# Teacher's Guide to

# The **Heartwood** Ethics Curriculum for **Children**

Eleanore N. Childs

Patricia B. Flach

Barbara A. Lanke

Patricia K. Wood



Printed on recycled paper. Copyright © 2004 by The Heartwood Institute All rights reserved. Unless otherwise noted, no part of this book may be reproduced in any form or by any electronic or mechanical means (including information storage and retrieval systems) without permission in writing from The Heartwood Institute, except by a reviewer, who may quote brief passages in a review.

# **Dedication**

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

# **Table of Contents**

Section	Page	Section	Page
I. Introduction		Respect	
Mission Statement	1	Understanding the Attribute	
The Need for an Ethical Values Curriculum in Our Schools	2–3	Additional Resources	1
	2 3	Family Letter	2
II. Moral Education		Lesson Cards — Level 2/3	3
Definition of Terms	1	Home Connection Pages — Level 2/3	
The Stages of Moral Reasoning	2	Lesson Cards — Level 3/4	
Differences Between Morality of Constraint and	2	Creative Response Pages — Level 3/4	
Morality of Cooperation	3	Creative Response Fages — Level 3/4	
Summing Up the Case for Values Education	4–6	Hopo	
Heartwood Research and Evaluation History	7	Hope Understanding the Attribute	81
Character Education Resource Bibliography	8–10	Additional Resources	1
and a second resource biologiaphy	0-10	Family Letter	2
III. The Heartwood Plan		Lesson Cards — Level 2/3	3
The Purpose and Plan of the Heartwood Curriculum	1-2		
The Seven Universal Attributes	3	Home Connection Pages — Level 2/3	
Getting Started with Heartwood	- 5	Lesson Cards — Level 3/4	
Design of a Heartwood Lesson	4	Creative Response Pages — Level 3/4	
Sample Teaching Plan	58	17	
Suggested Heartwood Family Orientation Format	9–17	Honesty	5
Whole School Involvement	18	Understanding the Attribute	1
The Heartwood Action Project	19–20	Additional Resources	2
The Healtwood Action Project	21	Family Letter	3
IV. Teaching the Attributes		Lesson Cards — Level 2/3	
		Home Connection Pages — Level 2/3	
Something to Think About	1-2	Lesson Cards — Level 3/4	
Essential Components of the Heartwood Curriculum	3	Creative Response Pages — Level 3/4	
Book/Attribute Correlation Chart—Grades 2 or 3	5		
Story Overviews—Grades 2 or 3	6	Love	
Book/Attribute Correlation Chart—Grades 3 or 4	7	Understanding the Attribute	ı
Story Overviews—Grades 3 or 4	8	Additional Resources	2
C		Family Letter	3
Courage		Lesson Cards — Level 2/3	
Understanding the Attribute	I	Home Connection Pages — Level 2/3	
Additional Resources	2	Lesson Cards — Level 3/4	
Family Letter	3	Creative Response Pages — Level 3/4	
Lesson Cards — Level 2/3			
Home Connection Pages — Level 2/3		V. Activities and Resources	
Lesson Cards — Level 3/4		Suggestions for Reading Aloud	ı
Creative Response Pages — Level 3/4		Casting a Spell	2–7
I was to		The Class Meeting	8–9
Loyalty		Heartwood Conflict Resolution Summary	10–12
Understanding the Attribute	- 1	Peacemaking with Heartwood: The Attributes	13
Additional Resources	2	Peacemaking with Heartwood: The Process	14
Family Letter	3	Interviewing Techniques	15
Lesson Cards — Level 2/3		What's On line?	16
Home Connection Pages — Level 2/3		Professional Development Options	17
Lesson Cards — Level 3/4			
Creative Response Pages — Level 3/4		VI. Reproducibles	
		Introduction	1
Justice		My Heartwood Journal	2-3
Understanding the Attribute	1	Venn Diagram	4
Additional Resources	2	Story Elements	5-6
Family Letter	3	Thinking It Over	7
Lesson Cards — Level 2/3	1	Attribute Recipe Cards	8
Home Connection Pages — Level 2/3	- 1	Things I'll Remember	9
Lesson Cards — Level 3/4	i	Cartoon	10
Creative Response Pages — Level 3/4	- 1	Passport	11-16
	ľ	Foreign Langage Activity	17-28
		Heartwood Tree	29
		VII. Teacher Exchange	
		Teacher Contributions Introduction	1
		Teacher Response Card	3–6
	1	Teacher Contributions	7–21



# 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.

## **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.

2 Moral Education Heartwood

# Differences Between Morality of Constraint and Morality of Cooperation

Morality of Constraint (typical of six-year-olds)	Morality of Cooperation (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:

- 1. 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).

Heartwood Moral Education 3

# 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

4 Moral Education Heartwood

## 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.

Heartwood Moral Education 5

## 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.

Copyright 1991 by Dr. Thomas Lickona. Used by permission of Bantam Books, a division of Bantam Doubleday Dell Publishing Group, Inc.

6 Moral Education Heartwood

## 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), <u>Character Education: A Primer</u> <u>for Teachers.</u> 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), <u>Blueprints for a Collaborative</u>
<u>Classroom.</u> 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 <a href="https://www.heartwoodethics.org">www.heartwoodethics.org</a> 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.
- 2. 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.

2 The Heartwood Plan Heartwood

### 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?

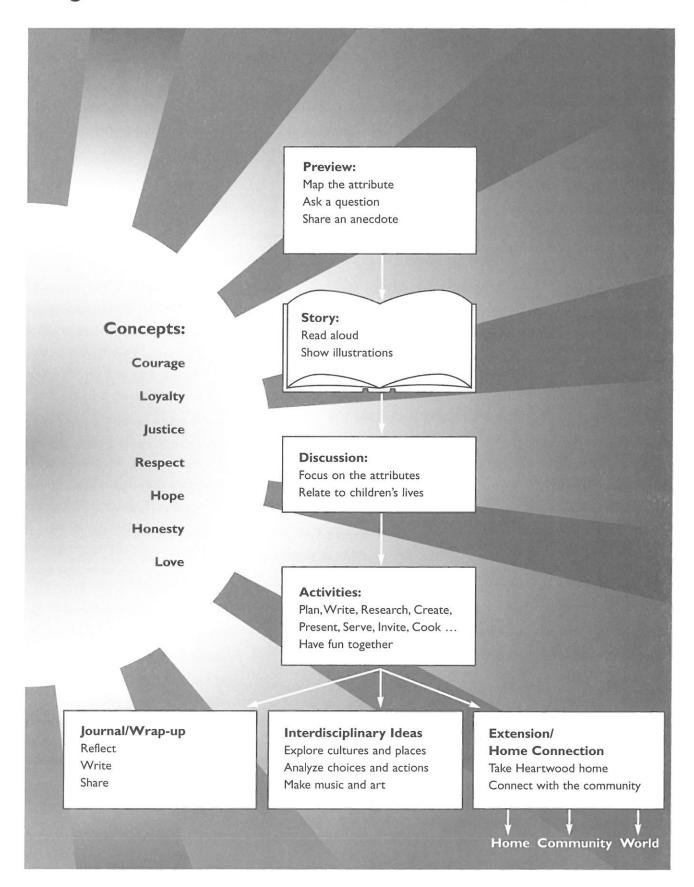
Teachers have found that two to four weeks for each attribute allows enough time for children to assimilate what they are learning.

# Is there a thorough review of the lesson design?

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

4 The Heartwood Plan Heartwood

# 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.
- 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

loyalty

duty

fairness

respect

commitment

friendship

•				 	
		190		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
				 711000000000000000000000000000000000000	
•	18. XX				
	113		-	WWW	
	*	The same		 ->-	

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.

- 3. 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.
- Before Extension Activity is assigned, the class may discuss the interviewing techniques that follow.

12 The Heartwood Plan Heartwood

#### 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
- 7. 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.

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

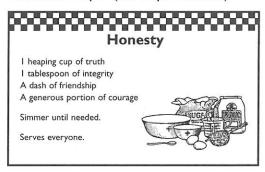
Stories from different countries tell us something about cultures, but the stories also contain lessons about life. We can gain important insights by listening to or reading stories from many cultures.

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 <a href="http://pa.lwv.org/kat">http://pa.lwv.org/kat</a>. 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?

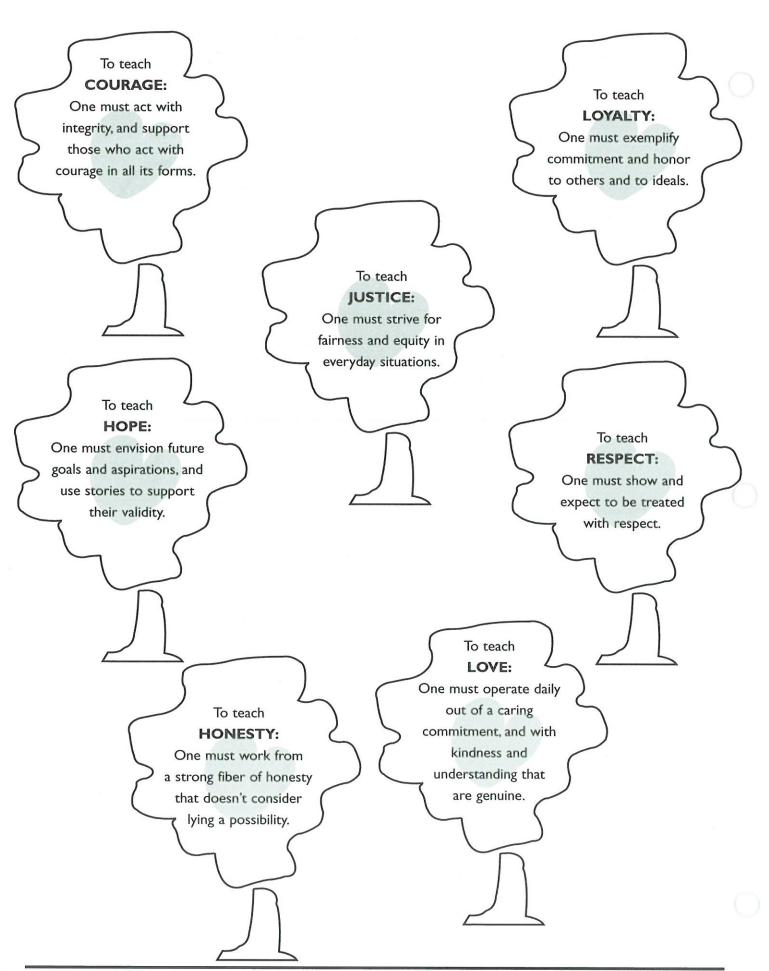
#### 3. Go to Work!

# 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



Heartwood

# **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.
- 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.

# Book/Attribute Correlation Chart

Level 2/3

Level 4/3					
Attribute	Book	Author	Culture	Secondary Attributes	Reading Time in Minutes
Courage	The Boy Who Held Back the Sea	L. Hort	The Netherlands	Justice, Respect	7
	Follow the Drinking Gourd	J.Winter	U.S.A./ African-American	Justice, Respect	7
Loyalty	The Legend of the Bluebonnet	T. DePaola	U.S.A./Native American	U.S.A./Native American Courage, Respect, Hope, Love	ω
	The Seven Chinese Brothers	M. Mahy	China	Courage, Justice	13
Justice	Night Rabbits	L. Posey	U.S.A.	Respect, Love	5
	Prince Boghole	E. Haugaard	Ireland	Respect	01
Respect	The Great Kapok Tree	L. Cherry	Brazil	Courage, Loyalty, Love	9
	Chicken Sunday	P. Polacco	U.S.A.	Courage, Loyalty, Love	6
Hope	Grandfather's Journey	A. Say	U.S.A./Japan	Courage, Respect, Love	5
	Fly Away Home	E. Bunting	U.S.A.	Loyalty, Love	7
Honesty	A Day's Work	E. Bunting	U.S.A. /Mexican-American Love, Hope, Respect	Love, Hope, Respect	01
	Roses Sing on New Snow	P.Yee	Canada/Chinese	Respect	6
Love	Mufaro's Beautiful Daughters	J. Steptoe	Zimbabwe	Justice, Respect	=
	Rag Coat	L. Mills	U.S.A./Appalachia	Courage, Respect, Hope	01

Note: Books often go out of print and have to be replaced.

# Story Overviews — Level 2/3

#### Courage

#### The Boy Who Held Back the Sea

Raw bravery displayed in rising to the need of the moment with a heroic act.

#### Follow the Drinking Gourd

Courage of one's convictions even in the face of danger

#### Loyalty

#### The Legend of the Bluebonnet

Self-sacrifice for the well-being of others; community loyalty

#### The Seven Chinese Brothers

Individual strengths contribute to dedication of purpose and accomplishment of goals.

#### Justice

#### **Night Rabbits**

Resolving a conflict with a win-win solution

#### **Prince Boghole**

Justice comes to one who remains true to self.

#### Respect

#### The Great Kapok Tree

Respect for the earth; interdependence of all living things and how it impacts the future

#### Chicken Sunday

Respect for diverse cultures, for tradition, for truth, and for the wisdom of elders

#### Hope

#### Grandfather's Journey

Strong roots give courage to explore and adopt new places.

#### Fly Away Home

Hope in the struggle to be free from the trap of homelessness

#### Honesty

#### Roses Sing on New Snow

The truth eventually comes to light.

#### A Day's Work

Keeping promises builds bonds of trust.

#### Love

#### Mufaro's Beautiful Daughters

A father's unconditional love; not dependent on behavior

#### The Rag Coat

Love of parents and neighbors sustains and supports in difficult times.

# Book/Attribute Correlation Chart

Level 3/4

Attribute	Book	Author	Culture	Secondary Attributes	Reading Time in Minutes
Courage	The Crab Man	P.Van West	Jamaica	Respect	9
	Home at Last	S. Elya	U.S.A./ Mexican American	Loyalty, Love, Hope	ω
Loyalty	Cornrows	C. Yarbrough	U.S.A./ African-American	Respect, Love	=
	Teammates	P. Golenbock	U.S.A.	Courage, Justice, Respect	01
Justice	The Tale of the Mandarin Ducks	K. Paterson	Japan	Courage, Respect, Honesty, Love	01
	The Warrior and the Wise Man	D. Wisniewski	Japan	Courage	0
Respect	Crow Boy	T. Yashima	Japan	Courage	8
	The Wall	E. Bunting	U.S.A.	Courage, Hope, Love	7
Hope	Knots on a Counting Rope	B. Martin Jr.	U.S.A./Native American	U.S.A./Native American Courage, Loyalty, Love	=
	How Many Days to America	E. Bunting	Caribbean	Courage, Love	80
Honesty	Fire on the Mountain	J. Kurtz	Ethiopia	Courage, Justice, Loyalty	=
	The Firekeeper's Son	L. Park	Korea	Respect, Loyalty	6
Love	The Gingerbread Doll	S. Tews	U.S.A.	Норе	01
	Annie and the Old One	M. Miles	U.S.A./Native American Respect, Honesty	Respect, Honesty	4

Note: Books often go out of print and have to be replaced.

# Story Overviews — Level 3/4

#### Courage

#### The Crab Man

Courage to act on personal values

#### Home at Last

A mother's struggle to adjust to a new country teaches a lesson in courage.

#### Loyalty

#### Cornrows

Preservation of traditions calls out loyalty to the past, present, and future.

#### **Teammates**

Standing up for a friend, a belief, and a group

#### **Justice**

#### The Tale of the Mandarin Ducks

Mercy; injustice of punishment too harsh to fit the crime

#### The Warrior and the Wise Man

Explores prudence with regard to actions; contrasts force and gentle reason.

#### Respect

#### Crow Boy

Respect for one who is different; looking past outward appearances to inner qualities

#### The Wall

Respect, honor, and reverence for selfsacrifice and service to one's country; respect for memory of the dead

#### Hope

#### Knots on a Counting Rope

Hope in the face of disability; dark mountains are crossed as love and courage give hope.

#### How Many Days to America

Hope elicits endurance, persistence, and thanksgiving.

#### Honesty

#### Fire on the Mountain

Honesty and integrity require being true to one's word, keeping a promise.

#### The Firekeeper's Son

Making the right choice in the face of temptation.

#### Love

#### The Gingerbread Doll

Family love expressed through simple gifts is far more valuable than expensive toys.

#### Annie and the Old One

Intense love for grandmother and eventual acceptance of her death

"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."

-Michel de Montaigne

# COURAGE

## **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

Heartwood Teaching the Attribute • Courage |

## 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

#### 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, 1995 ISBN: 0590572814

#### 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 *Courage*. 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,

The story titles are:

P.S. To find out more about Heartwood, visit www.heartwoodethics.org.


Heartwood

# The Boy Who Held Back the Sea

Retold by Lenny Hurt 1987 New York: Dial Books

#### **COURAGE**

The Netherlands Folktale Reading Time: 7 minutes

CONCEPTS

Courage Loyalty Fortitude **SUMMARY** 

Jan, a young boy known as a troublemaker, is an unlikely hero who single-handedly saves his town from the angry sea. This heroic act changes his life. Thomas Locker's oil paintings in the style of great Dutch masters enrich this version of an old Dutch tale.

#### **OBJECTIVES**

The student will be able to define and discuss courage, loyalty, and fortitude as they apply to this story. The student will explore different types of courage.

# Interdisciplinary Ideas

#### **LANGUAGE ARTS**

With a partner, create an updated version of the story. Discuss how Jan might have handled a local emergency, such as a flood, today. Think about details in the story that still apply, such as his parents worrying. Retell your version to the class.

#### SOCIAL STUDIES

Make a class booklet titled, "Facts about the Kingdom of the Netherlands." Together list topics such as geography, symbols, highlights, or holidays. With a partner, choose one of the topics to investigate. (Keyword: topic Netherlands) Create a fact sheet, compile pages, make a cover, and display in your classroom library.

#### SCIENCE

- In small groups investigate dikes (dykes) and how they are constructed to keep water from flooding lowlands. (Keywords: dykes construction or Zuiderzee Works) Share findings with the class.
- 2. With a partner, investigate flood control or other disaster prevention programs in your area. (Keyword: flood protection programs) Report information to the class.

#### ART

- I. In books or online find some landscape paintings by old Dutch masters such as Vermeer (Keyword: Vermeer "View of the Delft") or Van Ruisdael (Keyword: Ruisdael paintings landscapes). Compare their works with Thomas Locker's. Which elements are the same? Which are different?
- 2. Make a diorama containing windmills and dikes. (Keyword: windmills dykes images)
- \* Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primary for the Heartwood Attribute Word Map.

# After the Story

#### The Boy Who Held Back the Sea

#### DISCUSSION

- 1. Grandmother thinks a story might cheer Pieter up. Why do you think she chooses to tell him *The Boy Who Held Back the Sea?*
- 2. When you think of all the mischievous acts that Jan does at the beginning of the story, are you surprised that he stays all night at the dike? Why or why not?
- 3. Why does Jan do this courageous deed? What makes a boy who is usually irresponsible choose to be responsible?
- 4. Do you know ahead of time when you will be called on to perform an act of courage? Have you ever been in a situation where you or someone you know showed spur-of-the-moment courage? If so, tell about it.
- 5. Discuss loyalty in the story. Who is loyal to Pieter? To Jan? How does Jan show loyalty? How do you show loyalty to your family and friends?
- 6. How do you think Jan had the fortitude or strength to stay at the dike all night? Tell about a time you displayed fortitude by staying with a task that was difficult.

#### **ACTIVITIES**

- Locate the Netherlands on the world map. Find the sea and the countries that border it.
- 2. Discuss the many kinds of courage, such as courage to stand up for beliefs, to say "I'm sorry," to explore the unknown, or to face danger or illness. Together record information on a Heartwood Attribute Word Map.\*
- 3. Conduct a television interview with Jan and the other story characters for an on-the-scene report of the incident. Together write a script with questions for the reporter to ask and answers for the characters. Work in small groups with copies of the script. Choose parts, practice the interview, and present it to the class.
- 4. Invite someone to class from your local Emergency Medical System (EMS) to talk about using 911. Or, in small groups, investigate to find information about 911. (Keyword: 9-1-1 for kids) Take notes and make posters to display around your school.

#### **EXTENSION**

- 1. Complete Home Connection pages and take home to share with families.
- 2. Talk with your family about decisions that took courage. Ask if anyone has a special story of courage you could share with your class.

#### WRAP-UP

- I. In My Heartwood Journal, write about a time you or someone you know showed one of the kinds of courage from Activity #2. Make a copy of your story, draw an illustration, and post on a bulletin board titled "Many Kinds of Courage."
- With a partner, investigate local heroes. (Keyword: young heroes, your city, your state) Read one story and share it with the class. Write a brief summary to post on the "Many Kinds of Courage" bulletin board.

**VOCABULARY** 

fortitude dike mischief

brewer rhubarb constable

# Follow the Drinking Gourd

Jeanette Winter I 988 New York: Alfred A. Knopf

#### COURAGE

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

#### CONCEPTS

Courage Respect Justice Freedom

#### SUMMARY

This inspiring tale of escaping from slavery on the Underground Railroad follows a group of runaway slaves north to Canada—and freedom. The author's bold American folk-style illustrations capture the courage and emotions of this historic journey.

NOTE: Before reading the story it is helpful to give children a brief explanation of the Underground Railroad. It was an escape route for slaves who ran away from their masters, but it was not a railroad, nor was it underground. On this long and dangerous journey, many people helped slaves find their way to freedom.

#### **OBJECTIVES**

The student will be able to identify, define, and discuss courage, respect, justice, and freedom as they apply to this story, and will gain awareness of how justice is related to responsibility.

# Interdisciplinary Ideas

#### **LANGUAGE ARTS**

- Imagine you had to leave your home quickly on a dangerous journey. If you only had a small bag, what would you take? Draw the bag and contents.
   In small groups, tell why you chose the items you packed.
- Discuss the meaning of freedom and make a "Freedom is...," booklet. On story paper,\* complete the sentence "Freedom is...," draw pictures illustrating your sentences, compile the pages, and make a cover. Take turns reading booklets with partners.

#### SOCIAL STUDIES

- With a partner or in small groups, experience the Underground Railroad online. (Keyword: underground railroad adventure National Geographic)
- Read books about Harriet Tubman to find out how she helped slaves escape to freedom (e.g., Minty by Alan Schroeder).

#### ART

Find symbols of freedom in the U.S. Make collages of freedom symbols combining magazine or Internet pictures and your own drawings. Use as a cover for your "Freedom is..." booklet.

#### SCIENCE

Make Big Dipper pictures. Look in books or online (Keyword: Big Dipper) for pictures of the Big Dipper. Draw the shape of the Big Dipper on black construction paper and place glow-in-the-dark stars or dots to indicate major stars. Repeat with other constellations.

\* Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primary for story paper.

# After the Story

#### Follow the Drinking Gourd

#### DISCUSSION

- I. Why do you think Molly and James didn't run away before this? What led them to their decision to "follow the drinking gourd?"
- 2. Describe Molly, James, and their "conductor," Peg Leg Joe, in terms of courage, justice, and respect.
- 3. The runaway slaves risked their lives in their search for freedom. Think about the world today. Are there still people who are courageous enough to risk their lives for freedom for themselves or others? Discuss.
- 4. Slavery was legal in a large part of the United States at the time of this story. Many characters in the story broke the laws when they ran away. Do you think they were criminals? Explain. What might have happened to them if they were caught? Why do you think they risked their lives? Why do we respect them for their actions?
- 5. If you lived at the time of this story, describe what your role on the Underground Railroad might have been.

#### **ACTIVITIES**

- Locate the Ohio River on the world map. On a map of the U.S., trace some of the escape routes people followed. Mark "safe houses" along the way. (Keyword: aboard underground railroad maps)
- 2. Together list school rules you feel are unjust or new ones you feel should be added. Brainstorm strategies for changing them. In small groups, choose one of the rules on your list and make a plan for affecting change. Invite the principal to visit your class, listen to your ideas, and discuss possibilities for change.
- 3. Role-play the story. Together write a summary of the story and post on a chart. Choose readers to narrate the story and actors to pantomime the parts of Peg Leg Joe, Isaiah, Old Hattie, grandson George, Molly, and James. Present to parents or another class, and sing the song, "Follow the Drinking Gourd."

#### WRAP-UP

In My Heartwood Journal draw and label pictures of the dangers people faced escaping slavery. Summarize the ideas in your pictures by writing one or two sentences about the courage they showed.

#### **EXTENSION**

- 1. Complete Home Connection pages and take home to share with families.
- 2. Talk about courage in the story and at home. Ask if family members have had to demonstrate courage to make situations better for others. How? With permission, share with the class.

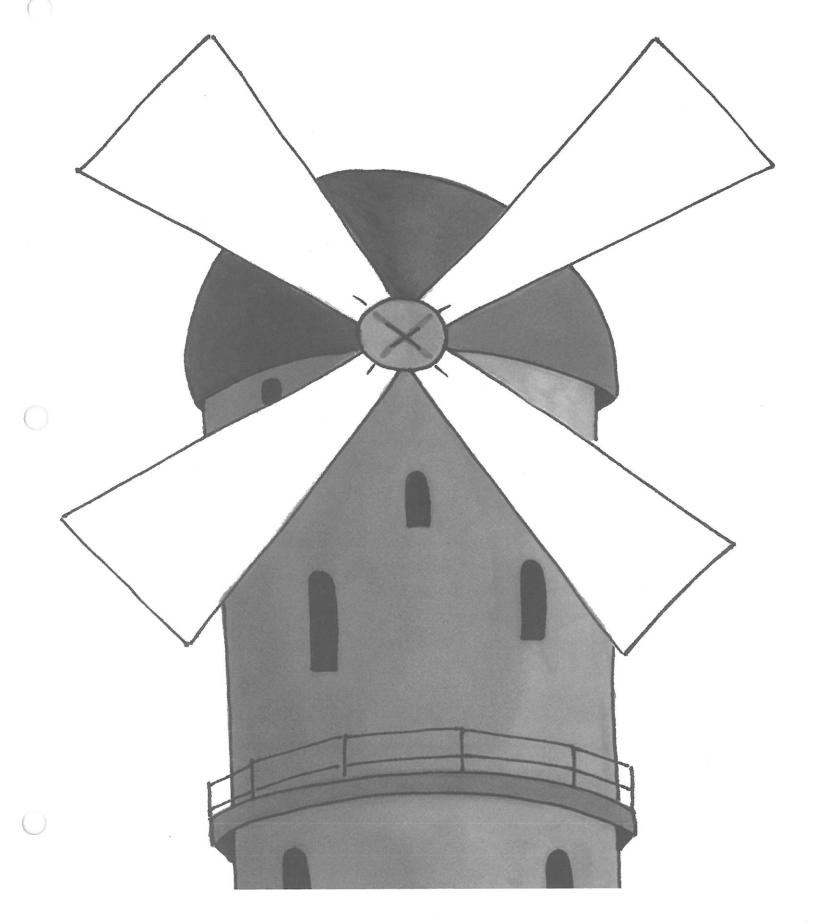
**VOCABULARY** 

Underground Railroad safe house quail scent hounds master wound deed

# The Boy Who Held Back the Sea

**COURAGE** 

On the windmill vanes, write four actions you would need courage to do.





#### Heartwood Home Connection

The Boy Who Held Back the Sea by Lenny Hort

The Boy Who Held Back the Sea is a story from the Heartwood Ethics Curriculum for Children, Level 2/3. This book presents the attribute of Courage as bravery in responding to an emergency. Perhaps you would enjoy sharing the story with your child.

**Summary:** Jan, a young boy known as a troublemaker, is an unlikely hero who single-handedly saves his town from the angry sea by plugging a hole in the protective dike and enduring pain and cold through a long night. This heroic act changes his life. Thomas Locker's oil paintings, in the style of great Dutch masters, enhance this version of an old Dutch tale.

#### Home Activities:

- Talk with your child about responding to emergencies with courage. Perhaps you have a special story
  of courage your child could share with the class.
- Together create a family plan for dealing with emergencies such as power failures or situations that require first aid.

#### For the teacher

The Boy Who Held Back the Sea

Time: one class period

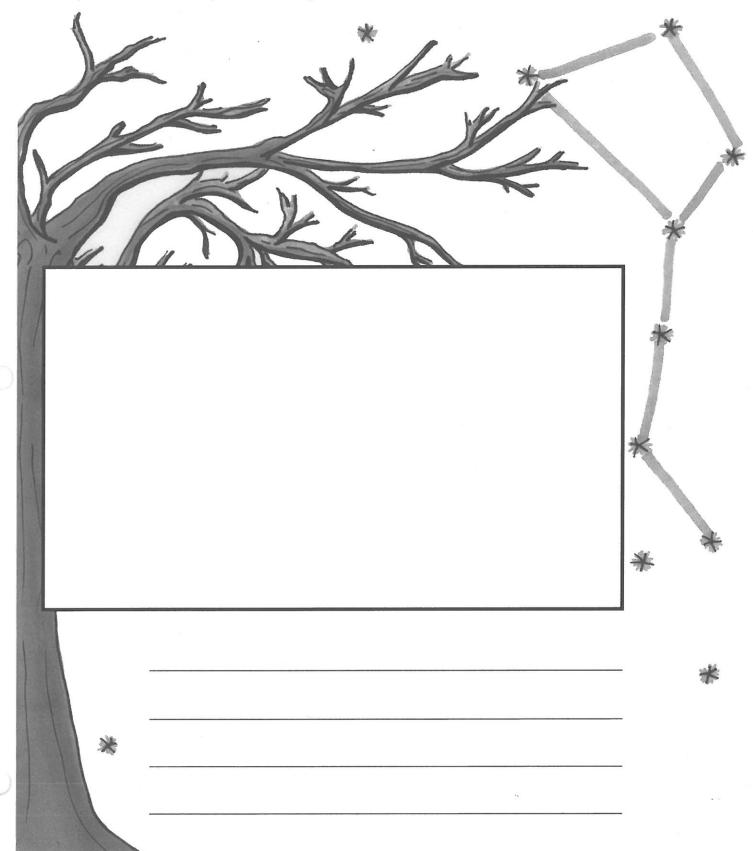
Materials: copies of Heartwood Home Connection page, pencils, and crayons

#### **Suggested Procedures:**

- · Ask students to talk about times they showed courage and list actions taken on the chalkboard.
- Have students complete the page following instructions.
- · Provide time for sharing responses with the class.

