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



Dear Teacher,

At last Heartwood stories and lessons specially developed for your upper elementary classroom! Coupled with your love for children, your energy and creativity, this kit provides a strategy for success in teaching children to be people of ethical character. Building a core ethical framework of universal attributes, much like the heartwood of the tree, is crucial to our survival as human beings. In an age of increasing local and global violence, how do we trust each other and come together as communities? Teaching ethics and building community are noble tasks, requiring us to consider the human spirit connecting us all.

This *Guide* provides important background information, curricular suggestions and teaching strategies to be used as tools in this vital mission. More than a dozen suggested activities and new **Creative Response pages** for each book challenge students to grapple with complex issues such as respect for disabilities, bullying, discrimination and war. The lesson cards include **keywords for on-line research** and **ideas for cooperative learning**. This curriculum is easily integrated and infused in your classroom, helps you meet state standards and, through extensive journal writing, promotes reading comprehension and fluency.

Please know that you are not alone in the task of nurturing ethical children. We urge you to reach out to families through the **Home Connections** (see lesson cards) and **parent letters** (in this *Guide*) and connect with us by using the resources at <a href="https://www.heartwoodethics.org">www.heartwoodethics.org</a>. Together we can build communities of the heart based on integrity, dignity and compassion.

We believe yours is the most important of professions. You supplement the work of families by providing the motivation, skills, strategies and tools that enable our children to contribute to the world around them. We are proud to support you in your efforts to build a better future through our children.

Thank you for using the Heartwood Ethics Curriculum,

The Heartwood Team

P.S. Help in implementing ethics education and building teacher community is available through *Focus on Ethics*, Heartwood's innovative professional development approach. Call 1-800-HEART-10.

#### Teacher's Guide to

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

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#### **Table of Contents**

Section	Page	Section	Page
I. Introduction		Respect	
The Need for an Ethical Values Curriculum in Our School	s I-2	Introduction	1
The Purpose and Plan of the Heartwood Curriculm	3	More Books to Read	2
		Letter to Parent	3
II. Moral Education		Lesson Cards	green inserts
Definition of Terms	1	Creative Responses	9-11
The Stages of Moral Reasoning	2		
Differences Between Morality of Constraint and		Норе	
Morality of Cooperation	3	Introduction	T
"Summing Up the Case for Values Education"		More Books to Read	2
		Letter to Parent	3
III.The Heartwood Plan		Lesson Cards	blue inserts
Mission Statement	1	Creative Responses	9-11
The Seven Universal Attributes		Hatch Advant Letters of the Section Associated executive plants of extraordistrictions and details. While the process of the section is a section of the se	
The Heartwood Tree	3	Honesty	
Design of a Heartwood Lesson		Introduction	1
Heartwood Action Project		More Books to Read	2
Whole School Involvement Ideas		Letter to Parent	
Extended Attributes	10	Lesson Cards	purple inserts
		Creative Responses	TO SOME I THE COURSE INCOME. INCOME TO STORE AND ADDRESS OF THE PARTY
IV. Teaching the Attributes			
Something to Think About	1-2	Love	
A Multidisciplinary Approach		Introduction	I
Book Attribute Correlation Charts		More Books to Read	2
		Letter to Parent	3
Courage		Lesson Cards	gray inserts
Introduction	1	Creative Responses	9-11
More Books to Read	2		
Letter to Parent	3	V. Activitie sand Resources	
Lesson Cards re	ed inserts	Suggestions for Reading Aloud	1-7
Creative Responses	9-11	Class Meetings	
		Conflict Resolution	10-11
Loyalty		Keeping an Attribute Journal	
Introduction	1	Interviewing Techniques	
More Books to Read	2	What's On-line	14
Letter to Parent	3	Venn Diagram	15
Lesson Cards orang	ge inserts		
Creative Responses	9-11	VI. Reproducibles	
		Introduction	
Justice		Story Map	2
Introduction	1	Thinking It Over	3
More Books to Read	2	Atttribute Recipe Cards	4
Letter to Parent	3	Story Balloons	5
Lesson Cards	w inserts	Cartoon	6
Creative Responses	9-11	Passport	7-10
		Foreign Language Activity	11-22
		VII Teacher Eychange	

#### The Need for an Ethical Values Curriculum in Our Schools

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 increasingly difficult for children to find the 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 that are the glue that holds the 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 killings, rape, drive-by shootings, 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 and sometimes even physical threats to teachers, many have been slow in developing new approaches to meet the changing needs. Many schools have too often encouraged children to feel good about themselves as individuals at the expense of both genuine performance and cooperation with others.

Who today is teaching the children how to use good judgment? Where are our children learning the character attributes necessary if they are to become responsible, caring adults? What about the lack of heroes? 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 and the lessons learned in a lifetime 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, and juveniles who commit more and more serious crimes, and a host of other problems. And as children grow into adulthood, increasing numbers are showing in their behavior an appalling lack of sound moral, 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

#### The Need for an Ethical Values Curriculum (cont.)

our children. Unless actions are taken, our children are at risk, our democratic institutions are at risk, 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 alone. 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 today better positioned 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.

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 "R"s 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, to teach those human attributes common to all cultures, all communities, all religions.

As we approach the 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.

#### The Purpose and Plan of the Heartwood Curriculum

iterature 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. Heartwood's unique approach to teaching moral and ethical judgment uses quality literature with ethical content. The legends, folktales, and hero stories chosen address problems found in all cultures, with solutions that children understand and respond to.

Far more than a mere explanation of attributes, the curriculum is designed to develop more than cognitive understanding. The approach touches the heart. As Margaret Hodges, award-winning children's author and storyteller, says: "What the heart knows today, the head will understand tomorrow."

As you will find, the program is very compatible with most existing curricula, such as literature, social studies, language, and reading. The Heartwood Curriculum exposes children to a wide variety of literature. Listening to a story read aloud by a classroom teacher, discussing the story, or creating their own to read to classmates, they begin to develop the comfort and skills of shared learning as well as the love of reading.

Though reading and writing are positively advanced by the curriculum, the program's success is not determined by children's skills in these areas. The focus of Heartwood is moral literacy and ethical judgment. The Heartwood Curriculum is designed to help students distinguish decisions which come from within from those presented to them through movies, television, music, videos, and peer pressure. The

Heartwood plan enables students to develop a structured system of values, ethics, and morals by which to manage their lives. The program encourages and challenges children to assimilate attributes that are vital to the peace, protection, sharing, and future well-being of both themselves and the world which all people share.

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

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

The understandings, reference points, and 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. We believe that all people can agree on these common attributes and make use of this material.

#### **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 (losephson, 1990).
- 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.
- 3. Character education: the teaching of the values and conduct that are necessary for the orderly functioning of a society; it 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.
- Private morality: religion; concepts that are learned through the family and the church.

#### The Stages of Moral Reasoning

(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: 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 part of.  Reason to be good: To keep the system from falling apart and to maintain self-respect(to) meet obligations.
Stage 5: Principled Conscience (young adulthood)	What's right: I should show the greatest possible respect for the rights and dignity of every person and should support a system that protects human rights.  Reason to be good: The obligation of conscience to act in accordance with the principle of respect for all human beings.

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

## Differences Between Morality of Constraint and Morality of Cooperation

Morality of Constraint (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 . <sup>2</sup>
Children should obey because rules are established by those in authority.	Children should obey because of mutual concern for the rights of others. <sup>3</sup>

- <sup>1</sup> Note that the first four differences call attention to the tendency for children below the age of ten or so to think of rules as sacred pronouncements handed down by external authority.
- 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.
- <sup>3</sup> 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.

Source: From interpretations of Piaget (1932) freely adapted by Kohlberg (1969) and Lickona (1976).

#### Summing Up the Case for Values Education

by 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 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 value-free 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 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

#### Summing Up the Case for Values Education (cont.)

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 is the finding that 84 percent of parents with school-age children 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 teaching 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."

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, humane 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 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.

Form 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.



### 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 literature-based ethics education resources to children, schools and families.

