A study in moral development in children's literature

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Abstract
This study was undertaken for the purpose of analyzing children's picture books to determine if specific moral conflict episodes could be identified, according to Lawrence Kohlberg's cognitive theory of moral development. The identification of conflict dilemmas was made by examining selected books for young readers to identify and isolate problems encountered by one or more characters. If conflict story incidents could be identified and described, it seemed probable that teachers could use them as a primary source for stimulating discussions about moral problem solving behaviors. Thus, a second purpose was to determine if a process of questioning could be used by teachers to extend the development of moral reasoning ability of children. Specifically, this depended upon whether it was possible to formulate specific questions which Lawrence Kohlberg identifies as appropriate for the probable moral stage of the intended age group, and at the next higher stage of moral judgment. These questions were structured to elicit open responses (phrases, or sentences) vs. closed responses (yes-no type answers).

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A STUDY OF MORAL DEVELOPMENT
IN CHILDREN'S LITERATURE

A Research Paper
Presented to the
Faculty of the Library Science Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

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July 12, 1976

Read and approved by
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INTRODUCTION

The theme of moral values in American education is not new. Historically, instruction on morality has been included as a significant part in the traditional classroom. The responsibility for developing the individual's capacities as a human being and helping him become a contributing member of society has long been viewed by educators as fundamentally important in a democratic society.

In recent years, however, the role of the educational system in teaching moral values has been questioned by the United States court system. The decisions of the U.S. Supreme Court in the case of Engel vs. Vitali and the case of Abington vs. Schempp judicially sealed the secularizing trend in American Society.¹ The court said, in effect, that the moral and ethical system of mainstream Protestantism, which had been dominant in the traditional common school of Horace Mann, and has long been influential since his time, is no longer legally valid for the public schools in the United States.² In essence, the court

²Ibid.
implied that schools cannot assume responsibility for education in moral values.

An impact of this decision was the cessation of any formal treatment of morality in the classroom in recent years, partly because teachers feared reprisals resulting from offending some pupils or indoctrinating others.³

While recognizing the significant importance of the Supreme Court ruling in the matter of moral values, some educators have maintained that moral decisions are made every day in classrooms in the public schools. They acknowledged that children's values develop during the school years and that values are inevitably influenced by the school structure, the adults who work in it, the interaction between students and teachers, and the choice of subject matter and materials. These educators have contended that values cannot be legislated from external sources. Meaningful decisions can be made only by the child.⁴ Therefore, it appears logical to help children develop a means of making constructive and beneficial moral decisions.

³Ibid.

An important outcome of this view has been the recent advocation of systematic nonsectarian programs to facilitate moral development. Central to this position was the belief that children, like adults, have their own ways of thinking about values. Educators have an active role in stimulating the child's thinking about moral problems. They may utilize a variety of educational media in the classroom setting to provoke the type of thinking needed in forming moral judgments. Researchers have applied the use of films and filmstrips in solving moral problems in the classroom. However, only minimal recognition has been given to the appropriateness of using children's literature as a method of enhancing moral awareness. Children's literature as a potential source of moral conflicts has remained to be explored as an avenue for furthuring the growth of moral decisions made by children.

In undertaking this study, the researcher felt that if conflict episodes were identified in relation to the moral decisions made by the characters portrayed in books, these examples might provide a basis for active discussion with children in a natural learning environment. Story

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5Biskin, op. cit.

incidents appeared to be an accessible medium for the teacher to use to invoke thinking which explores the moral judgments made by story characters.

Through a process of skillful questioning, the teacher would encourage the children to examine various alternatives by comparing, contrasting, and hypothesizing about moral problem solving situations. The various responses made by the children would be based upon their experiential background, and thus natural and free responses would be elicited.

One well known educator who has stressed this approach is Lawrence Kohlberg. Kohlberg has studied the moral development of children and formulated a stage theory of morality. See the Review of Literature section for an explanation of his theory. This theory of morality has emphasized the teacher's role in understanding both the child's way of thinking about values and the moral meaning the child sees in the teacher's actions and educational materials used in the classroom.\(^7\)

Teachers could use the process defined by Kohlberg to identify appropriate conflict episodes in children's books, and then devise meaningful questions to elicit from children reactions at their present and next higher stages of moral reasoning. The interaction resulting from shared discussion may help to clarify the basis for moral decisions

\(^7\)Ibid.
and thus facilitate the development of a higher level of moral reasoning. The potential application of Kohlberg's approach to developing moral awareness has appeared to be a fruitful field for investigation in relation to children's literature.
THE PROBLEM

Purpose

This study was undertaken for the purpose of analyzing children's picture books to determine if specific moral conflict episodes could be identified, according to Lawrence Kohlberg's cognitive theory of moral development. The identification of conflict dilemmas was made by examining selected books for young readers to identify and isolate problems encountered by one or more characters.

If conflict story incidents could be identified and described, it seemed probable that teachers could use them as a primary source for stimulating discussions about moral problem solving behaviors. Thus, a second purpose was to determine if a process of questioning could be used by teachers to extend the development of moral reasoning ability of children. Specifically, this depended upon whether it was possible to formulate specific questions which Lawrence Kohlberg identifies as appropriate for the probable moral stage of the intended age group, and at the next higher stage of moral judgment. These questions were structured to elicit open responses (phrases, or sentences) vs. closed responses (yes-no type answers).

Problem Statement

During this analysis, the researcher attempted to
answer the following questions:

1. In selected children's picture books can a central moral conflict be identified which involves one or more story characters?

2. Can appropriate questions be identified about the specific conflict episode in the story that would stimulate children to examine the moral decisions made by individual characters portrayed?

**Hypotheses**

The study was designed to test the following hypotheses:

1. Children's picture books are a source of moral dilemmas for classroom use.

2. Two or more appropriate questions may be formulated at stage two of Lawrence Kohlberg's theory of moral development, the stage children of picture book age may be expected to be in.

3. One or more appropriate questions may be formulated at the next higher stage of moral reasoning, which is stage three, according to Kohlberg's definition.

**Assumptions**

This study was based on the following assumptions:

1. Lawrence Kohlberg's theory of moral development is valid.

2. Moral judgments are influenced exclusively by the moral stages of development proposed in Lawrence
Kohlberg's theory of moral development. Any other possible explanations for the formation of moral judgments, such as parental training, or individual differences in intellectual functioning, do not contribute significantly to this process.

3. Teachers may grow in their understanding and ability to use the process of questioning developed by Kohlberg through experience in discussion of conflict episodes in children's literature, and from direct exposure to his theory.

Limitations

1. The picture books selected for analysis in this study were limited to those published during the last four years (1972-1975). Any books published earlier than that time period, or at a later date, were not represented in the sample.

2. The selection procedures outlined yielded only twenty five titles for analysis. This sampling is small as compared to the total number of printed children's books available on the publishing market.

3. Books were selected which appeared on the Notable Children's Books lists and which were also reviewed in either The Horn Book Magazine or School Library Journal. Books reviewed in other journals, or not at all, were excluded from examination.

4. Only those books which were reviewed as Picture
Books and Stories for Young Readers in The Horn Book Magazine, and Preschool and Primary Books in School Library Journal were analyzed. It was necessary to make the following exceptions in order to limit the scope of this investigation: factual non-fiction, folk literature, and poetry books. In addition, counting, alphabet, and holiday books were eliminated due to the nature of this study.

5. The selection of books made was intended to represent the reading interests of primary age children, as defined in the categories which were structured. Books were not analyzed which were intended for middle or older readers for the purposes of this inquiry.

Definition of Terms

Lawrence Kohlberg formulated several definitions in his theory of moral development, which were used for this study.

Morality. "The set of cultural rules of social action which have been internalized by the individual. Rules are internalized if they are conformed to in the absence of situational incentives or sanctions (punishment) imposed by society."\(^8\)

Moral Judgment. "A cognitive decision made in terms of conscious reference to a moral standard or

value." In Kohlberg's theory of moral development, a moral judgment is one that is made on the basis of a principle that is universal, applying to all people in similar situations.

Moral Dilemma. "A conflict between competing claims of individuals. The necessary precondition for a moral conflict is the capacity for role playing."  

Moral Development. "Growth in the child's capacity to judge actions in terms of moral standards as opposed to sanctions."  

This definition of moral development stresses the cognitive evolution of moral concepts, as opposed to the nondevelopmental explanation of moral learning which suggests that the internalization of cultural rules is due to external factors (i.e., verbal reinforcement, and identification with models).  