#### **Enrichment Activity:**

 Choose one of the actions on the windmill vanes and draw or write about it on another sheet of paper. Draw a house with a secret room. List four things you would need to provide for runaway slaves hiding there.





#### Heartwood Home Connection

Follow the Drinking Gourd by Jeanette Winter

Follow the Drinking Gourd is a story from the Heartwood Ethics Curriculum for Children, Level 2/3. This book presents the attribute of Courage as bravery in the face of danger. Perhaps you would enjoy sharing the story with your child.

**Summary:** This inspiring tale of escaping from slavery on the Underground Railroad follows a group of runaway slaves north to Canada—and freedom. The author's bold American folk-style illustrations capture the courage and emotions of this historic journey.

#### Home Activities:

- Have your child retell the story.
- Talk about courage in the story and a time you or another family member had to demonstrate courage to make situations better for others.

#### For the teacher

Follow the Drinking Gourd

Time: one class period

Materials: copies of Heartwood Home Connection page, pencils, and crayons

#### **Suggested Procedures:**

- · Together list necessities you would provide for runaway slaves.
- Have students complete the page following instructions.
- · Provide time for sharing with the class.

### The Crab Man

Patricia E.Van West 1998 New York: Turtle Books

#### COURAGE

Jamaica Realistic Fiction Reading Time: 6 minutes

#### CONCEPTS

Courage Respect

#### **SUMMARY**

This thought-provoking story deals with personal values and the courage to act on them. A Jamaican boy must choose between earning money for his family and protecting animals from cruelty. Cedric Lucas' beautiful pastel illustrations clearly show the contrasts between posh hotel life and poverty.

#### **OBJECTIVES**

The student will be able to define and discuss courage and respect as they apply to this story and will develop understanding of stewardship, or responsibility to care for animals and the environment.

# Interdisciplinary Ideas

#### **LANGUAGE ARTS**

- Write a personal narrative about a time you or someone you know caught an animal or insect. Explain how it was caught, who cared for the animal, and what happened to it.
- Write a brief paragraph comparing Neville's way of playing crab racing (at the end of the story) to the Crab Man's way.

#### ART

 Find pictures of hermit crabs online or in science books. (Keyword: hermit crabs images) Draw crabs in their natural habitat. Use the picture as a cover for your fact sheet about crabs (Science Activity #1).  Look at other children's books Cedric Lewis has illustrated (see back cover for a list). Compare different styles he uses and discuss why you think he is an awardwinning artist.

#### SOCIAL STUDIES

- Jamaicans depend on tourists for jobs and money. Make lists of pros and cons for this source of income.
- On a world map, locate other Caribbean islands. Pick up brochures from a travel agency about the islands and find out why these islands are good vacation spots. Present information to the class.

#### SCIENCE

- With a partner, investigate hermit crabs. (Keyword: hermit crab kids) Write a list of facts about hermit crabs.
- The author notes that hermit crabs benefit the environment by recycling and cleaning up. Find out about other animals that are scavengers. (Keyword: scavengers animals kids)
- Visit www.heartwoodethics.org and choose Teaching Heartwood, Culture Keys, for supplemental cultural information.

# After the Story

#### The Crab Man

#### DISCUSSION

- I. Why does Neville collect and sell crabs in the beginning of the story? Before he goes through the gates of the hotel, does he know what the man is doing with the crabs? Discuss the chain of events that causes him to change his mind about collecting crabs to sell for money.
- 2. What are Neville's feelings when he runs away from the Crab Man? What character traits does he show when he flees? What beliefs give him the courage to do the right thing?
- 3. How does Neville's mother react when he tells her his story? Which Heartwood attributes does she express? Explain.
- 4. Do you think Neville will find another way to earn money? Why or why not?
- 5. Think of a time you or someone you know did the right thing. Talk about why it took courage.

#### **ACTIVITIES**

- 1. Locate Jamaica on the world map and place a story pin.
- 2. In pairs, share times when you didn't go along with something a friend was doing because you felt it was wrong. Tell how you found the courage, or how you will next time (see Wrap Up #2).
- 3. Working in small groups, list animals used for sport, fashion, entertainment, or medical research. Discuss how they must be cared for so they are not abused.
- 4. Brainstorm and/or research online to create a list of natural resources of Jamaica and other Caribbean islands. (Keyword: AZA for kids) How and why would Jamaica want to protect these resources?

#### **EXTENSION**

Retell the story at home. Ask family members to share a time they protected an animal in danger. Talk about why people protect animals.

#### WRAP-UP

- Write about courage and respect in the story. Give explanations and evidence to support your statements.
- Extend Activity #2. Write a paragraph about how you will show courage by not going along with friends when their actions go against your beliefs about what is right.

VOCABULARY

dart grove tourists peer habitat larva

## Home at Last

Susan Middleton Elya 2002 New York: Lee & Low Books

#### COURAGE

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

#### CONCEPTS

Courage Loyalty Love Hope

#### **SUMMARY**

While celebrating the close bond between a young girl and her family, this story realistically portrays problems faced by immigrants in the United States. Ana understands how much her mother misses relatives and the difficulties she encounters due to the language barrier. Through courage, love, and loyalty, Ana helps lift her mother's spirits as her family pulls together to begin life in this new country. Felipe Davalos' vivid oil paintings clearly express the characters' emotions during a time of transition.

#### **OBJECTIVES**

The student will be able to identify, define, and discuss courage, loyalty, love, and hope as they apply to the story. The student will become aware of difficulties immigrant families face and learn strategies for helping new classmates.

# Interdisciplinary Ideas

#### LANGUAGE ARTS

- I. Make an English/Spanish dictionary. Fold and staple 7 sheets of paper together to make a booklet. Write My English/Spanish Dictionary on the first page and letter the inside pages A to Z. Use Spanish words from the story to make entries in the dictionary in both English and Spanish.
- List events from the story. In pairs, choose an event, write a letter about it from Ana to a friend in Mexico, put in an envelope (do not seal), glue to the bottom half of a page, and illustrate the event on the top half. Compile pages in chronological order, make a cover ("Letters from Ana") and take turns reading the letterbook.

#### **SOCIAL STUDIES**

- I. In small groups, find Spanish dialogue used in everyday situations, such as "Como te llamas?" (COH-moh tay YAH-mahs), "What is your name?" (Keyword: survival Spanish teachers) Practice asking and answering questions in Spanish. Add words and pronunciations to your English/ Spanish dictionary. (Language Arts #1.)
- Learn how to make tortillas and tamales. (Keywords: making tortillas families; making tamales families) Take notes and report to class. Invite someone from Mexico to demonstrate how to make tortillas.

#### MATH

- I. Learn to convert American dollars to Mexican pesos. (Keyword: currency Mexican kids) Make word problems for the class to solve, such as "How many pesos would you need to buy an ice cream cone that costs \$2.00?"
- 2. Obtain a menu from a local Mexican restaurant. If you had \$30 to spend on dinner, what might you order? What change would you have left? Justify your response.
- \* Visit www.heartwoodethics.org and choose Teaching Heartwood, Culture Keys, for additional cultural information and resources.

# After the Story

#### Home at Last

#### DISCUSSION

- I. Why is it more difficult for Mama than it is for Ana to begin a new life in the United States? What problems does Mama face? How does Ana help her mother?
- 2. What signs of love do you see in the story? What do family members say and do to show they care for one another? How do Ana and her father offer hope to her mother? Have you ever encouraged a parent or family member? Explain.
- 3. Why does it take courage for Ana's mother to attend evening school? What does Ana wonder about when her mother goes to school for the first time? Tell about worries you have had when beginning a new school or school year.
- 4. What character traits does Ana portray that you might look for in a friend?
- 5. Why do you think Ana's family came to the United States? What are their hopes? What do you think they miss about their village in Mexico? What would you miss if you had to leave your country?

#### **ACTIVITIES**

- On a world map, locate Mexico. Identify countries and bodies of water bordering Mexico. Find states in the U.S.A. that border Mexico. (Keyword: Mexico map)
- 2. Organize a "Big Brother Big Sister" program for new students in your school. Tour the school with your special friends and introduce them to other students on the playground and in the lunchroom. Let them know you are there to help.
- 3. Invite a foreign language teacher to teach a lesson in a language other than English. Afterwards discuss how you felt, what you understood, and why you understood certain parts of the lesson. List what was helpful, such as expressions or body language. In small groups, research tips for helping non-English speaking students. (Keyword: helping non-English speaking students) Take notes and report to class. If the opportunity arises, volunteer to help an ESL student.

#### **EXTENSION**

- 1. With your family, plan ways you can help new families who move to your neighborhood. When an opportunity arises, carry out one of your plans.
- 2. Retell the story at home. Ask family members to tell about experiences that involved courage in adjusting to new situations. With permission, share with the class.

#### WRAP-UP

- In My Heartwood Journal write about how courage relates to loyalty and love in the story and/or in your own family. Include as many examples as possible.
- Copy the following saying and write a paragraph about how it relates to your own experience: "A mal tiempo, buena cara" (Face difficulties with a smile). Use one or two Heartwood attributes in your explanation.

#### **VOCABULARY**

(Look online for help with pronunciation—Keyword: survival Spanish teachers)

si la escuela me gusta se llama Ingles
Que dijeron?
al apartamento
Vamonos!

a casa el maestro Buena suerte! donde esta

# The Crab Man

# COURAGE

Write a letter about an unjust situation involving animals.  Say what is unfair and suggest ideas to solve the problem.	
Send your letter to the local S.P.C.A. or newspaper.	
	1/2



#### Heartwood Creative Response

The Crab Man by Megan McDonald

#### For the Teacher

Time: one class period

Materials: copies of Creative Response page and sheets of writing paper

#### Suggested Procedures:

- Discuss unfair treatment of animals in neighborhoods, pet stores, or other places and brainstorm actions to remedy the situations.
- Have students work in pairs to complete Heartwood Creative Response pages.
- Provide opportunities for sharing with the class and encourage students to add ideas they like from other students' responses.
- · Have students revise and edit their letters and make a "good" copy on writing paper.
- Bundle and mail letters to your local S.P.C.A. or newspaper.
- · Post copies of letters and any responses on a bulletin board.

Write a news article for the Heartwood Gazette about someone who has shown you the meaning of courage.

# Beartwood Gazette

# **A Story of Courage**

Ву	



#### Heartwood Creative Response

Home at Last by Susan Middleton Elya

#### For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page and sheets of writing paper

#### **Suggested Procedures:**

- Discuss people who have demonstrated courage.
- · Have students give explanations and examples of courage in their news articles.
- Provide time for sharing with the class.

Loyalty involves duty, a sense of commitment and community;

a knowledge that each of us is a part of something greater than ourselves.

# LOYALTY

# **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 wearning 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

# More 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

#### 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,

The story titles are:

P.S. To find out more about Heartwood, visit www.heartwoodethics.org.

Heartwood

## The Seven Chinese Brothers

Margaret Mahy 1990 New York: Scholastic

#### LOYALTY

China Folktale

Reading Time: 13 minutes

#### CONCEPTS

Loyalty
Courage
Compassion
Cooperation
Justice

#### SUMMARY

This classic folktale conveys the attribute of filial loyalty in Chinese folklore. The brothers, each empowered with an amazing ability, help free one another and trick the cruel emperor by working together. Jean and Mou-sien Tseng's detailed watercolor illustrations capture the period when a Chinese emperor began the Great Wall.

#### **OBJECTIVES**

The student will be able to identify, define, and discuss the attributes of loyalty, courage, compassion, cooperation, and justice as they relate to the story. The student will develop an awareness of the importance of cooperation at home and at school.

# Interdisciplinary Ideas

#### LANGUAGE ARTS

- I. Compare and contrast the emperor in this story with the emperor in *The Empty Pot.* On a large Venn diagram label the left side "Emperor, *The Seven Chinese Brothers*" and the right side "Emperor, *The Empty Pot.*" Talk about how the emperors are alike and different. Write different character traits in the side spaces and similarities in the intersecting oval. Take turns presenting orally to the class.
- Reread dialogue sections of the story to find verbs other than "said," such as cried or roared. List on a chart. Practice reading spoken parts with expression suggested by the words. Use words from the chart when you write your own stories with dialogue.

#### SOCIAL STUDIES

- Examine the illustrations in the book and compare them with photographs of people who live in China today. Note similarities and differences. Discuss the stereotypes that are evident in the book's illustrations.
- Together make a list of questions about China and/or the Great Wall such as "How big is China?" or "Which has more people, China or the U.S.?" Research to find information and photographs in books and online to answer your questions. (Keyword: Great Wall China kids) Post questions, answers, a map of China, and photographs on a bulletin board.

#### ART

Make seven Chinese brothers cutouts and give each Chinese brother a Heartwood attribute. Download the Chinese brother pattern, make copies, cut out, and fill in Heartwood attributes and examples.\* Tape brothers together in sets of seven and hang around the classroom.

#### **MATH**

Work in pairs to list equations that equal "7." Use a calculator or manipulatives, such as beans or seeds, to help discover number facts.

\* Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primary, for a Chinese brother pattern and instructions.

# After the Story

#### The Seven Chinese Brothers

#### DISCUSSION

- I. What amazing powers do the seven Chinese brothers possess? How do they use their powers to help people? Which Heartwood attributes do they show? Give examples.
- 2. When second brother tells the others that he hears crying, third brother shows compassion by going to help. Talk about how you show compassion when you hear someone crying.
- 3. How are the brothers loyal to the men building the wall? How are they loyal to each other? How are you loyal to people in your family?
- 4. The brothers cooperate by using their special powers to free each other. How do they work together to make dinner at the end of the story? Give examples of how you cooperate to get jobs done.
- 5. Was justice served in the story? Explain. If you were Emperor, how would you be fair to the workers? Why?

#### **ACTIVITIES**

- I. Locate China on the world map. Find mountains, rivers, and bordering countries on a physical map of China. (Keyword: physical map China)
- 2. List cooperative activities at home and school, such as sharing chores and playing games. In small groups, make "Cooperation" posters. Divide poster board in half. Title one half "Cooperation at School" and the other half "Cooperation at Home." Draw, color, and label cooperative activities. Share with the class and post for all to see.
- 3. Prepare "Loyalty Lunches" for the lunchroom staff or bus drivers. Work in small cooperative groups in assembly line fashion making sandwiches, bagging fruit and/or vegetable slices, adding cookies or chips, and placing in decorated lunch bags. Write notes of appreciation, place in the bags, and present to the staff.

#### WRAP-UP

- In My Heartwood Journal write about how the brothers show loyalty to each other or how you show loyalty to someone in your family.
- Together make a chart titled "Loyalty in Literature." Write sentences about characters who showed loyalty in stories from your basal reader or other classroom books.
- Role play the story with the seven brothers, the emperor, and a narrator.

#### **EXTENSION**

- 1. Complete Home Connection pages and take home to share with families.
- 2. At home talk about how you are loyal to each other. With permission, share with the class.

#### **VOCABULARY**

emperor remarkable enormous dazzling reunited noble

splendid

# The Legend of the Bluebonnet

Tomie dePaola I 983 New York: Putnam

# LOYALTY

U.S.A./Native American Legend Reading Time: 8 minutes

# CONCEPTS

Loyalty Sacrifice Courage Hope

#### SUMMARY

This touching legend is more than a story about the origin of a flower. It is a tale of moral courage and sacrificial loyalty. The author states, "She-Who-Is-Alone's act of thrusting her beloved doll into the fire to save her people represents the decisive sort of action that many young people are capable of, the kind of selfless action that creates miracles." The author's colorful paintings of the Texas countryside and the Comanche people enhance the text.

# **OBJECTIVES**

The student will be able to identify, define, and discuss loyalty, sacrifice, courage, and hope as they apply to the story. The student will become aware of sacrifices she/he can make to help others.

# Interdisciplinary Ideas

# LANGUAGE ARTS

- I. Write a legend about your state flower. In pairs research to find information about your state flower. (Keyword: state flower, your 2-letter state abbreviation) Then write a legend or folktale explaining how it was chosen for your state. Use the downloadable "Story Outline" to get started.\*
- 2. Make a Native American Symbols chart. With a parent or school volunteer, research symbols the author uses in his illustrations and other Native American symbols. (Keyword: Native American symbols) Make a chart of these symbols and their meanings.

# SOCIAL STUDIES

Find out more about the Comanche people. (Keyword: Comanche Indians kids) Together list "fast facts" about these Native Americans.

# SCIENCE

In small groups, make plans for giving something back to the earth, such as creating a compost heap, planting trees, or planting wildflowers on your school grounds. Make plans, share with the class, and together choose a project to improve the school environment.

# ART

- Make small tipis. (Keyword: tipi pattern kids) Draw and color symbols on them like those in the story. Display tipis on a table near the Native American Symbols chart (Language Arts #2).
- Make wildflower placemats to give as gifts to family members or friends. (Keyword: pressed flower placemats) Use dried flowers for the placemats or images of wildflowers downloaded from the Internet. (Keyword: Lady Bird Johnson wildflowers)
- \* Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primary, for a "Story Outline."

# The Legend of the Bluebonnet

#### DISCUSSION

- I. Talk about how the Comanche people are loyal to She-Who-Is-Alone and how She-Who-Is-Alone is loyal to her tribe.
- 2. Think about the circumstances of the tribe. What problems did they face? Why are drought and famine hardest on the very young and the very old?
- 3. What does She-Who-Is-Alone give up or sacrifice? Why? How is her sacrifice related to loyalty to her people?
- 4. Do you think sacrifices take courage? If so, why? Why is her doll her most valued possession? Think of a possession you value highly. What might make you give up or sacrifice this possession?
- 5. In the story the Great Spirits say that for years the people have taken from the earth without giving anything back. What do we take from the earth? What and how can we give back to the earth?

# **ACTIVITIES**

- I. Locate Texas on the world map. If you live in another state, find it on the map and connect it to Texas with string.
- 2. Together list sacrifices you can make to help others that don't involve material possessions. In small groups, talk about giving up recess or free time to help your teacher, friend, or classmate. Brainstorm ideas for helping others, choose one of the ideas, and carry it out.
- 3. With a parent or school volunteer, research to find organizations in your community that donate toys or books to children who need them. (Keyword: donate toys, books) Hold a toy and book drive and bring items to class to donate to these organizations.

# WRAP-UP

Choose one of the following to do in My Heartwood Journal:

Draw and write about one of your most valued possessions. Include reasons you might have for giving it up.

Write about how the girl was loyal to her tribe and how you are loyal to your family.

Write about She-Who-Is-Alone's courage as it relates to loyalty in the story.

# **EXTENSION**

- 1. Complete Home Connection pages and take home to share with families.
- 2. Retell the story at home and discuss sacrifices you make for each other. With permission, share with the class.
- 3. Discuss what you and your family do or can do to help others in your community.

# **VOCABULARY**

sacrifice famine drought Comanche shaman cease

buckskin





# Heartwood Home Connection

The Seven Chinese Brothers by Margaret Mahy

The Seven Chinese Brothers is a story from the Heartwood Ethics Curriculum for Children, Level 2/3. This book presents the attribute of Loyalty as bravery in the face of danger. Perhaps you would enjoy sharing the story with your child.

**Summary:** This historical tall tale, a longtime favorite, conveys the attribute of filial loyalty in Chinese folktelling tradition. The brothers, each empowered with an amazing ability, help free one another and trick the cruel Emperor by working together. Jean and Mou-sien Tseng's detailed watercolor illustrations capture the period when a Chinese Emperor began the Great Wall.

# **Home Activities:**

- Have your child retell the story.
- Talk about how you are loyal to each other. Together create a "Loyalty List" with names of family members and ways they demonstrate loyalty.

# For the teacher

The Seven Chinese Brothers

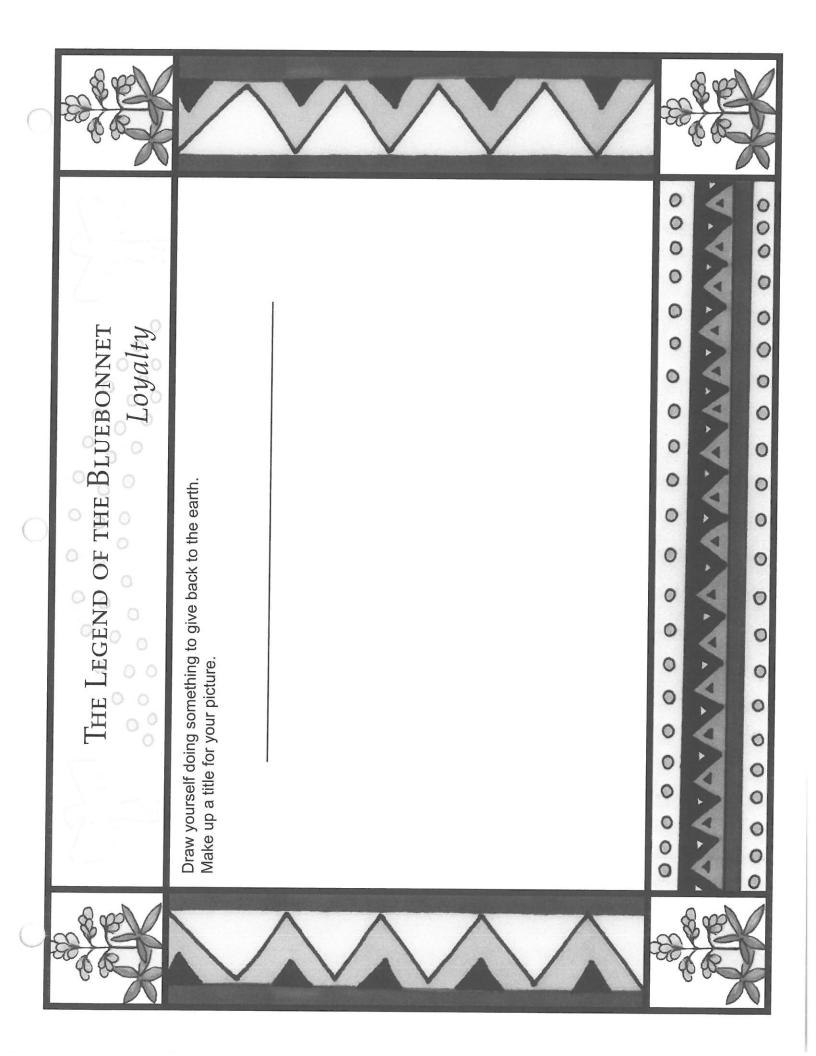
Time: one class period

Materials: copies of Heartwood Home Connection page, pencils, crayons, and extra sheets of drawing and writing paper

# Suggested Procedures:

- · Together discuss questions on the page.
- Have students complete the page following instructions.
- · Provide time for sharing with the class.

Enrichment Activity: Have students choose one of the actions they wrote about and write or draw how they could help without special powers.





# Heartwood Home Connection

The Legend of the Bluebonnet by Tomie DePaola

The Legend of the Bluebonnet is a story from the Heartwood Ethics Curriculum for Children, Level 2/3. This book presents the attribute of Loyalty as sacrifice for the well-being of others. Perhaps you would enjoy sharing the story with your child.

**Summary:** This touching legend of the bluebonnet is more than a story of the origin of a flower. It is a tale of moral courage and sacrificial loyalty. The author states, "She-Who-Is-Alone's act of thrusting her beloved doll into the fire to save her people represents the decisive sort of action that many young people are capable of, the kind of selfless action that creates miracles."

# **Home Activities:**

- Have your child retell the story and tell about his/her picture.
- Discuss sacrifices you make for each other. Perhaps you would permit your child to share with the class.
- Together plan one activity your family can do to help others in your community.

# For the teacher

The Legend of the Bluebonnet

Time: one class period

Materials: copies of Heartwood Home Connection page, pencils, crayons, and extra sheets of writing paper

# **Suggested Procedures:**

- Discuss ways to give back to the earth.
- · Have students complete the page following instructions.
- · Provide time for sharing with the class.

Enrichment Activity: Have students write a paragraph to explain their picture.

# **Teammates**

Peter Golenbock 1990 New York: Harcourt Brace Jovanovich

# LOYALTY

U.S.A. Non-fiction

Reading Time: 10 minutes

# CONCEPTS

Loyalty Respect Courage

#### **SUMMARY**

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 copies of newspaper headlines together with Paul Bacon's pastel drawings illustrate the racial prejudice as well as the acceptance and support finally experienced by Robinson.

# **OBJECTIVES**

The student will be able to identify, define, and discuss loyalty, respect, and courage as they apply to the story. The student will explore ways to counteract injustice and prejudice.

# Interdisciplinary Ideas

# **LANGUAGE ARTS**

- Write "I Dream of a World" poems.\* Post online and/or on a bulletin board (See Wrap-Up #2.)
- 2. In pairs, make a "Teammates Mini-Dictionary" of the vocabulary words for the story. Create a page for each word and include the following information: the word, a definition, a sentence, an illustration, and an antonym with a definition and a sentence. Compile pages, make a cover, and present one or two words to the class.

# SOCIAL STUDIES

In small groups, choose one of the following to investigate, write about, and report to your class:

- Find out when and how Jackie
  Robinson spoke out against racial
  discrimination. (Keyword: Jackie
  Robinson) One good source is
  Baseball's Great Experiment: Jackie
  Robinson and His Legacy by Jules
  Tygiel.
- Investigate the Negro leagues. (Keyword: Negro Baseball Leagues)
   Choose a topic for your report such as history, great players, or teams.
   Include pictures in your report.

# MATH

- I. Visit the Negro League Baseball
  Museum online. Go to the museum
  store and list all the items you would
  buy if you had \$100 to spend.
  (Keyword: Negro Leagues Baseball
  Museum)
- Obtain a package of baseball cards.
   Using a current baseball card
   magazine, determine the value of
   your cards.
- \* Visit www.heartwoodethics.org and choose Teaching Heartwood, Intermediate Activities, for directions for "I Dream of a World" poems. Culture Keys offer cultural information.

# **Teammates**

# DISCUSSION

- I. How did Pee Wee Reese show loyalty to Jackie Robinson? How do you think this made Robinson feel? Why? Why do you think Reese chose to make his statement of support when he did? Explain how loyalty requires you to act on your beliefs. How is loyalty related to courage?
- 2. What was "the great experiment?" Why did Mr. Rickey want "a man who had the courage not to fight back?" Do you agree with his position? Why or why not?
- 3. What humiliations did Robinson suffer? Why do you think he endured abuse and hostility from other players and fans? What important changes occurred for baseball? How do you think these changes affected other sports?
- 4. Discuss the courage and respect displayed by Jackie Robinson, Pee Wee Reese, and Branch Rickey. Tell about a time you or someone you know stood up for a student who was being treated unfairly.

# **ACTIVITIES**

- Locate Brooklyn, New York, and Cincinnati, Ohio, on a U.S. map. Investigate to find the Dodgers' schedule of games in 1947. Find the home cities of the teams they played and place a pennant for each one. (Keyword: Brooklyn Dodgers 1947 schedule)
- Create a Heartwood card honoring someone you respect. Draw the
  person's face on the front of a blank index card or attach a photograph.
  Enter name, occupation, and attributes. Make a copy for the special
  person and post cards on a bulletin board titled "Heartwood Classics
  Collection."
- 3. With a partner, go to www.teachingtolerance.org, choose "For Kids," try out one of the activities, write a paragraph about what you learned, and share with the class.

# **EXTENSION**

- Retell the story at home. Ask family members to tell about times they stood up for people who were treated unfairly. With permission, share their experiences with the class.
- 2. Hold family meetings to plan strategies for helping each other in difficult situations involving unfair treatment. Discuss peaceful ways to counteract injustices in your community.

# WRAP-UP

- I. In My Heartwood Journal, write about all the Heartwood attributes you can find in the story. Give examples and explanations.
- In small groups look at the kids'
  "One World Mural" online.
  (Keyword: planet tolerance)
  Add your own words (e.g.,
  poems from Language Arts #1)
  and drawings to the online mural
  and/or create one on a bulletin
  board in your classroom.

VOCABULARY

segregation prejudice vigilante humiliation apathetic taunts

# Cornrows

Camille Yarbrough 1979 New York: Coward-McCann, Inc.

# LOYALTY

U.S.A./African American Fiction

Reading Time: 11 minutes

# CONCEPTS

Loyalty Respect Love

# **SUMMARY**

This rhythmic story weaves a spell as Mama's and Great-Grammaw's fingers create a cornrow design. Every cornrow pattern has a name and reflects the strength and richness of African heritage. Carol Byard's stylized black and white illustrations transport us to far off times and places.

# **OBJECTIVES**

The student will be able to identify, define, and discuss loyalty, respect, and love as they apply to the story. The student will become aware of the importance of heritage and traditions passed down from one generation to another.

