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**LAW, LITERATURE, AND CITIZENSHIP:
A LITERARY CULTURE OF THE LAW AT SCHOOL¹**

ANDRÉ KARAM TRINDADE²

HENRIETE KARAM³

TRANSLATED BY FELIPE ZOBARAN

ABSTRACT: This paper has the purpose of publicizing the experience of the Program *Law, Literature, and Citizenship*, by explicating its proposal, theoretical foundations, goals, methodology, activities carried out, and the obtained results in the pilot project developed with the Research Group *SerTão – Law and Literature Nucleus from Bahia* (DGP/CNPq), from March 2018 to March 2020.

KEYWORDS: literary culture of law; emancipatory actions at school; citizenship training of students and teachers.

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- ² Professor at the Law Post-Graduation School of UNIVEL. Founding Member and Former President of the Brazilian Network of Law and Literature (Rede Brasileira Direito e Literatura – RDL). Editor-in-chief of *Anamorphosis – International Journal of Law and Literature*. Cascavel (PR), Brazil. ORCID: <https://orcid.org/0000-0001-5102-3673>. CV Lattes: <http://lattes.cnpq.br/0020455190187187>. E-mail: andrekaratrinidade@gmail.com.
- ³ Professor at the Law Post-Graduation School of UniFG. Collaborating Professor of the Postgraduate Program in Linguistics and Literature at UFRGS, Guest Professor of the Specialization Course in Psychoanalysis at UNISINOS. Founding Member of the Brazilian Network of Law and Literature (Rede Brasileira Direito e Literatura – RDL). Editor-in-chief of *Anamorphosis – International Journal of Law and Literature*. Psychoanalyst. Guanambi (BA), Brazil. ORCID: <https://orcid.org/0000-0002-2166-1321>. CV Lattes: <http://lattes.cnpq.br/2731124187247021>. E-mail: h.karam@terra.com.br.

1 INTRODUCTORY NOTES: FROM CONCEPTION TO ACTION

The use of literary texts in the legal training and education has its origins in the works by John Henry Wigmore (1908)⁴, thus strictly linked to the origins of the Law and Literature movement, in the North American academic context. In Brazil, such idea firstly relates to the pedagogical proposals that Luis Alberto Warat introduced in Law schools and degree courses⁵, in the 1970s, which was one of the pioneering endeavors in Law and Literature also in our country (Trindade, Bernsts, 2017).

However, it was with the idea of creating a *literary culture of the Law*⁶, as developed by José Calvo González (2012, 2018), that the Brazilian Network of Law and Literature (*Rede Brasileira Direito e Literatura – RDL*)⁷ conceived the program *Law, Literature, and Citizenship*. The purpose was to elaborate strategic actions to be applied in schools of different levels – Child education; initial years of Elementary School; final years of Elementary School; High School, and Supplementary School – aiming at: (a) promoting the emancipation of the involved subjects; (b) transmitting the principles, ideas, and values of a democracy; (c) stimulating the effective exercise of citizenship; and (d) favoring the construction of a freer, fairer, more solidary society.

In 2018, under the coordination of André Karam Trindade⁸, the research project at the Post-Graduation Program of UniFG begins, titled

⁴ The article titled “A List of Legal Novels” – which had three different editions, in 1900, 1908, and 1922 – offers a selection of classic literary works dealing with legal issues. In the 1970s, Richard H. Weisberg revises the lists provided by J. Wigmore and adds other titles (Simonin, 2008).

⁵ As recalled by Albano Pepe (2016), in Brazil, Warat was responsible for starting “this extremely fertile environment of dialogue and approximation between literature and the legal writings. The seeds expanded with time and formed roots, adding new narratives, new readers, new interlocutors.”

⁶ This idea was the central topic of the conference *Law and Literature: The Legal Culture of the Law*, delivered at the I Symposium on Law and Literature, by the Federal University of Santa Catarina, in 2010 (Trindade, 2021).

⁷ At the time, the authors of this paper were directing members of the RDL.

