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Ms. Sandhu

8A English

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Restorative Justice in Touching Spirit Bear

Restorative justice is a useful way of dealing with youth offenders who have committed crimes. Restorative justice focuses on repairing the harm caused by the crime and ‘restoring’ harmony between the offender, victim or survivor, and society. It holds the offender accountable for his or her actions while seeking to heal not punish. It also gives the opportunity for people to change and heal. An example of how effective restorative justice can be is displayed in the novel Touching Spirit Bear (TSB) where the main character Cole Mathews participates in restorative justice and becomes a better person because of it. By examining how the restorative justice process helps Cole restore harmony in his relationships, how he becomes accountable for his actions, and how he heals/changes through his experiences, it is clear that restorative justice is the best way to deal with youth offenders who have committed crimes.

In TSB restorative justice helps individuals restore harmony because Cole ends up mending his relationships with his mother, with Peter and the spirit bear. At the beginning of TSB Cole’s mother does not take any steps to deal with the situation between Cole’s father and Cole. In the middle of the novel, Cole’s mother is forced by Garvey to press charges against his father, saying if she doesn’t speak up, she too shares the blame. The restorative justice process helps her become a better mother figure to Cole, she quits smoking and drinking, and now she is there for Cole in his life, creating harmony in Cole and his mother’s relationship. Cole broke into

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Commented [BH2]: Use the words Restorative Justice.

Commented [BH3]: Very good thesis and intro.

Commented [BH4]: No Contractions

a hardware store and told everyone at school. Peter snitched on him and Cole got in trouble, which is why he smashed Peter's head on the concrete. Peter tries to rehabilitate/heal and while Cole goes through circle justice. At the end of TSB both Peter and Cole go through the restorative justice process and end up becoming friends. If Cole had just gone to jail, the chances of Peter and Cole mending their relationship would have been very low. At the start of TSB, Cole attacks Spirit Bear twice causing him to get mauled. The next time Cole sees the spirit bear he decides not to attack and the last time he sees the spirit bear with Peter, this instills trust in Peter that Cole is telling the truth, showing Cole has changed.

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In TSB Cole becomes accountable for his actions by going through the restorative justice process. In the beginning, Cole does not want to take responsibility for his actions. When he gets in trouble for hurting Peter, he is forced to take responsibility and make up for his wrongdoing in some way. In the beginning of the restorative justice process, Cole does not take responsibility for his actions. He thinks it is Peter's fault for snitching on him. When he is on the island, he blames others for him being there. He also blames his father for carrying his anger and his mother for not doing enough. After Cole is mauled by the spirit bear, he is in bed and Garvey apologizes for not taking care of him, but Cole says my fault, showing the progression of change and becoming accountable for his actions. He realizes some things he does are his fault. In the beginning Cole does not keep up his responsibilities such as schoolwork, building the shelter, and cooking for Edwin, Garvey and himself. By the end of process, he is able to do all this without complaint. He begins to realize that he has responsibilities and his place in the circle of life. Other people start showing that they trust Cole when he becomes responsible because in the beginning, they didn't leave the spark plugs on the boat because they thought he would leave the island with the boat. As Cole changes, the other characters view of him changes as well. Cole also owns up to his mistakes by explaining to Peter that he was wrong, and he should not have

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hurt him by the end of TSB. This is also shown in his actions when Peter pushes Cole to the floor and kicks him repeatedly and Cole does not do anything about it.