# Interdisciplinary Ideas

# **LANGUAGE ARTS**

Have a choral reading of the poetry narrative in the story beginning with Mama's words, "Little girl, little boy, Let's play the hair name game..." In pairs, choose one of the stanzas from this part of the story, memorize it, practice saying your part with rhythm, and together present to another class.

# SOCIAL STUDIES

- Bring to class symbols of family traditions you honor, such as objects, clothing, or recipes. Write a paragraph about your symbol and read to the class. Place symbols and writings on a display table for all to see.
- 2. Read a biography of a famous African American. Together list people mentioned in the story and other famous African Americans. Take your list to the library and borrow a book about someone on the list. Read the book, take notes on "biography notes,"\* and write a report.
- Visit www.heartwoodethics.org and choose Teaching Heartwood, Intermediate Activities, for acrostic poem instructions and biography notes page. Culture Keys offer cultural information.

# ART

- I. In pairs, find pictures of and background information on Yoruba art (Keyword: Yoruba art Nigeria) or make an online visit to the National Museum of African Art. (Keyword: National Museum of African Art) Take notes on your favorite exhibition or piece of art and share with the class.
- Learn to braid or practice braiding with yarn, leather, or string. Braid together your individual braids.

# Cornrows

# DISCUSSION

- I. What is Great-Grammaw conveying in her songs and stories as the braiding is being done? How does she show respect for her ancestors?
- 2. What do Sister and Me Too learn about their heritage? How does passing on traditions show loyalty to a heritage? What do cornrows represent? What other traditions are portrayed in the story?
- 3. How were traditions brought from Africa and how were they passed down? How are traditions passed down today from one generation to another? What symbols or signs of loyalty do the family members show to one another? To the past?
- 4. What terrible things happened? How do you think people and cultures survive terrible events? What attributes are involved?
- 5. How is love shown in the story? What does Great-Grammaw mean when she talks about, "hand-me-down love?" Who gives you "hand-me-down love?"

# **ACTIVITIES**

- 1. On the world map, locate the African countries mentioned in the story: Egypt, Senegal, Somalia, and Swaziland.
- 2. Invite an adult or teenager to the classroom to demonstrate cornrow braiding.
- 3. Look at the last illustration in the story. With charcoal or pencil, draw someone you love with her or his arms around you and another child (a sibling, relative, or friend). Write a title for your picture.
- 4. Write an acrostic poem with the name of a person you love and respect using as many Heartwood words as possible.\* Draw illustrations or designs around your poem (see Art activity #2), and give it to your special person.

# **EXTENSION**

- 1. With your family, talk about your traditions, heritage, and cultural roots. Discuss symbols that convey your roots. With permission, share with the class.
- 2. Invite parents, grandparents, or other family members to class to talk about family traditions.

# WRAP-UP

- In My Heartwood Journal write about what loyalty to and respect for traditions and heritage mean in the story and/or in your own life.
- 2. Create a "Book of the Month" bulletin board, and begin with Cornrows. Under the title and author, post a summary of the story, images of cornrows from the Internet or magazines (Keyword: Yoruba cornrows), and writings and photographs from Social Studies and Art activities.

**VOCABULARY** 

heritage tradition ancient wisdom sculptured ritual clan





# Heartwood Creative Response

Teammates by Peter Golenback

# For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page and sheets of writing paper

# **Suggested Procedures:**

· Discuss loyalty related to friendship.

- · Have students choose one person and write about how they are loyal to each other.
- · Provide time for sharing with the class.

# CORNROWS

Loyalty

Draw a picture of a family tradition and tell why you are loyal to it.



# Heartwood Creative Response

Cornrows by Camille Yarbrough

# For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page and sheets of writing paper

# **Suggested Procedures:**

- · Discuss family traditions.
- Ask students to write about one tradition they plan to keep and reasons for their choices.
- · Provide time for sharing with the class.

Justice is the quality of being guided by truth, reason, and fairness. Justice encompasses respect and understanding.

# JUSTICE

# **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

# More Books on Justice

# 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

# Stone Soup

ISBN: 0698116267

Jon J. Muth New York: Scholastic, 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

# We the Kids: The Preamble to the Constitution of the United States

David Catrow New York: Dial Books for Young Readers, 2002

ISBN: 0803725531

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

2 Justice • Teaching the Attribute Heartwood



Dear Parent.

As part of the Heartwood Ethics Curriculum for Children, your child will be learning about *Justice*. 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,

The story titles are:

P.S. To find out more about Heartwood, visit www.heartwoodethics.org.

 · · · · · · · · · · · · · · · · · · ·	 	

Heartwood

# **Night Rabbits**

Lee Posey 1999 Atlanta: Peachtree Publishers JUSTICE

U.S.A. Fiction

Reading Time: 5 minutes

CONCEPTS

Justice Respect Love **SUMMARY** 

This gentle story told by a little girl celebrates the special relationships she has with nature and her father. Elizabeth loves to watch the rabbits "dance" and leap across the yard when she can't sleep on hot summer nights. Her father becomes upset when the rabbits begin to eat the grass on his well-tended lawn, but Elizabeth comes up with a win-win solution to the problem. Michael Montgomery's rich nocturnal scenes capture the peace and beauty of night.

# **OBJECTIVE**

The student will be able to define and discuss justice, respect, and love as they apply to the story. The student will see the value of seeking win-win solutions to resolve problems.

# Interdisciplinary Ideas

# **LANGUAGE ARTS**

- Find similes in the story. List a few on the chalkboard (e.g., "Their leaps are soft as shyness," "They are quick as moonbeams."). Write similes describing rabbits and illustrate. Post on a bulletin board.
- Read Each Living Thing by Ashley Wolfe. Present as a choral reading for another class.
- Read the dedication at the beginning of the book. Write a paragraph about why you think the author wrote this story.

## SCIENCE

- I. Make a "Rabbit Facts" shape book. Find out about rabbits in books or online, including their habitat, varieties, weight, size, life span, diet, reproduction, and enemies. Cut out a cover and lined paper in a rabbit shape, staple together, and write rabbit facts on each page.
- Research nocturnal animals. Write facts about each animal on index cards. Create a nighttime class mural of these animals, label them, and post index cards.
- 3. Make a pinecone bird feeder. Use popsicle sticks to cover pinecones with peanut butter, roll in birdseed, attach yarn loops, and hang from trees.

## ART

- Using different shades of green, color or paint an outdoor scene of a backyard or a park. Show light, dark, and shadows. When you are finished add a few rabbits.
- Make a pencil drawing of an outdoor scene before dawn, "when everything becomes soft and gray, a picture waiting for the colors to be painted in." On a copy machine make a copy of your picture. Color the copy and mount both drawings on a large sheet of paper.

# **Night Rabbits**

# DISCUSSION

- I. Who is telling this story? What does Elizabeth love about the rabbits? Why does she especially appreciate them at night? What do you think she means when she says, "The rabbits are so beautiful that I shiver inside"? Have you seen anything in nature that makes you shiver? Explain.
- 2. Why is her father upset? When Elizabeth is very quiet at breakfast what do you think she might be imagining?
- 3. What actions does she take to try to solve the problem fairly? What other solutions can you think of that are fair to the rabbits and to her father? Have you had to help solve a problem regarding an animal or pet? Explain. Do you know what "win-win solution" means? Can all problems with animals be resolved with a win-win solution? Why or why not?
- 4. Do you think Elizabeth's father respects nature? Why or why not? How does Elizabeth show love and respect to her father? How do you show love and respect to your parents?
- 5. Why does Elizabeth decide to take responsibility by helping her father care for the lawn? How do her actions and her father's understanding contribute to justice in the story? What does "give and take" mean? Share a "give and take" situation you worked out with someone.

# **ACTIVITIES**

- 1. Locate Connecticut on the world map and place a story pin.
- In small groups, list animals or birds living in your neighborhood and problems they cause for people. Choose one of the animals on your list and brainstorm ways you might reduce the problem and protect the animal at the same time.
- 3. Invite someone from your local humane society to visit your class and talk about ways you can protect animals in your community.

# **EXTENSION**

- 1. Retell the story at home and explain how it shows fairness.
- 2. Discuss how justice relates to doing chores at home. Are there exceptions to sharing chores equally, when one person assumes more responsibility? Share your family's approach to chores with your class.

# WRAP-UP

- Write examples of three or more Heartwood attributes in the story.
- Write about why you would or would not like to be friends with someone like Elizabeth. Describe her character traits.

**VOCABULARY** 

hammock shiver lawn moonbeams

# **Prince Boghole**

Erik Christian Haugaard 1987 New York: Macmillan

# **JUSTICE**

Ireland Folktale

Reading Time: 10 minutes

# CONCEPTS

Justice Fairness Wisdom

# **SUMMARY**

Prince Boghole is a warm, humorous tale of poetic justice. Good King Desmond of Munster proposes a contest for the "hand in marriage" of his daughter, the beautiful Princess Orla. This picture of medieval Ireland, although somewhat irreverent, nonetheless offers wise observations of human nature. Julie Downing's detailed watercolor illustrations capture the essence of courtly life in this Celtic kingdom.

# **OBJECTIVES**

The student will be able to identify, define, and discuss justice, fairness, and wisdom as they apply to this story. The student will explore differences between inner qualities and outward appearances.

# Interdisciplinary Ideas

# **LANGUAGE ARTS**

- Write an Outside/Inside poem.\*
   (Lines begin, "On the outside I seem..." followed by "...but on the inside I'm...")
- Explain what you think King Desmond means when he tells Princess Orla the following:
  - "Soon a spring will come when I shall not watch the salmon return, nor the grass sprout and clothe the hills in green..."
  - "Princes are as eager to become kings as the gray cygnets are to be swans."
  - "You have made your bed; now you must lie in it."

# SOCIAL STUDIES

- List clues indicating the medieval time period of the story, such as helmets and coats of arms. In pairs or small groups, investigate medieval symbolism. (Keywords: shields; knights; heraldry)
- In pairs or small groups, investigate your own state emblems and/or state bird. (Keyword: your state emblems; bird).
   Share information with the class.

# ART

In small groups, find information about and images of historic Irish castles. (Keyword: Irish castles) Build a medieval castle out of boxes and paint it. (Keyword: cardboard castles kids)

## **SCIENCE**

- In pairs, find out about bogs and the types of plants that grow in this habitat. (Keyword: bog)
   Draw or download a picture of a bog with flora and fauna to label and post.
- In small groups, find information about one of the birds in the story. (Keywords: gray cygnet; bald eagle; peacock; nightingale) Create posters with pictures and information about the bird, such as habitat and diet.
- \* Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primary, for examples of Outside/Inside poems.

# **Prince Boghole**

# DISCUSSION

- I. In the time period of the story, it was common for fathers to choose husbands for their daughters. What does the King hope to find out from his test? Do you consider it fair for the King to choose his daughter's husband? Why or why not?
- 2. What qualities of character do the three princes reveal through their words, actions, and choice of birds?
- 3. Think about the nightingale, its ordinary appearance and its extraordinary gift. How does the saying "Don't judge a book by its cover" apply to the story? How does it apply to your own life?
- 4. Often pride interferes with justice. Talk about how the King's pride interfered with Princess Orla's choice.
- 5. What do you think the author means when he writes, "Gormlai was so wise she had wisdom to spare..."? Give examples of her wisdom in the story. Do you think Princess Orla is wise? Why or why not?
- 6. How is the ending just and fair? What other attributes do you recognize in this story? What attributes do you look for in a friend?

# **ACTIVITIES**

- 1. Locate Ireland on the world map. Identify the capital city, surrounding bodies of water, and closest countries.
- 2. Create coats of arms on cardboard shields. (Keyword: coat of arms kids) Include your ideas of justice and fairness in your design, write a brief paragraph explaining your shield, present to the class, and display for all to see.
- 3. Invite someone to class who has served on a jury and would like to tell about the experience. Discuss why a decision made by a jury is more just than a decision made by only one person.
- 4. Learn about solving problems through conflict resolution (see *Teacher's Guide*). Invite your school counselor or a mediator from your community to speak to your class about how to resolve conflicts peacefully.

# **EXTENSION**

- 1. Complete Home Connection pages and take home to share with families.
- 2. Retell the story at home. Discuss the saying "You can't judge a book by its cover." Ask family members to explain or give examples of other wise sayings or quotes that are important to them.

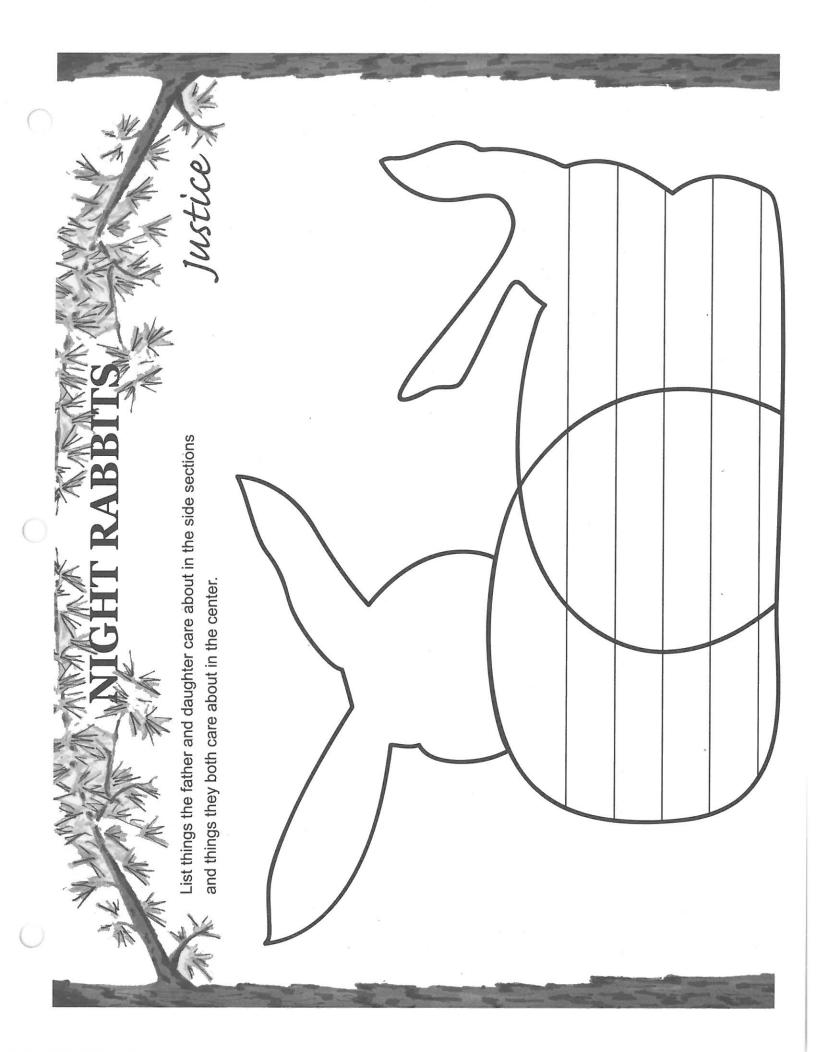
# WRAP-UP

- I. Discuss the saying "Appearances can be deceiving." Think of examples from the story and from your own life. In My Heartwood Journal write what the saying means in relation to the story and/or your own experiences.
- Together brainstorm and list other fair endings to the story. In small groups, rewrite the story as a play with an ending from the list. Videotape or perform plays for another class.

**VOCABULARY** 

distinguished proclaimed widower homespun larder cygnets

gorsebushes feat





# Heartwood Home Connection

Night Rabbits by Lee Posey

Night Rabbits is a story from the Heartwood Ethics Curriculum for Children, Level 2/3. This book presents the attribute of Justice as fairness in resolving family issues. Perhaps you would enjoy sharing the story with your child.

**Summary:** This gentle story told by a young girl celebrates the special relationships she has with nature and her father. Elizabeth loves to watch the rabbits "dance" and leap across the yard when she can't sleep on hot summer nights. Her father becomes upset when the rabbits begin to eat the grass on his well-tended lawn, but Elizabeth comes up with a win-win solution to the problem. Michael Montgomery's rich nocturnal scenes capture the peace and beauty of night.

# **Home Activities:**

- Have your child retell the story and explain how it shows fairness.
- Discuss how justice relates to doing chores at home. Are there exceptions to sharing chores equally, when one person assumes more responsibility?

# For the teacher

Night Rabbits

Time: one class period

Materials: copies of Heartwood Home Connection page, pencils, and crayons

# **Suggested Procedures:**

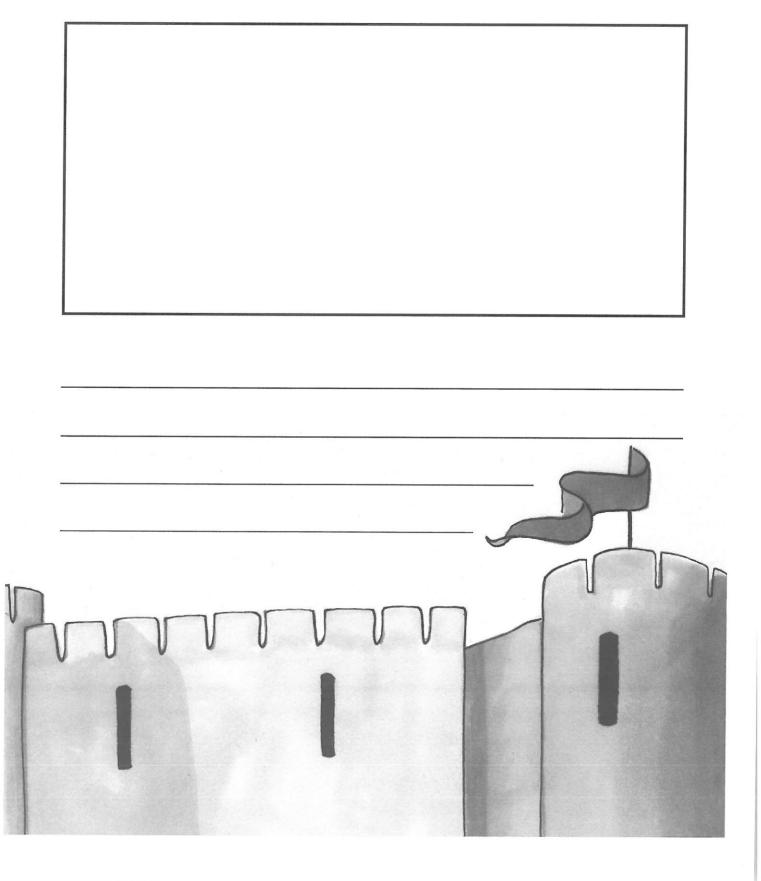
- · Draw a large version of the Heartwood Home Connection diagram on the chalkboard.
- Have students title the top lines of each section on the diagram: "Elizabeth" on the left side, "Father" on the right side, and "both" in the middle
- Together follow instructions on the page. (Allow students to write outside the lines if they need more space.)
- · Around the borders, have students draw and color living things they care about.

**Enrichment Activity:** Use completed diagrams for brief oral presentations. Ask for volunteers to take parts of Elizabeth and Father and present their sides of the conflict.

# Prince Boghole

# **JUSTICE**

Draw a fair way to choose a new king and explain your picture.





# Heartwood Home Connection

Prince Boghole by Christian Haugaard

Prince Boghole is a story from the Heartwood Ethics Curriculum for Children, Level 2/3. This book presents the attribute of Justice as fairness in drawing conclusions and making inferences. Perhaps you would enjoy sharing the story with your child.

**Summary:** Prince Boghole is a warm, humorous tale of poetic justice. Good King Desmond of Munster proposes a contest for the hand in marriage of his daughter, the beautiful Princess Orla. This picture of medieval Ireland, although somewhat irreverent, nonetheless offers some wise observations of human nature. Julie Downing's detailed watercolor illustrations capture the essence of courtly life in this Celtic kingdom.

# **Home Activities:**

- Have your child retell the story.
- Discuss the saying, "You can't judge a book by its cover." Explain or give examples of other wise sayings or quotes that are important to you. Perhaps you would permit your child to share them with the class.

# For the teacher

Prince Boghole

Time: one class period

Materials: copies of Heartwood Home Connection page, pencils, crayons, and extra sheets of drawing and writing paper

# **Suggested Procedures:**

- Discuss fair ways to choose a king.
- Have students complete the page following instructions.
- Provide time for sharing with the class.

**Enrichment Activity:** Have students write a paragraph explaining character traits they would want in a new leader. Encourage students to use examples of Heartwood and other attributes.

# The Warrior and the Wise Man

David Wisniewski 1989 New York: Lothrop, Lee & Shephard

# **JUSTICE**

Japan Original Folktale Reading Time: 10 minutes

# CONCEPTS

Justice Respect Fairness

# SUMMARY

This is the story of an emperor's twin sons—Tozaemon, the greatest warrior in the land, and Toemon, the greatest wise man. As a trial to see who is more fit to rule, the Emperor sends them on a quest. The author's paper-cut silhouettes convey the drama of this tale, in which thoughtfulness and gentleness win a battle and a throne.

# **OBJECTIVES**

The student will be able to identify, define, and discuss justice, respect, and fairness as they apply to the story, and will explore fair ways to make decisions.

# Interdisciplinary Ideas

# LANGUAGE ARTS

- In small groups, write your own justice plays and present them with shadow puppets (see Art #1).
   Write about conflicts and how the characters resolve them fairly.
- With a partner, read an online interview with the author, David Wisniewski. (Keyword: author interview Wisniewski) Write a brief report about the interview and include Heartwood attributes you think he possesses. Read your report to the class.

# SOCIAL STUDIES

- Investigate to learn about how our justice system works. (Keyword: Ben's Guide government) In small groups choose topics, such as "How Laws are Made" or "Branches of Government." Investigate, take notes, and report to your class.
- Create a travel brochure for Japan.
   With a partner, investigate places you
   would like to visit in Japan. (Keyword:
   Japan fun kids) Choose a few places,
   write brief descriptions, and download
   photographs or draw pictures. Compile
   travel pages into a brochure, make a
   cover, and post near a world map.
- Visit www.heartwoodethics.org and choose Teaching Heartwood, Intermediate Activities, for the Justice Time Line. Culture Keys offer cultural information.

# ART

- I. Make silhouettes and shadow puppets. Draw a character on heavy 8xII white paper or poster board. Carefully cut it out in one piece and save the outline. To make a shadow puppet, color the character and tape it to a straw or Popsicle stick. Copy (on a copier) or trace inside your outline to make a silhouette.
- Create a maze showing elements the brothers encountered on their task. Make copies of your mazes and exchange with partners.

# The Warrior and the Wise Man

# DISCUSSION

- I. Talk about the character traits of Toeman (Toe-ay-mon) and Tozaemon (Toe-zay-mon). Do you think a person can be both fierce and gentle? Explain.
- 2. How does Toeman show respect for the earth? How does he help his brother?
- 3. Explain the quote "The end justifies the means." Do you agree or disagree? What do you think the Emperor would say about it? What does the Emperor mean when he says, "Strength, though vital, must always be in the service of wisdom?"
- 4. Why does the Emperor designate Toeman as the next emperor? Discuss the justice of the Emperor's decision. If you were the Emperor, which son would you choose? Justify your decision.

# **ACTIVITIES**

- I. Locate Japan on the world map and identify the surrounding bodies of water and countries.
- Together list situations during the school day that involve decision making, such as choosing team leaders or sharing. In small groups, choose a situation and brainstorm fair ways to make a decision. Share with the class.
- 3. Interview your principal about how he or she practices fairness. To prepare for the interview, develop a list of questions, such as "When is it most difficult to be just and fair?" Review "Interviewing Techniques" in the *Teacher's Guide*.

# WRAP-UP

- I. In My Heartwood Journal write a summary of your interview with the principal (Activities #3).
- Together make a Justice Time Line of events in the story. List 10-12 main actions in complete sentences, decide if they are fair, unfair, or neutral, and place them in chronological order on a copy of the Justice Time Line.\*

# **EXTENSION**

- 1. Interview a parent about fairness. Ask questions similar to those asked of the principal (see Activity #3). With permission, share with the class.
- 2. Ask a family member to tell about a difficult decision he or she has had to make.

**VOCABULARY** 

demon elements quenches gale bulwark haze pavilion battlements integrity

# The Tale of the Mandarin Ducks

Katherine Paterson 1990 New York: Lodestar Books

# **JUSTICE**

Japan Folktale

Reading Time: 10 minutes

CONCEPTS

Justice Compassion Loyalty **SUMMARY** 

A master's greed and cruelty, a chief steward's wise advice, a kitchen maid's kindness, and two mysterious imperial messengers combine to make this story one of intrigue, injustice, and finally justice. Leo and Diane Dillon's sumi ink and watercolor illustrations depict the Land of the Rising Sun with golden hues as rich as the plumage of the mountain drake himself.

# **OBJECTIVES**

The student will be able to identify, define, and discuss justice, compassion, and loyalty as they apply to this story and will explore actions he or she can take to change unfair rules or policies.

# Interdisciplinary Ideas

# LANGUAGE ARTS

- I. Read other Japanese folktales (Keyword: Japanese folktales) and choose one to retell to a partner. Include setting, plot, characters, conflict, and resolution in your retelling.
- 2. In pairs, investigate "kamishibai," the art of Japanese storytelling. (Keyword: kamishibai) Choose a story from Language Arts #I, create a twelve card kamishibai set for your story, practice, and present to the class using this Japanese storytelling tradition.

# **SCIENCE**

In small groups, investigate mandarin ducks. (Keyword: mandarin ducks habitat) Find out about physical characteristics (include coloring), habitat, behavior, diet, predators, reproduction, and conservation status. Create a poster or booklet about the species, and if possible, include photographs. (Keyword: photos, mandarin ducks)

# **SOCIAL STUDIES**

- In pairs, investigate the role of samurai in local districts in ancient Japan. (Keyword: samurai ancient Japan) Share information with the class.
- 2. In small groups, choose one of the following places to investigate and report to the class: Kyoto (the imperial capital of Japan before 1868), Mt. Fuji, Daisetsuzan National Park.

# ART

- Write the Heartwood attributes in Japanese (see *Teacher's Guide*, Reproducibles).
- 2. Look online for "ukiyo-e," a type of Japanese art used in the illustrations in the book. (Keyword: ukiyo-e images) With black marker and colored pencils draw pictures of people, flowers, trees, or kimonos in this style.
- \* Visit www.heartwoodethics.org and choose Teaching Heartwood, Intermediate Activities, for Poem in Two Voices and Teacher Interview Page. Culture Keys offer cultural information.

# The Tale of the Mandarin Ducks

# DISCUSSION

- I. Why does the lord of the district want the drake? Why do you think he rejects Shozo's wise advice?
- 2. Describe Yasuko and Shozo. What Heartwood attributes do they possess? How is Shozo loyal to Yasuko?
- 3. How do Yasuko and Shozo show compassion and loyalty for the drake? What do you think you would have done in that situation?
- 4. Do animals have a right to stay in their natural habitats? Discuss.
- 5. Why is the lord of the district's punishment of Shozo and Yasuko unfair?
- 6. How is justice served for Yasuko and Shozo? In the story, is justice served for the lord of the district? Explain.
- 7. Discuss this quote about Shozo, "To his honest mind, desiring to unlatch the cage and actually lifting the latch were one and the same."
- 8. Which of Yasuko's and Shozo's qualities do you possess?

#### **ACTIVITIES**

- I. Locate Japan on the world map. On a map of Japan find places such as Mt. Fuji, Daisetsuzan National Park, and Kyoto. (Keyword: map Japan)
- 2. Together list school rules or policies you believe are unfair. Choose one or two from the list and brainstorm strategies for changing the rule, such as writing letters to the principal. Follow through with one of the strategies. Repeat this process with a community or government policy you want to change.
- 3. In small groups, investigate animal rights. (Keyword: animal rights kids)
  Report to class what other kids are doing to help animals. Make "Be Kind to Animals" posters and display them around your school to help prevent cruelty to animals.

# **EXTENSION**

- 1. Tell this story to your family and ask for opinions concerning the master's right to decide for everyone in the district.
- Ask if family members ever refused to obey a rule or law or worked to change one because they believed it was unjust. With permission, share with the class.

# WRAP-UP

- In My Heartwood Journal write about the quote, "Trouble can always be borne when it is shared." Relate this quote to the story and to your own life.
- 2. On a Venn diagram (see Teacher's Guide), compare and contrast the lord of the district with Shozo. Use your notes on the Venn diagram to write an essay comparing the two characters. Be sure to include examples of Heartwood attributes.