#### The Seven Universal Attributes

Courage

Loyalty

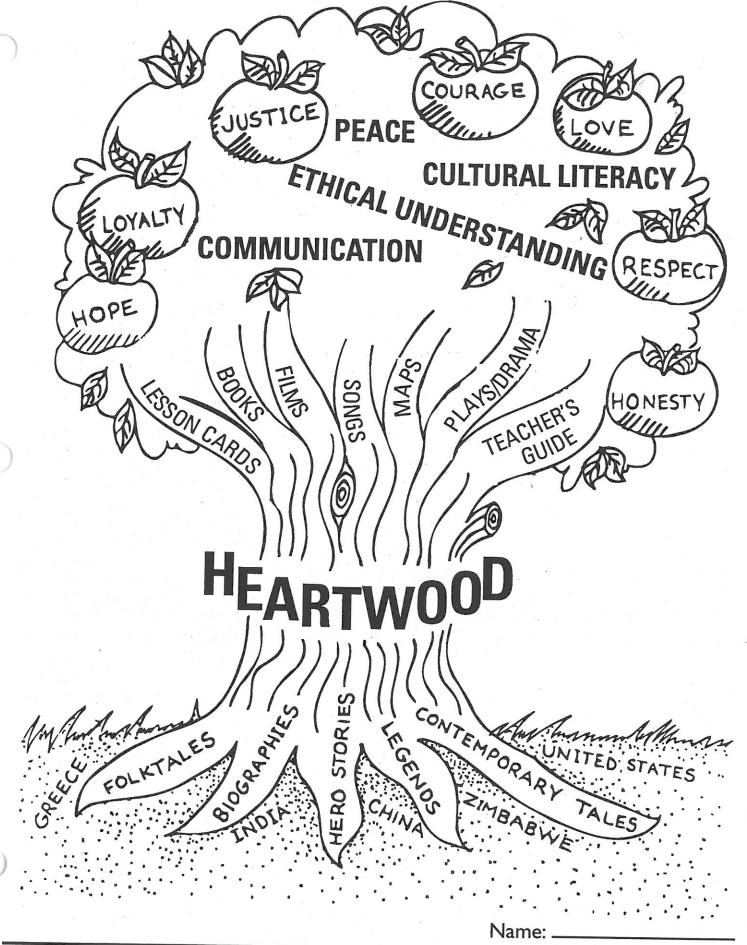
Justice

Respect

Hope

Honesty

Love



#### Design of a Heartwood Lesson

#### Preview:

Map the attribute Ask a question Share an anecdote

#### Concepts:

Courage

Loyalty

**Justice** 

Respect

Hope

Honesty

Love

#### Story:

Read aloud

Show illustrations

#### **Discussion:**

Focus on the attributes Relate to children's lives

#### **Activities:**

Plan, Write, Research, Create, Present, Serve, Invite, Cook... Have fun together

#### Journal/Wrap-up

Reflect

Write

Share

#### Interdisciplinary Ideas

Explore cultures and places Analyze choices and actions Make music and art

### Extension/ Home Connection

Take Heartwood home Connect with community

Home Community World

#### Design of a Heartwood Lesson

#### **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 her knowledge and excitement about the story - perhaps mentioning related experiences from 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 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 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 teaching cards. These times assume that discussion is post-poned 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 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 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.

#### Design of a Heartwood Lesson (cont.)

#### **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, she will see frequent opportunities to highlight them in lessons and activities throughout the day, reducing her reliance on the Heartwood materials.

#### Home Connection/Extension

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

The Heartwood Plan Heartwood

#### **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 websites for ideas, such as http://pa.lwv.org/pa/kat. The steps that follow direct students to develop a vision and a plan that will affect the world in a positive way.

#### I. VISION A BETTER WORLD

Explain the idea of an Action Project and how this step will help the class tap their creativity and decide on a project. Choose a time when children are calm, and pause between sentences as you read the following:

"Everyone close your eyes and be very quiet. Relax and imagine you are outside on a beautiful day. 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 that 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?
- How would you solve these problems?
- 10. How will you begin your project?

#### 3. GOTOWORK!

#### Whole School Involvement Ideas

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 dis play 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 could also feature a Heartwood area.

Visit www.kamalii.k12.hi.us to see Kamali'i Elementary School's class 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 Section VI. Reproducibles, page 4).

# Honesty I heaping cup of truth I tablespoon of integrity A dash of friendship A generous portion of courage Simmer until needed.

#### 4. ASSEMBLY

Serves everyone.

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 could also be made of felt squares.

#### HEARTWOOD VILLAGE

Have students replicate houses and buildings shown in various Heartwood stories (hogan, palace, African village hut,

#### Whole School Involvement Ideas (cont.)

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 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, directions for open house, e.g., "Join us for a special presentation in the Respect Audito-rium, followed by refreshments in the Justice Lobby."

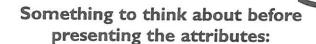
Invite a local newspaper, TV channel, or radio station to do a feature story on your Heartwood event or on how Heartwood attributes are infused throughout the school.

#### **Extended Attributes Across the Curriculum**

ou can involve your entire school in one or several culminating activities. This will also provide your students with an opportunity to apply their new knowledge by sharing it with others. The audience may be other classes or parents.

- Have students make puppets (stick puppets, paper bag or sock puppets) that represent the story characters. Tape record each story, or create your own group story synopsis that includes the main events. Have students practice and present their "puppet plays."
- Create an ongoing mural which represents favorite parts of each story. Label the mural with the story title, and students captions. For example, "I learned that everyone is afraid sometimes" or "Now I know that everyone has to do his/her job."
- Create a banner for each attribute to dis play in the hallway or front entrance. Have stu-dents use iron-on crayons to draw story characters and transfer these to the cloth banner. Large felt letters can spell out each attribute.
- Create a multi-media presentation by taking slides of children as they participate in each activity. Coordinate with a tape recording of students describing each story, or sharing what they learned about each attribute. Videotape a Heartwood lesson and share it with parents at an evening meeting.

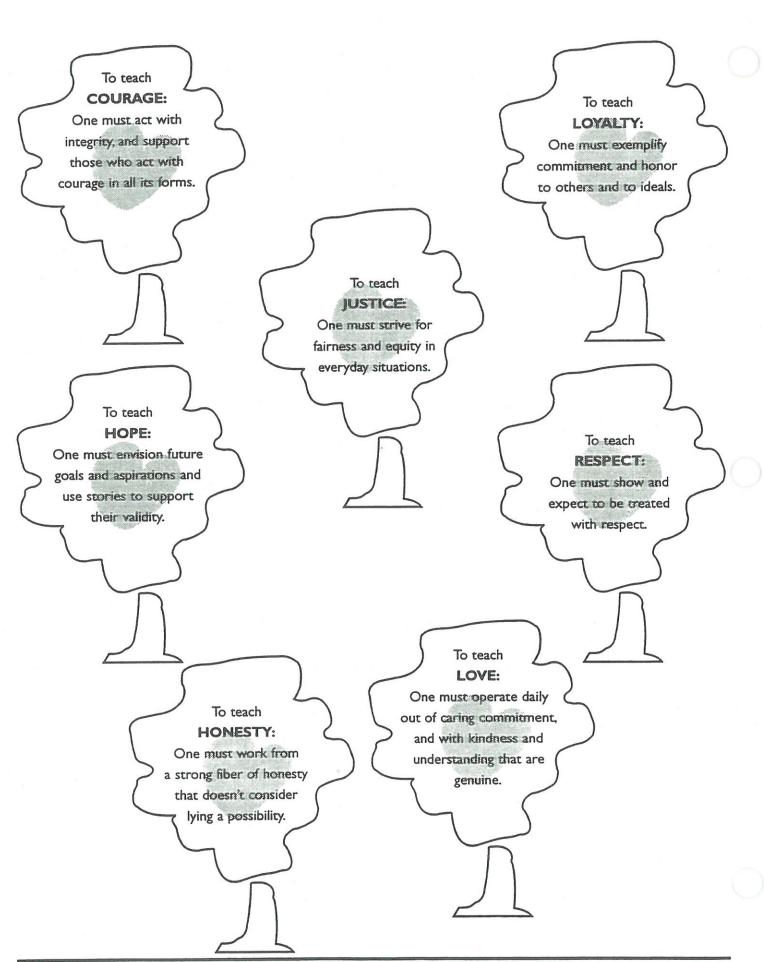
- Take photographs of children at entrance time, snack time, play time, etc., engaging in prosocial behavior. Continue throughout each unit, and display on a posterboard under headings such as "Super Sharing" or "Cooperating Classmates." Or create a weekly "honor roll" listing the names of students under these headings.
- "Shop" for stories by selecting favorite stories and re-reading with the class.
- Create a Heartwood T-shirt using fabric crayons. Each child can create his/her own design (make sure any printing is backwards), and an adult may be willing to help transfer the design using an iron. (See directions on fabric crayon box.)



Values, standards, ethics, and moral decision making are not learned overnight. They are conceptual. Seeds are planted. The role of the teacher is to nurture the seeds. The seeds will not mature in one season, like acorns or lupines, but will mature as the child develops, even as an acorn becomes a giant 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 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: a Multidisciplinary Approach

Teachers are encouraged to make the Heartwood program a multidisciplinary approach in order to draw attention to the fact that the attributes represented here are always in season. Whenever appropriate, refer to the story characters in situations that recall the story or the attribute.

To internalize the attributes, students have to live with them as well as read and discuss them. We recognize that the family is the first and primary moral educator of each child. Our concept of family is changing. In this time of transition, teachers fulfill a crucial role as anchor and model in children's lives. Teachers work with the fertile soil of young minds. To plant seeds of courage, loyalty, justice, respect, hope, honesty, and love is a noble endeavor. It enriches the sower as well.

You, the teacher, have been trained to be an enabler. Now it is time to move to another dimension and become an ennobler. We wish you well.

#### **Essential Components of the Heartwood Curriculum**

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

- 1. Before reading the story, elicit prior knowledge of the attribute.
- 2. Read the story aloud. (See "Suggestions for Reading Aloud," section V, Activities and Resources, pages 1-7.)
- 3. Choose discussion questions that will best identify the attribute for the particular group. Age and background of the class should be considered.
- 4. Locate the story's origin on the world map.
- 5. Choose at least one Activity per story to complete.
- 6. Require one written or illustrated personal expression of the attribute per student (Wrap-up). This should be in journal form. (See "Keeping an Attribute Journal," section V, Activities and Resources, page 12.)
- 7. Recommend at least one home-school connection activity (Extension) per attribute, in addition to the letter to the parents.
- 8. Integrate attributes into all areas of learning. Although Interdisciplinary Activities are optional, Heartwood's goal is an integrated approach to ethics education.

