The **Heartwood** Ethics Program for **First Grade** or **Second Grade**

The Heartwood Institute

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Dedication

To elementary teachers, our unsung heroes who dedicate their lives to the service of children.

Heartwood Institute _____

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Heartwood's Mission Statement

Heartwood Institute promotes the understanding and practice of seven universal ethical attributes: Courage, Loyalty, Justice, Respect, Hope, Honesty, and Love.

We believe these attributes constitute a holistic framework for strong community among all people.

Heartwood offers powerful literaturebased ethics education resources to children, schools, and families.

The Need for an Ethical Values Curriculum in Our Schools

ur children are confused about moral and ethical values ... and no wonder. Rarely, if ever, has a generation of children been raised in such an atmosphere of uncertainty. Constant change forces everyone, adults and children alike, to continuously deal with new conditions in new ways. A welter of messages—from the media, parents, teachers, and peers—makes it difficult for children to find stable, consistent, moral and ethical standards that can guide their development.

The fact is the traditional modes of inculcating moral and ethical values in our youngsters are no longer functioning well. The family, the schools, the religious institutions, and our communities themselves seem to have lost their way in fulfilling the most fundamental need for any society, that of passing on the character attributes and cultural wisdom which are the glue that holds a society together.

The breakdown of the family is a major factor. Economic pressures, changing roles of both women and men, high divorce rates, the loss of extended families—all conspire to damage the age-old linkages between the adult generations and the young.

Television plays an obvious role as well. Even in reporting the news, TV generally selects the worst in our society: corporations taken to task for environmental irresponsibility, public officials indicted on ethical misdeeds, child abuse, serial killing,

rape, drive-by shootings, and drug wars.

And television's commercial programming barrages our children from morning to night with dramatic messages of instant gratification, fantasy, and violence.

Our educational institutions also play a part. Though schools face much more diverse student needs, conflict, and sometimes even physical threats to teachers, many have been slow to develop new approaches to meet the changing needs. Too often schools have encouraged children to feel good about themselves as individuals at the expense of both genuine performance and cooperation with others.

Who today is teaching our children how to use good judgment? Where are our children learning the character attributes necessary to become responsible, caring adults? Who are their heroes and positive role models? Where are the respected adults to offer guidance in these confusing times to our children? The answers to these questions are hard to find. Clearly, our society is failing in the crucial task of passing on the wisdom that introduces the wonder of life to the next generation.

The results of our failure are predictable: more and more children are disruptive, bored, angry, confused, and hopeless.

Those feelings, in turn, have devastating effects: school dropouts, teenage pregnancies, substance abuse, juveniles who commit more and more serious crimes, and a

The Need for an Ethical Values Curriculum in Our Schools (cont.)

host of other problems. And as children grow into adulthood, increasing numbers show an appalling lack of sound moral and ethical values.

At Heartwood, we believe steps must be taken now. Just as the harvest starts with preparing the garden, so the task of ensuring the moral and ethical fabric of our society must start with our children. Unless actions are taken, our children are at risk, our democratic institutions are at risk, and our very future is at risk.

The role of teaching human attributes is not limited to any one societal institution, religious group, or even the family. All institutions must play a part in passing ideas and traditions to the young, giving them feelings of cohesiveness and community. Yet the educational community is better positioned today to fill this void than any other. A growing number of business colleges and graduate schools are now addressing these issues through various ethics courses. But until now, there have been few focused and sustained efforts directed toward children and adolescents. This must and will change.

Pre-schools, elementary, and secondary schools have the opportunity to lead; in fact, they also bear a special responsibility. Children spend more waking hours at school than in the home, and often a kind and loving teacher can provide the role model a child desperately needs. In the recent past, schools have concentrated on

the three "Rs" and avoided moral stories for fear of offending both religious and nonreligious groups; a classic case of throwing out the baby with the bathwater. Awareness is growing, however, that the schools can distinguish narrow sectarian perspectives from values that all civilized groups share, and awareness is growing that schools must take a major role in helping children learn these values. Moral education can no longer be ignored. It is now time for schools to have the courage to address human character development, and to teach those human attributes common to all cultures, all communities. and all religions.

In this new century, we are a global community. As our children define and clarify their own values, they need to learn about the values of other cultures; to see that all cultures share basic moral concepts. Through that process, they begin to develop global awareness and responsibility. And from that seed of understanding, they can work towards a peace that will protect and rebuild the earth we all share.

It is time to offer our children guidelines for moral and ethical behavior and character. The Heartwood curriculum is a tool for achieving this. Designed with a powerful methodology that nurtures learning, shared understanding, and self-esteem, it helps children to learn the character attributes that enable them to become caring, responsible adults.

Preface

Dear Educator,

Thank you for nurturing our future. Working together with families, you provide the motivation, skills, strategies, and tools that enable our children to become an integral part of the world around them. As a role model, you possess a key to the future. Our young children continually observe your reactions and responses within their learning community. With your guidance, they learn to develop and implement ideas. As you establish guidelines for expected behaviors, our children learn responsibility; they develop respect for one another.

Heartwood challenges each of us to make the world a better, kinder place by encouraging our youth to become more caring citizens of the ever-increasing world around them. As they hear award-winning children's literature read aloud, they are exposed to the universal attributes of Courage, Loyalty, Justice, Respect, Hope, Honesty, and Love. Our hope is that with your guidance, they take this understanding and move forward to action. Beginning with simple acts of kindness—please, thank you—we hope to move them forward to realizing dreams for the earth and its people. As their world expands, we want them to know that they are not alone, nor are you.

In the pages that follow, we have provided background information, curricular suggestions, and strategies that will assist you in addressing this challenge. We also offer guidelines that will help you begin this journey. Coupled with your love for children and your energy and creativity, we know that you will touch their hearts as well as their minds. As former classroom teachers and one criminal attorney for juveniles, we recognize that each journey will be unique. Each child arrives in your care with different background knowledge and experiences. Heartwood is a living curriculum; make it your own.

Please keep us involved by sharing your ideas and your questions. For this and other information about training and supplemental materials, please contact Heartwood Institute.

Sincerely,

The Heartwood Team

Definition of Terms

Ethics

Standards of moral obligation which determine the difference between right and wrong; ethics involves a commitment to do what is thought to be right.

Values

Concepts and beliefs that direct an individual's behavior and, when held in common with others, shape a culture's ideals, customs, and institutions.

Character Education

The teaching of the values and conduct that are necessary for the orderly functioning of a society includes elements that are unifying as well as those that express the society's diversity (California School Board Association, 1982).

Public Morality

A common core of universal concepts. This common core in America is based on democratic ideals.

Private Morality

Values drawn from one's culture, family, and religion.

The Stages of Moral Reasoning Thomas Lickona

Ages indicate reasonable developmental expectations for a child of normal intelligence growing up in a supportive moral environment.

Stage 0: Egocentric Reasoning (preschool years—around age 4)	What's right: I should get my own way. Reason to be good: To get rewards and avoid punishments.
Stage I: Unquestioning Obedience (around kindergarten age)	What's right: I should do what I'm told. Reason to be good: To stay out of trouble.
Stage 2: What's-in-it-for-me Reasoning (early elementary grades)	What's right: I should look out for myself but be fair to those who are fair to me. Reason to be good: Self-interest. What's in it for me?
Stage 3: The Interpersonal Conformity (middle-to-upper elementary grades and early-to-mid teens)	What's right: I should be a nice person and live up to the expectations of people I know and care about. Reason to be good: So others will think well of me.
Stage 4: Responsibility to "The System" (high school years or late teens)	What's right: I should fulfill my responsibilities to the social or value system I feel a part of. Reason to be good: To keep the system from falling apart and to maintain self-respect (to) meet obligations.
Stage 5: Principled Conscience (young adulthood)	What's right: I should show the greatest possible respect for the rights and dignity of every person, and should support a system that protects human rights. Reason to be good: The obligation of conscience to act in accordance with the principle of respect for all human beings.

Lickona, Thomas. Raising Good Children: From Birth Through the Teenage Years. New York, Bantam Books, 1985.

Differences Between Morality of Constraint and Morality of Cooperation

Morality of Constraint	Morality of Cooperation
(typical of six-year-olds)	(typical of twelve-year-olds)
Single, absolute moral perspective; behavior is right or wrong.	Awareness of differing viewpoints regarding rules.
Conception of rules as unchangeable.	View of rules as flexible.
Extent of guilt determined by amount of damage.	Consideration of wrongdoer's intentions when evaluating guilt.
Definition of moral wrongness in terms of what is forbidden or punished.	Definition of moral wrongness in terms of violation of spirit of cooperation.
Punishment should stress atonement and does not need to "fit the crime."	Punishment should involve either restitution or suffering the same fate as a victim of someone's wrong.
Peer aggression should be punished by external authority.	Peer aggression should be punished by retaliatory behavior on the part of the victim.
Children should obey bcause rules are established by those in authority.	Children should obey because of mutual concern for the rights of others.

Notes:

- I. Note that the first four differences call attention to the tendency for children below the age of ten to think of rules as sacred pronouncements handed down by external authority.
- 2. Note how the last three differences call attention to the tendency for children above the age of ten or so to see rules as mutual agreements among equals.
- 3. Beyond the age of twelve, adolescents increasingly affirm that reciprocal reaction, or "getting back," should occur in response only to good behavior; not to bad behavior.

Source: Dr. Mary Renck Jalongo, Professor of Education, Indiana University of Pennsylvania, freely adapted from interpretations of Piaget (1932) by Kohlberg (1969) and Lickona (1976).

Summing Up the Case for Values Education Thomas Lickona

s we stand on the threshold of the twenty-first century, there are at least ten good reasons why schools should be making a clearheaded and wholehearted commitment to teaching moral values and developing good character.

- I. There is a clear and urgent need. Young people are increasingly hurting themselves and others, and decreasingly concerned about contributing to the welfare of their fellow human beings. In this they reflect the ills of societies in need of moral and spiritual renewal.
- 2. Transmitting values is, and always has been, the work of civilization. A society needs values education both to survive and to thrive—to keep itself intact, and to keep itself growing toward conditions that support the full human development of all its members. Historically, three social institutions have shared the work of moral education: the home, the church, and the school. In taking up values education, schools are returning to their time-honored role, abandoned briefly in the middle part of this century.
- 3. The school's role as moral educator becomes even more vital at a time when millions of children get little moral teaching from their parents, and where value-centered influences such as the church or temple are also absent from their lives. These days, when schools don't do

moral education, influences hostile to good character rush in to fill the values vacuum.

- 4. There is common ethical ground even in our value-conflicted society. Americans have intense and often angry differences over moral issues such as abortion, homosexuality, euthanasia, and capital punishment. Despite this diversity, we can identify basic, shared values that allow us to engage in public moral education in a pluralistic society. Indeed, pluralism itself is not possible without agreement on values such as justice, honesty, civility, democratic process, and a respect for truth.
- 5. Democracies have a special need for moral education, because democracy is government by the people themselves. The people must care about the rights of others and the common good, and be willing to assume the responsibilities of democratic citizenship.
- 6. There is no such thing as valuefree education. Everything a school
 does teaches values—including the way
 teachers and other adults treat students,
 the way the principal treats teachers, the
 way the school treats parents, and the
 way students are allowed to treat school
 staff and each other. If questions of right
 and wrong are never discussed in classrooms, that, too, teaches a lesson about
 how much morality matters. In short, the

Summing Up the Case for Values Education (cont.)

relevant issue is never "Should schools teach values?" but rather "Which values will they teach?" and "How well will they teach them?"

- 7. The great questions facing both the individual person and the human race are moral questions. For each of us, as individuals, a question of the utmost existential importance is: "How should I live my life?" For all of humanity, the two most important questions facing us as we enter the next century are: "How can we live with each other?" and "How can we live with nature?"
- 8. There is broad-based growing support for values education in the schools. It comes from the federal government, which has identified values education as essential in the fight against drugs and crime. It comes from statehouses, which have passed resolutions calling upon all school districts to teach the values necessary for good citizenship and a law-abiding society. It comes from business, which recognizes that a responsible labor force requires workers who have character traits of honesty, dependability, pride in work, and the capacity to cooperate with others. Support also comes from reform-minded groups such as Educators for Social Responsibility, which know that progress toward social justice and global peace demands morally principled citizens. It comes from groups such as the American Jewish Committee, which in 1988 reversed its long-standing

caution against values education and issued a report urging schools to teach "civic virtues" such as "honesty, civility, responsibility, tolerance, and loyalty ...". Perhaps, most significantly, support for school-based values education comes from parents who are looking for help in a world where it's harder than ever to raise good children. For more than a decade, every Gallup poll that has asked parents whether schools should teach morals has come up with an unequivocal "yes." Typical in the finding that 84 percent say they want the public schools to provide "instruction that would deal with morals and moral behavior."

9. An unabashed commitment to moral education is essential if we are to attract and keep good teachers. Says a young woman preparing to enter the profession:

I am not a teacher yet, but I need a sense of hope that teachers can help to turn around the community-shattering values of today's society: materialism, me-first apathy, and disregard for truth and justice. Many of the teachers with whom I've spoken have been frustrated, some to the point of despair, with the deteriorating moral fiber of their students and the lack of effective methods in the schools to counter this trend. It is a hard message for me to hear as I stand on the threshold of a teaching career.

Summing Up the Case for Values Education (cont.)

"If you want to do one thing to improve the lives of teachers," says Boston University educator Kevin Ryan, "make moral education—including the creation of a civil, human community in the school—the center of school life."

10. Values education is a doable job.

Given the enormous moral problems facing the country, their deep social roots, and the ever-increasing responsibilities that schools already shoulder, the prospect of taking on moral education can seem overwhelming. The good news, as we will see, is that values education can be done within the school day, is happening now in school systems all across the country, and is making a positive difference in the moral attitudes and behavior of students, with the result that it's easier for teachers to teach and students to learn.

Until recently, calls for school reform have focused on academic achievement. Now we know that character development is needed as well. That awareness cuts across all spheres of society; the current call for teaching values in the schools is part of an "ethics boom" that has seen more than a hundred institutionalized ethics programs—in fields as varied as journalism, medicine, law, and business—established in the United States in just the past few years. We're recovering a foundational understanding: just as character is the ultimate measure of an individual, so it also is the ultimate measure

of a nation. To develop the character of our children in a complex and changing world is no small task. But it is time to take up the challenge.

From Educating for Character by Thomas Lickona.

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Heartwood Research and Evaluation History

The following evaluations and research have been completed for Heartwood Curriculums:

"Heartwood Program Pilot Year Evaluation," Pittsburgh Board of Public Education, prepared by Marina Piscolish, Research and Evaluation Coordinator, 1990–1991.*

"Evaluation of the Heartwood Program," Research for Better Schools, prepared by Joan L. Butram, Janice Kruse, and Jennifer Sidler, 1992.*

"An Evaluation of the Heartwood Institute's 'An Ethics Curriculum for Children'," by James S. Leming, Astrid Henricks-Smith, and James Antis. Paper presented at the American Educational Research Association, March 28, 1997.**

An Evaluation of The Heartwood
Institute's "An Ethics Curriculum for
Children: Final Report" by James S.
Leming, August 10, 1998.*
Findings: The Heartwood curriculum was successful in developing an essential foundation of character development—a common ethical vocabulary among teachers and students. The curriculum was successful in instilling one of the cornerstones of ethics—acceptance of the worth and dignity of each individual (respect for persons). The curriculum also was successful in creating a more caring and stronger academic and school environment.

"A Five-Year Follow-up Evaluation of the Effects of the Heartwood Ethics Curriculum on the Development of Children's Character: Final Report" by James S. Leming and Diane Yendol Silva, June 10, 2001.**

Findings: The Heartwood curriculum produces students who possess a caring and respectful disposition towards others, and perceive their teachers as demonstrating the same characteristics when compared to students who have not had the same extent of exposure to the curriculum. When cohorts of students (entire classes of students at a point in time) were compared over time in program and comparison groups, ethnocentrism dropped 50 percent more for the program cohorts than for comparison cohorts. With regard to disciplinary referrals at the district's junior high school, those students with the greatest exposure to the Heartwood curriculum were the least referred of all the district's students.

"Tell Me a Story: An Evaluation of a Literature-based Character Education Programme" by James S. Leming, Southern Illinois University, *Journal of Moral Education*, 2000.*

"Experiencing Character Education: Student and Teacher Voices" by James S. Leming and Diane Yendol Silva. Presented at the American Educational Research Association, April 12, 2001.

* Copies of reports are available upon request ** Also available online at www.heartwoodethics.org

Character Education Resource Bibliography

DeRoche, E.F. and Williams, M.W. (1998), Educating Hearts and Minds: A Comprehensive Character Education Framework. Thousand Oaks, CA: Corwin Press. This handy book offers guidance for developing a program in your school and community, setting the stage, developing a vision and a mission, and assessing your progress. Quotes encourage ongoing thinking. Williams runs the International Center for Character Education at the University of San Diego, CA.

DeRoche, E.F. and Williams, M.W. (2001), Character Education: A Primer for Teachers. Allen, TX: Argus. Brief introduction to character education for teachers. Includes materials on instructional strategies and curriculum strategies omitted by many books.

Developmental Studies Center (1996), That's my Buddy! Friendship and Learning Across the Grades. Oakland CA: Developmental Studies Center. Creative and effective suggestions for using cross-grade classroom pairings to promote learning and character.

Developmental Studies Center (1996), Ways We Want Our Class to Be: Class Meetings That Build Commitment to Kindness and Learning. Oakland, CA: Developmental Studies Center. A "how-to" book on one of the most essential elements in effective character education, class meetings, from the experts in comprehensive school reform.

Developmental Studies Center (1997), Blueprints for a Collaborative Classroom. Oakland, CA: Developmental Studies Center. How-to guide for collaborative learning that builds character.

DeVries, R. and Zan, B. (1994), Moral Classrooms, Moral Children: Creating a Constructivist Atmosphere in Early Education. New York: Teachers College Press. Very practical and thorough treatment of a constructivist approach to early elementary character education.

Gilligan, J. (2001), Preventing Violence:
Prospects for Tomorrow. London:
Thames & Hudson. An important book about the psychological and social causes of violence, and what can be done about them.
The author is a professor of Public Health at Harvard who has worked extensively in the Massachusetts prison system.

Glasser, W. (1998), Choice Theory.

New York: HarperCollins. A great book reminding teachers that good classrooms meet children's fundamental needs for power, freedom, belonging, and fun.

Huffman, H.A. (1994), <u>Developing a</u>
<u>Character Education Program: One</u>
<u>School District's Experience.</u> Alexandria,
VA: Association for Supervision and
Curriculum Development. A great beginning "how-to" book for your school's character
education committee. Describes the experience
of the Mt. Lebanon, PA School District's awardwinning character education initiative.

Character Education Resource Bibliography (cont.)

Lickona, T. (1991), Educating for Character: How Our Schools Can Teach Respect and Responsibility. New York: Bantam Books. The primer for character education, with special emphasis on classroom democracy and caring beyond the classroom. Great information for getting started. Part 1 is a must. Lickona's goodness is contagious! His summer character education institute, "The 4th & 5th Rs," has been an oasis for thousands of educators.

Noddings, N. (1992), The Challenge to Care in Schools, New York: Teacher's College Press. Dr. Noddings presents an alternative view of ethics that begins with moral attitude and longing for goodness, not moral reasoning. Noddings places emphasis on receptivity to others. Character education often is thought of in terms of Kohlberg's "Just Society." Noddings was the first to develop the feminine basis of caring as a foundation for character education.

Palmer, P. J. (1998), The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life. San Francisco: Jossey-Bass. A remarkable, powerful, and unique perspective on good teaching. A provocative and stimulating way to promote a community among teachers. Very useful for collaborative staff development, leading to a caring community for staff and students.

Ryan, K. and Bohlin, K.E. (1999),
Building Character in Our Schools:
Practical Ways to Bring Moral Instruction
to Life. San Francisco: Jossey-Bass. Ryan
is one of the seminal thinkers in the field.
Bohlin is Executive Director of the Center for
the Advancement of Ethics and Character at
Boston University. A solid, practical presentation.

Schulman, M. (1996), Schools as Moral Communities: A Framework and Guide for School Administrators, Principals, and Teachers, Anti-Defamation League of B'nai Brith. Schulman is chairman of the Columbia University Seminar on Moral Education and Chief Psychologist for the Group Homes Division of the Leake and Watts Children's Homes. His ideas are sensible, useful, and respectful; with practical guidance for establishing caring, moral classrooms and schools.

Teaching Tolerance Project (1997),
Starting Small: Teaching Tolerance in
Preschool and the Early Grades.
Montgomery, AL: Southern Poverty Law
Center. The foreword states, "The teachers
in this book go further than promoting
empathy. They believe that perceiving the
feelings, thoughts, and motives of another
person is the first step in building a bridge.
What must follow is the discovery, day by
day, of how to move—in both directions—
across that bridge."

Character Education Resource Bibliography (cont.)

Vessels, G. (1998), Character and Community Development: A School Planning and Teacher Training Handbook. Westport CT: Praeger Publishing. This fine resource provides a complete practical guide for the development of school-wide and classroom strategies for character education. An excellent review of developmental stages of children, including moral development.

Vincent, P.F. (1998), <u>Developing</u>
Character in Students: A Primer for
Teachers, Parents, and Communities.
Chapel Hill, NC: New View Publications.
Good brief overview of character education.

Wood, C. (1996), Time to Teach. Time to Learn. Changing the Pace of School. Greenfield, MA: Northeast Foundation for Children. Overview of the philosophy and approach of the Northeast Foundation for Children and especially its key initiative, "The Responsive Classroom." An exemplary character education model with a research base.

We are indebted to Marvin Berkowitz, Sanford N. McDonnell Professor of Character Education, University of Missouri, St. Louis, for many of these recommendations and annotations.

Note:

For character education resources on the Internet, visit www.heartwoodethics.org under Resources, Libraries, Links Library.

The Purpose and Plan of the Heartwood Curriculum

ho's telling the stories your children are listening to? Stories convey a certain "magic" for children and adults. Stories stretch the imagination beyond the limits that intellect dictates. Stories open "new windows and doors" for children of all ages, touching emotions and conscience. Stories make us laugh and cry. Stories unlock "treasures," providing us with gifts that we never lose, because stories remain in our memories. Stories nurture.

Too often, our children hear stories filled with aggression and violence. Some children live stories of aggression and violence. In order to ensure a future nurtured with understanding, gentleness, caring, respect, justice, and hope, we must offer stories of understanding, gentleness, caring, respect, justice and hope. Literature provides an abundance of reference points for attributes common to all people, including the seven attributes selected to form the core of the Heartwood Curriculum: Courage, Loyalty, Justice, Respect, Hope, Honesty, and Love.

The Heartwood Curriculum provides opportunities to build a nurturing climate within the classroom or school setting. Stories that "touch the heart" are at the "heart" of the program. As Margaret Hodges, award-winning children's author and storyteller, says: "What the heart knows today, the head will understand tomorrow." Stories are powerful tools for learning. Heartwood uses these tools to promote a nurturing environment.

The reading time and discussion afterwards operate to strengthen the relationship between adults and children. The stories are multicultural, with discussion probes, related activities, and a home/school connection.

The stories have ethical themes that are positively presented in beautifully illustrated books. At the point of the story when the problem arises, the ethical theme is introduced and the problem is resolved in a positive manner, making the character and the ethical theme worthy of admiration.

The program encourages and challenges children to assimilate attributes vital to the peace, protection, sharing, and future well-being of both themselves and the world all people share.

The objective of the Heartwood Curriculum is to foster moral literacy and ethical judgment by:

- Helping students develop ethical standards based on multicultural understandings of the human condition and those things which sustain, nurture, and promote growth of human beings and cultures.
- Giving reference points for common cultural and ethical choices.
- Providing an anchor for children in universal virtues common to the world's cultures and traditions.

The understandings, reference points, and

The Purpose and Plan of the Heartwood Curriculum (cont.)

virtues illuminated by the stories are representative of countries from all inhabited continents, and they present common themes that illustrate the attractiveness and validity of ethical/virtuous choices.

Though the Heartwood Curriculum draws upon many precepts common to the world's great religions, it presents a philosophic foundation, not a religious dogma. The attributes are universal and basic to human life, and are common across all communities, all cultures, and all religions. Cultural perspectives offer a rich foundation for discussion and insight. We believe that all people can agree on these common attributes and make use of this material.

The Seven Universal Attributes

Courage

Loyalty

Justice

Respect

Hope

Honesty

Love

Getting Started with Heartwood

What is the program's focus?

The seven Heartwood attributes or ethical themes always remain the focus of every lesson. You may present the attributes in any order.

How is the program designed?

Review this Teacher's Guide to become familiar with the purpose and format of the program. Read the Heartwood Lesson Design and Sample Teaching Plan.

Do I have everything I need to begin?

Yes, all of the materials for the curriculum are included in the kit.

How do I get the classroom ready?

A Heartwood Story Corner should provide a focus area in the classroom. This will create a secure, comfortable place for children to retreat or explore. The children will sense the importance of the Heartwood program.

The teacher may create a class mural of Heartwood with the children's help. A background can include finger paintings of all of the children's hands, a tree, or other art that is representative of all the children. Photographs of your group may help serve as a starting point for this mural. As each attribute is introduced, add art children make as part of their Heartwood learning activities.

How can I involve families?

Have a family orientation meeting for the Heartwood program. Use the Heartwood Family Orientation Format (later in this section) as a guide. If a meeting is not possible to arrange, send a letter to the home during the first week the curriculum is implemented. Located behind each curriculum card in this manual are reproducible masters of parent letters for each attribute. Send home copies of the appropriate letter on the second or third day of the unit, so parents can help reinforce concepts at home if they wish.

How do I introduce the children to the program?

The Sample Teaching Plan later in this section includes a detailed version of one week of the Loyalty unit as an example of how you might pace and adapt the material for your classroom.

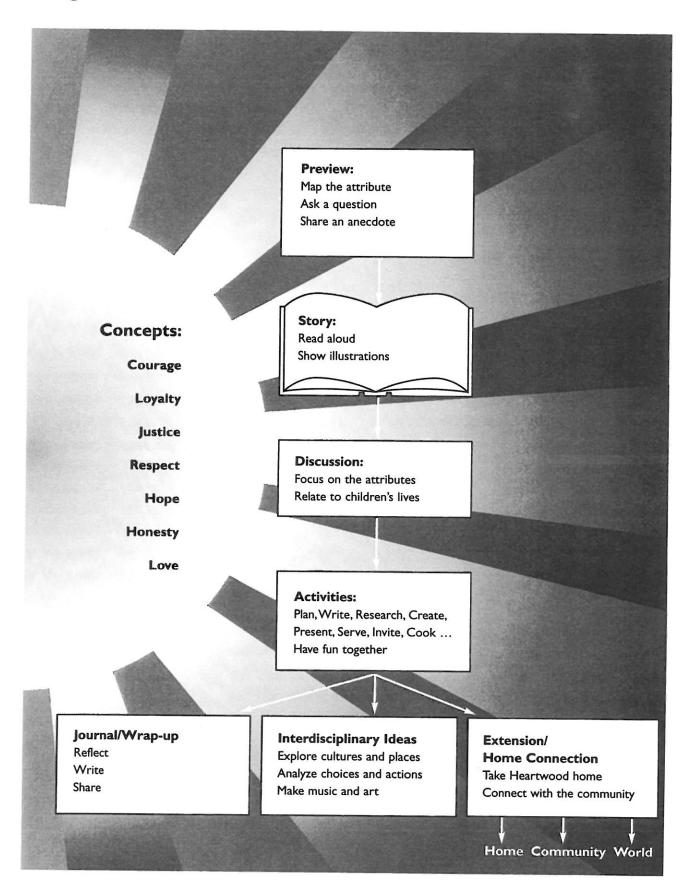
How much time should I spend on each attribute?

Teachers have found that two to four weeks for each attribute allows enough time for children to assimilate what they are learning.

Is there a thorough review of the lesson design?

Yes, see the "Design of a Heartwood Lesson" next.

Design of a Heartwood Lesson



Design of a Heartwood Lesson (cont.)

Preview

The Heartwood lessons follow a framework that begins with a brief introduction or Preview. The Preview draws upon the student's prior knowledge and sets a purpose for listening. The teacher shares his/her knowledge and excitement about the story—perhaps mentioning related experiences from his/her own life. Some examples follow.

FOR GENERAL USE:

"Today, we're going to think about an idea, 'Hope' (or another attribute). We are going to hear a story that shows this idea. What do you know about Hope? Can you think of some other ideas that are similar, or other words to describe the same idea?"

PRIMARY:

"I have a special story for you today. The name of the book is [insert title of book]. What do you think the word 'Courage' means? What do you think of when you hear that word? Let's think about how this story shows Courage."

INTERMEDIATE:

[Before class, list the attribute and related words on a chalkboard or worksheet.] "I have a story to share with you today. Listen carefully, and when I've finished reading, I'll ask you about the words on this list. How are the words related to this story?" OR "I have a story to share with you today. As you listen, think about a lesson that the story may teach us. I'll ask you for words that might come to

mind after hearing the story." (Elicit words from students after the reading instead of presenting the list before. Fifth and sixth graders do well with this approach.)

Story

Each Heartwood book has been carefully selected to clearly illustrate an aspect of the attribute. The stories "touch the heart" and are rich in imagery, with captivating illustrations. They come from many cultures, showing the attractiveness and validity of ethical choices in all human communities. They have a positive tone rather than focusing on the negative consequences of poor choices.