Additional definitions were formulated for the purpose of clarifying specific terms used throughout the topic of investigation in this work:

Picture Book. A picture book is an illustrated story for children who are between five and seven years old.

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Stories for Young Readers. Stories for young readers are books for children between five and seven years of age in which there is development of plot and characters, either realistic or imaginative.

Preschool. Preschool is a special category designating books for children who are four years old, identified in School Library Journal Book Review.

Primary. Primary is a special category designating books for children between ages five and seven years of age which have been reviewed by School Library Journal.

Significance of the Study

This study will demonstrate that moral dilemmas can be identified in children's picture books. These dilemmas may provide a potential source of interaction which may help children clarify the basis for moral decisions and assist in the development of higher levels of moral reasoning. Meaningful questions can be devised to stimulate thinking about moral problem solving dilemmas. Through a process of shared interaction, stimulated by the initiation of meaningful questions posed by educators, children may be exposed to differing points of view concerning moral conflicts. This exposure could further expand the scope of moral reasoning necessary for the development of new cognitive structures.

Discussion of moral dilemmas in children's books may represent a new approach to providing a systematic
nonsectarian program for developing moral awareness that would enable students to make moral judgments that are beneficial to the school and society.
REVIEW OF RELATED LITERATURE

For the purpose of this investigation, the researcher felt that it was necessary to conduct a two-pronged review of literature. One aspect has dealt with an analysis of Lawrence Kohlberg's theory of moral development. This portion of the review included a description of the moral stages that were used in the theoretical framework of this research project. A second aspect focused upon values in children's literature. The major thrust of this review related to moral values portrayed in children's books.

Lawrence Kohlberg's Theory of Moral Development

Lawrence Kohlberg has characterized his theory of moral education as a cognitive developmental approach. The cognitive developmental theoretical orientation has been concerned with analyzing the thought structures underlying the conceptual growth of individuals who are of varying ages. Rather than stressing environmental influences (i.e., parental training) and individual differences in growth patterns, the cognitive theory has focused upon the universal factors in development.13 These universal

changes in the development of mental structures have provided an explanation for the maturation of intellectual functioning.

Applied to moral development, Kohlberg has postulated an invariant sequence of cognitive developmental stages. Each of these stages of development is defined in terms of the consistency of behavioral response of the individual in regard to moral thoughts. The individual has an active role in working out his own moral understanding of situations when passing through a particular stage.\(^\text{14}\)

To fully grasp Kohlberg's theory of moral development it is essential to have a basic understanding of the characteristics of stages, relating to children and their thinking processes.

1) Children may move through stages of moral reasoning at varying speeds and may be found exhibiting characteristics of an adjacent stage as well as a particular stage. 2) Higher stages can't be directly taught to children at much lower stages—exposed to reasoning more than one stage above their own, children merely translate them into ideas at their own level. 3) Changes in stages of thinking are not immediate—the term stage should not be taken to imply that the changes in thinking that a child goes through are instantaneous—but that stages are a series of qualitatively more adequate ways of looking at moral problems. 4) Movement to a higher stage requires the experience of conflict or difficulty in the child's attempt to apply his current level of thought to moral problems. 5) Movement to a higher stage requires an exposure to the next level of thought. It involves a sense of active participation in the

social problem-solving process and the opportunity to take the role of others, to see their point of view when it differs from his own.  

Kohlberg based his stage theory of moral development upon observation of the child's responses to questions regarding moral judgments of situations. These situations, or 'stories', he described as moral dilemmas. 

Each dilemma involved a conflict of values. Kohlberg presented a moral dilemma to the child during an interview situation. Then he asked the child to answer a number of questions pertinent to the moral problem. The responses were recorded and examined in detail in regard to many different aspects of morality. These aspects included the child's conception of 1) justice, 2) moral intentions, and 3) consequences of action. Each of the child's solutions to the problem and the reasons advocated were analyzed in relation to moral judgment.

Kohlberg initially studied seventy-two boys, ages ten, thirteen, and sixteen, representing a broadly varied social base. From his observations of the responses of these boys to moral dilemmas, Kohlberg then theorized that

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17 Craig, op. cit.
18 Williams, op. cit.
the moral development of children fell into six stages which could be grouped into three moral levels. These levels (and stages) were defined in the following categories:

Definition of moral stages

I. Preconventional Level

At this level the child is responsive to cultural rules and labels of good and bad, right or wrong, but interprets these labels in terms of either the physical or the hedonistic consequences of action (punishment, reward, exchange of favours) or in terms of the physical power of those who make the rules and labels.

Stage 1 punishment and obedience orientation. The physical consequences of action determine its goodness or badness regardless of the human meaning or value of these consequences. Avoidance of punishment and unquestioning deference to power are valued in their own right.

Stage 2 instrumental relativist orientation. Right action consists of that which instrumentally satisfies one's own needs and occasionally the needs of others. Elements of fairness, or reciprocity, and equal sharing are present, but they are always interpreted in a physical pragmatic way.

II. Conventional Level

At this level, maintaining the expectations of the individual's family, group, or nation is perceived as valuable in its own right, regardless of immediate and obvious consequences. The attitude is one not only of conformity to personal expectations and social order, but of loyalty to it, or actively maintaining, supporting, and justifying the order and or identifying with the persons or group involved in it.

Stage 3 interpersonal concordance or "good boy - nice girl" orientation. Good behavior is that which pleases or helps others and is approved by

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19 Craig, op. cit.
them. There is much conformity to stereotypical images of what is majority or "natural" behavior. One earns approval by being "nice."

Stage 4 "law and order" orientation. There is orientation toward authority, fixed rules, and the maintenance of the social order. Right behavior consists of doing one's duty, showing respect for authority, and maintaining the given social order for its own sake.

III. Post-Conventional, Autonomous, or Principled Level

At this level there is a clear effort to define moral values and principles that have validity and application apart from the authority of the groups or persons holding these principles and apart from the individual's own identification with these groups.

Stage 5 social-contract legalistic orientation. Generally, this stage has utilitarian overtones. Right action tends to be defined in terms of general individual rights and in terms of standards that have been critically examined and agreed upon by the whole society. Aside from what is constitutionally and democratically agreed upon, the right is a matter of personal "values" and "opinion." The result is an emphasis upon the "legal point of view," but with an emphasis upon the possibility of changing law in terms of rational considerations of social utility.

Stage 6 universal ethical-principle orientation. Right is defined by the decision of conscience in accord with self-chosen ethical principles appealing to logical comprehensiveness, universality, and consistency. These are universal principles of justice, of the reciprocity and equality of human rights and of respect for the dignity of human beings as individual persons.20

Kohlberg applied this theory of moral development to various cultural settings and found that progress through

the stages was not significantly affected by religious, social, or cultural conditions.\textsuperscript{21}

If valid, Kohlberg's theory of morality has profound implications for the development of moral values in the educational process. It suggests that there is a direct relationship between the moral problem solving process and the child's intellectual maturation. Morality is a developmental process and growth occurs qualitatively in relation to the child's opportunity to discuss, reflect upon and be involved in moral problem solving situations. Movement upward through the varying stages is dependent upon experiences which encourage direct exposure to new ideas in the learning environment.

\textbf{Values in Children's Literature}

In reviewing the literature pertaining to values, the author found that rarely has research been conducted for the purpose of analyzing moral dilemmas in children's literature. Thus, all of the articles reviewed were concerned with the factors that have contributed to quality and excellence in children's literature, with emphasis upon the major implications of moral values, discussed by the authors.

Margaret McElderry provided a historical glimpse of changing trends in American society, relating to

\textsuperscript{21}Craig, op. cit.
developments in children's literature. "The best of times, and the worst of times" are reflected in children's book publishing. Changing social conditions have precipitated a new honesty in books for the young during the 1970's. "Life as it is lived by many people, in many different situations is reflected vividly in fiction and non-fiction." McElderry implied that children could find a variety of moral values in literature since differing points of view are currently expressed by authors.

Marjorie Paige stressed the need for letting children experience many attitudes in literature. She felt that children strengthen and deepen their awareness of the outside world and explore their own world of feelings by assuming the attitudes and motivations of literary characters known to them. "It is, in part, through the experiences one has with literature that life is tried on, new insights and understandings gained, thinking stimulated, language appreciated, and knowledge achieved." She

\[\text{23} \text{Ibid.}\]
\[\text{24} \text{Ibid., p. 92.}\]
\[\text{25} \text{Paige, Marjorie, "Building on Experiences in Literature," The Reading Teacher, 23:9-10, October, 1969.}\]
\[\text{26} \text{Ibid., p. 87.}\]
emphasized the necessity for the teacher to be familiar with the variety and scope of children's literature.