Note: Refer to section V, Activities and Resources, for additional ideas and techniques for teaching the Heartwood Curriculum.

# **GRADES 4/5**

# Book/Attribute Correlation Chart

Courage Crazy Horse's Vision M. Harshman U.S.A. Hope, Generosity, Honor 6 The Storm  Loyalty The Lotus Seed M. Griffres D.S. Garland Wiernam/U.S.A. Hope, Love 6 My Man Blue M. Griffres D.S.A. Hope, Love 6 The Summer My Father was Ten P. Brisson U.S.A. Hope, Love 6 The Summer My Father was Ten P. Brisson U.S.A. Hope, Courage, Hope, Courage, Hope, Commitment 10 The Caged Birds of Phnom Penh F. Lipp Cambodia Courage, Hope, Commitment 10 Honesty The Peddler's Gift E. Burting U.S.A. Hope Courage, Love Priseverance 6 The Caged Birds of Phnom Penh F. Lipp Cambodia Courage, Love Priseverance 6 The Caged Birds of Phnom Penh F. Lipp Cambodia Courage, Hope Courage, Hope Courage, Hope Sitti's Secrets N. N. Nye West Bank, Israel Loyalty, Hope 9  Love Coping Hone E. Bunting West Bank, Israel Loyalty, Hope 9  Stiti's Secrets N. N. Nye West Bank, Israel Loyalty, Hope 9	Attribute	Book	Author	Culture	Secondary Attributes	Reading Time In Minutes
The Lotus Seed  My Man Blue  N. Grimes  U.S.A. Hope, Love  In Summer My Father was Ten  The Summer My Father was Ten  The Day Gogo Went to Vote  E. Sisulu  South Africa  Respect, Citizenship  Ct. Nadia's Hands  A River Ran Wild  L. Cherry  Peppe the Lamplighter  The Caged Birds of Phnom Penh E. Bartone  U.S.A.  Respect, Love, Perseverance  U.S.A.  Respect, Love, Perseverance  Courage, Love  E. Bunting  M. Schur  Russia  Coing Home  E. Bunting  Mexico/U.S.A.  Hope  Coing Home  E. Bunting  Moxico/U.S.A.  Hope  Coing Hope  Coing Home  E. Bunting  Moxico/U.S.A.  Hope  Coing	Courage	Crazy Horse's Vision The Storm	J. Bruchac M. Harshman	Native American U.S.A.	Hope, Generosity, Honor Bravery, Fortitude, Respect	9 91
The Summer My Father was Ten The Day Gogo Went to Vote The Day Gogo Went to Vote The Day Gogo Went to Vote  E. Sisulu South Africa  Respect, Citizenship  R. English U.S.A./Pakistan L. Cherry U.S.A.  Respect, Citizenship  Courage, Hope, Commitment U.S.A.  Respect, Citizenship  Courage, Hope, Commitment Courage, Hope, Commitment The Caged Birds of Phnom Penh E. Bartone U.S.A.  Respect, Citizenship  Courage, Love Courage, Love, Perseverance Courage, Love Courage,	Loyalty	The Lotus Seed My Man Blue	S. Garland N. Grimes	Vietnam/U.S.A. U.S.A.	Hope, Love Love	9 9
Ct         Nadia's Hands         K. English         U.S.A.Pakistan         Loyalty, Love           A River Ran Wild         L. Cherry         U.S.A.         Courage, Hope, Commitment           Peppe the Lamplighter         E. Bartone         U.S.A.         Respect, Love, Perseverance           The Caged Birds of Phnom Penh         F. Lipp         Cambodia         Courage, Love, Perseverance           Sunshine Home         M. Schur         Russia         Respect, Compassion           Sunshine Home         E. Bunting         Mexico/U.S.A.         Hope           Going Home         E. Bunting         Mexico/U.S.A.         Hope           Sitti's Secrets         N. Nye         West Bank, Israel         Loyalty, Hope	Justice	The Summer My Father was Ten The Day Gogo Went to Vote	P. Brisson E. Sisulu	U.S.A. South Africa	Honesty, Respect Respect, Citizenship	10
Peppe the Lamplighter       E. Bartone       U.S.A.       Respect, Love, Perseverance         The Caged Birds of Phnom Penh       F. Lipp       Cambodia       Courage, Love         The Peddler's Gift       M. Schur       Russia       Respect, Compassion         Sunshine Home       E. Bunting       U.S.A.       Love, Loyalty, Empathy         Going Home       E. Bunting       Mexico/U.S.A.       Hope         Sitti's Secrets       N. Nye       West Bank, Israel       Loyalty, Hope	Respect	Nadia's Hands A River Ran Wild	K. English L. Cherry	U.S.A./Pakistan U.S.A.	Loyalty, Love Courage, Hope, Commitment	
The Peddler's Gift       M. Schur       Russia       Respect, Compassion         Sunshine Home       E. Bunting       U.S.A.       Love, Loyalty, Empathy         Going Home       E. Bunting       Mexico/U.S.A.       Hope         Sitti's Secrets       N. Nye       West Bank, Israel       Loyalty, Hope	Hope	Peppe the Lamplighter The Caged Birds of Phnom Penh	E. Bartone F. Lipp	U.S.A. Cambodia	Respect, Love, Perseverance Courage, Love	9 01
Going Home  E. Bunting Mexico/U.S.A. Hope  N. Nye West Bank, Israel Loyalty, Hope	Honesty	The Peddler's Gift Sunshine Home	M. Schur E. Bunting	Russia U.S.A.	Respect, Compassion Love, Loyalty, Empathy	8
	Love	Going Home Sitti's Secrets	E. Bunting N. Nye	Mexico/U.S.A. West Bank, Israel	Hope Loyalty, Hope	9 9

#### Story Overviews - Kit F

#### Courage

#### Crazy Horse's Vision

Personal courage, generosity and vision in service to one's people

#### The Storm

Courage to face adversity with fortitude and determination

#### Loyalty

#### The Lotus Seed

Loyalty to cultural heritage while adapting to a new way of life

#### My Man Blue

Loyalty and trust in building a relationship

#### Justice

#### The Summer my Father Was Ten

Justice achieved through admitting a mistake and making restitution

#### The Day Gogo Went to Vote

Justice exemplified in the right to vote

#### Respect

#### Nadia's Hands

Respect for cultural traditions

#### A River Ran Wild

Respect for the environment; determination and commitment to working for change

#### Hope

#### Peppe the Lamplighter

Hope for a better life for an immigrant family through perseverance

#### The Caged Birds of Phnom Penh

Hope for freedom in the midst of oppressive poverty

#### Honesty

#### The Peddler's Gift

Honesty related to personal honor, trust and forgiveness

#### Sunshine Home

Balancing honesty about feelings with consideration for others

#### Love

#### Going Home

Parental love through sacrifice

#### Sitti's Secrets

Love crosses cultural barriers through communication, trust and responsibility.

# **GRADES 5/6**

# Book/Attribute Correlation Chart

				\	
Attribute	Book	Author	Culture	Secondary Attributes	Reading Time In Minutes
Courage	The Cello of Mr. O	J. Cutler	Sarajevo, Bosnia	Loyalty, Hope	6
	Wilma Unlimited	K. Krull	U.S.A.	Hope, Fortitude, Determination	6
Loyalty	Pink and Say	P. Polacco	U.S.A.	Courage, Duty, Commitment	17
	Coolies	Yin	U.S.A./China	Sacrifice, Courage, Respect	=
Justice	The Memory Coat	E.Woodruff	Russia/U.S.A.	Love, Courage	01
	Nettie's Trip South	A. Turner	U.S.A.	Respect, Compassion, Freedom	9
Respect	Thank You, Mr. Falker	P. Polacco	U.S.A.	Loyalty, Courage	12
	Be Good to Eddie Lee	V. Fleming	U.S.A.	Trust, Friendship	6
Hope	Train to Somewhere	E. Bunting	U.S.A.	Courage, Respect	61
	One Small Blue Bead	B. Baylor	Native American	Courage, Respect	12
Honesty	A Dime a Dozen	N. Grimes	U.S.A.	Hope, Perseverance	12
	Tea With Milk	A. Say	Japan	Respect, Love	12
Love	The Lady in the Box	A. McGovern	U.S.A.	Respect, Hope, Compassion	0]
	Lewis and Papa	B. Joosse	U.S.A.	Courage, Respect, Hope	0

#### Story Overviews - Kit G

#### Courage

#### The Cello of Mr. O

Courage in the face of danger sustains the human spirit and enables people to endure a difficult life situation.

#### Wilma Unlimited

Courage to face physical challenges with fortitude and determination

#### Loyalty

#### Pink and Say

Loyalty to a cause higher than personal safety, sacrifice and commitment

#### **Coolies**

Family loyalty displayed through brothers' devotion to one another

#### Justice

#### The Memory Coat

Injustice overcome by ingenuity and persistence

#### Nettie's Trip South

Becoming aware of injustices and cruelty suffered by slaves

#### Respect

#### Thank You, Mr. Falker

A caring teacher helps a child overcome a learning disability and teasing classmates.