The teacher reads the story aloud to the class at one reading time, pausing to show the illustrations. Approximate read-aloud times are noted on the accompanying lesson cards. These times assume that discussion is postponed until after the story, although teachers may answer questions for understanding or accept brief comments during reading. At a second or subsequent reading, the text may be segmented, and a more extensive discussion may be integrated into the reading process with questions such as: "Why do you think she said that to him?" or "What do you think the author was trying to show when this happened?"

Discussion

After the story is read by the teacher, a discussion follows. Its focus is the attribute as shown by the characters or plot of the story. The lesson card for

Design of a Heartwood Lesson (cont.)

each book includes a set of recommended discussion questions focusing on critical thinking, problem-solving, and conflict resolution strategies. The aim is to draw out aspects of the attribute under discussion and relate them to the children's own lives. Teachers are encouraged to use their own questions to elicit feelings and attitudes about the story characters, and about what it means to possess the quality or attribute represented.

Activities

Here the attribute is developed and given practical meaning through "hands on" creative activities, first-hand experiences, resource persons, group interaction, cooperative learning, and family discussions. Again, a variety of activities exploring and highlighting aspects of the attribute are recommended on the lesson cards for each book. And when teachers share their own ideas and creativity, there is no limit to the possibilities! The best activities give children real opportunities to practice the attributes by helping other students, improving their environment, or serving their communities.

Journal/Wrap-Up

Heartwood lessons are never graded.
Instead, each section of the curriculum wraps up with students' personal reflections on the attribute. Students are asked to respond to the attribute with original writing and art, and are given opportunities to construct meaning from that response through sharing. A good method is for each student to keep a

Heartwood Journal throughout the year, collecting their responses to the attributes portrayed in the stories. Entries may be initiated by "starters" such as these:

- In this story Justice meant ...
- · For me, this story meant ...
- I'll remember Loyalty because ...

Students should take their Heartwood Journals home at the end of the year. Many families save these journals for years as reminders of children's most meaningful educational experiences.

Interdisciplinary Ideas/Infusion

Each story's lesson card suggests activities and projects for content areas such as Social Studies, Language, Science, Math, Art, and Music to encourage infusion of the attributes throughout the broader curriculum. For example, strong geographical and cultural connections are made when students locate a story's setting on the world map, explore the culture(s) of that region, and discuss the universal nature of the attributes. Evaluation research shows that when Heartwood lessons are merged with academic content such as geography, student academic learning is enhanced. As a teacher gains familiarity with using the attributes, he/she will see frequent opportunities to highlight them in lessons and activities throughout the day, reducing his/her reliance on the Heartwood materials.

Home Connection/Extension

The Home/School Connection is forged here. Recognizing the family as the

Design of a Heartwood Lesson (cont.)

primary moral educator of the child, home assignment suggestions are designed to draw upon the family's moral beliefs. Letters are provided in the *Teachers Guide* to send home and inform parents about Heartwood lessons. For each story, students are asked to share something with the family. Projects, written responses, drawings, and the like are directed to the home for discussing, investigating, remembering, and family sharing.

Day I, Preview (Primary)

Teammates by Peter Golenbock

Preview

- 1. Write the words "loyalty," "friendship," and "fairness" on the chalkboard or newsprint.
- 2. Discuss prior knowledge of the terms. Together, pronounce the words and discuss them briefly.
- 3. Say, "Today I want to read a story to you. Afterwards, see if you can tell me why we talked about these words."
- 4. After the story, ask:
 - a. Were Jackie's teammates fair to him?
 - b. How was Jackie Robinson loyal? To whom was he loyal?
 - c. How was Pee Wee Reese a "real" teammate to Jackie?
 - d. How did Pee Wee Reese show loyalty? Discuss how you think Pee Wee's actions made Jackie feel. Do you think you could have done what Pee Wee did? Discuss.
- 5. Use the worksheet on page 11, providing time for students to draw responses.
- **6.** Have students write or draw in journals (see Activities and Resources section) about their understanding of the term "loyalty."

Thank students for their contributions, and accept all ideas except obvious errors that must be corrected for the sake of clarity.

Day I, Preview (Intermediate)

Teammates by Peter Golenbock

Preview

- I. Write the words "loyalty," "fairness," "respect," "commitment," and "friendship" on the chalkboard or newsprint.
- 2. Pass out worksheet with the same words to each student (see next page).
- 3. Discuss prior knowledge of the terms. "Can anyone read the words for us?" Pronounce the words together after the words are read aloud.
- 4. Teacher may say, "I'll give you a few moments to pick out two of the words to explain. Write a few ideas on your worksheet, then we'll talk about what you have written." Give them about two minutes, then ask for students to share their ideas. Take time to share, but ask for brief explanations to allow time for others. Allow about ten minutes for this.
- 5. Thank everyone for sharing, but do not make evaluative statements.
- 6. Say: "Today, I want to read a story to you. Afterwards, see if you can tell me why we talked about these words."
- 7. After the story ask:
 - a. How did Jackie Robinson show loyalty? Courage?
 - b. Were Jackie's teammates fair to him?
 - c. How was Pee Wee Reese a "real" teammate to Jackie?
 - d. How did Pee Wee Reese show loyalty? Discuss how you think Pee Wee's actions made Jackie feel. Do you think you could have done what Pee Wee did? Discuss.
- 8. Invite students to share their drawings if that option was used. If not, drawings can be done at this time depicting favorite parts of the story and the feelings of the story characters.
- 9. Have students write in journals about their understanding of the term "loyalty."

Thank students for their contributions, and accept all ideas except obvious errors that must be corrected for the sake of clarity.

Worksheet

Teammates by Peter Golenbock

What do these words m	ean to you?	(Explain two	of them.)
-----------------------	-------------	--------------	-----------

loyalty

duty

fairness

respect

commitment

friendship

I		
1		
2		

As you listen to the story, draw a picture of what you see in your mind's eye.

Teammates by Peter Golenbock

Introduction

- I. Write the words "loyalty," "fairness," "respect," "commitment," and "friendship" on the chalkboard.
- 2. Say: "Yesterday we talked about the idea of loyalty. Today, we want to further explore that concept. You are going to interview a person about the idea of loyalty. Write your name on a piece of paper, fold it, and put it in the box." (Have small pieces of paper cut and a box available for names.)

Have half the students drop names in the box. Then have the remaining students pick a name out of the box. They are the interviewers. Those whose names have been selected are subjects who will be interviewed.

Pass out interview questions (see page 14) and discuss interviewing techniques (see page 13). Have students change seats to conduct the interviews.

Allow 10-15 minutes for interviews.

- Share the interviews. Let the students who conducted interviews discuss the results. Allow the subjects to give their impressions of the activity. (10 minutes)
- 4. Using the same questions, have students interview a family member about the concept of loyalty.
- **5.** Before Extension Activity is assigned, the class may discuss the interviewing techniques that follow.

Interviewing Techniques

A good interviewer uses special techniques. It's fun, but it takes some practice.

- You could use a tape recorder for the interview if the person being interviewed agrees.
- 2. Have your questions prepared and written down.

Make questions specific. Ask for descriptions.

Make questions open-ended. "Tell me about ..."

Make questions polite.

- 3. Begin the interview by telling the subject the reason for the interview.
- **4.** Ask your questions slowly. Do not interrupt when the person is answering. Pause before asking another question to give time for the person to tell you more.
- 5. If you don't understand something, ask the subject to explain.
- **6.** If an answer makes you think of a new question, ask it. Record both the question and the answer on your interview sheet
- When you end the interview, ask the person if he/she would like to add anything you may have missed.
- 8. Thank him/her for taking the time to answer.
- As soon as possible after the interview, review your notes and write a summary of the information.

Day 2, Extension Activity

Teammates by Peter Golenbock

Interview
Interviewer:
Person interviewed:
What does loyalty mean to you?
2. What does it mean to trust someone?
3. What does it mean to be faithful to a friend?
4. Commitment is a big word. What does it mean to you?
5. Do you think it is important to be loyal?
Why or why not?

Wrap-Up

Teammates by Peter Golenbock

ability). Very young children may prefer drawing pictures rather than writing sentences.
Complete these sentences.
Loyalty isn't hard
Loyalty involves

Draw a picture that shows what loyalty means to you.

Day 3, Review

Sample Teaching Plan

Teammates by Peter Golenbock

Review the concept "loyalty."

- 1. Invite student interviewers to share findings (10 minutes).
- 2. Ask, "Have you learned anything new about the concept of loyalty? What? Why? How?"
- 3. Reread the story Teammates.
- 4. Ask for new impressions. "Is there anything that you did not notice the first time you heard the story? Does anything bother you? What part made you feel good?"
- 5. Locate New York City and Louisville, Kentucky on the map. Place colored pins on these cities.
- 6. Group activity:
 - a. Pantomime your favorite part of the story.
 - b. Write a story that expresses the concept of loyalty as this story did.
 - c. Make a word picture (such as a "concrete poem," using words to fill in the figures in the drawing).
 - **d.** Make a fictional newspaper front page, headlining a news event that depicts loyalty.
 - e. Write a poem about a loyal friend.

Divide the class into groups, and allow each group to choose and complete one of the listed activities.

For very young children, the activity could be a class activity. Older students might pair up with younger ones to complete the activity.

Extension

Teammates by Peter Golenbock

Home Activities

In this tale of Jackie Robinson's courageous entrance into major league baseball, his teammate, Pee Wee Reese, displays loyalty and respect to counter prejudice. Photographs and pastel drawings illustrate the racial prejudice, as well as the acceptance and support finally experienced by Robinson.

- I. Ask your family about loyalty. How do your roles at home display faithfulness, duty, commitment, and trust?
- 2. Do you share any activities that encourage loyalty? Discuss these together. Which are your personal favorites?
- 3. Interview an elder member of your family or extended family about links that held the family together during difficult times.

Suggested Heartwood Family Orientation Format

This information may be presented to all families in a large group setting or may be used in small group gatherings.

Purpose:

- To enlist the cooperation and participation of families in children's learning about Courage, Loyalty, Justice, Respect, Hope, Honesty, and Love.
- · To communicate Heartwood Curriculum information to families.

Suggested method:

A different staff member presents each part of the orientation in order to:

- · Substantiate the knowledge and competency of staff members,
- · Model a cooperative effort of staff, and
- · Stress the importance of the program to the school and its staff.

I. Introduction

(10 minutes)

What is the Heartwood Curriculum?

Why was it chosen? Why is it needed?

2. Heartwood lesson presentation

(15 minutes)

Select a lesson to present in brief.

3. Developmental levels as they relate to attributes

(10 minutes)

Possible presentation by director, principal, or counselor.

4. Family connection/partnership

(10 minutes)

Review the central role of the home in initiating and reinforcing ethical education.

5. Invite "hands-on" experience with materials

Unveil the kit or tour the Heartwood Storytelling Corner in a classroom. Have the books available for preview.

6. Refreshments (optional) and informal discussion

Whole School Involvement

here is a plethora of proposed solutions to the problems of our schools, including restructuring, technology, cooperative learning, social and emotional learning, and so on. One thing all these approaches have in common is recognition of whole-school involvement as a prerequisite for success.

The following ideas are recommended for involving your whole school in the Heartwood program:

I. Heartwood Display Area

Designate one area in your school to display Heartwood activities and projects weekly or monthly. A bulletin board, display case, or table can be arranged to highlight the attribute being discussed. Your school's Web site also could feature a Heartwood area.

Visit www.kamalii.k12.hi.us to see Kamali'i Elementary School's Heartwood projects on display.

2. World Cultures Fair

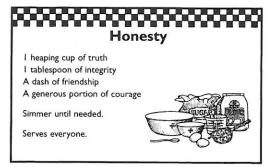
Stories from different countries tell us something about cultures, but the stories also contain lessons about life. We can gain important insights by listening to or reading stories from many cultures.

Collect tales from different cultural backgrounds, and celebrate the nationalities represented with a World Cultures Fair on the theme of Respect. Each classroom could choose one country to research and then share their findings in reports, drawings, songs, games, and storytelling. The whole school population could share

ethnic dishes at lunchtime. Parents could volunteer to prepare the foods.

3. Cookbook

Make a school cookbook with recipes representing the cultural backgrounds of the students and their parents. Include Attribute recipes (see Reproducibles).



4. Assembly

A class (or several classes) could prepare and present to the whole school a play which celebrates the positive aspects of the attribute being studied. The play might be based on a Heartwood story or a relevant historical event.

5. Heartwood Quilt

On cloth squares, students can use magic markers to draw symbols representing the Heartwood character attributes. Sew the squares together to hang in the school hallway. Parents or grandparents could help convert the hanging into a real quilt. The quilt also could be made of felt squares.

Whole School Involvement (cont.)

6. Heartwood Village

Have students replicate houses and buildings shown in various Heartwood stories (hogan, palace, African village hut, farmhouse, tepee, windmill, etc.). Label and display the buildings together. Invite a younger class to visit your village and read the story It Takes a Village by Jane Cowen-Fletcher.

Discuss the meaning of community and how your school can be a community.

7. Heartwood Hallways

Create or purchase (www.heartwood ethics.org) attributes banners and hang them across entrances to the school's main hallways, in staircases, or above key common spaces. Then refer to these areas by their Heartwood labels in announcements and directions, e.g., for open house, "Join us for a special presentation in the Respect Auditorium, followed by refreshments in the Justice Lobby."

Invite a local newspaper, TV channel, or radio station to do a feature story on your Heartwood event or on how Heartwood attributes are infused throughout the school.

20 The Heartwood Plan Heartwood

The Heartwood Action Project

Rationale:

No matter who you are or where you are, you can do something to make the world a better place. Change begins with the individual. When children are taught to be visionaries, the possibilities for creating a better world become endless. A Heartwood Action Project will help children to move their visions from hopeful ideas to actions, from dreams to reality.

Objectives:

Students will be able to envision a better world. Students will become agents of positive change in society.

The best projects come from inside the minds and hearts of the students. You may want to prepare your class by visiting some web sites for ideas, such as http://pa.lwv.org/kat. The steps that follow direct students to develop a vision and a plan that will affect the world in a positive way.

I. Vision a Better World

Explain the idea of an Action Project and how this step will help the class tap their creativity and decide on a project. Choose a time when children are calm, and pause between sentences as you read the following: "Everyone close your eyes and be very quiet. Relax and imagine you are outside on a beautiful day. Now imagine that you are facing a tall, thick hedge. There is only a small opening. Gather your courage, and when you are ready, squeeze through the opening in the hedge. As you stand up on the other side, see the

new world you have helped to create. How is this new world different? Look around carefully so you will remember details. When you open your eyes, capture what you saw in writing or a picture."

2. Build a Shared Vision

Have each student share their vision.

Note any common features and hold a discussion about a combined vision or favorite vision that your class could work toward to make the world a better place.

Brainstorm a feasible step-by-step plan, then develop it further using the questions below.

- I. Who will benefit from your plan?
- 2. What will it cost?
- 3. How will you finance it?
- 4. What materials will you need?
- 5. Who will help you?
- 6. Might your plan be used in different countries?
- 7. How will your plan be used by adults?
- 8. What problems might be involved?
- 9. How would you solve these problems?
- 10. How will you begin your project?

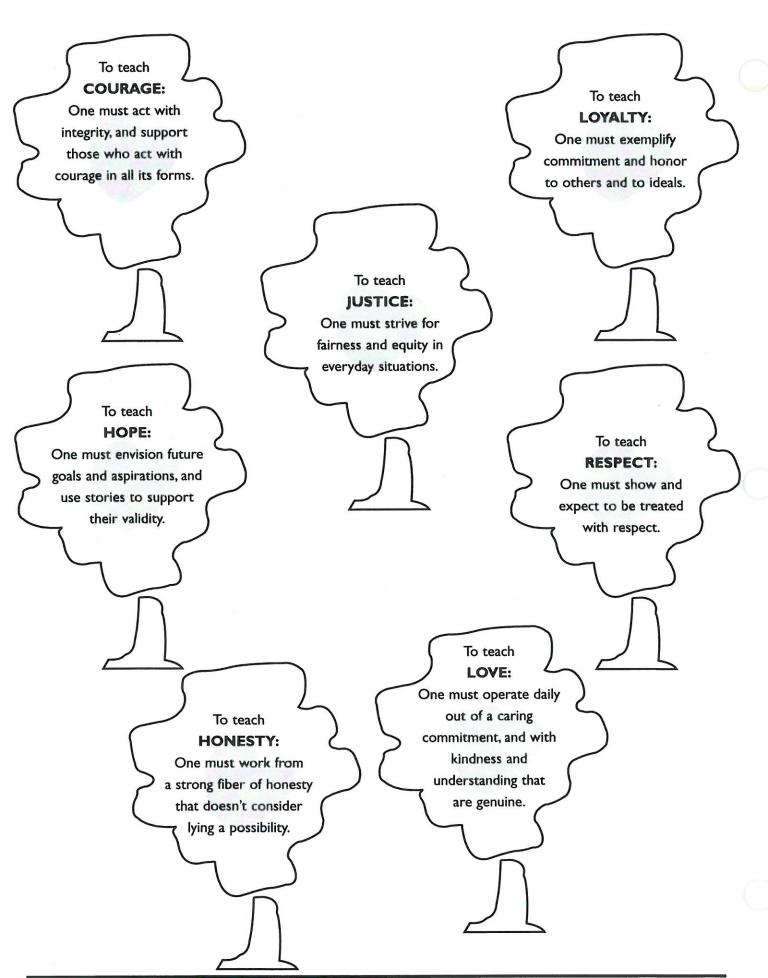
Go to Work!

Something to think about before presenting the attributes:

Values, standards, ethics, and moral decision making are not learned overnight. They are conceptual, not factual. Seeds are planted. The role of the teacher is to NURTURE THE SEEDS. The seed will not mature in one season, like an acorn or a lupine, but will mature as the child develops, even as an acorn becomes a great oak over the passage of time, gathering strength from the earth, the sun, and the rain.

It is a mistake to say, "Today, education ends; tomorrow life begins." The process is continuous; the idea into the thought, the thought into the action, the action into the character. When the mulberry seed falls into the ground and germinates, it begins to be transformed into silk.

Henry Van Dyke
"The School of Life"
Harper's, October 1904



Essential Components of the Heartwood Curriculum

and each attribute in the curriculum most effective, please consider the following list of "essentials":

- Before reading the story, elicit prior knowledge of the attribute.
- 2. Read the story aloud. (See "Suggestions for Reading Aloud" in the Activities and Resources section.)
- Choose discussion questions from the lesson card that will best clarify the attribute for the particular group.
 Age and background of the class should be considered.
- Locate the story's setting or origins on the world map.
- Choose at least one activity to complete for each story.
- 6. Require one written or illustrated personal expression of the attribute from each student (Wrap-up). Keeping these together in the form of a journal works well.

- 7. Send the letter home to parents for each attribute (see the individual attribute sections) and do at least one home connection activity (Extension).
- 8. Integrate attributes into all areas of learning. Although Interdisciplinary Activities are optional, Heartwood's goal is for the seven attributes to be used throughout the day.

Note: Refer to the "Heartwood Plan" and "Activities and Resources" sections for additional ideas and techniques for teaching Heartwood.

Understanding Courage

Courage — the state or quality of mind that enables one to face danger with self-possession, confidence, and resolution; bravery, valor

Synonyms: fearlessness, fortitude, pluck, spirit, boldness, valor, bravery, dauntlessness

Courage gives one strength, power, and endurance to overcome or surmount obstacles, weaknesses, hardships, and crises. The types of courage fall into three categories: physical, mental, and spiritual. Courage is associated with bravery, valor and heroism. Bravery implies fearlessness in the face of danger, but courage may be shown in spite of fear. Valor defies danger. Heroism signifies self-denial and self-sacrifice in the face of danger.

Michel de Montaigne (1533–1592) stated, "The worth and value of a man is in his heart and his will; there lies his real honor. Valor is the strength, not of legs and arms, but of the heart and soul. Courage is not simply the mastery of fear through physical strength; it is that quality that springs from a certain type of spirit, honor, and integrity." Courage is habitual, contagious. "We become brave by doing brave acts," Aristotle reminds us.

Note: If Montaigne were alive today, he would doubtless use the word "person" rather than "man." In our time, we explicitly recognize that courage, spirit, honor, integrity, and other personal attributes are not gender-, race-, or ethnicity-related; but are defining characteristics of the best of all humans.

The hand that held back the sea was numb, but the boy hugged the dog with his free arm. "Someone will come soon," he said ... But he wasn't sure he believed it himself.

The Boy Who Held Back the Sea by Lenny Hort

More Books on Courage

Abuela's Weave

Omar S. Castaneda Illus. by Enrique O. Sanchez New York: Lee & Low Books, Inc., 1993 ISBN: 1880000202

Brave Irene

William Steig New York: Farrar, Straus and Giroux, 1986 ISBN: 0374409277

Courage

Bernard Waber Boston: Houghton Mifflin Co., 2002 ISBN 0618238557

Flight

Robert Burleigh Illus. by Mike Wimmer New York: Philomel Books, 1991 ISBN: 0698114256

The Gardener

Sarah Stewart Illus. by David Small New York: Farrar, Straus and Giroux, 1997 ISBN: 0374325170

Goose's Story

Cari Best Illus. by Holly Meade New York: Farrar, Straus and Giroux, 2002 ISBN: 03744327505

Home At Last

Susan M. Elya Illus. by Felipe Davalos New York: Lee & Low Books Inc., 2002 ISBN: 1584300205

Mirette on the High Wire

Emily Arnold McCully New York: Scholastic, 1992 ISBN: 0590476939

Night in the Barn

Faye Gibbons
Illus. by Erick Ingraham
New York: Morrow Junior Books, 1995
ISBN: 0688133266

A Picture Book of Martin Luther King, Jr.

David A. Adler Illus. by Robert Casilla New York: Holiday House, 1989 ISBN: 0823408477

The Story of Ruby Bridges

Robert Coles Illus. by George Ford New York: Scholastic Inc., 1995 ISBN: 0590572814

Thunder Cake

Patricia Polacco New York: Puffin, 1997 ISBN: 0698115813

Vera Rides a Bike

Vera Rosenberry New York: Henry Holt and Co., 2004 ISBN: 0805071253

Whistle For Willie

Ezra Jack Keats New York: Puffin Penquin, 1964 ISBN: 0140502025

Note: The letter on the following page may be reproduced for children to take home. Don't forget to sign it!

Dear Parent,
As part of the Heartwood Ethics Curriculum for Children, your child will be learning about <u>Courage</u> . The stories, discussions, and activities will help your son or daughter develop awareness of physical, mental, and spiritual courage. The attribute of courage gives strength, power, and endurance to overcome or surmount obstacles, weaknesses, hardships, and crises.
Families are an important part of this program and we encourage you to get involved. Ask your child to retell the stories and explain how courage was shown. Share family experiences and stories about courage with your child. Talk about the people who were your heroes when you were young. Discuss examples of courageous acts in today's world.
Hopefully, Heartwood's stories and take-home activities will lead to rich discussions about courage in your home.
Sincerely,
P.S. To find out more about Heartwood, visit www.heartwoodethics.org.
The story titles are:

Abiyoyo

Pete Seeger 1986 New York: Simon & Schuster

COURAGE

South Africa Story/Song Reading Time: 5 minutes

CONCEPTS

Courage Valor Pride **SUMMARY**

Seeger created this universally appealing story/song from an old South African folktale about an ostracized magician and his noisy, ukulele-playing son. Father and son use courage, talent, and intelligence to defeat the giant, Abiyoyo, and save the villagers. Full-page, multi-ethnic illustrations by Michael Hays vividly portray the family of man.

OBJECTIVES

The student will be able to identify, define, and discuss courage, valor, and pride as they apply to the story. The student will explore strategies he or she can use to conquer fears, real or imaginary.

Interdisciplinary Ideas

LANGUAGE ARTS

- Change the story into a play. Assign parts of narrator, father, boy, Abiyoyo, and townspeople. Present your play to other classes.
- 2. Read the story *Brave Martha* by Margot Apple and list ways Martha confronts her fears. Write your own story about yourself or a friend confronting fears. Title your story "Brave".

ART

- Create "monsters" out of bread dough. Bake and eat. (keyword: Mini Bread Monsters)
- Make pretend ukuleles with bottoms of shoeboxes or empty tissue boxes, rubber bands, and rulers. Place three or four large rubber bands around the box lengthwise. Make an inch slit at one end of the box and insert a ruler.

MUSIC

- Listen to music of the South African group Ladysmith Black Mambazo (www.mambozo.com/ disc.html)
- 2. Have a sing-along with Pete Seeger's CDs, tapes, or videos. (keyword: Pete Seeger family songs) "Play" your pretend ukuleles. Ask another class to join in the fun.

After the Story

Abiyoyo

DISCUSSION

- I. The man and his son seem fearless. Do you think they might really be afraid? Explain. How do they show courage or valor? Why do you think they help the villagers after being sent away?
- 2. Look at the cover of the book. How can you tell the boy is proud of his father? Do you think the man is proud of himself? Explain. Think about what you do well or actions you are proud of. Tell about them.
- 3. Abiyoyo is a monster in the story. Sometimes people call things they are afraid of "monsters." Who helps you fight your "monsters?" What do they do?
- 4. How do the man and his son use their talents to help people in their community feel safe? What can you do to help other students feel safe in your school?
- 5. Look at the illustrations of people from different places in the world. There are monsters that threaten the "family of man" too, such as diseases or wars. Brainstorm ways people show courage in fighting these "monsters."

ACTIVITIES

- 1. Locate South Africa on the world map. Use string to connect a town in South Africa to your city or town.
- 2. Together, list "monsters" you or people you know want to tame, such as fear of the dark, being alone, or being frightened in a thunderstorm. With your teacher and/or school counselor, discuss and list ways to overcome fears.
- 3. In small groups, choose one or two of the "monsters" from your list in Activity 2. Draw a picture illustrating a strategy for coping with it and present to the class. Compile in a booklet for everyone to share.

WRAP-UP

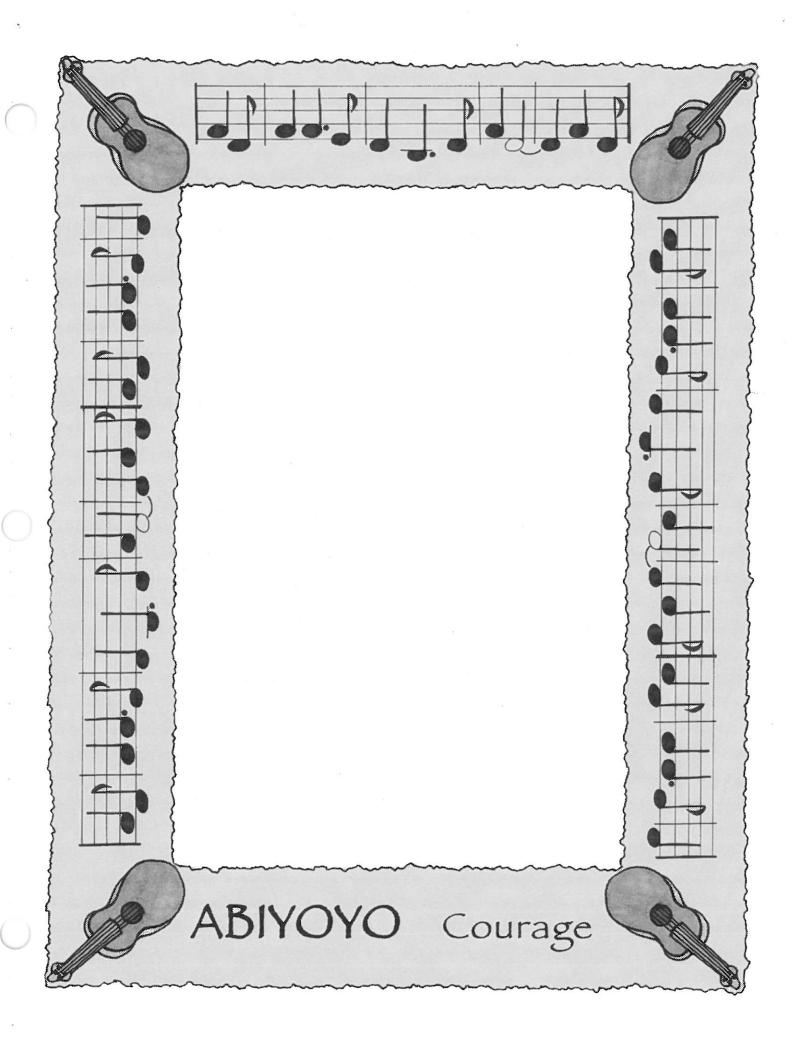
- In My Heartwood Journal write about a time you or someone you know overcame fear and showed courage. Illustrate your journal entry.
- Bring to class examples of children who showed courage. Post on a bulletin board titled "Courageous Kids." Add copies of your own courage stories from My Heartwood Journal.

EXTENSION

- 1. Complete Home Connection pages and take home to share with families.
- 2. Retell the story at home. Ask family members to talk about times they showed courage when they were afraid. With permission, share with the class.

VOCABULARY

ukelele ostracized possessions staggered valor





Dear Family,

Your child is being introduced to the Heartwood Ethics Curriculum for Children, Level I/2. The program is designed to have a positive impact on his/her ability to cooperate with and care for others. Through beautifully illustrated books and related activities, he/she will learn about ethical themes of Courage, Loyalty, Justice, Respect, Hope, Honesty, and Love.