⁸ The origins of these studies relate do previous ones, which can be found in three papers on the relationship between literature, reading, emancipation, and subjects of right, based on the novels *The Reader*, by Bernhard Schlink (Trindade, 2010, 2012, 2016a), *A Clockwork Orange*, by Anthony Burgess (2016b), and *The Adventures of Pinocchio*, by Carlo Collodi (Trindade and Karam, 2016).

*The role of literature in the development of a culture of rights*⁹, inspired by the work *Fábula Urbana (An Urban Fable)*, by José Rezende Jr. and Rogério Coelho (2014), and by the theoretical writings of Antonio Candido (2004) and Aidan Chambers (2015). The initiative included the participation of the members of *SerTão – Law and Literature Nucleus of Bahia* (DGP/CNPq) – a team of professors and students, researchers of the program, as well as scholarship holders, teachers, and students of under-graduation levels – as the support for the pilot project's implementation¹⁰.

Thus, the pilot project was developed with specific aims at the elementary school system of continental Bahia, and, according to the *Law, Literature, and Citizenship* program, focused on the reflection on the foundations of the law in the democratic context of Brazil. The purpose was to create strategies that – connected to the idea of a literary culture of rights – could promote citizenship and foster the process of collectively building consciousness, and a concrete realization of the constitutional human rights.

2 THE PILOT PROJECT

2.1 Definition

The pilot project *Law, Literature, and Citizenship*, a pioneering initiative by the Post-Graduation Program of UniFG, understands the idea and the potential of developing a *literary culture of rights in schools*. It had the challenge of establishing theoretical and methodologic backgrounds to lead the planning and execution of activities to be conducted by the Master's degree students at the Law School of UniFG,

⁹ The theoretical foundation of the project *The role of literature in the development of a culture of rights* included a bibliographic research on discussions from the *Law and Literature Movement*, especially from the twist accomplished by James Boyd White (1973), including productions by Robin West (1988), Ian Ward (1993, 1994, 1995), Martha Nussbaum (1995, 2010), Richard Posner (1998), Jerome Bruner (2003) and, in Portuguese, Joana Aguiar e Silva (2004). Especially on how the Law and Literature Movement can affect childhood education, it is interesting to read the papers by Manderson Desmond (2003) and Jonathan Todres and Sarah Higinbotham (2016), reviewed in this journal (Alcântara e Chagas, 2020).

¹⁰ It should be highlighted that, regarding the theoretical ground of children's literature, the Pilot Project relied on references from relevant national researchers, such as Regina Zilberman (1982, 2003, 2009, 2015), Lígia Cademartori (1986), Marisa Lajolo (1988), Vera Aguiar e Maria da Glória Bordini (1993), among others.

with students and teachers at the Elementary School's third year groups in the public system of Guanambi, a city in the Bahian hinterlands.

Such activities were led by the articulation of the literary narratives' potential to sensitize, humanize, and develop the critical thinking with the constitutional purpose of concretizing foundational rights and the preservation of the democratic rule of law.

Thus, the academic production joined the transmission of knowledge and the values of social and educational insertion of the community with aims at developing emancipatory actions.

Furthermore, we believe the results obtained by the Pilot Project may bring subsidies to implement the idea in other regions of the country, exchanging experiences with researchers of the Research Groups associated to the Brazilian Network of Law and Literature (RDL).

2.2 Objectives

Besides being singular due to its interdisciplinarity, conjugating Law and Literature, it should be highlighted that the Pilot Project had a double objective – as idealized in the *Law, Literature and Citizenship* Program – with the idea of educating students of Master's Levels of Law, as well as training teachers and students of the public school.