Helen Huus expressed a similar view concerning the use of literature in understanding human nature. She felt that through literature a child can come to terms with himself and see himself in relation to others, to his world, and to humanity in general. 27 She implied that literature should provide the basic ingredients for making judgments. The child needs to "have read opposing views of important issues, have developed sensitivity to truth, and the ability to make decisions in the light of this background of conformation and value system." 28 She cited themes in children's literature relating to permanent values, including consideration for others, kindness, friendship, helpfulness, and relying on one's own resources. 29

Dorothy Anderson described human values in children's media. She believed that children's literature and films can be powerful tools in educating moral values in the school media center. 30 The healthy child is one "who has an adequate sense of self esteem, which is the

28Ibid., p. 144.
29Ibid.
product of his self insight and the wideness of his self perception." To become such a person, a child needs a variety of mirrors—pictures, stories, music—which reflect his life and experiences, as well as the life and experiences of others. She suggested that the librarian should discuss with children the implications of the values and beliefs found in the media and thus define different value positions.

William Eisenberg looked at values in children's fiction, and observed that children perceive and understand values in a concrete fashion. Thus stories must seem real, and "plots, characters, and settings must seem like actions, people, and places." Eisenberg felt that children's fiction can be both alive and imaginative. Morality needs to be inherent in the characters and their actions rather than clearly and explicitly defined.

Jean Karl asked the question "What is excellence in a children's book?" She described several criteria which relate to the topic of moral values in fiction.

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31 Ibid.
32 Anderson, op. cit.
34 Ibid.
Like Eisenberg she said that a book should not set out to teach or preach. Yet, if it is truly excellent, it does far more than teach or build character.\textsuperscript{36} It expands the reader's mind and adds to the total bulk of his own experiences: "The truly excellent book is one which allows the reader to experience something worth while that he could not experience for himself, or transform himself into another person, put himself inside another point of view for just a little while."\textsuperscript{37} She implied that this type of excellence comes from an author who is willing to give something of himself and has something to give. The book is honest, and rings true because the author expresses truth and life as he knows it.\textsuperscript{38}

The author of fiction needs a sense of plot, and in a children's book the plot is a problem that generally grows out of the character.\textsuperscript{39} Similiarly, a sense of character is necessary if the story is believable. "The characters must be real people who talk and act as real people in their situation would talk and act, and not appear as mere puppets."\textsuperscript{40} From this, the implication

\textsuperscript{36}Ibid.
\textsuperscript{37}Karl, op. cit., p. 32.
\textsuperscript{38}Ibid.
\textsuperscript{39}Ibid.
\textsuperscript{40}Ibid., p. 34.
could be made that children do not identify with characters who portray unrealistic moral values.

Excellence in children's literature is a broad topic, and there were differing views expressed by authors. Interestingly the theme of values was woven into the interpretations given in each article and essay reviewed.
DESIGN OF THE STUDY

In completion of this research study, a study was made to identify children's books which had achieved recognition for possession of literary quality published during the last four years (1972-1975). The type of books included were generally categorized as picture books. This time span and the sorting method devised to determine the sample yielded twenty-five books for analysis.

All books in the study appeared on Notable Children's Books lists and were also reviewed in either The Horn Book Magazine, or School Library Journal, or both. Notable Children's Books, an honor list compiled by the Children's Services Division of the American Library Association, is published annually in Booklist, a book reviewing journal of the American Library Association. Books included on Notable Children's Books are selected from a variety of review sources, including the Children's Books section reviewed in Booklist. The four lists examined covered the time span from 1972-1975.

Both The Horn Book Magazine and School Library Journal were appropriate reviewing sources for identifying books for young readers. The Horn Book Magazine, as a primary area of emphasis, reviews Picture Books and Stories for Young Readers in each edition. These reviews
are published as "booklist" in February, April, June, August, October, and December during the year. *School Library Journal*, a standard reviewing journal for children's books, has a special review section of books for Preschool and Primary Grades in The Book Review. Reviews are published monthly September through May and the recommended age descriptions are included along with each story synopsis.

Three data analysis sheets were used to record the information gathered about each book examined by the researcher. These standardized forms included the following information: a) bibliographic citation for each book, b) a brief annotation (summary statement) describing the basic theme of the story, and c) specific questions about each moral conflict. These data sheets have been included in the Appendix section of this paper. Detailed information was obtained in response to the identification of a central moral conflict episode.

In this study, the researcher attempted to describe the conflict by answering the following questions:

1. What was the apparent problem?
2. Who (what character) appeared to have the problem?
3. What was the response of other characters to the situation, briefly described?
4. Was there a resolution of the conflict during the story evolution?
5. What was the final outcome of the conflict?

6. What decision making process was used in arriving at a solution?

7. Was there evidence that moral judgment expressed by one of the story characters initiated new moral behavior?

A written notation was made to signify any book in which a moral conflict could not be identified, and a brief statement was given explaining any difficulties encountered in trying to isolate information.

In addition to this information, a third sheet was used to describe 1) two or more appropriate questions that teachers may be able to ask children concerning the conflict, according to stage two of Lawrence Kohlberg's stage theory, and 2) one or more appropriate questions that may be asked at the next higher stage (stage three) of moral reasoning.

The analysis of each book was made during a process of examination of the story contents, and the data information was recorded concurrently.
SUMMARY AND CONCLUSIONS

Summary

In this research study, the author tried to demonstrate the application of Lawrence Kohlberg's theory of moral judgment to the solution of moral problem solving situations in children's literature. Twenty five books were examined for the purpose of trying to identify moral conflicts portrayed by story characters. A sorting method was devised, and only books which had appeared on Notable Children's Books lists and were reviewed in either The Hornbook Magazine or School Library Journal during the last four years (1972-1975) were included in the analysis. Three data analysis sheets were used to record the information obtained.

An evaluation of each picture book was made to determine the presence or absence of a moral conflict episode. When such a conflict was found, further analysis was made to determine how it was handled by the author. Evidence of growth in moral reasoning made by the story characters in the conflict episode was discussed.

It was originally hypothesized that children's picture books are a source of moral dilemmas for classroom use. The results of this analysis tended to strongly support this hypothesis. The researcher was able to
identify at least one moral conflict in twenty four of the books examined. Only one book did not contain a moral conflict, and this was due to the design format of the contents presented. This book was eliminated from further analysis.

A second hypothesis was made in this study to determine if two or more appropriate questions could be formulated at stage two of Lawrence Kohlberg's theory of moral development. The researcher was able to formulate two or more appropriate questions relating to the conflict episode in each of the remaining twenty four books examined. A third hypothesis was tested to determine if one or more appropriate questions could be formulated at the next higher stage of moral reasoning, which is stage three in Kohlberg's theory. It was found that one or more appropriate questions could be identified in relation to the conflict episode at this level.

The results of this investigation substantiated the belief that questions could be devised in relation to conflict episodes identified in children's picture books. There were no problems encountered in the examination of books. The researcher felt that skill was gained in the process of identifying conflict episodes through actual experience.

Conclusions

Based upon the results of this investigation, the
author concluded that children's picture books are a possible source of story conflicts that could be used by teachers in the classroom to stimulate thinking about moral judgments. Since no other known studies have been conducted to reinforce these findings, comparisons cannot be made at this time. The researcher feels that a similar study examining other types of books needs to be made before any broad generalizations can be made. Application of Lawrence Kohlberg's theory to fiction and folk literature remain to be explored as possible areas for future investigation.
BIBLIOGRAPHY


Kohlberg, Lawrence. "Stages of Moral Development as


APPENDIX A

SAMPLE COPY OF THE DATA ANALYSIS SHEETS
ANALYSIS OF MORAL CONFLICT EPISODE

Book:   Author: 

Title:  

Publisher: 

Story theme: 

Moral conflict episode: 

Names of story characters involved in the conflict episode: 
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

3) Was new moral judgment initiated by one or more of the characters? Explain.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

Explain any difficulty experienced in identifying a moral conflict in this book.
APPENDIX B

LIST OF THE BOOKS EXAMINED


APPENDIX C

DATA ANALYSIS SHEETS FOR 25 BOOKS ANALYZED
ANALYSIS OF MORAL CONFLICT EPISODE

Book: Author: Alexander, Lloyd

Title: The Four Donkeys

Publisher: New York: Holt, Rinehart, and Winston, 1972

Story theme:
When a tailor, a baker, and a shoemaker set off for the local merchant fair, a series of comic mishaps occurred. An unseen change in their plans resulted.