As your child's primary role model and teacher, you are a very important part of this program. Each time a Heartwood story is read in class you will receive a Heartwood Home Connection similar to this.* Please ask your child about his/her response to the story, share your own experiences related to the attribute, and if possible, do an activity listed under Suggestions. Together, we can nurture the future and help our children become caring, responsible adults.

Sincerely,

The Heartwood Team

*To find out more about Heartwood, please visit www.heartwoodethics.org.

Heartwood Home Connection

Abiyoyo by Pete Seeger

Abiyoyo is a story from the Heartwood Ethics Curriculum for 1/2. This book presents the character attribute of Courage in terms of fighting fears, real or imaginary. Perhaps you would enjoy sharing the story with your child.

Summary: Pete Seeger created this universally appealing story/song based on an old South African folktale about an ostracized magician and his noisy, ukulele-playing son. Father and son use courage, talent, and intelligence to defeat the giant, Abiyoyo, and save the villagers. Full-page, multi-ethnic illustrations by Michael Hays vividly portray the family of man.

Class Activity: After listening to the story, your child drew a picture related to the book and/or the attribute, Courage.

Suggestions:

- · Have your child talk about his/her drawing in response to the story.
- · Tell your child about a time you were brave.
- Together, create a drawing about showing courage.

The Paperboy

Dav Pilkey 1996 New York: Orchard Books

COURAGE

U.S.A. Realistic Fiction Reading Time: 5 minutes

CONCEPTS

Courage Self-reliance Responsibility Consideration

SUMMARY

In the starlit pre-dawn hours, a young boy becomes a quiet hero by doing his job and being considerate. The paperboy faces his responsibilities with courage, leaving a warm bed to deliver newspapers in the chilly darkness of his neighborhood. This story of a boy's self-reliance is enhanced by the author's beautiful illustrations of nighttime landscapes and bursts of color as a new day dawns.

OBJECTIVES

The student will be able to identify, define, and discuss courage, self-reliance, responsibility, and consideration as they apply to the story and will explore ways to show consideration for others.

Interdisciplinary Ideas

LANGUAGE ARTS

- Together, make a list of compound words related to people and their jobs such as "paperboy" and "policewoman."
- Write a poem about things you know by heart. Follow the pattern on the page in the book about the boy's dog, e.g. "He knows which trees are for sniffing."

Begin with "I know my neighborhood by heart. Add lines such as: Which flowers are for picking Which homes are for visiting Which trees are for climbing.

* Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primary, for circular story paper outline. The Paperboy is a circular story because it begins and ends in the same place. As a class, write a circular story that begins and ends in your classroom, e.g., a fieldtrip story.*

SCIENCE

- Brainstorm ways to recycle newspapers. Select one as a class project.
- Research what happens to recycled newspapers. (keyword: newspapers, recycle, kids)
- Make paper from recycled newspaper.

SOCIAL STUDIES

Research changes in newspaper delivery. Find different ways newspapers are delivered. (keyword: deliver newspapers kids)

ART

Draw your house or apartment, including the surroundings. Make a copy of your picture. Color one picture as it would look before dawn with shadows and a nighttime sky. Color the copy as it looks in the morning. Online or in books, look at Monet's paintings of the same subject at different times of the day. (keyword: Monet Rouen Cathedral)

After the Story

The Paperboy

DISCUSSION

- I. What do you think is difficult for the paperboy each morning? What are his responsibilities before leaving home? On the job? What is difficult for you to do each morning? What are your responsibilities?
- 2. Why do you think it takes courage to be a paperboy? Name other jobs people do while everyone else is sleeping. Which of these jobs take courage?
- 3. What does the boy think about as he delivers papers? How do his thoughts help him be brave in the dark? What skills does the boy need to be a paperboy? What skills do you need to do jobs at home?
- 4. How does he show consideration for his family and his dog? How do you think family members might help the paperboy on rainy or snowy days? How do you show consideration for family members?
- 5. The boy does things for himself without having anyone tell him what to do. This is being self-reliant. How is he self-reliant about bicycle safety? How are you self-reliant?

ACTIVITIES

I. As a class, participate in "Listen, Think, Pair, Share." Note: Students work in pairs and the teacher holds up one card at a time.

Listen: "Sometimes we are faced with situations when we have to take care of ourselves or others, such as when the lights go out during a storm.

Think: "Think of a time you were brave when you were in the dark or when you were alone."

Pair: 'Share your thoughts with a partner.'

Share: "Share your stories with the class."

- 2. Meet in small groups and list ways you can show consideration for family members, for teachers and classmates, and for neighbors. Try some of the ways you discussed and meet again to tell about them.
- 3. Draw pictures of yourself performing tasks you do every day that take self-reliance to get started, such as doing homework or picking up toys. Post on a bulletin board under the title "I Can Do It Myself!"

WRAP-UP

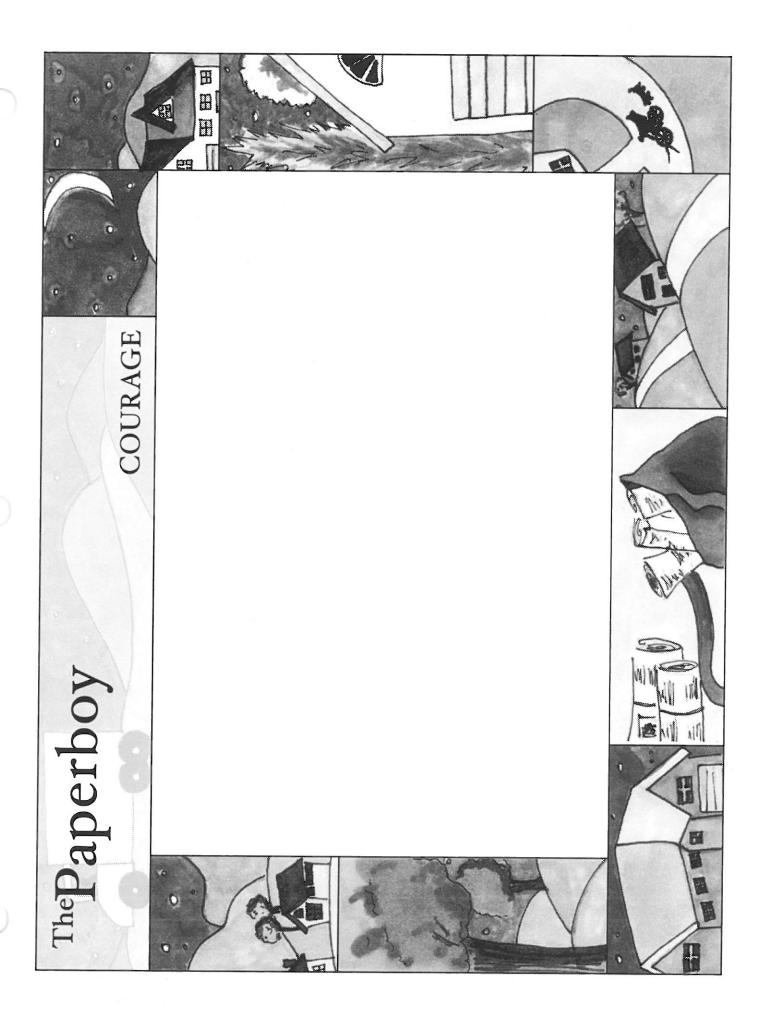
- I. Make a class "Courage Gazette."
 Bring newspaper pictures or
 articles to class about people
 who show courage. Paste on
 large sheets of paper and staple
 into a booklet. Add newspaper
 articles during the school
 year and ones you and your
 classmates write.
- In My Heartwood Journal, write a courage story about you or a classmate.

EXTENSION

- I. Ask family members about jobs they have had that took courage. With permission, share with the class.
- 2. Talk with your family about self-reliance. Discuss responsibilities you can perform by yourself without being reminded by others.

VOCABULARY

route gazette dawn self-reliance consideration





Dear Family,

Your child is being introduced to the Heartwood Ethics Curriculum for Children, Level 1/2. The program is designed to have a positive impact on his/her ability to cooperate with and care for others. Through beautifully illustrated books and related activities, he/she will learn about ethical themes of Courage, Loyalty, Justice, Respect, Hope, Honesty, and Love.

As your child's primary role model and teacher, you are a very important part of this program. Each time a Heartwood story is read in class you will receive a Heartwood Home Connection. The Paperboy is one of the introductory books for 1/2.* Please ask your child about his/her response to the story, share your own experiences related to the attribute, and if possible, do an activity listed under Suggestions. Together we can nurture the future and help our children become caring, responsible adults.

Sincerely,

The Heartwood Team

*To find out more about Heartwood, please visit www.heartwoodethics.org.

Heartwood Home Connection

The Paperboy by Dav Pilkey

The Paperboy is a story from the Heartwood Ethics Curriculum for Children, Level 1/2. This book presents the attribute of Courage in terms of self-reliance. Perhaps you would enjoy sharing the story with your child.

Summary: In the starlit pre-dawn hours, a young boy becomes a quiet hero by doing his job and being considerate of others. The paperboy faces his responsibilities with courage, leaving a warm bed to deliver newspapers in the chilly darkness. This story of a boy's self-reliance is enhanced by the author's beautiful illustrations of nighttime landscapes and bursts of color as a new day dawns.

Class Activity: After listening to the story, your child drew a picture related to the book and/or the attribute, Courage.

Suggestions:

- · Have your child talk about his/her drawing in response to the story.
- · Tell your child about a time you showed courage.
- · Together, create a drawing about being brave.

Understanding Loyalty

Loyalty — the state or quality of being faithful to a person, ideal, or group

Synonyms: fidelity, allegiance, duty, commitment, community, steadfastness

The respected Rabbi Hillel questioned, "If I am not for myself, who is for me? But if I am only for myself, what am I?" (Mishveh: Ethics for the Fathers, I:14). Loyalty, at the center of human values, cements social bonds between people, families, communities, and nations. It requires that we recognize a relationship to our fellow human beings; it must be cultivated and taught, because it is rarely instinctive. Loyalty involves duty, a sense of commitment and community, and a knowledge that each of us is a part of something greater than ourselves. It makes us aware of the duties and obligations we therefore have toward each other.

Outlined on a sea of green grass stood these two great athletes, one black, one white, both wearing the same team uniform.

"I am standing by him," Pee Wee Reese said to the world. "This man is my teammate."

Teammates by Peter Golenbock

Additional Books on Loyalty

The American Wei

Marion Hess Pomeranc Illus. by Dyanne DiSalvo-Ryan Morton Grove, IL: Albert Whitman & Co., 1998

ISBN: 0807503126

Amos and Boris

William Steig New York: Farrar, Straus and Giroux, 1971 ISBN: 0374302782

Auntee Edna

Ethel Footman Smothers Illus. by Wil Clay Grand Rapids, MI: Eerdmans Books, 2001 ISBN: 0802851541

The Emperor and the Kite

Jane Yolen Illus. by Ed Young New York: Putnam, 1988 ISBN: 0399214992

Frog and Toad Are Friends

Arnold Lobel
New York: HarperCollins, 1979
ISBN: 0064440206

Leah's Pony

Elizabeth Friedrich Illus. by Michael Garland Honesdale, PA: Boyd's Mills Press, 1996 ISBN: 1563971895

Meet Danitra Brown

Nikki Grimes Illus. by Floyd Cooper New York: Lothrop, Lee & Shepard Books, 1994 ISBN: 0688120733

The Name Jar

Yangsook Choi New York: Dell Dragonfly Books, 2001 ISBN: 0440417996

The Printer

Myron Uhlberg Illus. by Henri Sorensen Atlanta, GA: Peachtree Publishers, 2003 ISBN: 1561452211

Too Many Tamales

Gary Soto Illus. by Ed Martinez New York: G. P. Putnam's Sons, 1993 ISBN: 0590226509

What Zeesie Saw on Delancy Street

Elsa Okon Rael Illus. by Marjorie Priceman New York: Simon & Schuster, 1996 ISBN: 0613286944

Note: The letter on the following page may be reproduced for children to take home. Don't forget to sign it!

Dear Parent,
As part of the Heartwood Ethics Curriculum for Children, your child will be learning about Loyalty. Through stories gathered from other countries and cultures, he or she will learn about the duties and obligations we all have to each other. Loyalty cements the social bonds between people, families, communities, and nations; and involves a sense of commitment.
Families are an important part of this program and we encourage you to get involved. Ask your son or daughter to retell the stories and explain how loyalty was shown. Perhaps you could share family traditions you observe and discuss why they are important to you. Talk about ways family members sacrifice and stand up for each other.
Hopefully, Heartwood's stories and take-home activities will lead to rich discussions about loyalty in your home.
Sincerely,
P.S. To find out more about Heartwood, visit www.heartwoodethics.org.
The story titles are:

Circles of Hope

Karen Lynn Williams 2005

Michigan: Eerdmans Books for Young Readers

LOYALTY

Haiti

Realistic Fiction
Reading Time: 6 minutes

CONCEPTS

Loyalty Hope Love **SUMMARY**

This story of loyalty, hope, and love tells of a Haitian boy's determined efforts to carry on a family tradition. Young Facile must persevere and overcome environmental challenges and family hardships to grow a mango tree as a gift for his baby sister. His success shows how one person's actions can improve an entire landscape. Linda Saport's brilliant pastel and charcoal illustrations add vivid colors and moods to the story.

OBJECTIVES

The student will be able to identify, define, and discuss loyalty, hope, and love, as they apply to the story and will explore ways to improve the environment.

Interdisciplinary Ideas

LANGUAGE ARTS

- Create a "storyboard." Together, list and sequence main events in the story. Have pairs of students choose one of the events to illustrate on heavy paper. (See Art activity.) Use story boards to retell the story to the class.
- Write seed poems to go with the Science activity. Begin with a title and a few questions for your seed, such as "Mango Seed, Mango Seed, when will you sprout?" Add lines about caring for the seed and watching it grow. Illustrate poems and compile in a booklet.

SOCIAL STUDIES

- I. Hold a storytelling session in the Haitian tradition. To begin, the storyteller says the word, "Krik," and the audience responds with the word, "Krak." This exchange is an agreement that the storyteller will tell the best story he or she can, and the audience will listen attentively.
- 2. View photographs of Haitian children and a countryside in Haiti on the author's website. (keyword: Karen Lynn Williams writes) Find the Teacher's Guide for Circles of Hope under books. Read Tap Tap and Painted Dreams, other books by the author set in Haiti.

SCIENCE

Make seed viewers to watch the germination process. (keyword: seed viewers kids) Collect seeds from different fruits (including the mango seed, if possible). Plant and label each one in a different container. Write questions about your seeds and record answers in a class science journal.

ART

Look at the vivid colors the artist uses in the book's illustrations. Draw and color scenes from the story using pastels and charcoals, crayons, or markers.

After the Story Circles of Hope

DISCUSSION

- In Facile's family, what tradition do they follow when a baby is born? Does your family have a special tradition for welcoming new members? If so, tell about it.
- 2. Why is growing a tree so important to Facile? How does Facile show loyalty to his family?
- 3. What does Facile have to do to take care of his tree? What challenges does he face? Why do you think he doesn't give up? Who gives Facile hope when he is disappointed? Who gives you hope when you are discouraged?
- 4. How do people in Facile's family show love to one another? How do you show love to your family?
- 5. Look at the last two pages of the story. How do you think Facile's good idea spread? What good ideas do you have for helping trees, flowers, or plants to grow?
- 6. Would you like to be friends with someone like Facile? Why or why not?

ACTIVITIES

- I. Locate Haiti on the world map. How is it different from the United States?
- 2. Choose a loyal family member and plant a seed to honor that person. Take care of your plant and give it as a gift on his or her birthday.
- 3. When Facile has a problem he thinks of a good idea to solve it. Together, talk about problems students face at school, such as teasing or stealing. Choose one problem, brainstorm ways to solve it, try out one of the ways, and report results back to class.

EXTENSION

- 1. Complete Home Connection pages and take home to share with families.
- 2. In Haiti, stories are considered gifts people give to one another. Ask if someone at home has a family story to give you. With permission, retell the story to the class.
- 3. Ask adults at home about a toy they made or a game they played as a child. With permission, share with the class.

JOURNAL

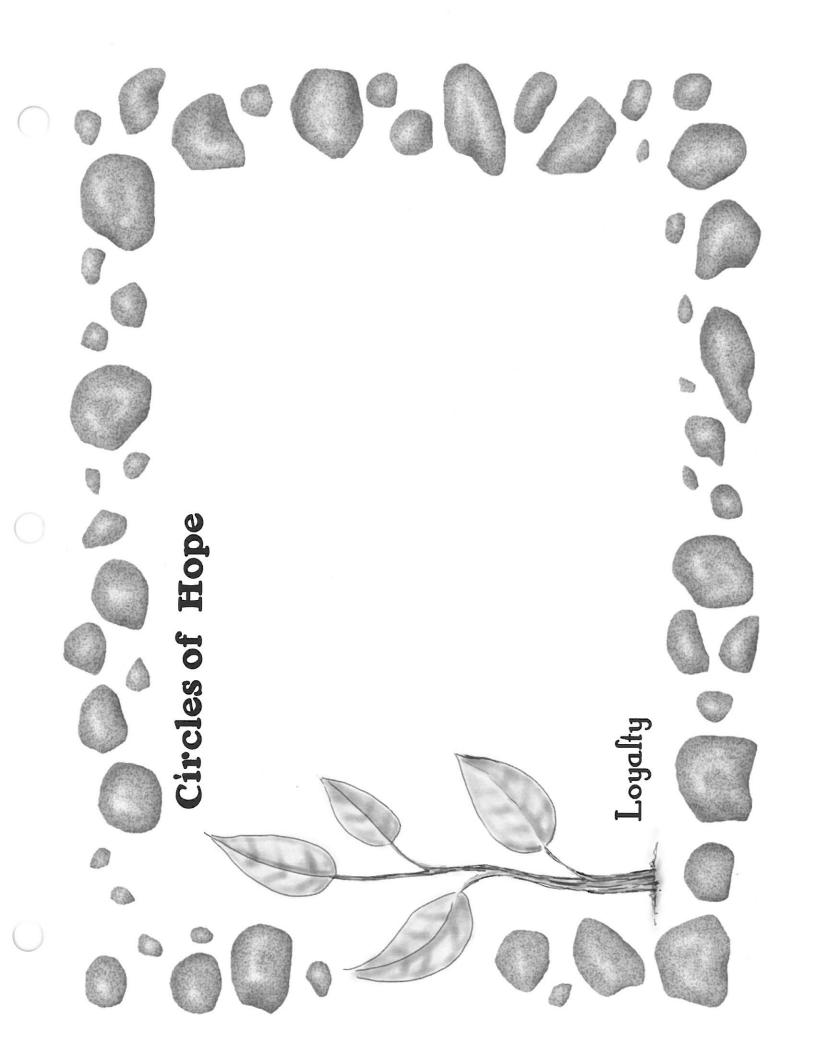
- I. Begin by drawing a large tree surrounded by a stone wall on one journal page. Write names of people in your family on the tree. On the next page, write some ways you show loyalty to the people in your family.
- Talk about family traditions. Write and/or draw a family tradition you would like to carry on. Share with the class.

VOCABULARY

Note: Reread the story and have students decode meanings of the words in context.

non bon éspéré kandélab tikado timoun

Tonton





Heartwood Home Connection

Circles of Hope by Karen Lynn Williams

Circles of Hope is a story from the Heartwood Ethics Curriculum for children, Level 1/2. This book presents the attribute of Loyalty related to keeping family traditions. Perhaps you will enjoy sharing the story with your child.

Summary: This story of loyalty, hope, and love tells of a Haitian boy's determined efforts to carry on a family tradition. Young Facile must persevere and overcome environmental challenges and family hardships to grow a mango tree as a gift for his baby sister.

Class Activity: After listening to the story, your child drew a picture related to the book and/or the attribute, Loyalty.

Suggestions:

- · Have your child talk about his/her drawing in response to the story.
- · Tell your child about a time when you or someone you know showed loyalty.
- Together, create a drawing about a family tradition or celebration.

My Rotten Redheaded Older Brother

Patricia Polacco 1994 New York, NY: Simon & Schuster

LOYALTY

USA Realistic Fiction Reading Time: 10 minutes

CONCEPTS

Loyalty Love Family

SUMMARY

"It was at that exact moment that our relationship changed somehow." So writes Patricia Polacco, when she recognizes the loyalty and love that exists between herself and her older brother, in this autobiographical story of sibling rivalry. Facial expressions in the author's detailed drawings greatly enhance the text.

OBJECTIVE

The student will be able to identify, define, and discuss loyalty, love, and family as they apply to the story. The student will understand these attributes as strong bonds that co-exist with sibling rivalry as a natural part of family life.

Note: Before reading the story, explain the word, "sibling" and talk about sibling rivalry as a natural part of family life.

Interdisciplinary Ideas

LANGUAGE ARTS

- I. Make a mini-book titled, "A Brother is Someone Who...", "A Sister is Someone Who...", or "A Friend is Someone who..." Fold a few sheets of paper together, staple the folds to make a booklet, complete the title sentence on each page, illustrate, and share in small groups. Make sure to include examples that depict love and loyalty.
- Reread the pages where Richie brags about being the fastest, the loudest, and so on. Together, brainstorm for three minutes words ending in the suffix, "est", and write on the board.
- With a partner, choose one part of the story to role play. Choose parts, practice the scene, and act out for the class.

SOCIAL STUDIES

- In pairs, research the author.
 (keyword: Patricia Polacco)
 Report your findings to
 the class.
- 2. Record on a chart your feelings about living on a farm. Look at the illustrations in the story and list details of farm life, such as growing your own vegetables or sleeping outdoors. Make copies of the list, place a check plus beside the details you would like, a check minus beside those you wouldn't like, and a star beside those activities that would be good for the environment. In pairs, compare your preferences.

ART

Revisit the story to look closely at facial expressions drawn by the artist. With a partner, practice drawing facial expressions. Take turns making faces that show feelings such as anger, surprise, or joy, draw them, and label the emotion.

MUSIC

Listen to a CD of Marlo Thomas singing "Brothers and Sisters, Sisters and Brothers" from the album <u>Free to Be You and Me</u>.

After the Story

My Rotten Redheaded Older Brother

DISCUSSION

- I. What does Richie do that makes Patricia furious? What does Patricia do that makes her brother keep teasing her? Look at the author's family photos and read the dedication she writes at the beginning of the book. How do you think she feels about her brother now?
- 2. When Patricia Polacco was growing up, children teased each other about having red hair and about wearing glasses. Children today don't usually tease about these things. Why is it mean to tease people about their appearance? What can you do if someone teases your sibling or your friend? How can your actions show loyalty?
- 3. How does Richie show loyalty to Patricia? How is loyalty related to love and family in the story? Think about her Bubbie and discuss other examples of love in the story.
- 4. Do you think Patricia loves her brother even when she doesn't like him at times? What does she learn about loyalty after her accident? Tell about times you stood up for a brother, sister, or a friend.

ACTIVITIES

- I. Locate Michigan on a map of the United States and find lakes and state(s) that make up its borders.
- 2. Create a classroom "Loyalty, Love and Family" photo album. Bring to class photos of yourself with a sibling or special friend. Paste or glue photos in the album, write names of the people and the date the photo was taken, share the album in small groups by telling how you showed love or loyalty to each other.

HOME CONNECTION

- Complete Home Connection pages and take home to share with families.
- Together, discuss sibling or friend rivalry. Ask family members to tell about times they showed loyalty to a sibling or special friend. With permission, share with the class.

WRAP-UP

- In My Heartwood Journal, draw pictures or write a list of five or more things you like about a sister, brother, or friend.
- Write a thank you note to a friend or family member who has been loyal to you. Include a drawing and at least one sentence, and mail or give the note to your special person.

VOCABULARY

hiss sneer smug rhubarb pucker inspire homeland babushka

stalk incredible

My Rotten Redheaded Older Brother

Loy all ty





Heartwood Home Connection

My Rotten Redheaded Older Brother by Patricia Polacco

My Rotten Redheaded Older Brother is a story from the Heartwood Ethics Curriculum for children, Level 1/2. This book presents the attributes of Loyalty and Love as strong bonds between siblings. Perhaps you will enjoy sharing the story with your child.

Summary: In this autobiographical story of sibling rivalry, Patricia Polacco recognizes the loyalty and love that exist between herself and her older brother.

Class Activity: After listening to the story your child drew a picture related to the book and/or the attributes, Loyalty and Love.

Suggestions:

- Have your child talk about his/her drawing in response to the story.
- Tell your child about a time when you or someone you know showed loyalty and/or love.
- Together, create a drawing about family members caring or standing up for one another.

Understanding Justice

Justice — moral rightness, equity; honor, fairness; fair handling; due reward or treatment

Synonyms: equity, fairness, right

Justice is the quality of being guided by truth, reason, and fairness. It keeps a society, nation, family, or relationship functioning in an orderly, fair manner. The mind and logical thinking play paramount roles in determining justice.

Justice encompasses respect and understanding; it resists unjust control by one group or person over another.

"You have made your bed; now you must lie in it," her father said, which was not true, for it was he who had made it, but that he had forgotten.

Prince Boghole by Erik Christian Haugaard

Additional Books on Justice

Amazing Grace

Mary Hoffman

New York: Dial Books for Young People,

1991

ISBN: 0803710402

The Ballot Box Battle

Emily Arnold McCully Illus. by Elton C. Fax New York: Knopf, 1996 ISBN: 0679893121

Dear Benjamin Banneker

Andrea Davis Pinkney Illus. by Brian Pinkney New York: Voyager Books, 1998 ISBN: 0152018921

Happy Birthday Martin Luther King

Jean Marzollo Illus. by J. Brian Pinkney New York: Scholastic, 1993 ISBN: 0590440659

Heroes

Ken Mochizuki Illus. by Dom Lee New York: Lee & Low Books, 1995 ISBN: 0613033515

It Could Always Be Worse, A Yiddish Folk Tale

Margot Zemah New York: Farrar, Straus and Giroux, 1990

ISBN: 0374436363

The Little Red Hen (Makes a Pizza)

Philemon Sturges Illus. by Amy Walford New York: Puffin, 2002 ISBN: 0142301892

One Fine Day

Nonny Hogrogian New York: Simon & Schuster, 1971 ISBN: 0027440001

The Quiltmaker's Gift

Jeff Brumbeau Illus. by Gail De Marcken New York: Scholastic, 2001 ISBN: 0439309107

The Rough-Face Girl

Rafe Martin Illus. by David Shannon New York: Puffin, 1998 ISBN: 0698116267

Stone Soup

Jon J. Muth New York: Scholastic Press, 2003 ISBN: 043933909X

The Story of Ferdinand

Munro Leaf Illus. by Robert Lawson New York: Viking Press, 1936 ISBN: 0670674249

Take a Walk in their Shoes

Glennette Tilly Turner New York: Puffin, 1992 ISBN: 0140362509

Tulips

Jay O'Callahan Illus. by Debrah Santini Atlanta: Peachtree Publishers, 1996 ISBN: 1561451347

Note: The letter on the following page may be reproduced for children to take home. Don't forget to sign it!

Dear Parent,
As part of the Heartwood Ethics Curriculum for Children, your child will be learning about <u>Justice</u> . Stories from different cultures will be used to model this attribute. Justice keeps a society, nation, family, or relationship functioning in an orderly, fair manner. It is a quality guided by truth, reason, and fairness. Justice encompasses mutual respect and understanding. It resists unjust control by one group or person over another
Families are an important part of this program. Ask your son or daughter to retell the stories and explain how justice was shown. Discuss your ideas of justice with your child, and talk about times when a fair or unfair action made a difference in your life.
Hopefully, Heartwood's stories and take-home activities will lead to rich discussions about justice in your home.
Sincerely,
P.S. To find out more about Heartwood, visit www.heartwoodethics.org.
The story titles are:

King of the Playground

Phyllis Reynolds Naylor 1991 New York: Alladin

JUSTICE

U.S.A. Realistic Fiction Reading Time: 5 minutes

CONCEPTS

Justice Courage Loyalty Self-reliance

SUMMARY

Kevin learns it takes courage to stand up to a bully. Each time he goes to the playground he meets Sammy, who declares, "You can't play here! I'm King of the playground." Kevin goes back home, discusses the problem with his father, and finally musters the courage to confront Sammy. Justice prevails when Kevin stands up for himself, and makes a new friend in the process. Nola Langner Malone's watercolor and black line illustrations give clarity to the text.

OBJECTIVES

The student will be able to identify, define, and discuss justice, courage, loyalty, and self-reliance as they apply to the story and will explore ways to deal with the issue of bullying.

Interdisciplinary Ideas

LANGUAGE ARTS

- I. Make two class booklets, one realistic and one imaginary, both titled "If I Were King of the Playground." For the realistic booklet, write and illustrate fair rules such as "I would make everyone take turns on the slide." For the second booklet write and illustrate ideas for an imaginary playground such as "Water fountains would have lemonade instead of water."
- Turn the story into a play. In groups of three, choose parts (one parent, a child like Kevin, and a child like Sammy). Perform play for another class.

Note: Change the ending to demonstrate other strategies for dealing with bullies such as those discussed in Activity #2.

ART

Make a sand art Heartwood paperweight.*

MATH

In pairs, make up playground word problems for the class to solve. Think about distances to the playground from home or school, number of steps on the slide, number of children on monkey bars or in the sandbox, and times swinging on the swings. Present your word problems orally and/or make copies for the class to solve.

*Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primary, for sand art Heartwood paperweight and links to bullying prevention sites.