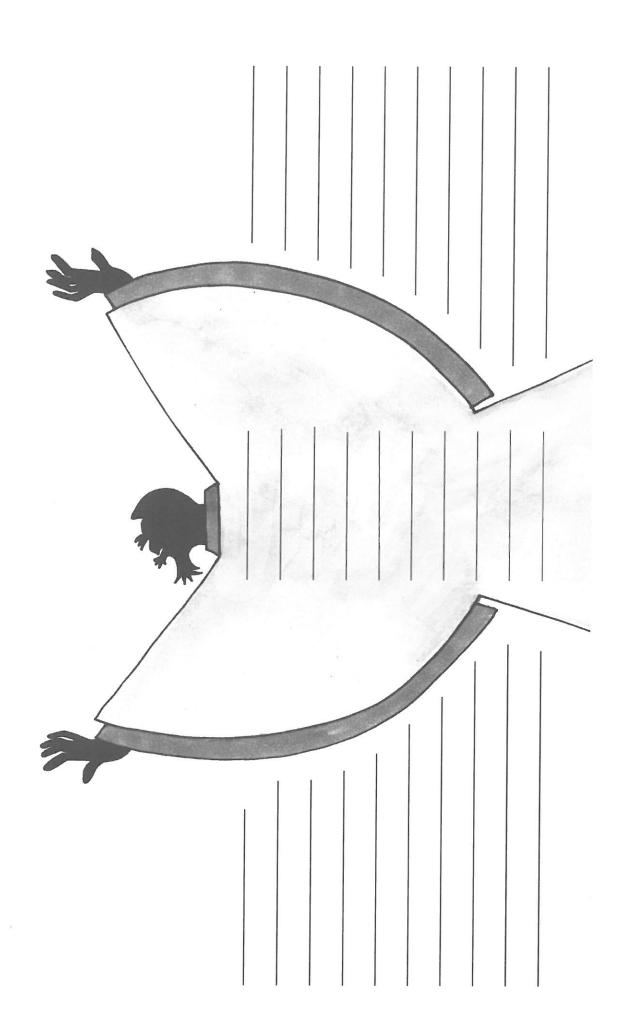
**VOCABULARY** 

drake capital punishment samurai abolish Buddha plumage brocade ailing

# THE WARRIOR AND THE WISEMAN

List character traits of Tozaemon and Teomon on the sides.

Think of traits for a Wise Warrior to list in the center.





# Heartwood Creative Response

The Warrior and the Wise Man by David Wisniewski

# For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page and sheets of writing paper

# **Suggested Procedures:**

- Together make two lists: Tozaemon's character traits and Teomon's character traits.
- Have students discuss character traits both characters possess and give reasons for their responses.
- Have students write "Tozaemon" on the top line on the left side, "Teomon" on the top line on the right side, and "Both" at the top of the middle lines on the page.
- · After completing their pages have students share responses with the class.
- To expand this assignment, have students write a paragraph comparing and contrasting these two characters.

# TALE OF THE MANDARIN DUCKS JUSTICE If you were lord of the district, what rules or laws would you make regarding wildlife in your kingdom?



# Heartwood Creative Response

The Tale of the Mandarin Ducks by Katherine Peterson

# For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page and sheets of writing paper

# **Suggested Procedures:**

- Together list wildlife in your kingdom such as birds, pets, and animals in zoos or pet stores.
- · Discuss fair ways to treat and protect these animals.
- · Have students write their rules and give reasons for them.
- · Provide time for sharing with the class.

Respect involves patience, open-mindedness, and regard for traditions, differences, age, race, religion, the earth, the self, and others.

# RESPECT

#### **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

#### More Books on Respect

#### Brother Eagle, Sister Sky

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,
1999

#### Just Like Josh Gibson

ISBN: 157505230X

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, MN: First Avenue Editions, 1991

ISBN: 087614525X

#### The Name Quilt

ISBN: 0374354847

Phyllis Root Illus. by Margot Apple New York: Farrar, Straus and Giroux, 2003

#### 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 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: 031632862

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:

#### The Great Kapok Tree

Lynne Cherry 1990

New York: Gulliver Books

#### RESPECT

Brazil Fiction

Reading Time: 6 minutes

CONCEPTS

Respect Hope Conservation **SUMMARY** 

In this ecological tale, animals living in a Kapok tree appeal to a woodcutter to save their home by reminding him of the interdependence of nature. Lynne Cherry traveled to Brazil to research the lush, colorful illustrations that communicate the vibrancy of the rainforest as well as her own deep respect for the earth.

#### **OBJECTIVES**

The student will be able to identify, define, and discuss respect, hope, and conservation as they apply to the story, and will explore actions he or she can take to help the environment.

#### Interdisciplinary Ideas

#### **LANGUAGE ARTS**

Write a "Talking to a Tree Poem."\*
Together, discuss what you might want to say to a tree (see Wrap-up # I).
Begin with "Oh tree,..." and then ask a question, express a hope, etc. Include Heartwood attributes.

#### ART

Make a class mural of the layers of the rain forest (see Science #1). Draw, color, and cut out animals that live in the rain forest and place them in the appropriate layer.

#### **SOCIAL STUDIES**

- Find out about peoples indigenous to the rain forest.\* (Keyword: indigenous peoples rain forests)
- Have some fun with online informational games, such as "Rain Forest Concentration" or Amazon Interactive. (Keyword: rain forest games)

#### SCIENCE

- I. Draw, label, and color a diagram to explain the strata (zones) of the rain forest. (Keyword: tropical rain forest strata *or* layers rain forest)
- With a partner, investigate an animal that lives in the rain forest. Choose from the story or the endpapers of the book. (Keyword: rain forest animals) Make a fact sheet about your animal and post around the rain forest mural (see Art).

#### After the Story

#### The Great Kapok Tree

#### DISCUSSION

- I. Why are the world's rain forests being devastated? Who is responsible for this?
- 2. Why is there a need to respect an area of the world that is far away from your own? How does this ecosystem affect the rest of the world?
- 3. The anteaters foretell of a world without trees. Describe what it might be like to live in this changed world.
- 4. What do you think the Yanomamo child means when he tells the man to "...look upon us with new eyes"? How is this message related to empathy?
- 5. Discuss the terms 'conservation' and 'ecology.' What can you do to conserve resources?
- 6. Read Lynne Cherry's letter at the beginning of the book and the information about her at the end of the book. What Heartwood attributes do you think she possesses? Explain.

#### **ACTIVITIES**

- I. Locate Brazil on the world map. Look at the endpapers of the book to find other tropical rain forests of the world. On an outline map of the world, color these areas green. (Keyword: world outline map printout)
- 2. In small groups, investigate activities you can do to help the earth, such as preserving rain forests. (Keyword: kids help save the earth) (Write to:The Children's Rain Forest, P.O. Box 936, Lewiston, Maine 04340.) Share information with the class and together choose three or four projects to carry out during the school year.
- 3. Make rain forest folders (use manila folders) to hold outline maps, research notes, and writings related to the story. On the outside of the folder, write your message (or the author's message) of hope and respect for the earth. Draw and color an illustration.
- 4. In pairs, visit Lynne Cherry's website (www.lynnecherry.com). Grow a garden, read her books, or try another activity described there.

#### **EXTENSION**

- 1. Complete Home Connection pages and take home to share with families.
- 2. With your family, talk about ways you can conserve resources at home, such as water and electricity. Brainstorm ways to reuse paper. Share ideas with the class.

#### WRAP-UP

- In My Heartwood Journal, write what you would say to a tree about its great value. Include at least three living things that depend on trees.
- 2. Create a "Story Door" about the book. Include the title and author, the sleeping woodcutter, and animals with dialogue bubbles showing their messages.

**VOCABULARY** 

conservation ecology understory canopy emergents Yanomamo hesitate lush slither Iulled

#### **Chicken Sunday**

Patricia Polacco 1992 New York: Philomel Books

#### RESPECT

U.S.A.
Realistic Fiction
Reading Time: 9 minutes

#### CONCEPTS

Respect Love Trust Loyalty Courage

#### **SUMMARY**

Three friends are mistakenly accused of an act of vandalism. As they attempt to prove their innocence, trust and respect are built and new friendships are born. Rich images of African-American, Ukrainian, and Jewish traditions are interwoven through Polacco's vibrant pencil-and-wash line drawings.

#### **OBJECTIVES**

The student will be able to identify, define, and discuss respect, love, trust, loyalty, and courage as they apply to this story. The student will become aware of the importance of trust in relationships with family and friends.

#### Interdisciplinary Ideas

#### **LANGUAGE ARTS**

- I. In pairs, find words for grandparents in different languages. (Keyword: grandparents names languages)
  List on a chart and post in your classroom.
- Write an essay titled "My Best Older Friend." Illustrate with drawings or photos.
- 3. In small groups, research to learn about the author (see www.patriciapolacco.com, author information, Who am I?). Find out how her early life experiences influence her writing, especially *Chicken Sunday*. Share information with the class.

#### **SOCIAL STUDIES**

- Find recipes for the food dishes served by Miss Eula, such as hoppin' john and collard greens. Try some out at home or in the classroom.
- In pairs or small groups, research
  Pysanky eggs. (Keyword: Pysanky eggs)
  Together write questions about the eggs,
  such as "How did this tradition begin?"
  Find answers to your questions online or
  in books. Make a "Q and A" poster
  about Pysanky eggs, decorate it with
  pictures or drawings of the eggs, present
  to the class, and post for all to see.

#### ART

- I. Decorate hard-boiled eggs by making designs with wax or crayons. Dip in food coloring (younger children can decorate eggs with markers). Invite someone from the Ukrainian tradition to demonstrate how to make Pysanky eggs or watch the video Rechenka's Eggs (Reading Rainbow).
- Create paper hats for students' "grammas." (Keyword: Easter bonnet paper patterns)
- \* Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primary, for story paper:

#### After the Story

#### **Chicken Sunday**

#### DISCUSSION

- I. What happens on Chicken Sundays? Look at the picture of the Sunday dinner. What does this scene show about how the characters feel about each other? What is the relationship between Stewart and Winston and the girl telling the story?
- 2. What causes the problem in the story? Why do you think the bigger boys throw eggs at Mr. Kodinski's door? Do they think about how their actions hurt Mr. Kodinski? Talk about thinking things through before taking action.
- 3. Why does Mr. Kodinski telephone Miss Eula? How does Miss Eula feel when Mr. Kodinski calls? Does she believe her grandchildren? Talk about her trust, her advice to the children, and her respect for Mr. Kodinski.
- 4. Have you ever been accused of doing something you didn't do or stood up for someone who was wrongly accused? Tell about it.
- 5. What do the children do to show Mr. Kodinski he is wrong about them? How do they show respect to Mr. Kodinski? How does Mr. Kodinski show respect for the children's courage and their devotion to Miss Eula?
- 6. How does Miss Eula become the girl's 'gramma'? Besides your family, who are the special people in your life? What makes them special to you?

#### **ACTIVITIES**

- 1. Locate California, Russia, and the Ukraine on the world map. Compare the sizes of Russia and the Ukraine to each other and to the United States.
- 2. In small groups, talk about ways you can earn someone's trust through your words and actions. Together make a "Who You Trust" booklet. On story paper,\* complete the sentence "I trust \_\_\_\_\_\_\_ because..." Illustrate your sentences, compile pages, make a cover, and make copies of the booklet for the class.
- 3. Create a bulletin board titled, "Chicken Sunday, a Heartwood Book." Under the title place a Heartwood attribute poster. Together find examples of all the Heartwood attributes in the story, write examples on strips of paper, and post beside the appropriate attributes.

#### WRAP-UP

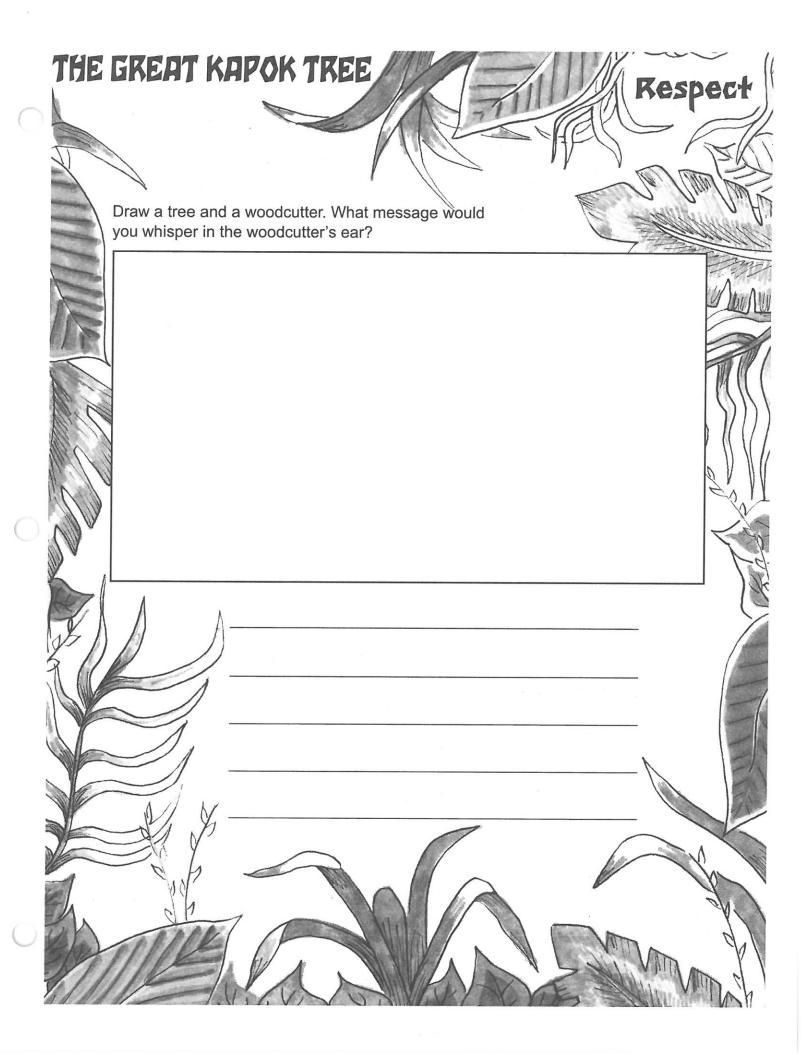
- In My Heartwood Journal write about a time you showed respect by listening to advice from a grandmother, grandfather, or special member of your family.
- 2. Write three personal goals for showing respect this week. Follow up at the end of the week with a written paragraph beginning with: "I showed respect when..."

#### **EXTENSION**

- 1. Complete Home Connection pages and take home to share with families.
- 2. Talk with your school principal and/or parent organization about holding a Respect Week. Invite grandparents, adopted grandparents, and older community members to share stories and sayings.

#### VOCABULARY

solemn ceremony babushka collard greens hoppin' john Pysanky eggs chutzpah intricate Ukrainian





#### Heartwood Home Connection

The Great Kapok Tree by Lynne Cherry

The Great Kapok Tree is a story from the Heartwood Ethics Curriculum for Children, Level 2/3. This book presents the attribute of Respect as regard for the earth and the interdependence of all living things. Perhaps you would enjoy sharing the story with your child.

**Summary:** In this ecological tale, a family of animals that lives in a great kapok tree appeal to a forester not to cut down their home by reminding him of the interdependence of nature. In order to communicate the richness of the Amazon rain forest, Lynne Cherry traveled to Brazil to research the lush, colorful illustrations that bring alive her message: respect the earth!

#### **Home Activities:**

- Ask your child to retell the story and talk about his or her message to the woodcutter.
- · Discuss ways you can conserve resources at home, such as paper, water, and electricity.

#### For the teacher

The Great Kapok Tree

Time: one class period

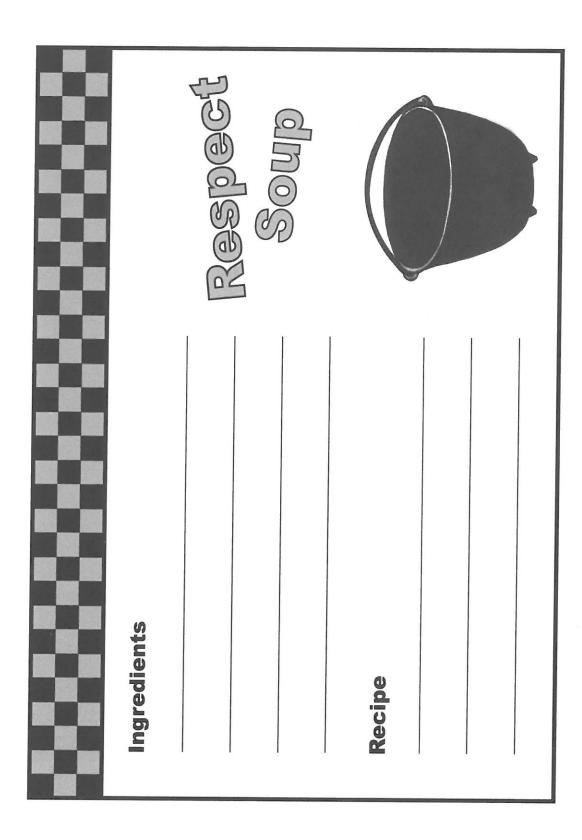
Materials: copies of Heartwood Home Connection page, extra sheets of writing paper, and pencils

#### **Suggested Procedures:**

- Ask for a volunteer to be the "woodcutter." Have this person listen to students whisper messages into his or her ear, and repeat their responses aloud.
- Have students complete the page following instructions. Provide extra paper for longer messages.
- · Allow time for sharing responses with the class.

# Chicken Sunday

Write a recipe for Respect Soup with ingredients (e.g.,1 cup manners) and instructions.





#### Heartwood Home Connection

Chicken Sunday by Patricia Polacco

Chicken Sunday is a story from the Heartwood Ethics Curriculum for Children, Level 2/3. This book presents the attribute of Respect as related to developing trust in relationships. Perhaps you would enjoy sharing the story with your child.

**Summary:** Inspired by memories of her childhood, the author skillfully weaves together themes of respect, trust, and love in this gentle story. Three children are mistakenly accused of an act of vandalism. As they attempt to prove their innocence, trust and respect are built and friendships are born. Rich images of African-American, Ukrainian, and Jewish traditions are interwoven through Polacco's vibrant pencil-and-wash line drawings.

#### Home Activities:

- · Have your child explain the ingredients in his or her recipe for Respect Soup.
- Talk about someone you respect and trust and tell why.

#### For the teacher

Chicken Sunday

Time: one class period

Materials: copies of Heartwood Home Connection page, extra sheets of writing paper, and pencils

#### **Suggested Procedures:**

- Together brainstorm a list of ingredients for Respect Soup.
- Create two other lists: measurements such as tablespoons or gallons, and cooking terms such as stir, blend, or bake.
- Have students choose ingredients from the list to write on their papers (add additional words as requested).
- Have students write their recipes and continue on extra sheets of paper if they need more space.

#### **Crow Boy**

Tara Yoshima 1955 New York:Viking

#### RESPECT

Japan Fiction

Reading Time: 8 minutes

CONCEPTS

Respect Compassion Perseverance **SUMMARY** 

A young Japanese boy nicknamed "Chibi" (tiny boy) perseveres for six long years to win respect and understanding from insensitive classmates. The author's gentle illustrations in traditional Japanese style capture Chibi's dilemma and its resolution, which comes through the encouragement and compassion of his teacher.

#### OBJECTIVES

The student will be able to identify, define, and discuss respect, compassion, and perseverance as they apply to the story. The student will explore ways to be kind to others.

#### Interdisciplinary Ideas

#### LANGUAGE ARTS

- I. Choose a favorite teacher to interview. Send email or write a note to request an interview. Meet at the designated time, take notes on the "Teacher Interview Page,"\* use your notes to write a brief biography, and post on a bulletin board. Be sure to thank the teacher.
- Write a daydream poem. Begin with the words "When I look out my window I see..." List what you see (nouns), and add adjectives describing each noun.

#### SCIENCE

- In pairs, investigate the history of charcoal, how charcoal is made, and uses of charcoal today. (Keyword: charcoal Japan) Take notes, write mini-reports, and present to the class.
- In small groups, investigate crows.
   (Keyword: crows) Find facts such as
   physical characteristics, habitat, life
   expectancy, diet, family life, geographic
   distribution, predators, and intelligence.
   Compile facts into a booklet, add
   pictures from the Internet (Keyword:
   crows images) or magazines, make a
   cover, and display.
- \* Visit www.heartwoodethics.org and choose Teaching Heartwood, Intermediate Activities, for Poem in Two Voices and Teacher Interview Page. Cuture Keys offer cultural information.

#### ART

Make a charcoal drawing of what you see when you look out the window at home or at school. Spray your paper with a charcoal fixative, color it with crayons, markers, or colored pencils, and post on a bulletin board with the poem you wrote in Language Arts #2.

#### **SOCIAL STUDIES**

Find out about non-verbal communication as it relates to respect in Japanese culture. Share findings with the class. (Keyword: Japan non-verbal communication)

#### DISCUSSION

- I. Talk about ways Chibi is different from the other children. How is he the same? How is he treated at school? What would you do if you saw someone treated that way?
- 2. In what ways does Chibi persevere? Tell about a time you didn't give up in spite of difficulties.
- 3. What does Mr. Isobe do that shows compassion for Chibi? How does he discover Chibi's talents? How does he help others to appreciate Chibi's talents?
- 4. What does it mean to earn respect? How do you think Chibi could have earned respect during those long years? How do you think classmates could have helped him? How would you have helped him if you were his classmate? Discuss.
- 5. At the end of the story, why do people respect Crow Boy? Does respect always have to be earned? Explain.

#### **ACTIVITIES**

- I. Locate Japan on the world map. Post a large map of Japan on a bulletin board. (Keyword: large map Japan) Investigate and write facts about Japan on individual pieces of paper and post around the map. (Keyword: kids Japan Mt. Fuji)
- 2. In small groups find out about bullying: how to identify it, what you can do to stop it, and who can help. (Keyword: bullying) Prepare an oral presentation for the class. Present the information on a chart and/or role-play a bullying situation and a strategy for stopping it.
- 3. Pair with someone in the classroom you don't know very well. Together write a "Poem in Two Voices"\* and read it to the class.
- 4. Discuss the word "discrimination." Together agree on a definition for the word. Brainstorm and list types of discrimination. Talk about what you can do about it.

#### **EXTENSION**

- Tell the story of Crow Boy to your family. Discuss ways to show respect for each other and ways to gain the respect of friends and neighbors. Try out some of the ways.
- 2. Ask family members to tell about times when they didn't understand or respect someone, but changed their minds after they got to know the person. With permission, share with the class.

#### WRAP-UP

- In My Heartwood Journal write about a time a teacher helped you or write about how Mr. Isobe helped Crow Boy.
- 2. With a partner, discuss this quote (from the website www.bullying.org): "Everyone has the right to be respected and the responsibility to respect others." Share examples and interpretations with the class.

**VOCABULARY** 

compassion perseverance trudge forlorn imitate honored admired grubs

#### The Wall

Eve Bunting 1990 New York: Clarion Books

#### RESPECT

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

#### CONCEPTS

Respect Love Compassion Honor

#### SUMMARY

While searching for the name of a grandfather who died in the war, a father and his young son experience the impact of the Wall, the Vietnam Veterans' Memorial in Washington, DC. This poignant story of respect, love, and honor is enhanced by Ronald Himler's sensitive watercolor illustrations.

#### **OBJECTIVES**

The student will be able to identify, define, and discuss respect, love, compassion, and honor as they apply to this story, and will learn about ways to support U.S. veterans and troops.

#### Interdisciplinary Ideas

#### LANGUAGE ARTS

- Together write an "Emotion Poem" with the word "sad" (see Teacher's Guide, Teacher Exchange section).
   Brainstorm a list of emotions and choose one for your own poem.
   Edit your poem and copy on your watercolor painting from Art Activity #1.
- 2. Write a personal narrative about an elderly relative. Write the person's name on a blank sheet of paper and add words or notes about the person. On a new page, write sentences from your notes, one section at a time. Add a title and beginning and ending sentences. Revise and rewrite your story and present it to the class.

#### SOCIAL STUDIES

- In small groups, find famous Americans pictured on U.S. postage stamps (http://www.usps.com/images/stamps/).
   Choose five stamps, print out images, paste on index cards with biographical information, and post on your Wall of Respect (Wrap-Up #2).
- With a partner, create an itinerary for a four-day educational trip to Washington, DC. Include places children like to visit such as the National Air and Space Museum and monuments on the Mall. (Keyword: Washington, DC kids) Write up your itinerary for each day and give brief descriptions or pictures of highlights of your trip.

#### ART

Find out about artist Maya Ling Yin and her thoughts about designing the Vietnam Veterans Memorial. (Keyword: Maya Ling Yin)

#### **MATH**

Research the cost of a four-day trip to Washington, D.C. (see Social Studies #3). Include costs of transportation, lodging, meals, entrance fees, souvenirs, and spending money.

 Visit www.heartwoodethics.org and choose Teaching Heartwood, Culture Keys for additional information and links.

#### DISCUSSION

- 1. This story is told from a young boy's perspective. What does he notice? How does he feel at the memorial? What emotions do you feel after hearing the story?
- 2. Talk about the signs of love and compassion in the story.
- 3. What does the boy learn about respect? Do you think he would learn as much if his father just told him about the Wall instead of taking him there? Explain.
- 4. Discuss the signs, symbols, and acts that convey respect in the story. How does the memorial help the people who visit? How does remembering someone honor that person?

#### **ACTIVITIES**

- 1. Locate Washington, DC on the world map.
- 2. In small groups, find out about ways to help U.S. soldiers or veterans at home or overseas. (Keyword: kids help U.S. servicemen or VA kids) Together list ways of helping, such as writing pen pal letters, emails, or sending care packages. Decide on one of the ideas, make a plan, and carry it out.
- 3. Invite a veteran to the classroom to talk about his or her experiences. Afterwards write letters thanking the person for his or her visit and service to our country. Discuss how Veterans' Day is celebrated in the U.S.
- 4. Visit a war memorial or military section of a local cemetery. Bring small flags or flowers to honor those who served. Talk about the meaning of the American flag.

#### **EXTENSION**

- 1. Talk about the Vietnam Veterans Memorial with your family. Ask if anyone has visited the Wall or another war memorial.
- 2. With family members, discuss the importance of remembering people who have touched your lives.

#### WRAP-UP

- In My Heartwood Journal write about ways to honor people who do good deeds in the classroom, your school, and/or your community.
- 2. Create a Wall of Respect with index cards in your school cafeteria or hallway. On each card write the name of a person you respect and why you choose to honor that person. Add names to the wall during the school year.

VOCABULARY

veteran memorial compassion

# **Crow Boy**

## RESPECT

Write about special qualities you possess that merit respect	
(they may be ones others don't know about).	
	Y
· · · · · · · · · · · · · · · · · · ·	4
	6
	1.1
	6.
	RESPECT
	100,001
	YX



#### Heartwood Creative Response

Crow Boy by Taro Yashima

#### For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page

#### **Suggested Procedures:**

- · Discuss the importance of self-respect
- Together list qualities that merit respect (include some of your own).
- Have students write a beginning sentence that names their special qualities, other sentences that give examples of how they demonstrate them, and an ending sentence that sums up their ideas.
- · Provide time for sharing with the class.

# RESPECT

# The Wall

Create a statue to honor the living veterans of Vietnam or Iraq.





#### Heartwood Creative Response

The Wall by Eve Bunting

#### For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page, crayons, and sheets of drawing paper

#### **Suggested Procedures:**

- · Discuss ideas for statues that honor veterans.
- · Have students sketch their ideas on drawing paper.
- Have students choose one of their sketches to copy on the page.
- Post Heartwood creative response pages on a bulletin board titled, "Honoring Our Veterans."

Hope is linked to faith and aspiration. It elevates one beyond the plane of selfishness to nobility as it reaches out to the the future.

# HOPE

#### **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

#### **More 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, 200 I 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

#### 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

#### Satchmo's Blues

Alan Schroeder Illus. by Floyd Cooper New York: Dell Dragonfly Books, 1999 ISBN: 0440414725

#### Tomas and the Library Lady

Pat Mora Illus. by Raul Colon New York: Dell Dragonfly Books, 2000 ISBN: 0679804013

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

2 Hope • Teaching the Attribute Heartwood



Dear Parent,

As part of the Heartwood Ethics Curriculum for Children, your child will be learning about *Hope*. 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,

The story titles are:

P.S. To find out more about Heartwood, visit www.heartwoodethics.org.

#### Fly Away Home

Eve Bunting 1991

New York: Clarion Books

#### HOPE

U.S.A.

Realistic Fiction

Reading Time: 7 minutes

#### CONCEPTS

Hope Love Courage Thrift

#### **SUMMARY**

Trapped in a seemingly hopeless situation, a homeless young boy and his father love and support each other as they look to the future. A lost bird symbolizes hope as it flies away home to freedom. Eve Bunting's sensitive portrayal of the homeless as outsiders, unnoticed and invisible, makes one marvel at the resilience of the human spirit. Ronald Himler's muted watercolor illustrations complement the text.

Note: Homeless people are no longer permitted to stay in airports, however they do live in other public buildings such as bus stations and shelters.

#### **OBJECTIVES**

The student will be able to identify, define, and discuss hope, love, courage, and thrift as they apply to this story and will become aware of actions he/she can take to help homeless people.

#### Interdisciplinary Ideas

#### **LANGUAGE ARTS**

- I. Use copies of the Sunshine Graphic Organizer\* to map the word "hope." Together write hope related words in "rays". Make sure to write the word "action" because actions help us realize our hopes. Add more rays if necessary. On the back of the paper write some hopes you have for helping people when you are an adult.
- 2. Write a sequel to this story. Tell what happens when Andrew and his father find a new home.

 Read some poems or short essays in Home by Michael Rosen before writing and illustrating a personal narrative about what makes your house a home.

#### SOCIAL STUDIES

- Find out what people are doing to help the homeless find homes. (Keyword: Habitat for Humanity) Report findings to your class.
- Explore The Giraffe Project website (www.giraffe.org) to discover additional ways that people help others.

#### MATH

- I. If Andrew collects 50 cents for each luggage cart he returns, how many carts must he return to save \$100? \$200?
- 2. Make a list of items Andrew will need when he starts school. What will each item cost? (Estimate or research.) Total your list.

\* Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primary, for the Sunshine Graphic Organizer.

