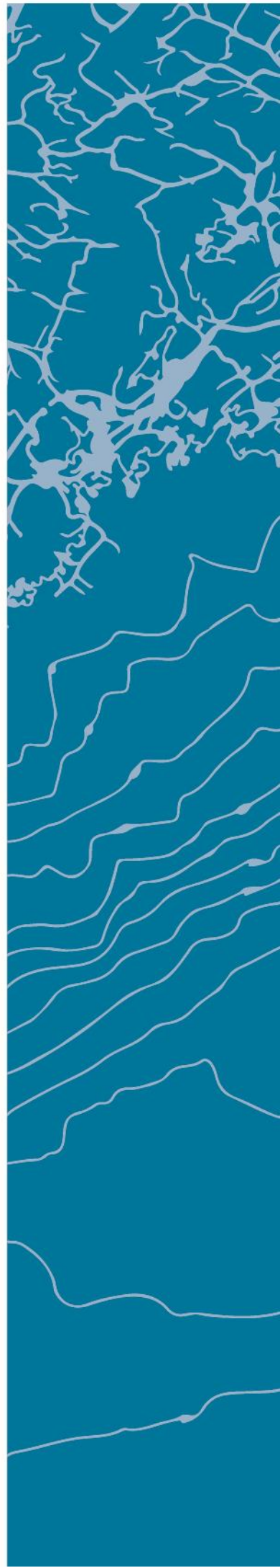
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ABSTRACT

Many teachers in Norway do not prioritise reading books in school because it takes too much time. However, what if we chose our books carefully and selected texts with good morals, historical content, and important messages? That is the plan with this master thesis. I have chosen three books; *The Hate U Give* (2017), *Dear Martin* (2017), and *The Absolute True Diary of a Part-Time Indian* (2007). All of these teach us about US minority groups and how they are treated today. They include important messages about racism, activism, and respect, and they also tell us a lot about history and culture. The authors of the books are all from minority groups themselves, and they can give us a unique insight and view of how their people live today.

I am going to make tasks, discussion questions, and activities about these books that can be used in teaching. My target level is first year of high school in general studies. When pupils in Norway reach this level, they have been taught English for approximately eleven years. Further, I will anchor all my decisions in the new national curriculum of 2020, and I have selected five competence aims and five chapters of the core curriculum to focus on. Everything will be justified through teaching theories and literature didactics. I will discuss why it is essential to use fiction and not non-fiction, why primary sources are better than secondary sources, difficulties we meet in a classroom, and why I have chosen to focus on the USA and its literature on minority groups.

This master thesis can work as a guide for how to teach the selected books. It will have a workbook with fitting tasks and activities, and it will present a fresh interpretation of the new national curriculum for English. Historical content and knowledge of cultures around the world is a big part of the national curriculum and with social media, the world is more connected than ever before. Reading books in school also gives pupils knowledge about history, culture, language, and humans in general. That is why I have chosen to focus my master thesis on reading in school, and how to fully take advantage of the reading material. With all of this in mind, my thesis question will be: How to teach topics related to US ethnic minorities in Norwegian high school classrooms as seen through fiction.

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1. Introduction

In my master thesis, I am going to take a deep dive into three young adult novels, which are all about minority groups in the USA. I have chosen *The Hate U Give* (2017) by Angie Thomas, *Dear Martin* (2017) by Nic Stone, and *The Absolute True Diary of a Part-Time Indian* (2007) by Sherman Alexie. I have used a Facebook group with English teachers from all over Norway and asked them which books they have used previously and chosen my books on basis of their answers. The three novels have been chosen because they tell stories about minority groups in the USA. Since the aim of the thesis is to find out how to teach topics related to minority groups seen through fiction, this was an important aspect when choosing literature. Also, all three of the authors are from minority groups themselves, which makes the literature even more authentic. The novels mention historical events and people that can be important to learn more about when learning about the history of minority groups. That is a big reason why these books fit the purpose so well.

The level I have chosen is first year of high school with general studies. I am going to make activities and tasks that can be used in teaching. This material will be based on the books, touching upon topics such as racism, activism, discrimination, identity, and belonging. I will use the new national curriculum of 2020 and the new competence aims for English as a foundation for all the teaching material I will make. I will also look at suitable literary theories, teaching strategies, and learning theories. Further, I will discuss why the use of fiction is better than non-fiction, why I have chosen books from the USA, and why we should use more primary texts and not secondary texts in the classroom. After all this, I will draw a conclusion based on my research question: How to teach topics related to US ethnic minorities in Norwegian high school classrooms as seen through fiction.

According to the new national curriculum of 2020, pupils are supposed to take more charge of their own learning, and that will be important for the development of teaching material and learning objectives. Another important part of the national curriculum is the new competence aims for English, where five competence aims have been included in this master thesis. The competence aims focus on working on own oral and written texts, discussing, and reflecting on different literary texts, analysing fiction, exploring social conditions and historical contexts in the English-speaking world, and more. These aims will be the foundation for multiple

learning objectives. Minority groups in the USA will be in focus when developing teaching material.

The chosen fiction has three different levels of difficulty, so there is room to choose the reading level that fits the class best. *The Hate U Give* has the highest level of difficulty because of the length of the text and the language. However, it includes important themes such as police brutality, identity, crime, and riots. These are all important themes that can easily be connected to the chosen competence aims. An important part of the core curriculum is that pupils should be aware of social and political developments in the world and that is why *The Hate U Give* fits so well. *The Hate U Give* is a great starting point for good political discussions in the classroom and the novel concerns themes that many teenagers today have an opinion about, police brutality and injustice.

Dear Martin has a medium level of difficulty. The language in the novel is not too difficult and the chapters are not long, but there are still language challenges for English learners in Norwegian schools. *Dear Martin* touches upon similar topics as *The Hate U Give* but the approach is quite different. We follow Justyce who was involved in a drive-by shooting where a police officer killed his best friend, but Justyce survived. Justyce has an inner struggle because he feels like the world is unfair and he struggles to speak up. The reason why this novel suits the purpose so well is that it discusses important political issues, and it also shows what an injustice world can do to a young person's life. This is a great novel for discussing injustice, personal development, and political issues. The novel also touches upon history and pupils get the opportunity to learn about segregation, Jim Crow laws, and the Declaration of Independence.

The Absolute True Diary of a Part-Time Indian has the easiest reading level, and it also has pictures to help understand the text better. Junior, the teenager we follow in the novel, likes to draw and in many of the chapters, he draws situations or people who are important to the storyline. *The Absolute True Diary of a Part-Time Indian* differs from the other two novels because it tells the story of an Indian¹ boy from a reservation in the US. The novel tells us about Indian traditions and how the world is treating them. We also get to follow Junior's

¹ The term "Indian" will be used throughout the thesis instead of Native American or Indian American. The reason is that Sherman Alexie uses "Indian" to describe Junior in *The Absolute True Diary of a Part-Time Indian*.

development as an Indian teenager who struggles to fit in, both at home with the Indians and with the white Americans at school. One similarity between all three novels is the focus on stereotypes. No matter what minority group you belong to, you will be judged based on stereotypes. Prejudgement is something all our main characters suffer from. Each one of the novels does an important job of opening up ways to learn about minority groups in their own ways, that is why these novels were chosen. I am confident that I will be able to make tasks and activities based on these three novels which will help me reach a conclusion on my thesis question: How to teach topics related to US ethnic minorities in Norwegian high school classrooms as seen through fiction.

1.1.Method

The aim of this thesis is to make activities, tasks, and other teaching material with the help of the three novels. The Norwegian national curriculum of 2020 will be the foundation for all the teaching material. The national curriculum of 2020 is a goal-based curriculum where pupils must show that they can take control of their own learning. That will be my focus when making teaching material; how can pupils show their learning outcome and in what way will they show this to the teacher. Everything will be based on competence aims from year one in high school with general studies and other important parts of the national curriculum such as the core curriculum.

Stephen Krashen and his Natural Approach theory will be used when making tasks and activities. The Natural Approach theory highlights the use of activities that foster acquisition, and that every pupil should be able to talk in their native or foreign language in the foreign language classroom. This will be important when I make the activities and tasks, and important to consider when pupils will show their learning outcome. Selected activities and tasks will have a template where learning outcomes will be included. In that way, the pupils and teachers can know what the pupils are supposed to achieve the competence aim and learning objective.

Throughout every competence aim and learning objective, minority groups in the USA will be in focus since this corresponds to the research question. This means that the activities and tasks will have minority groups as a prime focus. Other themes that have been discussed or presented in the chosen literature will also be included. The main goal is that the teaching

material will be inclusive for as many pupils as possible. I will not say anything about how the texts will be read (in class or at home), but I will include reading activities that can be used in both settings.

Choosing literature for a whole class to read is never an easy task for a teacher. Some teachers might let their pupils choose literature themselves with the purpose of reading and gaining reading pleasure. However, when the aim of this thesis is to teach pupils about minority groups in the USA, the books need to be chosen for them. Choosing suitable literature is not easy, "especially since the Norwegian English curriculum has steadily moved away from recommending specific literary texts towards exciting and advantageous flexibility" (Birketveit, 163). This puts more pressure on teachers to find suitable and relevant literature that will both teach and motivate pupils to read. In chapter 2.5, a further discussion concerning motivation among pupils will take place.

The chosen literature is young adult fiction. The reason for this choice is the age group these novels are made for and what young adult fiction contains. Gweno Williams argues that "teenagers (11-18-year-olds) should be regarded and treated as a significant distinct readership group, both in terms of their transitional character and identity, and in view of their individual and collective potential as lifelong adult readers" (Birketveit, 164). Further, she states that "terminology such as adolescent or young adult" and teenagers and teens, also can be used for this group of readers where "emphasis on transition or "in-betweenness" is preferred (Birketveit, 164). In this thesis, the term young adult will be used.

This thesis will start with a theoretical background where different topics such as Stephen Krashen's Natural Approach, why use fiction over non-fiction, why it is best to use primary texts, difficulties we meet in the classroom, learning strategies, the national curriculum, and more will be presented. All the topics that are presented are important for the thesis because it helps justify either the books that have been chosen or the teaching material that will be made later. Further, in chapter 3, each book will be presented with suitable activities and tasks, and after that, there will be a discussion and conclusion where all the teaching material will be justified seen through the thesis question:

How to teach topics related to US ethnic minorities in Norwegian high school classrooms as seen through fiction.

2. Theoretical Background

2.1 Stephen Krashen – The Natural Approach

Reading does not only provide readers with stories and enjoyment, but it can also teach you about history, and culture and even broaden your language skills. In 1983, Stephen Krashen together with Tracy Terrell introduced a theory called the Natural Approach. This theory "combined a comprehensive second language acquisition theory with a curriculum for language classrooms" (Romeo, PDF file). Through his studies, Krashen introduced us to five hypotheses. Here, I will focus on the Acquisition-Learning Hypothesis and the Input Hypothesis. Krashen's Natural Approach focuses on comprehensive input and how that can help a pupil develop meaningful output.

The Acquisition-Learning Hypothesis tells us about two different types of acquisition, where one is about "developing competence by using language for real communication" (Romeo, PDF file) and the other is about learning a language, the knowledge of the structure, and the formalities. These two represent a subconscious and a conscious way of learning a language. Further, "Krashen's emphasis seems to be that classroom learning does not lead to fluent, native-like speech" (Romeo, PDF file), however, it can make the pupils so comfortable that they start to freely speak without worrying about the correctness of their language. That is why reading can be such a good help for developing language. If pupils read a lot and are exposed to much input of the language, it can help them with their own output. The correctness and grammar will develop naturally through real communication in different settings.

In 1982, T.D Terrell wrote "The Natural Approach to Language Teaching: An Update" where she views the natural approach with new insight and developments. In this essay, she discusses how the Natural Approach can and has been used in second language acquisition and learning. Terrell states that "The Natural Approach is not the only means of language teaching that results in students who can communicate with native speakers of a given target language", further she states that "for most students, approaches that do not normally result in the ability to communicate are grammar-translation, audiolingual, and the various eclectic cognitive-based methods. They produce skills that match exactly what is taught" (Terrell, 121).