King of the Playground

DISCUSSION

- 1. What problem does Kevin face each time he goes to the playground? At first, how does Kevin handle being treated unfairly? Who helps Kevin with his problem? Why doesn't Kevin's dad go to the playground and tell Sammy to stop bullying his son?
- 2. How does Kevin show courage?
- 3. What do you think Kevin will do the next time someone tries to bully him? What would you do if you saw another child being bullied?
- 4. Kevin shows self-reliance when he stands up for himself. How do you show self-reliance? Talk about why you need to tell an adult if you or someone else is being bullied.

ACTIVITIES

- 1. Locate your city and state on the world map.
- In small groups, think of other ways Kevin might have solved his problem, such as bringing a friend with him or ignoring Sammy's threats. Talk about strategies to deal with bullies.* Report to the class. Record strategies on a chart.
- 3. Invite the principal or school counselor to talk to the class about how to deal with bullies.
- 4. Role-play what would have happened if Kevin had brought a friend to the playground.

WRAP-UP

- In My Heartwood Journal, draw a picture of yourself talking over a problem with a parent, friend, teacher, or other adult. Write a sentence about your picture.
- Take photographs of children showing self-reliance and loyalty. Post on a bulletin board under the title "We help ourselves and others."

EXTENSION

- I. Complete the Home Connection pages and take home to share with families.
- 2. Talk with your family about ways to deal with bullies. With permission, share with the class. Add new ideas to the chart from Activity #2.

VOCABULARY

drawbridge ditch bellow

	N.
JUSTICE	
King of the Playground	
King of t	006
	5



King of the Playground by Phyllis Reynolds Naylor

King of the Playground is a story from the Heartwood Ethics Curriculum for Children, Level 1/2. This book presents the attribute of Justice as related to courage and self-reliance in facing bullies. Perhaps you would enjoy sharing the story with your child.

Summary: Kevin learns it takes courage to stand up to a bully. Each time he goes to the playground he meets Sammy, who declares, "You can't play here! I'm King of the playground." Kevin goes back home, discusses the problem with his father, and finally musters the courage to confront Sammy. Justice prevails when Kevin stands up for himself, and he makes a new friend in the process. Nola Langner Malone's watercolor and black line illustrations add clarity to the text.

Class Activity: After listening to the story, your child drew a picture related to the book and/or the attribute, Justice.

- · Have your child talk about his/her drawing in response to the story.
- · Tell your child about a time you confronted a bully.
- Together, create a drawing about fairness during play time.

Sam and the Lucky Money

Karen Chinn 1995 New York: Lee & Low

JUSTICE

Chinese-American Realistic Fiction Reading Time: 7 minutes

CONCEPTS

Justice Caring Generosity

SUMMARY

Sam receives the traditional New Year's gift of "lucky money" from his grandparents. He excitedly sets out to spend it, only to meet an elderly man huddling in the cold with no socks or shoes. Sam responds generously and learns that for the needy person four dollars is a treasure. Children will respond to the story's simple depiction of the injustice of poverty in the midst of plenty. Vibrant watercolor paintings by Cornelius Van Wright and Ying-Hwa Hu celebrate the sights and sounds of festive Chinatown streets.

OBJECTIVES

The student will be able to identify, define, and discuss justice, caring, and generosity as they apply to this story. The student will become aware of ways to share with those who are less fortunate.

Interdisciplinary Ideas

LANGUAGE ARTS

- I. Together, make a "story door." Cover your room door with wrapping paper. Indicate the title of the story and the author's name; write the attribute JUSTICE in English and Chinese (See Teacher's Guide, Reproducibles); draw, color, and cut out main characters; write New Year's wishes for the old man; and add festival objects such as leisees. Decorate the door for all to see.
- 2. Make copies of the illustrated story, "Ralph Helps the People Keep Warm."*
 Read the story with a partner and together create your own illustrated story about helping someone in need. Compile class stories in a booklet.
- Ask the librarian to help you find stories and poems about China with dragons in them.
 Write your own story or poem about a dragon and make a dragon to accompany your story (see Art).
- Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primary, for the illustrated story "Ralph Helps the People Keep Warm," and comic strip story paper.

ART

Find directions online for making Chinese dragons. (keyword: Chinese New Year crafts dragon) Bring empty egg cartons to school, assemble supplies, and follow the directions.

MATH

- I. Show many different combinations that add up to four dollars (e.g., 16 quarters).
- 2. Find out how much warm socks might cost. Will the old man have money left over? If so, how much? If not, how much more does he need?

Sam and the Lucky Money

DISCUSSION

- I. Why does Sam have money to spend? What is "lucky money?" Why do you think the old man doesn't have "lucky money?" Does that seem fair? Why or why not? Find examples of justice and injustice (fairness and unfairness) in this story.
- 2. What was Sam's reaction when he first saw the old man? All through the story, Sam's mind goes back to the old man. Why?
- 3. Why doesn't Sam buy the things he wants? How does the old man react when Sam's mother gives him a quarter? Why does this surprise Sam?
- 4. Why does Sam give the man all his lucky money? How do you think he feels afterwards? Look at the last illustration in the book. How does Sam's family feel about what he does with the money?
- 5. Sam is generous and caring. How could you be generous and caring to a needy person?

ACTIVITIES

- 1. Locate New York or San Francisco on the world map. (These cities have large Chinese-American communities.)
- 2. Find out how your class can help people like the man in the story. With a parent, older sibling, or school volunteer, research ways children have helped those who are homeless. (keyword: kids help homeless)
- 3. Invite someone from a social service agency to speak to your class about ways your community helps needy people. Choose a service project, make a plan, and carry it out.
- 4. Make leisees. Decorate with gold paint and glitter, and fill each leisee with a certificate or coupon promising to do a kind deed for someone you know. Give the leisees as an act of friendship and love.

WRAP-UP

- In My Heartwood Journal, draw a picture of yourself sharing. Write a sentence explaining your picture.
- 2. Imagine a just world where everyone is treated fairly. Draw or write about what you would see in this kind of world. Share with the class.

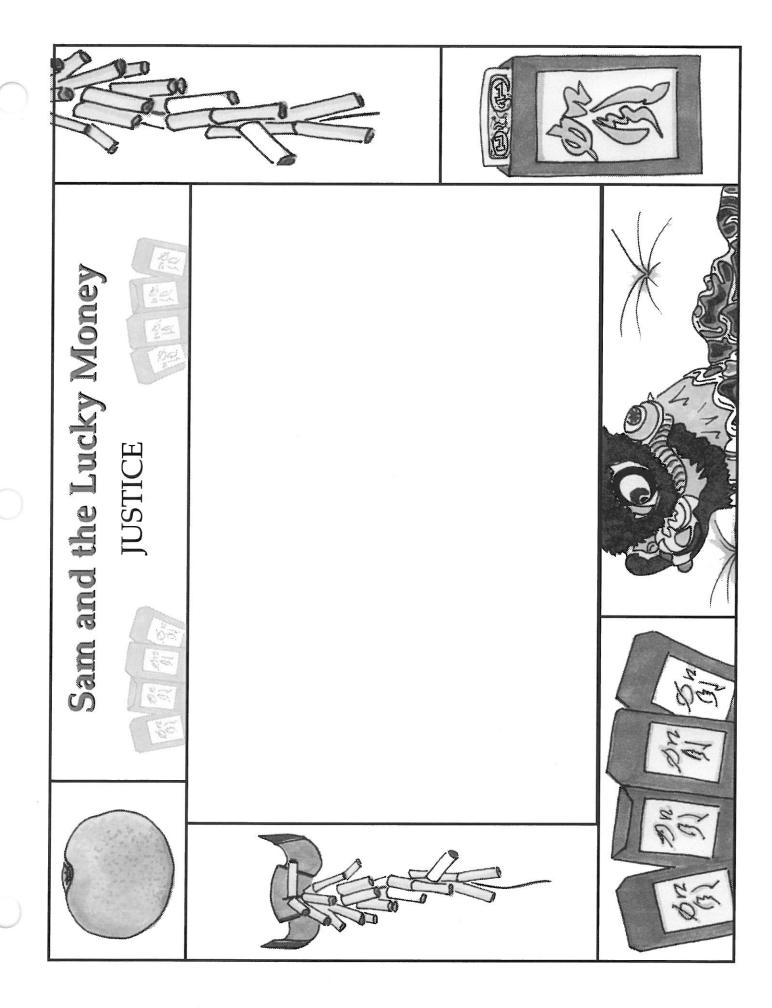
EXTENSION

- 1. Complete Home Connection pages and take home to share with families.
- Ask grownups at home to tell about times they were able to share with someone in need.

VOCABULARY

leisees (lay-sees) dispersed fanfare devoured festival embossed mandarin halt reluctantly

Chinese junk





Sam and the Lucky Money by Karen Chinn

Sam and the Lucky Money is a story from the Heartwood Ethics Curriculum for Children, Level 1/2. This book presents the attribute of Justice as related to caring and generosity. Perhaps you would enjoy sharing the story with your child.

Summary: Sam receives the traditional New Year's gift of "lucky money" from his grandparents. He excitedly sets out to spend it, only to meet an elderly man huddling in the cold with no socks or shoes. Sam responds generously and learns that for the needy person four dollars is a treasure. Children respond to the story's simple depiction of the injustice of poverty in the midst of plenty. Vibrant water-color paintings by Cornelius Van Wright and Ying-Hwa Hu celebrate the sights and sounds of festive Chinatown streets.

Class Activity: After listening to the story, your child drew a picture related to the book and/or the attribute, Justice.

- · Have your child talk about his/her drawing in response to the story.
- Tell your child about a something you shared with a less fortunate person.
- · Together, make a plan to help people who are homeless or elderly in your community.

Understanding Respect

Respect — esteem for, or sense of worth of, a person, personal quality, or trait; honor, willingness to show consideration or appreciation

Synonyms: regard, consideration, courtesy, attention, deference, admiration, tolerance, reverence, veneration

Respect involves patience, openmindedness, and deference for traditions, differences (such as ability, age, race, and religion), the earth, the self, and others. It means a fair and open-minded attitude toward opinions and practices that differ from one's own. We show respect by listening carefully to others' viewpoints and acknowledging their validity.

In the evening, Alice sat on her grandfather's knee and listened to his stories of faraway places. When he had finished, Alice would say, "When I grow up, I too will go to faraway places; and when I grow old, I too will live beside the sea."

"That is all very well, little Alice" said her grandfather, "but there is a third thing you must do."

"What is that?" asked Alice.

"You must do something to make the world more beautiful," said her grandfather.

> Miss Rumphius by Barbara Cooney

Additional Books on Respect

Brother Eagle, Sister Sky

Seattle

Illus. by Susan Jeffers

New York: Puffin Books, 2002

ISBN: 01423013229

Harry and Willy and Carrothead

Judith Caseley

New York: Greenwillow Books, 1991

ISBN: 0688094929

Норе

Isabell Monk

Illus. by Janice Lee Porter

Minneapolis, MN: Lerner Publications Co.,

1999

ISBN: 157505230X

Just Like Josh Gibson

Angela Johnson

Illus. by Beth Peck

New York: Simon & Schuster, 2004

ISBN: 0689826281

The Last Dragon

Susan Miho Nunes

Illus. by Chris K. Soentpiet

Boston: Houghton Mifflin, 1997

ISBN: 0395845173

Mrs. Katz and Tush

Patricia Polacco

New York: Yearling Books, 1994

ISBN: 0440409365

My Grandpa and the Sea

Katherine Orr

Minneapolis: First Avenue Editions, 1991

ISBN: 087614525X

The Name Quilt

Phyllis Root

Illus. by Margot Apple

New York: Farrar, Straus and Giroux,

2003

ISBN: 0374354847

The Other Side

Jacqueline Woodson

Illus. by E.B. Lewis

New York: G.P. Putnam's Sons, 2001

ISBN: 0399231161

Pot Luck

Tobi Tobias

Illus. by Nola Langner Malone

Harbor Springs, MI: Popular Culture Ink,

1993

ISBN: 0831730676

Sister Anne's Hands

Marybeth Lorbiecki Illus. by K. Wendy Popp

illus. by K. vvendy Popp

New York: Puffin Books, 1998

ISBN: 0803720386

Through Grandpa's Eyes

Patricia MacLachlan

Illus. by Deborah Kogan Ray

New York: HarperTrophy, 1983

ISBN: 0064430413

Thy Friend, Obadiah

Brinton Turkle

New York: Puffin Books, 1982

ISBN: 0140503935

The Village of Round and Square

Houses

Ann Grifalconi

Boston: Little, Brown & Co., 1986

ISBN: 0316328626

Note: The letter on the following page may be reproduced for children to take home. Don't forget to sign it!

Dear Parent, As part of the Heartwood Ethics Curriculum for Children, your child will be learning about Respect. Through stories showing self-respect and respect for others, elders, and the world, your son or daughter will begin to develop his/her own concept of respect. This attribute involves patience, open-mindedness, and deference for traditions and differences of ability, age, race, and religion. It embraces the earth, self and others. Respect means a fair and objective attitude toward opinions and practices that differ from one's own. Families are an important part of this program, and we encourage you to get involved. Ask your son or daughter to retell the stories and explain how respect was shown. As a family, perhaps you could talk about different ways you show respect to one another. Hopefully, Heartwood's stories and take-home activities will lead to rich discussions about respect in your home. Sincerely, P.S. To find out more about Heartwood, visit www.heartwoodethics.org. The story titles are:

Miss Rumphius

Barbara Cooney 1982 New York: Viking

RESPECT

U.S.A. Realistic Fiction Reading Time: 7 minutes

CONCEPTS

Respect Hope Responsibility **SUMMARY**

We follow Miss Rumphius from youth to old age as she fulfills her goals: to travel the world, to live by the sea, and to make the world more beautiful. This warm tale of respect, hope, and responsibility sends the message that each of us can perform acts that will make the world a better place to live. The author's delicate pastel illustrations enhance the text.

OBJECTIVE

The student will be able to identify, define, and discuss respect, hope, and responsibility as they apply to this story. The student will explore ways to contribute to making the world a better place.

Interdisciplinary Ideas

LANGUAGE ARTS

- Read other books by Barbara
 Cooney and find out about the
 author's life. (keyword: Barbara
 Cooney kids) Report to your class.
 Together, write a Bio-poem about
 Barbara Cooney.*
- Read a book about Johnny Appleseed.
 As a class, compare and contrast
 Miss Rumphius and Johnny Appleseed on a large Venn diagram (see Teacher's Guide). Together, write a story about the two characters using information from the Venn diagram.
- Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primary, for Bio-poem instructions.

ART

- Create sponge paintings of fields of lupines. Use brown or green crayon to color stems and leaves on sheets of white paper. Dip small sponge pieces into purple, yellow, or blue poster paint to paint flowers on the stems.
- 2. Miss Rumphius aged in the story. Make pictures of yourself when you were a baby, as you are now, and how you think you will look when you are old.

SCIENCE

Plant seeds. Draw pictures of your plants at different stages of their growth. Measure the growth and record on a chart.

SOCIAL STUDIES

- I. Invite grandparents to your class. Interview them about their hopes and goals and how they make the world a better place.
- On a physical map of the world, find oceans, mountains, and islands. Choose a place and tell why you would like to visit it.

Miss Rumphius

DISCUSSION

- I. Who is telling the story? How do you think she feels about her Great-Aunt Alice? Would you like to be related to someone like Miss Rumphius? Explain.
- 2. Discuss the kinds of respect in the story: respect for people, respect for the Earth, and self-respect. Give examples of each.
- 3. With her grandfather's guidance, what are the three goals Miss Rumphius hopes to accomplish in her lifetime? Why do you think the third goal is the most difficult? What are some of your goals?
- 4. Why is visiting people in other parts of the world a good thing to do? How does Miss Rumphius treat the people she meets in faraway places?
- 5. What could you do to make the world a better place? Could you make the world more beautiful by making people happy? Explain. What can you do now to make the world better? What can you do when you grow up? Who helps you think of ways to help others?

ACTIVITIES

- 1. Locate New England, U.S.A. on the world map.
- 2. Talk about how you think Miss Rumphius felt when some people called her "that crazy old lady." Discuss what you think she did about this "put-down." Create a "lift-up" message board for Miss Rumphius. Write lift-up messages that compliment, encourage, or thank her and sign your name. Post around the title of the book and a drawing of Miss Rumphius. Change the message board by replacing Miss Rumphius with photographs of yourselves. Write and post respectful "lift-up" messages to each other.
- 3. Draw a picture of one way you could make the world a better place. Share your picture with the class and explain what you would have to do to reach your goal. Post on a bulletin board under the title "Making the World a Better Place."
- 4. In pairs, pantomime actions showing respect for the Earth. Have the class guess how you are showing respect. List on a chart and post in your classroom.

EXTENSION

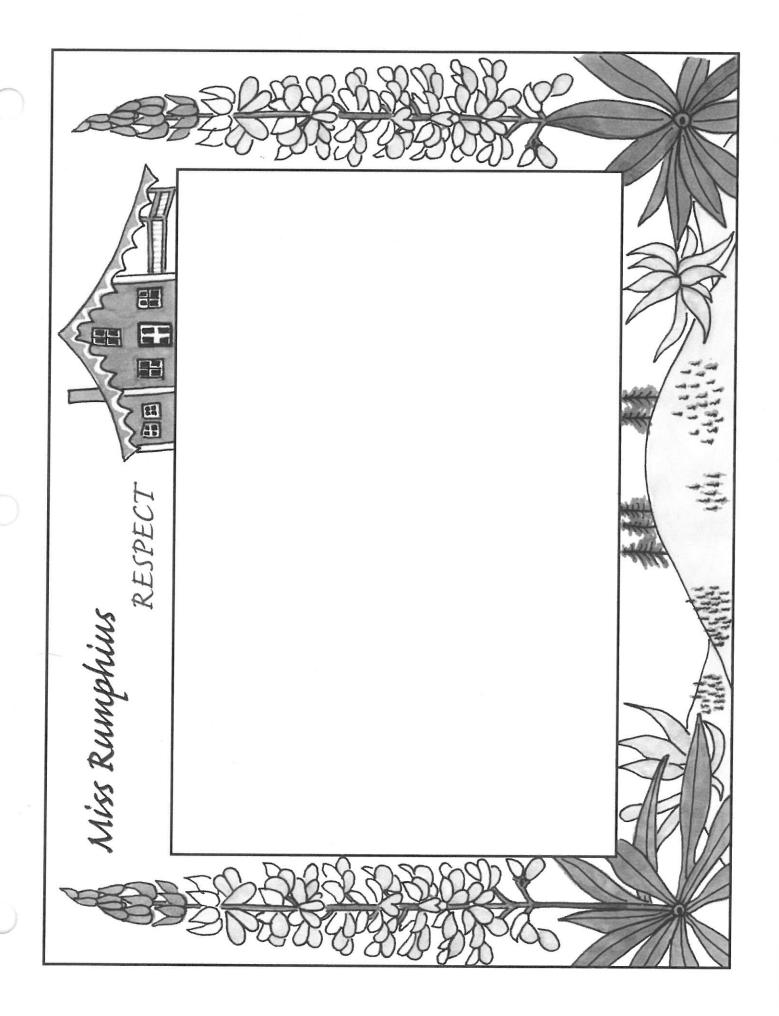
- 1. Complete Home Connection pages and take home to share with families.
- 2. At home or school, plant wildflowers in a window box or garden. (keyword: gardening kids).

WRAP-UP

- In My Heartwood Journal, list people you respect and people who show respect to you. Draw a picture of yourself with one of the people on the list and write a sentence about your picture.
- List ways you can show respect by making your classroom or school more beautiful. Report your ideas to the class and try one.

VOCABULARY

conservatory cockatoo lupines tropical isle figureheads wharves masts prowl





Miss Rumphius by Barbara Cooney

Miss Rumphius is a story from the Heartwood Ethics Curriculum for Children, Level I/2. This book presents the attribute of Respect as related to caring for the Earth. Perhaps you would enjoy sharing the story with your child.

Summary: We follow Miss Rumphius from youth to old age as she fulfills her goals: to travel the world, to live by the sea, and to make the world more beautiful by planting flowers all around her town. This warm tale of respect, hope, and responsibility sends the message that each of us can make the world a better place in which to live. The author's delicate pastel illustrations enhance the text.

Class Activity: After listening to the story, your child drew a picture related to the book and/or the attribute, Respect.

- · Have your child talk about his/her drawing in response to the story.
- Tell your child about a time you showed respect for the environment.
- · Together, plan one thing to make your neighborhood or community more beautiful.

How My Parents Learned to Eat

Ina R. Friedman 1984 Boston: Houghton Mifflin

RESPECT

Japan/U.S.A. Realistic Fiction Reading Time: 8 minutes

CONCEPTS

Respect Love Consideration **SUMMARY**

A Japanese girl is courted by an American sailor in this charming story of different cultures meeting while respect, consideration, and love grow. Manners and customs are depicted through Allen Say's clear line drawings and soft watercolor illustrations.

Note: Before reading, discuss differences in foods and eating customs among people in the United States, England, and Japan.*

OBJECTIVE

The student will be able to identify, define, and discuss respect, love, and consideration as they apply to this story. The student will learn that using good manners shows respect.

Interdisciplinary Ideas

LANGUAGE ARTS

- Read examples of Haiku in books or online. (keyword: Haiku kids) Write a Haiku together and then write and illustrate poems individually or with partners. (The first line has 7 syllables, the second line 3 syllables, and the third line 7 syllables.)
- Write and illustrate a personal narrative about eating at home or at someone else's home. Draw your family members or friends eating a meal together. Write about your picture and read to the class.

3. Together, make a picture dictionary about Japan. Choose words A-Z related to the story. Research how to write a few words in Japanese.* For each page, write the word in English and in Japanese, draw a picture, and write a sentence using the word.

ART

- Use paintbrushes, calligraphy pens, or charcoal to copy Heartwood attributes in Japanese (see Reproducibles in the Teacher's Guide).
- Explore origami (Japanese paper folding). (keyword: origami kids)

SOCIAL STUDIES

- I. Cook rice and practice eating it with chopsticks.
- 2. Research a traditional Japanese breakfast. (keyword: traditional Japanese breakfast) Share findings with the class.
- * Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primary, for links to eating customs in England and Japan and to English/Japanese dictionaries.

How My Parents Learned to Eat

DISCUSSION

- I. Who is telling the story? Why is it natural for her to eat with chopsticks and with knives and forks? Compare illustrations on the first and last page of the book. What did you learn about Japanese-American culture? How do you think the young girl felt being part of two cultures? Explain.
- 2, What problem do Aiko and John face in the beginning of the story? What do they do to solve their problem? How do they show respect and consideration for each other? What can you do to show respect to someone whose culture is different from yours?
- 3. This story took place many years ago. Do you think eating together would be a problem today? Why or why not?
- 4. Aiko and John express their love by showing consideration for each other. Brainstorm ways you show love to your family by considering their needs.

ACTIVITIES

- 1. Locate Japan on the world map.
- 2. In small groups, talk about manners that show respect and consideration when we eat. Together, list ideas on a "Good Manners Show Respect" chart, such as "Keep your mouth closed while eating," "Say 'No, thank you' if you don't want a certain food," "Thank the cook if you like the food," and "Wait until everyone is served before eating."
- 3. Ask someone who knows how to use chopsticks for a demonstration. Obtain chopsticks or use unsharpened pencils to try this skill.
- 4. Invite a guest who has lived in Japan to visit your classroom and discuss Japanese culture, especially manners, respect, and beauty. Serve tea and snacks and show good manners.

EXTENSION

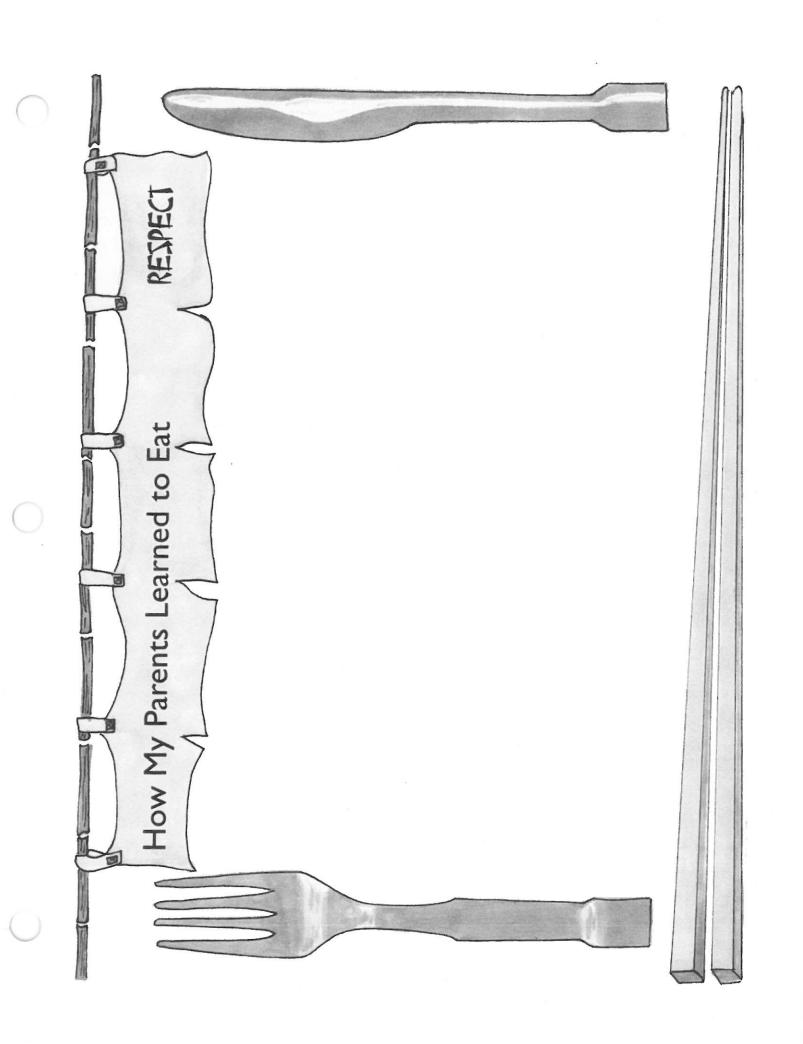
- 1. Complete Home Connection pages and take home to share with families.
- Retell the story at home. Ask if anyone has had to change or learn new ways to accommodate others or to show respect. With permission, share with the class.

WRAP-UP

- In My Heartwood Journal, write and/or draw how John and Aiko show respect for each other and write and/or draw how you show respect at someone's home.
- Make a class "Consideration is..." booklet. Make copies of story paper.* Complete the sentence, "Consideration is______" and illustrate your pages. Make copies, compile into booklets, and take home to read to families.

VOCABULARY

stationed kimono foreign trembled chopsticks sukiyaki





How My Parents Learned to Eat by Ina R. Friedman

How My Parents Learned to Eat is a story from the Heartwood Ethics Curriculum for Children, Level 1/2. This book presents the attribute of Respect as related to love and consideration. Perhaps you would enjoy sharing the story with your child.

Summary: A Japanese girl is courted by an American sailor in this charming story of different cultures meeting while respect, consideration, and love grow. Manners and customs are depicted through Allen Say's clear line drawings and soft watercolor illustrations.

Class Activity: After listening to the story, your child drew a picture related to the book and/or the attribute, Respect.

- · Have your child talk about his/her drawing in response to the story.
- · Tell your child about a time you showed respect to family or friends.
- Together, create a drawing about being considerate to family members.

Understanding Hope

Hope — belief, desire, trust; the enemy of despair

Synonyms: aspiration, faith, trust, belief not based on fact

The attribute of hope involves feeling that what is desired is also possible. Hope is linked to faith and aspiration. Aspiration involves a strong desire, longing, aim, goal, ambition, and power that directs the individual to higher, nobler, and loftier objectives. It elevates beyond the plane of selfishness to nobility.

"I was afraid, Grandfather, until you called to me. Tell me again what you said."

I said, "Don't be afraid, Boy! Trust your darkness! Go like the wind!"

Knots on a Counting Rope by Martin and Archambault

Additional Books on Hope

Amelia's Road

Linda Jacobs Altman
Illus. by Enrique O. Sanchez
New York: Lee & Low Books, 1995

ISBN: 188000027X

Beatrice's Goat

Page McBrier
Illus. by Lori Lohstoeter
New York: Atheneum Books for Young
Readers, 2001
ISBN: 0689824602

Bluebird Summer

Deborah Hopkinson Illus. by Bethanne Anderson New York: Greenwillow Books, 2001 ISBN: 0688173993

Emily's Art

Peter Catalanotto
New York: Atheneum Books for Young
Readers, 2001
ISBN: 068983831X

A Gift from Papa Diego

Benjamin Alire Saenz Illus. by Geronimo Garcia El Paso: Cinco Puntos Press, 1998 ISBN:0938317334

More Than Anything Else

Marie Bradby
Illus. by Chris K. Soentpiet
New York: Orchard Books, 1995
ISBN: 0531094642

Morning Glory Monday

Arlene Alda Illus. by Maryann Kovalski Toronto: Tundra Books, 2003 ISBN: 088776620X

Night Golf

William Miller
Illus. by Cedric Lucas
New York: Lee & Low Books, 1999
ISBN: 1880000792

The Piano

William Miller Illus. by Susan Keeter New York: Lee & Low Books, 2000 ISBN: 1880000989

Richard Wright and the Library Card

William Miller
Illus. by Gregory Christie
New York: Lee & Low Books, 1997
ISBN: 1880000881

The Royal Bee

Frances Park and Ginger Park Illus. by Christopher Zhong-Yuan Zhang Honesdale, PA: Boyd's Mills Press, 2000 ISBN: 1563976145

Note: The letter on the following page may be reproduced for children to take home. Don't forget to sign it!