#### After the Story

#### Fly Away Home

#### DISCUSSION

- I. Talk about the situation in which Andrew and his father find themselves. What difficulties do they face? Why are they careful not to be noticed? What do you think causes people to become homeless?
- 2. How old is Andrew? What do you think he misses from his home? If you were Andrew, what would you miss from your home?
- 3. What actions do Andrew and his father take to realize their hopes for a home? How do they save money? What do you do to save for things you want?
- 4. How do the illustrations show love between Andrew and his father? What do they do and say that shows love and caring? How do you show love to your family?
- 5. In this seemingly hopeless situation, Andrew cries, "Why do you have homes when we don't? What makes you so special?" What changes his anger to hope? What makes him think about the bird?
- 6. Reread the last page of the book. Talk about the hope that you see in the picture. Do you think Andrew and his father will have a real home? Why or why not?

#### **ACTIVITIES**

- I. Locate large cities in your state on a map of the United States. Where is the airport nearest to where you live?
- 2. Meet in small groups to (1) research information about homelessness and (2) gather ideas for helping homeless people. (Keyword: end homelessness kids) Make a fact page and an idea page. Present information and ideas to the class. Together choose one of the ideas, make an action plan, and carry it out.
- 3. With parents or school volunteers set up a thrift shop for your classroom or school. Research P.T.A. thrift shops. (Keyword: P.T.A. thrift shops kids) Donate books, toys, clothing, and other items you no longer use, shop in the store, and donate the money you earn to your P.T.A.
- 4. Andrew and his father are trapped like the bird in the story. The bird persists until it gets the opportunity to fly away free. With a partner, make a plan that Andrew and his father could follow to "fly away home."

#### WRAP-UP

- I. In My Heartwood Journal write about hope or thrift in the story and/or in your own life.
- In small groups create oral reports about information from Activities #2 and present to other classes in your school. Ask them to join you in your efforts to help homeless people in your community.

#### **EXTENSION**

- 1. Complete Home Connection pages and take home to share with families.
- 2. Share this story with your family. Tell them how it made you feel. Talk about how families help each other to have hope in difficult situations.

**VOCABULARY** 

homelessness thrift bellowing security terminal metal girder

luggage carts

#### Grandfather's Journey

Allen Say 1993 Boston: Houghton Mifflin

#### HOPE

Japanese American Realistic Fiction Reading Time: 4 minutes

#### CONCEPTS

Hope Courage Empathy

#### **SUMMARY**

In this story of hope and courage, a Japanese American tells about his grandfather's journey from Japan to the United States. He makes the same journey himself and reflects on his grandfather's and his own feelings about Japan and the United States. The author conveys quiet tenderness and empathy for his grandfather through his beautiful paintings.

#### **OBJECTIVES**

The student will be able to identify, define, and discuss hope, courage, and empathy as they apply to the story and will become aware of hopes for family, community, and the world.

#### Interdisciplinary Ideas

#### **SOCIAL STUDIES**

- I. Research another country you might like to visit. Imagine you are living in that country. What might make you excited in your new homeland? What might make you homesick? Make lists and share with classmates.
- 2. Find pictures of steamships in the late 1800's. (Keyword: images steamships)
- Reread page 12. Talk about terms we use today and their meanings, such as Asian, Native American, African American, and Caucasian.
- 4. Find images of the Sierra Mountains and mountains in Japan. (Keywords: Japan mountains; Sierra Mountains images)

#### **MATH**

- I. It took three weeks for Grandfather to reach America by steamship. How long would it take today by ship? By airplane?
- Locate the time zones between the U.S. and Japan. (Keyword: world time zones kids) Calculate what time it is in Japan.

#### **SCIENCE**

Investigate songbirds. Where do they live? What is unusual about them? How many different kinds are there? Where do silvereyes and warblers live? Try to find recordings of songbirds. (Keyword: songbirds Japan)

#### ART

- Make an origami boat like the one on the title page of the book. (Keyword: origami boat)
- Make copies of the grandfather outline\* and draw grandfather in traditional Japanese clothes, European clothes, and/or American clothes. Or draw a futuristic boat and appropriate clothing.
- Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primary, for a grandfather outline.

#### After the Story

#### Grandfather's Journey

#### DISCUSSION

- I. It takes hope and courage for Grandfather to leave his homeland and venture into a new world and new life. What kind of life do you think Grandfather is searching for in America? What are some reasons people leave their countries to come to America?
- 2. Before settling in California, Grandfather returns to Japan to marry and then brings his bride back with him. What hopes do you think he brings back with him this time?
- 3. Why don't Grandfather and his family stay in America? How do his dreams and hopes change? If you moved, what would you miss most? What special memories would make you want to return?
- 4. Hoping by itself doesn't make things happen. Discuss the need for action to make hopes become real. How does Grandfather make his hopes come true? How do you make some of your hopes come true?
- 5. Empathy means understanding how another person feels. Discuss how the grandson has empathy for his grandfather when he says, "I think I know my grandfather now." Talk about times when you have empathy for family members or friends.

#### **ACTIVITIES**

- I. Locate Japan and the United States on the world map. Find San Francisco, California, the Sierra Mountains, and the Pacific Ocean. Show the route Grandfather took from Japan to the United States.
- 2. In small groups, list what Grandfather liked in the United States and what he liked in Japan. Talk about why it is possible to love two countries. Report back to class.
- 3. On a large poster make a Hope Wheel modeled after a ship's steering wheel. (Keywords: ship steering wheel, image) Write hopes for the environment, your school, your community, or the world. Tape each hope to the wheel, post on a bulletin board, and add hopes during the school year.

#### **EXTENSION**

- 1. Complete Home Connection pages and take home to share with families.
- 2. At home, discuss why it is important to have hopes and dreams and what some of your hopes are as a family. With permission, share with the class.
- 3. Interview an elderly person in your family or neighborhood and ask what his/her hopes are. Compare with yours.

#### WRAP-UP

- In My Heartwood Journal choose one of the following suggestions and write about it.
  - Tell why you think it takes courage to travel to a new place.
  - Explain how hope is related to taking action, such as making a plan for something you want.
     Use examples from the book, your own experience, or the experience of someone you know.
  - Write about empathy in the story and in your own life.
- In small groups, make collages of hopes with pictures and articles from magazines and newspapers. Label each hope with a word or phrase, share with the class, and post for all to see.

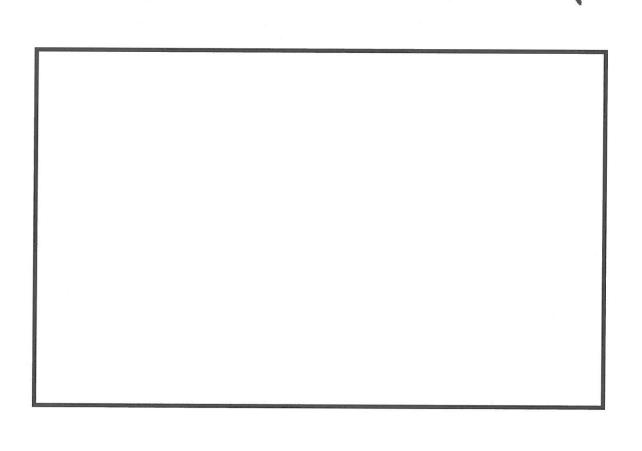
**VOCABULARY** 

journey steamboat homeland homesick songbird warblers silvereyes European

## **Fly Away Home**

Imagine and draw Andrew and his father moving into a new home. Write about how they made this happen.







#### Heartwood Home Connection

#### Fly Away Home by Eve Bunting

Fly Away Home is a story from the Heartwood Ethics Curriculum for Children, Level 2/3. This book presents the attribute of Hope as related to courage and love. Perhaps you would enjoy sharing the story with your child.

**Summary:** Living inconspicuously in an airport, a homeless young boy and his father love and support each other as they look for ways out of their seemingly hopeless situation. A lost bird symbolizes hope as it escapes the airport and flies away home to freedom. Eve Bunting's sensitive portrayal of the homeless as outsiders, unnoticed and invisible, makes one marvel at the resilience of the human spirit. Ronald Himler's muted watercolor illustrations complement the text.

#### **Home Activities:**

- · Have your child retell the story and tell how it made him/her feel.
- Talk about how families help each other have hope in difficult situations.
- · Discuss ways you can help homeless people in your community.

#### For the teacher

#### Fly Away Home

Time: one class period

Materials: copies of Heartwood Home Connection page, pencils, crayons, and extra sheets of drawing and writing paper

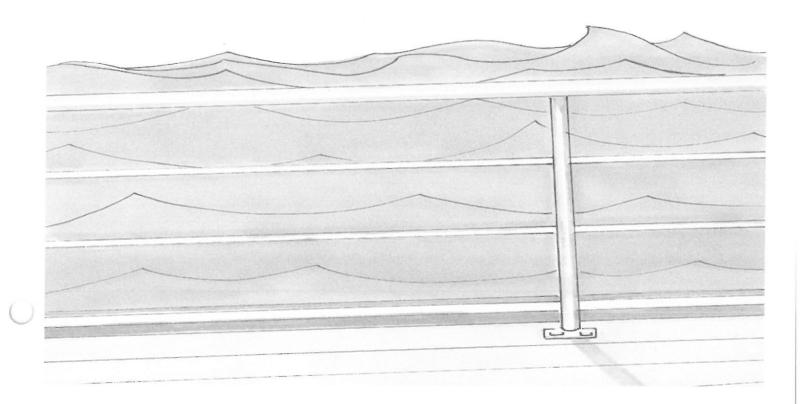
#### **Suggested Procedures:**

- Brainstorm actions Andrew and his father could take to improve their living situation. Talk about people or agencies who might help them.
- Have students complete the page following instructions.
- · Provide extra sheets of paper for students who need them.
- In small groups, have students share their pictures and drawings.

# **Grandfather's Journey**

### **HOPE**

Draw yourself on the ship. Where do you hope to go someday and why?





#### Heartwood Home Connection

Grandfather's Journey by Allan Say

Grandfather's Journey is a story from the Heartwood Ethics Curriculum for Children, Level 2/3. This book presents the attribute of Hope related to courage in realizing one's dreams. Perhaps you would enjoy sharing the story with your child.

**Summary:** In this story of hope and courage, a Japanese American tells about his grandfather's journey from Japan to the United States. He makes the same journey himself and reflects on his grandfather's and his own feelings about Japan and the United States. The author conveys quiet tenderness and empathy for his grandfather through beautiful paintings in this story of hope.

#### **Home Activities:**

- · Have your child explain his or her response on the page.
- · Discuss why it is important to have hopes and dreams and what some of your hopes are as a family.

#### For the teacher

#### Grandfather's Journey

Time: one class period

Materials: copies of Heartwood Home Connection page, pencils, crayons, and extra sheets of writing paper

#### **Suggested Procedures:**

- · Have students name places they would like to visit and give reasons for their choices.
- List places on the chalkboard.
- · Have students complete the page following instructions.
- Provide time for sharing responses with the class.

**Enrichment Activity**: Have students write short paragraphs about their drawings describing the places and giving explanations for their choices.

#### How Many Days to America?

Eve Bunting 1988 New York: Clarion Books

#### HOPE

Caribbean Historical Fiction Reading Time: 8 minutes

CONCEPTS

Hope Courage Love **SUMMARY** 

This is a gentle story, simply told, of a family's flight to freedom and the tension and hardships encountered while journeying to the land of promise and hope—America. With soft watercolors and black line illustrations, artist Beth Peck captures the emotions of this intrepid family.

#### **OBJECTIVES**

The student will be able to identify, define, and discuss hope, courage, and love as they relate to this story and will gain awareness of and appreciation for the difficulties refugees face.

#### Interdisciplinary Ideas

#### LANGUAGE ARTS

- Read the book Molly's Pilgrim by Barbara Cohen (Lothrop, Lee & Shepard, 1983).
- 2. The family gave thanks for being free and safe. Write a paragraph about what the words freedom and safety mean in your life.
- \* Visit www.heartwoodethics.org and choose Teaching Heartwood, Intermediate Activities, for the Immigrant Interview page. Culture Keys offer cultural information.

#### **SOCIAL STUDIES**

- I. In pairs, investigate how immigrants become citizens of the United States. Visit http://bensguide.gpo.gov and choose 3-5, citizenship, Becoming a U.S. Citizen. Find out about a citizen's rights and responsibilities. Take notes and share information with the class. Together make three lists: Becoming a U.S. citizen, Rights of U.S. citizens, Responsibilities of U.S. citizens. Post for all to see.
- Research today's immigrant population. (Keyword: faces of America, immigration) Find out how many people immigrate to the U.S. each year, from which countries, and for what reasons. Make a chart of the information and present to the class.

#### ART

- I. Draw the refugee boat on the ocean with the clothing sail. Use black pencil to draw your illustration and color with pastels or watercolors.
- Paint a mural of the Thanksgiving Feast with foods from the Caribbean. (Keyword: Caribbean foods)

#### After the Story

#### How Many Days to America?

#### DISCUSSION

- I. Who is telling this story? Why does this family have to flee their country and leave all their possessions behind? What do they hope for?
- 2. What difficulties do the people face? How does father comfort the children? Have you ever been comforted by a song or a story? Explain.
- 3. What signs of courage do you see in the story? What signs of love are portrayed?
- 4. How are the Caribbean refugees of this story like the Pilgrims? Compare their hopes for political and religious freedom.
- 5. How does hope help the family survive? How does hope help you in difficult situations?
- Do people still leave their homes hoping for a better life in America? Discuss.
- 7. Why do you think the author added the words, "A Thanksgiving Story" to the title? How does thankfulness relate to hope?

#### **ACTIVITIES**

- 1. Locate the Caribbean Sea and islands on a world map and identify the countries and territories. (Keyword: Caribbean countries territories)
- In small groups, brainstorm and list hopes that refugees might bring with them to a new land. Make another list of hopes you have for your own lives. Compare the lists and discuss what kinds of hopes are universal.
- 3. In pairs, find stories of people who immigrated to the United States and choose one to role play as an interview for the class. (Keyword: Coming to America, in search of the American dream) Use a copy of the "Immigrant Interview"\* to record information from the person's online story. Choose parts of interviewer and interviewee, practice the interview, and present to the class.

#### **EXTENSION**

- I. Talk with your family about hopes for the future and actions you can take together to realize your hopes. With permission, share with the class.
- Retell the story at home. Plan ways you and your family could welcome new neighbors.

#### WRAP-UP

- In My Heartwood Journal write about a time you were especially thankful when your hopes for yourself or someone else were realized.
- 2. Ask parents, grandparents, teachers, or students who have moved here from other countries (or states) to visit the classroom and share their hopes and experiences.

**VOCABULARY** 

peered quay surf huddle barnacles papayas garnets anxious

#### **Knots on a Counting Rope**

Bill Martin and John Archambault 1987 New York: Henry Holt

#### HOPE

U.S.A./Disability
Fiction
Reading Time: 11 minutes

#### CONCEPTS

Hope Courage Loyalty Honesty Love

#### **SUMMARY**

In this poignant intergenerational tale, a blind boy learns about hope, courage, loyalty, and love. With Grandfather's support and honest words, Boy-Strength-of-Blue-Horses gains the confidence he needs to race the darkness and win. Ted Rand's rich illustrations add life and feeling to this touching story.

#### **OBJECTIVES**

The student will identify, define, and discuss hope, courage, loyalty, honesty, and love as they apply to the story. The student will explore ways to give encouragement and hope to others.

#### Interdisciplinary Ideas

#### LANGUAGE ARTS

- Find examples of similes and metaphors in the story. Write some of your own.
- 2. Write "Back in the night when I was born" poems.\*
- Write a sequel to the story. Tell what happens as the boy grows up.
- \* Visit www.heartwoodethics.org and choose Teaching Heartwood, Intermediate Activities, for the "Hope Pot" bulletin board, biography notes, and "Back in the Night When I Was Born" poem instructions. Culture Keys offer important cultural information on this book.

#### MATH

Make a counting rope to help a younger student work addition and subtraction facts. Tie knots in a piece of yarn at two-inch intervals and use this manipulative in tutoring sessions.

#### **SOCIAL STUDIES**

- In small groups investigate the Braille alphabet. (Keyword: Braille alphabet) Learn how to write your name in Braille.
- With a partner, investigate ways to help someone in your class or community who is visually impaired. (Keyword: help kids visually impaired) Report findings to the class.

#### ART

- I. Paint or color a picture in different shades of blue.
- Look at the illustrations in the book to see how the artist uses light to illuminate the characters' faces. Draw a nighttime scene and color it to show light coming from a single source, such as a campfire or the moon.

#### After the Story

#### **Knots on a Counting Rope**

#### DISCUSSION

- I. Talk about why it is important to the boy to hear over and over the story of his birth. What does the retelling do for the boy?
- 2. Why does the boy need hope? How does Grandfather's love and encouragement give him hope? Who gives you encouragement and support?
- 3. Discuss courage and the significance of dark mountains. Does everyone have to cross dark mountains?
- 4. How does the boy 'see'?
- 5. Discuss Grandfather's honest responses to the boy's questions. How is honesty related to trust in the story? In your life?
- 6. Talk about loyalty in the story. How does having a loyal friend or relative give a person hope?

#### **ACTIVITIES**

- I. Locate the U.S.A. on the world map. Which part is the Southwest? Which states are in the Southwest?
- 2. Create a "Hope Pot" bulletin board.\* On strips of paper, write hopes for yourself, your family, and the world. On the back of the strips write actions you can take to help realize your hopes. Post on the bulletin board and read each others' hopes.
- 3. Create oral reports about people who have shown courage in living with disabilities. Together brainstorm a list of people. With a partner, choose a name from the list and investigate to find out about the person's life and people who gave him or her encouragement. (Keyword: person's name, biography) Take notes,\* practice your report, and present to the class.
- 4. Bring scarves from home for a "Trust Walk." In pairs, blindfold one partner and sit quietly to feel any changes in sensations. Then lead the blindfolded students for brief walks. Go slowly and be careful not to trip or bump into things. Switch partners and repeat. Share impressions with the class.

#### **EXTENSION**

- 1. With your family, write hopes for the coming year and ways to make your hopes come to fruition.
- 2. Ask if anyone in your family has overcome a disability or helped someone cope with one. With permission, share with the class.

#### WRAP-UP

- In My Heartwood Journal, write examples of three or more Heartwood attributes in the story.
- 2. With partners, read the story to another class. Choose parts of Boy and Grandfather, and have each partner group read one page of the story. If possible use a large format copy of *Knots on a Counting Rope* (Henry Holt Big Books) to show illustrations during this presentation.

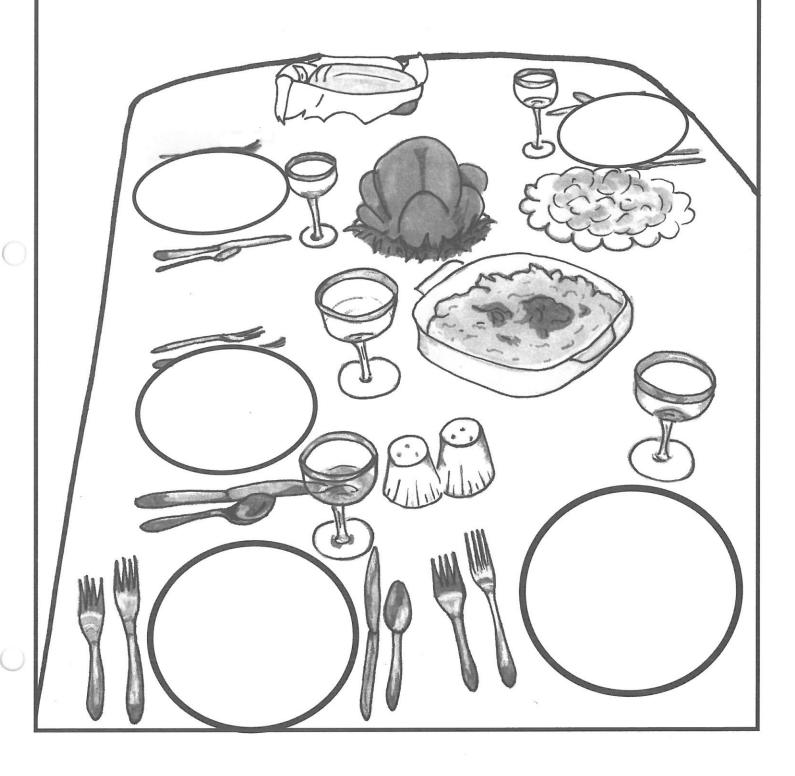
VOCABULARY

hogan canyon shallow foal

# How Many Days to America?

HOPE

A year later the family will have another Thanksgiving. In the plates, write or draw what they will be thankful for.





#### Heartwood Creative Response

How Many Days to America? by Eve Bunting

#### For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page, crayons, and sheets of writing paper

#### **Suggested Procedures:**

- Discuss how the family's life will have changed and things they will be thankful for.
- Have students complete the page, color it, and write a paragraph or poem to express their ideas about thankfulness.
- · Provide time for sharing with the class.

# HOPE Write about an older person who gives you hope and encouragement. What advice would they give you? Knots on a Counting Rope



#### Heartwood Creative Response

Knots on a Counting Rope by Martin and Archambault

#### For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page, crayons, and sheets of writing paper

#### **Suggested Procedures:**

- Talk about older people who give you encouragement such as grandparents, aunts, uncles, or neighbors.
- · Brainstorm the kinds of advice they would give or have given.
- Have students write a topic sentence about an older person and the kinds of advice he/she gives, several sentences explaining the advice, and an ending sentence that expresses appreciation for the person.
- · Provide time for sharing with the class.

Honesty, the quality of being honorable, is a fundamental condition for friendship and community. "For he who is honest is noble whatever his fortune or birth."

-Alice Carey

# HONESTY

# **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

# **More Books on Honesty**

#### The Honest-to-Goodness Truth

Pat McKissack Illus. by Giselle Potter New York: Aladdin Library, 2003 ISBN: 0689853955

#### **Orange Cheeks**

Jay O'Callahan Illus. by Patricia Raine Atlanta: Peachtree Publishers, 1993 ISBN: 1561450731

#### The Principal's New Clothes

Stephanie Calmenson Illus. by Denise Brunkus New York: Scholastic, 1991 ISBN: 0590447785

#### 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 *Honesty*. 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,

The story titles are:

P.S. To find out more about Heartwood, visit www.heartwoodethics.org.


Heartwood

# A Day's Work

Eve Bunting 1994 New York: Clarion Books

#### **HONESTY**

Mexican American Realistic Fiction Reading Time: 10 minutes

#### CONCEPTS

Honesty Trust Respect

#### **SUMMARY**

Abuelo, Francisco's grandfather, has just arrived in the United States from Mexico. Francisco must help his grandfather find work because his grandfather speaks no English. Work is difficult to find, and Francisco lies to get a job for his grandfather and himself, leading to misunderstanding and a botched job. Grandfather, an honorable man, makes restitution and teaches Francisco an important truth. Himmler's sunny watercolors emphasize the character's faces and feelings.

#### **OBJECTIVES**

Students will be able to identify, define, and discuss honesty, trust, respect, and restitution as they apply to the story. The students will become aware of ways to make restitution in their own lives.

# Interdisciplinary Ideas

#### **LANGUAGE ARTS**

- I. Make an English/Spanish picture dictionary beginning with the Spanish words used in the story. Fold 7 sheets of paper together, staple at the fold, write a title on the front page, and one letter of the alphabet on each additional page. Write the Spanish words in the story and their definitions on the appropriate pages. Add more words during the school year.
- Research the life of the author, Eve Bunting, and hold pretend interviews with her: (Keyword: Eve Bunting interview) In small groups, make question and answer cards from your research, choose someone in the group to play the role of Eve Bunting,

practice the interviews, and present to the class. Note: You may want to have each group focus on different aspects of her life.

#### **SCIENCE**

Create a "Common Weeds" file. First investigate chickweed together, then investigate other common weeds in small groups. (Keywords: chickweed; common weeds, North America)
On note cards, draw illustrations of the weeds (or paste images from the Internet), label, write identifying characteristics, and explain how to remove the weeds from a yard or garden. Place in a file box and share with families.

#### **SOCIAL STUDIES**

Talk about the system for finding work for the Mexican American men in the story. Brainstorm other ways people find work.

#### MATH

With a partner, write word problems based on the story for the class to solve. Example: If Francisco and Grandfather started work at 6:30 AM and finished at 2:30 PM, how many hours did they work?

\* Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primary, for additional activities.

# After the Story

#### A Day's Work

#### DISCUSSION

- 1. Why is finding work so important to Francisco and Grandfather? Why do you think Francisco tells a lie?
- 2. Why does Grandfather believe a person should not be paid for a job if it isn't done right? How is taking money for work that isn't done right like breaking a promise?
- 3. Why does Grandfather offer to work the next day for no pay? What is more important to Grandfather, money or honesty? Why?
- 4. How do you know Ben respects and trusts Grandfather? How does honesty lead to trust?
- 5. What do Francisco and Grandfather do to make their situation right again? How do they feel afterwards? If you do something wrong, why isn't it enough to say, "I'm sorry?" What else could you do?
- 6. Do you remember a time when you didn't do a job right and had to do it over again? Tell about it. How do you feel when you do a job well?

#### **ACTIVITIES**

- Locate the southwestern United States on the world map. On a map of the United States name the southwestern states and states contiguous to Mexico.
- 2. Discuss the word "restitution." Together, list everyday situations that require restitution, such as losing or breaking someone else's property. Write these situations on individual slips of paper in the format, "What would you do if?" and place in a box. Working in pairs, choose a question from the box, brainstorm ways to make restitution, choose one of the ways, and present to the class.
- 3. Hold a "Play Fair" game period. Bring board games to school. In small groups, list ground rules for games and play according to the rules.
- 4. Care for flowerbeds around your school or in your neighborhood. Learn how to keep them free of weeds.

#### **EXTENSION**

- 1. Complete Home Connection pages and take home to share with families.
- 2. Interview someone in your family about why honesty is important in their jobs, in school, or between family members. With permission, share with the class.

#### WRAP-UP

- I. In My Heartwood Journal write what you think is meant by "the price of a lie" or tell a price you or someone you know had to pay for a lie. (This does not mean money.)
- Invite your principal or a parent to class to talk about considerations of trust and honesty when he/she chooses people for jobs.

VOCABULARY

restitution gracias abuelo chickweed chorizos bueno

sloping

# Roses Sing on New Snow

Paul Yee 1992

New York: Macmillan

#### **HONESTY**

Canada/Chinese Folktale

Reading time: 9 minutes

#### CONCEPTS

Honesty Justice Courage **SUMMARY** 

This story, set in turn-of-the-century Vancouver's Chinatown, is about honesty and deception. Maylin, a young Chinese girl, cooks delicious dishes, but her father gives the credit to her brothers. As the story unfolds, Maylin's talents, honesty, and wisdom are revealed. Enjoyment of this tale is enhanced by Harvey Chan's bright watercolor illustrations, especially in the detail he gives to facial expressions.

#### **OBJECTIVES**

Students will be able to identify, define, and discuss honesty, justice, and courage as they apply to this story. Students will become aware of how courage and honesty are related to each other in the story and in their own lives.

# Interdisciplinary Ideas

#### LANGUAGE ARTS

- Add an interactive component to your honesty bulletin board. On long strips of paper write your own proverbs about honesty. Put them inside paper or manila fortune cookies\* with ends of slips exposed, and post on an honesty bulletin board for others to read and put back inside.
- Like Maylin, use imagination to create delicious dishes. Write recipes for healthy snacks that require no cooking. Name the snacks, list ingredients, and write directions. If possible, bring supplies for your recipes to school and demonstrate how to make them. Compile recipes to create a classroom "Make Your Own Snacks" cookbook.
- Look closely at the illustrations in the book. Study the facial expressions and body language.
   Select a page and describe how each character felt.
- The prefix "re" means to do again. Together make a list of words with the prefix "re." Discuss their meanings.

#### ART

Research to learn about Chinese seals called "chops." (Keyword: Chinese chops) The author's "chop" is printed in red on the title page of the book.

#### SOCIAL STUDIES

- With a parent or school volunteer, research Chinatowns in the U.S. to find activities you might enjoy on a visit. Report back to your class. (Keyword: Chinatown family fun)
- Make sticky rice in a rice cooker and try eating with chopsticks. (Keyword: how to use chopsticks) Research the history of chopsticks and report findings to your class. (Keyword: chopsticks history)
- \* Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primary for comic strip paper and fortune cookie pattern.

# After the Story

#### Roses Sing on New Snow

#### DISCUSSION

- I. What makes Maylin and her dishes so special? Who appreciates her efforts? How do you think Maylin feels when her brothers get credit for her cooking?
- 2. Think about Maylin's father and brothers. How does the saying "One lie leads to another" apply to this story?
- 3. Maylin is described as honest and wise. Give examples of these attributes in the story.
- 4. How does Maylin show courage when she meets the governor of South China?
- 5. Talk about injustice and justice in the story. Discuss how the saying "The truth will out" applies to the story.
- 6. Have you ever been treated unfairly? For example, how might you feel if someone copied your work or got credit for it? How could you handle unfair situations?