Moral conflict episode:
The baker, the tailor, and the shoemaker each set out on his own to make a fortune. The baker, an opportunist, consented to let the tailor and the shoemaker ride in his cart for a fee. The donkey resisted carrying such a heavy load any further, and the baker, the tailor, and the shoemaker had a mutual conflict to resolve. Either each of them tried to make the rest of the trip to market alone, or they pooled their efforts and worked together in order to reach their destination on time.

Names of story characters involved in the conflict episode:
The baker, the tailor and the shoemaker. The donkey.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

The baker, the tailor, and the shoemaker blamed each other for the mishap. They argued, bickered, and called one another names. Finally, the tailor came up with a bit of logic: "This doesn't move the donkey!"

When the baker threatened to thump them all with his dough if they left, they decided to load the donkey into the cart, and proceed together.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

The baker, the tailor, and the shoemaker helped one another "to ease the load," and before arriving at the market, they were even sympathizing with the poor donkey! They had become friends, and when the market was closed, due to their late arrival, they teamed up to get the donkey back in good spirits again.

3) Was new moral judgment initiated by one or more of the characters? Explain.

Yes. The baker, the tailor, and the shoemaker pulled together when they found themselves all in the same cart. They needed each other. Before long, they were no longer competing for fortune in the market place. When the market was closed, they were glad that they had each other for friends...even though they lost their opportunity to make new riches.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg’s theory.

1) What did the baker, the tailor, and the shoemaker intend to do when they set out for the market place?
2) What happened on the way to the market place after the cart broke down? How did they help each other?
3) Do you think they felt disappointed when they arrived at their destination and saw they were too late? Why or why not?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) How did the baker, the tailor, and the shoemaker sympathize with each other and the donkey after their arrival? What did they do to help the donkey?
2) Why didn’t they blame each other for their problem on the return trip home?
3) How had the baker, the tailor, and the shoemaker changed when they arrived back home? Do you imagine they continued to be friends when they went back to work?

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book: ____________  Author: Blaine, Marge ________________________________

Title: The Terrible Thing That Happened at Our House

Publisher: New York: Parents Magazine Press, 1975

Story theme:

When a young girl's mother decided to return to work, she had difficulty adjusting to the demands of a new family life style. Everyone in the family was too busy to pay attention, until she sent out a plea for someone to listen.

Moral conflict episode:

The young girl was experiencing a conflict in adjusting to the new family structure that was evolving when her mother returned to work. Her father was too busy cooking dinner and folding laundry to play the usual evening game, and mother never had time or energy to listen when she arrived home from school with stories to share. Unable to cope with the new demands and expectations, she finally expressed her frustration by making a loud verbal protest at the dinner table. "No one listens anymore!"

Names of story characters involved in the conflict episode:

The young girl, her mother and father.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

Her mother and father expressed sympathetic concern for her feelings. A family discussion took place, and everyone listened for the first time.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

A new plan was made which resulted in reordering the household priorities. The plan was structured so that each family member could benefit from the new lifestyle. Everyone participated in sharing the new responsibilities, and there was time left during the day for meaningful family concerns and pursuits.

3) Was new moral judgment initiated by one or more of the characters? Explain.

Yes. The young girl's mother and father initiated new moral judgment when they responded to the situation with interest and concern. They expressed an interest in her feelings, and a willingness to listen to her needs. This openness resulted in more meaningful dialogue, and a new awareness of their situation.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

1) How do you think the young girl felt when her mother said that she felt too tired to listen to her?
2) How do you think the young girl felt when she had to rush around in the morning getting dressed and making the beds—and no one had time to clear the table, because everyone had to hurry and leave?
3) How do you think the father felt when he had to cook dinner every evening because her mother was too tired? Do you think he enjoyed cooking? Why or why not? Why do you think the girl didn't like his experiments?
4) Why do you think the young girl's mother was always complaining that she felt so busy and tired?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) Does your mother work? Do you help at your house? What do you like to do to help your mother and father?
2) Do you ever feel like everyone is busy—too busy to listen to you? When? Why?
3) Do you think that the girl liked to help her father fold the laundry, and choose what to cook for dinner?

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book: Author: Charlip, Remy
Title: Thirteen
Publisher: New York: Parents Magazine Press, 1975

Story theme:

Moral conflict episode:

Names of story characters involved in the conflict episode:
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

3) Was new moral judgment initiated by one or more of the characters? Explain.
Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

Explain any difficulty experienced in identifying a moral conflict in this book.

I was unable to identify a moral conflict in Thirteen due to the organization and design of the contents of the book. There was no plot, character development, or narration used in the sequential pictures presented.
ANALYSIS OF MORAL CONFLICT EPISODE

Book:  Author:  Delton, Judy

Title:  Two Good Friends


Story theme:

Bear and Duck were friends, but they did not share the same interests. Duck liked a clean house. Bear, who was always hungry, preferred to cook.

Moral conflict episode:

Bear and Duck had different life styles. They didn't like the same things. When Bear visited Duck, he found a clean house, but when he was hungry, Duck didn't have any food. When Duck visited Bear, she found plenty of food to eat, but dirty dishes and a messy kitchen.

Names of story characters involved in the conflict episode:

Bear and Duck.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

Bear complained when there wasn't any food, but he found a solution—and even offered to share his brownie with Duck! Duck didn't know how to eat without clean utensils, but she willingly followed Bear's suggestion to use her wings instead.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

Bear made raspberry muffins for Duck, and surprised her. Duck cleaned Bear's house, surprising him.

3) Was new moral judgment initiated by one or more of the characters? Explain.

Yes. Bear and Duck, while each adhering to their own individual preferences, showed respect and appreciation for each other's differences by sharing their talents. Rather than making an issue out of their disagreements, they helped each other out in a positive way—and pleasantly planned a surprise!
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

1) Which animal would you prefer to be, Duck with a clean house, or Bear with a baked nut pie? Why?
2) What would you have done if you had been visiting Bear, and found that all the dishes were dirty?
3) What did Bear do when Duck said that she didn't have anything at her house to eat because she had cleaned that day? What would you have said or done?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) Do you think that it was OK that Bear didn't like to clean his house? Why or why not?
2) Do you think that it was OK that Duck liked to have a clean house even though she didn't like to cook?
3) Do you think that Bear and Duck really liked each other? How can you tell?
4) Do you think that friends like to do different things? What do you like to play with? What does your sister like to do? Does your mother or father have a hobby? Do you?

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book: Author: Erickson, Russell

Title: A Toad For Tuesday

Publisher: New York; Lathrop, Lee, and Shephard, 1974

Story theme:

Warton the Toad set out one wintry day to visit his old Aunt Toolia. The journey was peaceful until he reached the wooded valley where he was captured by George, the mean owl.

Moral conflict episode:

Warton was captured by George, and held prisoner in his tree house. Warton had to use his wits to cope with his captor, and plan an escape tactic.

Names of story characters involved in the conflict episode:

Warton, the Toad; George, the mean owl; Sy, the mouse, and his brothers; the fox.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

Warton coped with his situation in captivity by trying to keep occupied and sit tight until an opportunity arose for planning an escape. He remained friendly and benevolent toward George. George, on the other hand, continued to remind Warton about his state of doom. At the same time, he listened to Warton's philosophical comments about life, and the value of friendships in the animal kingdom.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

Warton escaped, with the help of Sy, a friendly mouse. George decided not to eat Warton for his birthday treat. When George was captured by a fox, Warton helped him escape.

3) Was new moral judgment initiated by one or more of the characters? Explain.

Yes. Warton decided to help George escape, even though he thought that George still had planned to eat him. This decision showed the highest level of concern, according to Lawrence Kohlberg's theory of moral judgment. Warton identified with his captor's predicament, and was willing to risk his own life to save him.

George also exercised new moral judgment. He decided that friendship meant more than food.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

1) Had George planned to eat Warton before his birthday? When do you think he changed his mind? Why?
2) Did George have any friends in the wooded valley before he captured Warton?
3) Did Warton want to be George's new friend? How can you tell? What did Warton say to make you think that he wanted to be friends?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) Why do you imagine that Warton wanted to rescue George from the fox—even when he knew (thought) George planned to eat him all the time during his capture?
2) Did you like George when he threatened to eat Warton the Toad? Did you like him when he was captured by the fox? Why or why not?

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book:  Author: Graham, Lorenz

Title: Song of the Boat

Publisher: New York: Thomas Crowell, 1975

Story theme:

An African villager, Flumbo, lost his canoe in a fight with an alligator. Momolu, his son, helped him search in the forest for a tree to make a new one.