Dear Parent,
As part of the Heartwood Ethics Curriculum for Children, your child will be learning about <u>Hope</u> . In the stories, discussions, and activities, hope is modeled as a strong belief or desire, and is frequently linked to faith or aspirations. Children learn that planning and action often are required to make hopes become realities.
Families are an important part of this program. Through the family's warmth and love, children are given reason to hope even in the worst of times. Ask your son or daughter to retell the stories and explain how hope was shown. Talk about hopes and dreams you have for yourselves, your family's future, and for the world.
May Heartwood's stories and take-home activities lead to rich discussions about hope in your home!
Sincerely,
P.S. To find out more about Heartwood, visit www.heartwoodethics.org.
The story titles are:

Angel Child, Dragon Child

Michele Maria Surat 1983 Milwaukee: Raintree

HOPE

U.S.A./Vietnamese Realistic Fiction Reading Time: 8 minutes

CONCEPTS

Hope Courage Respect Compassion

SUMMARY

This is the story of Ut, a young Vietnamese girl attending school in the United States for the first time. Teased by some of the children for being different, and lonely for her mother who is still in Vietnam, she has difficulty adjusting. One boy's reactions to Ut and his growing acceptance of differences enable him to give a valuable gift to Ut and her family. Soft pencil and watercolor illustrations by Vo-Dinh Mai enhance the text.

OBJECTIVES

The student will be able to identify, define, and discuss hope, courage, respect, and compassion as they apply to this story. The student will explore strategies for making newcomers feel welcome.

Interdisciplinary Ideas

LANGUAGE ARTS

- Together, sequence the main events in the story on a chart. Post on a bulletin board.
- 2. Pretend you are Raymond. In your own words, write Ut's story.

ART

- Create watercolor and pencil drawings of scenes from your school and/or classroom.
- Decorate a matchbox with stickers, construction paper, wallpaper, or glitter. Paste a photograph of a loved one inside.
- 3. Create an Angel Child, Dragon Child story-door. Cover your classroom door with wrapping paper. In small groups draw, color, and cut out characters from the story, such as Ut, her brother and sisters, Father, Mother, and Raymond. Add pictures of the wooden matchbox, trees, and a paper dragon. In large letters write, color and cut out the title of the book, author, and main attributes shown in the story. Add Vietnamese words from the story and English translations. Write your name beside your drawing.

SOCIAL STUDIES

- I. In this story, Ut and Raymond resolve their conflict. As a class, make a list of procedures to resolve conflicts in your classroom (see *Teacher's Guide*, Activities and Resources).**
- Research Vietnamese culture. (keyword: Vietnam culture) Find out about books, games, food, traditions, festivals, and music.

Angel Child, Dragon Child

DISCUSSION

- I. Why does it take courage for Ut to go to school? How is her American school different from her school in Vietnam? At first, what keeps her from making friends?
- 2. Ut hopes her mother will come to the United States soon. What other hopes do you think she has?
- 3. At the beginning of the story, the American children treated Ut and her sisters unfairly. How can you make friends with someone who speaks another language? What can you do to make a new student feel welcome? How would you want to be welcomed in a new school?
- 4. What happens when Raymond learns about Ut's Ioneliness? What happens when you learn about someone else's sadness? Talk about how Ut and Raymond show compassion for each other.
- 5. Talk about ways Ut's family shows kindness. How does your family show compassion and kindness?

ACTIVITIES

- 1. Locate Vietnam on the world map.
- 2. Share hopes you have for your class this year, such as everyone feeling included or everyone being promoted. Together, create a plan of action to help realize a hope.
- 3. Talk about how Ut feels when the children call her "Pajamas" and laugh when she speaks in Vietnamese. Together, identify nonverbal "lift-up" messages that express encouragement, such as smiles, thumbs up, or high fives. Use these gestures when new students join the class.
- 4. Make "Welcome Packets" for new students. Discuss items you could put in a welcome packet that would show respect and caring for a new student, such as pencils, calendars of special events, and photographs of classmates. Prepare a packet to have ready for a new student.

WRAP-UP

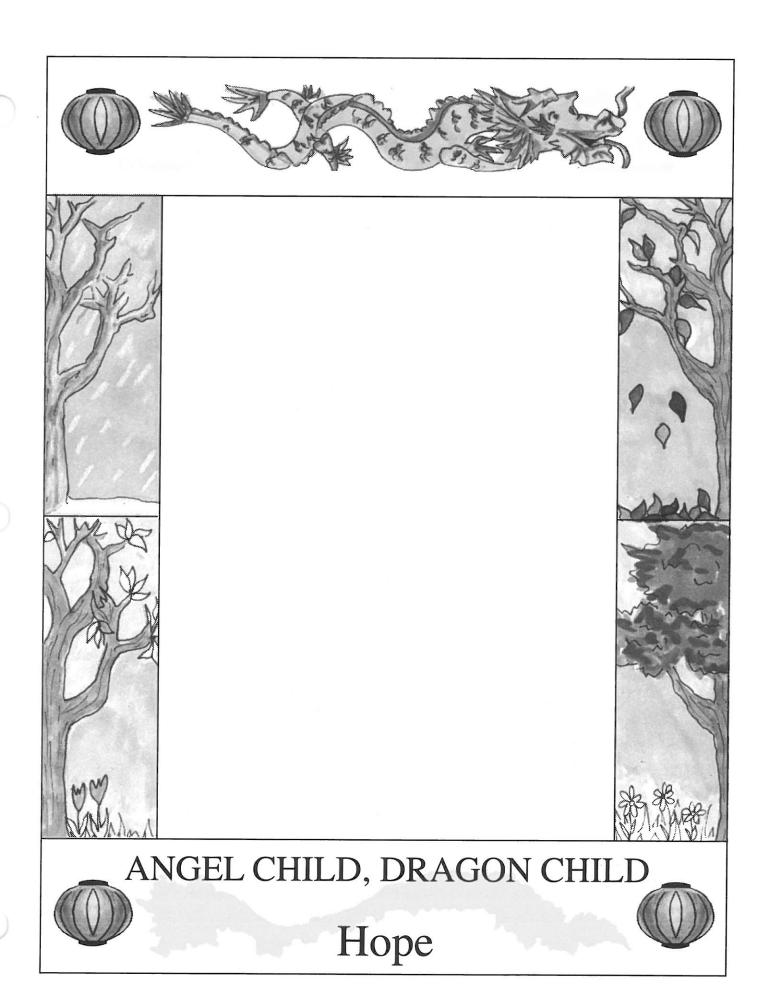
- In My Heartwood Journal, write and/or illustrate an additional hope for Ut and her family.
- 2. Make a list of hopeful signs found in the story. Explain your choices.

EXTENSION

- 1. Complete Home Connection pages and take home to share with families.
- 2. Retell the story at home. Talk about how your family can show respect by welcoming new neighbors. Share with the class.

VOCABULARY

chant twittered screeched trilled squeegeed rice cakes compassion





Angel Child, Dragon Child by Michele Maria Surat

Angel Child, Dragon Child is a story from the Heartwood Ethics Curriculum for Children, Level 1/2. This book presents the attribute of Hope as related to respect and compassion. Perhaps you would enjoy sharing the story with your child.

Summary: This is the story of Ut, a young Vietnamese girl attending school in the United States for the first time. Teased by some of the children for being different, and lonely for her mother who is still in Vietnam, she has difficulty adjusting. This tale examines a young boy's reactions to Ut and his growing acceptance of differences, which enables him to give a valuable gift to Ut and her family. Soft pencil and watercolor illustrations by Vo-Dinh Mai enhance the text.

Class Activity: After listening to the story, your child drew a picture related to the book and/or the attribute, Hope.

- · Have your child talk about his/her drawing in response to the story.
- · Tell your child about a time you offered hope to someone new to your community.
- · Together, create a drawing about welcoming a new neighbor.

Martha

Gennady Spirin 2005 New York: Philomel Books

HOPE

Russia Realistic Fiction Reading Time: 7 minutes

CONCEPTS

Hope Love Courage

SUMMARY

When young Ilya finds an injured crow, he is determined to rescue it, even after the veterinarian tells him the bird will never fly again. Together, Ilya and his family care for the crow they name "Martha" until she is ready to return to the wild. Gennady Spirin, draws upon memories of life in Moscow with detailed watercolor illustrations, as he tells this gentle story of hope, love, and courage.

OBJECTIVES

The student will be able to identify, define, and discuss hope, love, and courage as they apply to the story. The student will explore appropriate ways to care for birds and other pets.

Interdisciplinary Ideas

LANGUAGE ARTS

Create a class booklet titled "Hope for Martha." Together, list 8 to 10 main events in the story. In pairs, choose, write, and illustrate one of the events. Compile pages, add a cover, and take turns reading your booklet with a partner.

ART

Look at the two-page illustrations of people in the veterinarian's office. Create a class mural of yourselves with your pets or pets you would like to have. Draw, color, and cut out your pictures, and place the murals on a bulletin board titled "Hope and Love."

SOCIAL STUDIES

- With a parent or school volunteer, research a child's life in Russia. (keyword: Russia kids culture) Report findings to the class.
- In pairs, and with an older student, find out what you can do to help animals, pets, or birds. (keywords: SPCA kids, KIND news, or animal rescue rehab) Share information with the class.

SCIENCE

- Make bird deflectors to prevent birds from flying into windows. (keyword: wildlife rescue bird deflector)
- In pairs, research to find facts about crows. (keyword: Paw's kids crows)
 Together, list facts on a poster and display in the classroom.
- 3. Make nature journals. Staple sheets of paper together and title the first page, "My Nature Journal." As a class, go outside to look and listen, and record your observations in journals with words and drawings. Share your observations with the class. Repeat this activity for a few days or for a week.

Martha

DISCUSSION

- I. What does Ilya's mama, Raya, do to help Martha after they find her with a broken wing? Why is it important for an adult, not a child, to do these things?
- 2. How do you know that Ilya doesn't give up hope that Martha will get well? What actions do Ilya and his family take to make the hope come true?
- 3. Look carefully at the illustrations in the book. How does this family show love for one another? How do you show love for your family?
- 4. How does Martha become a member of the family? Do you, or someone you know have a pet who is a part of the family? Tell about it.
- 5. Why can't Ilya keep Martha? Tell why he feels happy and sad at the end of the story. How does Ilya show courage? Talk about times you have shown courage by letting go of something you love when you wanted to hold on. Explain why letting go is sometimes the best choice.

ACTIVITIES

- 1. Locate Moscow, Russia on a world map. Connect a string from Moscow to your city or state.
- 2. Invite an expert/staff member from the Humane Society or local aviary to talk with the class about caring for birds and other pets.
- 3. How can we help others have hope when they might be discouraged? Together, make a list of things you can say to friends and family to help them be hopeful.
- 4. Together, make up a play about someone who holds onto hope even though other people say the situation is hopeless. Perform for another class.

EXTENSION

- 1. Complete Home Connection pages and take home to share with families.
- 2. Hold a family meeting to talk about what to do when you find an injured animal. With permission, share with the class.

JOURNAL

- In My Heartwood Journal, write attributes you think both you and Ilya possess, such as hope and courage.
- In your journal, write questions you would like to ask the speaker. (See Activity #2).

VOCABULARY

dedication dacha shawl resisted wicker astounded elegant confidently reception room ødоЦ



Martha by Gennady Spirin

Martha is a story from the Heartwood Ethics Curriculum for Children, Level 1/2. This book presents the attribute of Hope as related to love and courage. Perhaps you would enjoy sharing the story with your child.

Summary: When young Ilya finds an injured crow, he is determined to rescue it, even after the veterinarian tells him the bird will never fly again. Together, Ilya and his family care for the crow they name "Martha" until she is ready to return to the wild. Gennady Spirin draws upon memories of life in Moscow with detailed watercolor illustrations, as he tells this gentle story of hope, love, and courage.

Class Activity: After listening to the story, your child drew a picture related to the book and/or the attribute, Hope as shown in families.

- · Have your child talk about his/her drawing in response to the story.
- Tell your child about a time your family showed hope together.
- Together, make a plan for helping someone less fortunate than yourselves.

Understanding Honesty

Honesty — the quality of being honorable in principles, intentions, and actions; freedom from deceit, falseness, or fraud

Synonyms: integrity, uprightness, truthfulness, sincerity, trustworthiness, genuineness, virtuousness, incorruptibility

How does one approach honesty? Take it seriously. Recognize that honesty is a fundamental condition for friendship, for community. "There can never be any solid friendship between individuals or union between communities that is worth the name unless the parties be persuaded of each other's honesty." (Mitylene's Envoys to Athens, Thucydides' *Peloponnesian War* 111.10).

Alice Carey has observed, "For he who is honest is noble whatever his fortune or birth."

"I admire Ping's great courage to appear before me with the empty truth, and now I reward him with my entire kingdom and make him Emperor of all the land!"

> The Empty Pot by Demi

Additional Books on Honesty

Flora the Frog

Shirley Isherwood Illus. by Anna C. Leplar

Atlanta: Peachtree Publishers, 2000

ISBN: 1561452238

The Honest-to-Goodness Truth

Pat McKissack

Illus. by Giselle Potter

New York: Aladdin Library, 2003

ISBN: 0689853955

Jamaica's Find

Juanita Havill

Illus. by Anne Sibley O'Brien

Boston: Houghton Mifflin Co., 1986

ISBN: 0395453577

Orange Cheeks

Jay O'Callahan

Illus. by Patricia Raine

Atlanta: Peachtree Publishers, 1993

ISBN: 1561450731

Pedrito's Day

Luis Garay

New York: Orchard Books, 1997

ISBN: 0439418275

The Principal's New Clothes

Stephanie Calmenson Illus. by Denise Brunkus New York: Scholastic, 1991

ISBN: 0590447785

Sam, Bangs and Moonshine

Evaline Ness

New York: Henry Holt and Co., 1971

ISBN: 0590135155

Serefina Under the Circumstances

Phyllis Theroux

Illus. by Marjorie Priceman

New York: Greenwillow Books, 1999

ISBN: 0688159427

The Surprise Party

Annabelle Prager

Illus. by Tomie dePaola

New York: Random House, 1988

ISBN: 0394895967

That's Mine, Horace

Holly Keller

New York: Greenwillow Books, 2000

ISBN: 0688171511

Note: The letter on the following page may be reproduced for children to take home. Don't forget to sign it!

Dear Parent,	
As part of the Heartwood Ethics Curriculum for Children, your child will be learning about <u>Honesty</u> . The stories, discussions, and activities will encourage your child to think about how honesty applies to his/her own life and to life in a community. Honesty involves the quality of being honorable in principles, intentions, and actions as well as freedom from deceit, falseness, or fraud.	
Families are a very important part of this program and we encourage you to get involved. Ask your son or daughter to retell the Heartwood stories and explain how honesty was shown. As a family, perhaps you could talk about when it is most important to be totally honest, and when you might try to avoid hurt feelings.	
Hopefully, Heartwood's stories and take-home activities will lead to rich discussions about honesty in your home.	
Sincerely,	
P.S. To find out more about Heartwood, visit www.heartwoodethics.org.	
The story titles are:	

The Empty Pot

Demi 1990

New York: Henry Holt and Company

HONESTY

China Folktale

Reading Time: 6 minutes

CONCEPTS

Honesty Hope Persistence Courage **SUMMARY**

A wise emperor begins his search for an heir by distributing special flower seeds to the children in the land, asking each to return in a year's time with the best flower they can grow. One child, Ping, displays honesty, hope, and courage as he works persistently on the task. This beautiful story is enhanced by Demi's delicate illustrations of landscapes, lively children, and traditional Chinese architecture inside rounded fan shapes.

OBJECTIVES

The student will be able to identify, define, and discuss honesty, hope, persistence, and courage as they apply to this story. The student will become aware of ways courage is related to being honest.

Interdisciplinary Ideas

LANGUAGE ARTS

I. Make fan-shaped booklets summarizing the story. Together, list 7 main events on the chalkboard chronologically and in complete sentences. Make 2-sided copies of fan-shaped story paper* (four pages per student), cut on the dotted lines, and staple pages together on the left side. Write "The Empty Pot, a Summary by" on the covers, and number pages. Write events (one sentence to a page) and illustrate with crayon or colored pencils. Attach paper handles to the front and back pages to complete the fan-shaped booklets.

Note: For sturdier booklets use tongue depressors or Popsicle sticks for handles and construction paper front and back pages.

SOCIAL STUDIES

- Discuss how new leaders are chosen in our country. (keyword: Ben's Guide (3-5) election process)
- Investigate to find out how to play Nim, a game that originated in China. (keyword: Chinese game Nim) In small groups, agree on ground rules and play the game.
- * Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primary, for fan-shaped story paper.

ART

- Make decorative flowerpots to give as gifts to family and friends.
 With acrylic paint, paint designs on small clay flowerpots. Place seed packets inside and wrap in cellophane.
- Make seed collages. (keyword: seed collage)

SCIENCE

- Experiment by planting both cooked and uncooked flower seeds. Make a chart showing the results.
- 2. Discuss the changing of seasons as shown in Demi's illustrations of trees. Make drawings of how trees look in each season.

After the Story

The Empty Pot

DISCUSSION

- 1. Why is Ping chosen to be the next emperor? Would you want to be friends with someone like Ping? Why or why not?
- 2. Persistence means to keep trying. How did Ping show persistence? How do you show persistence?
- 3. Talk about the method of choosing a new emperor portrayed in this story. What character trait does the Emperor value most? Why? In your opinion, did the Emperor model honesty? Explain.
- 4. Discuss Ping's father's advice, "You did your best, and your best is good enough to present to the Emperor." Why does it take courage for Ping to be honest before the Emperor? Discuss times you showed courage by being honest.

ACTIVITIES

- 1. Locate China on the world map.
- 2. Brainstorm ways of showing honesty in the classroom. Write these thoughts on paper flower petals or leaves to create flowers that will fill an "empty pot" with honesty ideas.
- Invite your principal to talk to the class about how honesty helps the school.
- 4. As a class, create an "Honesty Proclamation." Make a "scroll" from a large sheet of paper. List ways you show honesty, such as "We tell the truth," "We do our own work," or "We return items we find." Post for all to see.

EXTENSION

- 1. Complete Home Connection pages and take home to share with families.
- Discuss how the following honesty quotes apply to the story: "Honesty is the best policy" and "Sooner or later the truth comes to light." Copy one of the quotes, write and/or illustrate how it applies to the story or to your own life, and take home to share with families.

WRAP-UP

- In My Heartwood Journal, write and/or draw about a time when you, like Ping, showed honesty or showed courage by being honest.
- 2. Write your own ideas about how honesty helps your school.

VOCABULARY

Emperor proclamation successor

throne swarmed persistence

transferred





Heartwood Home Connection

The Empty Pot by Demi

The Empty Pot is a story from the Heartwood Ethics Curriculum for Children, Level 1/2. This book presents the attribute of Honesty as related to courage and determination. Perhaps you would enjoy sharing the story with your child.

Summary: A wise emperor begins his search for an heir by distributing special flower seeds to the children in the land, asking each to return in a year's time with the best flower they can grow. One child, Ping, works persistently on the task, but fails to grow a flower. Ping's father reminds him that doing his best is "good enough for the Emperor," encouraging Ping to display honesty and courage that reap great rewards. This beautiful story is enhanced by Demi's delicate illustrations of landscapes, lively children, and traditional Chinese architecture inside rounded fan shapes.

Class Activity: After listening to the story, your child drew a picture related to the book and/or the attribute, Honesty.

Suggestions:

- · Have your child talk about his/her drawing in response to the story.
- Tell your child about a time it took courage to be honest.
- Together, talk about the importance of being honest with each other.

A Pair of Red Clogs

Masako Matsuno 1988 Kentucky: Purple House Press

HONESTY

Japan Realistic Fiction Reading Time: 8 minutes

CONCEPTS

Honesty Respect Love

SUMMARY

Hoping her mother will buy her new shoes, a little girl in Japan deliberately muddies her old ones. Back at home and struggling with her conscience, she responds to her mother's love and understanding by deciding not to go through with her dishonest plan—a choice she will remember all her life and recall for her granddaughter many years later. Kazue Mizumura's delicate, colored pencil illustrations beautifully express Mako's strong feelings.

OBJECTIVES

The student will be able to identify, define, and discuss honesty, respect, and love as they apply to this story and will explore ways to resolve dilemmas honestly.

Interdisciplinary Ideas

LANGUAGE ARTS

- Draw a picture of your favorite pair of shoes or a pair of shoes you would like to have. Write sentences describing them and why they are special. Post on a bulletin board. (See Language Arts #2 and Social Studies #1 and #3.)
- 2. Together, write sound poems* that tell about sounds your shoes make in different kinds of weather. Post on the shoes bulletin board. (Language Arts #1)
- * Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primary, for honesty dilemmas and sound poem instructions.

SOCIAL STUDIES

- With a helper, investigate traditional Japanese clogs (keyword: traditional Japanese clogs geta) and Japanese manners regarding shoes. (keyword: Japan shoe etiquette) Print out pictures and information to share with the class.
- On a large Venn diagram, compare and contrast Mako's town with yours. Look at illustrations in the book to see how stores and homes are different and the same. Take turns presenting information to the class by looking at the Venn diagram and reporting orally.

3. Find out about shoes people wear all over the world. Read *Shoes, Shoes, Shoes* by Ann Morris or investigate online. (keyword: shoes around world) Draw, color, and label different kinds of shoes or download and cut out images and post on the shoes bulletin board (Language Arts #1).

MATH

Reread the page in the story about the "many clogs of many colors" in the store. Together, create word problems about the clogs, for example, How many total pairs did Mako describe?

After the Story

A Pair of Red Clogs

DISCUSSION

- I. What is Mako's plan when she muddies her clogs? What does she think about on the way home?
- 2. Why doesn't Mako's mother get angry about the muddy shoes? Why does Mako decide not to go through with her plan? What is more important to Mako than pretty shoes?
- 3. Why does Mako know that she will never try to trick her mother again?
- 4. Tell about a time you accidentally damaged something you cared about. Why is it better to be honest when something like this happens?
- 5. How do love and respect help Mako make her choice? How does her family show love and respect? How do you show love and respect in your family?
- 6. Why is it important to think things over before taking action? Who helps you make honest decisions?

ACTIVITIES

- I. Locate Japan on the world map. Use a string to connect your state with Japan and discuss how you would travel there. How long would it take?
- In small groups, role play the story. Choose parts of Mako, Mother, Father, and friends. Practice and present to the class. (Note: Use flip-flops to act out the weather-telling game.)
- 3. Together, discuss problems or dilemmas* that involve honesty, such as deciding what to do if you find something that belongs to another person. What might you think and do if you found a five-dollar bill, and how would you feel about choosing each course of action? Read *Jamaica's Find* by Juanita Havill.
- 4. Create a class honesty booklet. Draw yourself in a situation involving honesty and write what you would say or think. (Draw dialogue or think bubbles around the words if desired.) Compile pages, make a cover, and place in the classroom library.

EXTENSION

- 1. Complete Home Connection pages and take home to share with families.
- 2. Ask an adult in your family to recall a childhood memory involving honesty. With permission, share with the class.
- 3. Today, most children in Japan wear only traditional clothing, such as kimonos on holidays and other special occasions. Does your family wear traditional clothing on special occasions? Share with the class.

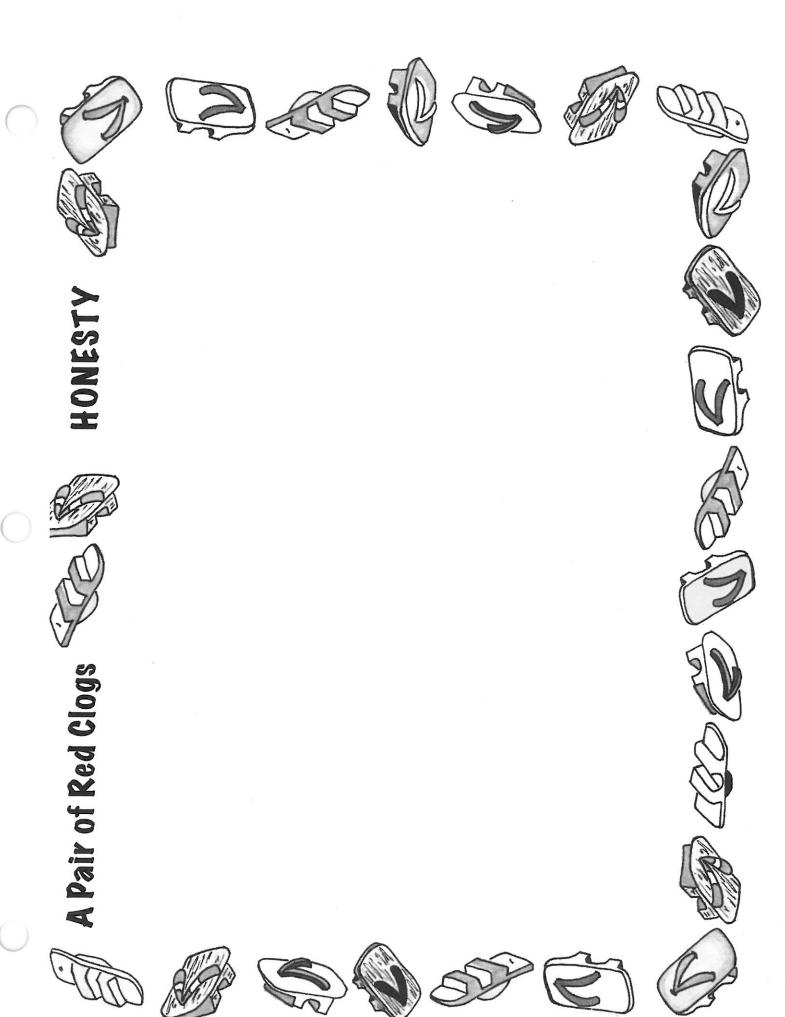
WRAP-UP

- I. In My Heartwood Journal, draw Mako's face three times; the first showing how she feels when she cracks her clogs, the second when she thinks about tricking her mother, and the third when she decides never to trick her mother again. Write appropriate emotion words under each face.
- Discuss what it means to "put yourself in someone else's shoes." With a partner, imagine you are Mako and brainstorm honest ways to get a new pair of clogs. Share ideas with the class.

VOCABULARY

lacquer postbox shuffled scuffs ashamed suspect

murmur





Heartwood Home Connection

A Pair of Red Clogs by Masako Matsuno

A Pair of Red Clogs is a story from the Heartwood Ethics Curriculum for Children, Level 1/2. This book focuses on the attribute of Honesty related to love and respect for family members. Perhaps you would enjoy sharing the story with your child.

Summary: Hoping her mother will buy her new shoes, Mako, a little girl in Japan, deliberately muddies her old ones. Back at home and struggling with her conscience, she responds to her mother's love and understanding by deciding not to go through with her dishonest plan—a choice she will remember all her life and recall for her granddaughter many years later. Kazue Mizumura's delicate colored pencil illustrations beautifully express Mako's strong feelings.

Class Activity: After listening to the story your child drew a picture related to the book and/or the attribute, Honesty.

Suggestions:

- Have your child talk about his/her drawing in response to the story.
- Tell your child about a time you or someone you know showed honesty.

Understanding Love

Love — an intense, affectionate concern for another person; self-sacrificing regard which seeks the well-being of others

Synonyms: compassion, kindness, charity, generosity, patience, sympathy, tenderness, warmth, affection, caring

Love, like compassion, is a virtue of action as well as emotion; something not only felt, but done. It is a feeling that needs to be educated and formed, so as not to be confused with sentimentality. Love is giving with no thought of getting. It is tenderness enfolding with strength to protect. It is forgiveness without further thought of that which is forgiven. It is understanding human weakness with knowledge of the true person shining through. It is quiet in the midst of turmoil. It is refusal to see anything but good in our fellow men and women. Love is the one thing we can give constantly and become increasingly rich in the giving.

"I am the king. I am also the hungry boy with whom you shared a yam in the forest and the old woman to whom you made a gift of sunflower seeds. But you know me best as Nyoka. Because I have been all of these, I know you to be the Most Worthy and Most Beautiful Daughter in the Land."

Mufaro's Beautiful Daughters
by John Steptoe

Additional Books on Love

Big Sister and Little Sister

Charlotte Zolotow Illus. by Martha Alexander New York: HarperCollins, 1966 ISBN: 0064432173

Gracias the Thanksgiving Turkey

Joy Cowley Illus. by Joe Cepeda New York: Scholastic, 1996 ASIN: 0590469762

I Love You the Purplest

Barbara Joosse Illus. by Mary Whyte San Francisco: Chronicle Books, 1996 ISBN: 0811807185

In Daddy's Arms I am Tall: African Americans Celebrating Fathers

Javaka Steptoe New York: Lee & Low Books, 2001 ISBN: 1584300167

The Keeping Quilt

Patricia Polacco New York: Simon & Schuster, 1998 ISBN: 0689820909

My Father's Hands

Joanne Ryder Illus. by Mark Graham New York: William Morrow, 1994 ISBN: 068809189X

The Relatives Came

Cynthia Rylant Illus. by Stephen Gammell New York: Atheneum, 2001 ISBN: 0689845081

Something from Nothing

Phoebe Gilman New York: Scholastic, 1992 ISBN: 0590472801

The Sunsets of Miss Olivia Wiggins

Lester L. Laminack Illus. by Constance R. Bergum Atlanta: Peachtree Publishers, 1998 ISBN: 1561451398

The Tangerine Tree

Regina Hanson Illus. by Harvey Stevenson New York: Clarion, 1995 ISBN: 0395689635

When I Am Old With You

Angela A. Johnson Illus. by David Soman New York: Orchard Books, 1993 ISBN: 0531070352

Note: The letter on the following page may be reproduced for children to take home. Don't forget to sign it!