#### **ACTIVITIES**

- Locate South China and Vancouver, British Columbia on a world map. Find other cities in North America with large Chinatowns. (Keyword: Chinatown cities North America)
- 2. Maylin knew she could cook well. Be honest with yourself. Write three things you can do well. Write three things you would like to do better.
- 3. Talk about how honesty and courage are related. Tell why it takes courage to tell the truth. Share examples from the story and from your own experiences. With a partner, create honesty comics\* of these and other examples and post on an honesty bulletin board (see Wrap-up #3).
- 4. Hold a meeting to discuss honesty in the classroom. When is it okay to share ideas and answers? When is it not okay?

#### **EXTENSION**

- 1. Retell the story at home. Discuss with your family the importance of honesty in communicating with each other.
- 2. Ask your family their attitudes about honesty and loyalty to family members.

#### WRAP-UP

- Choose one of the following to write about and illustrate in My Heartwood Journal:
  - Write about honesty, justice, or courage in the story.
  - Write about honesty, justice, or courage in your own life.
  - Write about how honesty and courage are related. Give examples.
- Together write a recipe for honesty on large paper. (See Teacher's Guide, Reproducibles) Post for all to see.
- 3. Create an honesty bulletin board titled, "Honesty is the best policy." Add honesty journal entries, stories, poems, comics, and fortune cookies from Language Arts #1.

**VOCABULARY** 

praise wok banquet demonstrate recreate impostor

transported delectable

# A Day's Work

# **HONESTY**

	4		
	 ,		
		W.	
	= NAME		k
* * VE	AND M	*	
	Wind I	* The second of	7



#### Heartwood Home Connection

A Day's Work by Eve Bunting

A Day's Work is a story from the Heartwood Ethics Curriculum for Children, Level 2/3. This book presents the attribute of Honesty as being truthful. Perhaps you would enjoy sharing the story with your child.

**Summary:** Abuelo, Francisco's grandfather, has just arrived in the United States from Mexico. Francisco knows he must help his grandfather find work because his grandfather speaks no English. Work is difficult to find, and Francisco lies to get a job for his grandfather and himself. The lie leads to misunderstanding and a botched job. Grandfather, being an honorable man, makes restitution and teaches Francisco an important truth. Himmler's sunny watercolors emphasize the character's faces and feelings.

#### **Home Activities:**

- · Have your child explain his or her response on the page.
- · Talk about why honesty is important in business, in school, or between family members.
- Discuss what to do when the truth might be hurtful to someone.

#### For the teacher

A Day's Work

Time: one class period

Materials: copies of Heartwood Home Connection page, pencils, crayons, and extra sheets of writing paper

#### Suggested Procedures:

- · Explain the meaning of the word 'policy' and discuss the quotation on the page.
- Ask for specific examples of honesty, such as admitting taking someone's possession or admitting not doing a chore.
- Have students draw a picture of an example and write about why it was important to tell the truth.
   Provide extra sheets of paper for longer responses.
- · Allow time for sharing responses with the class.

Make up an honesty policy for your class about when to copy or share ideas and work and when not to.

	HONESTY	POLICH	
-			
-			
-			
-			



#### Heartwood Home Connection

Roses Sing on New Snow by Paul Yee

Roses Sing on New Snow is a story from the Heartwood Ethics Curriculum for Children, Level 2/3. This book presents the attribute of Honesty related to courage. Perhaps you would enjoy sharing the story with your child.

**Summary:** This story, set in turn-of-the-century Chinatown, is about honesty and deception. Maylin, a young Chinese girl, cooks delicious dishes, but her father gives the credit to her brothers. As the story unfolds, Maylin's talents, honesty, and wisdom are revealed. Enjoyment of this tale is enhanced by Harvey Chan's bright watercolor illustrations, especially in the detail he gives to facial expressions.

#### Home Activities:

- Have your child explain the class Honesty Policy.
- · Discuss the importance of honesty in communicating with each other.

#### For the teacher

Roses Sing on New Snow

Time: one class period

Materials: copies of Heartwood Home Connection page, pencils, crayons, and extra sheets of writing paper

#### **Suggested Procedures:**

- · Explain the meaning of the word 'policy' as setting a clear standard for everyone to follow.
- Hold a class meeting to discuss when it is appropriate to share or copy ideas and work and when it
  is inappropriate.
- · Together create an "Honesty Policy" for the class following instructions on the page.
- · Have students sign and date it.
- · Post a large copy of the class Honesty Policy on a bulletin board.

**Enrichment Activity:** In small groups, have students create an Honesty Policy about borrowing and trading personal property. Present to the class for revisions.

# The Firekeeper's Son

Linda Sue Park 2004 New York: Clarion Books

#### HONESTY

Korea Fiction

Reading Time: 9 minutes

#### CONCEPTS

Honesty
Respect
Loyalty
Trust
Responsibility

#### SUMMARY

Every night, Sang-Hee's father climbs the mountain to light the first fire, setting in motion a chain of signals to let the king know there is peace in the land. When his father is injured, Sang-Hee is given this task. Wishing to see the army, Sang-Hee struggles with the strong temptation to summon the king's soldiers by failing to light the fire. Julie Downing's warm pastel and watercolor illustrations illuminate the story.

Note: This tale is set in the early 1800's when the fire signal system was used for communication. Before reading, explain the "Author's Note" at the back of the book.

#### **OBJECTIVE**

The student will be able to define and discuss honesty, respect, loyalty, trust, and responsibility as they apply to this story. The student will learn strategies for making good choices.

# Interdisciplinary Ideas

#### LANGUAGE ARTS

- Write a personal narrative about something you haven't seen but would like to see just once. Use your imagination and your senses to describe it. Illustrate your story.
- 2. Write a list poem titled "Just Once." Begin with the lines "Like Sang-Hee, just once, I would like to see" and list all the things you would like to see (real or imaginary). Add descriptive adjectives to your list, revise and edit, make a final copy, and draw illustrations around your poem.

#### **SOCIAL STUDIES**

- In pairs, research the fire signal system used in Korea. (Keyword: signal fire system, Korea). Take notes and share findings with the class.
- In small groups find out about Korean culture. Choose a topic such as Korean village life, home and family life, celebrations, or food. Make posters with written information, illustrations, and or photographs. Post on a bulletin board titled, "All About Korea."

#### **MATH**

In partners, research the Korean number system (Keyword: Korean numbers.) Find out the difference between pure Korean numbers and Sino-Korean numbers. Report findings to the class.

#### ART

- Make a toy for yourself or a younger child out of recycled materials such as cardboard tubes, paper and fabric scraps, and/or parts of old toys.
- 2. Make clay soldiers, horses, or other figures similar to the ones Sang-Hee played with in the story. Create a diorama by placing clay figures in a shoebox, adding scenery, and writing a paragraph explaining the scene. Staple or paste the paragraph to the outside of the box.

\*Visit www.heartwoodethics.org and choose Teaching Heartwood, Classroom Activities, 3/4 for dilemmas, 'Jeff and the Broken Cup'', and dialogue bubbles.

#### DISCUSSION

- I. Why does Sang-Hee's father have the responsibility of lighting a fire on the mountaintop every night?
- 2. Why doesn't Sang-Hee's village seem important to him? What does his father explain about their part of Korea?
- 3. Talk about Sang-Hee's dilemma. What does he think about as he holds the second coal in the tongs? Does his father expect him to light the fire? How is an expectation like a promise? How does honesty prevail?
- 4. How does the author let you know that Sang-Hee's father understands his son's conflict? What examples of love do you see in the story?
- 5. How is Sang-Hee's decision related to respect and loyalty for his father? For his village and his country? For himself?
- 6. Do you agree with the father when he says, "It is good to live in a time of peace." Explain.
- 7. How does Sang-Hee feel when his father says, "The village will be pleased to hear that another trustworthy firekeeper has been born to our family." How do you feel when a family member recognizes your good choices? Sang-Hee earns his father's trust through his actions. What do you do to earn your family's trust?

#### **ACTIVITIES**

- 1. Locate Korea on the world map. Find mountain ranges, bordering countries, and surrounding oceans on a physical map of Korea. (Keyword: physical map Korea)
- Discuss what might have happened if Sang-Hee had not lit the fire. Read the fable The Shepard's Boy and the Wolf (Keyword: Aesop's fables). On a Venn diagram (see Teacher's Guide) compare and contrast Sang-Hee with the shepherd boy. Use Heartwood attributes on the diagram.
- 3. Together list dilemmas\* you or your friends have faced, such as accepting an invitation and then getting another (more preferable) invitation for the same time. In small groups, choose one of the dilemmas, list consequences for each choice, make a group decision based on honesty, and explain it to the class.
- 4. Read "Jeff and the Broken Cup"\* from *Illustrated Stories That Model Psychological Skills* by Joseph M. Strayhorn, Jr. Discuss thinking things through and honesty related to the illustrated story. In pairs draw and write your own illustrated story portraying honesty. Use dialogue think bubbles\* to show main characters thinking through options.

#### WRAP-UP

- I. Find as many examples of Heartwood attributes as you can in the story and write about them in My Heartwood Journal.
- 2. Role play one of the dilemmas listed in Activity #3.

#### **EXTENSION**

- 1. Complete Creative Response pages and take home to share with families.
- 2. Talk about making good choices at home. Hold family meetings to discuss dilemmas and help each other solve them.

#### **VOCABULARY**

barrel glance lash brass tongs smoldered

tinder bonfires

## Fire on the Mountain

Jane Kurtz 1994

New York: Simon & Schuster

#### HONESTY

Ethiopia Folktale

Reading Time: 11 minutes

#### **CONCEPTS**

Honesty Trust Courage Loyalty **Justice** 

#### **SUMMARY**

Challenged by his master to spend the night alone in the bitter cold air of the mountains, Alemayu wagers his future. But when the master claims a false victory, Alemayu and his sister must confront the rich man's dishonesty. E.B. Lewis' richly expressive earth-hued watercolors enhance this memorable tale.

#### **OBJECTIVES**

The student will be able to identify, define, and discuss honesty, trust, courage, loyalty, and justice as they apply to the story. The student will learn about the importance of honesty related to trust in his or her life.

# Interdisciplinary Ideas

#### **LANGUAGE ARTS**

- 1. The author wrote Fire on the Mountain based on a retelling of a story she had heard many times. Write and illustrate a retelling of one of your favorite childhood stories. Read it to younger children in your school.
- 2. Explain this saying from the story, "Do not bite unless you are prepared to swallow." Find other Ethiopian proverbs to interpret. (Keyword: Ethiopian proverbs)

#### ART

On the Internet, look at art by famous Ethiopian artists such as Alemzewd Alemu. (Keyword: Ethiopian art)

#### SOCIAL STUDIES

Make a bulletin board titled, "All About Ethiopia." In small groups, choose a topic from the following list to investigate, write about, and present to the class in a creative way. (Each topic may be used as a keyword.)

Ethiopian wildlife

Ethiopia Ethnographic Museum Addis Ababa

Ethiopian food

Ethiopia culture, customs, traditions Simien Mountains, Bale Mountains Ethiopia national parks

bulletin board.

**MATH** 

**SCIENCE** 

Find out about the Ethiopian calendar. (Keyword: Ethiopian calendar) Report findings to the class and post information on the "All About Ethiopia" bulletin board.

Investigate to find out about "Lucy," the

Ethiopia) Write a paragraph about your

your writing on the "All About Ethiopia"

oldest hominoid fossil. (Keyword: Lucy

findings, share with the class, and post

## After the Story

#### Fire on the Mountain

#### DISCUSSION

- 1. What difficulties does Alemayu face? How do his hopes and imagination help him in hard times?
- 2. How are Alemayu and his sister loyal to one another? How are you loyal to family and/or friends?
- 3. Talk about Alemayu's character traits, such as honesty and courage. How do honesty and courage go hand in hand? Think of situations when a person needs courage in order to be honest. Share.
- 4. Would you want to be friends with someone like Alemayu? Explain. Is he someone you would trust? Why is trust an important part of friendship?
- 5. The rich man is dishonest when he decides not to grant the boy his reward. How do the servants help the master to see his dishonesty?
- 6. Although he is angry, the rich man does keep his word at the end of the story. Is keeping your word a way of being honest? Explain.
- 7. How is there justice in the ending of the story? What kind of leader does Alemayu become? Discuss qualities you would like to see in leaders of your community and country.

#### **ACTIVITIES**

- Locate Ethiopia on the world map. On a map of Africa find countries bordering Ethiopia, the capital city, Addis Ababa, and the city of Gonder. (Keyword: map Africa political)
- 2. On a Venn diagram (see *Teacher's Guide*), compare and contrast Alemayu with the rich man. Use information on your Venn diagram to write a paper comparing and contrasting these two characters. Give examples of Heartwood attributes shown.
- Together list characters in history or literature who displayed courage by speaking out when they saw a need for honesty and/or justice. Investigate to find quotes, photographs, and examples of good deeds and post on a chart titled, "Models of Good Character."

#### **EXTENSION**

- I. At home, ask about times when someone spoke up when he or she observed dishonest situations. With permission, share with the class.
- 2. With family members, talk about how to handle situations when total honesty might be hurtful to another person.

#### WRAP-UP

- In small groups, make character trait maps to describe Alemayu's character.\*
- Together discuss this Ethiopian proverb: "When spiders unite, they can tie down a lion." In My Heartwood Journal explain how it relates to the story. Include examples of Heartwood attributes in your entry.

**VOCABULARY** 

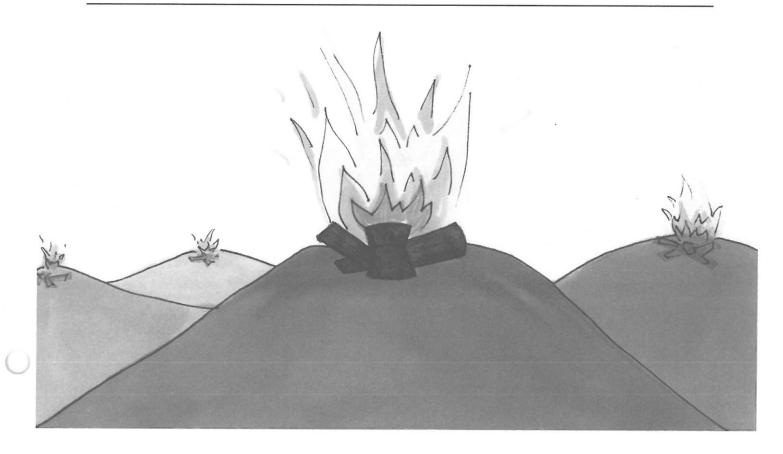
ibis shemma injera wat krar mesob

# The Firekeeper's Son

# HONESTY

Write about a time you decided to do the right thing even
though you were tempted to do something else.

	*****
	in Edward .





#### Heartwood Creative Response

The Firekeeper's Son by Linda Sue Park

#### For the Teacher

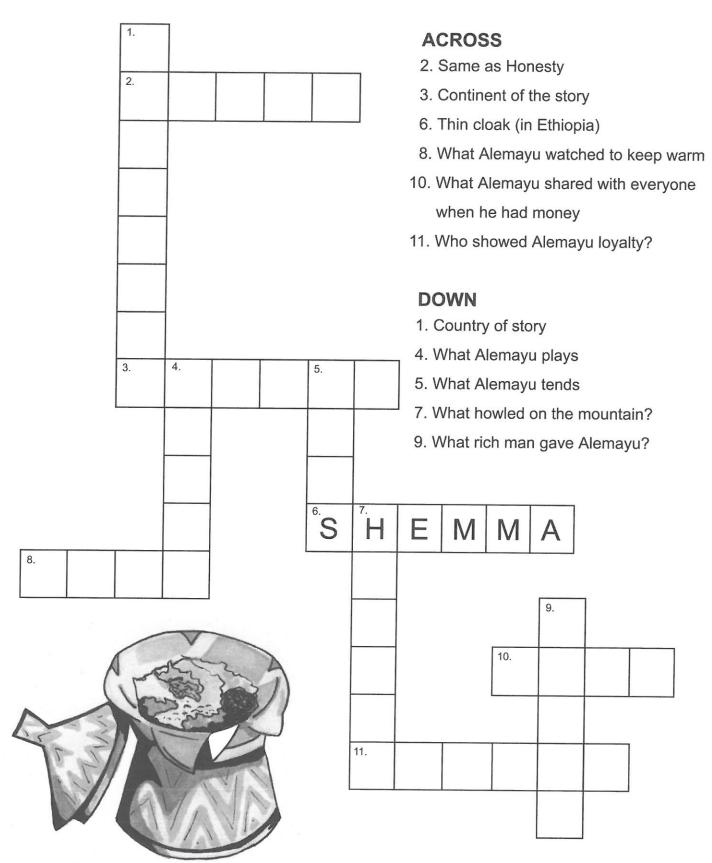
Time: one class period

Materials: copies of Heartwood Creative Response page, crayons, and sheets of writing paper

#### **Suggested Procedures:**

- Talk about the instructions on the page.
- Ask for volunteers to tell about their struggles in making good choices. Share one of your own stories.
- Have students write a topic sentence, sentences explaining their thoughts and actions, and an ending sentence that tells how they felt about doing the right thing.
- · Provide time for sharing with the class.

Complete the crossword puzzle.





#### Heartwood Creative Response

Fire on the Mountain by Jane Kurtz

#### For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page, pencils, and sheets of writing paper

#### **Suggested Procedures:**

- Have students work in pairs to complete the puzzle.
- Give correct spellings of words as needed.
- · Together check papers and make corrections.

Love, like compassion, is a virtue of action as well as emotion. Love is the one thing we can continuously give and become increasingly rich in the giving.

# LOVE

# **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

## More 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.

Sincerely,

As part of the Heartwood Ethics Curriculum for Children, your child will be learning about Love. 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.

P.S. To find out more about Heartwood, visit www.heartwoodethics.org.
The story titles are:

Heartwood

# Mufaro's Beautiful Daughters

John Steptoe 1987 New York: Lothrop, Lee & Shepard

#### LOVE

Zimbabwe Folktale

Reading Time: 11 minutes

#### CONCEPTS

Love
Compassion
Respect
Generosity
Justice

#### **SUMMARY**

Inspired by an African folktale, this story tells of a father's unconditional love for his two daughters, one bad-tempered and one kind and sweet. Steptoe's powerful illustrations portray the culture and characters with warmth and vision.

#### **OBJECTIVES**

The student will be able to identify, define, and discuss love, compassion, generosity, respect, and justice as they apply to the story, and will be encouraged to perform kind acts at home and school.

# Interdisciplinary Ideas

#### **LANGUAGE ARTS**

- I. Research the meaning of your name or your favorite name. (Keyword: first names meaning) Write a bio-poem about yourself and use the meaning of your name in the poem if it applies. (Keyword: bio-poem)
- Identify characteristics in the book that make it an African Cinderella story. Read Cinderella stories from other cultures. (Keyword: Cinderella stories cultures) Compare and contrast with the European Cinderella story.

#### SOCIAL STUDIES

- I. Find out about Victoria Falls and/or other national parks in Zimbabwe. (Keywords: Victoria Falls Zimbabwe; national parks Zimbabwe). Report to your class.
- In small groups, color and label the countries on outline maps of Africa.\* Use the world map or globe as a reference. Write facts about Zimbabwe such as surrounding countries, distance to an ocean, and/or size.

#### ART

Make smaller versions of the clay pot Nyasha is crafting at the beginning of the story. If possible, have your pots fired in a kiln and paint with designs used on Zimbabwean pottery. (Keyword: Zimbabwe pottery)

#### SCIENCE

In pairs, research in books and online to find out about animals and plants in Zimbabwe. (Keyword: Zimbabwe flora fauna) Report findings to class. Print out photos from the Internet or draw and label animals and plants. Post around a map of Africa and connect to Zimbabwe with yarn or string. Post facts from Social Studies #2 around the map.

\* Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primary, for the biopoem instructions and outline map of Africa.

#### DISCUSSION

- I. What characteristics best describe Mufaro's daughters? Which qualities do you respect in Nyasha? Give examples. How do you show respect to others? Which qualities would you look for in a friend?
- 2. The names of the characters have special meaning in the story. Nyasha means "mercy," Mufaro means "the happy man," and Manyara means "ashamed." Talk about the significance of these meanings (see Language Arts #1).
- 3. How does Nyasha show caring and kindness to the snake, the hungry boy, and the old woman? Do you think she shows compassion toward her sister? Why or why not? Tell about times you or someone you know showed compassion by helping someone in need.
- 4. How does Mufaro show love for both daughters? How do Nyasha and Manyara show love for each other? Describe how your family shows love to you. Give examples.

#### **ACTIVITIES**

- 1. Locate Zimbabwe on the world map.
- Words can be said in a kind way or an unkind way, e.g., "Sorry!" With
  a partner, role-play telephone conversations contrasting kind and unkind ways of
  speaking the same words.
- 3. In small groups, brainstorm things to do in school involving kindness and/or respect for others or the environment. Write ideas on separate slips of paper, put together in a "Kindness Envelope," draw one idea each day, and complete the task.
- 4. Nyasha means "mercy" in the Shona language. Together write a class bio-poem about Nyasha.\* Use the word "mercy" for the last line.

#### WRAP-UP

- I. In My Heartwood Journal write about Heartwood attributes in the story. List the attribute and draw or write an example.
- Write about and illustrate two ways you show kindness and generosity in school, such as sharing or helping a younger student.

#### **EXTENSION**

- 1. Complete Home Connection pages and take home to share with families.
- 2. Make a coupon book as an act of love for your family. Have at least one coupon for each person describing a kind act you will do for him/her.

VOCABULARY

millet silhouetted destination foretold garments descended

mercy

# The Rag Coat

Lauren Mills 1991 Boston: Little Brown

#### LOVE

U.S.A./Appalachia Realistic Fiction Reading Time: 10 minutes

#### CONCEPTS

Love Self-reliance Courage Hope Justice

#### SUMMARY

This is the story of a self-reliant mountain girl, Minna, who wants more than anything to go to school – but first Minna needs a coat. Displaying courage and self-reliance, she faces the hardships of her family's life and the reactions of her classmates to a gift from "the quilting mothers." The author's soft pastel illustrations depict tender emotions, quiet strength, and love.

#### **OBJECTIVES**

The student will be able to identify, define, and discuss love, self-reliance, courage, hope, and justice as they apply to this story. The student will explore strategies to stop teasing.

# Interdisciplinary Ideas

#### **LANGUAGE ARTS**

Create a "friendship coat." Make a large outline of a coat and cover with fabric scraps that hold loving memories (if fabric scraps are unavailable, draw or paint different patches). For a bulletin board, write about scraps on index cards and place around the coat.

#### **MATH**

Research Appalachian quilt patterns. (Keyword: Appalachian quilt samples) Copy patterns using paper triangles, rectangles, and squares.

Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primar, for comic strip paper and an outline map of the U.S.

#### SOCIAL STUDIES

- On a Venn diagram, compare and contrast your school with a one-room school. (Keyword: one-room schoolhouse)
   Discuss advantages and disadvantages of going to a one-room school.
- In which states might Minna have lived?
   Color and label them on an outline map of the U.S.\* (Keyword: Appalachia region)

#### SCIENCE

Heartwood uses color to show that love embraces all other attributes. Using a prism, demonstrate that white is made up of all colors. (Keyword: light prism activities primary grades)

#### ART

- I. Minna displayed self-reliance when she made a doll out of quilt scraps and stuffing. Collect fabric and wood scraps, cardboard rolls, and other materials for a scrap box. Use items in the box to make toys.
- Investigate to find friendship quotes, such as "The only way to have a friend is to be a friend." (Keyword: friendship quotes) In your best handwriting, copy your favorite friendship quote and make a paper frame for it. Give as a gift to a friend.

# After the Story

#### The Rag Coat

#### DISCUSSION

- I. Minna's life is difficult. Why do you think she doesn't feel sorry for herself? Who loves Minna and makes her feel safe? Who helps you feel safe?
- 2. What are Minna's hopes? What are your hopes?
- 3. What does Minna realize when she runs away from the teasing? How does she show courage and self-reliance? If you were in Minna's class how would you help her? Have you ever seen someone teased because of something they wore or how they looked? How do you think they felt? How can you make people stop teasing?
- 4. Describe examples of fairness and justice in the story.
- 5. How do the "quilting mothers" show they care about Minna and her mother? Think of a time someone in your family was able to show love by helping others. Share your thoughts.

#### **ACTIVITIES**

- 1. Locate Appalachia, U.S.A., on the world map.
- 2. In small groups, discuss how you might stop teasing in your school. Explore web sites on bullying for more strategies. Share ideas, list, and post in the classroom. Try out one of the ways when you see someone being teased.
- 3. With a partner, find examples of Heartwood attributes in the story. Share with the class and make Flap Books (see Story Elements in the Reproducibles section of the *Teacher's Guide*).
- 4, With a classroom volunteer, research places to donate clothing you have outgrown. If possible, bring clothing (in good condition) to class to donate to a group or organization. (Keyword: donate clothing your city and state)

#### **EXTENSION**

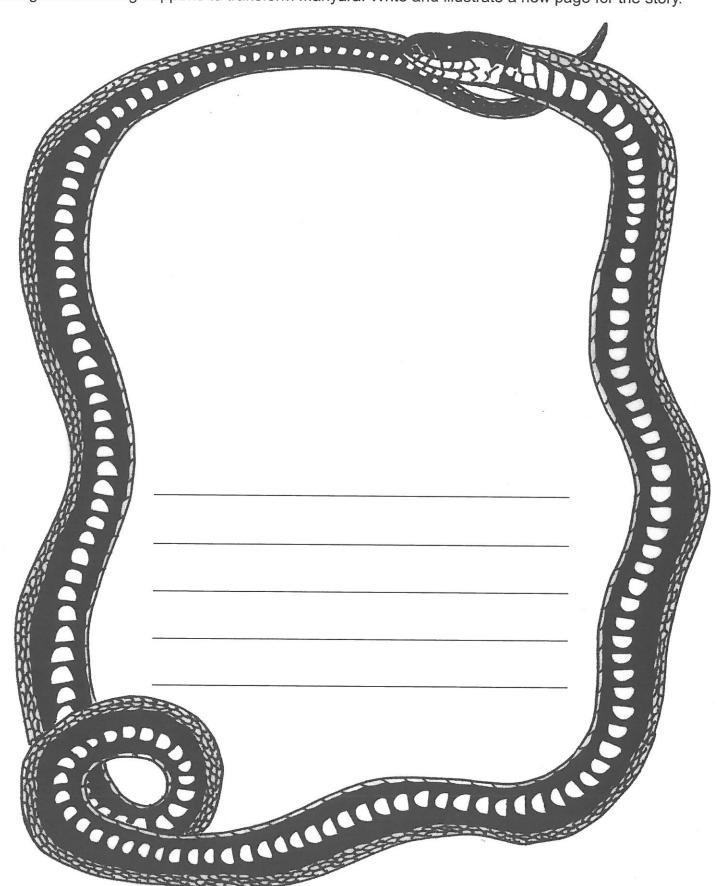
- 1. Complete Home Connection pages and take home to share with families.
- 2. Retell the story at home. With your family talk about Papa's words to Minna, "People only need people, and nothing else." Ask your family what words they would like you to remember for a lifetime. With permission, share with the class.

#### WRAP-UP

- In My Heartwood Journal write and illustrate ways Minna showed two or more Heartwood attributes.
- Partner read the illustrated story, "Jimmy and Rolf-Ola Uglyzit" (see Teacher's Guide). In pairs or small groups, create Courage Comics that use the dialogue, "Leave him alone. He's my friend." or "Leave her alone, she's my friend."\* Make copies of your stories, compile pages, make covers, and distribute to the class.

VOCABULARY

self-reliance fetched soot burlap porcelain Imagine something happens to transform Manyara. Write and illustrate a new page for the story.





#### Heartwood Home Connection

Mufaro's Beautiful Daughters by John Steptoe

Mufaro's Beautiful Daughters is a story from the Heartwood Ethics Curriculum for Children, Level 2/3. This book presents the attribute of Love as compassion and generosity. Perhaps you would enjoy sharing the story with your child.

**Summary:** Inspired by an African folktale, this story tells of a father's unconditional love for his two daughters, one bad-tempered and one kind and sweet, as they both must appear before the king, who is choosing a wife. Steptoe's powerful illustrations portray the culture and characters with warmth and vision.

#### **Home Activities:**

- Have your child retell the story and read the new page he or she has written.
- Together make a coupon book as an act of love for your family. Make at least one coupon for each person describing a kind act you will do for him/her.