During the mid-nineteenth- and the early twenties century, the primary teaching method in a foreign language classroom was the grammar-translation method. With this model, teachers presented language structures to pupils who then practiced them with the help of spoken or written exercises. Then, the words were used in a less controlled activity (Chang, 13). With the Grammar-translation method, pupils can learn to translate words and sentences from the target language to their mother tongue, and they can perform well on grammar tests, however “they normally neither speak nor understand the spoken language, nor should they be expected to do so” (Terrell, 121). Pupils who use the audiolingual approach can repeat dialogs, memorize material and they usually have great pronunciation; however, they cannot normally have a normal conversation with a native speaker. At last, the pupils who use the various cognitive approaches will have a good understanding of the language but will struggle to speak freely without consciously applying the cognitive understanding when speaking. Terrell emphasizes that she is not claiming that no other approach than the Natural Approach works, but the Natural Approach gives language teaching a new perspective where the pupils are more in charge of their own learning. This in itself proves the importance of the Natural Approach in Norwegian classrooms because in the new national curriculum pupils are more in charge of their learning, and it is more expected to use a “try and fail” approach when learning a language.

In the original Natural Approach proposal, Terrell suggested three principles that should be followed when teaching a language: “1) the classroom should be devoted primarily to activities which foster acquisition (activities which promote learning might be assigned as homework); 2) the instructor should not correct student speech errors directly; and 3) the students should be allowed to respond in either the target language, their native language, or a mixture of the two” (Terrell, 121). All of these points are important to consider in a foreign language classroom. However, since I am going to make activities and tasks later in my thesis, the first suggestion will get my attention. I will focus on activities that allow the pupils to develop their language through speaking freely even though some of the settings will be constructed. Pupils get their comprehensive input by reading and then we will work on the comprehensive output through activities in class. I will put my emphasis on activities because “such activities allow the development of communicative abilities through natural acquisition processes in addition to fostering the kind of knowledge that results from conscious cognitive learning exercises” (Terrell, 121-122).

2.2 Why is fiction better than non-fiction?

The three selected novels each tell a story that has and could take place in the real world. Still, I have chosen to use fiction when I chose my novels. First, it is important to distinguish the difference between fiction and non-fiction. Fiction is based on imagination and fantasies; they portray events and stories that are made up. Whereas non-fiction is based on real people, events, and facts. These are not made up. The purpose of fiction is to entertain the reader, whereas non-fiction revolves around being educated and/or informed. So, the next question I would like to discuss is: What type of literature do children and teenagers prefer?

To answer my question, I have found an article by Keith J. Topping called *Fiction and Non-Fiction Reading and Comprehension in Preferred Books* (2015). He looks at several studies concerning reading habits and learning outcomes from reading among young adults and children. He wanted to find out if fiction and non-fiction were read and understood equally, at the same level of difficulty. Meaning that he wanted to see if children and young adults understood the texts equally if the language level of the texts were equal. The studies he is referring to are mostly conducted in the UK and USA and concerns children and teens through primary school, secondary school, and high school. His first finding is that “in general, pupils read harder books when they have high interest in it” (Topping, 351). This means that the learning outcome of reading can be higher when children and teens are reading books they are interested in. Topping also discovered that “students found reading more appealing if they could choose their own material” (Topping, 352). This brings us to what type of literature each gender likes to read. The studies presented in the article state that “females reported more interest in romance, friendship, adventure, and historical fiction, while boys preferred sports and science” (Topping, 352). It is important to find reading material that motivates students to read and stories that can be relevant to them and the lives they are living.

Further, Topping looks at a study by McQuillan and Conde from 1996 where they studied “the experience of flow or optimal experience or intense engagement in a text” (353). Their study showed that “fiction was more likely to produce flow than non-fiction” (352). Further, Topping discovered that “non-fiction was generally more challenging than fiction” and that “non-fiction reading was negatively correlated with successful comprehension and reading achievement gain” (352). These results show us that children and teens will have a better

experience and get a better learning outcome from reading fiction, and most preferably, a book of their own choice. However, his study also shows that males, in general, find non-fiction more interesting than most females, but that does not necessarily mean that males prefer non-fiction over fiction.

All of these results can have deviations and it is important to not use these findings as a manual in the classroom. Every teacher, classroom, and pupil differs and therefore it is important to know your group when assigning reading tasks. Having emphasised that, these results are from studies where 150 220 children have been involved from 967 different schools around the UK and USA. Hence, there may be some reliability to the findings. All in all, I am confident that I made the right choice when I selected fiction for my study and not non-fiction. However, in a school setting, I feel that it is important to add non-fiction, secondary texts to fill in gaps in knowledge and to further educate pupils on historical events and people, which are mentioned in the selected fiction.

2.3 Why should we use primary texts and not only secondary literature?

The most common literary source in a classroom is secondary sources. Most schoolbooks are individual interpretations of sources from one or multiple authors. Teachers also use a lot of texts found on the internet, and most of these are also secondary sources in various forms. It is important to use many secondary sources in school to get different perspectives, but primary sources are also important because of the authentic value of the texts. According to the University Library of UC Santa Cruz, the difference between a primary and a secondary literary source depends on “the degree to which the author of a piece is removed from the actual events being described” and if the author is “reporting impressions first hand, or conveying the experiences and opinions of others – that is, second hand” (Marines). Fiction is a primary text because it is not based on events that have taken place in real life, even though it can be inspired by real events. Non-fiction on the other hand is a secondary text because it is based on real people, events, and historical happenings.

The chosen literature in this master thesis is all fiction but they have historical input. When reading these books pupils are introduced to people like Martin Luther King Jr and the rapper Tupac. Pupils will learn about the Declaration of Independence, segregation, and racism in the USA. However, the authors of the books are talking about these people and themes as if the

reader has a certain knowledge beforehand. That is why secondary texts are important in this context. The authors of the books can give the readers a good understanding of events and feelings, but to further understand the historical events and to learn about the minority groups, teachers will have to incorporate secondary texts for further learning.

2.4 Competence Aims from LK20 VG1 and core curriculum

In 2020, Norway got a new national curriculum where the focus was to involve pupils more in their own teaching and learning. The new core curriculum was made, we got new competence aims for every level and the final assessment in English was changed. In my thesis, I have chosen to focus on VG1 general studies and have selected five competence aims from the new national curriculum of 2020. I will also focus on parts of the core curriculum such as chapter 1.1 Human dignity, 1.2 Identity and cultural diversity, 2.1 Social learning and development, 2.3 The basic skills, and 2.5 Interdisciplinary topics. The core curriculum of the national curriculum is a guide for the teacher which tells them how to act, how to treat the pupils, how they should focus their teaching, and why. The five competence aims I have chosen are:

- Use knowledge of grammar and text structure in working on own oral and written texts.
- Read, discuss, and reflect on the content and language features and literary devices in various types of texts, including self-chosen text.
- Read, analyze, and interpret fictional texts in English.
- Explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts.
- discuss and reflect on form, content and language features, and literary devices in different cultural forms of expression from different media in the English-language world, including music, film, and gaming.

(Norwegian Directorate of Education and Training, 12)

The chapter about human dignity states that “all people are equal regardless of what makes us different” (Ministry of Education, 4). Further, it states that teachers must see each individual and acknowledge every pupil because then human dignity will be recognized as a fundamental value at that school. Human dignity easily translates to human rights, which are a fundamental part of our constitutional state. Human rights “are based on universal values that

apply to all people regardless of who they are, where they come from and where they are” (Ministry of Education, 4). Two recurring themes in the books I have chosen for my thesis are equal rights and differentiation. People are not being treated equally and do not have equal opportunities because of their skin colour and/or their cultural background. I believe that not only do teachers have to know about human dignity, but they also need to teach their pupils how to interact and behave towards each other. Clearly, that can be done by discussing the included books. Teachers are supposed to educate the whole pupil and human interaction and respect are important parts of that education.

To fully educate the pupils', teachers need to give them insight into history and culture from around the world. In this way, they will be able to develop their own identities in society. "School shall give pupils historical and cultural insight that will give them a good foundation in their lives and help each pupil to preserve and develop her or his identity in an inclusive and diverse environment" (Ministry of Education, 5). The chosen books for my thesis, are full of historical content, events, and people who have made an impact on their society, and the books themselves can educate pupils about what the world looks like. Pupils need to get a broad look at the world, this will help them become good world citizens who appreciate and respect a variety of cultures.

One of the most important lessons to take from the chosen literature is social interaction, how to act and speak to each other. That is also one element of teaching in school. Teachers are supposed to help pupils develop their social learning. This can be done through “work with subjects and everyday affairs in school” (Ministry of Education, 10). Social learning can help pupils build their self-esteem, find their identity and their self-image, and make up their attitudes and opinions. Social learning is something that happens naturally during a day at school, but special situations can also be triggered. Social learning is about building empathy, friendship, and understanding of what others think, feel and experience. Social learning is important to fully understand the characters in the chosen books. But the books can also help pupil build their empathy because of the descriptions of feelings portrayed in the books.

The national curriculum in Norway defines five basic skills: oral, digital, writing, reading, and numeracy. All five basic skills are neatly incorporated into the competence aims, also in the English competence aims. These skills are "important for developing the identity and social relations of each pupil, and for the ability to participate in education, work and societal life"

(Ministry of Education, 12). When reading and working with books you can incorporate oral skills, digital, writing, and reading skills, and on some occasions, you can also practice numeracy.

The last chapter of the core curriculum in the national curriculum that is relevant for this master thesis is chapter 2.5, interdisciplinary topics. The reason for its importance is the fact that the "three interdisciplinary topics in the curriculum are based on prevailing societal challenges which demand engagement and effort from individuals and local communities, nationally and globally" (Ministry of Education, 14). With this in mind, *The Hate U Give* is especially important because of the focus on activism and getting your voice heard and its importance in making a difference. Students need to be aware of social, political, and historical events that are happening in other places around the world, because with the help of social media, the world is more closely connected than ever before.

2.5 Difficulties we meet in the classroom

In almost every classroom we meet challenges, such as lack of motivation, lack of time, or children with different learning disabilities. All of these challenges are important for my study because they can all affect the amount of reading that can be done, the outcome of the reading, and the efficiency of the reading. The most relevant disability in this context is reading disability. Many children face reading disabilities in school and in Norway where English is a foreign language, and the challenge of reading English books can be even bigger. This is something every teacher will have to take into consideration when assigning reading as homework or schoolwork. Unfortunately, there will not be room to make specific adjustments for pupils with reading disabilities in this thesis.

Reading habits are important to consider when assigning reading, especially when all pupils are to read the same books. I have taken that into account when I chose my three novels for this study. In Topping's article about fiction and non-fiction reading, he discovers that a lot of males can lack motivation when reading.

“Boys have argued that they are visual learners, they do not see enough men reading, their reading preferences are underrepresented in the library and in classroom activities, they find reading boring, they feel reading is a feminine

activity, they see little value in reading, they think that they are poor-readers, and they do not have enough time to read independently.”

(Topping, 354)

This shows the importance of knowing your students and what motivates them. Teachers must find a way to build boys’ self-esteem and help them gain confidence when reading. Find out what they like, do not compare their reading to others, show them good examples of men reading and how reading can be beneficial. The three books I have chosen all have different reading levels and *The Absolute True Diary of a Part-Time Indian* is a book full of humour, sports, culture, and drawings. It is a very different novel from the other two because it contains a lot of visual and fun drawings that might appeal more to males. As Topping found in his study, "boys favour shorter books or texts written in short sections, boys are drawn to extremely visual and interactive texts and boys prefer male characters" (Topping, 354). Further Topping found that boys prefer books about sports, humour, fantasy, history, and hobbies, all of which are included in *The Absolute True Diary of a Part-Time Indian*.

Another challenge teachers meet in the classroom is unmotivated children. Prejudgments against reading are also important to think about because many children today may think about reading as boring and uncool. Pupils often say that they do not read at home, but they usually say this because they do not read novels or longer texts, but everyday reading as reading news, texts, Facebook updates, and articles on the internet is also reading and something almost everyone does every day. It is important for teachers to show that reading is so much more than sitting for several hours with a novel and it can be a fun and exciting experience. This can help pupils’ motivation when they have to read a longer text.

In *Power of Reading* (2004), Stephen Krashen “talked about the importance of reading based on free choice, which is essential for motivation, and he underscored the significance of being exposed to reading which is motivating” (qtd. in Birketveit, 133). Giving children the choice to read what they want can be a good starting point for further reading developments. “Reading for pleasure is important when it comes to motivation and the desire to read” (Birketveit, 133-34). This also emphasizes why teachers need to be educated and aware of what their pupils care about, to be able to pick suitable literature.

Reading in school is often not prioritised because it takes a lot of time. There are many ways to use reading as a teaching technique in school and every teacher will have to decide what they have time for and how they will go about it. When reading larger texts like novels, assigned home reading is usually crucial. This means that when assigning longer texts to pupils it usually must be a part of a longer project period. Since the chosen literature in this master thesis is about specific themes and needs complementary secondary texts, the time at school during this project period could be used to teach the secondary texts. This is just an example of how time can be saved when approaching a bigger reading project. Since these types of projects will consume a lot of time, it is crucial for teachers to select texts which are relevant to the national curriculum.