#### Be Good to Eddie Lee

Respect for one who is different; looking past outward appearances

#### Hope

#### Train to Somewhere

Hope for a better life in the face of loneliness and longing

#### The Small Blue Bead

Since the earliest human societies, hope has required patience, hard work and faith

#### Honesty

#### A Dime A Dozen

Honesty in being truthful with oneself

#### Tea With Milk

Honesty in being true to oneself while considering the needs of others

#### Love

#### The Lady in the Box

Love for someone less fortunate shown through compassion and service

#### Lewis and Papa

Love between father and son is exemplified in acts of courage and tenderness

"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

#### **COURAGE**

Once my brother and I were riding our bikes. And my brother was going too fast. He couldn't stop I was Scared I jumped off my bike and I ran grabbed his bike and fell I knew I was but I didn't care and I saved him from going into the Steet, or he would have been run over.

#### COURAGE

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

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

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

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

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

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

The Boy Who Held Back the Sea by Lenny Hort

#### More Books to Read on Courage

#### Abuela's Weave

by Omar S. Castaneda New York: Lee & Low Books, Inc., 1993 Guatemala

#### The Bridge Dancers

by C. Saller Minneapolis: Carolrhoda Books, Inc., 1991 U.S.A./Appalachia

#### Call It Courage

by A. Sperry New York: Macmillan (Collier Books), 1978 Polynesia

#### The Courage of Sarah Noble

by A. Dalgliesh New York: Scribner's & Sons, 1954 U.S.A.

#### El Chino

by A. Say Boston: Houghton Mifflin Co., 1990 Spain

#### The Firebringer

by M. Hodges Boston: Little, Brown, & Co., 1972 U.S.A./Paiute Indian

#### Mikko's Fortune

by L. Kingman New York: Farrar, Straus, & Cudahy (Ariel Books), 1955 Finland

#### Momotaro, the Peach Boy

by L. Shute New York: Lothrop, Lee & Shepard, 1986 Japan

#### Nessa's Fish

by N. Luenn New York: Atheneum, 1990 Arctic Tundra Region

#### Saint George and the Dragon

by M. Hodges Boston: Little, Brown, & Co., 1984 England

#### The Samurai's Daughter

by Robert Souci New York: Dial Penguin, 1992 Japan

#### The Sleeper

by D. Day Tennessee: Ideals Children's Books, 1990 Tibet

Letter to parent on the following page may be reproduced.



Dear Parent.

Sincerely,

Today your child began a unit on *Courage* from the Heartwood Curriculum. Through stories garnered from around the world, he/she will learn about physical, mental, and spiritual courage. The attribute of courage gives strength, power, and endurance to overcome or surmount obstacles, weaknesses, hardships, and crises. We encourage you to share with your child family thoughts and stories about courage. Talk about the people who were your heroes when you were young. Discuss examples of courageous acts in today's world in the news.

Ask your son or daughter to retell the stories he/she has heard in school. How did the story make him/her feel? Encourage him/her to talk about the characters, their feelings, and how he/she might have acted in the same situation.

Each story will suggest several activities that can be completed at home.

The story titles are:

#### **Lesson Cards**

The following colored cards are duplicates of the folded cards that are included separately in your kit. They are here for your convenient reference and can be used as replacements for lost cards.

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# After the Story

## Crazy Horse's Vision

#### DISCUSSION

- I. As a young boy how does Crazy Horse (Curly) show courage? If you lived then do you think you would have followed Crazy Horse's lead as he explored his surroundings? Why or why not? What kind of courage does it take to be a leader? Explain.
- 2. What happens at Crazy Horse's first buffalo hunt? What does this tell you about his character? How are courage and generosity related?
- 3. How and why does Crazy Horse break with tradition by going on a vision quest? Why is his father angry? Have you ever made a decision on your own without asking others for permission? Explain. How does Crazy Horse change during the three years he waits to explain his vision and earn his father's name?
- 4. What interpretation does Tashunka Witco give to Crazy Horse's vision? What hopes does he have for his son? For his nation? What hopes do you have for yourself? Your family? Your nation?
- 5. How was Crazy Horse an honorable man? Were the settlers honorable? Explain. How are honor and trust related to keeping promises? What are the consequences of breaking promises? How do you learn to trust someone? How are you honorable? Give examples.

#### **ACTIVITIES**

- Locate the states of Wyoming and South Dakota on the world map and place story pins.
- 2. More than a century later, Native Americans are still inspired by the courage and generosity of Crazy Horse. Choose a contemporary hero who inspires you and think about his or her characteristics. Use a Venn diagram to compare and contrast that person with Crazy Horse. Share in small groups.
- 3. In groups of three or four, brainstorm character traits you think Crazy Horse possessed. For ideas use dictionaries or thesauruses, or make copies of "Other Ethical Attributes" from the Attributes section of www.heartwoodethics.org. Give reasons for your choices and share with the class.

## HOME CONNECTION

Ask family members to tell about a favorite hero who showed great courage. Ask permission to share with the class.

#### **JOURNAL**

- I. Divide your paper in half vertically. On one side list things you want to keep for yourself and on the other side list things you would be willing to give away and/or share with others. Discuss responses with the class.
- Crazy Horse was born at a time in history when his people needed to defend themselves in battle. Do you think he would still be remembered if he had lived in peaceful times? Why or why not? Write a brief response and discuss in class.

VOLCABULARY

burial scaffolds vision quest sweat lodge resistance legend

# Interdisciplinary Ideas

#### **LANGUAGE ARTS**

- With a partner, write a bio-poem about Crazy Horse using this or a similar pattern:
  - line I Curly
  - line 2 [descriptive words]
  - line 3 who showed [attributes]
  - line 4 when he [actions]
  - line 5 [descriptive words]
  - line 6 Crazy Horse

 Read the "Author's Note" at the back of the book to find out how Lakota children are named. Do research to find out more about Native American naming ceremonies. Report findings to your class.

#### SOCIAL STUDIES

- In Lakota tradition, a vision quest is a rite of passage into adulthood. Research and write about vision quests. List traditions you have that symbolize moving from childhood to adulthood.
- 2. Research to find out about Crazy Horse's adult life. Take notes and report to your class.
- In small groups research the seven nations that make up the Lakota peoples: the Oglala, Brule, Minniconju, Sans Arc, Blackfoot Lakota, Two Kettles and Hunk Papa.

# Crazy Horse's Vision

Joseph Bruchac 2000

**SUMMARY** 

New York: Lee and Low Books

# COURAGE

Native American Historical Fiction Reading Time: 6 minutes

#### **CONCEPTS**

Courage Hope Generosity Honor

This gripping tale of Crazy Horse's childhood captures the spirit of one of the Lakota Nation's bravest leaders. As a young boy he tames wild horses, hunts buffalo and leads friends to explore the highest cliffs. When Lakota Indians are threatened by white settlers, Crazy Horse shows great courage in seeking a vision to help his people. Artist S.D. Nelson incorporates traditional Plains Indians symbols in his bold illustrations.

## **OBJECTIVE**

The student will be able to define and discuss courage, hope, generosity and honor as they apply to this story.

# Interdisciplinary Ideas

#### LANGUAGE ARTS

- With a partner, draw a plan for an ideal playground. Then revise your drawing to make it accessible for children with physical disabilities. Write a paragraph describing your revised drawing.
- 2. Write a tornado poem describing sounds and sights you hear and see during a storm. First make a class list of noise words from the story such as "boom" and "Crad-aaack!" Then make a list of storm nouns like rain and lightning. Choose words from the lists to create lines for your poem.

#### SOCIAL STUDIES

Research information about the Special Olympics, wheelchair races and wheelchair basketball. Find out about the Canadian who circles the globe in a wheelchair to benefit people with special needs. (keyword: Richard Hansen)

#### **SCIENCE**

Research tornadoes. Find weather indicators preceding a tornado. Compare a meteorologist's indicators with non-scientific indicators like those mentioned in the story (bunions hurting, cows lying down). Learn about barometric pressure.

#### ART

- Create a background for publishing your poem (Language Arts #2) by drawing a tornado with pencil or colored chalk, similar to Mark Mohr's illustration in *The* Storm.
- Find information about artists who have physical disabilities. Try out some ways they draw or paint.

COURAGE

Realistic Fiction

Reading Time: 16 minutes

USA

# The Storm

Mark Harshman 1995 New York: Cobblehill Books

#### **SUMMARY**

0111414111

Excitement builds in this story of a boy's strength in the face of danger. Jonathan, confined to a wheelchair, embraces the core of courage within to protect the family's horses during a tornado. This episode of courage helps him accept being different in the eyes of others. Vibrant watercolors capture the emotions of the story.

# **OBJECTIVE**

CONCEPTS

Courage

**Bravery** 

**Fortitude** 

Respect

The student will be able to define and discuss courage, bravery, fortitude and respect as they apply to this story.

# After the Story

#### The Storm

#### DISCUSSION

- 1. During the tornado Jonathan showed courage in many ways. Discuss them. Was this the first time Jonathan needed to be brave? Discuss his accident and hospitalization, acceptance of the wheelchair and going to school each day, where others may have viewed him as different. Why were these things difficult?
- 2. Think of Jonathan during the storm. From where did his courage come? (sense of responsibility, fear, core of his being)
- 3. Recall the accident and Jonathan's dreaded flashbacks. How might his flash-backs be different now? Talk about how overcoming former fears can build courage.
- 4. Think of times when you were afraid. How did you show courage?