Dear Parent,
As part of the Heartwood Ethics Curriculum for Children, your child will be learning about <u>Love</u> . In the stories, discussions, and activities, love is shown as a virtue of action as well as emotion, something that is not only felt, but done. The stories remind us that love is the one thing we can give constantly and become richer in the giving.
Families are an important part of this program, and we encourage you to get involved. Ask your son or daughter to retell the stories and explain how love was shown. Discuss ways your family expresses love. You might involve your extended family in collecting and recording traditions, stories, and recipes for a family history book.
Hopefully, Heartwood's stories and take-home activities will lead to rich discussions about love in your home. Perhaps your family will create additional activities that relate to the concept of love. If you have enjoyed them, please share with your child's class.
Sincerely,
P.S. To find out more about Heartwood, visit www.heartwoodethics.org.
The story titles are:

Pipaluk and the Whales

John Himmelman 2001 National Geographic Society

LOVE

USSR Fiction

Reading Time: 8 minutes

CONCEPTS

Love Hope Perseverance Compassion **SUMMARY**

With the help of her father and the villagers, young Pipaluk, tries desperately to save a group of beluga whales trapped in a frozen inlet. After many attempts, Pipa figures out a way to lead them safely to sea. This story of love and hope is based on an event that took place in 1984 off Russia's Chukchi Peninsula. The author's watercolor and colored pencil illustrations clearly express the characters' emotions and beautifully enrich the text.

OBJECTIVE

The student will be able to identify, define, and discuss love, hope, perseverance, and compassion as they apply to the story. The student will be encouraged to explore love as caring and compassion and hope related to perseverance and taking action.

Note to the teacher: Before reading the story it may be helpful to discuss why people in Arctic regions hunt whales for their survival in this harsh environment.

Interdisciplinary Ideas

LANGUAGE ARTS

- Together, create poems or songs about beluga whales. Begin with lines such as "Beluga whale beluga whale follow my song or follow me" For more poem suggestions, visit www.heartwoodethics.org, Teaching Heartwood, Activities, Primary, Whale Poems.
- The expression "a whale of a tale" means an exaggerated story. Talk about exaggeration, use your imagination to write your own "Whale of a Tale," include details that couldn't be true, illustrate stories, and compile in a whale shaped class booklet.

SCIENCE

- In pairs, watch a beluga whale video online (Keyword: beluga whale National Geographic). Afterwards, create a class chart titled; Beluga Whales, Fast Facts, post on a bulletin board, and add facts you find in books and online. (keyword: beluga whales, kids)
- On beluga whale templates, label parts such as blowhole, melon, flippers, jaws, and beak. Teacher resource (keyword: beluga whale template)
- 3. Listen to beluga whales online. (keyword:hear beluga whales)

ART

Make whale puppets. Fill white paper bags with crushed newspaper, tie the ends with string or rubber band, draw features with markers, glue on paper flippers, and name your puppet. Give a beluga whale presentation to another class. Have each child hold up his or her puppet and say one of the facts about beluga whales from the class chart.

MATH

Together, make a list of questions about beluga whales involving numbers such as; How long is an adult beluga?, How fast can it swim? In books or online, find answers to your questions and add the information to the class chart, Beluga Whales Fast Facts. (keyword: beluga whale number facts)

After the Story

Pipaluk and the Whales

DISCUSSION

- I. Talk about the danger to the whales in the story. When Father and Pipa first see the whales trapped, why do you think he says, "We can't hunt them this way"?
- 2. Why do you think the people want to help the whales? How do you help people you care about? How do they help you?
- 3. The villagers hope to save the whales. What actions do Pipaluk and the villagers take to save the whales? How do these actions show perseverance, or not giving up?
- 4. Reread the first page of the story. How do the picture and the words show love? How does Pipa show love to the whales? Discuss times you showed love to a pet or to an animal.
- 5. What does Pipa think about when she sees the older whales push their young calves to the surface, so they can breathe? How did Pipa feel when she looked into the young calf's eyes? Why do you think singing made her feel better? Have you ever comforted someone with a song? Tell about it.

ACTIVITIES

- I. Locate Arctic regions on a world map. Read the Author's Note, look at the map in the book, and locate the Chukchi Peninsula on a world globe.
- Talk about kinds of caring in the story such as parent/child, people/ animals/, animal /animal.
- 3. In a dictionary or thesaurus, find definitions for the words, "perseverance" and "compassion", and write them on the chalkboard. With a partner, talk about one example (from the story or you own life) for each of these words. Share with the class.

WRAP-UP

- In My Heartwood Journal, draw a picture of yourself showing love by taking care of a pet, and write a sentence about it. (Play classical music while the children work.)
- Read the Author's Note at the back of the book and discuss how the hunter, government, and scientists showed love, hope, perseverance and compassion.

EXTENSION

- 1. At home, talk with family members about times they helped each other in emergencies. With permission, share stories with the class.
- 2. Retell the story at home. Discuss hopes you have for each other, and actions you can take to realize one of those hopes.

VOCABULARY

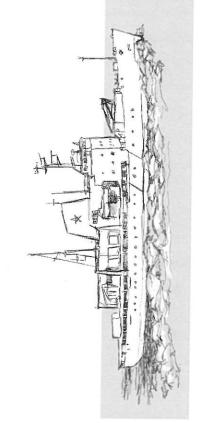
Beluga whales icebreaker pelts savssats calves reflection Classical music channel

perseverance compassion

Pipaluk and the whales









Heartwood Home Connection

Pipaluk and the Whales by John Himmelman

Pipaluk and the Whales is a story from the Heartwood Ethics Curriculum for children, Level 1/2. This book presents the attribute of Love as caring and compassion and taking action to help others. Perhaps you will enjoy sharing the story with your child.

Summary: This story of love, hope, perseverance, and compassion, tells how an Inuit girl helps save a group of Beluga whales trapped in a frozen inlet.

Class Activity: After listening to the story your child drew a picture related to the book and/or the attribute, Love.

Suggestions:

- · Have your child talk about his/her drawing in response to the story.
- Tell your child about a time when you or someone you know showed love.
- Together, create a drawing about family members caring for a pet or other animal.

Honey, I Love and Other Poems

Eloise Greenfield 1978 New York: Thomas Y. Crowell

LOVE

U.S.A. Poetry

Reading Time: 12 minutes

CONCEPTS

Love Joy Compassion Self-esteem SUMMARY

Eloise Greenfield's gentle poems envision everyday things through the loving eyes of a child and are spoken from "the heart of a child." Portraits in black and white, along with childlike drawings elicit memories and personal identification with feelings expressed in each poem. Remembering helps love to grow.

Note: Honey, I Love may be read at one sitting, as a poem a day, or over a period of weeks.

OBJECTIVES

The student will be able to identify, define, and discuss love, joy, compassion, and self-esteem as they apply to this story. The student will explore ways to show love to family and friends.

Interdisciplinary Ideas

LANGUAGE ARTS

- I. Write your own "By Myself" poem. Copy the first two lines from the poem by that name in the book, and put them in quotes. Write your own lines beginning with "I'm a" and end your poem quoting the last three or four lines from Eloise Greenfield's poem.
- Write poetry similar to "... and Other Love Poems." Add to your poetry bulletin board or publish your own little book of poems.
- Investigate to find out about the author and other books she has written. (keyword: Eloise Greenfield) Share with the class.

ART

- Make a "Honey, I Love" bulletin board for your poems. Illustrate your poetry using white crayons on orange construction paper. Cut out your drawings and post next to your poems.
- Create a wrapping center with a variety of wrapping paper, tape, scissors, ribbon, and matchboxes or other small boxes. In pairs or small groups, wrap your poems as gifts. Include tiny cards and give your poems to people you love.

SOCIAL STUDIES

Read a book about Harriet Tubman, then perform the poem "Harriet Tubman" as a choral reading.

MUSIC

Read "Way Down in the Music," then play a song from the era of the Jackson Five. Dance!

After the Story

Honey, I Love and Other Poems

DISCUSSION

- I. Would you like to be a friend of the girl or someone like her? Why or why not? What kinds of activities does she enjoy? What activities do you enjoy?
- 2. Talk about the kinds of love in the poems. How is loving things different from loving people?
- 3. Which poems show the girl loves her family? Which poems show compassion for others? Explain.
- 4. How do you know the girl loves herself? Why is it important to love yourself?
- 5. What does the girl value? What do you value?

ACTIVITIES

- 1. Locate the U.S.A. on the world map.
- 2. Write "Honey, I Love" list poems. Make lists of people and things you love on "Honey, I Love" poetry forms. Revise your poems, adding adjectives or descriptions. Read poems to the class and make finished copies for a "Honey, I Love" bulletin board (See Art #1).
- 3. Make an "About Me" poster. In the center of heavy paper, glue a photograph of yourself. Around your photo write titles such as Things I Like, People I Love, How I Show Kindness, and Favorite Activities. Draw pictures near the titles or cut out appropriate magazine pictures and glue to your poster. Display for all to see.

EXTENSION

- 1. Complete Home Connection pages and take home to share with families.
- 2. Memorize one of the shorter poems such as "Things," "Keepsake," "Moochie," or "Love Don't Mean." Recite your poem for family members and talk about what the poem means.
- 3. With your family, talk about things that make you happy. Have each member in your family write a list of things that make him/her happy. Put your family lists in a scrapbook with family pictures.

WRAP-UP

- I. In My Heartwood Journal write the name of your favorite poem in the collection. Tell why you liked it and list Heartwood attributes relating to it.
- 2. In small groups, brainstorm ideas for having a kind and caring classroom. Report to the class, list on a chart under the title "We Show Kindness and Caring by...", post, and try out ideas each day.

VOCABULARY

bass pocketbook slave catchers compassion self-esteem





Heartwood Home Connection

Honey, I Love by Eloise Greenfield

Honey, I Love is a story from the Heartwood Ethics Curriculum for Children, Level 1/2. This book presents the attribute of Love as related to joy and self-esteem. Perhaps you would enjoy sharing the story with your child.

Summary: Eloise Greenfield's gentle poems envision everyday things through the loving eyes of a child and are spoken from "the heart of a child." Portraits in black and white along with childlike drawings elicit memories and personal identification with feelings expressed in each poem. Remembering helps love to grow.

Class Activity: After listening to the story, your child drew a picture related to the book and/or the attribute, Love.

Suggestions:

- · Have your child talk about his/her drawing in response to the story.
- Tell your child what you appreciate about a favorite relative or friend.
- Together, create a drawing or poem about a special time with family members.

Suggestions and Resources for Reading Aloud

"The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children."

Richard Anderson
 Becoming a Nation of Readers

When You Read Aloud

- The mood should be one of relaxed listening.
- 2. Cultivate a sense of humor.
- Know your material well. It is essential that you read material prior to presenting aloud.
- Look at your listeners frequently while you are reading.
- Practice clear enunciation, pleasant tone, and pacing that captures the rhythm and conveys the mood.
- 6. Practice pausing and timing.
- 7. Practice expression and feeling.
- Use your imagination to create a picture and feeling.

From Dolman, J. (1956), <u>The Art of Reading Aloud</u>. New York: Harper.

Additional Books on Reading Aloud

Margaret Mary Kimmel and Elizabeth Segel (1988), For Reading Out Loud! A Guide to Sharing Books with Children. New York: Delacorte Press.

Larrick, N. (1982), <u>A Parent's Guide to</u>
<u>Children's Reading</u>. Philadelphia:
Westminster.

Trelease, J. (1985), <u>The Read-aloud</u> <u>Handbook</u>. New York: Viking-Penguin.

Casting a Spell: How to Read Aloud Effectively to a Group of Children

Dr. Margaret Mary Kimmel and Dr. Elizabeth Segel

You will be well rewarded for polishing your skills—by the clamor for "just one more" or the nearly silent sigh of satisfaction.

ers outside the home, because family members and guests need not be skilled readers to hold even the most restless listener spellbound. Keeping the attention of a group of children is more of a challenge, however. We offer here a few tips that will help the more reluctant or inexperienced reader to gain confidence and the veteran reader to perfect his or her technique.

A word about the audience. Reading aloud, although not a theatrical experience, is a performance. The reader must be aware of audience reaction; of creating a mood that allows the listener to respond to the story. This interaction between reader and listener, between story and audience, is a key to success. This doesn't mean that one needs a stage, or even a fireplace and a deep leather chair, but it does mean that the reader has to pay attention to the atmosphere and physical setting of the session, as well as the interpretation of the story. Too much heat or polar cold may distract listeners. With a little thought about which corner of the room to use, a quiet place can be created in a busy classroom or library. One librarian found that merely

seating a group with their backs to the main activity of the room helped enormously with the problem of distraction.

One teacher sat in front of a window that looked out on a pleasant hill, but found that the class, facing the bright light, was restless and uncomfortable. The wiggling decreased when she merely switched her chair around and sat the group at an angle from the window.

If the children will be sitting on the floor, try to mark out in some way where they are to sit. Otherwise, all through your reading, children will be inching forward, each jockeying for the best position, closer to you and the book. Tape or other marks on the floor can be helpful, or place carpet squares (often obtainable from rug stores) in a semicircle at the right distance. Tell each child to sit on her or his bottom on a square. This will rule out sprawling or kneeling for a better view, which blocks other children's view, of course.

Timing is important, too. Experienced day-care and nursery-school staff know that reading a story following a strenuous playtime allows everyone a chance to simmer down.

Make sure that listeners can hear you. Volume control often is difficult for a beginner, but a simple question such as "Can everyone hear me?" does much to reassure fidgety listeners. Since reading out loud is a shared experience, one must look at the audience now and then.

Besides confirming the bond between reader and listener; this helps to gauge audience response and thwart rebellion in the back of the room.

Sometimes an epidemic of wiggling is your clue that you have reached the end of children's attention spans; the point at which they cannot keep still, no matter how much they like the story. When this happens, it's best to break off (without scolding) at the next lull in the action, saving the rest for another time. If you are within a page of two of the chapter's end, however, you might just let your audience know that the story is almost over. This often helps the wigglers muster a bit more patience. Then plan to cover less material in subsequent sessions. Groups of toddlers or inexperienced listeners may need to begin with sessions as short as five or ten minutes. Ten- to fifteen-minute sessions suit most preschoolers; fifteen to twenty minutes is a reasonable length for primary school groups; and thirty minutes is about right for middle-grades.

Some preschoolers and even children of five, six, and seven can't sit still for anything. Don't assume that such children aren't enjoying being read to. If you can let these active ones move around (something that is admittedly more feasible at home than in school groups), you will probably find that they never wander out of earshot and are, in fact, taking it all in. In many cases, they are enjoying the story as much as the child who sits motionless

and clearly enthralled.

When you finish reading, don't break the spell by asking trivial questions ("What was the pig's name who won first prize at the county fair?" or "How long was Abel stranded on the island?"). Children get plenty of reading for information in their school careers. For the greatest benefit, most reading aloud should not be associated with testing of any sort; its goal should be simple pleasure.

If children have been moved by a story, they often do not want to discuss it at all right away. Later, they may be happy to talk about it—or sing or dance or paint something that expresses how they feel about the story. The important word is "feel." Young children are not equipped to analyze literature. To press for such a response can reduce a complex and deeply felt experience to a chore.

Purists may be shocked, but we have been known to skip sentences, paragraphs, even an occasional chapter that we judged would lose the children's attention. Sometimes, this means simply omitting a few nonessential phrases in order to reach the end of a chapter before a restless six-year-old's attention span expires. Or one may find that an author has indulged in digressions, making a book that otherwise has great appeal for children too long. Even adults who read Watership Down silently may find themselves skipping over some of the discursive essays that begin certain chapters,

and we recommend doing so when reading the book to children (unless you have very philosophical listeners and all the time in the world).

Occasionally, you may want to omit a whole chapter that you judge dull or offensive. This kind of omission can be made only if the narrative is episodic, with one adventure following another, but not depending on it for plot development. Such omissions of paragraphs or chapters must be carefully planned, so skim the material in advance and mark what you want to skip. You don't want to discover later that you've left out a piece of information that's essential to understanding the book's conclusion. We have suggested a few omissions of nonessential material in our annotations of the recommended titles.

Most children are bored, we have found, by "The Lobster Quadrille" chapter of Alice in Wonderland, with its several long parodies of poems unfamiliar to children today, and by the inane recitations in chapter twenty-one of The Adventures of Tom Sawyer.

This kind of editing has a long and distinguished history from the days when oral storytellers, passing on the old tales, left out what didn't please their audiences and elaborated on what did. It should be used sparingly but it is a legitimate expression of a good reader's sensitivity to the needs of her or his audience.

Many of the books we recommend have illustrations that you will want to share with your listeners. The illustrations of picture books are, in fact, an essential component of the story, so try to hold a picture book facing the children as you read. This means that you have to crane your neck a bit to read from the side, or develop the ability to decipher upsidedown print, but these are talents that can be mastered. For books that are mostly text with occasional pictures, we suggest that you wait to show the illustrations until you have read aloud at least part of the book. (Of course, this won't be possible when you are reading to one or two listeners who are sitting right next to you.) We make this suggestion because children in this age of television have many fewer opportunities to form their own mental images than earlier generations did. Experts feel that this impoverishment of the visual imagination is one of the most serious penalties of television viewing. By oral reading, we can provide children with the chance to create their own stormy seas or king's palace. They can collaborate with Stevenson in imagining the terrifying blind pirate, Pew, and the ingratiating yet treacherous Long John Silver. Wyeth's illustrations for Treasure Island are classics, loved by generations of readers, but they are Wyeth's images, his interpretations. Children can enjoy them all the more if they have first developed their own vivid mental pictures with which to compare them.

4 Activities and Resources Heartwood

Children will probably object to this strategy. Their experience with picture books as well as with television has persuaded them that they can't follow the story if they can't see the pictures. But the illustrated book—unlike the picture book—is not dependent on the pictures for meaning, and children can be led to understand this. If you don't train them, you'll find yourself having to interrupt your reading frequently to hold the book up for inspection. And nothing breaks the spell of a story faster than impatient squirms and cries of "I can't see," "Hey, teacher, I can't see!"

How dramatic should your reading be? Some readers are very straightforward. Others sway with the blowing wind and gasp in awe as the heroine saves the day. One bit of advice-keep it simple. Sometimes, one is tempted to change the quality or pitch of the voice with different characters. In a short book with one or two characters, this isn't too difficult; but in a book like Queenie Peavy, it would be a mistake to attempt voice characterizations for the many people Queenie encounters. Even the most experienced reader can mistake one character's tone for another when the reading involves several sessions. Furthermore, such voice characterization often complicates the listening process. On the other hand, one does not want listeners to fall asleepat least, not usually. A soothing, almost monotonous tone that would be fine at bedtime may lose an audience in the middle of the day.

An overly dramatic reading can frighten very small children or those new at listening to stories. Elizabeth was once reading Caps for Sale to a group of preschoolers. She doesn't think of this as a scary book, but when she got a bit carried away reading the peddler's part—"You monkeys, you! You give me back my caps!"—one adorable little boy burst into tears. He seemed to think that the reader was angry at him!

For older children, whether or not the reading is a dramatic rendition is partly a matter of taste and experience. A more experienced reader can sense when a moment demands a grand gesture or a bellow of rage, and perform accordingly. Do be careful with such actions, however. Just such a "bellow" once brought both the principal and the school nurse to the library on the run, and an exuberant father we know knocked a bowl of buttered popcorn sky-high with a sweeping gesture. Dramatization should sound spontaneous, but needs to be carefully planned, especially by beginners. In the annotations for each book, we have tried not only to indicate possible difficulties for the reader, but sometimes to suggest occasions where one might wax eloquent.

Gauging the proper pace of a story is another essential ingredient. If the reading is too slow, the listeners may lose track of the action and become fidgety. "Get on with it, Dad" was one family's complaint. Too fast has some of the same problems—the listener simply can't keep

up, can't savor the story. While the reader has some control of the overall pace, there often are parts of the narrative that have an internal rhythm of their own. For instance, Lucinda's pell-mell flight to find Policeman McGonegal and save Tony Coppino's fruit stand from the bullies in Roller Skates is a breathless race, and Ruth Sawyer built that breathlessness into her phrases and sentences. In Tuck Everlasting, Mae Tuck's violent confrontation with the man who is after the water of immortality is a dramatic scene that moves as swiftly as the blink of an eye. The pace of life in the humid, hot days suddenly quickens for both reader and listener. The beginnings of The Iron Giant, on the other hand, unfolds at a slow and dignifiedeven portentous—pace, dictated by Ted Hughe's careful choice of word and syntax. Many of our recommended books were chosen in part because the accomplished writers have such control of their material that the reader can't go wrong.

Yet it is through your voice that the author's words reach the listeners. Its tone and pitch color the experience.

Music teachers coach their voice students to breath from the diaphragm, and this admonition certainly applies to those who read aloud—whether just beginning or with hours of experience. Good breathing technique gives substance to a voice that otherwise may be light or highpitched. It supports the voice and builds the listeners' confidence that you know what you're doing. A breathless quality

may be all right when you're reading about the Elephant's Child, breathless with curiosity as he approaches "the banks of the great grey-green, greasy Limpopo River." A group may get nervous, however, if you periodically appear to be in danger of falling off your chair because you haven't "caught your breath." Above all, aim for an understandable delivery. Some regional accents, for instance, can confuse listeners not used to hearing such patterns. A high- or very low-pitched voice sometimes accents regional differences and makes it hard to listen. A reader may be unaware of such voice qualities, but a session or two with a tape recorder will certainly identify problem areas. More careful enunciation will modify most problems. Clear enunciation, in fact, helps with all aspects of reading aloud. This does not mean such exaggerated pronunciation that words "hang like ice cubes in the air," as critic Aidan Chambers describes it. Careful attention to the endings of words and sentences, however, helps the listeners to pay attention to the story, not to your reading style.

Finally, there is that bit of polish that makes reading sessions something special. It is the confidence that comes with practice and experience. There is no substitute for enthusiasm and preparation—but it does get easier with practice. One gradually becomes more aware of a story's possibilities and of an audience's subtle reactions. The experienced reader knows that a pause just before Hobberdy

Dick makes his choice between the green suit of antic mirth and the red suit of humanity heightens the drama and allows the audience just that second to anticipate the satisfaction of the "right choice." The skilled reader knows that a lowered voice can emphasize the foreshadowing of events as Old Da tells Robbie the legend of the Great Selkie in A Stranger Came Ashore.

You will be well-rewarded for polishing your skills—by the clamor for "just one more" or the nearly silent sigh of satisfaction.

Used with permission of authors Dr.
Margaret Mary Kimmel and Dr. Elizabeth
Segel. For more direction in reading aloud,
along with detailed and thoughtful descriptions of recommended books, see the book
For Reading Out Loud! A Guide to Sharing
Books with Children by Margaret Mary
Kimmel and Elizabeth Segel, New York:
Delacorte Press, 1988.

The Class Meeting

ach classroom is a community within the larger school community. Students learn about functioning in the larger community by participating in the classroom. The climate of the classroom community is influenced by many factors: students, teachers, physical surroundings, how decisions are made, and how problems are solved.

The class meeting is a strategy that helps students and teachers build a sense of community, enhance self-esteem, enrich the class climate, and manage problems. The class meeting enlists the entire group as a decision-making body by emphasizing interactive discussion.

Class meetings foster the attitudes, approaches, and skills needed for citizenship, and provide experiences in democratic decision-making. To maximize the strategy, meetings should be held at regularly scheduled times. The length will vary depending on the meeting's purpose and the students' age level. Usually, between ten and forty minutes is adequate.

A class meeting format might begin with a brainstorming session to generate a list of positive comments about the class (its physical environment and the way it functions). These comments should be recorded on newsprint (for later review) by the teacher or teacher's aide.

Second, a list of needs, problems, or concerns can be brainstormed and recorded on a separate sheet. After the second step, suggestions for how to meet the needs, how to solve the problems, and how to make the class a better place to learn and grow are listed.

At this point, the class can choose, by voting, two suggestions or ideas to be tried for a week (or until the next class meeting). The teacher keeps a record (Class Meeting notebook or folder) of ideas and suggestions. These also may be posted on a bulletin board.

The meeting may be conducted with a cooperative group scenario. The class is divided into groups of five to seven students, with an adult or older student recorder in each. The teacher or class leader assigns the brainstorming activity of positive comments, gives three to five minutes for groups to work together, and has recorders from each group read the lists. The leader may post each list on newsprint. Groups then tackle the next step of listing needs or problems within the five to seven minute time limit.

For the voting, or third step, groups vote, then report their two choices. The two choices with the most votes are the solutions/suggestions that the entire class uses.

At the next class meeting, the class evaluates the effectiveness of the suggestions and votes to continue with those choices or to choose two others. The evaluation may be made by discussion and voting; by discussion and ranking; or by consensus. The meeting then proceeds with other

The Class Meeting (cont.)

positive items, concerns, needs, and suggestions. The teacher's role is to emphasize continually the positive nature of class climate and decisions, and to draw all class members into decision-making discussions.

Class meetings may be held for a variety of reasons. For example:

- Goal setting
- Problem solving
- Rule setting
- Ethical and social issues
- Classroom climate improvement.

Students energized by this process often share the strategy in family meetings.

The class meeting provides a forum for students' thoughts, as well as self-esteem building opportunities. Meetings help to nurture a caring citizenry. Find more on class meetings in Educating for Character by Thomas Lickona (New York: Bantam Books, 1991).

Heartwood Conflict Resolution Summary

Dr. Martha Harty

he school day consists partly of reading, writing, and working out math problems, and partly of living with students and teachers and working out people problems. Conflicts about rules of the game, name-calling, personal property, and many other issues arise as a normal and natural part of daily routines, and children learn as much from experiencing conflict as they do from reading about science. Conflict situations may lead to anger, fighting, intervention by authorities, and punishments—or, alternatively, to discussion, understanding, creative and fair solutions, and improved relationships. Which kinds of outcomes dominate in your classroom, in your school? The answer makes all the difference for kidsfor whether they feel safe or threatened, enraged or empowered, for whether they can get along with the diverse people they encounter in their lives and work through problems in their relationships when the going gets tough. School climate emerges out of everyone knowing what happens when people problems arise, and good school climate comes from knowing that everyone's problems will be handled fairly and peacefully.

You and your students can learn how to settle conflicts with respect, courage, honesty, and justice—and it isn't very hard. Conflict resolution consists of a process and a set of skills that can be formulated and taught in a wide variety of ways. It begins with listening: a special

kind of listening that doesn't interrupt, that expects to find out a unique point of view not previously understood, that explores and validates the feelings and fundamental interests embroiled in the conflict, and that ends with a summary or reflection designed to assure the speaker that he or she has been fully heard. Simply taking turns in listening this way gets people on the track of solving the real problem instead of reacting to perceived—often misperceived—insults or injuries.

In later stages of the conflict resolution process, people negotiate about meeting their respective needs or interests and brainstorm to generate creative options. The basics of the process can be learned in less than 10 hours. We encourage all school personnel to seek out this training. Many schools have established programs to give advanced training to student mediators who can then guide their peers through a process for resolving more complicated or serious diputes. Giving students responsibility for managing their own conflicts can be a crucial step in giving them ownership of their school. The skills used in conflict resolution are invaluable for enhancing relationships among diverse people and providing justice to each individual in a community. When everyone in a school knows the process, everyone is held accountable for their conduct. For example, students do not hurl racial slurs so freely across

Heartwood Conflict Resolution Summary (cont.)

lunchroom tables if they know they will soon have to confront the victim across a mediation table. Kids are eager to learn ways to handle their own conflicts; enormous self-esteem and empowerment result from knowing what to do in situations that once engendered frustration, fear, and powerlessness. Teachers often report amazement at their students' quick implementation of conflict resolution as well as drastic reductions in time spent adjudicating squabbles.

Heartwood attributes are integrally involved in dealing with conflict constructively, as shown below. In general, it takes Courage to try a new skill or conflict process. It takes Love to commit to a relationship, and Loyalty to maintain it through conflict. Courage, Loyalty and Love are needed to value a relationship more than winning or being right.

STEP I: LISTENING: Each stakeholder in a conflict must tell their story. Two key ethical concepts come into play: Respect and Honesty. Respect is conveyed when we ask someone to tell us their point of view—what matters to them, what they feel and what they need. It is also present in the way we ask questions and acknowledge feelings, showing that their story is worthy of attention and that we want to understand them fully. People feel disrespected when we interrupt or get distracted. Honesty is key in relating our points of view. If we conceal our actions, motives, feelings, or true needs, we main-

tain adversarial relationships.

Step 2: CLARIFYING fundamental NEEDS: The focus on needs and values transforms conflicts and clarifies what must happen in the future to resolve them. The goal is to restate the problem in a way that includes everyone's needs so they can all agree that solving the stated problem would satisfy them. We must be Honest in separating wants from things we care deeply about. Our values may come into conflict, for example, is it more important to be Loyal to friends or to be Honest? We must directly address such value conflicts in order to resolve them or learn to work together despite them. Also, Justice demands that everyone who is affected by a decision have their needs and values represented in the decision process.