2.6 Literature didactics

During the last decades, intercultural competence has seen an increased focus in Norwegian schools. As a result of globalisation, technological developments, and migration, "culture" and "identity" have developed into more dynamic and fluid concepts. "It has been argued that intercultural competence must be understood as more than the ability to communicate successfully across cultural boundaries or the empathetic tolerance of otherness" (Hoff, 444). Hild Elisabeth Hoff posted an article in the Scandinavian Journal of Education Research in 2017, called "*Fostering the "Intercultural Reader"? An Empirical Study of Socio-Cultural Approaches to EFL Literature*". In this article, Hoff discusses how the focus in Scandinavian schools has changed from "teaching about foreign cultures to promoting the language learners' intercultural competence" (Hoff, 443). Intercultural competence focuses on pupils' "ability to recognise similarities and differences between cultures and to successfully interact in intercultural encounters" (Hoff, 443). This transition marks a shift where pupils go from learning about culture from a teacher to taking charge of their own cultural learning, through critical thinking.

Reading literature as a teaching method has also become more important. Hoff points out that analysing texts may not be the most efficient way for pupils to learn about the culture. This is viewed as an old teaching method, that does not challenge the pupils to think critically. Pupils already have a negative attitude towards reading, so it is important for teachers to use new media as a medium for reading.

“Accordingly, aesthetic, and analytical approaches to the literary text may be neglected, and there may not be much room for the kind of personal involvement and critical thinking that intercultural learning requires. Researchers within the field of FL² didactics have therefore pointed out the importance of integrating language, culture and literature in language education.”

(Hoff, 443)

In her article, Hoff presents Michael Byram and his model of intercultural communicative competence (ICC). Hoff argues that Byram's model has been influential in the EFL (foreign language) classroom because this model "presents the qualities of a competent "intercultural speaker" who acts as a mediator between different worldviews in order to establish mutual respect and understanding" (Hoff, 444). An “intercultural speaker” has qualities such as skills, attitudes, knowledge, and the ability to act. Byram's model of ICC points out the same important aspects of learning as the new curriculum of 2020 in Norway does. Byram focuses on personal qualities and an understanding of the world that makes pupils understand and respect each other. Since the national curriculum states that teachers are to educate the whole human, these qualities become even more important in an EFL classroom.

There is one major challenge with the ICC model. Teachers are not supposed to help their pupils adopt specific attitudes and behaviours, they have to "lay the ground for learning processes which allow them to go beneath the surface of discourse and appearances and to explore questions to which there are no clear-cut answers" (Hoff, 444). Literary reading gives pupils an opportunity to achieve this. Then there is one more challenge to conquer. The classroom needs to be a safe place where pupils can have an exploratory talk. After reading texts each pupil will have their own opinions and beliefs and it is important for the teacher to create a safe environment where they can share their thoughts and have discussions with each other. This can be backed up by Vygotsky's view of learning as co-constructed through social interaction, where the aim is to "fill a gap in the research on literary reading and intercultural pedagogy by exploring how literary texts, tasks, and classroom participants correlate in shaping the ways in which notion of interculturality are implicated in socio-cultural processes of text interpretation" (Hoff, 445). This shows that it is important for pupils learning to not

² Hoff uses both FL (foreign language) and EFL (English foreign language) when talking about reading in a foreign language classroom because she does not only talk about reading English, so that is why FL has been used in the quote. I will use the term EFL since my focus is on English foreign language classrooms.

just analyse a literary text, they have to engage with each other, discuss and share their opinions.

Hoff also introduces us to another model called the model of the Intercultural Reader (MIR). The main difference between MIR and ICC is that MIR "allows for in-depth insight into aspects of text interpretation", an aspect ICC is unclear about (Hoff, 445). According to MIR, reading is a negotiative and communicative experience. The model is divided into three parts, which all focus on different types of communication. 1) "the "inter-cultural reader's" interaction with the FL text" (Hoff, 446). 2) Focuses on how different readers might understand the text and communicate the text to others. 3) How the FL text works together with other texts. These three parts show us that MIR focuses on the individual reading the text, communication, and cooperation with other texts. One didactic challenge with the MIR is that "this type of inquiry demands from learners a high level of analytical thinking in order for them to recognise parallels between different texts, which in turn relies on their having established a rich and diverse "cultural capital" (Hoff, 446).

Both ICC and MIR focus on different types of communication, both between text and individual and between pupils. One of the competence aims from the national curriculum in Norway says that the pupil can "explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts" (Norwegian Directorate of Education and Training, 12). Because of that chosen competence aim, the ICC will be the primary focus later on in this master. ICC focuses on intercultural competence and intercultural encounter which is why that model will be important.

2.7 Learning strategies

There are many different learning strategies to choose from when reading fiction in an EFL classroom. In this chapter, possible learning strategies will be introduced. This will not be a guide for how to go about the task, but a selection of ideas on how to approach a reading project like this. The first challenge is what to do before the reading starts (pre-reading activities). It is important to give pupils context when they read fiction that concerns culture and history. There are three main possibilities when starting this project. The teacher can teach/give an introduction of suitable themes and history, the pupils can do individual or group research on chosen themes or the pupils can just start reading without any background

information. The last possibility can give varied results because pupils will have to use the knowledge they already have, but that can vary a lot for each pupil. The other two options allow pupils to gain more knowledge which can be helpful before they start reading.

When reading the text, there are two main possibilities. The reading can take place at school, an option that will require a lot of time in class. This option also gives the teacher better control over the reading, and they can make sure that everyone reads. The second option is to assign the reading as homework, and this can be done in several ways, which all depend on how much freedom the pupils should get. The teacher can have them read a certain number of pages each week, or the teacher can give them a deadline for finishing the book. The teacher can also choose to give different tasks to work on during the reading. Tasks to work on during the reading will not be included in this master, because the main focus will be the work after the reading is done. However, there are multiple strategies that can be useful for the pupils to know about to get the most out of their reading. A list of strategies can be given to the pupils before the reading starts. The list can include strategies such as reading out loud, looking up words you do not know, marking out historical information/other important information, and writing down questions you might have.

A variety of learning strategies will be used when activities and tasks are being made in the main part of the thesis. The learning strategies will be explained in more detail (if needed) in the main part. Strategies that will be used include analysing characters, compare characters/countries/cultures, activate background knowledge, ask questions/answer questions, research individually and in groups, and discussions. There will be a variety of fun/challenging activities, bigger writing tasks, researching, and presentations. Everything will be anchored in competence aims and learning objectives. Templates will also be included where the learning outcome will be presented.

2.8 Why USA?

There are several reasons why this thesis is based on minority groups in the USA. First of all, the USA is a multicultural country with a huge diversity of cultures and ethnicities. People have come to the USA from Asia, Europe, South America, and Africa, which means that the county is packed with different cultures. Over the years, this has caused many conflicts between different ethnic groups. Because of the huge diversity, the USA is one of the most

multicultural countries in the world. According to the online dictionary, Britannica, a minority is "a culturally, ethnically, or racially distinct group that coexists with but is subordinate to a more dominant group" (Britannica, "Minority"). With so many ethnic minorities in one place, it can be hard to keep your own identity, and that issue is widely represented in the chosen literature in this thesis.

James R. Moore wrote a social study on "how to improve students' attitudes and behaviour towards minority groups" in 2010. Racism and violence can be strongly connected to attitudes toward stereotypes, and it is important for students to learn that you should never prejudge someone purely on stereotypes. Moore quotes Christine Bennett when she says that

"Despite progress in race and ethnic relations in the United States – the elimination of Jim Crow laws and de jure segregation, the passing of numerous civil rights laws, and expanded opportunities for minority groups – discrimination and violence, often based on stereotypes, continue to be directed at African Americans, Jews, Muslims, Asian Americans, homosexuals, and other groups"

(Moore, 35)

Dear Martin is a great book to use when you focus on stereotypes and how that can affect someone. The novel also touches upon themes such as Jim Crow laws and segregation, which are important to learn about because of the context and historical aspect. Further in his study, Moore explains how "an American dilemma" has been a huge problem for American society. This dilemma is the "chasm between American ideals and behaviour" (Moore, 35). Closing this gap has had a priority in American schools for the last fifty years, alongside the end of segregation and new civil rights laws. Further, Moore explains that by 2020, half of the population in American elementary and secondary schools will have a minority background. That emphasises the need to end prejudice and stereotypes. That will also be in focus when tasks are being developed at the end of this master.

The USA has had many riots and movements during the last decades, but with the rise of social media, the riots have become more globalised, and people have marched all over the world. That is one of the reasons why the USA has become the chosen country to focus on when choosing fiction for my purpose. Organisations working against racism, like Black Lives Matter, have become globally known and are now a movement many pupils in Norway

know and care about. It is also important for pupils in Norway to see how pupils from other parts of the world are being treated. Racism exists in Norway as well, but it is so much easier to see in America and it can be helpful to compare the two.

The last reason for choosing America is the fact that there is so much fiction to choose from. When choosing English literature, it would be natural to turn to Britain and America, and since minority groups are this thesis's focus, it felt natural to turn to America. Britain has become a multicultural country since the second world war, but they are not facing racial issues at the same level as America. There are also more authors to choose from in America which makes it easier to pick out suitable and good fiction. American authors with a minority background have a unique story to tell, and it is important for pupils to see the reality and truth about what is going on in the world.

Chapter 3: Chosen Literature

In this chapter, each book, and the motivation for choosing it will be discussed. Each subchapter will start with a small summary of the book and explore the relevance of the book in relation to the national curriculum. The English competence aims will be included. Further, a discussion of important themes and topics we may teach will be presented. It is taken into account that further explanations and teaching of historical topics and historical people have been done beforehand or will be included in-between these activities and tasks. This background information will not be in focus here, so teachers will have to add this at their own account.

There will be a mixture of smaller activities that can be used to add specific knowledge, and larger tasks where pupils will have to show that they have gained a larger understanding with the help of learning objectives. Each entry will start with a competence aim and a learning objective, then the task/activity will follow. Explanation of how to complete the task will be included and the relevance to the national curriculum will be added. At the end of bigger tasks, there will be a template that can be used when pupils are going to show their learning outcome. These will be very helpful both for the pupils and for the formative assessment pupils need to go through.

All of the activities and tasks will be based on the ICC model (intercultural communicative competence) or the MIR model (the intercultural reader). There will be a discussion for each activity or task on how and why it fits with these models. Stephen Krashen will not be mentioned throughout the discussion because his model of language acquisition, The Natural Approach, is present in every task or activity that includes speaking freely. Krashen states that people learn a language best if they have a natural approach to the language. This means that they can speak freely and have the opportunity to mix their first language with their foreign language to be understood better and to develop their language acquisition. As discussed in chapter 2.1, speaking activities and oral communication are important for pupils' language acquisition, and therefore oral activities will have a focus when making teaching material.

The Hate U Give and *Dear Martin* will be in focus when making activities and tasks. The reason is that *The Absolute True Diary of a Part-Time Indian* is much smaller than the other novels and the reading difficulty is easier. Further, all three novels do have important topics to discuss, but *The Hate U Give* and *Dear Martin* touches upon more relevant topics for today's society such as race, police brutality and identity. It is easier to connect *The Hate U Give* and *Dear Martin* to the national curriculum of 2020 which makes them more suitable. *The Absolute True Diary of a Part-Time Indian* is a good novel to use, but it feels narrower than the other two novels. Further, even though *The Hate U Give* and *Dear Martin* touch upon similar topics, *The Hate U Give* have a focus on society, while *Dear Martin* have a focus on the individual person. This means that pupils can learn different sides of similar topics when reading these two novels.

In each chapter there are activities and task included to help the pupils achieve the competence aims and learning objectives. The distinction between activities and task is primarily the length of the task. The activities are usually shorter tasks for a group of people or activities that the whole class are to finish together. The tasks are longer and are usually based on individual work and longer writing tasks. This distinction can help guide the teachers depending on the amount of time they want to use on an activity or task.

After several tasks and activities there will be templates where multiple learning outcomes are included. Each learning outcome is divided into three levels of achievement: ok, good and excellent. The idea is that ok learning outcome represents the lower grades 1-2, good represents 3-4 and excellent represents 5-6. I have chosen to call the levels ok, good and

excellent because it is important to not use negative adjectives when describing the learning outcome. This will help motivate the pupils and no matter what level they have, they will feel that they have accomplished parts of the learning outcome. These distinctions can help guide the teacher when assessing and grading. I have personally made each learning outcome to fit the learning objective and competence aim presented at the start of the task or activity. These can be altered to fit the preference of the teacher. These templates are supposed to help pupils know what are required of them and how they are supposed to show that they have learned something from the task or activity.