The idea was to use interdisciplinarity so as to help the post-graduation students involved in the project to effectively participate in an educational, communitarian action, besides bringing them the understanding of the role of the law via literature, since, as previously stated,

In opposition to the traditional, dogmatic, scientificist, conventionalist idea of Law, as well as its normative and repressive character, Literature, on the other hand, is characterized by a creative and playful dimension, with constant flexibility and renovation of its language, as well as its capability of producing humanity and empathy, its polyphonic nature, its openness to plurisignification, to multiple possibilities of interpretation. So, Literature is a significant resource to improve one's reading ability, developing the competence of understanding and interpreting text, which is essential for a Law practitioner. It can also help broaden the horizon of understanding of jurists, hence,

to improve their reflections on legal and social phenomena (Karam, 2017, p. 288-289).

Indeed, the Pilot Project focused on two distinct types of objectives: academic ones and social ones. The academic objectives were directed to the members of *SerTão* involved in the planning and execution of the project; the social objectives focused on the members of the legal community that, directly or not, were its target audience.

The main academic objective was

To promote reflection on the foundations and the effectivity of the Law, through the planning and execution of activities to be developed with students at the public school system of Guanambi, by uniting Law and Literature with aims at contributing to their critical thinking and the exercise of citizenship.

The specific objectives were

- a) To foster the abilities of analyzing social issues related to fundamental rights and of examining the effectivity of the Law in the context of the Democratic Rule of Law in Brazil.
- b) To stimulate the active participation in the community life, by socializing knowledge and promoting emancipatory actions.
- c) To develop intellectual posture and responsible ethics, aware of the importance of critical thinking and the exercise of citizenship as means for social, economic, political, and cultural advances.

Regarding the training of students and teachers in the public school system, the Pilot Project makes it possible, through the use of literary texts in favor of sensitization, humanization, and the development of critical thinking, to contextualize relevant topics for the Law, in order to transmit democratic principles, ideas and values, and to encourage the effective exercise of citizenship.

Therefore, the Pilot Project had a broad potential of social impact, not limited to results in the theoretical and technical-scientific scope. It was a project whose innovative character and commitment to needy populations, in a position of social and economic vulnerability, are based on the dissemination of knowledge to children and teenagers living in the semi-arid region of Bahia and is in line with the principles and criteria established by the Capes Law Area Document, for contemplating

interdisciplinarity and social insertion, aiming at producing results that are directly linked to social and educational impact.

2.3 Methodology

The pilot project included planning, execution, and evaluation phases, expected to be developed in seven stages, not necessarily in successive order:

- (1) definition of theoretical and methodological foundations to guide the project;
- (2) selection of children's literary works to be adopted in activities with children and teenagers, based on the discussion and selection of relevant topics for understanding the principles of the Law;
- (3) conception of the activities to be developed, and delimitation of the intended objectives;
- (4) elaboration and edition of didactic materials –containing the literary texts and orientations on the questions to be approached, the activities proposed, and the objectives to be reached – that, in addition to being used in the project's execution, would be distributed to all the teachers of early school years, in elementary school, of the public network in the city of Guanambi;
- (5) implementation of the project in three schools: carrying out activities with students and developing training workshops to be offered to teachers;
- (6) evaluation of activities, through the systematic and objective examination of the project's implementation, aiming at determining its efficiency, effectiveness, impacts, and sustainability, as well as the relevance of its objectives;
- (7) the publication of the obtained results.

3 THE PROJECT'S EXECUTION

Before the Pilot Project was put into practice, readings and reflections took place, throughout the years 2016 and 2017, with the intention of developing strategies to promote a literary culture of rights in the scope of an interdisciplinary perspective of law and literature studies.

The foundational idea is that literature can contribute to the social life. Many thinkers have shown the potential of literature to produce several effects in society – since the early ideas of Aristotle on catharsis, or the idea of literature being source of knowledge, to the theories of *art for the sake of art*, as well as the view of literature as a compensation resource or an instrument to promote evasion or escapism from an imperfect empiric world, to the valuation of literature having a social function, or even the idea that literature is a possibility to make one enjoy experiences that would never be accessible to certain people in reality. Literary productions can help society to understand the Law and to develop a culture of rights.