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In TSB Cole is a youth offender that needs to find a way to heal from being beat up by his father, being ignored by his drunken mother and being bullied as a kid. In the start of the story Cole is angry at others and himself. He takes his anger out on others and bullies them. In one instance, he smashes Peter's head on the sidewalk. Peter's family pressed charges against Cole, taking him to court. Cole did not want to go to jail. He was given the option of going to jail or going to circle justice. Cole chose going to the circle justice, which is an example of restorative justice, because he wanted to avoid jail at all costs. In the book, it says that circle justice was a place to heal not to punish. The keeper (the leader of circle justice) sends Cole to an island for self-discovery. He says that this method of healing has worked throughout generations. Two extremely important characters Edwin and Garvey come to visit Cole on the island. Edwin and Garvey are the helpers of circle justice and they too had gone through trouble with the law when they were quite young. Both Garvey and Edwin teach Cole lessons and practices to help him control his emotions. Cole does the activities that let go of his anger such as bathing in the cold pond, throwing the ancestor rock down the hill and doing animal dances in the night. In one instance Edwin teaches Cole that he can never get rid of the left end of the stick, and that represents his anger. This helps him heal. The spirit Bear, another extremely important character, taught Cole about the circle of life and where he stands in it. The spirit bear hurts Cole teaching him what it means to get hurt because he has always hurt others and has never been made the victim. The spirit bear also breaks Cole's ribs, teaching Cole that true power comes from the power to choose not the false power of fear. The self-isolation in TSB helps Cole go through restorative justice because it gives him the opportunity to think and feel.

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By examining Cole's experiences in the novel TSB, we can see how the restorative justice process helps individuals restore harmony, become accountable for their actions and help them heal/change. Cole restores harmony in his relationships with Peter, with his mother, and the spirit bear. Cole ends up becoming accountable for his actions through the restorative justice process as evidenced by his own actions and others' attitudes towards him. Restorative justice also helps Cole heal and change throughout the process. All of these benefits would not have happened if Cole was sent to jail. Therefore, it is clear that restorative justice is the best way to deal with youth offenders who have committed crimes.

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Commented [BH10]: Overall, a good essay.

IB RUBRIC – Exam Essay

MARK	A. ANALYSIS	MYP	ACHIEVEMENT LEVEL DESCRIPTOR
	At the end of year 3, student should be able to: iii. justify opinions and ideas, using examples, explanations and terminology	0	- The student does not reach a standard described by any of the descriptors below.
		1-2	iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology
		3-4	iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology
		5-6	iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology
		7-8	iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology
MARK	B. ORGANIZATION	MYP	ACHIEVEMENT LEVEL DESCRIPTOR
	At the end of year 3, students should be able to:	0	- The student does not reach a standard described by any of the descriptors below.
		1-2	i. makes minimal use of organizational

	<ul style="list-style-type: none"> i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and logical manner 		<p>structures though these may not always serve the context and intention</p> <ul style="list-style-type: none"> ii. organizes opinions and ideas with a minimal degree of coherence and logic iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
	<ul style="list-style-type: none"> iii. use referencing and formatting tools to create a presentation style suitable to the 	3-4	<ul style="list-style-type: none"> i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of coherence and logic

	context and intention.		iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.
		5-6	i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.
		7-8	i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and formatting tools to create an effective presentation style.
MARK	C. PRODUCING TEXT	MYP	ACHIEVEMENT LEVEL DESCRIPTOR
	At the end of year 3, student should be able to: iii. select relevant details and	0	- The student does not reach a standard described by any of the descriptors below.
		1-2	iii. selects few relevant details and examples to develop ideas.

	examples to develop ideas.	3-4	iii. selects some relevant details and examples to develop ideas.
		5-6	iii. selects sufficient relevant details and examples to develop ideas.
		7-8	iii. selects extensive relevant details and examples to develop ideas with precision.
MARK	D. USING LANGUAGE	MYP	ACHIEVEMENT LEVEL DESCRIPTOR
	i. use appropriate and varied vocabulary, sentence structures and forms of expression	0	- The student does not reach a standard described by any of the descriptors below.
		1-2	i. uses a limited range of appropriate vocabulary and forms of expression
		3-4	i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression

		5-6	i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently
		7-8	i. effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expression

Criterion	A	B	C	D
Highest Level	8	8	8	8
Level Achieved	4	6	6	6

Level Achieved: 6

Marks: 45/50

Satnaam, I really liked your ideas in this essay. You have some really good points. Also, I liked your thesis and your intro. They were well written—well done. For future learning, please keep in mind that you need to analyze more than summarize. Some of the times, you tend to summarize what's happening rather than you analyzing how it is happening. Keep up the good work.