3.1 *The Hate U Give*

In 2017 Angie Thomas wrote *The Hate U Give* where we follow a young teenage black girl, Starr Carter, who struggles to find her identity in a society where black people are being undermined and discriminated against. Starr lives in a black dominant neighbourhood, a place called Garden Heights, but she and her two brothers go to a white school in another county. She witnessed her best friend getting shot when she was 6 years old and *The Hate U Give* starts with another one of her friends getting shot by a young white male policeman. This is when Starr gets involved in activism. She is able to find her true identity and she speaks her mind about police brutality, discrimination, and racism.

The Hate U Give got its name from the famous rapper Tupac, which said that "Thug Life stood for 'The Hate U Give Little Infants Fucks Everybody... Meaning what society give us as youth, it bites them in the ass when we wild out" (Thomas, 17). This sets the whole tone for the novel, where the fight against society is one of the most important themes. Through this novel, teachers can teach pupils about racism, activism and police brutality, all themes which have been in the news picture the last years with the rise of the Black Lives Matter movement. *The Hate U Give* also portrays how the gang culture works, and which impact gangs can have on a family. Starr's father, Maverick, used to be in a gang and got involved in activities that got him locked up in jail. Even though Maverick got out of the gang when he was let out of jail, the gang activities in the area still haunt him and his family.

Lana Burchell states that the "book is pertinent for Christians in social work who are supporting African American teens, are African American themselves, or who work within an unjust system and want to better understand police brutality and systematic poverty from an

intimate perspective" (Burchell, 220). This statement shows the importance of the book and how this book can help others understand what African Americans, teens as well as adults, are going through. Further, Burchell says that "Thomas does a terrific job of not sugar-coating incredible hardships that many within the Black community unfortunately face" (Burchell, 220). The novel can be brutal, but it also shows the true world for African American teens and that is important to show Norwegian pupils.

Thomas herself is a black woman who has felt what racism can do to a young girl and a whole society, and Burchell wrote in her review that "Thomas has an uncanny way of voicing the struggle of the white ally to understand the plight of Starr, her family and community, which can be seen through the eyes of her white boyfriend, Chris, and her best friend from prep-school, Hailey" (Burchell, 221). It is not always easy to picture the lives of others, but Thomas' authentic writing gives white people a chance to see how African American teens feel. Her books can "help us all to understand complexities of racial bias, generational poverty, and systematic oppression" (Burchell, 221). *The Hate U Give* can also teach pupils how stereotypes can shape people's opinions and what that can do to those who are affected by it.

3.1.1 What can we teach?

Societal change and other societal issues are important aspects when teaching pupils about the world, different cultures, and when developing a socially involved pupil. To develop a socially involved pupil means to teach pupils about societies around the world so that they can act according to society both in Norway and around the world. *The Hate U Give* touches upon so many important issues in society that many Norwegian teenagers already know about because of social media. That is one reason why this book can be appealing to many and it can also widen pupils' understanding of what it feels like to grow up as an African American in the USA today. Racism is not a new phenomenon, but it is more present for everyone to see with the help of social media. To further understand the racism in the USA it can also be wise to look at how the African American people have been treated throughout history.

Black Lives Matter is a movement that started in 2013 but has been developed into a worldwide movement in the last years. The movement fights for black people who have been wrongfully killed, mostly by white police officers in the USA. The movement has been

present in the USA for almost ten years, but it got more attention from the rest of the world when George Floyd was killed in 2020. Black Lives Matter has motivated activists from all over the world and even though *The Hate U Give* could have a stronger message for African American teens in the USA, the novel can also speak to teens from all over the globe. As Burchell said, "This book can be a starting point for those who have been involved in the #BlackLivesMatter movement but want to continue the conversation of what privilege looks like" (Burchell, 221). Racism and privilege are closely connected and pupils in Norway need to be aware of this connection because, in many parts of Norway, this connection might not be as visible.

There are many important topics that can be discussed after reading *The Hate U Give*. As mentioned above different movements and organisations working against racism and discrimination is a topic easy to talk about after reading the novel. Police brutality and gun violence together with gun laws can also be discussed with the help of different chapters in the novel. Identity and belonging are also important to mention after reading this book, and those are also topics important with the national curriculum in mind. Reading about other people trying to find their place in society can help pupils understand both themselves and others better, to develop an understanding of emotions, beliefs, and attitudes. The last important topic relevant for this novel is gangs and gang activity in the US. *The Hate U Give* shows us what it is like to be affected by gang activity without being directly involved, something which is important to learn about. There are many parts of being a young African American teenager that is being presented in this novel with the help of all the political, social, and personal issues in *The Hate U Give*. This makes a good starting point for learning more about African Americans, their story, and how they are being treated today.

3.1.2 Activities and tasks

Activity 1:

Competence aim: "Use knowledge of grammar and text structure in working on own oral and written texts. Explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts" (Norwegian Directorate of Education and Training, 12).
Learning objective: Create a slogan and a poster about a political issue in the US that concerns a minority group.

Find a political issue from the US that you're passionate about and make a poster with a slogan or a sentence you can chant. The political issue needs to have a connection to a minority group in the US.

This activity is meant to be a creative start for a political discussion in the classroom. This is a good starting point after reading *The Hate U Give* because movements and rioting are important in the book. This task can be done individually and in groups or as a combination. There is no need to devote a lot of time to this task, but one to two school hours could be required. The idea is that the pupils are going to make a slogan that fits a political issue in the US that can be connected to a minority group. Further, they must make a poster with the slogan, and present this to the class. They must be able to justify their choice and explain the slogan. It can also be useful with some information about the political issue they have chosen. This task is not going to be assessed but will help the pupil prepare for further discussions and tasks with the same theme. The task could however have an impact on their final oral assessment.

This activity touches upon many parts of the core curriculum in the national curriculum. This is a very open task, but since the task is directed towards politics and minority groups in the US, it is natural to connect this to chapters in the core curriculum such as human dignity, identity and cultural diversity, social learning and development, and interdisciplinary topics. This task is great for developing a cultural understanding and the pupils must learn about both politics and minority groups to be able to finish the task. This will also be a huge help when further working with *The Hate U Give*. This activity also requires good group work which will help develop the pupils' social interaction and understanding of others.

Vygotsky believed that pupils learn more through social interaction and that activity can back that up. With an activity like this one, every pupil will have different knowledge to add to the group. There are probably pupils who know more about politics and minority groups than others, that is why it becomes so important to work together, discuss and teach each other. The pupil who already knows a lot will get to retell and develop their learning through "teaching" the others, while the ones who do not know that much beforehand will learn from research and the group members. Byram's model of intercultural communicative competence (ICC) is also being supported by this activity. The activity will help pupils develop their attitudes and knowledge about minority groups in the US, which will help them develop their

human understanding, respect, and behaviour. The teacher's task here is not to teach the pupil about these themes but help them explore and learn about subjects that are important for their social learning and competence.

Task 1:

Competence aim: “Use knowledge of grammar and text structure in working on own oral and written texts” (Norwegian Directorate of Education and Training, 12).

Learning objective: Write an essay about activism.

What do you know about activism in the US? Why is activism important? Write an essay where you discuss the importance of activism and discuss activism in the US. You should include information about organisations, movements, or other happenings connected to activism.

One of the biggest themes in *The Hate U Give* is activism, which is why a longer task on this subject could be suitable. The idea for this task is that the pupils write individual essays on activism. This task would require more information on the subject than given in the novel, but *The Hate U Give* is a good starting point. How the pupils gain this information can be done in several ways, both through teaching and research. Research can also be done in groups, pairs, or individually. Since the information the pupils gain is going to be used later for the task, it could be a good idea for the pupils to get information about the task before they start their research. The pupils should also be advised to make a mind-map, wordlist, or collect their information in another way.

This is also a perfect situation for the pupils to interact and discuss with each other. This could be supported by Vygotsky and his view of learning through social interaction. Hoff used Vygotsky's view of learning through social interaction to back up the ICC model (intercultural communicative competence) because it is about how pupils can do research and learn from each other through discussions and social interaction. This method of learning engages the pupils at a deeper level, and it forces the pupils to develop their own attitudes and meanings. This is a huge part of the ICC model because that model focuses on how the teacher is supposed to "lay the ground for learning processes which allow them to go beneath the surface of discourse and appearances and to explore questions to which there are no clear-

cut answers" (Hoff, 444). This helps pupils develop a deeper knowledge of not only the topic in question but also themselves.

This specific task also supports many chapters in the core curriculum of the Norwegian national curriculum of 2020. In the chapter about human dignity, the focus is on valuing every person no matter what their background is or where they come from. That focus is important for many organisations that work against racism. Human dignity, human rights, and human value are also often mentioned when organisations or people are going to justify their activism and beliefs. The chapter on social learning and development is also important for this task if the teacher chooses to let the pupils work together when doing the research before they start writing. Many people who involve themselves in activism are not doing it for themselves, but for other vulnerable people in their community or the world. That is why learning about activism is such a humanitarian act and important for educating the whole pupil. Social learning is about building understanding and empathy towards others and learning about activism is a great starting point for this.

This task will also incorporate four out of five basic skills: digital, writing, oral, and reading. Digital skills will have to be used for research, oral skills will have to be used when talking together with fellow pupils or the teacher, reading skills will have to be used when reading *The Hate U Give*, and when doing research and writing skills will be challenged when writing the essay. The chapter on interdisciplinary topics in the core curriculum can also be important in this context. One of the interdisciplinary topics is democracy and citizenship and it says that "the teaching and training shall give the pupils an understanding of the relationship between democracy and key human rights, such as freedom of speech, the right to vote, and freedom of association" (Ministry of Education, 15). These topics can easily be talked about and researched when working on activism in the US.

The writing process can be done in several ways. The main idea here is that the writing process is done individually because each pupil will have different views on the matter, and it is important for the learning outcome and the assessment that the teacher sees the pupils' individual writings. Each teacher will have to decide if they want the pupils to write the full paper before handing it in or if they want to give feedback during the writing process. When the teacher is going to assess the essay, they could use some of these learning outcomes or use their own:

Learning outcome:	Ok learning outcome	Good learning outcome	Excellent learning outcome
The pupil can show knowledge about activism.	The pupil can show a small amount of knowledge about activism.	The pupil can show a good amount of knowledge about activism.	The pupil can show a lot of knowledge about activism.
The pupil can write an essay with facts and personal opinions.	The pupil can write an essay but lacks suitable facts and their own opinions.	The pupil can write an essay where suitable information and personal opinions are being voiced.	The pupil can write an essay where good and suitable information is included. The pupil can also voice their own opinions in a good manner with good arguments.
The pupil has included information about organisations or movements connected to activism.	The pupil has included little information about organisations and movements connected to activism.	The pupil has included good and suitable information about organisations or movements connected to activism.	The pupil has included excellent information and is able to show a good understanding of organisations and movements connected to activism.
The pupil uses correct grammar.	The pupil has many recurring grammatical mistakes.	The pupil uses good and mostly correct grammar but have recurring mistakes.	The pupil uses excellent and correct grammar.
The pupil has good knowledge of sentence structure.	The pupil can construct correct but short sentences.	The pupil can construct good and correct sentences.	The pupil can construct good, long, and correct sentences with the

			use of binding words.
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Task 2:

Competence aim: “Use knowledge of grammar and text structure in working on own oral and written texts” (Norwegian Directorate of Education and Training, 12).

Learning objective: Write about a political issue/cause that can be connected to minority groups in the US.

Imagine that you are a person from a minority background in the US. Write a short essay where you voice your opinion on a political issue/cause that concerns you. You should include information about the political issue/cause and your own opinion of it.

This task can vary in length, all depending on how much time the teacher wants to use on it. However, this is a very creative task that focuses on politics which is an important part of the core curriculum of the national curriculum, so therefore it could be wise to devote some time to this task. The chapter about social learning and development in the national curriculum puts emphasis on the importance of building empathy and being able to understand what others think and feel. This task is a great opportunity to investigate just that. Since the pupils have to imagine that they are a person from a minority group in the US, they have to try and understand what they feel and think and that can help build their empathy and understanding of others. There might be pupils in the class who are already from a minority group, and maybe from a minority group represented in the US, which means that this task could feel easier for them, but it can also be a good challenge for them to see themselves in another part of the world and be aware of the differences they might face.