Thus, considering the focus of the Pilot Project was to use literary narratives in the school environment, with aims at promoting emancipation, transmitting democratic values, and stimulating the exercise of citizenship, the first step was to explore the role of literature in the training and the education of children and teenagers.

Historically, children's literature appears as a pedagogical project (Zilberman and Magalhães, 1982). The first productions did not prioritize childhood fabulation but were rather a vehicle of idealization for bourgeois values (Trindade and Karam, 2016). Little by little, this doctrinarian aspect started to lose space; in contemporary times, children's literature should favor critical imagination and bring the readers the opportunity to have constructive discussions on their experiences and on the society they live in.

However, one can perceive that this emancipation promise of children's literature is still little explored, which happens – according to Zilberman (2009) – due to the fact that, in Brazil, it has long been used mainly as a tool for alphabetization.

Hence, it is necessary to understand that

The teaching of literature should no longer be seen as the transmission of a finished and consecrated patrimony, but should focus on the responsibility of training readers. Thus, to accomplish this task, reading must not be seen as a satisfactory result of literacy and decoding written sentences, but as an activity that generates singular experiences with the literary text (Zilberman, 2009, p. 16, translated).

This vision emphasizes the fact that literature, with its fantasy and ambiguity, brings the possibility for children to develop critical sense by living different experiences in imagination (Zilberman, 2009), as it creates effects in “the structure of thought, of language, of emotions, and of solving problems in the fragile world of children” (Santos Júnior and Silva, 2015, p. 160, translated).

Regarding the articulation between Law and Literature for children, there is a double benefit: on the one hand, it might promote the development of a culture of rights; on the other hand, it might potentialize the emancipatory trait of children’s literature.

So, the next step was to identify the existence of similar initiatives in present times and analyze their proposals. Three different projects were found and studied: (1) the project “Law and Literature: the creation of a space for the construction of citizenship” - DILITE¹¹; (2) the program “The federal prosecutor gang: adult conversations for children”¹²; and (3) the program “Citizenship and justice can also be learned at school”¹³.

DILITE is an initiative by *Universidade da Região de Joinville (UNIVILLE)*, started in 2004 and still in activity. The project aims at approaching, with critical and reflexive purposes, the Fundamental Rights contained in the Federal Constitution, and the activities are developed in lectures taking place in the city of São Bento do Sul (SC, Brazil). Each meeting has three hours, approximately, and fosters Law students to conduct activities in school classrooms. The main strategy is storytelling, as a starting point to develop conversations on a certain legal subject to be developed – according to the main topic of the fable or apologue chosen for each meeting –, as well as the other activities conducted.

As for the program *The federal prosecutor gang: adult conversations for children*, it has been developed since 2009 by the Federal Prosecutors’ Office and aims at stimulating the exercise of

¹¹ Cf. <https://www.univille.edu.br/noticias/2019.12/criancas-felizes-e-sentimento-de-dever/884509>

¹² Cf. <https://turminha.mpf.mp.br/>

¹³ Cf. <https://www.amb.com.br/>

citizenship and make public the actions and the role of the Office, to contribute to a more participating society. The target audience is of 6- to 14-year-old children, and the material offered¹⁴, developed by the Social Communication section of the Prosecutors' Office, approaches quite different subjects – environment, public money, children's, and teenagers' rights, among others –, all made available on their website.

Lastly, the program *Citizenship and justice can also be learned at school* (CJE) was idealized by the Association of Magistrates of Brazil (AMB), based on the fact that most people do not know the functions of the Judiciary Power. The program started in 1992, in a pilot applied in the state of Paraná, and developed the release of the first edition of *The booklet of Justice in comics*, the main instrument to support the *Citizenship and justice can also be learned at school*. As of 1998, the project gained national repercussion, and the *Citizenship and justice can also be learned at school* program began to be developed in almost all states of the federation.