#### **ACTIVITIES**

- 1. Find Indiana, USA, on the world map and place a story pin.
- 2. In groups of three or four, prepare a poster with two columns. In one, list times Jonathan showed courage. In the other, list times group members showed courage. Post and share with the class.
- 3. Refer to Discussion #4. Think of other natural disasters and create a scene where people might need to show courage. Describe what they might do.
- 4. Write a personal narrative about a time you or someone you know performed a heroic act. The heroic act may be a small act of courage. Explain the importance of that experience to you.
- 5. Invite a person in a wheelchair to visit the classroom to tell how he or she handles challenges.

## JOURNAL

In your journal write a personal narrative about an experience you had during a bad storm or tornado. Describe how you felt, what you did, who was with you and who showed courage.

#### HOME CONNECTION

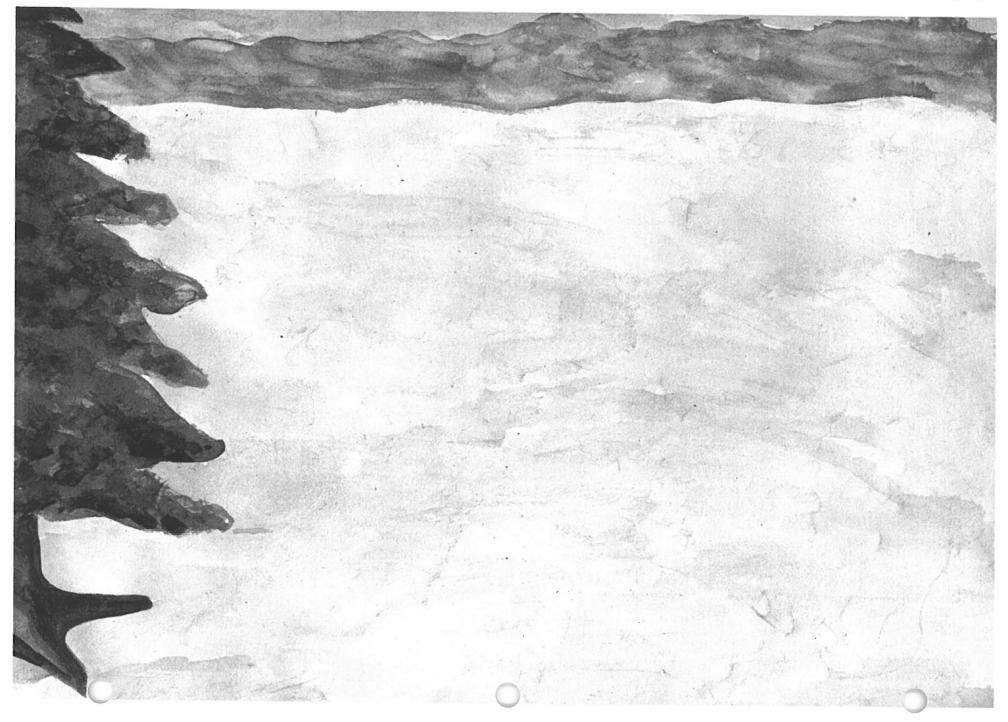
At home, retell *The Storm* and ask someone in your family to describe a time he or she was afraid but found courage. Write it down to share at school.

#### **VOCABULARY**

flashbacks therapist tornado watch fractured bunions chaff NAME\_\_\_\_

Draw a Respect Playground.

# THE STORM COURAGE



# Creative Response

The Storm by Marc Harshman

For the Teacher

Time: two class periods

Materials: copy of Creative Response page and sheet of drawing paper for each student (Use a lighter setting for copying.)

# Suggested Procedures, Part 1:

- Discuss planning an ideal playground. Brainstorm ideas for equipment, areas for sports,
   shade and accommodating different age groups. List suggestions on the board.
- Ask students to design an ideal playground on a plain sheet of paper.
- Collect papers.

# Suggested Procedures, Part 2:

- Return playground designs to students.
- Discuss revising plans to accommodate children with physical disabilities. List suggestions
  on the board.
- Have students use Creative Response pages to draw revised playgrounds.
- Post on a bulletin board titled "Respect Playgrounds."

Note: Some students may need more than one Creative Response page to draw their plans.

On a separate page, draw a vision for y Write what it means to you below.	Crazy Horse's Vision OUR future using symbols.  COURAGE
	"Curly heard these words which were not spoken. "Keep nothing for yourself."

Creative Response

Crazy Horse's Vision by Joseph Bruchac

For the Teacher

Time: one class period

Materials: copy of Creative Response page and sheet of drawing paper for each student

# Suggested Procedures:

- Show students the page from the story with Crazy Horse's vision; reread the text on that
  page and talk about symbols used.
- Discuss visions students have for their own futures and list responses on the board.
- Encourage students to plan for many possibilities in their visions, including at least one that
   will help make the world a better place.
- Give students the choice to draw or write their visions first.
- Provide opportunities 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

This girl on the bus was Threting and picking on my sister she said if you do this you won't get fruit-snocks And I said we don't have to Listen to you.

# LOYALTY

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

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, 1:14). 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, a knowledge that each of us is a part of something greater than ourselves. It makes us aware of the duties and obligations we therefore have toward each other.

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

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

**Teammates** by Peter Golenbock

# More Books to Read on Loyalty

## The Big Wave

by P. Buck New York: John Day, 1947 Japan

# **Brothers: A Hebrew Legend**

by F. B. Freedman New York: Harper & Row, 1985 Israel

## **Buffalo Woman**

by P. Goble New York: Bradbury Press, 1984 Native American

#### **Doodle Flute**

by D. Pinkwater New York: MacMillan, 1991 U.S.A.

## Grandfather's Journey

by Allen Say Boston: Houghton Mifflin, 1993 Japan, U.S.A.

## The Hero of Breman

by Margaret Hodges New York: Holiday House, 1993 Germany

#### The Mousehole Cat

by A. Barber New York: MacMillan, 1990 U.S.A.

#### Rosie and the Yellow Ribbon

by T. DePaola Boston: Little, Brown, & Co., 1992 U.S.A.

# Summer of My German Solider

by B. Greene New York: Dial Press, 1973 U.S.A. — Young Adult

## Two Pair of Shoes

by P. L. Travers New York: Viking Press, 1976 Middle East

## The Voice of the Great Bell

by L. Hearn, retold by M. Hodges Boston: Little, Brown, & Co., 1963 China

## The Wave

by M. Hodges Boston: Houghton Mifflin, 1964 Japan

## The Weaving of a Dream

by M. Heyer New York: Viking Penguin, 1986 China

## The Whipping Boy

by S. Fleischman Mahwah, NJ: Troll, 1986 Great Britain

## The Woman Who Outshone the Sun

by Alejendro Cruz Martinez San Francisco: Children's Book Press Mexico

Letter to parent on the following page may be reproduced.



Dear Parents.

Today your child began a unit on *Loyalty*: Through stories gathered from other countries and cultures, he/she will learn about the duties and obligations that we have toward each other. Loyalty is at the center of all human values. It cements the social bonds between people, families, communities, and nations. Loyalty involves a sense of commitment and community. Perhaps you could share the family traditions and festivals that you observe, and discuss why these are important to you. Point out the ways that family members sacrifice for each other. Seek out the wisdom of your elders and help your children to appreciate and respect them.

Ask your daughter or son to retell the stories that she/he has heard in school. Encourage her/him to talk about the characters and their feelings. How did the story make her/him feel? Would your child have acted differently in the story? Each story will suggest several activities that can be completed at home.

Sincerely,				<b></b>
The story titles are:				
		 	(0.00)	

# **Lesson Cards**

The following colored cards are duplicates of the folded cards that are included separately in your kit. They are here for your convenient reference and can be used as replacements for lost cards.

# Interdisciplinary Ideas

#### LANGUAGE ARTS

- Ask students to share names they call their grandmothers. List. Find names from other languages, dialects and cultures.
- 2. Write a memory or remembrance poem.

#### **SCIENCE**

- I. Research the meaning of "dormant" as it applies to seeds. Estimate how long Bà's seed was dormant.
- 2. Test a variety of seeds to determine sprouting time. Graph the results.
- Research flowers of the lily family.
   Find pictures (in seed catalogues or gardening magazines) and make a collage. Post.

#### SOCIAL STUDIES

- Research Vietnamese culture.
   Find out about artifacts shown in the book such as hats, wedding dress and family altar.
- Vietnam is a tropical country where children eat fruits such as leechee, mango and papaya. Visit an Asian food store to see and possibly purchase some of these tropical fruits.

#### **MATH**

Create a bar graph using the names for grandmother listed by the students in your class (see Language Arts #1).

#### ART

- I. Make pastel drawings of the lotus bloom.
- 2. Draw one or more precious objects you would pack if you had to leave your home in an emergency. (See Journal #2)

LOYALTY

Vietnam/USA

Historical Fiction

Reading Time: 6 minutes

# The Lotus Seed

Sherry Garland 1993

New York: Harcourt Brace Jovanovich

#### **SUMMARY**

Set against a background of historical events, this story thoughtfully portrays refugees who have adapted to different ways of life in a new country while maintaining a loyalty to their cultural heritage. The story is about change, loss and remembering. The delicate oil paintings create gentle scenes and lend continuity to the story.

#### CONCEPTS

Loyalty Hope Love

#### **OBJECTIVE**

The student will be able to define and discuss loyalty, hope and love as they apply to this story. The student will look at family loyalties and identify what makes him/her feel close to another person.