Step 3: CREATING SOLUTIONS: When we try to resolve a problem by satisfying the fundamental needs of everyone involved, we demonstrate Hope for the future and for our relationships. Applying creativity, we put aside all negative judgments while we brainstorm a list of options. Next we consider which of our ideas meet everyone's needs—another application of Justice—and come to a consensus together—another application of Hope.

Recommended Heartwood literature: Angel Child, Dragon Child, by Michele Maria Surat; A Day's Work, by Eve

Heartwood Conflict Resolution Summary (cont.)

Bunting; Mike Mulligan and his Steam
Shovel, by Virginia Lee Burton; The People
Who Hugged the Trees, by Deborah Lee
Rose; Teammates, by Peter Golenbock.
Many resources for training teachers and
students are available from the
Association for Conflict ResolutionEducation Section at http://www.mediate.com/acreducation. Or, call your local
Mediation Center.

Dr. Martha Harty is Programs Director of Heartwood Institute and Adjunct Senior Lecturer at Carnegie Mellon University's Center for Applied Ethics. She has mediated, facilitated, and trained for the Pittsburgh Mediation Center since 1990.

Peacemaking with Heartwood: The Attributes

The Heartwood attributes serve as a strong foundation for conflict resolution and peacemaking. They provide common ground in the form of values understood and shared by disputants and their communities.

Courage

Courage to enter relationships

Courage to choose a peacemaking process

Courage to try new skills

Commitment to value relationships even in conflict

Loyalty

What are your loyalties? What is at stake?

Loyalty to people, relationships, values, the Earth

Loyalty to a community, culture, way of life

Loyalty to your promises and agreements: following through

Justice

The process is fair: everyone has time to speak

Groundrules apply to everyone equally

Everyone's issues are clarified and understood

Everyone's basic needs are addressed in the solution

Respect

Listening attentively without interrupting

Taking time to hear everyone's point of view

Making an effort to understand different perspectives and cultures

Avoiding "critical you" messages

Hope

Believing in a better way

Using creativity to invent solutions

Coming to consensus with others

Honesty

Telling the Truth

Speaking only for oneself, using "I" messages

Revealing motives and feelings

Clarifying our wants and our basic needs

Acknowledging others' needs

Keeping promises and agreements

Love

Connecting as human beings

Validating others' feelings, values, and needs

Working through conflicts to make relationships better

Peacemaking with Heartwood: The Process

Being mindful of Heartwood attributes at each stage of peacemaking helps participants stay positive and deepens both discussion and understanding.

Choosing how to deal with conflict

Hope: there is a better way to handle conflict Courage to choose a peacemaking process

Courage to try new skills

Courage and Love to work through conflicts in relationships Justice and Respect: Groundrules that apply to everyone equally

Listening: Telling stories and feelings

Justice requires a fair process: everyone has time to speak

Respect: Listening attentively without interrupting

Respect: Taking time to hear everyone's point of view

Respect: Avoiding "you messages"

Honesty: Speaking about yourself, using "I messages"

Honesty and Courage: Telling the Truth

Love: Connecting as human beings

Clarifying Fundamental Needs

Clarifying loyalties to individuals, groups, and important values

Justice: Everyone's issues clarified and understood

Respect: Making an effort to understand different perspectives and cultures

Honesty: Revealing motives and feelings

Honesty: Differentiating our wants and our fundamental needs

Honesty: Acknowledging others' needs

Love: Validating others' feelings, values, and needs

Creating Solutions and Agreements

Hope: Using creativity to find innovative solutions

Hope: Coming to consensus with others

Justice: Everyone's basic needs are addressed in the solution

Honesty: Intending to keep the agreement

Loyalty to our promises and agreements: Following through

Prepared by Martha Harty and Eleanore Childs, Heartwood Institute, 2002

14 Activities and Resources Heartwood

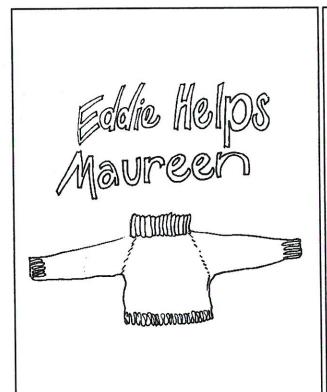
Illustrated Stories That Model Psychological Skills

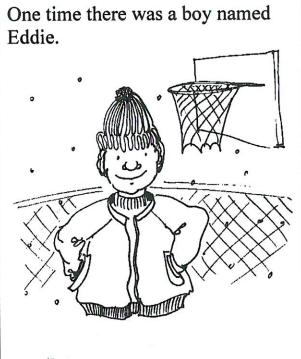
Joseph M. Strayhorn, Jr., M.D

he stories reprinted here were originally created and published by Joseph M. Strayhorn, Jr., M.D. in *Illustrated Stories That Model Psychological Skills* (Psychological Skills Press, Wexford, PA: 2003). Dr. Strayhorn developed these stories to give children positive models of psychological health skills, kindness, productivity, fortitude, honesty and other attributes. Many address the Heartwood attributes, and we greatly appreciate Dr. Strayhorn's willingness to share them with Heartwood teachers.

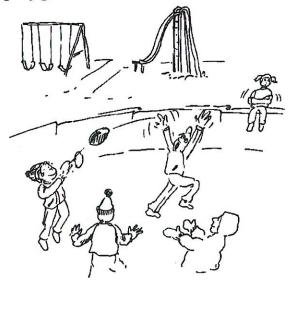
Dr. Strayhorn is a child and adolescent psychiatrist. He is an Adjunct Associate Professor of Psychiatry at Drexel University College of Medicine. He has conducted research on the effects of using stories to model psychological skills for young children. He is also the author of *Programmed Readings for Psychological Skills* and *The Competence Approach to Parenting*, which are also published by Psychological Skills Press.

Stories reprinted here:
Eddie Helps Maureen
Gina Helps Nancy
Helen and Her Brother
Jeff and the Broken Cup
Maggie and Mrs. Robinson
Peter and His Grandmother
Ralph Helps the People Keep Warm
Jimmy and Rolf-Ola Uglyzit





Eddie and his friends were on the playground.



It was a cold day. Eddie's friend Maureen was cold.



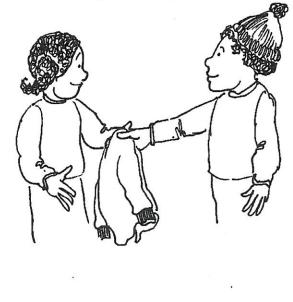
Eddie was very warm. He had on a big sweater and a heavy coat.



Eddie said, "Maureen, would you like to wear my coat?"

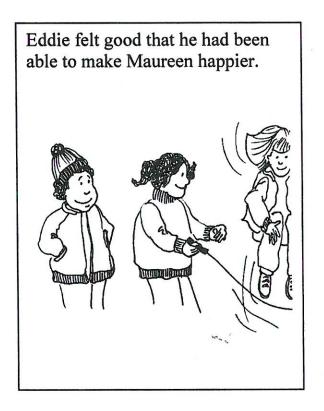


Maureen said, "Thanks, Eddie. That's really nice of you."



Now Maureen wasn't cold anymore.





Gina Helps Nancy

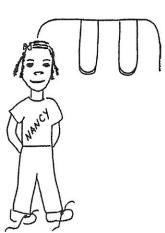


Once there was a girl named Gina.



Gina saw a girl named Nancy. Nancy didn't know how to tie her shoes yet.

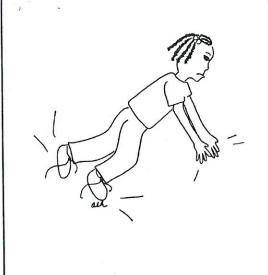




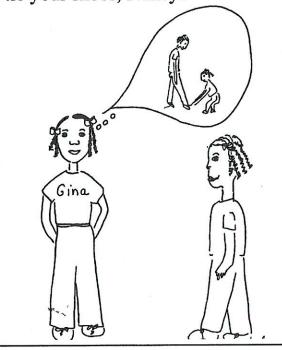
Nancy's shoes kept coming off.



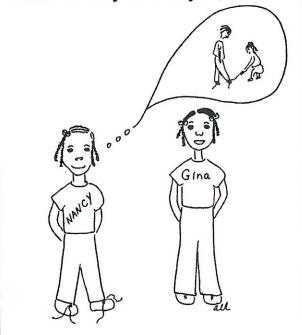
Nancy also sometimes tripped over her shoelaces.



Gina said, "Would you like me to tie your shoes, Nancy?"



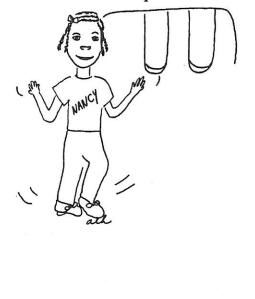
Nancy said, "Yes, please, that would be very nice of you, Gina!"



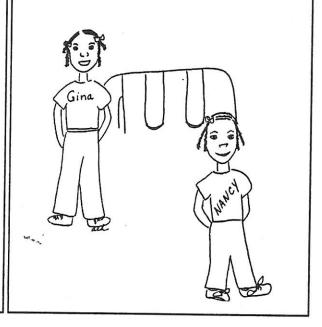
Gina tied Nancy's shoes. She showed Nancy how to do it, so that someday Nancy could tie her own shoes.



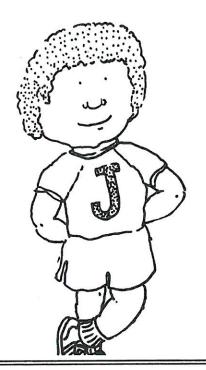
Now Nancy's shoes didn't come off and she didn't trip.



Gina felt good because she had made Nancy happy.



Helen and Her Brother



Once there was a girl named Helen.



She had a little brother named Jerry.



One night their parents were going to be out late. They got a babysitter to stay with Helen and Jerry.



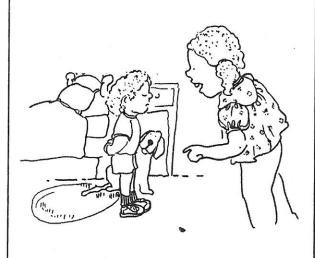
But their regular babysitter couldn't come. The woman who came was stern looking and didn't smile.



Helen didn't particularly care, but she could see that Jerry looked nervous and sad. He missed his parents. So, Helen said to herself, "I'll see if I can take care of Jerry so he'll feel better."



When it was close to Jerry's bedtime, Helen said, "Jerry, why don't you get your pajamas on and get in bed, and I'll read you a story."



Jerry did get ready for bed. Helen picked out a good story to read to him that wasn't very scary.



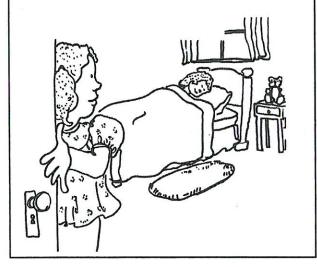
Then she turned the lights out and stayed in his room with him singing him songs.



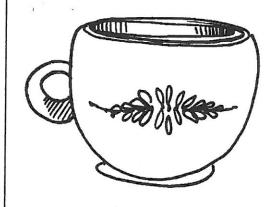
After a while, she noticed that he looked very peaceful and relaxed.



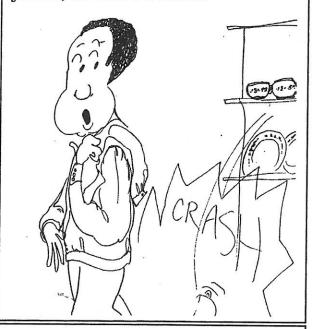
Helen said good night and left his room. She said to herself, "I think I made him feel very safe and protected." She felt good that she had been able to be kind to him.



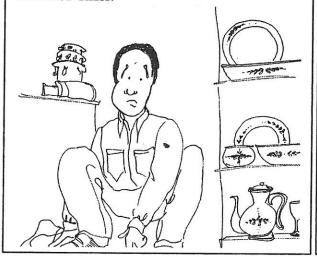
Jeff and the Broken Cup



As Jeff was walking though a department store carrying his jacket, he heard a crash.



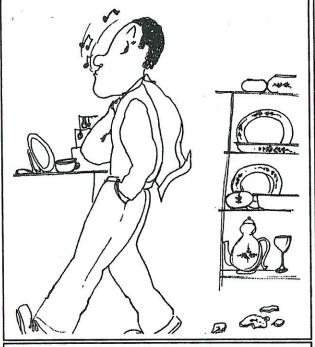
He saw that his jacket had brushed against a bunch of cups that were hung up on a rack. He had knocked a cup off. It had broken into many pieces on the floor around him.



Jeff said to himself, "What do I do now? Let me think what my options are.



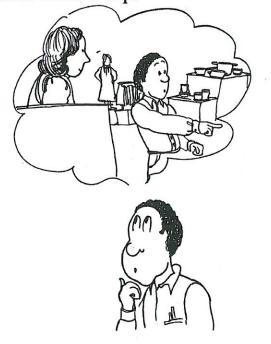
"I could just walk along as if nothing happened.



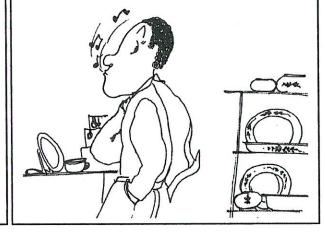
"I could pick up the pieces of the cup.



'Or I could go and tell the clerk that I broke a cup.



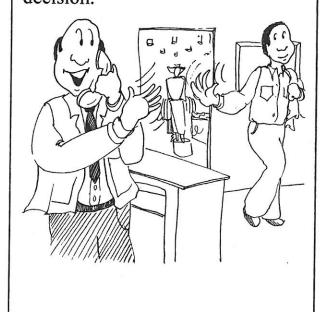
"Let's see. I wouldn't feel right about just walking away. If I pick up some of the pieces, that wouldn't really help anything. Someone will need to sweep up all the little pieces so no one walks on top of them.



"It will be easier for people to see in the meantime if I leave the big pieces here too. If I tell the clerk, then he can get somebody to clean it up. He will probably ask me to pay for the cup, but I suppose that's only fair.



Jeff was glad that the clerk was so nice. Jeff thought, "I made a good decision."



So Jeff told the clerk. The clerk said, "That's not the first cup that's been knocked off that rack. I think we should put the cups where they aren't so easy to knock over. Don't worry about it. They're cheap cups. You don't have to pay for it. I'll get somebody to clean it up."

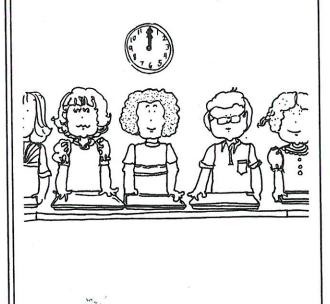


Maggie and Mrs. Robinson

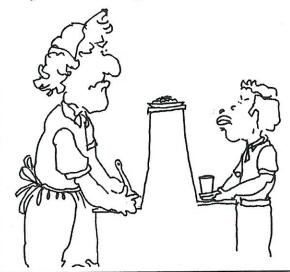




Some children had lunch every day at their school cafeteria.



One of the ladies that gave them their food looked very crabby and unhappy. Some of the children stuck their tongues out at her as they went through the line.



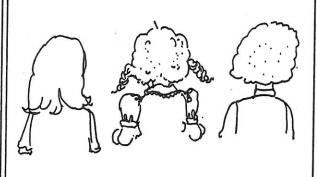
But Maggie noticed that the woman looked sad. Maggie thought, "I'll try to cheer her up."



So, one day as she went through the line, she looked at the lady, and the lady looked at her.



Maggie smiled and said, "Hi. I hope you're having a good day."



The woman looked up, surprised, and said, "Why, thank you!"



The next day, Maggie said to the woman, "Hello again, today. What's your name?"



And the lady said, "My name's Mrs. Robinson. What's yours? And Maggie said, "My name's Maggie."



And then every day after that, Maggie would speak to Mrs. Robinson. One day she said, "How are you doing today, Mrs. Robinson?" One day she said, "That's a pretty scarf, Mrs. Robinson."



Pretty soon some of the other children who saw Maggie started doing this too. Mrs. Robinson started smiling and being nice to the children. She started looking happy.



From then on, when Maggie went through the line, she felt good, because she knew that she had helped Mrs. Robinson to enjoy her job.



Peter and His Grandmother



Peter's grandmother lived with him and his family. Ever since Peter was a baby, his grandmother had done nice things for him.



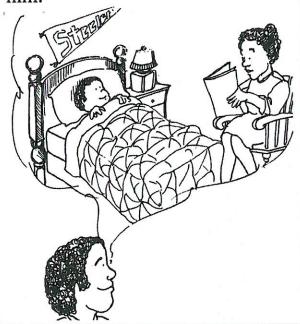
She had taken him outside in his stroller. When he had learned to walk, she had taken him to the park. She had watched him while he walked around.



When he had looked at the squirrels, bushes, water fountains, and people, she had followed him around to make sure he was safe.



At night, his grandmother had read him stories and had sung songs to him.



Before he learned to tie his shoes, he had gone to her; she would tie them for him. She was the one who finally taught him to tie his shoes for himself.



As the years went by, Peter's grandmother got a disease that no doctor could cure. She gradually got worse and worse at remembering things. Because of this disease, she sometimes said or did strange things.



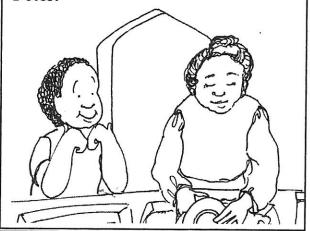
One night, she was trying to wash dishes. She picked up a box of oatmeal and started to pour it into the sink. Peter noticed this and said, "Wait a minute, grandmother."



He very gently took the oatmeal box from her hand and put the box of soap in its place.



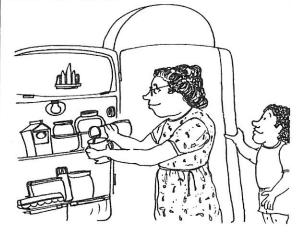
He stood beside her and let her wash the dishes, because he knew it made her feel good to be doing something useful. When she needed any help, he gave it. Peter's grandmother saw this and smiled at Peter.



Another time, Peter's grandmother was looking around in the hall closet, saying something to herself about orange juice. Peter said to her, "Do you want some orange juice?"



She said, "Yes," and he led her to the refrigerator and opened it for her. He watched to make sure that she found the orange juice, and gave her a cup for her to pour herself some.



Another time, she was talking about someone who had been dead for a long time. She seemed worried that this person wouldn't have enough money to take care of himself.



No matter what anybody said, she worried. Peter said to himself, "I'll bet I can get the worrying out of her mind by singing some songs for her." So he did, and it worked.



One time, Peter's mother said, "Peter, you do such a good job of being patient and loving with your Grandmother. Do you remember how she was before she got sick?"

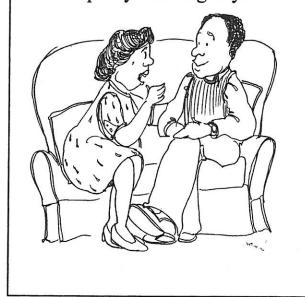


Peter said, "Yes, I remember. She was patient with me and would follow me around to make sure I didn't get into trouble. She would sing to me and help me. Now that she needs the same thing, I feel good that I can help her."



34 Activities and Resources

Later on, Peter's mother told Peter's father what Peter had said. His father smiled and said, "Our son is a pretty amazing boy."



Ralph Helps the People Keep Warm



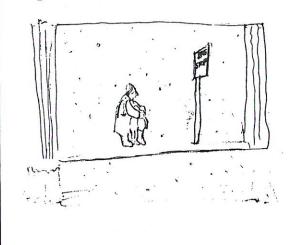
Ralph's house was right in front of a bus stop. One day, it was very cold outside. The wind was blowing hard.



Even if people had lots of winter clothes on, the wind blew against their faces and stung them. Most people tried to stay inside on that day.



Ralph was looking out his front window and he saw a woman and two children waiting outside for the bus. They looked very cold and were huddled together trying to keep warm.



As Ralph thought about the cold outside, he felt sorry for them and felt a wish to take care of them. He ran to his mother and said,

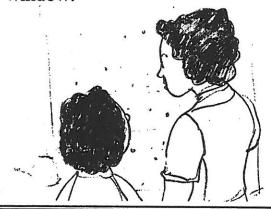
"Mother, there are a woman and two children outside waiting for the bus in the cold. May I invite them inside to wait in here until the bus comes?"



So Ralph put on his coat and went outside. He said to them, "Hi! It's cold today, isn't it? You're waiting for the bus, aren't you?"



His mother said, "Hmm. That sounds like a nice idea. Let me take a look." His mother looked from the front door and said, "I know who those people are. Yes, why don't you invite them in? We can watch for the bus from the front window."



Ralph said, "How would you like to come inside our house to wait? You can watch from the front window."



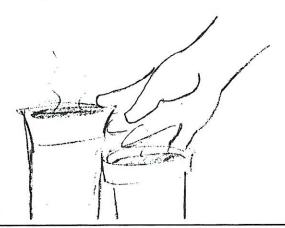
The woman looked at her children and saw how cold they were and she said, "I appreciate this, very much."



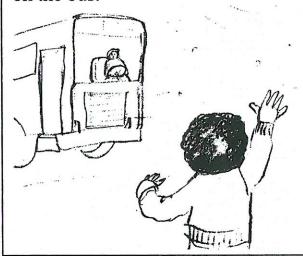
As they walked inside, Ralph's mother said to them, "Welcome. Please come in and get out of those bitter cold winds."



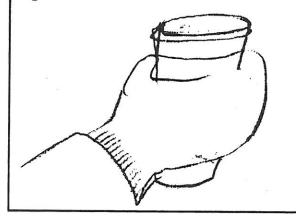
While they were waiting, Ralph stood and talked with them. His mother brought them all some hot chocolate. She said, "I put these in the type of cups that you can throw away, so that you can take them with you if the bus comes."



After a while, Ralph saw the bus coming. So he ran out to make sure the driver would stop. The woman and the children said, "Thank you, Ralph," as they got on the bus.



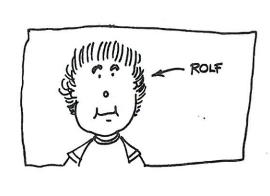
The woman carried an extra cup in her hand with a lid on the top.
When Ralph got back inside, he asked his mother what the extra cup was for. She said, "That was for the bus driver. He can drink it during that long stop a few blocks up the street."



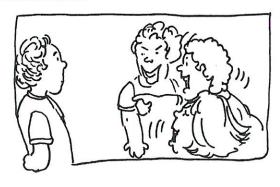
Jimmy and Rolf-Ola Uglyzit



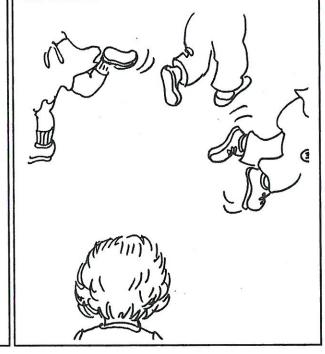
Once there was a boy whose name was Rolf-Ola Uglyzit.



When he went to school and told the people that his name was Rolf-Ola Uglyzit, all the children made fun of him and laughed at him and teased him.



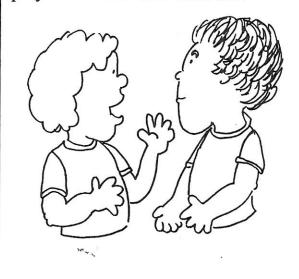
And then they ran off and left him all alone.



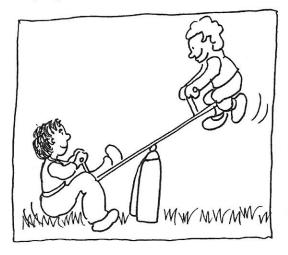
He felt sad.



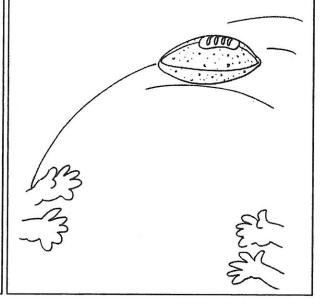
But then a boy named Jimmy came up to him and said, "Hi. My name is Jimmy. Do you want to play on the see-saw with me?"



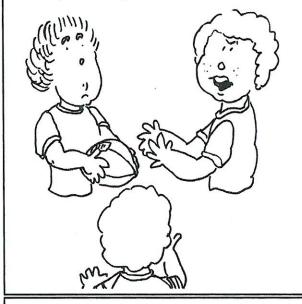
And Rolf-Ola did, so they went and played on the see-saw.



Then Jimmy said, "Do you want to throw my football back and forth? Rolf-Ola said, "Yes, that would be nice!"



While they were throwing it, a kid came up and started teasing Rolf-Ola. Jimmy said, "Leave him alone, he's my friend."



The other kid was quiet for a while. Then he asked if he could throw the football too.



After they had finished playing, Jimmy felt really good, because he knew that he had made his new friend happy.



Interviewing Techniques

A good interviewer uses special techniques. It's fun, but it takes some practice.

- You could use a tape recorder for the interview if the person being interviewed agrees.
- 2. Have your questions prepared and written down.
 - Make questions specific. Ask for descriptions.
 - b. Make questions open-ended."Tell me about ..."
 - c. Make questions polite.
- Begin the interview by telling your subject the reason for the interview.
- 4. Ask your questions slowly. Do not interrupt when the person is answering. Pause before asking another question to give time for the person to tell you more.
- If you don't understand something, ask him/her to explain.

- If an answer makes you think of a new question, ask it and record the question and the answer on your interview sheet.
- When you end the interview, ask the person if he/she would like to add anything you may have missed.
- **8.** Thank him/her for taking the time to answer.
- As soon as possible after the interview, review notes and write a summary of the information.

What's Online?

wealth of resources for you, the teacher, are just a click away at www.heartwoodethics.org. You'll find articles, ideas, downloadables, and projects that enhance your efforts and make teaching Heartwood easy and fun. You may want to print out the materials you plan to use and save them in this manual. Heartwood's website is frequently revised and updated, so if you don't see the exact headings below, just look around for teacher resources. Be sure to bookmark the site and visit often!

Look under Attributes for:

Quotations, synonyms and definitions to help deepen understanding of the attributes

Listings of "Other Ethical Codes" and "Other Attributes"

Downloadable images of hands symbolizing each attribute.

Look under **Getting Started** and **Resources** for:

Quick advice on "How to Get Started" Teacher-tested projects such as "Character Book Reports"

Activities that teach about relationships and integrate Heartwood with conflict resolution

Downloadable large letters for posting the attributes in your classroom.

Look under Libraries for:

The complete Heartwood books list Hundreds of additional children's books, recommended by Heartwood and categorized by age and primary attributes Listing of children's videos that deal with ethical themes, categorized by attributes and ages.

Look under Institute for:

Reasons for teaching ethics with Heartwood

Published evaluation reports and summaries of research.

Note: The above materials help parents, administrators and others understand and support your efforts as a moral educator. You may want to share them at parent meetings and conferences.

Last, but not least, check out the **Shop** for:

Posters, bookmarks and buttons with the seven attributes

CD and songbook of Heartwood music New kits and kit components to upgrade your Heartwood program.

Use **Contact Us** to email questions or comments to experienced Heartwood teachers and receive quick and helpful answers or advice. We hope to hear from you!