After researching about these three initiatives, the next step was to evaluate whether it was pertinent to consider incorporating in the pilot project *Law, Literature, and Citizenship* certain strategies and actions from them. At first, it was interesting to observe that the programs developed by the Federal Prosecutors' Office and the Association of Magistrates of Brazil, both organs with expressive financial resources, are nation-wide actions with broad advertising, and use technological platforms usually with authorial materials, with the focus on analyzing narratives that bring up topics, questions, or explanations of legal matters, with characters that are easy for children and teenagers to identify with. Only DILITE has an action that involves students of Law, bringing them to the contact with students of local schools, and develops its activities based on storytelling actions.

¹⁴ The resources are multiple: the stories created with characters that seek to contemplate the ethnic and social diversity of the population serve as the basis for other activities, which include videos, games, music, and even games, and comic books.

Considering the fact that the pilot project *Law, Literature, and Citizenship* is entitled to a Higher Education Institution and inscribed in the Law and Literature research area, the participation of scholar students of Law was predicted since the beginning, either in the planning or in the execution of activities in regular schools, and the choice of using storytelling as an instrument of communication with children was also taken, considering that literary productions – especially those created in contemporary times – instigate the young readers to critically think about reality through fantasy, and foster imagination by promoting the exchange of fiction and reality, playing a crucial role for education (Lajolo, 1988). To broaden the project's social effects, besides accomplishing the activities with Law students and school children, the Pilot Project also predicted the elaboration of materials to be given to school teachers in the region, offering of lectures to train them in legal principles, so that they could later use these ideas in their classrooms.

3.1 Selection of literary works for children

After the preliminary actions, there came the moment of selecting which works of literature for children would be most adequate for students of the third year in Elementary School – ranging from 8 to 12 years of age – in those public schools in Guanambi (BA, Brazil).

The choice of novels and books to use with children demands thorough examination and includes analyses such as the age of the target audience, the topics addressed by the work, the accessibility, the time it takes to read the productions. Furthermore, the choice is made difficult by the great offer of titles, since

there is a range of books produced for children and teenagers that follow the same course as artifacts produced for mass consumption, whose main objective is quick profit and lack of commitment to literary or artistic values. Such works are produced in large print runs, repeat clichés and stereotypes, in addition to trivializing potentially complex themes and reinforcing common sense conceptions of the world (Kirchof and Silveira, 2009, p. 210, translated).

Beyond the basic criteria previously presented, the selection was also based on the search for narratives that could foster the emancipation of children and teenagers, excluding those works whose main intention is

To civilize (teaching the importance of brushing one's teeth, cleaning, using right words, being friends with everybody, respecting the elderly...) or to deliberately raise a single type of subject: such as an ecologically friendly subject (a quite common objective nowadays), a solidary subject, a religious subject, etc. (Kirchof and Silveira, 2009, p. 211, translated).

As the development of a culture of rights is the foundational element of the Pilot Project, all those fables and fairy tales – especially the most traditional ones, collected in the 17th and 18th centuries from the Middle Ages, directed at moralistic lessons of bourgeoisie values – were set aside, since they would be incompatible with the proposal of the Pilot Project.

Additionally, the main idea was to select literary works that could favor the emancipatory action of children and teenagers, with “resources of polysemy, intertextuality, experimentation with meanings, among other tools, to lead the reader to an ever more open experience of literary fruition” (Kirchof and Silveira, 2009, p. 211, translated).

Thus, the idea was to select books whose themes could be both those that were part of the daily life of the target audience and those that, although not present in the children's routines directly, could favor children's emancipation and the development of concepts and foundations for the development of a culture of rights.

Aligning the project's objective with the provisions of the Constitution of the Republic (art. 1, II and III; art. 5. art. 225; art. 227), of the Statute of Children and Adolescents (art. 3; art. 53) and the Education Guidelines and Bases Law (art. 2), the following thematic axes were defined to be privileged in the pilot project: Emancipation; Citizenship; Liberty; Equality; and Environmental Responsibility.

Once the thematic axes were defined, the analysis of peculiarities referring to the accessibility and extension of the works began: the chosen books should, necessarily, be available for acquisition (by the research group and, later, by the schools) and contain stories that were not long – because, in each meeting, in addition to reading the work, other activities would be developed.