For the teacher

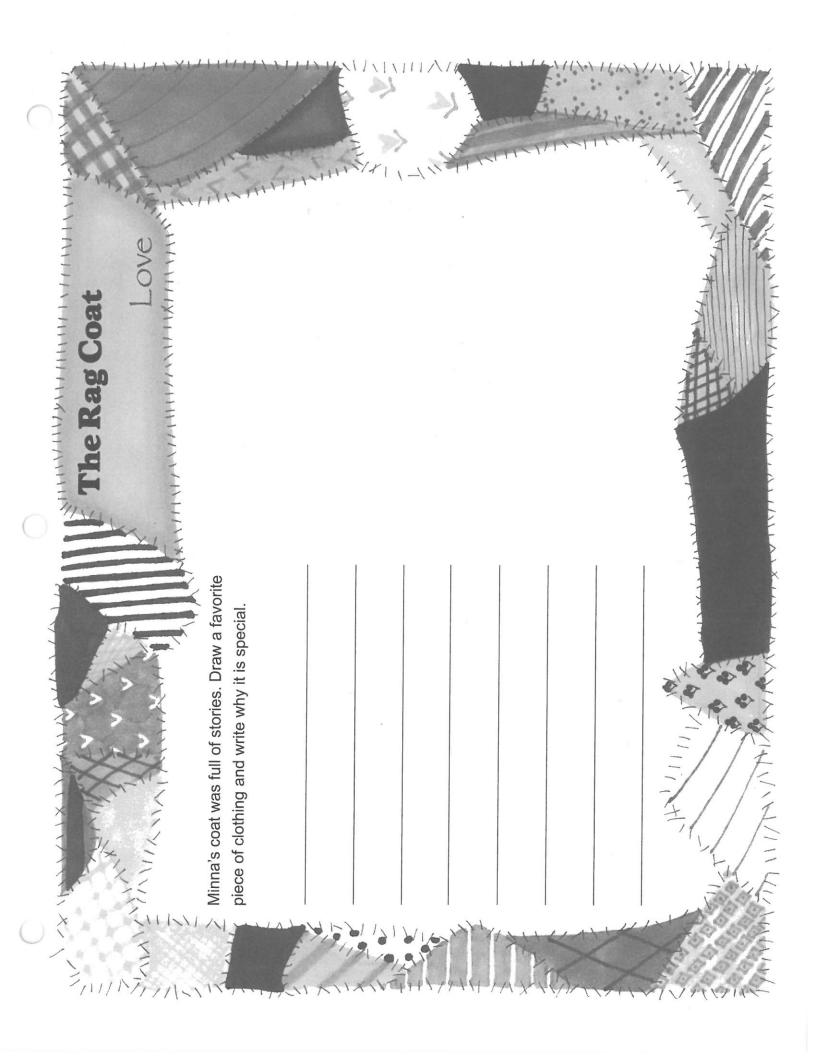
Mufaro's Beautiful Daughters

Time: one class period

Materials: copies of Heartwood Home Connection page, pencils, crayons, and extra sheets of writing paper

#### Suggested Procedures:

- Brainstorm ways Manyara could be transformed into a kind and caring person.
- Have students complete the page following instructions.
- · Provide time for sharing with the class.





#### Heartwood Home Connection

The Rag Coat by Lauren Mills

The Rag Coat is a story from the Heartwood Ethics Curriculum for Children, Level 2/3. This book presents the attribute of Love as compassion and caring and incorporates all of the Heartwood attributes. Perhaps you would enjoy sharing the story with your child.

**Summary:** This is the story of a self-reliant mountain girl, Minna, who wants more than anything to go to school. But first Minna needs a coat. She displays courage and self-reliance as she faces the hardships of her family's life and the reactions of her classmates to a gift from "the quilting mothers." The author's soft pastel illustrations depict tender emotions, quiet strength, and love.

#### **Home Activities:**

- Have your child retell the story.
- Discuss Papa's words to Minna, "People only need people, and nothing else." Tell your child words
  you would like him or her to remember for a lifetime. Perhaps you would permit your child to share
  them with the class.

## For the teacher

The Rag Coat

Time: one class period

**Materials:** copies of Heartwood Home Connection page, pencils, crayons, and extra sheets of writing paper as needed

## Suggested Procedures:

- · Have volunteers describe a favorite piece of clothing and tell why it is special.
- Have students complete the page following instructions.
- · Provide time for sharing with the class.

## Annie and the Old One

Miska Miles 1971 Boston: Little, Brown

#### LOVE

U.S.A /Native American Fiction

Reading Time: 14 minutes

CONCEPTS

Love Respect Compassion **SUMMARY** 

In this Navajo tale, weaving represents life. Facing death, Grandmother passes her understanding and love on to Annie as the cycle of life on earth is explored and respected. Peter Parnall's pen and ink illustrations of the desert and bluffs of the Navajo landscape enhance this touching story.

## **OBJECTIVES**

The student will be able to identify, define, and discuss love, respect, and compassion as they relate to this story, and will have opportunities to express these attributes to family members or older friends.

# Interdisciplinary Ideas

#### LANGUAGE ARTS

Write a summary of the story. Use crayons or colored pencils to identify parts of speech. For example, lightly color all nouns red, verbs blue, etc. Make a key for your summary. Look at the story to see the "weaving" effect.

#### MATH

In pairs, make word problems about weaving for the class to solve. Example: If 2000 strands are needed to make a rug, and Grandmother weaves 20 strands each morning and Annie removes 10 each night, how long will it take to complete the rug?

## SOCIAL STUDIES

- I. In small groups, investigate the Navajo Nation. (Keyword: Native Americans Navajo) Write a research paper with various topics such as Navajo history, food, traditional clothing, celebrations, cultural events, and arts and crafts. (For each topic, use the keyword Navajo and the topic.) Add drawings, photographs, and maps to your paper. Compile pages, make copies, add a table of contents, and make a cover (see Art #1). Place on a display table in the classroom or hallway.
- With a partner, investigate Navajo hogans, traditional and contemporary. (Keyword: photos Navajo hogans) Make a poster with information and pictures.

## ART

- Look at Navajo rugs online (Keyword: Canyon art Navajo rugs). On heavy paper or cardboard, draw and color a Navajo rug design. Use it for the cover of your research paper in Social Studies #1.
- Make a Navajo sand painting\* using a Navajo rug design from Art #1 or other Navajo symbols or designs. (Keyword: Navajo symbols)
- \* Visit www.heartwoodethics.org and choose Teaching Heartwood, Intermediate Activities, for Navajo sand painting instructions. Culture Keys offer cultural information

#### DISCUSSION

- I. What does Annie enjoy most about spending evenings with Grandmother? What activities do you enjoy with grandparents or older friends?
- 2. Talk about why Grandmother asks her family to choose the things of hers they wish to have. Why does Annie choose the weaving stick?
- 3. Why is Annie trying to prevent the weaving from being completed? What does she do to stop it?
- 4. Reread page 41. How does Grandmother's explanation show compassion for Annie? What does Annie begin to understand about the cycle of life? How does this understanding help her become ready to weave?
- 5. How do Annie and her mother show respect for Grandmother? How do you show respect for your grandparents, older friends, or neighbors?
- 6. What do you think Annie's mother means when she says, "Your grandmother is one of those who live in harmony with nature..."? Do you or does someone you know live in harmony with nature? Explain.

#### **ACTIVITIES**

- I. Locate the Four Corners area of the southwestern U.S.A., where many Native American reservations are located. Identify the states and physical features in this area. (Keyword: four corners states map)
- 2. Write a letter to grandparents, another older family member, or a friend telling about events in your life and recalling pleasant times you have shared. Bring addresses from home and mail or deliver your letters.
- Make a cardboard loom and weave a mug mat to give as a gift of love to a grandparent or other family member. (Keyword: cardboard loom weaving)
- 4. Hold a Grandparents' Day. Invite grandparents to class to share skills, stories, and/or family albums. Together read *Grandparents Day* by Sheila Hamanaka.

## WRAP-UP

- I. In My Heartwood Journal write a response to the story that tells what it makes you think about, such as a special relationship you have with an older adult.
- 2. With a partner, read and discuss the illustrated story "Peter and his Grandmother" by Joseph M. Strayhorn, Jr. (see *Teacher's Guide*). Share your thoughts with the class.

## **EXTENSION**

- I. Ask family members about items, stories, skills, and/or recipes grandparents have passed on to them. With permission, share with the class.
- 2. Discuss family traditions that show love for one another or make up a new tradition that expresses caring for each other or your extended family.

#### VOCABULARY

hogan loom warp weft mesa gnarled

solemn timid trudge

# The Gingerbread Doll

Susan Tews 1993 New York: Clarion Books

## LOVE

U.S.A.

Historical Fiction

Reading Time: 10 minutes

CONCEPTS

Love Hope Appreciation SUMMARY

This poignant story, set in the Great Depression of the 1930's, speaks about the real value of gifts. Children can hear the story's message and recognize that real value is not measured in dollars and cents—we can be rich without money. Families find ways to express love even in the most trying times. Artist Megan Lloyd's muted watercolor paintings were inspired by the family of a builder who worked on her own house in Carlisle, Pennsylvania.

#### **OBJECTIVES**

The student will be able to identify, define, and discuss love, hope, and appreciation as they apply to this story. The student will explore differences between material wealth and more enduring kinds of wealth.

# Interdisciplinary Ideas

#### **LANGUAGE ARTS**

- As a class or with a partner, select and carry out a task from the following list:
  - Find all the words in the story that involve the senses.
  - Find situations where family members showed humor.
  - Find idioms in the story. Make an idiom chart. Illustrate the literal meaning on one side and write the actual meaning on the other side.
- \* Visit www.heartwoodethics.org and choose Teaching Heartwood, Attributes for a link to a list of "Other Ethical Attributes." Culture Keys offer cultural information.

 Have a "Family Appreciation Day" at school. Invite family members to class and honor them by reading aloud stories or poems you have written expressing your appreciation for them. Frame writings and give as gifts.

#### ART

- Make a doll or action figure from baking clay. (Keyword: clay dough recipes bake)
- Research hand made toys. Try to make some, such as corn husk dolls, dried apple figures, string and button whizzers, or rubber and spool cars. Write your own instructions and demonstrate for the class.

## SOCIAL STUDIES

- In small groups research farms in the 1930's. (Keyword: farms 1930's) Decide on a group project to display your information, such as a poster, booklet, or model farm. Follow through with your plans.
- 2. Rebecca's family, like many large families living during the Great Depression, had to "make do" and economize with meals. With a partner, research money-saving recipes from the Depression, such as "Poor Man's Bread" and "Depression Salad." (Keyword: recipes Great Depression) Share with the class.

## After the Story

## The Gingerbread Doll

#### DISCUSSION

- Talk about Rebecca's family. How do you know they love each other? Look for signs of love and appreciation in the story, such as older children making a fuss over small gifts to help younger children enjoy the holiday.
- 2. Through her childhood Rebecca receives increasingly nice dolls. Why does she love Button Marie so much? Discuss the conversation between Mama and Rebecca when the doll breaks. What does Mama mean when she says, "She was a doll because you loved her"?
- 3. If you had no money and wanted to give a gift, what could you give?
- 4. Read the end of the story, pages 30-32. Why do you think Great Grandma Rebecca kept Button Marie's dress? Do you have a special gift that was made with love? Do you have one you might want to keep forever? Share.

#### **ACTIVITIES**

- I. Work in groups of three or four. Write "Rebecca" and "Mama" at the top of a piece of chart paper. Under each name list the person's character traits and examples of those traits from the story. Use Heartwood attributes or other ethical attributes.\* Report to your class and post for others to read.
- Collect stories from people who lived during the Great Depression. (Keyword: Great Depression stories) Take notes and report stories to the class. Where possible, tell stories that show love and hope.
- 3. Fold a sheet of paper in half. Make two columns, one titled OBJECTS (concrete), the other titled NOT OBJECTS (abstract). In each column list things you value. Share and discuss. Place a star beside the items you cannot do without. Explain your choices.

#### WRAP-UP

- As a follow-up to Activity #3, write in My Heartwood Journal about the things you cannot do without. Give explanations for your choices.
- 2. Write a short essay or poem about something you value that you cannot buy.

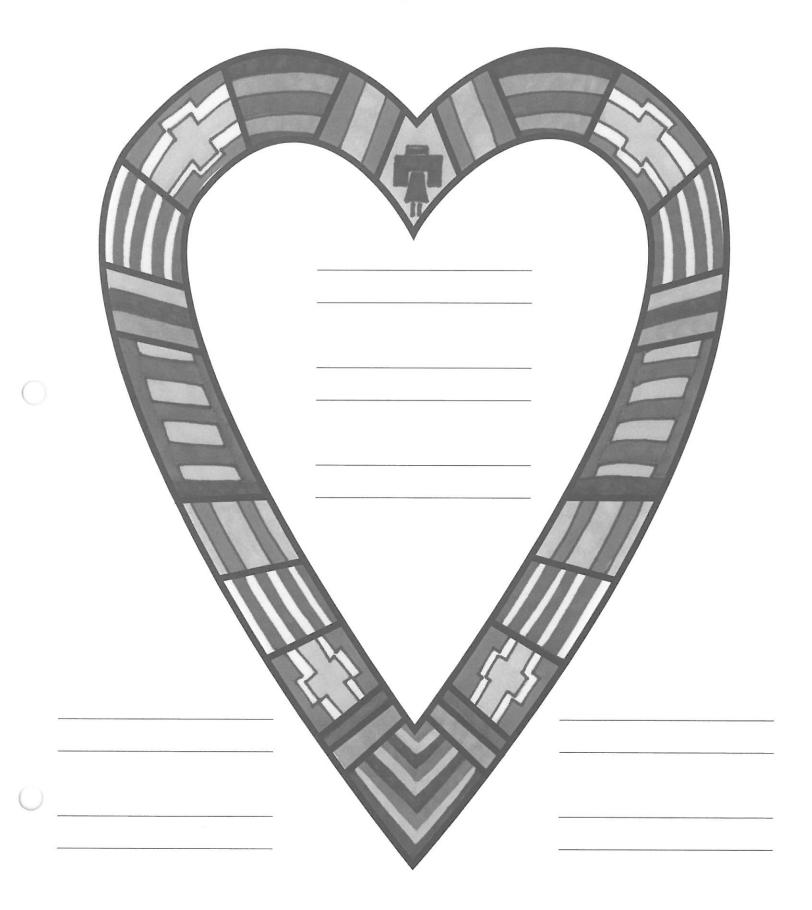
## **EXTENSION**

- I. Ask someone at home to help you make a meaningful gift that costs little. Give it as an act of love.
- 2. With a grown up, find items around your house that have great worth because they came with love rather than a high price tag. Make a list, and if you like, show and tell about them in the classroom.

**VOCABULARY** 

tarpaper delicate set his jaw porcelain pinch pennies

List ways you can show love and caring to family members and friends.





## Heartwood Creative Response

Annie and the Old One by Miska Miles

## For the Teacher

Time: one class period

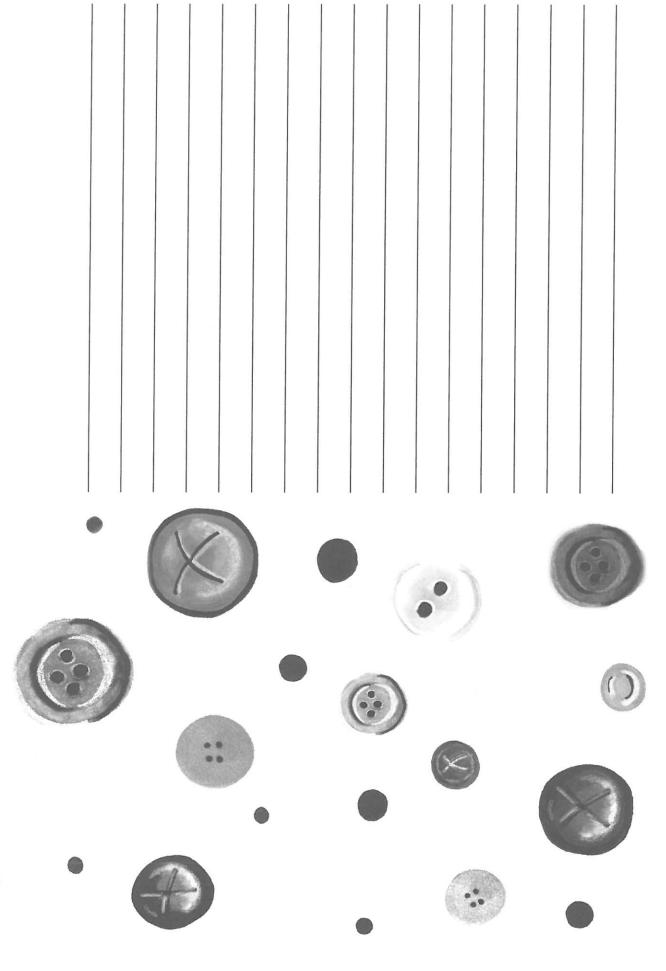
Materials: copies of Heartwood Creative Response page and sheets of writing paper

## **Suggested Procedures:**

- Discuss actions you can take that show love and caring to parents, grandparents, siblings, friends, and neighbors.
- · Ask students to list caring actions they plan to take, or have taken and plan to repeat.
- Encourage students to plan for many possibilities and to write outside the heart if they need more space.
- Provide opportunities for sharing with the class and encourage students to add ideas they like from other students' responses.
- · Have students circle three examples they plan to carry out in the next week.

# THE GINGERBREAD DOLL

Write about something you treasure that connects you to someone you love.





## Heartwood Creative Response

The Gingerbread Doll by Susan Tews

## For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page, crayons, and sheets of writing paper

## Suggested Procedures:

- Discuss instructions on the page.
- · Have students tell about their treasures and people connected to them.
- Have students write a topic sentence naming the treasure and person, other sentences that describe
  the treasure and explain the connection, and an ending sentence that tells how they feel about the
  person.
- Provide time for sharing with the class, post writings on a bulletin board, and if possible, send a copy to the special person.

## 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

- I. 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.
- **4.** 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), <u>For Reading Out Loud! A</u> <u>Guide to Sharing Books with Children.</u> 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.

ssentially, these suggestions on how to read aloud are directed to readers 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.

2 Activities and Resources Heartwood

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

Heartwood Activities and Resources 5

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

6 Activities and Resources Heartwood

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

8 Activities and Resources Heartwood

## 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

10 Activities and Resources Heartwood

## **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: <u>Angel Child, Dragon Child,</u> by Michele Maria Surat; <u>A Day's Work.</u> by Eve

Heartwood Activities and Resources 11

# **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

he 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

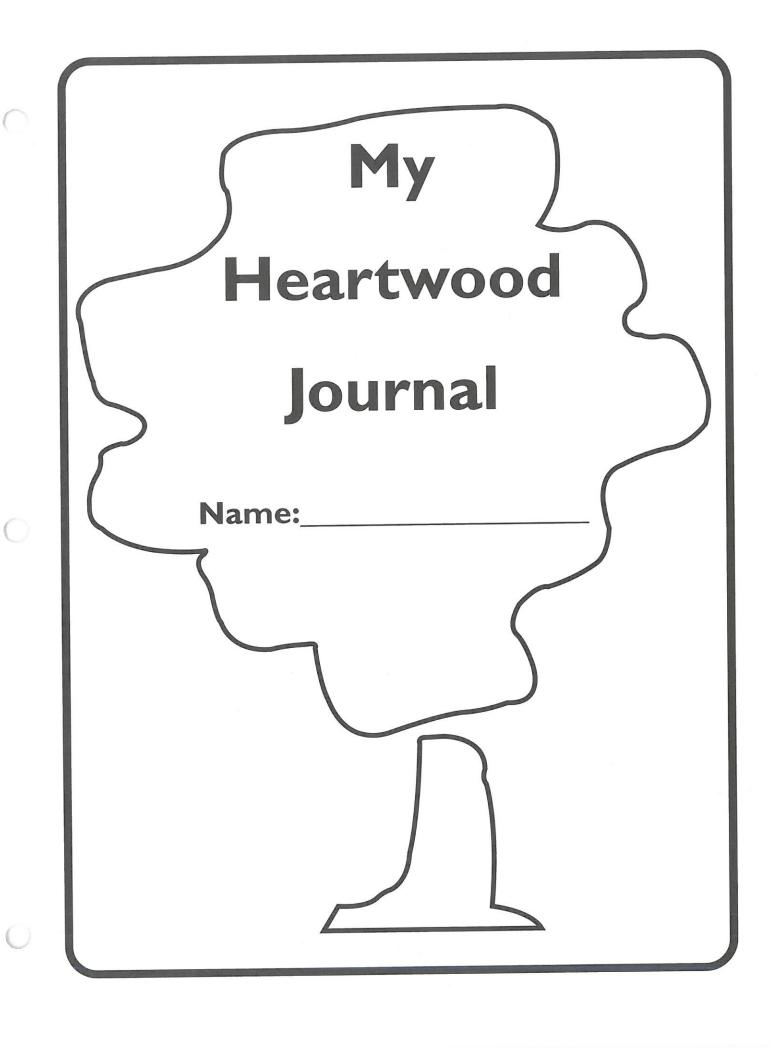
# Reproducibles

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.



Name: \_

# **Story Elements**

sections and write about

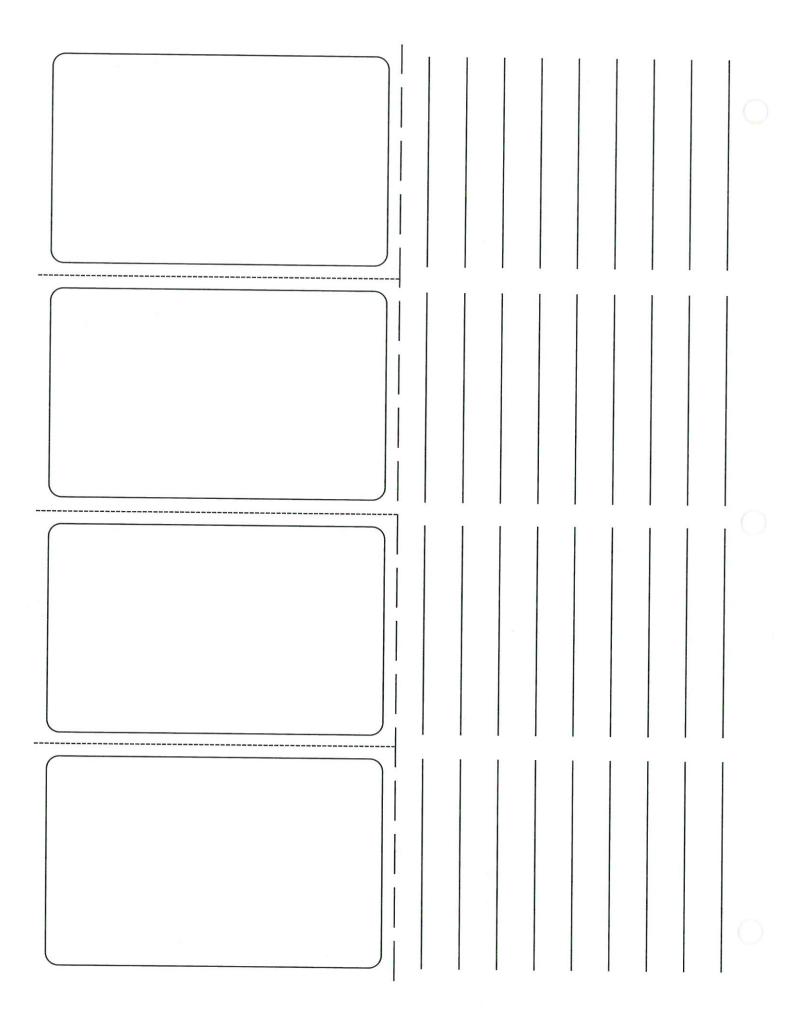
your illustrations on the

page in half vertically.

Draw pictures on the top

bottom sections.

Example of one attribute 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.)

	aracter:	A A A A A A A A A A A A A A A A A A A
	(att	ribute)
	Things Changed:	
How	I nings Changed:	
	When the story first started:	When the story ended:
		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, table-spoon, teaspoon, dash, and pinch. Write a recipe for some of the attributes.

Example:



## Honesty

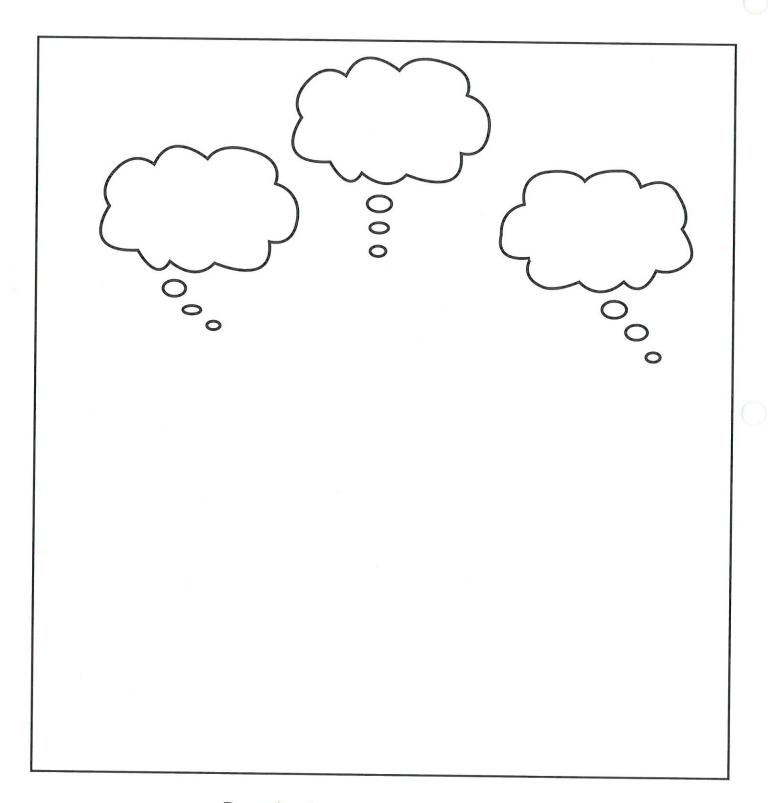
One heaping cup of truth
One tablespoon of integrity
A dash of friendship
A generous portion of courage

Simmer until needed. Serves everyone.



Story:	Things I'll Remember
Story.  Discovery.  Artribute.	Discovery:
Things I'll remember:	Attribute:  Discovery:
	Things I'll remember:

# Cartoon



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

## **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**





















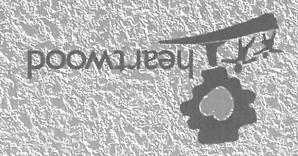
BEIJING CHINA











PASSPORT

# PASSPORT



	First Name
	THE HEARTWOOD INSTITUTE  Place  Photograph  here
THE HEARTWOOD INSTITUTE	
Place photograph here	
Last Name	
First Name	
Date of Birth	
School	

Ιοομος

Date of Birth

		COURAGE
/		T
0	RESPECT	HOPE
0	RESPECT	HOPE
	RESPECT	HOPE

LOYALTY	LOVE
2	7
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.

E	n	a	ı	i	-	h
line.	8 8	z	u		3	8 8

#### Now you try

Courage	-6	
Courage		- 0

	\	
Loyalty	إخلاس	

Justice	عد الخ
Justice	20-40 W 1907 1 10 10

	9	
Respect	احترام	
	G200	

	1 9
Норе	امل

Honesty	صدق
	0 0 -

Love	
	0

English	Chinese	Now you try
Courage	勇敢	
Loyalty	老儿	
Justice	公正	
	4	
Respect	] 敬	
	X In	
Норе	布望	
Honesty	诚实	
Love	爱	

Dutch

English	Dutch	Now you try
Courage_	moed	
Loyalty	getrouwheid	
	<del></del>	
luccion	parachtipheid	
justice	gerechtigheid	
Respect_	achting	
Норе	hoop	
Honesty_	eerlijkheid	
	J	
Love	liefde	

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

English

Hebrew

Now you try

Courage\_

CX MILL MILLS

Justice 773

Respect TIII

Норе ППП

Love 777X

**Japanese** 

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

	_	ı	:	_	ı.
n	9	ı	ı	S	r

Japanese

Now you try

Courage ゆうき

Loyalty せいじつ

Justice せいき

Respect 4 h lt 11

Hope\_\_\_\_\_ きょずう

Honesty しょうじき

\_ove\_\_\_\_ & U

Norwegian

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

**English** 

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	ننداء	
Loyalty	ه فاداری	
Justice	عدالت	
Respect	احترام	
Норе	امبد	
Honesty	درستی	
Love	عشق	

Russian

English	Russian	Now you try
Courage	CMELOCTO	
Loyalty	BEPHOCTO	
Justice	ПРАВОТА	
Respect	ΠουËΤ	
Норе	HALEXLA	
Honesty	4ECTHOCT6	
Love	<b>ЛЮБОВЬ</b>	

## Serbo-Croatian

English	Serbo-Croatian	Now you try
Courage borba	n, od vaznost rost	
Loyalty Vern	ost	
Justice <b>pravad</b>	a, pravedno	
Respect Posht	ovati	
Hope <u>nad</u>	. <b>Q</b>	
Honesty post	ena	
Love <u>juk</u>	Dav	

Spanish

English	Spanish	Now you try
Courage_	coraje	
Loyalty	Lealtad	
Justice	Justicia	
Respect_	Respeto	
Норе	Esperanza	
Honesty_	Honestidad	
Love	Amor	

Vietnamese

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

	_	
σli	sl	1
	gli	glisł

Vietmanese

Now you try

Courage can-dam

Loyalty trung-thanh

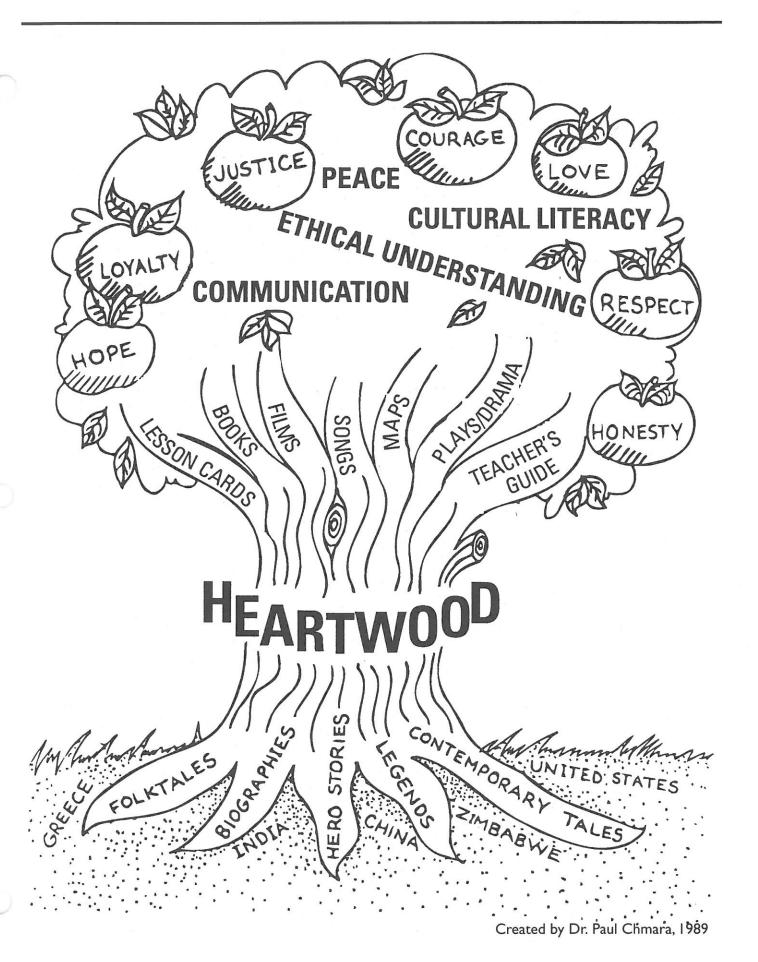
Justice Công - ly

Respect Kinh trong

Hope Hy Vong

Honesty ngay tháng

Love tinh thường



Reproducibles 29

Heartwood

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.