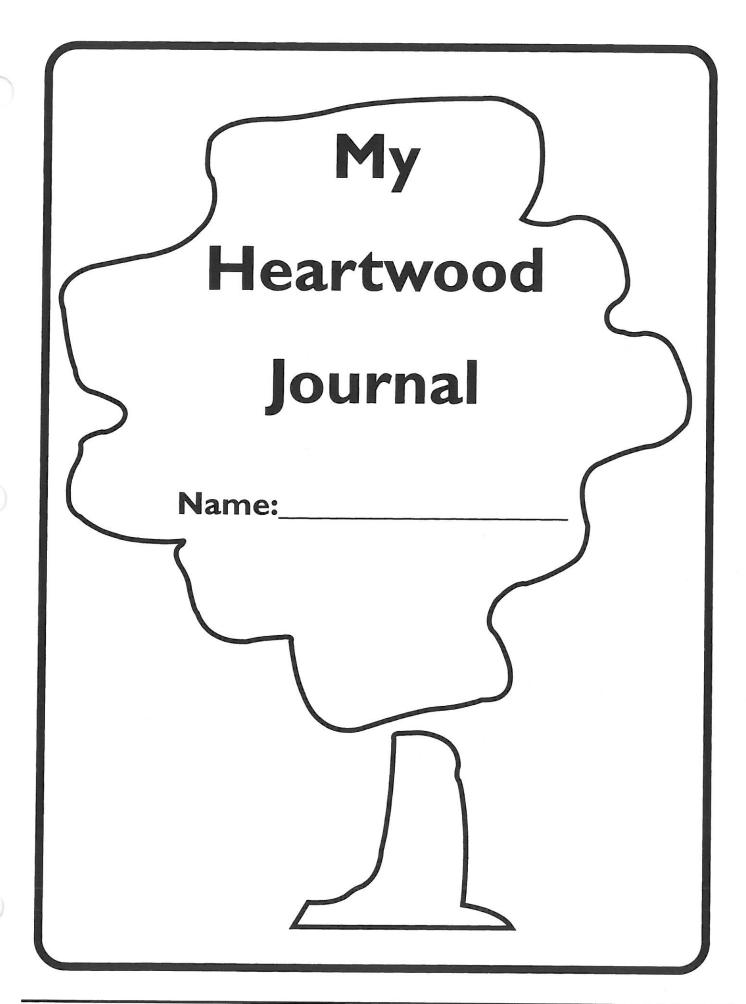
Reproducibles

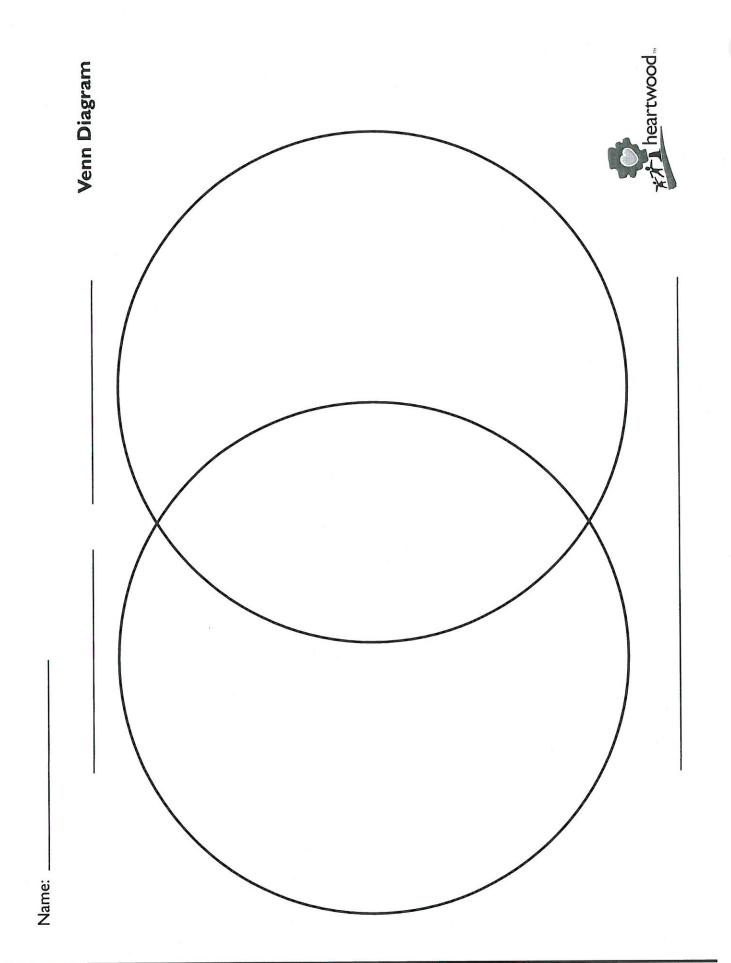
This section contains a My Heartwood Journal cover and activity pages related to the Heartwood attributes, including many for gifted and older children. All of the pages in this section may be reproduced, and teachers are encouraged to do so.

My Heartwood Journal

hildren's responses to the Heartwood stories often are profound. Keeping a Heartwood Journal helps them process and remember the lessons. On the next page, we have provided a sample cover that may be reproduced and decorated by the children.

Creating a book or portfolio during the year will provide a record of early thoughts about important character attributes, and will serve as a meaningful reminder of the beautiful stories and gentle lessons learned through Heartwood.



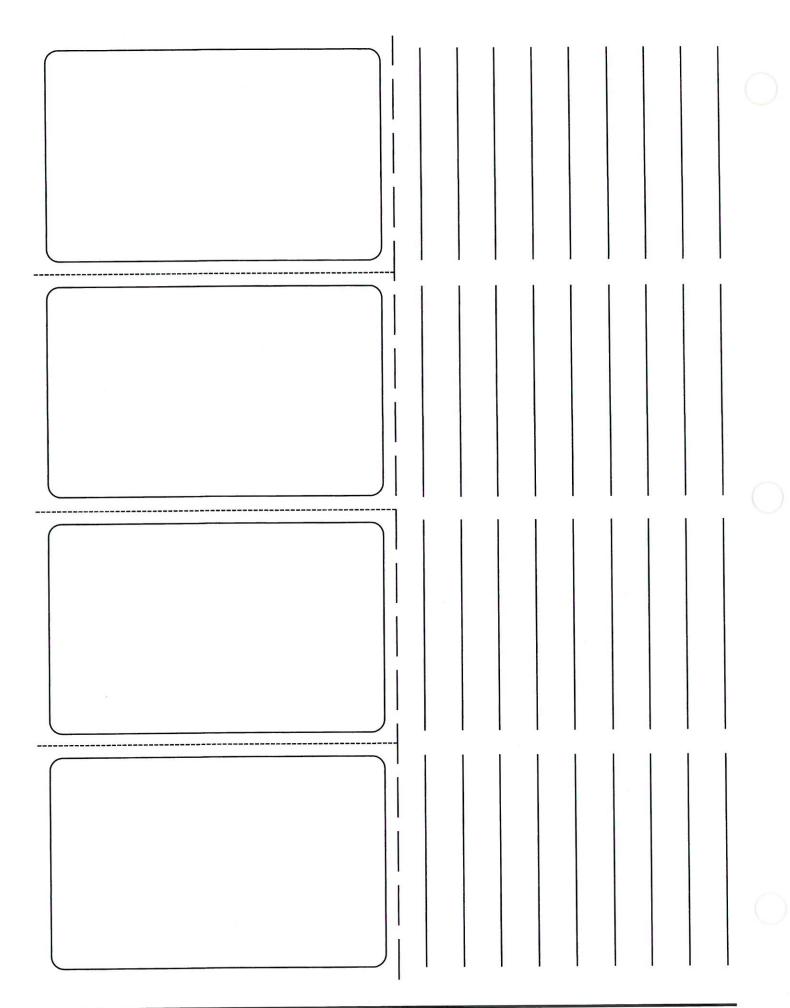


Story Elements

bottom sections.

Draw pictures on the top sections and write about your illustrations on the

Example of one attribute page in half vertically. Cut as indicated (≈). Fold Plot Main Characters Name Story



Thinking It Over

List the characters in the story.

What would each character say about the attribute? (Write one sentence for each.)		
Character:		
	(att	cribute)
How Th	ings Changed:	
	When the story first started:	When the story ended:

Attribute Recipe Cards

Ideas, feelings, and things of value can have recipes as do food dishes. If you were to "cook up" some "loyalty," what ingredients might you use? How about "honesty"? Think of some recipe words such as mix, bake, grill, broil, butter, saute, cup, tablespoon, teaspoon, dash, and pinch. Write a recipe for some of the attributes.

Example:

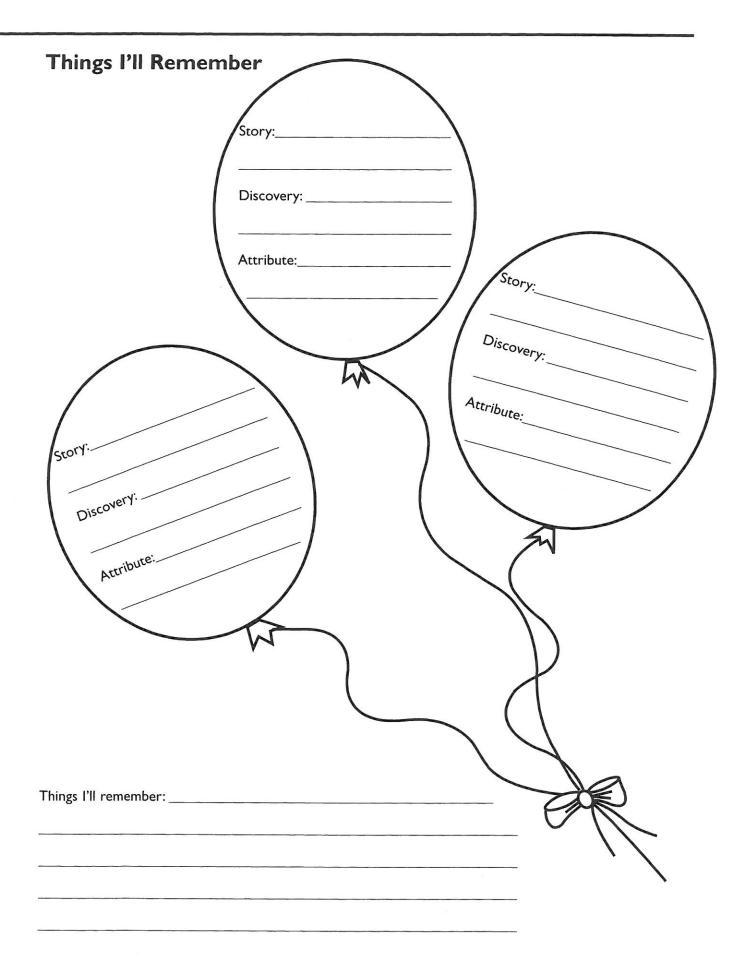


Honesty

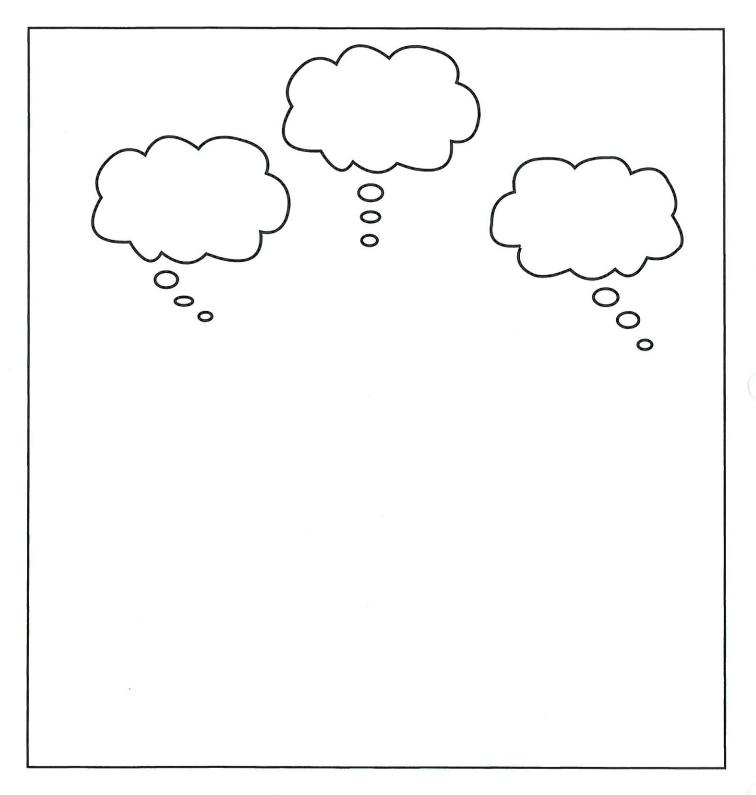
One heaping cup of truth
One tablespoon of integrity
A dash of friendship
A generous portion of courage

Simmer until needed. Serves everyone.





Cartoon



Draw the characters in the story. Write what they would think about the attribute in the bubbles.

10 Reproducibles Heartwood

Passport

These pages may be reproduced and assembled. Each student can then record his/her own own passport "visits" with friends in many countries. When Heartwood stories are read, stamps representing different countries can be created or copied from the next page, cut out, and pasted inside the passport on appropriate pages. Students may want to add their own photographs, making the passports more authentic.

Assembly

- I. Reproduce the passport covers using colored or heavy stock paper. (Note that two passport covers will be created from the black-line master page.) Cut the page in half along the dotted line. Fold each of the covers in half along the dashed line, making sure that the Heartwood logo is on the outside front cover.
- **2.** Reproduce the attribute pages and cut in half along the dotted lines. Lay these pages inside the cover in numerical order.
- **3.** Fold and staple the passport along the center line.



Passport Stamps























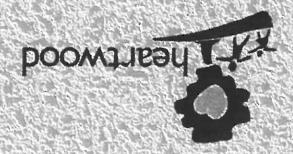








... To Our World and the conditions and things that matter



LYOASSVA





... To Our World and things that matter

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First Name	
Date of Birth	

Ιοομος

COURAGE

RESPECT

4

LOYALTY		LOVE	
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 HONESTY	 	JUSTICE	
 HONESTY	 	JUSTICE	
HONESTY		JUSTICE	
HONESTY		JUSTICE	
HONESTY		JUSTICE	

To the Teachers:

The languages included in the Heartwood project exemplify interesting features of the languages of the world. The languages belong to a number of foreign language families. Linguists group languages into families based on shared vocabulary and similar syntactic structures. Each family has an ancestor from which the modern languages have evolved as speakers have dispersed over the centuries. As in human families, some members are quite close, with clear resemblances, while others are distant. For example, Spanish and Italian may be considered sister languages in the Indo-European language family, while Farsi (Persian) has a more distant relationship, perhaps comparable to a distant cousin. Some language families such as the Indo-European language family may have members which span continents. Others have fewer members and are geographically restricted. Among the other language families represented are the Sino-Tibetan (Chinese), Altaic (Japanese), and Semitic (Arabic and Hebrew).

The writing systems of the world's languages differ widely. Speakers of many languages use an alphabetic system, i.e., symbols, to represent individual sounds in a word. Indo-European languages are written with a variety of alphabets. For example, Russian speakers use the Cyrillic alphabet, and Farsi speakers make use of the Arabic alphabet. Speakers of other

Indo-European languages represented in this project-Spanish, Italian, and Norwegian-all use the Roman alphabet. It is interesting that the Arabic alphabet does not represent most vowel sounds with letter symbols the way the Roman and Cyrillic alphabets do. Also, words in the Arabic alphabet are written from right to left. The Arabic alphabet was introduced into Persia when the Arabs invaded in the seventh century A.D., bringing not only their religion but also their writing system. Invasion, colonization, or religious conversion also account for a variety of non-Indo-European languages, such as Vietnamese, being written with the Roman alphabet.

Other languages have writing systems which are non-alphabetic. Chinese, for example, uses characters as symbols for words. These characters do not help Chinese speakers "sound out" words, because the symbols are not related to phonetic information. Thus, Chinese children must memorize thousands and thousands of characters to be able to read and write Chinese text. Both Japanesse and Korean speakers use Chinese characters in addition to their own writing systems. Centuries ago, speakers of Vietnamese also wrote their language using characters.

Cathleen Cake
Director
Language Acquisition Institute
University of Pittsburgh

Heartwood attributes are found in all languages. Practice writing each word twice on the lines to the right.

En		• _	1.
D- 17	O	IIS	п

Arabic

Now you try

Courage خدلجن

Justice ällse

Respect Plant

Hope_____

Honesty **じい**

ove

Chinese

English	Chinese	Now you try
Courage	勇敢	
	•	·
Loyalty	花、儿、	
	<i>/</i>	
Justice	一一工	
	黄光	
Respect	于似	
	X La	
Норе	布望	,
	1	
Honesty	诚实	
Love	爱	
	•	

Dutch

English	Dutch	Now you try
Courage_	moed	
Loyalty	getrouwheid	
Justice	gerechtigheid	
Respect_	achting	
Норе	hoop	
Honesty_	eerlijkheid	
Love	liefde	

Hebrew

Heartwood attributes are found in all languages. Practice writing each word twice on the lines to the right.

Engl	lich
	11211

Hebrew

Now you try

Courage / /)

Justice 773

Respect TII

Норе ППП

Honesty_____

Love 777X

Japanese

Heartwood attributes are found in all languages. Practice writing each word twice on the lines to the right.

E	ng	lis	h

Japanese

Now you try

	N	÷	手
Courage			1.

Loyalty せいじつ

Justice せいぎ

Respect そんけい

Hope <u> きょずう</u>

Honesty しょうじき

Love <u></u>
あい

Norwegian

Heartwood attributes are found in all languages. Practice writing each word twice on the lines to the right.

En	_	:-	h
	21	15	п

Norwegian

Now you try

Courage mot

Loyalty trolighet

Justice redelighet

Respect_ respekt

Hope håp

Honesty ærlighet

Love Kjærlighet

Persian

English	Persian	Now you try
Courage	شحاءت	
Loyalty	ه خاداری	
Justice	مدالت	
Respect	احترام	
	•	
Норе	امید	
Honesty	درستي	
Love	مشق	

Russian

English	Russian	Now you try
Courage_	CME AOCT6	
Loyalty	BEPHOCTO	
Justice	ПРАВОТА	
Respect	ΠομËΤ	
Норе	НАДЕЖДА	
Honesty	4ECTHOCT6	
ovo.	ЛЮЕОВЬ	
.ove	//100000	

Serbo-Croatian

English	Serbo-Croatian	Now you try
Courage_	borban, od vaznost hrabrost	
Loyalty	vernost	
Justice P1	ravada, pravedno	
Respect_	poshtovati	
Норе	nada	
Honesty_	postena	
Love	ljubav	

Spanish

English	Spanish	Now you try
Courage	Coraje	
Loyalty	ealtad	
Justice	usticia	
Respect	Respeto	
	•	
Hope ES	peranza	
Honesty Honesty	nestidad	
Love	Amor	

Vietnamese

Heartwood attributes are found in all languages. Practice writing each word twice on the lines to the right.

-			
-	nc	7 I E	cn
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Vietmanese

Now you try

47
can-dam

Loyalty trung-thanh

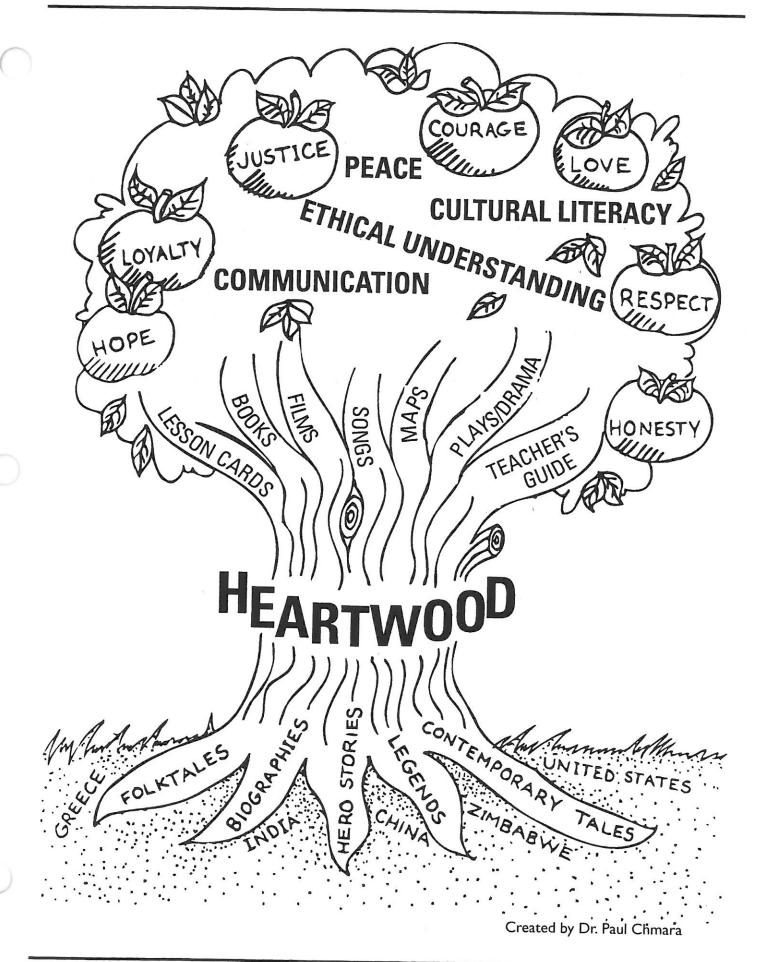
Justice Công - ly

Respect Kinh trong

Hope Hy Vong

Honesty ngay thang

Love tinh thường



Many talented, creative, and caring teachers have used Heartwood ideas, suggestions, and materials with enthusiasm and dedication. The flexibility of the materials encourages each teacher's personalization and creativity. This Teacher Exchange section presents for your use ideas Heartwood teachers have found productive.

Many of the teachers' contributions in this section are related to a particular Heartwood story, but most could be adapted to other stories as well.

The pages in the Teacher Exchange section may be reproduced for classroom use.

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Teac	ner	Cor	ıtrı	Duti	ons

	Place Stamp Here

The Heartwood Institute 1133 S. Braddock Avenue Suite C Pittsburgh, PA 15218

Fold Here

Send us your ideas!

We would like to fill this section with new contributions, and we're interested in what you do! Simply complete this form, listing your successful activities and examples of memorable children's responses. Then fold this page (see back) and mail it to us!

Name	
School	
Address	
Idea/Activity/Comment:	
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4 Teacher Exchange

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The Heartwood Institute 1133 S. Braddock Avenue Suite C Pittsburgh, PA 15218

Fold Here

Send us your ideas!

We would like to fill this section with new contributions, and we're interested in what you do! Simply complete this form, listing your successful activities and examples of memorable children's responses. Then fold this page (see back) and mail it to us!

Name	
School	Grade(s)
Address	
Idea/Activity/Comment:	

6 Teacher Exchange

Hope

Book: Angel Child, Dragon Child

After reading and discussing the book, the class drew and colored a beautiful Vietnamese dragon on large posterboard. We then invited Mrs. John Brownlee (Nguyen Lan) to visit our class and tell stories of her own life in Vietnam, for she too had to leave her mother when she came to the U.S. with her sisters, just like the child in the story. We had a questionand-answer period and refreshments of rice cakes and iced tea. Another interesting point is that Mrs. Brownlee's maiden name, Nguyen, is the same last name as Angel Child in the story. Mrs. Brownlee told the class that Nguyen is a very common last name in Vietnam.

> Manetta Daher Teacher, Grade I Pittsburgh, PA

Respect

Expand upon the Heartwood idea: "Develop an advertisement for respect."

We developed a commercial for respect. I had the students watch TV commercials to examine the elements of a commercial. Next, we decided upon slogans to be used. The students did all of the original wording. We used Aretha Franklin's "R.E.S.P.E.C.T." as our theme song. Children were divided into groups. The groups included: speakers, prop makers, singers, etc. The result may be recorded on film, either still or video.

This idea was used across several "Respect" stories as a unit along with the STAR program.

Cathy Perich Teacher, Grade 2 Pittsburgh, PA

Respect

Book: Miss Rumphius

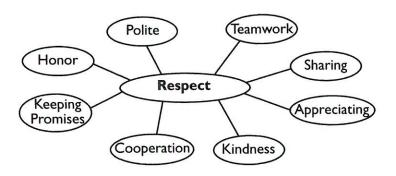
We planted seeds today. We did it to make the world more beautiful, but also as a culminating activity for several attributes. Some are marigold plants, which should be ready by Mothers Day to show love. Some are sunflower seeds, because they grow so tall. We hope they reach six feet. Each child will take one home to transplant. The growth of the plants will be charted and documented.

Also, we pick one child per day to be the V.I.P. The other students write what they like about the V.I.P., and he/she gets a book of these comments.

Mary Hanlon Teacher, Grade 2 Pittsburgh, PA

Respect

Semantic mapping as a group worked well with all attributes. Example:



Penny Levy Teacher, Grade 3 Pittsburgh, PA

Any/All Attributes

For the entire program, we used the Heartwood tree and put students' names on the branches. As each attribute was discussed, we placed on the tree a color-coded apple with the attribute name on it. We kept the tree displayed on our classroom inside door.

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Writing Poetry

The teacher's main task in motivating children to write poetry is to create a positive, encouraging atmosphere in which students feel free to create their own imagery. Pre-writing is a very important step in this process. Using a series of questions asked orally, the teacher prompts or guides students in thinking and responding before actual writing takes place. Some teachers read poems written by other students or write a class poem to help children get in the mood for writing their own poetry. Students then write freely, unencumbered by constraints of rhyme, neatness, grammar, or spelling. At this stage, children just enjoy creating unusual word pictures.

The following examples illustrate a type of pre-writing (questioning) used to help third graders write color, attribute, and emotion poems.

Writing a Color Poem

Teacher:

Choose a color.
What could it be?
Where is it going?
What is it doing?
How is it feeling?
What is it dreaming of?

Example of a Class Poem:

Blue is a bird
Flying through a cloudy grey sky
Feeling free
Wishing for a friend

Example of a Student Poem:

Blue is the sunrise in the cool morning Blue is the night sky under the sparkling stars Blue sleeps on a pillow Filled with wishes

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Writing an Attribute Poem

Teacher:

Choose an attribute.
What does it wear?
What song does it sing?
Who are its relatives?
What does it do?
What does it dream of?

Examples of Student Poems:

Hope

Hope wears a light blue hat of belief and a long pink robe of trust Hope wears a bright golden necklace of wishing and a beautiful diamond of truth

Love

Love wears heart sandals on her feet And bows of compassion in her hair She has a sister named Kindness And a mother named Beauty

Норе

Hope wears a cape of faith and a crown of trust
Hope's sister is Belief
Hope has a wishing well in his yard

Love

Love wears all red
She sings songs of beauty
Love has a sister, Care
Love dreams of peace and friendship
Love makes rainbows in the sky
Love swims with the swans
And flies with the doves

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Writing an Emotion Poem

Anger

Teacher:

Choose an emotion.

What color is it?

What does it do?

How does it move?

Use your senses.

What does it taste like?

How does it sound?

If it could talk, what would it say?

Anger flashes like black lightning With stripes of neon yellow

Example of a Student Poem:

Anger thrashes around In a dark room of feelings

Anger screeches out the window With sorrows

Like a volcano
With hot lava leaping
Anger erupts

Susan Fineman Teacher Pittsburgh, PA

Science Connections

Courage: The Boy Who Held Back the Sea

- Research the contributions of scientists who were ridiculed or persecuted because of their work, e.g.,
 Copernicus, Galileo, Marie Curie,
 Darwin, Anton van Leeuwenhoek,
 and George Washington Carver.
- Build and experiment with windmills and wind energy. See the Wind Energy packet available from the U.S. Department of Energy.
- 3. Visit local windmills (e.g., Beechwood Farms Nature Reserve) and find out about their value in conserving energy resources. Find out where else in the world, including the USA, windmills are used to supply energy needs.
- 4. Build a model dike. What forces do dikes have to stand up against? How do the tides affect them? What materials work best? Compare dikes and dams.

Courage: Follow the Drinking Gourd

- Study the spring and summer constellations.
- 2. Find out about quails and their life cycles. What other signs of spring occur in the southern states?
- 3. Use maps to trace the journey described in the book. How many kilometers (or miles) did Molly and James travel?
- **4.** Find out about navigation and orienteering.

Loyalty: Teammates

Find out about African-Americans and females who had to struggle against prejudice to become scientists. Who helped them succeed despite the obstacles?

Loyalty: The Nightingale

- I. Take a bird walk. Try to identify some local birds you hear singing. (The Audible Audubon is a handy source of bird songs with pictures and information.) Why do birds sing?
- 2. Find out more about nightingales and their relatives.
- Find out about Rachel Carson and her famous book, Silent Spring.

The following activity sheets for Heartwood attributes were developed by:

Marian Fast, Teacher, Pittsburgh, PA and Linda Dalton, Student Teacher, Pittsburgh, PA

HEARTWOOD-COURAGE	Due
NAME:	
With your family decide what <u>COURAGE</u> is. Then write	your definition on the shield.
Courage	is (E
Talk about your family and their "brave" times. Write abounces below.	ut one of those times on the

HEARTWOOD-LOYALTY



Due____

NAME:
With your family, decide on the best way to finish the following sentences.
LOYALTY means
I was <u>LOYAL</u> to
when
was <u>LOYAL</u> to me when they
Three ways I can be LOYAL to my family and/or friends are
1)
2)
3)

below.

HEARTWOOD-HOPE

NAME:

Hope is a dreamer and a goal setter. So, dream a little and then together come up with some goal setting. Have a little fun while you do it.		
/= HO	PE -	
Someday I will	Someday we will	

Read your lists. Star the ones you can start working toward now.

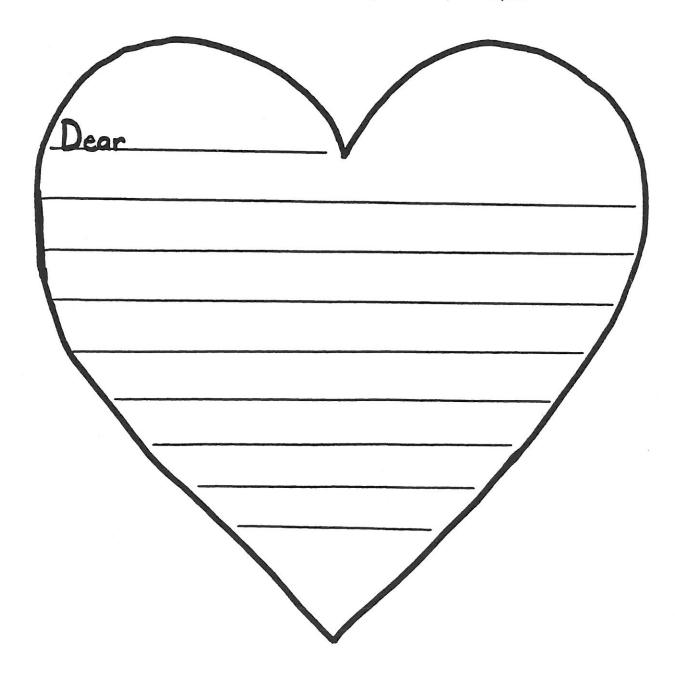
Tell a story of Hope to your family or a member of it. Then, together, fill out the chart

Heartwood

Due

HEARTWOOD-LOVE	Due
NAME:	

With your family, discuss special times you've had with older family members. Choose one of those special times and, with the help of a family member, write a letter to that older person telling them about it and why it was so special to you.



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