This writing task also touches upon the chapter about interdisciplinary topics. The chapter states that "three interdisciplinary topics in the curriculum are based on prevailing societal challenges which demand engagement and effort from individuals and local communities, nationally and globally" (Ministry of Education, 14). This task focuses a lot on societal challenges globally, and when the pupils have to look at these political issues globally, they might also gain knowledge about them nationally or locally. When it comes to the basic skills, writing and reading are the ones presented in this task. In the chapter about identity and cultural diversity in the core curriculum, they talk about how “the pupils must be given insight

into how we live together with different perspectives, attitudes and views of life” (Ministry of Education, 5), to be able to give room for diversity. With this task, the pupils can investigate and develop their own perspectives, attitudes, and views since they have to imagine being someone else and being in the shoes of someone very different from themselves. Because of the emotional and personal development that can occur with this task, it might be important that each pupil works on this task by themselves, with the help of a teacher if needed.

Byram’s Intercultural communication competence model (ICC) is also very important when working with this task. The ICC model states that an intercultural speaker must have knowledge about different worldviews because in order to establish mutual understanding and respect (Hoff, 444). Learning this is a very complex process and it is something pupils must practice. The ICC model also emphasizes that teachers are not supposed to tell their pupils how to behave or think about others, this is a learning process in which the pupils have to take charge of themselves. Still, the teacher has to guide the pupils in the right direction for them to develop good attitudes and behaviours. Again, this is a long learning process and the pupils have to be exposed to these types of tasks multiple times to achieve the right learning outcome. Since this is a task for pupils in the first year of High School, there is reason to believe that they have been exposed to similar tasks previously and therefore have started this learning process already. That might not be the cause for everyone, so it is important that the teacher does some research before to understand what level the pupils are at.

Whenever there is a writing task, grammar and sentence structure are important at this level, but there are also more important aspects to focus on when assessing this task. Here comes several learning outcomes that could be used when assessing this task:

Learning outcome	OK Learning Outcome	Good Learning Outcome	Excellent Learning Outcome
The pupil can show knowledge about a minority group in the US.	The pupil gives little information about a minority group in the US.	The pupil gives good information about minority groups in the US.	The pupil gives good, correct and might adds extended information about a minority group in the US.

The pupil has presented a political issue from the US that affects a minority group.	The pupil can mention a political issue in the US but lacks important information.	The pupil gives good information about a political issue in the US that affects minority groups.	The pupil gives good and correct information about a political issue in the US that affects minority groups.
The pupil can show understanding and respect for a person from a minority group in the US.	The pupil can show some understanding and respect for a person from a minority group in the US.	The pupil can show good understanding and respect for a person from a minority group in the US.	The pupil can show extended understanding and respect for a person from a minority group in the US.
The pupil can voice their own opinion about a political issue.	The pupil can give information about a political issue in the US but lacks their own opinion.	The pupil can voice their own opinion about a political issue in the US.	The pupil can voice their own opinion about a political issue in the US and are able to justify their opinions in a good manner.
The pupil uses correct grammar.	The pupil uses some correct grammar but has a lot of recurring mistakes.	The pupil uses mostly correct grammar but has a few recurring mistakes.	The pupil uses correct grammar and has very few mistakes.
The pupil uses the correct sentence structure.	The pupil can construct a short and correct sentence.	The pupil can construct correct and long sentences.	The pupil can construct long and correct sentences and have used binding words correctly.

Task 3:

Competence aim: “Use knowledge of grammar and text structure in working on own oral and written texts. Explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts” (Norwegian Directorate of Education and Training, 12).
Learning objective: Have knowledge about a gang in the USA and give a presentation about it.

Do research on gangs in the USA, choose one, and give a presentation about the gang. It is important to include how the gang-activity affects their society. Make a PowerPoint presentation that lasts for 5-10 minutes (depending on the number of participants in each group).

Gangs and gang activity are very important in *The Hate U Give* because even though Starr's father no longer is involved in a gang, he was in his youth and the gang activity still haunts him in his adult life. If there is one aspect *The Hate U Give* shows us, it is that choices you make in your youth will follow you into adulthood. Many teenagers in the US get involved in gang activity because they see no other way of earning money, or they seek belonging or are trying to find their identity, but they may never get out of it. This is something we can see in a lot of teenage deaths in the US today as well. Many children/young adults get killed, by gang members or police, because of something connected to gang activity. This is a topic that many pupils in Norway, and the rest of the world, are very interested in and it could be beneficial to look at gangs and gang activity.

For this task, the pupils can work alone or together in groups. The teacher can teach about specific gangs beforehand or the pupils could do their own research from the start. The pupils are to make a PowerPoint presentation about a chosen gang and present it to the class. It could differ from each class and each group how much time they need, but it could be wise to set aside one to two school hours for research and work and one to two school hours for presentations. If the groups need more time to make their Power-points, then that could also be their homework for this period.

The reason why this task is so relevant is that many African Americans in the US are affected by gang activity in one way or another. They could see it on TV, they could have family members who are involved, they could see it in their society, or they could be a part of it

themselves. Many African Americans are being prejudged by other people because of stereotypes and this is one of the stereotypes many suffer from. Many white people assume that African Americans are involved in gang activity or other negative activities. That is why it is important to do research on the subject to further educate the pupils and prevent these stereotypes.

This task incorporates many parts of the national curriculum and the core curriculum. The chapter on identity and cultural diversity might be the most important one for this task. That chapter talks about how the school has to provide the pupils with historical content and cultural history to help the pupils develop their identity, cultural understanding, and knowledge. For the pupils to find their identity and their place in society they need to know about their own attitudes and views of others, and they need to have knowledge about other cultures around them. Attitudes are often connected to stereotypes which is important in this task, and to create a good society we need inclusiveness and diversity, not pupils who listen to stereotypes.

This task is also a great opportunity for the pupils to work on their oral skills. There will be more focus on that in the evaluation than on the written text on the power-point. There will not be a focus on communication and co-operation since pupils can choose to do the task alone. Below is a selection of learning outcomes that can be used when assessing this task. The teacher can evaluate the pupils on these points; however, it can be useful for the pupil to try and assess themselves on the same points before the final grade is set. Even though this can be a group task, each pupil should get individual grades because of the focus on pronunciation. This way there will be no differentiation between the ones who are in groups and those who do this task individually.

Learning outcome	OK learning outcome	Good learning outcome	Excellent learning outcome
The pupil/group can give an oral presentation in the required length.	The pupil gives an oral presentation, but it does not last as long as required.	The pupil gives an oral presentation that barely reaches the required length.	The pupil gives an oral presentation that reaches the required length.

The pupil gives suitable information about a gang in the US.	The pupil can give little information about a gang in the US.	The pupil can give good and suitable information about a gang in the US.	The pupil can give extended and suitable information about a gang in the US.
The pupil can describe how society is being affected by the gang-activity.	The pupil mentions how society is being affected briefly and without much information.	The pupil can describe how society is being affected by gang activity in a good manner.	The pupil can describe how society is being affected in a reflected way with good information.
The pupil uses good pronunciation.	The pupil speaks English but lacks good pronunciation.	The pupil speaks English with good pronunciation but has some repeated mistakes.	The pupil speaks English with good pronunciation with almost no mistakes.

See appendix for more activities and tasks.

3.2 Dear Martin

Dear Martin (2017) is a book by Nic Stone where we meet Justyce McAllister, a high school student who goes to an all-white high school on a scholarship. He becomes a victim of police violence, and he witnesses his best friend being killed while he is badly injured. Justyce is struggling to fit in at his school, and he is constantly being judged because of his skin colour. He feels like he is living a double life, one at school and one at home, and trouble comes when these two worlds collide. *Dear Martin* is a story where a young black male struggles to talk about his feelings, and he struggles because everyone around him looks at him as a stereotypical black male.

3.2.1 What can we teach?

What is so great about *Dear Martin* is that the novel is full of historical information that is very fundamental for pupils to know. The novel includes information about Martin Luther King Jr., the Jim Crow Laws, segregation, and the Declaration of Independence. These topics

are all important when learning about African Americans in the US. Moreover, to understand how they are being treated today, it is essential to see the historical aspects. This is also emphasised in the core curriculum of the national curriculum of 2020 in Norway. In the chapter called Identity and cultural diversity, it says that "School shall give pupils historical and cultural insight that will give them a good foundation in their lives and help each pupil to preserve and develop her or his identity in an inclusive and diverse environment" (Ministry of Education, 5). *Dear Martin* is a great place to start when you are trying to develop your own identity and find your place in society.

One of the most important topics in the novel is Martin Luther King Jr. and his policy of non-violence. In the novel, Justyce writes diary entries to Martin Luther King Jr., and he says to him that he wants to deal with problems the same way he did, with non-violence. However, Justyce finds that problematic because of the way he is being treated by his fellow students, society, and the police. Justyce is constantly being prejudged, and his best friends end up being killed because of his skin colour. *Dear Martin* is an intense story of how a life can be affected by prejudgements and stereotypes and how that can affect people's personal development.

3.2.2 Activities and Tasks

Activity 1:

Competence aim: "Use knowledge of grammar and text structure in working on own oral and written texts. Explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts" (Norwegian Directorate of Education and Training, 12).
Learning objective: Reflect over *Dear Martin* and write about something you learned from the novel.

Write a short speech where you talk about something Dear Martin taught you. Share it with a friend. Your speech should have a message.

Through the diary entries, that Justyce writes to Martin Luther King Jr., we can learn a lot about what Martin Luther King Jr. did and what kind of policy he had. The most important part is his non-violence policy which Justyce brings up often because he struggles to understand how Martin Luther King Jr. could avoid using violence when he and other black

people were treated with violence and brutality. Justyce also constantly tells Martin Luther King Jr. how hard it is to be a black male in the US, and he questions the Declaration of Independence and its effects: "There were 192 years between the Declaration of Independence and the end of all that Jim Crow stuff. Now we're over a decade into the twenty-first century, and I know from experience people like me are still getting shafted" (Stone, 35). Martin Luther King Jr. cannot answer Justyce, but because of the questions Justyce asks, we can do a lot of research that will teach us about Martin Luther King Jr.

Throughout the novel, there are several recurring themes that can teach us a lot about society today. These include prejudice, violence, injustice, privilege, and faith. These are all themes that can teach pupils something important, and through reading *Dear Martin* pupils can gain a new perspective of how young black Americans are struggling in society today. This task will help the pupils develop their social learning and their understanding of human dignity and cultural diversity. The pupils have to reflect on society and try and understand how Justyce is being treated. This exercise will help pupils develop their own empathy, understanding of others, and understanding of society.

This activity strongly supports Byram's ICC model (intercultural communicative competence). As Hoff stated in her essay "*Fostering the "Intercultural reader"? an empirical study of socio-cultural approaches to EFL literature*", the model has a focus on personal qualities, and it wants the pupils to gain an understanding of the world so they more easily can understand each other and respect each other. These qualities need to be adapted through rehearsing, and the teachers are not supposed to help the pupils gain specific attitudes but help them get started, so they can learn their own attitudes and behaviours.

This task does not need grading, but since the task is to share the speech with a friend, they could try and assess each other. To not draw the attention too far away from the actual speech, I have made just a few learning outcomes that the pupil listening can be aware of. During the speech, the pupil listening can cross out which level they feel is fitting, and at the end, they can write down something they feel the pupil speaking can work on further. Afterwards, switch roles and share your results at the end.

Learning outcome	OK learning outcome	Good learning outcome	Excellent learning outcome
The pupil can speak with correct grammar and pronunciation.	The pupil can speak ok English but have some grammar and pronunciation issues.	The pupil speaks good English and only has a few grammar and pronunciation issues.	The pupil speaks great English with no noticeable grammar or pronunciation issues.
The pupil has learned something from reading <i>Dear Martin</i> and is able to talk about it.	The pupil has learned something from <i>Dear Martin</i> but struggles to talk about it.	The pupil has learned something from <i>Dear Martin</i> and is able to talk about it in a good manner.	The pupil has learned something from <i>Dear Martin</i> and can talk and further elaborate on the subject in a great manner.
The pupil has written a speech with a message.	The pupil has written a short speech but lacks a message.	The pupil has written a good speech and has a message, but it is a bit unclear.	The pupil has written an excellent speech with a good and clear message.
<i>You can work on:</i>			

Task 1:

Competence aim: “Use knowledge of grammar and text structure in working on own oral and written texts. Read, analyse, and interpret fictional texts in English. Explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts” (Norwegian Directorate of Education and Training, 12).

Learning objective: Use information about Martin Luther King Jr. to write a response to Justyce.

Write Martin Luther King’s response to Justyce’s first letter. Try to include answers to as many questions as possible and comment on as many incidents as possible. Be creative but use research to make sure you include facts about Martin Luther King Jr.