<b>Teacl</b>	OK	Can	4-10	h4	10100
reaci	ler	Con	Cri	DUIT	ions

Fold Here	
	Place Stamp Here
	Tiere

The Heartwood Institute 425 N. Craig Street, Suite 302 Pittsburgh, PA 15213

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:	

Teac	her	Con	trib	ti	one
leac					

Fold Here	
	Place Stamp Here

The Heartwood Institute 425 N. Craig Street, Suite 302 Pittsburgh, PA 15213

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:	

#### 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.

M.E. Barringer Teacher, LD. 3, 4, 5 Pittsburgh, PA

Penny Levy Teacher, Grade 3 Pittsburgh, PA

#### **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
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

Penny Levy Teacher, Grade 3 Pittsburgh, PA

#### 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:**

#### Норе

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

Penny Levy Teacher, Grade 3 Pittsburgh, PA

#### Writing an Emotion Poem

## Example of a Student Poem:

#### 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
Anger flashes like black lightning

With stripes of neon yellow

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?
- 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

HEARTWOOD-COURAGE	Due
NAME:	
With your family decide what <u>COURAGE</u> is. Then wi	rite your definition on the shield.
Courage	is
	/
	/
	/
	—/
CO	
Talk about your family and their "braye" times. Write	shout one of those times on the
Talk about your family and their "brave" times. Write ines below.	about one of those times on the
	3

#### HEARTWOOD-LOYALTY



Due

**HEARTWOOD-HOPE** 

NAME:

Tell a story of <u>Hope</u> to your family or a member of it. Then, together, fill out the chart below.		
Hope is a dreamer and a goal setter. So, some goal setting. Have a little fun while	dream a little and then together come up with you do it.	
/= HO	PE 1	
Someday I will	Someday we will	

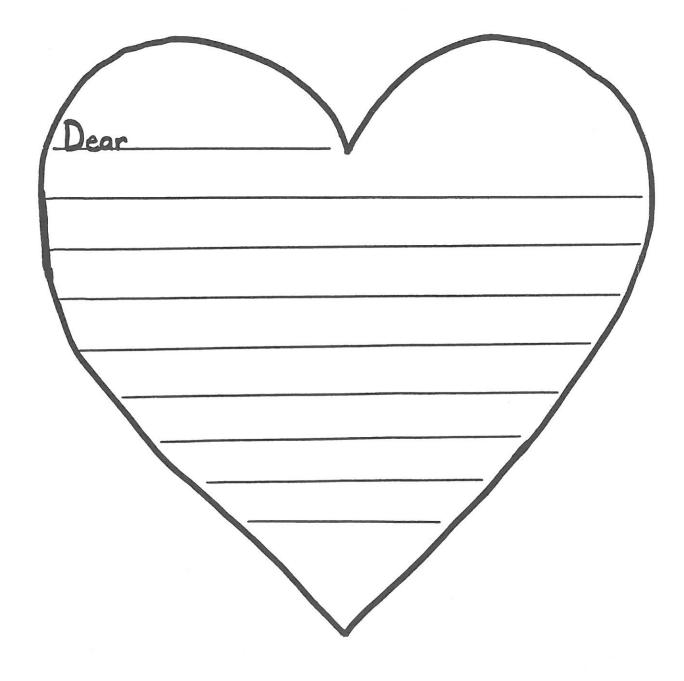
Due\_\_\_\_\_

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

Heartwood Teacher Exchange 19

HEARTWOOD-LOVE	Due	
NAMF:		

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.



Heartwood Teacher Exchange 21

## The Crab Man

## COURAGE

Say what is unfair Send your letter to	and suggest identified the local S.P.C.	eas to solve the .A. or newspap	e problem. er.	
		,		
	4			
				- /6



#### Heartwood Creative Response

The Crab Man by Megan McDonald

For the Teacher

Time: one class period

Materials: copies of Creative Response page and sheets of writing paper

#### **Suggested Procedures:**

- Discuss unfair treatment of animals in neighborhoods, pet stores, or other places and brainstorm actions to remedy the situations.
- · Have students work in pairs to complete Heartwood Creative Response pages.
- Provide opportunities for sharing with the class and encourage students to add ideas they like from other students' responses.
- Have students revise and edit their letters and make a "good" copy on writing paper.
- Bundle and mail letters to your local S.P.C.A. or newspaper.
- Post copies of letters and any responses on a bulletin board.

Write a news article for the Heartwood Gazette about someone who has shown you the meaning of courage.

# Beartwood Gazette

## **A Story of Courage**

Ву	



Home at Last by Susan Middleton Elya

### For the Teacher

Time: one class period

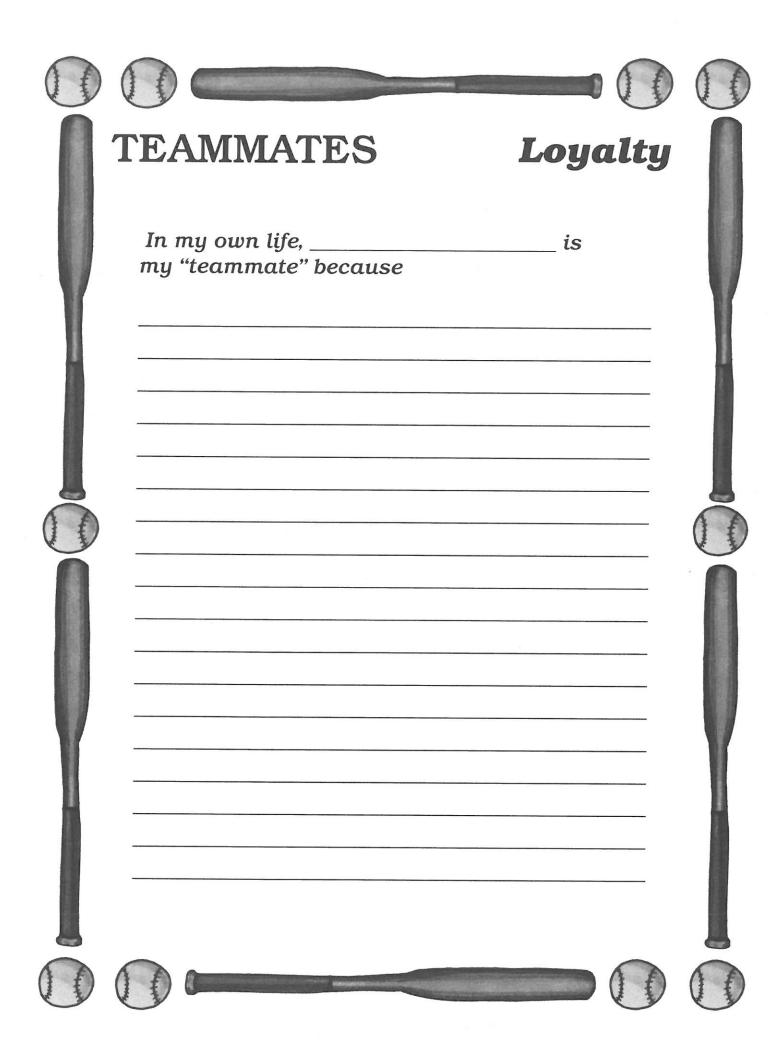
Materials: copies of Heartwood Creative Response page and sheets of writing paper

### **Suggested Procedures:**

Discuss people who have demonstrated courage.

· Have students give explanations and examples of courage in their news articles.

· Provide time for sharing with the class.





Teammates by Peter Golenback

For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page and sheets of writing paper

### **Suggested Procedures:**

• Discuss loyalty related to friendship.

· Have students choose one person and write about how they are loyal to each other.

· Provide time for sharing with the class.

## CORNROWS

Loyalty

Draw a picture of a family tradition and tell why you are loyal to it.



Cornrows by Camille Yarbrough

For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page and sheets of writing paper

### **Suggested Procedures:**

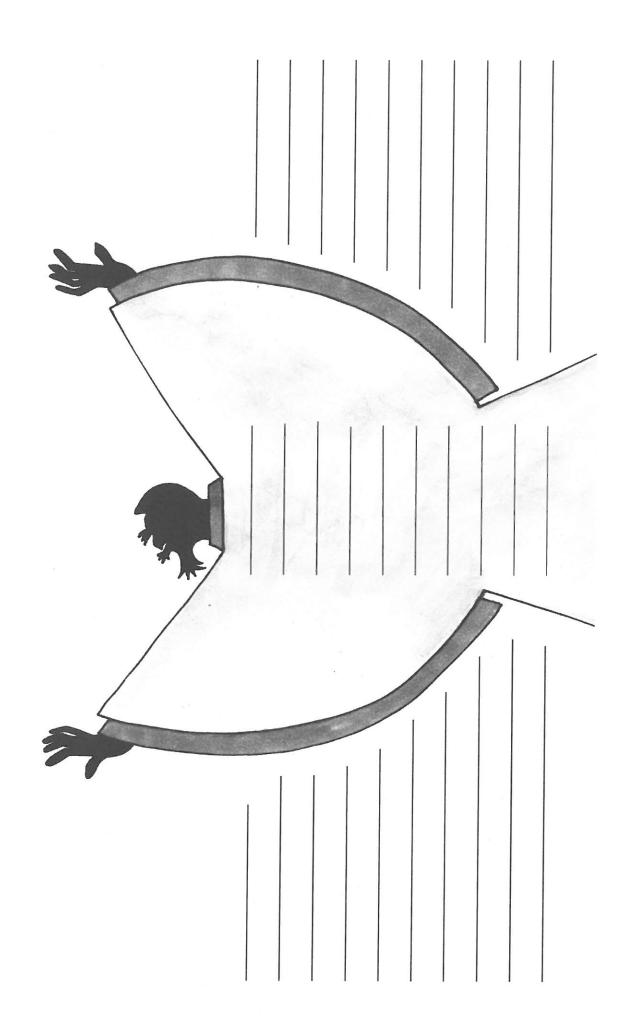
Discuss family traditions.

Ask students to write about one tradition they plan to keep and reasons for their choices.

Provide time for sharing with the class.

# THE WARRIOR AND THE WISEMAN

List character traits of Tozaemon and Teomon on the sides. Think of traits for a Wise Warrior to list in the center.





The Warrior and the Wise Man by David Wisniewski

### For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page and sheets of writing paper

### **Suggested Procedures:**

Together make two lists: Tozaemon's character traits and Teomon's character traits.

- Have students discuss character traits both characters possess and give reasons for their responses.
- Have students write "Tozaemon" on the top line on the left side, "Teomon" on the top line on the right side, and "Both" at the top of the middle lines on the page.
- After completing their pages have students share responses with the class.
- To expand this assignment, have students write a paragraph comparing and contrasting these two characters.

## TALE OF THE MANDARIN DUCKS JUSTICE If you were lord of the district, what rules or laws would you make regarding wildlife in your kingdom?



The Tale of the Mandarin Ducks by Katherine Peterson

### For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page and sheets of writing paper

- Together list wildlife in your kingdom such as birds, pets, and animals in zoos or pet stores.
- Discuss fair ways to treat and protect these animals.
- Have students write their rules and give reasons for them.
- Provide time for sharing with the class.

### **Crow Boy**

### RESPECT

Write about special qualities you possess that merit respect	
they may be ones others don't know about).	
	1.00
	~
	7.
	4
	6.
	-
	1.7
	<b>V</b>
	7,
	RESPECT
	Y



Crow Boy by Taro Yashima

For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page

### **Suggested Procedures:**

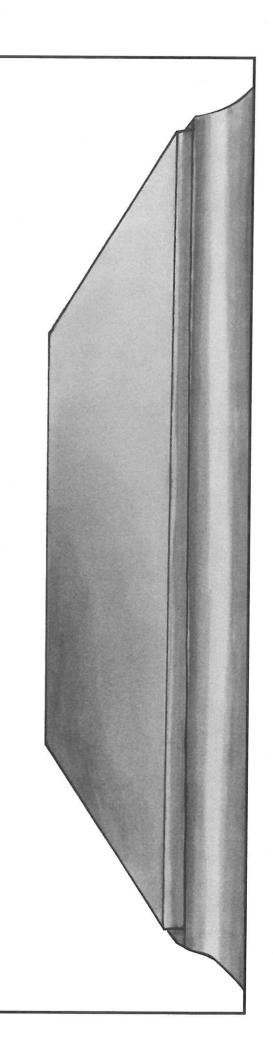
Discuss the importance of self-respect

• Together list qualities that merit respect (include some of your own).

- Have students write a beginning sentence that names their special qualities, other sentences that give examples of how they demonstrate them, and an ending sentence that sums up their ideas.
- · Provide time for sharing with the class.

### The Wall

Create a statue to honor the living veterans of Vietnam or Iraq.





The Wall by Eve Bunting

For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page, crayons, and sheets of drawing paper

### **Suggested Procedures:**

• Discuss ideas for statues that honor veterans.

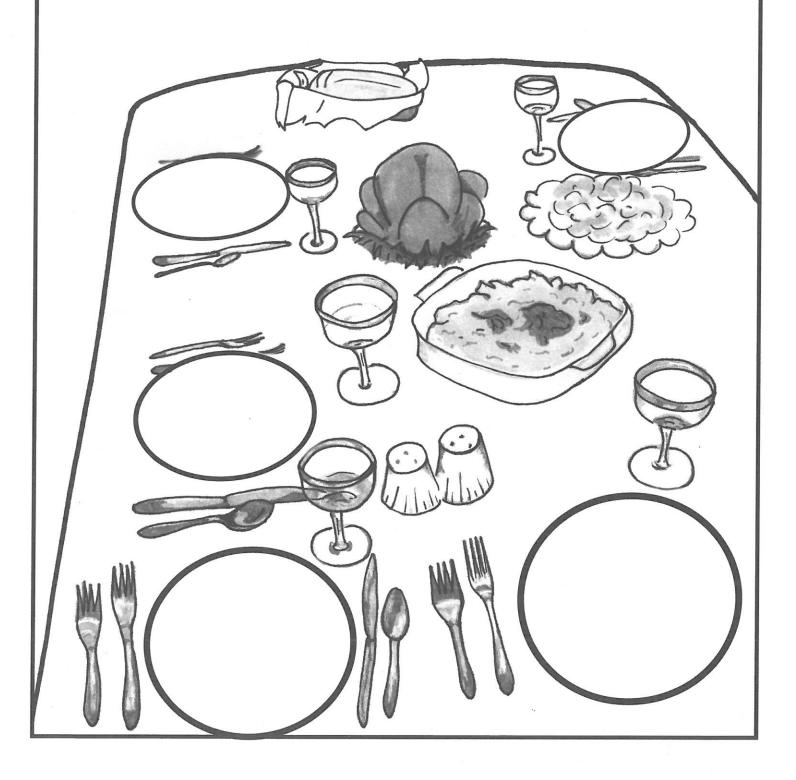
· Have students sketch their ideas on drawing paper.

- Have students choose one of their sketches to copy on the page.
- Post Heartwood creative response pages on a bulletin board titled, "Honoring Our Veterans."

### How Many Days to America?

HOPE

A year later the family will have another Thanksgiving. In the plates, write or draw what they will be thankful for.





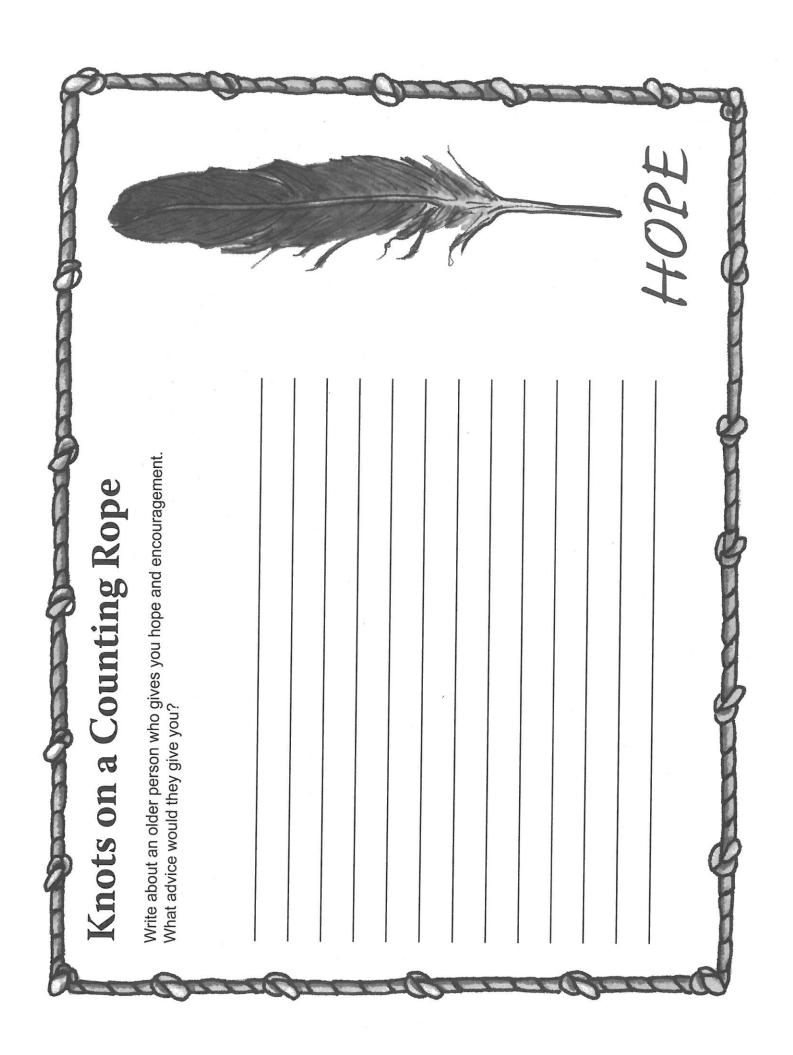
How Many Days to America? by Eve Bunting

### For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page, crayons, and sheets of writing paper

- Discuss how the family's life will have changed and things they will be thankful for.
- Have students complete the page, color it, and write a paragraph or poem to express their ideas about thankfulness.
- · Provide time for sharing with the class.





Knots on a Counting Rope by Martin and Archambault

### For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page, crayons, and sheets of writing paper

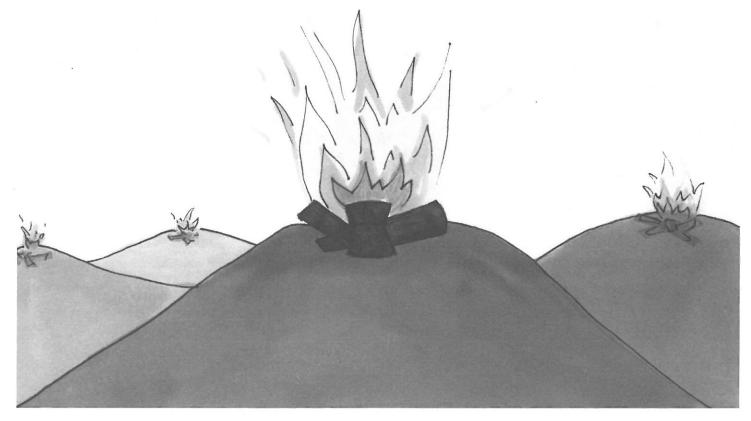
- Talk about older people who give you encouragement such as grandparents, aunts, uncles, or neighbors.
- · Brainstorm the kinds of advice they would give or have given.
- Have students write a topic sentence about an older person and the kinds of advice he/she gives, several sentences explaining the advice, and an ending sentence that expresses appreciation for the person.
- Provide time for sharing with the class.

### The Firekeeper's Son

### HONESTY

Write about a time you decided to do the right thing even though you were tempted to do something else.

				100-2			
7							
					162 115.71555		





The Firekeeper's Son by Linda Sue Park

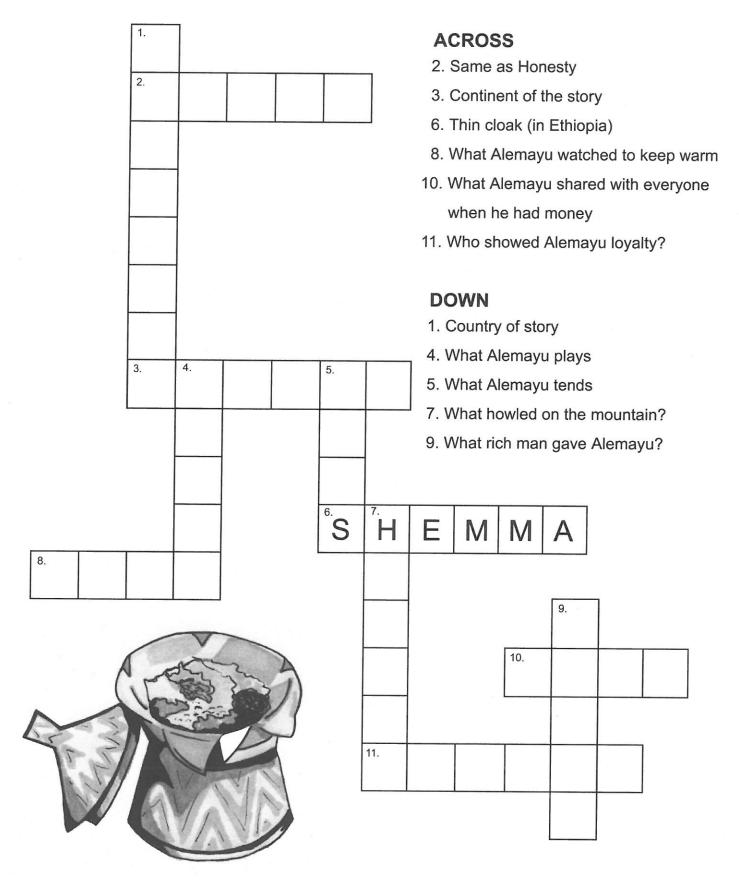
### For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page, crayons, and sheets of writing paper

- · Talk about the instructions on the page.
- Ask for volunteers to tell about their struggles in making good choices. Share one of your own stories.
- Have students write a topic sentence, sentences explaining their thoughts and actions, and an ending sentence that tells how they felt about doing the right thing.
- · Provide time for sharing with the class.

Complete the crossword puzzle.





Fire on the Mountain by Jane Kurtz

### For the Teacher

Time: one class period

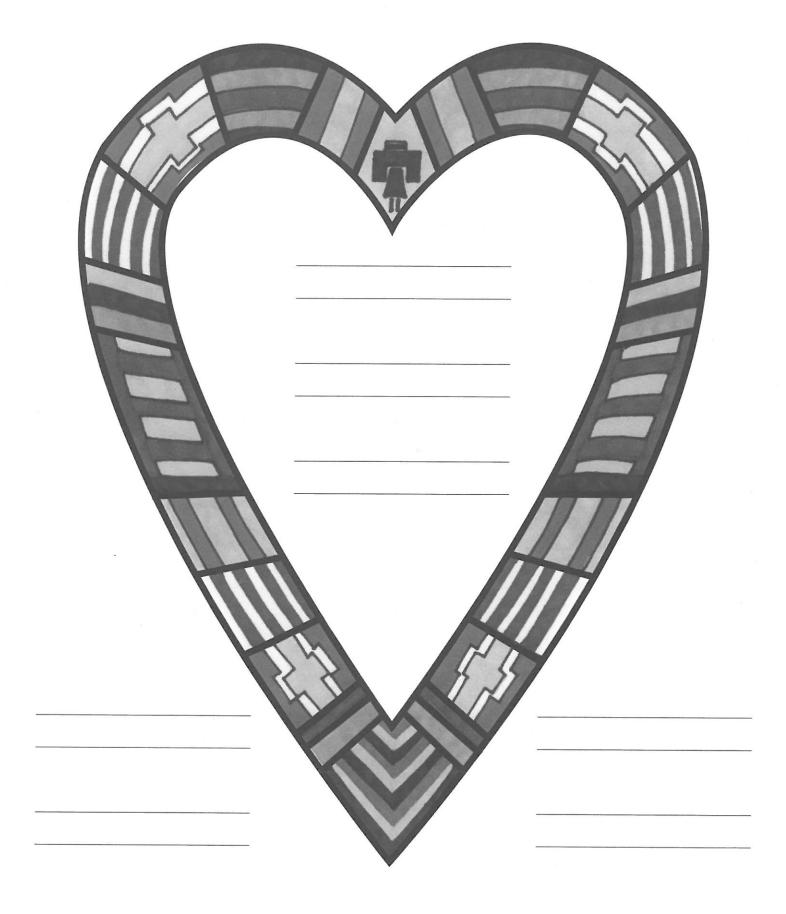
Materials: copies of Heartwood Creative Response page, pencils, and sheets of scratch paper

### **Suggested Procedures:**

Have students work in pairs to complete the puzzle.

- · Give correct spellings of words as needed.
- Together check papers and make corrections.

List ways you can show love and caring to family members and friends.





Annie and the Old One by Miska Miles

### For the Teacher

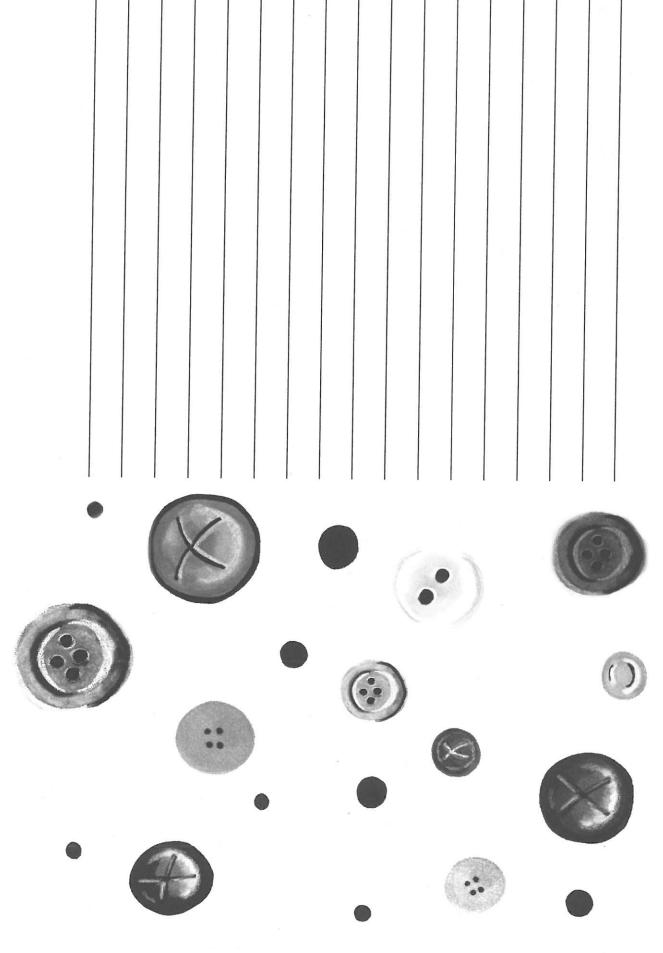
Time: one class period

Materials: copies of Heartwood Creative Response page and sheets of writing paper

- Discuss actions you can take that show love and caring to parents, grandparents, siblings, friends, and neighbors.
- · Ask students to list caring actions they plan to take, or have taken and plan to repeat.
- Encourage students to plan for many possibilities and to write outside the heart if they need more space.
- Provide opportunities for sharing with the class and encourage students to add ideas they like from other students' responses.
- · Have students circle three examples they plan to carry out in the next week.

## THE GINGERBREAD DOLL

Write about something you treasure that connects you to someone you love.





The Gingerbread Doll by Susan Tews

### For the Teacher

Time: one class period

Materials: copies of Heartwood Creative Response page, crayons, and sheets of writing paper

### **Suggested Procedures:**

Discuss instructions on the page.

- Have students tell about their treasures and people connected to them.
- Have students write a topic sentence naming the treasure and person, other sentences that describe
  the treasure and explain the connection, and an ending sentence that tells how they feel about the
  person.
- Provide time for sharing with the class, post writings on a bulletin board, and if possible, send a copy to the special person.