# After the Story

# The Lotus Seed

#### DISCUSSION

- 1. What is a remembrance? Why did Bà want to remember the emperor? Why do you think she chose a seed?
- 2. This story begins in Vietnam and ends in America. What made Bà leave her country? How would you feel if you had to leave your neighborhood? Your town? Your country? Why would it be important to remember these places?
- 3. If you were moving away from your school, what remembrances would you take?
- 4. Why was the seed so precious to Bà? Describe Bà's feelings when the seed grew.
- 5. Talk about the granddaughter's loyalties. If you were Bà's grandchild and she gave you a seed, what would you do with it? Explain.
- 6. If you are loyal to someone, you feel close to him/her. How could an object help you feel loyalty? Do you have something you are saving to remember someone special in your life? Tell about it.

# **JOURNAL**

1. Write a paragraph about someone to whom you are loyal. Begin with the sentence, "I will never forget

\_ because

2. Imagine you had to leave your home quickly in an emergency and could pack only a small bag. Besides food and clothing, what things of value would you take? Write about these objects and give reasons and explanations for each treasure you mention.

#### **ACTIVITIES**

- 1. Find Vietnam on the world map and place a story pin. (You might also mark a place in the United States and connect the two pins with yarn.)
- 2. The beautiful lotus flowered in Vietnamese gardens. For Bà, the seed represented her country. In small groups, talk about what symbols represent our country. List national symbols of loyalty. Report to the class and post a combined list.
- 3. Remembrance activity—Listen/Think/Pair/Share. Think of an object you have saved because it helps you remember a special person or time in your life. Take time to reflect on this memory. Then pair with another student, share your remembrance objects and stories and, if you choose to, share with the whole class.

#### HOME CONNECTION

- 1. Retell the story at home and find out what special keepsakes have been handed down in your family as reminders of loved ones.
- 2. Talk to your family about loyalty. Ask family members to tell about times when they were loyal to someone or something.

## **VOCABULARY**

emperor refugee dormant ao dai Bà clamored

# Interdisciplinary Ideas

#### LANGUAGE ARTS

- 1. Write a poem patterned after "Like Blue." Replace Blue in the title with the name of an older person you would like to emulate when you grow up. Begin by borrowing a line from the poem, "One day I'll be like\_\_\_''. Write a few "Not" lines describing the person's physical appearance. Then write some lines about how the person is on the inside.
- 2. Write an essay titled, "My Best Older Friend." Describe the person, including physical and character traits. Tell what you do together, how you help each other, a special time and what the person has taught you. Be sure to include Heartwood attributes.

#### SOCIAL STUDIES

Research the history of Harlem in New York City. Find out about other neighborhoods in New York City and how they began.

#### ART

- 1. Draw a picture of yourself with a close older friend. Make a class bulletin board matching these drawings with your poetry or "Best Older Friend" essay.
- 2. In this story Blue's "hands are strong stories." Cut out pictures of hands from magazines. Make up captions or short descriptions of "stories" you see in these hands. Post on a bulletin

- board. Look for pictures of hands on the Attributes pages of www.heartwoodethics.org.
- 3. Research African American artist Romare Bearden (Keyword: Romare Bearden). Look at his collage The Block, a tribute to Harlem, then draw buildings and cut out magazine pictures to create a class collage of a city neighborhood.

# My Man Blue

Nikki Grimes 1999

New York: Dial Books

**SUMMARY** 

both the strength and tenderness of this story.

LOYALTY

USA

Narrative Poetry Reading Time: 6 minutes

CONCEPTS

Loyalty Love

Set in the streets of Harlem, Nikki Grimes' series of realistic poems creates a story of bonding between a boy and a man. Damon needs a father and Blue has lost a son. Blue becomes a surrogate father to Damon, teaching and encouraging this "Second Son." Their relationship grows as Damon begins to trust and eventually emulate his new friend. Jerome Lagarrigue's bold expressive brush strokes capture

#### **OBJECTIVE**

The student will be able to define and discuss loyalty and love as they apply to this story. The student will be encouraged to look past outward appearances in accepting and building relationships with others.

# **After the Story**

# My Man Blue

#### **DISCUSSION**

- I. Who is telling this story? Does Damon trust Blue at first? Why or why not? Why does Damon change his opinion of Blue?
- 2. How does the saying "appearances can be deceiving" apply to this story?
- 3. Which of Blue's actions demonstrate loyalty toward Damon? Which actions show love?
- 4. What does Blue do to encourage Damon? Who encourages you?
- 5. How does Blue help Damon deal with his fear and anger related to teasing? What does Blue teach Damon that will help him as he grows up? How is this kind of teaching related to love?
- 6. Do you think their friendship will continue? Why or why not?
- 7. How do you think Damon feels about Blue at the end of the story? How does Damon feel about himself? Explain.
- 8. Think of someone who has influenced you. What have you shared? What has this person taught you? How have you helped each other? How are you loyal?

# JOURNAL

- Choose one or two of the lines listed in Activity #2 and respond in writing.
- 2. Write about how love is related to loyalty in this story.

#### **ACTIVITIES**

- 1. Find New York City on the world map and place a story pin.
- 2. Choose one of the following lines and discuss with a partner. What does it mean to you? Which Heartwood attribute connects most closely with this line? "Blue urges me to loop my fear like twine around a branch and use the rope to climb." "It's guys who don't hit girls who're strong." "His hands are strong stories." "He's just trying to keep me fit for this world."
- 3. Draw a Venn diagram. Compare and contrast Damon and Blue in terms of character traits, attributes and interests.

#### HOME CONNECTION

Tell people at home the story of Damon and Blue. Ask if they had an older friend who helped them when they were growing up. Ask for permission to share their stories with your class.

## VOCABULARY

indigo stance fume trespass spar rig Creative Response

The Lotus Seed by Sherry Garland

For the Teacher

Time: one class period

Materials: copy of Creative Response page, sheet of paper and crayons or markers for each student

# Suggested Procedures:

- Discuss valuables (difficult-to-replace items) students would pack if they were forced to leave their homes in a hurry.
- Ask students to make a list of these items and rank them according to importance.
- Give students the Creative Response pages to draw and write about the #I item on their lists.

Name	
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In the box, draw someone who is like Blue to you. On the right side of the page, write your own poem about someone you admire.

# My Man Blue LOYALTY

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"You know I'll be right here In case you fall."

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Creative Response

My Man Blue by Nikki Grimes

For the Teacher

Time: one class period

Materials: copy of Creative Response page, sheet of writing paper and crayons or colored pencils for each student (Use a lighter setting for copying.)

# Suggested Procedures:

- Reread the "Like Blue" poem. (last page)
- Write a "Like \_\_\_\_" poem with the class as a prewriting activity. Have students contribute non-rhyming lines describing physical traits, character traits, body language and thoughts about the class' chosen person.
- Ask students to draft their own poems and make revisions before "publishing" their poems on the Creative Response pages.
- Provide opportunities for sharing poems with the class.

Note: Some students may prefer using a photograph instead of drawing a picture on the Creative Response page.

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

# JUSTICE

# JUSTICE

If I were incharge of the world, I'd cancel polluting.

If I were incharge of the world, I'd have no slavery.

If I were incharge of the world, I would have no drugs.

If I were incharge of the world, I would have no prejudice people

# 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 or unlawful control by one group or person over another.

"Today I have learned a great truth," he proclaimed. "Strength, though vital, must always be in the service of wisdom. For that reason, Toeman will become next emperor of this land."

The Warrior and the Wise Man by David Wisniewski

# More Books to Read on Justice

# Chicken Sunday

by P. Polacco New York: Philomel Books, 1992 U.S.A.

# The Eggs

by Aliki New York: Pantheon, 1969 Greece

#### The Enchanted Book

by J. Porazinska New York: Harcourt Brace Jovanovich, 1987 Poland

## Faithful Elephants

by Y. Tsuchiya New York: The Trumpet Club, 1988 Japan

## I Am Your Misfortune

by M. Rudolph New York: Seabury Press, 1968 Lithuania

## The King's Chessboard

by David Birch New York: Penguin USA, 1993 India

# Korean Cinderella

by E. B. Adams
Seoul, Korea: Seoul International Tourist
Publishing Co., 1983
Korea

### The Little Red Hen

by P. Galdone New York: Scholastic Book Services, 1973 U.S.A.

# One Fine Day

by N. Hogrogian New York: MacMillan, 1971 Armenia

## The Rough-Face Girl

by R. Martin New York: Putnam, 1992 Native American

## The Story of Ferdinand

by M. Leaf New York: Viking Press, 1936 Spain/Mexico

## Strega Nona

by T. DePaola New Jersey: Prentice-Hall, 1975 Italy

#### Three Gold Pieces

by Aliki New York: Pantheon, 1967 Greece

Letter to parent on the following page may be reproduced.



Dear Parent,

Today your child began a unit on *Justice*. Stories from different cultures will be used to model this attribute, followed by questions that will encourage your son or daughter to develop his/her own concept of justice. Justice keeps a society, nation, family, or relationship functioning in an orderly, fair manner. It is the quality of being guided by truth, reason, and fairness. Justice encompasses mutual respect and understanding. It resists unjust or unlawful control by one group or person over another. Perhaps you could discuss your idea of justice with your child. Talk about a time when a just or unjust action made a difference in your life. Discuss current events that reflect this attribute, and how it may make a difference in your lifetime.