After the selection criteria and the themes had been established, the next step was to define the parameters that would be adopted to guarantee the literary quality of the selected works. The choice was to follow the guidance that Ana Maria Machado gives to teachers, proposing that the selection of children's books can be based on awards and previous evaluations by literary critics:

The National Children and Youngster Book Foundation annually publishes a list of commented novels. The Institute of Brazilian Readers, merging preexisting lists, also started to develop its own. Specialized magazines organize their selection of the best books of the year. The internet can inform the awards already received for a work. In the publishers' catalogs, it is worth looking for the winners. They are an endorsement of that book, given by a group of specialists. Varied opinions. This set can help the teacher. If an author has won several awards with different books, it is easier to take a leap into the dark and choose one of their works. If a publisher receives the highest number of awards in a certain category in a year, it must choose well what it publishes. If a collection with different writers has several distinctions, it is a sign of a good pattern (Machado, 2017, unpagged, translated).

After reading and discussing on twenty-eight titles from the preliminary list¹⁵, one work for each thematic axis was decided, as shown in Table 1.

Table 1 – Thematic axes and selected works

THEMATIC AXIS	WORK
Emancipation	<i>A curiosidade premiada</i> , de Fernanda Lopes de Almeida, Ática, 2008
Citizenship	<i>A cidade dos bichos</i> , de Arlette Piai, Cortez, 2018
Liberty	<i>O reizinho mandão</i> , de Ruth Rocha, Salamandra, 2013
Equality	<i>Menina bonita do laço de fita</i> , de Ana Maria Machado, Ática; 2011
Environmental responsibility	<i>O rio dos jacarés</i> , de Gustavo Roldán, Boitatá, 2017

¹⁵ Examples of works were *A menina gotinha de água* (Papiniانو Carlos), *Valéria e a vida* (Sidônio Muralha), *O grande continente azul* (José Jorge Letria), *O livro das pequenas coisas* (João Pedro Mésseder), and *O guardador de árvores* (João Pedro Mésseder), discussed to represent the axis Environmental Responsibility.

3.2 Elaboration of Lesson Plans

The elaboration of lesson plans was, possibly, the most difficult task for the groups of undergraduates and master students in Law. It was necessary to organize the activities and elaborate possible goals that could be achieved in the execution of the Pilot Project in the classroom. Furthermore, it was necessary that, in the lesson plan, literature collaborated to understand the legal content and, at the same time, preserve the creation of a space for creativity, freedom and imagination of the reader, as proposed by Marta Morais da Costa (2009).

It was defined that, in each Lesson Plan, there should be: Description, Contents, Competencies and Abilities, Didactic sequence and its details¹⁶, always considering it was not about developing a doctrine plan, but developing a sequence of activities that could foster the autonomy and the imagination of children, to be developed in spontaneous and meaningful ways, bringing those children the possibility of building their own knowledge.

This because, as Hofmann (2012) argues, in planning for early childhood education, teachers must first consider children as social subjects, who have their own knowledge from the situations experienced inside and outside school.

It was also considered the need for the skills involved in reading literary texts to be correlated with the material and objectives of the thematic axis addressed in the lesson plan. In fact, as Zilberman (2015) argues, when thinking about lesson plans, it is up to the teacher to understand the diversity of views that the chosen children's text suggests and to elaborate plans that go beyond the idea of reducing literature to an instrument of literacy, that is, favoring the expansion of ideas, knowledge, and the imaginary world, helping the student to perceive the topics in the midst of the fictional plot.

¹⁶ According to Libâneo (2001), the act of planning consists of the activity of listing the possibilities of the action that will be conducted, and must contain objectives, goals, justification, and assessments to be made, while analyzing the social, political, and cultural context in which individuals are inserted.

Hence, the lesson plans were elaborated by privileging activities to develop one's personal emancipation and to break with traditional models of education that restrict the literary text to a merely pedagogic tool (Zilberman, 2015). Every lesson plan was created following the guidelines listed in Table 2.