Moral conflict episode:

Momolu's father had a problem finding a tree in the forest that was just right for a fine canoe. Some seemed too big, too small, not straight, and not clean.

Names of story characters involved in the conflict episode:

Flumbo and Momolu.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

Momolu had a vision of a tree in the forest that became a canoe, he told his father, when they awakened from their nap.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

After Momolu shared his dream, Flumbo let him lead the way to the tree in the forest. He followed behind.

3) Was new moral judgment initiated by one or more of the characters? Explain.

Yes. Flumbo had been hesitant about bringing Momolu into the forest, because he knew the walk was far from home. When Momolu told him of his vision, Flumbo trusted him enough to let him lead the way, and select the perfect tree.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg’s theory.

1) Why did Flumbo hesitate when Momolu asked if he could go with him into the woods to find a new tree for the canoe?
2) How do you think Flumbo felt when Momolu told him about his vision of a new tree in the forest? Do you think he was proud of Momolu when he showed him the tree? Why or why not?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) Do you think Flumbo and Momolu were friends? Why or why not?
2) Tell about a time when you helped your mother and father. Did they say anything that made you feel proud you had helped? How did they thank you?

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book: Author: Greenfield, Eloise

Title: Me and Neesie

Publisher: New York: Thomas Crowell Company, 1975

Story theme:

Janell had an imaginary friend named Neesie. She played with Neesie until her first day at school. Then Neesie disappeared.

Moral conflict episode:

Janell had to adjust to a new situation in her life. She was starting school. In order to cope with this new adjustment, she developed an imaginary friend named Neesie.

Names of story characters involved in the conflict episode:

Janell, Neesie, and Janell's mother.
ANA\NYSISOE OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:
1) Describe the apparent decision making process used by story characters in response to the situation.

Janell's mother tried to discourage her from playing with Neesie. She did understand that Janell was making a new adjustment to school, and tolerated her fantasy, although she didn't approve.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

When Janell went to school, she found new friends. Neesie disappeared.

3) Was new moral judgment initiated by one or more of the characters? Explain.

Yes. New moral judgment was implied indirectly. When Janell had learned to cope with the new adjustment in her life, she knew that she no longer needed an imaginary friend.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

1) What new experience was Janell going to have?
2) Did Janell's mother know that Neesie was an imaginary friend? What reason did she say that Janell shouldn't play with Neesie when her grandmother came to visit?
3) Did Janell know that Neesie was an imaginary friend and not a real child? How do you know that she knew?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) Do you think that it was alright for Janell to have an imaginary friend? Why or why not? Do you think that she needed to have an imaginary friend before she started school?
2) Did you ever have an imaginary friend? Tell a story about him/her.

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book: Author: Greenfield, Eloise
Title: She Come Bringing Me That Little Baby Girl
Publisher: New York: J. B. Lippincott, 1974

Story theme:
Kevin asked his mother to bring him a little brother when she came home from the hospital. Instead she brought him a baby girl. Kevin didn't like the new baby girl, until his mother told him how important a big brother could be.

Moral conflict episode:
Kevin had a conflict with his new baby sister. He was disappointed, because he wanted a little brother to play with. Kevin had a problem adjusting to the new baby. He felt like no one paid any attention to him anymore.

Names of story characters involved in the conflict episode:
Kevin, and his mother and father; Aunt Barbara, Mrs. Moore, and Uncle Roy.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

Kevin's mother realized that he was feeling jealous because the new baby was receiving so much attention. She tried to comfort him. She helped him adjust by making him feel important. He could help take care of his new baby sister, like Uncle Roy helped take care of her when she was a baby girl.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

Kevin shared his new baby sister with his friends, Kenny and Deborah. He let them hold her, "making sure they didn't squeeze her too hard."

3) Was new moral judgment initiated by one or more of the characters? Explain.

Yes, Kevin accepted his new baby sister, and was proud to show her to his friends. He knew that he was her big brother. Having a new baby sister made him feel older, and more independent.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg’s theory.

1) How do you think Kevin felt when all the relatives and neighbors brought presents for the new baby and made "all those stupid noises?" Sad? Angry? Jealous because no one paid any attention to him?

2) Do you think he was proud to show his baby sister to his friends, after his mother said he could help take care of her? Why or why not?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) Did you ever have a baby brother or sister at your house? What did your mother let you do to help take care of him/her?

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book: Haas, Irene
Title: The Maggie B.
Publisher: New York; Atheneum, 1975

Story theme:
Margaret's bedtime wish was "to go to sea on a ship named after me." She was soon adrift on the snug and dreamy Maggie B. with James, her brother, along to share the adventures.

Moral conflict episode:
Margaret had to weather a storm aboard The Maggie B. independently.

Names of story characters involved in the conflict episode:
Margaret and James.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

Margaret coped with the adverse elements of nature by using calm and steady self control. She prepared the ship, and took care of James.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

Margaret and James weathered the storm safely.

3) Was new moral judgment initiated by one or more of the characters? Explain.

Yes, Margaret rose to the occasion. She surmounted any initial fear, and proceeded to take command of the ship. She acted, rather than reacted, to protect herself and her brother, James. She acted responsibly and decisively in the face of a dangerous confrontation with nature.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

1) What things did Margaret do to make the ship ready when the storm appeared?
2) What else could Margaret have done besides prepare the ship? Did she try to get back to shore?
3) Do you think that Margaret was afraid of the storm? How did she keep from crying or screaming?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) What things would have done if you had been on board the ship during a storm on the sea? Would you have been afraid?
2) Were you ever afraid during a thunder storm or a snow storm? What did you do? Hide? Cry? Look out the window? Go to the basement with your mother and father?

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book: Author: Hoban, Russell

Title: Dinner At Alberta's

Publisher: Toronto: Fitzhenry and Whitehead Limited, 1975

Story theme:
Arthur, a young crocodile, was reluctant to improve his table manners until he was invited for dinner at his sister's friends' house. Arthur liked Alberta, and so he tried to practice using the table manners his mother and father had worked hard to teach him.

Moral conflict episode:
Arthur had a conflict with Sidney, Alberta's brother, concerning proper table etiquette. Sidney's father instructed him to observe Arthur's impeccable table manners. Sidney didn't appreciate the suggestion, and threatened to get even with Alberta later.

Names of story characters involved in the conflict episode:
Arthur and Sidney.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

   Sidney challenged Arthur to settle up on table manners. Arthur accepted the invitation to go outside and look at his tree house.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

   Sidney and Arthur resolved their conflict in an honest and direct manner. When they returned to the house, Sidney looked a bit disheveled. He told his father that he had bumped into a tree branch.
   Sidney waved goodbye to Arthur when he left for home.
   Arthur told his sister that the nicest thing about table manners was teaching them to someone else.

3) Was new moral judgment initiated by one or more of the characters? Explain.

   Yes. Arthur and Sidney worked out their conflict, and seemed to have gained some respect for each other. They parted friends.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

1) Why was Sidney angry when he said to Arthur that he would "get him later"?
2) What happened outside when they went to look at the tree house?
3) Do you think that Arthur wanted to fight with Sidney? Why or why not?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) What would you have done if you had been in Sidney's place when his father told him to watch Arthur's table manners? Did his father think that table manners were important? Why do you think so?
2) Why do you think that Arthur said to his sister, "The nicest thing about table manners is teaching them to somebody else"?
3) Do you think table manners are important? Why or why not?
4) Does your mother or father ever tell you to use good table manners? Tell about a time when you did/didn't use good manners. What happened?

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book: Author: Homan, Russell
Title: How Tom Beat Captain Najork and his Hired Sportsmen
Publisher: New York: Atheneum, 1974

Story theme:

Tom liked to fool around. His maiden aunt, Miss Fidget Wonkham-Strong didn't approve of his fooling around habits. She hired Captain Najork and his sportsmen to set him right again.

Moral conflict episode:

Tom and his aunt, Miss Fidget Wonkham-Strong, had a conflict of values. He liked to fool around, and fooling around was something that she did not approve of at all.

Names of story characters involved in the conflict episode:

Tom and Miss Fidget Wonkham-Strong. Captain Najork and his hired sportsmen.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

Tom tried to ignore his aunt's threats at first. She was bigger than him, however, and so he obeyed her efforts to punish him. He continued to fool around, and as a last resort Miss Fidget Wonkham-Strong called upon her friend, Captain Najork, to teach him a lesson.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

Tom fooled around during the games, and won each event. After awhile he became bored, and suggested to the Captain that making the next game a challenge would be more interesting and fair. The Captain agreed, and they worked out a reward for the winner. In the end, a compromise was reached. Tom got a new pedal boat because he won, and the Captain married Miss Fidget Winkham Strong.