Ask your son or daughter to explain how justice was shown in each of the stories. Have him/her tell you about his/her favorite story or activity this week. What was special about it? Share a favorite story that you might have concerning justice.

The family is an important part of this program. You are encouraged to participate in these take-home activities, and join in the fun of learning together!

Sincerely,

The story titles are:			

# **Lesson Cards**

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# Interdisciplinary Ideas

#### **LANGUAGE ARTS**

- The author describes the boy's feelings ("feet felt like heavy stones") when he wanted to apologize and couldn't. Make a list of figurative phrases that describe feelings.
- Talk about Mr. Bellavista's name—Italian for "beautiful view." Do you know what your name means? Research or make up names that describe good character.

#### **SOCIAL STUDIES**

 Research intergenerational programs linking students with retired or senior adults, e.g., mentoring, volunteering or "phone pals." Choose one your class would like to promote and implement in your community.

#### **SCIENCE**

- Using gardening books, find out about growing Mr. Bellavista's plants: tomatoes, peppers, onions, flowers. Learn about seed germination time, growing conditions required, time to maturity, etc.
- Plant a garden. Invite parents who love gardening to help. Try to find an elderly person who would like some help in his or her garden.

# The Summer My Father Was Ten

Pat Brisson 1998

Honesdale, PA: Boyds Mills Press

**JUSTICE** 

USA

Realistic Fiction

Reading Time: 10 minutes

## **CONCEPTS**

Justice Honesty Respect **SUMMARY** 

When a lost baseball ends up in Mr. Bellavista's garden and a tomato fight ensues, a young boy faces a dilemma involving honesty, justice and reconciliation. This tender story portrays sadness and quiet joy as the boy strives to make amends. Beautifully detailed watercolor illustrations capture the moods as the story unfolds.

#### **OBJECTIVE**

The student will be able to define and discuss justice, honesty and respect as they apply to this story. The student will recognize personal experiences that involve admitting errors and making restitution.

# **After the Story**

# The Summer My Father Was Ten

#### DISCUSSION

- I. Were you surprised when the boys destroyed the garden? Why do you think they did it? Talk about Mr. Bellavista's reaction to the tomato fight. How do you think he felt? What do you think you would have said or done if you were Mr. Bellavista?
- 2. How did the boy feel after the tomato fight? How do you know he felt that way?
- 3. The boy didn't apologize right away. Why is it hard to apologize? How did the apology change things? What do apologies have to do with honesty? Was it enough to just apologize? What did the boy do to make things right?
- 4. Think of a time you admitted a wrong and then did something to make it right. Share.

#### **ACTIVITIES**

- 1. Locate Italy and a small coastal town in New England, USA, and place story pins.
- 2. Role play situations where a wrong is made right. Include both words and actions.
- 3. In groups of three or four, discuss what it means to be honorable and just. Write a few sentences about being honorable and report back to class. Post writings for all to see.

## **JOURNAL**

- Write two paragraphs, one titled "Reconciliation," and the other "Justice." Use a dictionary to find out about the two terms. How are they different? Give examples of each.
- 2. Write a personal narrative about a time you or someone you know did something wrong and then apologized and took action to make it right. You might want to paraphrase the title, e.g., "The Winter I Turned Nine."

#### HOME CONNECTION

- 1. At home, talk about times when family members admitted wrongs and made them right.
- 2. With your family, make a plan to help a neighbor. Celebrate "Help Your Neighbor Week" or "Make a Difference Week."

#### **VOCABULARY**

pulp trudged accent mulch reconciliation honorable

# Interdisciplinary Ideas

#### **LANGUAGE ARTS**

Bring a family photograph to class that might be titled "Past and Future." Write about a time you shared with the people in the picture.

#### ART

- I. Imagine yourself at age 100. Make a self-portrait of what you might look like. Under your drawing write your name and the date.
- 2. Find books showing South African landscapes. Sketch a scene.
- 3. Sketch Gogo's face.

#### **SOCIAL STUDIES**

- Research the life of Nelson Mandela. Find out why he was awarded the Nobel Prize for Peace.
- 2. Research the history of voting rights in the United States. Make a time line.
- 3. Find out about the presidential election in the year 2000.

  Research problems with voting machines in the state of Florida and how they affected a close election. How were injustices corrected in the years after that election?

#### MATH

- Calculate how many times you will vote for President if you live to be 100 years old.
- 2. Determine when you will first be able to vote. Find out if it is the year of a presidential election.

**IUSTICE** 

South Africa

Historical Fiction

Reading Time: 12 minutes

# The Day Gogo Went to Vote

Eleanor Batezat Sisulu 1996 New York: Little, Brown

# SUMMARY

CONCEPTS SUMI

A milestone in South African history comes alive through a child's eyes as her great-grandmother votes for the first time. Democratic government elections were open to black South Africans for the first time in April 1994. Justice exemplified in the right to vote is dramatically presented in this compelling story. Sharon Wilson's rich pastels present authentic images of culture, landscape and people.

#### **OBJECTIVE**

**Justice** 

Respect

Citizenship

The student will be able to define and discuss justice, respect and citizenship as they apply to this story. Students will become aware of freedoms often taken for granted.

# **After the Story**

# The Day Gogo Went to Vote

#### DISCUSSION

- In South Africa, people of color were not allowed to vote before 1994. Why not?
   Often we work for justice (fairness) after we see injustice (unfairness). Discuss the injustices in the story.
- 2. Why did Gogo's family want her to stay home and not vote? Why did Gogo insist on going to the voting station even when it would be very difficult for her? Talk about the problems that needed to be solved before Gogo could vote.
- 3. Explain how the ultraviolet machine ensured a fair election.
- 4. Gogo asked Thembi to accompany her and carry her blue bag when she went to vote. Do you think there are any other reasons she wanted Thembi to be there? Why was Gogo's picture in the newspaper? The newspaper caption said, "The past and the future: Hundred-year-old voter Mrs. M. Mokoena accompanied by six-year-old great-granddaughter, Thembi."
- 5. Who votes in our country? Has it always been this way? For what offices do they vote? Why is voting important for our democracy?

#### **ACTIVITIES**

- 1. Locate South Africa on the world map and place a story pin.
- 2. Design a voting activity where children will experience unfairness and discrimination. For example, vote on Friday's treat, destination for a field trip, class colors or mascot. Just before the vote, exclude certain students, such as anyone wearing red. After voting is completed, discuss what happened, how students felt and the unfairness (injustice) of the activity. Compare this to the situation in the story. Take a new vote with everyone participating.
- 3. Invite an election official or worker to talk to your class about how elections are conducted in your community, or visit a voting station. Inspect a sample ballot.

#### **JOURNAL**

- Write a response to the story telling what the young girl learned from her grandmother. Then write about something a grandparent or other older person has taught you.
- List some character traits Gogo possesses. You may include Heartwood attributes or other ethical attributes. Give examples or explanations to support your statements.

#### HOME CONNECTION

- 1. Ask an adult at home to show you where he or she goes to vote.
- 2. Ask a grown-up at home to tell you about the most memorable election day he/she can remember.
- 3. On the first page of the book the author writes, "This book is a tribute to grandparents and great-grandparents who struggled all their lives for the right to vote." Ask about the struggles of your grandparents and great-grandparents. With permission share these stories with your class.

## VOCABULARY

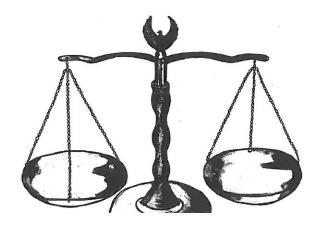
township pensions office political parties ultraviolet

NAME	

# THE SUMMER MY FATHER WAS TEN JUSTICE

# HEARTWOOD CONFLICT RESOLUTION PROCESS

GROUNDRULES:	RESPECT		0.000.000
	HONESTY		
AIR THE VIE	WPOINTS:		
	Mr. BELLAVISTA:		THE BOY:
FEELINGS:		8 E-	
Issues:			
		•	
CLARIFY THE T	PROBLEM:		
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BRAINSTORM SOL	UTIONS:		
IDEAS:			
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AGREEMENT:			



Creative Response

The Summer My Father Was Ten by Pat Birsson

For the Teacher

Time: one-two class periods

Materials: copy of Creative Response page for each student

# Suggested Procedures:

- Review the components of the conflict resolution process. Ask for examples of feelings, issues, wants and needs from the story. Note the importance of good listening and taking turns in solving conflicts.
- Form groups of 2 or 3 students and assign roles (Mr. Bellavista, the boy, mediator)
- Have students work through the sections of the process in their groups, taking turns suggesting ground rules, stating feelings, issues, wants and needs and suggesting ideas to solve the problem. See if they can agree on a solution.
- Provide time to share agreements with the class.

Note: This process may be used for other conflicts by changing or removing the characters' names.