Table 2 – Guidelines for elaboration of lesson plans

Base material	Work of literature for children
Content	Constitutional principles and legal topics related to the axis
Competencies	Critical and creative thinking Empathy and solidary behavior
Abilities	Interpretation of literary text Production of storytelling Valuation of citizenship exercise
Didactic sequence and time scope	Previous context to be explored (guideline of questions) Storytelling (method and resources) Dialog activity (fundamental rights, legal ideas, and questions) Writing or retelling (production of material)

3.3 *Storytelling workshop*

As the literary text is the core element of the proposed activities in the lesson plans, and storytelling is highlighted, several sessions of simulation were undertaken, in order to prepare the groups of undergraduate and master's students to act in the regular school classroom with children. In these simulation sessions, it was possible to perceive that some students had difficulties when telling stories for school children.

Since this task demands extremely specific competencies and abilities, it was necessary to include, in the Pilot Project, storytelling workshops for the undergraduate and master's students.

In the workshops, different strategies were introduced - such as voice intonation, dramatic pauses, conative expressions, gestures, body language, among others - and focusing the necessity of drawing the children's attention to raise their curiosity. After all, as Simões puts:

Although it is important that the stories are experienced by the children, especially the younger ones, in different ways (telling stories without reading, acting them out in dramatizations, watching them in films and projections, etc.), in the moments of reading, the educators should always try to be literal and give a certain interpretive character to their reading, using variations of intonation

(including to characterize the prosody), in a clear and pleasant way. Reducing or modifying the written text, transforming it into colloquial language, deprives the child of experiencing and auditorily perceiving the characteristics that written language carries (which differ from oral language). Even if the vocabulary is unknown to them, there is a good opportunity to enrich it, starting, above all, with the questions that they can and should always be able to formulate. Not only are the questions important, but the knowledge of the world they share must be increased. The educator should try to function as an element that encourages children's interest in the plot, behaving not only as a reader (mediator) of the stories, but also demonstrating enthusiasm and curiosity, as another listener - participant in the world of the imaginary. (2000, p. 26, translated).

3.4 Elaboration of the *Practical Guideline of Law, Literature, and Citizenship* for schoolteachers

The inclusion, in the pilot project, of the production of the *Practical Guideline of Law, Literature, and Citizenship* – to be planned by undergraduate and master's students, printed by the executing institution and later distributed in workshops for public school teachers – was motivated by the intention of expanding the geographic scope of the project, and extend its effects in time.

In the Pilot Project, the *Practical guideline* had two functions: besides bringing orientations to the teachers in approaching the fundamental rights and the legal topics of each Lesson Plan – introducing texts with general information and specific knowledge, which feed the development of activities and promotes dialog with other artistic forms –, to collaborate to the continuous training of educators.

The *Practical Guideline* was to include five modules – one for each thematic axis –, and the groups of undergraduate and master's students should write texts, define reading suggestions, besides choosing images, quotes, and other elements to be used in the graphic organization of each module's material. To develop the ideas of the *Practical Guidelines*, groups should select and elaborate specific materials as can be seen in Table 3.

Table 3 – Text and illustration selections for the Practical Guideline

Text with biographic information of the author(s) of the literary production
Summary of the narrative
Text with central legal topics and subjects
Text on the existing legislation on the matter
5 to 10 images
5 to 10 quotes by thinkers (philosophers, sociologists, jurists, pedagogues...)
3 song lyrics
3 poems
3 movies or series
3 paintings and/or sculptures
3 cartoons, comic strips, or comic books

The *Practical Guideline* would help the schoolteachers to develop autonomy to move the project further from the Pilot Project, and also would help the critical, emancipatory posture of these educators in their classrooms, in order to contribute to transform the school scenario. This might improve the quality of education and foster the use of literature in favor of developing a culture of rights.