3) Was new moral judgment initiated by one or more of the characters? Explain.

Yes. Tom sensed that the games were unfair, even though he continued to beat Captain Najork and his hired sportsmen. He initiated a plan that was mutually agreed upon by both of them. Miss Fidget Wonkham-Strong was not so strong after all. Justice prevailed over unfair sportsmanship. Tom's decision resulted in a fair settlement for everyone.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

1) Do you think that Tom's aunt, Miss Fidget Wonkham-Strong, was unfair in making him compete against the Captain and his hired sportsmen? Why or why not?
2) How do you think Tom felt when his aunt punished him for fooling around? How would you have felt if you were Tom?
3) Do you think that Tom's aunt liked him? Why or why not?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) Was Tom a clever boy? How do you know?
2) Would you prefer to have Fidget Wonkham-Strong or Bundejoy Cosysweet for an aunt, if you could choose an aunt? Why?
   How were they different?

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book:  Author: __Hutchins, Pat ______________________

Title: __Goodnight Owl________________________________

Publisher: __New York; The Macmillan Company, 1972

Story theme:

Owl couldn't sleep. The bees buzzed, the crows creaked, the starlings chittered, and the jays screamed. Then he surprised them all.

Moral conflict episode:

Owl's problem was that he was different. When he wanted to sleep, his neighbors were all wide awake. He had a life style that caused him some sleepless hours.

Names of story characters involved in the conflict episode:

Owl, and all the other birds in the tree.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

The other residents in the tree lived their daily lives, unaware that poor Owl was trying to catch a few winks in the hollow hole.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

Owl surprised the sleepers. When night came, he screeched, screech, screech, and woke everyone up!

3) Was new moral judgment initiated by one or more of the characters? Explain.

No. Owl didn't really solve his conflict, even though he woke everyone up.
Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

1) How was Owl different from all the other birds in the tree?
2) How do you think Owl felt when he couldn't sleep? Angry? Lonely?
3) Do you think Owl wished he was like all the other animals? Why or why not?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) What else could Owl have done to solve his problem?
   (Find a new home, call a meeting with the other animals to work out a solution, etc.)

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book: Author: Kraus, Robert
Title: Milton the Early Riser

Story theme:
Milton, a panda, woke up early one morning and went outside to play. All the other animals were sound asleep, and Milton had to entertain himself.

Moral conflict episode:
Milton's problem was that he was different. When he was bright-eyed and bushy-tailed, everyone else was sleeping.

Names of story characters involved in the conflict episode:
Milton and the other animals.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

Milton played while the sleepers slept on...and on... and on! None of the animals woke up until Milton fell sound asleep.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

Milton played by himself until he fell asleep.

3) Was new moral judgment initiated by one or more of the characters? Explain.

Yes. When Milton saw that the animals were sleeping, he stayed awake and entertained himself. When a storm came up, he protected the sleepers (i.e., carefully placed them back in the trees,) and continued to play.

Milton didn't infringe on the right of the sleepers to sleep...rather, he did his own individual thing, which was to play alone.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

1) What did Milton do when he saw that all of the other animals were sleeping?
2) Do you think that Milton was happy or sad playing by himself? Why?
3) Do you think that it was alright for Milton to play by himself? Why or why not? Should he have stayed in bed until the other animals awakened?
4) What did Milton's father do when he found him asleep?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) What would you have done if you had been Milton? Stayed in bed? Would you have tried to wake up your mother, father, sister, or brother?
2) Was Milton an independent panda? Why or why not?

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book:  Author: Kraus, Robert

Title: Owliver

Publisher: New York: Windmill Books, Inc, 1974

Story theme:

Owliver enjoyed acting. His mother thought he should become an actor, so she gave him acting lessons. His father thought that he should be a lawyer instead. Owliver surprised them both by making his own decision.

Moral conflict episode:

Owliver had a career conflict with his parents. He had his own ideas about what acting meant. They didn't respect his need to role play his own fantasies.

Names of story characters involved in the conflict episode:

Owliver, his mother and father.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

   Owliver tried to compromise with his parents' wishes by acting out a play about a doctor and a lawyer. (He played both parts.)

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

   When Owliver grew up, he became a fireman.

3) Was new moral judgment initiated by one or more of the characters? Explain.

   Yes. Owliver had tried to satisfy his mother and father by acting out the play about a lawyer and a doctor, but he did not become a lawyer or a doctor. He made his own decision about a career.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

1) Why do you think that Owliver liked to act? Do you like to pretend?
2) Why do you think Owliver acted out a play about a doctor and a lawyer?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) Do you think that Owliver enjoyed being a fireman? Why or why not? Do you think that Owliver's mother and father were happy or sad when he grew up and became a fireman?
2) Why do you think that Owliver decided to become a fireman when he grew up, instead of a lawyer or a doctor—or an actor?
3) Do you think that it was important for him to make his own decision about what he wanted to be when he grew up? Why or why not?

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book: Author: Lobel, Arnold

Title: Frog and Toad Together

Publisher: New York: Harper and Row, 1971

Story theme:

Toad made out a list of all the things he had to do one day. When his list blew away, he couldn't remember what to do next. He sat down until he fell asleep.

Moral conflict episode:

Toad didn't know how to cope when his list of things to do blew away. He felt helpless, because he no longer had a structure to follow in his life.

Names of story characters involved in the conflict episode:

Toad and Frog.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

Frog told Toad that the obvious solution was to run after his list. Toad replied that he couldn't do that, because it wasn't one of the things on his list to do.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

Toad sat down and did nothing until he fell asleep.

3) Was new moral judgment initiated by one or more of the characters? Explain.

No. Toad was unable to think independently without a list. He had very poor coping behavior.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

1) Why couldn't Toad decide what to do next when his list blew away?
2) Who had an idea to solve the problem? What was the idea?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) Why do you think Toad needed a list of things to do?
2) What would you have done if you had been Toad and you had things to remember to do?

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book: Author: Mahy, Margaret
Title: The Boy Who Was Followed Home
Publisher: New York: Franklin Watts, Inc., 1975

Story theme:

Robert, an ordinary boy, didn't really mind being followed home from school every day by hippopotami. His parents began to protest, however, after 27 of them had piled up in the goldfish pond. Robert's father finally called in a "not very respectable" witch to help solve the problem.

Moral conflict episode:

Robert's father and mother had a conflict with hippopotami. They didn't approve of the invasion on their property.

Names of story characters involved in the conflict episode:

Robert's father and mother; 27 hippopotami; a "not very respectable" witch.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

   Robert's father didn't approve when the hippos invaded the family goldfish pond. At first, he tried to be polite, and hoped the animals would disappear. The problem persisted, and as a last resort, he called upon the "not very respectable" witch to intervene.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

   The witch prescribed a pill to solve the hippo problem, but cautioned against a hasty remedy. Robert's father didn't listen, because he was too eager to get rid of the witch, and the hippos. In the end, he had traded both of them for something bigger...giraffes!

3) Was new moral judgment initiated by one or more of the characters? Explain.

   No. Neither of Robert's parents approved of strange animal creatures, or weird looking witches invading their respectable world. Imagination was not an inherent part of their elegant existence.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

1) Did Robert like hippopotami? How do you know?
2) What else do you think Robert's father could have done when the hippos piled up in the goldfish bowl, besides calling up the witch?
3) Do you think the hippos liked Robert? Why or why not?
4) Why do you suppose Robert's father didn't like the witch?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) Tell us what you would have done when Robert's father became angry and said that the hippopotami didn't belong on his property.

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book:  Author: Marshall, James

Title: George and Martha

Publisher: Boston: Houghton Mifflin Company, 1972

Story theme:

Martha made split pea soup for lunch. George didn't like split pea soup, and so he poured it into his loafers. He was afraid to tell Martha that he didn't want to eat it.

Moral conflict episode:

George had a conflict. He didn't like split pea soup, but was afraid to tell Martha because he might hurt her feelings.

Names of story characters involved in the conflict episode:

George and Martha.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

   George poured the split pea soup into his loafers, rather than tell Martha that he didn't like it. He thought that he had conceded his real feelings from her. Martha observed the split pea soup in his loafers. She told George that it was OK if he didn't like split pea soup, because she just liked to cook anyway. She also told him that friends should always tell the truth, and share their real feelings. Friends understood your feelings.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

   George told Martha that he really liked chocolate chip cookies, when she gave him a choice.