This task is a great way to start learning about Martin Luther King Jr. The task requires research, and the letter is full of information that can guide the pupils' research before starting

on their answers. There are several societal issues presented in the letter, and Justyce tells a lot about himself and how he is being treated. Justyce also asks direct questions to Martin Luther King Jr., asking what he would do and how he managed to fulfil his non-violence policy. The task can be used as a short homework task, but because of the research part, it could be wise to use time at school for this.

When writing a response to Justyce, the pupils will have to use their writing skills, reading skills, and digital skills. Many chapters from the national curriculum will also naturally be included, such as the chapters on human dignity, identity and cultural diversity, and interdisciplinary topics. Justyce's first letter includes many remarks on stereotypes, injustice, police violence, and racism. Therefore, there are several topics to learn and write about, while the pupils can reflect on these societal issues and voice their opinions. This task also supports Byram's ICC model (intercultural communicative competence). Through working on this task, the pupils will have to learn about different cultures and societies while trying to develop their own personal views of the issues. It is a great way for pupils to try and understand how life for a young black American teenager is and how he might be feeling.

This task is supposed to be a creative task, but there is also room for the pupils' own opinions. It is also important that they do research on Martin Luther King Jr. so that the historical facts are correct, and the answer stays true to Martin Luther King Jr.'s legacy. How the pupils are going to be assessed on this depends on the length of the task and how much time each teacher wants to use on this. However, there will be learning outcomes included here that can be used for assessment. Each teacher can decide how long the text should be.

Learning outcome	OK learning outcome	Good learning outcome	Excellent learning outcome
The pupil has written a letter within the requirements (See task description).	The pupil has written a letter, but it lacks several requirements.	The pupil has written a letter that includes several requirements.	The pupil has written a letter which includes all the requirements.

The pupil uses correct grammar and sentence structure.	The pupil has written a text which has several grammar and sentence structure issues.	The pupil has written a text which has good grammar and sentence structure.	The pupil has written a text which has really good grammar and correct sentence structure.
The pupil has included correct and many facts about Martin Luther King Jr.	The pupil has included a small number of facts about Martin Luther King Jr.	The pupil has included correct and a good number of facts about Martin Luther King Jr.	The pupil has included correct, advanced, and many facts about Martin Luther King Jr.
The pupil has commented on specific incidents mentioned in Justyce's letter.	The pupil has commented on almost no specific incidents which were mentioned.	The pupil has commented on a few specific incidents which were mentioned.	The pupil has commented on many of the specific incidents which were mentioned.

Activity 2:

Competence aim: "Explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts" (Norwegian Directorate of Education and Training, 12).

Learning objective: Discuss social differences and how they affect people.

Discussion: Justyce is afraid to tell his mom about SJ because she is white, and he is supposed to date a black girl. Thoughts? What can this do to Justyce?

⇒ "Ma, SJ is Jewish,... I know you have issues with white folks, but her people have been through hardship too". "Doesn't matter, son. You can't see Jewish in her skin color... If it looks white, it's white in this world" (Stone, 182).

This is meant to be a short discussion question for the pupils where they have the opportunity to reflect on stereotypes. Justyce's mom believes that Justyce needs to find a black woman because black women are the only ones who know what Justyce has been through and will treat him right. Justyce tries to use the argument that SJ is Jewish, which means that she has also been a victim of discrimination, but it is not good enough. This discussion question raises

questions about skin colour and what your skin colour can mean for the opportunities you get in life. In the US, skin colour can have a lot to say. It can also have a lot to say in Norway but being white gives you more privilege in the US. This problem is important for pupils in Norway to discuss because it is important to understand what minority groups go through.

The chapters on human dignity, identity and cultural diversity, and social learning and development from the core curriculum of the national curriculum are all important when discussing this question. The human dignity chapter focuses on equality and that human rights are for everyone no matter where they come from. The identity and cultural diversity chapter talks about how cultural knowledge can help shape a person's identity and become equipped to understand others. The social learning and development chapter is about understanding others and being able to build empathy and friendships. The world today is full of stereotypes, and people are being judged on account of them. To be able to see past these stereotypes and get to know a person is a good quality that pupils need to learn.

Activity 3:

Competence aim: "Explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts. Use knowledge of grammar and text structure in working on own oral and written texts" (Norwegian Directorate of Education and Training, 12).

Learning object: Reflect on diversity and social conditions based on statements from *Dear Martin*.

A popular game for pupils today is "the game of unpopular opinions." This is a game where people say different statements that can be unpopular. Normally, this is a game used to get to know people better and to create debates. In this version, the class can be divided into groups of 3-4 people, where they will discuss statements that concern stereotypes and race. Each statement/line is taken from *Dear Martin*. The pupils have to use their knowledge about African American history and their own judgment when discussing these statements. Together, the group should find out if they do support the statement or not and write down their arguments. If the group is divided, they can write down arguments for both sides and bring the issue to attention when the class goes through everything in the end. Some of the statements might require background knowledge which can be found in chapter three in *Dear Martin*. After a suitable amount of time, all the arguments will be discussed with the whole

class, where the teacher leads a discussion where every group gets to voice their opinion. It will be a bonus if the group is able to ground their arguments in historical facts.

This activity reflects the ICC (intercultural communicative competence) model of Byram. As Hoff stated in her article, to become an intercultural speaker, pupils need to see differences in worldviews and have mutual respect and understanding for different cultures around the world. Pupils need to have an attitude and act on account of their beliefs and knowledge, something the pupils will get to try through this activity. Not all the statements will have a clear answer, and that can help create good discussions in class. This activity will require that the pupils use their empathy and ethics when discussing, which will help their social learning. These statements are directly or indirectly, connected to African Americans, who are one of the biggest minority groups in the US. Knowledge about African Americans and their struggles in America today is therefore important in this context.

Game of unpopular opinions: Do you support these statements? Why or why not? Can use all or some of these:

- "I'm so sick of people suggesting African Americans still have it so hard these days. I don't care what SJ ways, Manny. Your parents are totally proof that things are equal now" (Stone, 31).
- "This is a color-blind society, my brethren... people are judged by the content of their character instead of the color of their skin" (Stone, 32).
- "These fools might not "see" Manny "as black," but Justyce knows damn well the police would" (Stone, 33).
- "Not every white person who kills a black person is guilty of a crime" (Stone, 27).
- "You don't get arrested if you're not doing anything wrong" (Stone, 27).
- "Bottom line, nobody sees us (white people) and automatically assumes we're up to no good... We'll never be seen as criminals before we're seen as people" (Stone, 29).
- "These white people don't get no respect for us... There's no escaping the Black Man's Curse..." (Stone, 146).

This activity can be taken a step further if there is time. Either individually or in groups, the pupils can write a short text based on the arguments they have discussed. This task can be used as homework, group work, or individual work, no matter how long the text should be. Questions that can be asked when writing the text are: Is there a particular argument that stands out for you? Do you have strong opinions about one of the statements? Do you think one of the statements supports or does not support history?

After the activity is done, the pupil will have to reflect on their learning outcome, and that can be done through the written task or a conversation with the teacher in groups or individually. Here is a template with ideas for how to measure their learning outcome, this can be filled out by the teacher or the pupil.

Learning outcomes:	OK learning outcome	Good learning outcome	Excellent learning outcome
The pupil can voice their own opinion.	The pupil understands the statements and can agree or disagree with them without further explanation.	The pupil understands the statements and can voice their own opinion orally or written.	The pupil understands the statements and can argue for and against them with good language and historical or social understanding.
The pupil can talk in groups.	The pupil can talk in short sentences in a group.	The pupil can talk actively in a group setting.	The pupil can talk actively in a group setting and can bring the discussion further along.
The pupil can write down arguments.	The pupil can write down arguments from the group in short sentences.	The pupil can write down arguments where their own opinion is given with good language.	The pupil can write down arguments where their own opinion is given with great language and good discussion.

The pupil can show knowledge about African Americans.	The pupil can show some knowledge about African Americans.	The pupil can show good knowledge about African Americans.	The pupil can show great knowledge about African Americans and can bring in information about their history.
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Task 2:

Competence aim: “Read, analyse, and interpret fictional texts in English. Use knowledge of grammar and text structure in working on own oral and written texts. Explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts” (Norwegian Directorate of Education and Training, 12).

Learning objective: Reflect and write about historical/political issues.

P. 21: “All men are equal” – Declaration of Independence, 1776

“Now, when we use our twenty-first-century minds to examine the quote within its historical context, something about it isn’t quite right. Can anyone explain what I mean?” (Stone, 21).

“All men are equal” can this quote represent society today? Reflect on equality in the US and write a text where you talk about why many people do not think it fits society today. You must include historical content and mention the Declaration of Independence. Use chapter 3 in Dear Martin for help.

Chapter three in *Dear Martin* tells us a lot about the Declaration of Independence and Jim Crow Laws. These happenings are important when learning about racism and equality in the US. In chapter three Justyce and his classmates are having a discussion at school where racism, equality, and the Declaration of Independence is in focus. A few white classmates believe that everyone in that classroom has the same opportunities and that they are all equal, but for Justyce and Manny, that is not the case. The discussion going on in that classroom is really an eyeopener, and it allows people to reflect on racism, equality, and injustice in society.

The idea for this task is that each pupil should write their own individual text. The themes they have to talk about in this essay are important for their personal development. Therefore,

it is important that each pupil reflects and writes about it themselves. The individual teacher can decide how much they want the pupils to write. To take this task further and keep the discussion going, it could be wise to have a class discussion before working on this essay. Give the pupils some time to prepare and lead a discussion in class where they must talk about racism and equality. The teacher should mention the Declaration of Independence and Jim Crow Law because there might be pupils who are not familiar with these historical happenings. This could be a great approach to the task and help the pupils get started with their reflection.

This essay touches upon several parts of the national curriculum and its core curriculum. One of the most important chapters in this context is the chapter on human dignity. The chapter states that "all people are equal regardless of what makes us different" (Ministry of Education, 4). This is a rule we try to live by, but it is not the reality we live in. The chapter on human dignity also talks about human rights and that regardless of where we come from, we all have the same human rights. This is also not the reality. We do have racism in Norway as well, but it might not be as visible as in the US, that is one of the reasons why it is important for pupils in Norway to learn about equality, privilege, and injustice. They can learn a lot about the society they live in by reflecting on other societies with similar issues.

This task also touches upon the chapter about identity and cultural diversity and social learning and development. The reason why it fits the chapter on social learning and development is that that chapter mentions the ability to build empathy and be able to understand others and how they are feeling. That part of the chapter is relevant for this task. The task also requires four out of five basic skills: oral, writing, reading, and digital. This task requires a lot from the pupils and can be time-consuming, therefore, a thorough assessment is needed. Here are some examples of learning outcomes that can be used.

Learning outcome	OK learning outcome	Good learning outcome	Excellent learning outcome
The pupil can reflect on equality in today's society.	The pupil can write about equality in today's society but lacks reflection.	The pupil can reflect on equality in today's society but lacks depth.	The pupil can in depth reflect on equality in today's society.

The pupil can reflect on equality in the US and draw connections to historical facts.	The pupil mentions historical facts but lacks reflection on equality in the US.	The pupil can draw connections between historical facts and equality in the US but have little reflection.	The pupil can draw connections between historical facts and equality in the US and has good reflection.
The pupil includes information about the Declaration of Independence.	The pupil lacks information about the Declaration of Independence.	The pupil includes some information about the Declaration of Independence.	The pupil includes good information about the Declaration of Independence.
The pupil can write a longer text with correct grammar and sentence structure.	The pupil can write a longer text but have many recurring grammar and sentence structure mistakes.	The pupil can write a longer text but with some grammar and sentence structure mistakes.	The pupil can write a longer text with almost no grammar and sentence structure mistakes.
The pupil can write a longer text which has an introduction, main part, and conclusion.	The pupil can write a longer text but lacks a clear introduction, main part, and conclusion.	The pupil can write a longer text with almost correct use of an introduction, main part, and conclusion.	The pupil can write a longer text with the correct use of an introduction, main part, and conclusion.

See appendix for more activities and tasks.

3.3 The Absolute True Diary of a Part-Time Indian

The Absolute True Diary of a Part-Time Indian (2007) tells the story of Junior and his family, who lives on the Spokane Indian reservation. Junior can see how he is being treated differently because he is Indian, and he wants to challenge himself and break out of the "Indian curse." Junior is determined to get a good education and to be able to achieve this, he decides to go to an all-white school in Reardan, a town twenty-two miles from Spokane. At Reardan High School, he tries to hide who he truly is, and at the same time, people back home at the reservation judge him for leaving them. Junior feels like he does not fit in anywhere,

and he is losing himself between Reardan and Spokane. *The Absolute True Story of a Part-Time Indian* is a great story of how culture, stereotypes, and family can affect a person.