As what happened with the Lesson Plans, the idea was to take care so as not to sound doctrinal or too pedagogical in the *Practical Guideline*, and to really gather materials that could bring up reflection, humanization, point out mechanisms of subjection, question absolute truths, criticize simplistic, rushed explanations, favor dialog and exchange of ideas, respect diversity and divergence of thought and, above all, value democratic principles.

3.5 Unfinished steps

Due to the health measures adopted to combat the COVID-19 pandemics, the final steps of the Project Pilot were not accomplished. The activities in classroom with the school students and the workshops with the schoolteachers did not happen. Also, it was necessary to cancel the purchase of 50 (fifty) children's books – to be used in the activities with the students of the three schools that had adhered to the project and would later be donated to libraries in the city of Guanambi –, and the printing of 2.000 (two-thousand) copies of the *Practical Guideline of Law*,

Literature, and Citizenship, to be used in the Workshops given to the starting years of elementary school, in the schools of the public system of Guanambi and other cities of the region.

4 CONSIDERATIONS ON THE OBTAINED RESULTS

The idea of creating the program *Law, Literature, and Citizenship*, started in 2017, broadened in its scope and theoretical background in 2018, when the researchers of SerTão took part in the project *The role of literature in the development of a culture of rights*, coordinated by André Karam Trindade. The theoretical advance from the research brought the possibility of discussing the necessary actions to execute the first steps of the Pilot Project *Law, Literature, and Citizenship*: (1) the definition of children's literary texts to be adopted, based on the discussion and selection of relevant topics to understand the principles of Law, the conception of activities to be developed, and the delimitation of the goals to be achieved; and (2) the elaboration of supporting materials – with literary texts and orientations on the matters to be approached, the activities to be proposed, and the intended objectives –, which, besides being used in the execution of the project, will be given to schoolteachers later on. The third and last step – implementing the project in three schools, delivering the workshops for schoolteachers, and evaluating the results –, planned for the year 2020, could not be done due to the pandemics.

The specificities of the Pilot Project *Law, Literature, and Citizenship* – which are manifested in its interdisciplinary theoretical substrate; in the people it includes, students and teachers from the public school system in a municipality located in the semi-arid region of Bahia; and in its innovative character –, as well as the training and experience of the members of the teams in charge of its execution, and the relevance of the methodology to be adopted for the achievement of the objectives and intended goals, all these facts require the results obtained to be evaluated under four categories: theoretical, technical-scientific, social, and academic.

The theoretical results are related to the progress of studies in law and literature in Brazil (Trindade, 2022) – especially with regard to the development of a culture of rights in schools – and have been implemented through the dissemination of the Pilot Project in national and international events, as well as the publication, in qualified scientific journals, of articles such as this very one.

The technical-scientific results are associated with the elaboration of a specific methodology, the creation of strategic actions, and the edition of didactic material that may be adopted, in the future, by other higher education institutions and aimed at new audiences – whether in Brazil or abroad.

Unfortunately, the social results, although extremely relevant for the Pilot Project – with a view to reaching, directly or indirectly, all students and teachers in the early years of elementary school, in public schools of Guanambi and, if possible, to those of the other municipalities in the Central-Southern Region of Bahia –, could not be reached, due to the COVID 19 pandemic and the interruption of all educational activities.

Lastly, the academic results could be evaluated both by the active participation of undergraduate and master's students, and by the quality of the discussions and the final material produced. Certain activities demanded them to set apart from their comfort zone and overcome difficulties imposed by competencies of other knowledge areas, other activities that demanded them to critically think on the meaning of the constitutional principles themselves, and that effectively could structure their understanding of fundamental rights, so that it would be possible for them to transmit these ideas using the elements contained in literary narratives, with a language that children and teenagers could understand.

We sincerely hope that reporting and making this experience public – which produced significant effects on the training of undergraduates and masters involved in the Pilot Project, and which, without a doubt, is capable of providing expressive interchange with Elementary Education – can encourage future implementations of the Program in other regions of the country, as originally projected by the RDL.

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