3) Was new moral judgment initiated by one or more of the characters? Explain.

   Yes. George appeared to have learned that it was OK to tell your good feelings, as well as the bad ones, to a friend. True friends respected each other's preferences, likes and dislikes. George had discovered that Martha wanted him to be honest, rather than conceal his feelings.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

1) Do you think that George was afraid to tell Martha that he didn't care for split pea soup? Why or why not?
2) Do you suppose that Martha was surprised when she discovered George had filled his loafers with soup? How did she react? What did she tell George?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) What would you have done if Martha had been your friend?
2) Do you think that Martha really cared whether or not George liked her cooking? Why or why not?

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book:  Author: Mc Lead, Emilie

Title: The Bear's Bicycle

Publisher: Boston; Little, Brown, and Company, 1975

Story theme:

A young boy went for a ride on his bicycle with his teddy bear, who had grown to gigantic grizzly size. The boy followed all the rules of good bicycle safety, while the bear ignored all the rules.

Moral conflict episode:

The bear didn't practice the rules of bicycle safety. He rode carelessly, frightened drivers in cars and trucks, knocked over a trash barrel, and the mailman before he crashed and wrecked his own bicycle.

Names of story characters involved in the conflict episode:

Bear and the boy.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

Bear didn't seem to care about the consequences of his actions on passing motorists and pedestrians. He rode as he pleased.

The boy did not try to stop his friend from violating the rules. Rather, he demonstrated and practiced how to ride his own bicycle safely.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

Bear crashed, wrecked his own bicycle, and injured himself. When they arrived home, the boy fed milk and crackers to Bear, who wasn't feeling very well. Then the boy carried him up to bed.

3) Was new moral judgment initiated by one or more of the characters? Explain.

Yes. New moral judgment was implied by a subtle implication conveyed in the illustrations. Bear looked spiritually and physically "beat," following his crash. It appeared that he had learned something about bicycle safety through the consequences of his own actions.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg’s theory.

1) Do you think Bear frightened the milkman, the mailman, the walkers, and the other people riding bicycles? Why or why not? What do the illustrations tell about the people?

2) How do you think Bear felt when he crashed and wrecked his bicycle? Do you think the boy should buy him a new one?

3) Why do you imagine the boy fed his bear milk and crackers? Were they friends?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) Do you think this could have really happened if the bear had been the boy’s brother or sister, instead? Why or why not?

2) Who would you prefer to pretend to be—the boy or the bear? Why?

3) Do you own a bicycle? Tell us how you ride it.

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book: Author: Pearce, Philippa

Title: The Squirrel Wife

Publisher: New York; Thomas Crowell, 1971

Story theme:

Long ago, a young swine herd named Jack saved the life of one of the fairy people, who had been injured by a falling tree. For his kindness, Jack was rewarded with a tiny golden bracelet. This gift brought him many more rewards.

Jack's brother became jealous of success and well being, and decided to put an end to his good fortune.

Moral conflict episode:

The fairy lord instructed Jack to make a choice, in return for his rescue from jail. Jack must decide which he preferred to have: a squirrel on his shoulder, or a wife by his side.

Names of story characters involved in the conflict episode:

Jack, and the lord of the green people.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

Jack was forced to make a decision, unaware of the outcome. He chose to have a wife by his side, because he felt that he should. Other men thought that it was necessary, he remembered.

Jack based his decision upon what he had been conditioned to think was of value. The new wife symbolized the social norm and familiarity. The squirrel, on the other hand, represented the unknown and uncertainty to him. Jack opted for the familiar, in the face of uncertainty.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

Jack chose to have a wife by his side. They lived happily on the edge of the forest.

3) Was new moral judgment initiated by one or more of the characters? Explain.

Yes. Jack accepted the outcome of his moral choice. While he realized that his new wife wasn't the same as his former squirrel wife, he was willing to live with the outcome of his decision. While the story is a spoof on values, the author conveys the impression that Jack and his new wife lived a happy life together on the edge of the woods.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

1) Do you think that Jack was happy that he chose to have a wife by his side and live on the edge of the forest?
2) What kinds of things did Jack do in the woods with his squirrel wife before they were captured? Why didn't the people in the town like his squirrel wife? How was she different from the other wives?
3) Do you think Jack preferred to live in the woods or outside the forest, and why?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) What do you think might have happened to Jack if he had chosen to have a squirrel by his shoulder, instead of a wife? Do you think he would have been captured again?

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book: Author: Preston, Edna Mitchell

Title: Squawk to the Moon, Little Goose

Publisher: New York: The Viking Press, 1974

Story theme:

Little Goose disobeyed her mother's directions, and ventured away from home one evening to a nearby pond. She found adventure in the strange disappearance of the moon in the sky, but in trying to solve a curious problem, was captured by a red fox.

Moral conflict episode:

Little Goose encountered a conflict with the red fox when he threatened to eat her. There was no one nearby to rescue her and so she had to rely upon her own devise to plan an escape.

Names of story characters involved in the conflict episode:

Little Goose and the red fox.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

Fox tried to bribe Little Goose in order that he might obtain something even tastier than goose for his dinner. Little Goose played upon his greed in order to make an escape.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

Little Goose escaped without injury from the red fox. She promised him a cheese as big as the moon. He jumped into the pond to capture the cheese (in reality, the reflection of the moon on the water), and meanwhile Little Goose ran away and arrived home safely.

3) Was new moral judgment initiated by one or more of the characters? Explain.

Yes. Little Goose initiated new moral judgment when she depended upon her own imagination and cleverness during her confrontation with the red fox. Before her capture, Little Goose had relied upon the farmer's judgment to explain the mysteries of the moon. When she was captured she developed self reliance in planning for her own survival. "Squawk, I'll find a way!" she said, and she did.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

1) How do you think the Little Goose felt when the red fox jumped out from the bushes and captured her? Frightened? Helpless? Surprised? Trapped?
2) Why do you suppose the fox listened to Little Goose when she promised to give him something more delicious to eat? Was he hungry? Was he greedy? Was he being "a sly fox?"
3) Was the Little Goose smarter than the red fox? Why or why not?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) Do you think the Little Goose had learned a lesson when she escaped successfully from fox and arrived safely home? What did she learn?
2) Do you think that Little Goose needed a spanking when she got home? Do you suppose she told her mother what had happened?

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book: Author: Searle, Kaye
Title: The Kidnapping of the Coffee Pot
Publisher: Switzerland: Harlin Quist, 1974

Story theme:

In an old forgotten corner of a city dump lived a Coffee Pot, a pair of Old Shoes, and a Lawn Mower with their friend the Kerosene Lamp. They were happy—until one day the Coffee Pot was kidnapped, and life wasn't the same as before. Then they decided to rescue the Coffee Pot from the kidnapper.

Moral conflict episode:

When the Coffee Pot was kidnapped by the the dump man, the Old Shoes, the Lawn Mower, and the Kerosene Lamp set out on a harried adventure across the dump. They experienced a conflict with the Old Man, who wanted to sell the Coffee Pot, along with some other junk.

Names of story characters involved in the conflict episode:

The Coffee Pot; the Old Shoes; the Lawn Mower; the Kerosene Lamp; the Old Man.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

When the Coffee Pot was taken, the Old Shoes, the Lawn Mower, and the Kerosene Lamp decided that their lives would not be the same without their good friend, anymore. Also, they decided that she would never be happy living all alone in someone's kitchen in a far away place.

There was only one solution: chase after the Old Man!

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

They succeeded in apprehending the Old Man, and recovered their friend in the middle of the dump. Then a party was held to celebrate the recovery. The Old Man was forgiven, and invited to be their friend and attend the party.

3) Was new moral judgment initiated by one or more of the characters? Explain.

Yes. The Old Shoes, the Lawn Mower, and the Kerosene Lamp showed new judgment when they forgave the Old Man for his past action. In addition to forgiving him, they went a step further, and included him in their friendship circle. They realized that he was a "poor old thing" just like them, and understood the reason why he had to survive in the dump world, along with the junk.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

1) How do you think the Old Shoes, the Lawn Mower, the Kerosene Lamp felt when they discovered their friend was missing? Sad? Betrayed? Angry?
2) How do you think the Old Man felt when he was caught? Angry? Helpless? Filled with self pity for his condition?
3) Do you think the Old Man was happy that they invited him to be their friend? Do you think he needed a friend because he was all alone in the dump?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) Do you think the Old Man really wanted to steal the Coffee Pot? Why or why not? Did he need to sell junk?
2) Can you think of anything the Old Man could do to make his new friends happy? Is there anything they could do to help him take care of the dump?