3.3.1 What can we teach?

There are several things we can teach about after reading *The Absolute True Diary of a Part-Time Indian*, but the most important aspect is the Indians' rich culture. The history of Indians in the USA is an important part of US history, and as a Norwegian, the Indians are often forgotten when we speak about the US. The Indians are very true to their culture, even today, and it is important for pupils in Norway to learn about them to understand parts of US history. *The Absolute Diary Story of a Part-Time Indian* tells us a lot about Indian culture and their traditions, like their traditional clothing and their powwow celebration. Indians are full of tradition and culture, and many Indians still live together in reservations around the US, where they can live in peace and keep their traditions, language, and their way of living. The book also focuses on how the government treated the Indians and how they "weren't trying to kill Indian people," but they "were trying to kill Indian culture" (Alexie, 35). In that sense, the book has a political aspect where the author sheds light on how the government tried to hide away the Indians to "solve a problem."

One of the biggest lessons to take from *The Absolute Diary Story of a Part-Time Indian* is how stereotypes can affect a person's identity. Junior does not believe he is worth anything because he is Indian, and the other Indians on his reservation also remind him that his destiny is to stay on the reservation and take care of his family.

"But we reservation Indians don't get to realize our dreams. We don't get those chances. Or choices. We're just poor. That's all we are. It sucks to be poor, and it sucks to feel that you somehow deserve to be poor. You start believing that you're poor because you're stupid and ugly. And then you start believing that you're stupid and ugly because you're Indian. And because you're Indian, you start believing you're destined to be poor. It's an ugly circle, and there's nothing you can do about it."

(Alexie, 13)

Junior does not believe in himself because society keeps reminding him that he is Indian, and because of that, his destiny is already laid out for him. Being a victim of stereotypes has a lot

to say about people's personal development, and it can be hard to find their belonging if they are constantly reminded of whom they are supposed to be. *The Absolute Diary Story of a Part-Time Indian* shows us a young boy who challenges society to find himself and his personal development from being an Indian boy to just being a boy.

3.3.2 Activities and tasks

Activity 1:

Competence aim: "Explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts" (Norwegian Directorate of Education and Training, 12).

Learning objective: Make a presentation about Indians and their culture.

Make a presentation about Indians, their culture, and traditions. It should be approximately 5-6 minutes long.

This activity is a great start when learning about the Indians in the US. The presentation can be made in smaller groups or individually, all depending on how much time can be spent on the activity. The presentation should also be presented to the whole class for them to learn as much as possible and for the pupils to challenge their pronunciation and speaking. The Indians have a very rich culture which can be very useful but also exciting for the pupils to learn about. They have struggled a lot throughout history, and for the last centuries, they have been treated as minorities in the US. To fully understand American history, the pupils have to learn about Indian history.

One of the chapters of the core curriculum in the national curriculum, identity and cultural diversity, focuses on the fact that schools need to teach pupils about history and culture, not only in Norway but also from other parts of the world. In the chapter, it says that "In a time when the population is more diversified than ever before, and where the world is coming closer together, language skills and cultural understanding are growing in importance" (Ministry of Education, 6), which emphasises the need of cultural competence. The chapter on social learning and development can also play an important part in this activity because it is important to learn about Indian history for pupils to respect and understand them, which is emphasised in the social learning and development chapter. Further, the chapter states that

"The pupils must be trained to act in a considerate way and develop awareness of their own attitudes" (Ministry of Education, 11). This brings us to the ICC model (Intercultural communicative competence) and how that model focuses on establishing respect and understanding of other cultures through developing attitudes and knowledge. This activity will help the pupils with exactly that, developing their respect and knowledge.

Since this is supposed to be a presentation, it could be wise to assess the pupils on a few points, so they know what to focus on and so that they take the presentation more seriously. Below are a few ideas of learning outcomes that can be used for this task. The teacher can decide if the assessment should be individual or in groups. The included learning outcomes are formulated as if the assessment were individual.

Learning outcome	OK learning outcome	Good Learning outcome	Excellent learning outcome
The pupil has made a presentation that fits the length required.	The pupil has made a presentation, but it is much shorter than required.	The pupil has made a presentation that is slightly shorter than required.	The pupil has made a presentation that is as long as required.
The pupil has made a presentation that includes historical facts about Indians.	The pupil has made a presentation about Indians but has few historical facts.	The pupil has made a presentation about Indians and has a good number of facts.	The pupil has made a presentation about Indians and has included many important historical facts.
The pupil has made a presentation that includes information about Indian culture and traditions.	The pupil has made a presentation about Indians but lacks important information about their culture and traditions.	The pupil has made a presentation about Indians, which has a good amount of information about their culture and traditions.	The pupil has made a presentation about Indians, which has important and good information about their culture and traditions.

The pupil speaks with correct pronunciation.	The pupil speaks English during the presentation but lacks correct pronunciation.	The pupil speaks English during the presentation with good pronunciation.	The pupil speaks English during the presentation with really good pronunciation.
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Task 1:

Competence aim: “Use knowledge of grammar and text structure in working on own oral and written texts” (Norwegian Directorate of Education and Training, 12).

Learning objective: Write an essay about a famous brown person.

“Just take a look at the world. Almost all of the rich and famous brown people are artists. They’re singers and actors and writers and dancers and directors and poets” (Alexie, 6).

Do you know any other famous brown people who do not fit these categories? Write an essay about that person and their history. The person have to be American.

This is a task where the pupils get a lot of freedom to choose whom they want to write about. When we talk about brown people in the US, we talk about Hispanics, Latinos, Asians, and Middle Eastern Americans. The Indians also fall under this category. The terms black and brown people are both used for the same people, with small distinctions. This task can, for some pupils, be challenging because it depends on their previous knowledge of famous people, but with the help of the internet, it should be manageable for everyone. This task is meant to show the pupils diversity and make them learn about people who have a very different background than themselves. There could be pupils in the class who are from a minority group themselves, but in this setting, that would only benefit the pupil, and it could be very educational for other pupils. In the media today, we often see privileged white people, and it is important to investigate all of the other famous people as well and take a look at their backgrounds.

The teacher can choose how long they want the essay to be, depending on the time they can use on this task. Each pupil should write an individual essay with a focus on one person each. This task is supported by the chapter on identity and cultural diversity in the core curriculum of the national curriculum. Learning about different cultures and people from different

cultures can help pupils develop their own identity and awareness. In the chapter, it says that "a good society is founded on the ideas of inclusiveness and diversity" (Ministry of Education, 5-6), and learning about different cultures and people representing those cultures will help the pupils develop their diversity and understanding.

This task will also help the pupils further develop their writing and digital skills. The task can be supported by Byram's ICC model (intercultural communicative competence), but the connection is not as strong as with other tasks in this master. The connection to the model is there because of the focus on cultural knowledge and awareness. A task like this would require a full assessment because of the writing focus, however, because of limited space, examples of learning outcomes will not be included in this task. Previous templates from other tasks can be used if they are slightly changed.

Task 2:

Competence aim: "Use knowledge of grammar and text structure in working on own oral and written texts" (Norwegian Directorate of Education and Training, 12).

Learning objective: Write an essay from the perspective of Junior where you elaborate on your (Junior's) personal feelings.

"Traveling between Reardan and Wellpinit, between the little white town and the reservation, I always felt like a stranger. I was half Indian in one place and half white in the other"
(Alexie, 118).

Pretend that you are Junior. Write an essay where you elaborate on your feelings and where you discuss why you are feeling that way. Has society or your family affected the way you feel?

One of the best parts about *The Absolute True Diary of a Part-Time Indian* is that the book talks about real feelings about not fitting in and not finding an identity. This is something many pupils can relate to because of the age they are and working with this theme could possibly help them develop themselves further. This is an individual writing task that should be assessed in the end. This task is, in many ways, also more creative because everyone will interpret this task differently. The pupils' own personal stories could have a huge effect on how they interpret this task, and even though they are supposed to write from Junior's

perspective, many of them will probably include a lot of personal feelings and experiences. If there are pupils from ethnic minorities in the class, this could be a very challenging but also very rewarding task for them.

This task is a good example of a task that fits the ICC model (intercultural communicative competence). According to the ICC model, the pupils are also supposed to adapt attitudes and behaviours on their own without the teacher teaching them, and this task lays the ground for such an achievement. To become an "intercultural speaker," the pupils need to have knowledge about the cultures around them and develop an understanding and knowledge of the cultures and their people. This task is not only great for building empathy, understanding, and knowledge about a culture, but it can also have a huge effect on the pupil's personal development.

There is mainly one chapter in the core curriculum of the national curriculum that fits this task, the chapter on identity and cultural diversity. The chapter states that "a common framework gives and shall give room for diversity, and the pupils must be given insight into how we live together with different perspectives, attitudes and views of life" (Ministry of Education, 5). This task gives the pupils an opportunity to understand Junior's view of life by investigating his feelings and attitudes, which will help the pupil's understanding of diversity. As stated earlier, this task will require a full assessment. However, because of limited space, there will not be any suggested learning outcomes included for this task.

Task 3:

Competence aim: "Use knowledge of grammar and text structure in working on own oral and written texts" (Norwegian Directorate of Education and Training, 12).

Learning objective: Write an essay about Indians.

Write an essay about Indians, their history, and their culture. You are free to focus on anything you would like, but you must include historical facts.

The Indians have a very rich and unique history which gets less focus than other minority groups in the US. *The Absolute True Diary of a Part-Time Indian* includes many historical facts and information about traditions, which gives the pupils a great foundation when working on a task like this one. In the novel, we hear a lot about the Powwow celebration,

how important family is for Indians, their traditional clothing, and how they have been treated by the US government and US citizens. It is important for pupils to learn about Indians and their culture because they are one of few minority groups left in the world who still live by their traditions and culture and use their own language.

As with the other tasks, the chapter on identity and cultural diversity from the core curriculum of the national curriculum is important here. However, the chapter on human dignity is also significant when working on this task. A big part of the human dignity chapter is about human rights and how everyone in this world, no matter who they are or where they come from, has the same rights based on universal values. The Indians have been oppressed for centuries, and the US have fought them because they wanted to keep their culture. That is why human dignity and human rights are so important in this context. Cultural diversity is also significant in this task because historical and cultural insight is what the pupils are working on here. Knowledge about culture and history gives the pupils a better understanding of the world and also the minority group in question.

This can be a very big task because the pupils have the opportunity to choose for themselves what exactly they would like to focus on. Therefore, the teacher needs to give the pupils a limit of words when they start writing. This is supposed to be an individual task, but if the teacher wants to make it a group assignment, that is possible with a few adjustments. However, since it is made as an individual task here, the templet with learning outcomes will be constructed as if it was an individual assessment. The template can be used for both an individual task and a group task. However, small adjustments will be needed.

Learning outcome	OK Learning outcome	Good Learning outcome	Excellent learning outcome
The pupil has written an essay within the required length.	The pupil has written an essay, but it is not as long as required.	The pupil has written an essay that almost reaches the required length.	The pupil has written an essay that reaches the required length.
The pupil has included good and	The pupil has included very few	The pupil has included good but	The pupil has included good and

many historical facts about Indians.	historical facts about Indians.	few historical facts about Indians.	many historical facts about the Indians.
The pupil has included information about Indian culture.	The pupil has included very little information about Indian culture.	The pupil has included good but little information about Indian culture.	The pupil has included good and much information about Indian culture.
The pupil has written a longer text with correct grammar.	The pupil has written a longer text but has many recurring grammatical mistakes.	The pupil has written a longer text with few recurring grammatical mistakes.	The pupil has written a longer text with almost no grammatical mistakes.
The pupil has written a longer text with correct and good sentence structure.	The pupil has written a longer text but struggles with sentence structure and writes short sentences.	The pupil has written a longer text with short sentences and almost correct sentence structure.	The pupil has written a longer text with correct and good sentence structure.

See appendix for more activities and tasks.

Chapter 4: Discussion

In this chapter, there will be a discussion of the tasks I have made. How they were constructed, how they will help the pupils achieve the competence aims, and the reasoning behind my choices. I will also discuss my priorities and draw connections to the research question in my introduction. All of the tasks I have created are based on the chosen literature and important themes from them. In *The Hate U Give*, societal issues, identity and racism were important themes, along with activism. That is why many of the tasks and activities are about politics, activism, identity, and minority groups. Every task is made with the goal that the pupils can learn something that can be connected to minority groups in the US, and in this case, they learn about African Americans.

Dear Martin has themes such as stereotypes, identity, and African Americans as its main focus, which is reflected in the activities and tasks I have made. The novel also focuses a lot on Martin Luther King Jr. and everything he did politically. Therefore, many of the tasks are about him and his story. Learning about historical events and important happenings for African Americans in the US is important to understand and respect them, something the national curriculum values. *Dear Martin* has so many historical facts that are important to learn about, which is why this book is great to use in a Norwegian classroom. *Dear Martin* is a great story about personal development and stereotypes and what that constant judgment can do to a young person. That has also been highlighted when making activities and tasks.

The Absolute True Diary of a Part-Time Indian is really important because it tells us so much about Indian or Native American culture, which is something many Norwegian pupils know little about. Not only does the novel focus a lot on how the US government and US citizens have treated them, but it also tells us a lot about Indian traditions, culture, and values. Their culture has therefore received a lot of attention when making tasks and activities. *The Absolute True Diary of a Part-Time Indian* is also a novel about self-development, which is also a focus in the national curriculum in Norway. Hence, I have made activities and tasks about personal development.

When I started developing the task and activities, I started with an idea that fitted with the national curriculum and the chosen chapters from the core curriculum. I had many ideas for activities and tasks when I read the chosen literature, so I selected those that corresponded best with the national curriculum and competence aims. After the idea of a task or activity was written down, I found a suitable competence aim and then made a learning objective. The learning objective and competence aim, together with the task or activity, was the background for the templets and learning outcomes that were developed. The reason why the templets and learning outcomes are included is that it is important for both the teachers and pupils to be aware of how they are supposed to show that they have learned something, and they need to be able to see what they are supposed to learn. I did not have enough space to add a template for each big task or activity. However, many of the templates can be adapted and used for other tasks and activities as well. Everything was developed with the national curriculum of 2020 in mind. Therefore, I am confident that every task and activity can be used in Norwegian schools today.

I did not only connect the tasks and activities to the national curriculum and the thesis question; I also connected it to either the ICC (Intercultural communicative competence) model or the MIR (Intercultural reader) model. Many of the tasks and activities could be connected to the ICC model, but I soon discovered that the MIR model is too extensive and demands too much in-depth reading, which is not suitable for this learning level. The MIR model focused on foreign language texts, how the reader interacted with the text, how the text was communicated to others, and how the text communicated with other texts. The MIR model could fit some of the activities and tasks I have made, but because I could not focus on supporting literature, I could not focus on the connection between the chosen literature and other foreign language texts. The ICC model focused more on gaining knowledge, developing attitudes, behaviours, and respect which was easier to connect to my activities and tasks. The ICC model focuses on many similar values to the national curriculum, which strengthens the necessity of the ICC model in this thesis.

Chapter 5: Conclusion

Not many teachers in Norwegian schools take the time to read in class because it is time-consuming, and the pupils do not get enough out of the reading. However, the pupils can learn a lot from reading if they read the right fiction. In this master thesis, *The Hate U Give* (2017), *Dear Martin* (2017), and *The Absolute True Diary of a Part-Time Indian* (2009) have been thoroughly read and analysed so that tasks and activities which give the pupils a good foundation for learning can be made. All of the material focuses on themes that are important in the novels. Furthermore, all of the material focuses on teaching about minority groups in the US. Even though fiction is made up, there lies so much reality in the words. Pupils can learn much about society from reading fiction. The world has never been so small, and with the help of social media, societal issues in the US have become issues that pupils in Norway care about as well.

The three chosen novels tell us about African Americans and Indians in the US, and all of them focus on political and societal issues that many care about today. All three novels also tell us a lot about the minority groups' history and how they have, and continue to struggle. There are so many themes that can be connected to minority groups in the US, and we can read about many of them in the chosen literature. Racism, activism, stereotypes, judgment, injustice, police brutality, and identity crises are all important themes to teach about when

teaching about minority groups in the US. These are themes that were important one hundred years ago and are still important today.

Throughout the thesis, there has been a theoretical focus on Stephen Krashen and his Natural Approach. Krashen believes that language acquisition is done best through free communication and that a classroom where pupils are allowed to speak freely and mix their mother tongue and foreign language gives the best results. Natural communication is not forced, and it allows the pupils to try and fail without too much pressure. The Natural Approach is not mentioned in any of the tasks and activities. However, it was mentioned at the start of chapter 3 that every task that included speaking in class or in groups, enforces the Natural Approach.

When I started working on this thesis, one of the things I had to decide was if I was going to use fiction or non-fiction. The goal of the reading was primarily to learn about minority groups in the US. However, the pupils will learn more if they like the reading, that is why it was important to find out what pupils tend to prefer when reading. Keith Topping (2014) did a study on what the pupils preferred to read and what they learned most from. When Toppings looked at a study by McQuillan and Conde from 1996, he discovered that "fiction was more likely to produce flow than non-fiction" (352). Further, he saw that "non-fiction was generally more challenging than fiction" and that "non-fiction reading was negatively correlated with successful comprehension and reading achievement gain" (352). These results supported my decision to read fiction and not non-fiction. Many pupils lack motivation when reading longer texts, therefore, it was important for me to find out what pupils generally liked the most.

The new English national curriculum of 2020 in Norway focuses a lot on history, culture, self-development and that the pupils should take charge of their own learning. These factors have been important when making activities and tasks. Byram's ICC (intercultural communicative competence) model also supports many of the same values, which made the ICC model important in my work. It is important that the teachers provide guidance and the right tools so that the pupils can discover, experience, and develop themselves. With my tasks and activities, they can discover, experience, and develop themselves. Furthermore, they can learn about minority groups in the US. All of this supports my thesis question and shows us how we can teach topics related to US ethnic minorities in Norwegian high school classrooms as seen through fiction.

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Appendix 1 *The Hate U Give*

Activity:

Competence aim: “discuss and reflect on form, content and language features, and literary devices in different cultural forms of expression from different media in the English-language world, including music, film, and gaming” (Norwegian Directorate of Education and Training, 12).

Learning objective: Compare the movie adaptation and the novel.

For further learning, and if there is time, the pupils could watch the 2018 movie adaptation of the novel. The movie is true to the novel, even though some parts have been changed, have been left out, or have gotten less attention in the movie. Angie Thomas herself is one of the writers of the movie script to keep it as true to the novel as possible. The movie has won multiple awards and gives viewers a different perspective on activism and riots since those scenes have gotten more attention in the movie.

This activity can be used in several ways, depending on the time set aside. The reason why it could be wise to see the movie is that gang activity, police violence, and rioting have gotten a larger focus in the movie. There can also be pupils in the class that can benefit more from seeing the movie than from reading the novel. Without going too much into depth, the pupils could simply discuss the differences orally with each other, they could write down differences during and after seeing the movie, or they could write a bigger task. With Stephen Krashen and his Natural Approach in mind, it could be most fitting to let the pupils speak and interact with each other when working on this activity. Watching the movie itself requires a lot of time, so it could be most beneficial for the pupils to talk to each other afterward and discuss their findings. As mentioned, this is an extra task that could be used if there is time for it. That is why there will be no further explanation for this activity.

Appendix 2 *Dear Martin*

Activity:

Competence aims: “Explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts. Use knowledge of grammar and text structure in working on own oral and written texts” (Norwegian Directorate of Education and Training, 12).

Learning objective: Compare Martin Luther King Jr's. non-violence approach and the police violence we see today.

Groupwork: Compare Martin Luther King Jr's. non-violence against police violence today.

This is meant to be short group work where pupils have to speak to each other about what they already know. There should be around three to four pupils in each group. They are allowed to use the internet and do research, but they will not have a lot of time to complete this activity, so they have to be efficient. It can be hard to collect information when working in a group, so it is important to ensure that everyone is involved. For this activity, give each group a clean paper where they can write Martin Luther King Jr on one side and Police on the other side. Further, give each pupil a few post-it notes. Each pupil should write down at least three things and stick the post-it notes on the right side of the paper. When everyone in the group is done, they have to decide which three post-it notes that is best for each side and present these to the rest of the class. This way, everyone is involved, and when sharing the results, everyone can learn something from each group. The teacher can also collect the papers and write down all the results in a word document at the end.

This activity does not support either the ICC model or the MIR model, but it supports Vygotsky's view of learning through social interaction. Through interaction, each pupil has the opportunity to gain more knowledge about the themes in question. When working together in groups, the weaker pupils might get a feeling of accomplishment because they are a part of a bigger group, and the stronger pupils can get the opportunity to teach and repeat their own knowledge, which will help them remember it better. The activity also supports Krashen's Natural Approach since the pupils have to speak a lot of English in a relaxed and uncontrolled setting.

The chapters on identity and cultural diversity and interdisciplinary topics are important for this activity. When working on this, pupils must see a historical connection and learn about a historical person while focusing on societal challenges present in society today. Reading, writing, and digital skills are also being used for this task which will improve the pupil's language. Because of the length of the activity, there is no need for any assessment. This activity is meant to help pupils acquire more knowledge and compare Martin Luther King Jr's. non-violence policy and the police-violence present in society today.

Task:

Competence aim: “Use knowledge of grammar and text structure in working on own oral and written texts” (Norwegian Directorate of Education and Training, 12).

Learning objective: Write a diary entry to a role model.

Write a diary entry to your role model. Write about anything you would like and try to ask questions directed at your role model.

Extra part: Think about how much Justyce’s diary means to him. Write about what you think he must be feeling when writing his entries.

This task can be a quick or lengthy task depending on how much time the teacher wants to use. This task could be used as homework, a class activity, or a longer essay. Justyce's diary entries to Martin Luther King Jr. are an important part of *Dear Martin*, that is why this could be a good start when approaching the novel. This activity will make the pupils start a process where they have to think about what a role model can mean to somebody. This first part of the activity does not support the research question of this master, that is why the extra part is included. The first part supports the national curriculum because pupils have to get in touch with themselves and write about their feelings, which helps them develop their minds and perhaps their empathy. The extra part of the task supports the research question because to complete the task, the pupils have to put themselves in Justyce's shoes and see the world through the eyes of a young black male in the US.

There are several parts of the national curriculum that can justify this activity, such as the core curriculum chapters on social learning and development and interdisciplinary topics. The chapter on social learning and development states that through social learning, pupils will develop their understanding of others, their empathy, and friendship (Ministry of Education, 11). The extra part of the task supports these statements since the pupils have to try and understand what Justyce is feeling. This brings us to the chapter on interdisciplinary topics where the understanding of society, locally, nationally, and globally is in focus. Two of the five basic skills are also being used in this task, writing, and reading, which will help pupils further develop their language skills.

This activity does not need further grading after it is done. It could be helpful to read the diary entry out loud to a friend, or the pupils could just deliver it to the teacher, who could use this as part of their formative assessment. The most important part of this activity is that the pupils are forced to think about who their role model is. Based on their chosen role model, they will have to think about what they value, what they care about, and what they stand for. That is an important part of their self-development. The first part of the activity will unconsciously help them prepare for the second part of the activity because they will have to think about what their role model means to them, and that can help them understand Justyce and his feelings.

Appendix 3 *The Absolute True Diary of a Part-Time Indian*

Activity:

Competence aim: “Read, discuss, and reflect on the content and language features, and literary devices in various types of texts, including self-chosen text” (Norwegian Directorate of Education and Training, 12).

Learning objective: Draw yourself and your favourite features.

Draw yourself. Which features and qualities would you focus on?

In *The Absolute True Diary of a Part-Time Indian*, Junior draws a lot of his friends and family members. His drawing is very truth-telling, and they show people's traits and features in an honest way. After reading the book and seeing all of Junior's drawings, it could be a creative challenge for the pupils to draw themselves where they focus on special traits and features they like with themselves. It is a chance for the pupils to be creative and self-critical, and they would have to look at themselves in a new way. This activity can be used as a homework assignment or a class activity. They could also be asked to present their drawing to the class or a smaller group. Here is a list of possible traits, features, and qualities they could include in the drawing:

- Your eye colour and hair colour
- Your clothing style
- A mood you are often in
- Include something that represents a hobby

- Write three words that describe you
- Include a pet or favourite animal
- Your favourite food

This activity really reflects the theme of this novel, self-awareness and self-development. To be able to improve oneself, it is important to look at yourself and understand who you are. This task enables the pupils to find what they like about themselves and what they feel characterises themselves and shine a light on it. Even though this activity does not easily connect to any part of the national curriculum, it has a significant value when working further with *The Absolute True Diary of a Part-Time Indian*. Understanding oneself is important when you are trying to understand others.