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book: Steig, William
Title: Farmer Palmer's Wagon Ride
Publisher: New York, Farrar, Straus, Giroux, 1974

Story theme:

Farmer Palmer, a pig, and his hired hand, Ebenezer (a donkey), hauled a load of vegetables to market. They returned home with a load of presents Farmer Palmer bought for his children. Before reaching their destination, they were beset with several problems, which made the trip less than uneventful.

Moral conflict episode:

Farmer Palmer and Ebenezer had to cope with several mishaps on their trip home. First a tree fell on their cart, then a wheel broke loose from the axis and rolled away, and the donkey sprained his hock. Worse yet, the wagon ran away with the farmer and crashed!

Farmer Palmer and Ebenezer had to cope with their frustrations and work out some unusual solutions before reaching the final goal, which was simply to arrive back home, safely and intact.

Names of story characters involved in the conflict episode:

Farmer Palmer and Ebenezer.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

Farmer Palmer and Ebenezer relied upon their common sense to pick up the pieces each time a new mishap occurred. While fate seemed to be against them from the start, they contributed to their own problems by not thinking through each situation carefully to avoid further pitfalls.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

Farmer Palmer and Ebenezer managed to use their wits to salvage the remains of the wreckage, and arrived safely home on the bicycle present.

3) Was new moral judgment initiated by one or more of the characters? Explain.

Yes. By the time the last crisis had arrived, Farmer Palmer and Ebenezer appeared to have gained some insight and wisdom in coping with their problems. Through their ingenuity and cleverness, they worked out a viable solution together, and arrived safely home.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

1) Why do you think Ebenezer injured his foot? Could the accident have been avoided?
2) Why did the wagon crash? Could the crash have been avoided? How would you have avoided the wagon crash?
3) Did Ebenezer help Farmer Palmer figure out how to remove the tree from the wagon? How do you think he could have helped the farmer?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) Why do you think Farmer Palmer and Ebenezer had so many accidents?
2) Who were Farmer Palmer and Ebenezer more like, the Tortise, or the Hare? Why?

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book: Author: Wells, Rosemary
Title: Noisy Nora
Publisher: New York: The Dial Press, 1973

Story theme:

Nora's mother and father were busy...too busy to pay enough attention to her. Nora felt neglected and overlooked. She became noisy and naughty in order to make them notice her.

Moral conflict episode:

Nora had a conflict with her mother and father. They were busy taking care of Jack, the baby, and entertaining Kate, Nora's sister. As a result, Nora felt slighted by lack of attention, and performed some mouselet antics to let them know that she was important too.

Names of story characters involved in the conflict episode:

Nora, her mother and father. Jack and Kate.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

Nora's mother and father said "Quiet!" and tried to ignore her actions. Kate accused her of being dumb. Nora continued to be noisy and naughty.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

Nora finally hid in the closet, as a last resort. Everyone in the family went looking for her when they discovered she was missing. In the end, Nora became the center of the family attention. Father played with her, while mother, Kate, and Jack watched approvingly.

3) Was new moral judgment initiated by one or more of the characters? Explain.

Yes. Nora's mother and father became aware of Nora's predicament. They realized that she had been accidentally overlooked, and wanted to be included. They became aware of her need for recognition, as shown by their interest in her at the end of the story.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

1) How do you think Nora felt when no one was paying any attention to her? Angry? Sad? Hurt? Unhappy?
2) Why did Nora finally decide to leave home and hide in the closet? Do you suppose she felt like she was trying to frighten them? Was she playing a joke, or trying to make everyone notice her?
3) Do you think Nora's mother and father felt happy when she shouted "But I'm back again!" How do you know that they were glad to have her back home again?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) Have you ever felt like hiding from your mother and father? What did you do?
2) Can you think of anything else that Nora could have done to let them know that she wanted to play a game, and/or help take care of Jack? (Besides bang on the window, slam the door, and drop her sister's marbles on the kitchen floor?)

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book: Author: Williams, Barbara
Title: Albert's Toothache
Publisher: New York: E.P. Dutton and Company, 1974

Story theme:
One morning Albert Turtle complained to his mother that he had a toothache. She didn't believe him. In fact, no one would believe him. It was a terrible day, until his grandmother came to visit the family.

Moral conflict episode:
Albert's problem was that no one believed he was telling the truth.

Names of story characters involved in the conflict episode:
Albert Turtle, and his mother and father; Marybelle and Homer; Grandmother Turtle.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

Albert's father didn't believe him, because no one in their family had ever had a toothache. Marybelle and Homer said that he just didn't want to eat his black ants for breakfast. They accused him of making up a story.

His mother fixed him a breakfast of all his favorite things, encouraged him to play catch, and finally brought the family album to show him old pictures of Disneyland. She tried to distract him, and worried a lot.

Albert stayed in bed, and insisted that he had a toothache, even though no one listened to his feelings.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

Grandmother Turtle came to visit. Mother and father expressed doubt about Albert's physical problem. Grandmother disagreed. She said the trouble with all of them was that no one believed Albert. When she asked him to show her where the toothache was, he pointed to his left toe!

3) Was new moral judgment initiated by one or more of the characters? Explain.

Yes. Grandmother initiated new moral judgment about a family crisis at hand. She had a different point of view, and expressed concern for Albert. Everyone else had formed differing opinions, based upon their own unique interpretations.

Grandmother was sensitive to Albert's feelings. She respected and trusted his judgment, irregardless of the "word" he used to describe his pain, real or imagined. She knew that Albert's pain was very real to him.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg's theory.

1) Do you think that Albert was trying to tell his mother and father that he had a pain in his toe? Why didn't they understand him?
2) How do you think Albert was feeling when no one seemed to understand that he had a tooth ache in his toe? Was he crying because he was sad? Do you think he was angry?
3) How do you think Albert felt when his grandmother asked him to show her the toothache? Happy? Relieved? Surprised?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) Tell about a time when you had a pain. Did you tell someone about it? Did you point to the place on your body where you felt the pain?

Explain any difficulty experienced in identifying a moral conflict in this book.
ANALYSIS OF MORAL CONFLICT EPISODE

Book: Author: Zoloton, Charlotte

Title: William's Doll

Publisher: San Francisco: Harper and Row, 1972

Story theme:

William wanted a doll to hug and cradle. No one agreed that he should play with a doll, until his grandmother came to visit. She thought that William needed a doll--so that he could practice being a father.

Moral conflict episode:

William didn't agree with his father, brother, and the boy next door. He knew that wanted a doll to play with and hold. They couldn't understand his need to role play--dolls were suppose to be for girls, not boys!

Names of story characters involved in the conflict episode:

William, his brother, and father. The boy who lived next door.
ANALYSIS OF MORAL CONFLICT EPISODE

Resolution of the moral conflict:

1) Describe the apparent decision making process used by story characters in response to the situation.

William's brother said that wanting a doll was stupid. The boy next door thought that dolls belonged to sissies. William's father didn't approve of boys playing with dolls, and so he bought him a basketball and an electric train.

2) Describe the final outcome of the conflict episode, including apparent changes in moral behavior.

William's grandmother thought that he needed to play with a doll, and so she helped him buy one in the toy store.

3) Was new moral judgment initiated by one or more of the characters? Explain.

Yes. William's grandmother didn't agree with the other members of the family or the boy next door. She initiated new moral judgment on William's behalf. She respected his need to role play with a doll, and defended her point of view to the father. The reader is left with the feeling that he accepted, at least in part, the merit of her logic and wisdom.
ANALYSIS OF MORAL CONFLICT EPISODE

Describe two or more appropriate questions that teachers may be able to ask children concerning this moral conflict, according to stage two of Lawrence Kohlberg’s theory.

1) How do you know that William wanted to play with a doll?
2) How do you think he felt when his brother laughed at him for wanting to play with a doll? Angry? Sad?
3) How do you think he felt when his grandmother said that he needed a doll to play with, and then took him to the store to buy one? Happy? Surprised? Appreciative that someone finally understood how he felt?

Describe one or more appropriate questions that teachers may be able to ask children concerning this moral conflict at the next higher stage of moral reasoning, which is stage three.

1) Do you think that boys should be able to play with dolls if they want to, like William did? Why or why not?
2) Why didn’t William’s father want him to play with a doll?
3) Who do you think was right in knowing how William felt? His grand mother? His father? The boy next door? Why?
4) Are you glad that William’s grandmother bought him a doll to play with? Why or why not?

Explain any difficulty experienced in identifying a moral conflict in this book.