ME	THE DAY G	OGO WENT TO VO
er Interview: Interview a grandpare the interview, retell the story.	arent or a person over 50.	JUSTIC
: Tell me about a memoral	ole election in your life.	
What does the right to vo	te mean to you?	
	1/	
	XYIX	
4	<del>V-/-</del> >>	
What issue would you like	e to place on a ballot for refer	endum?
(Make up your own question t	o ask.)	
( a a a a a a a a a a a a a a a a a a a		

# Creative Response

The Day Gogo Went to Vote by Elinor Batezat Sisulu

For the Teacher

Time: one or two class periods

Materials: copy of Creative Response page and sheet of writing paper for each student

# Suggested Procedures:

- Prepare students for their interview with the following tips:
  - Listen closely.
  - 2. Give the person plenty of time to answer each question.
  - 3. Take notes on responses.
  - 4. Add follow-up questions based on the person's response.
- Explain that a referendum is a vote on an issue or change in a law (as opposed to electing a person).
- Discuss possibilities for their own final questions, making sure it will require more than a yes or no answer.
- Remind students to thank the person they interviewed.

Note: Use the extra sheet of writing paper if interview answers are longer than space available on the Creative Response page.

# **Notes and Comments**

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**Notes and Comments** 

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

# RESPECT

Respect is not having slaves
Respect is honoring other people
Respect is paying attention when
some one else is talking
Respect is commen courtesy

# 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, honor, esteem, deference, admiration, tolerance, reverence, veneration

Respect involves patience, openmindedness, and deference for traditions, differences, age, race, religion, the earth, the self, and others. It means a fair and objective attitude toward opinions and practices which differ from one's own.

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 to Read on Respect

# Africa Dream

by E. Greenfield New York: Harper, 1989 Africa/U.S.A.

# Be Good to Eddie Lee

by Virginia Fleming New York: Philomel Books, 1993 U.S.A.

# The Blind Man and the Elephant

by L. Quigley New York: Scribner's & Sons, 1959 India

# **Brother Eagle, Sister Sky**

A message from Chief Seattle New York: Dial Books, 1991 Native American

# Dragonfly's Tale

by K. Rodanas New York: Clarion Books, 1991 Native American

# The Golden Deer

by M. Hodges New York: Charles Scribner's Sons, 1992 India

# I Have a Sister — My Sister Is Deaf

by J. W. Peterson New York: Harper & Row, 1977 U.S.A.

# Island Boy

by B. Cooney New York: Penguin Books, 1988 U.S.A.

# The Lemonade Babysitter

by Karen Waggoner Boston: Little Brown 1992 U.S.A.

# Masai and I

by V. Kroll New York: Four Winds Press, 1992 Africa/U.S.A.

# My Grandpa and the Sea

by Katherine Orr Minneapolis: Carolrhoda Books, Inc. 1990 West Indies

# Through Grandpa's Eyes

by P. MacLachlan New York: Harper & Row, 1979 U.S.A.

# The Village of Round and Square Houses

by A. Grifalconi Boston: Little, Brown, & Co., 1986 Central Africa

# Who Owns the Sun?

by S. Chbosky Kansas City, Missouri: Landmark Editions, Inc., 1988 U.S.A.

Letter to parent on the following page may be reproduced.



Dear	Parent,

This week your child will begin a unit on Respect. Through stories showing self-respect and respect for others, elders, and the world, your son or daughter will begin to develop and enlarge his/her own concept of respect. This attribute involves patience, openmindedness, and deference for traditions and differences of age, race, and religion. It involves the earth, self, and others. Respect means a fair and objective attitude toward opinions and practices which differ from one's own. As a family, perhaps you could talk about the different ways of respect that you show, and share the different ways that you practice it. Include the elders as you discuss the respect that you share with each other.

Ask your daughter or son to tell you about the respect shown in the stories read.

Each of the stories has take-home activities. It is hoped that you will enjoy working together with your child.

Sincerely,

The story titles are:			
		-	

# **Lesson Cards**

The following colored cards are duplicates of the folded cards that are included separately in your kit. They are here for your convenient reference and can be used as replacements for lost cards.

# Interdisciplinary Ideas

#### **LANGUAGE ARTS**

- I. "Be careful of frozen feet," one of Nadia's cousins warned. Think of a time you had "stage fright" or "butterflies in your stomach." Write a personal narrative about a time you had to perform in front of a group. Describe the situation. Tell about the people who supported you. Make sure to include Heartwood attributes in your story.
- Write a poem about Nadia's hands. Begin with the line, "When I look at Nadia's hands I see..." Make a list of nouns, then add adjectives to desribe them. Revise your poem.

#### **SOCIAL STUDIES**

- Research Pakistan to find out more about the country and culture. See if you can find pictures of a bride and bridegroom having their hands decorated with mehndi.
- Research wedding customs of other cultures. Report to your class.

#### **SCIENCE**

Research mehndi designs and their meanings. Find out how mehndi (henna) is made. What gives it its color? How long does it stay on a person's hands?

#### ART

- I. Trace around your hands or make a life-size drawing of your hands on paper. Decorate them like Nadia's hands in the book or with designs you create. Cut them out and make a display for a bulletin board.
- 2. Revisit the illustrations in the book. Notice how the illustrator portrays Nadia's emotions. With a partner, try drawing each other's faces showing various emotions. You may want to use colored chalk on a rough textured backing to imitate Jonathan Weiner's artistic style.

# **Nadia's Hands**

Karen English 1999 Honesdale, PA: Boyds Mill Press

**SUMMARY** 

Cultural traditions often weigh heavily on young children. Such is the case when Nadia is asked to be in her Aunt Laila's wedding and have her hands painted as tradition dictates. What will her friends think? This loving story explores Nadia's attitudes of respect and loyalty, which eventually lead her to embrace her cultural heritage. Nadia's emotions are vividly expressed on each page through Jonathan Weiner's colorful textured illustrations.

# **OBJECTIVE**

CONCEPTS

Respect

Loyalty

Love

The student will be able to define and discuss respect, loyalty and love as they apply to this story, and will be encouraged to understand and respect traditions different from his or her own.

Realistic Fiction
Reading Time: 9 minutes

# **After the Story**

# Nadia's Hands

# DISCUSSION

- 1. What was Nadia's dilemma? What might have happened if she had refused to have her hands painted?
- 2. Decorating hands was important to the adults. Why do you think this was so?
- 3. Grandma said, "When I look at your hands, it's as if I'm looking at my past and future at the same time." What do you think she meant?
- 4. What was Nadia thinking as she walked down the aisle at the wedding? How did her feelings change and why?
- 5. Share a time you did something you didn't want to do because of respect and loyalty for someone.

#### **ACTIVITIES**

- 1. Find Pakistan and the United States on the world map and place story pins.
- 2. Look at the illustrations in the book. Write what Nadia might be thinking on different pages. Write emotions she might be feeling in each illustration.
- 3. In small groups, talk about what Nadia might say when she returns to school. Choose a recorder and write a dialogue. Include questions classmates might ask Nadia.
- 4. Nadia showed respect for her sister and her family traditions by sitting patiently while she had her hands decorated. List times you showed patience and respect.

# **JOURNAL**

- Write about the turning point in the story, when Nadia's feelings about her hands change.
- Keeping traditions is one way people show respect within their families. Write about family traditions your relatives observe. Tell about one you might honor when you're an adult.
- 3. Write about a wedding you attended. What customs were observed?

# HOME CONNECTION

Ask family members at home to share a time they did something out of respect and loyalty for someone. With permission, share with your class.

VOCABULARY

anticipation intricate mehndi

sly pomegranate scrutinizing (See Note in the front of the book for Urdu words used in the story.)

# Interdisciplinary Ideas

#### **LANGUAGE ARTS**

- 1. Write a research report about an environmentalist who took action and helped to make the world a better place (e.g., John James Audubon, Jane Goodall, Rachel Carson, John Muir, Molly Bangs). Include Heartwood attributes you think the person displayed.
- 2. Read the book Riverkeeper by George Ancona. Write a paper comparing John Cronin and Marion Stoddart.

#### SOCIAL STUDIES

- I. As a class, draw a timeline for the story. Draw mini-scenes or stick figures to illustrate life at specific times. On the timeline, mark when the Nashua River began to be polluted and when it was restored.
- 2. Research and make a time line depicting use of the land and natural resources where you live. Mark changes that have taken place. If pollution is or was a problem, mark when it started and find out if it has been cleaned up. If both time lines are constructed, compare.

#### SCIENCE

- 1. Research acid rain. Report ways it affects water quality and ways to control its impact.
- 2. Invite a speaker from the Department of Environmental Resources to explain the local watershed.

# A River Ran Wild

Lynne Cherry 1992 San Diego, CA: Harcourt Brace & Company

**SUMMARY** 

USA

includes more than 200 detailed drawings of wildlife, authentic tools

Lynne Cherry's true story of a river in Massachusetts depicts the vision and determination of one person, Marion Stoddart, and her undaunted supporters who persisted until the Nashua River was restored. This story is a testimony to the concept that one person can change the world for the better. In addition to full-page watercolors, the author

Reading Time: 10 minutes

RESPECT

History

### **CONCEPTS**

Respect Courage Hope Commitment

# **OBJECTIVE**

The student will be able to define and discuss respect, courage, hope and commitment as they apply to this story and will be encouraged to consider how he/she can make a difference in the world.

and historical events.

# **After the Story**

# A River Ran Wild

# DISCUSSION

- I. Why do you think the Native Americans settled along the Nashua River? How did they show respect for the land? Did the early settlers show the same respect? Why or why not?
- 2. What changes caused the river to become polluted? How did pollution affect the natural environment?
- 3. Marion Stoddart hoped to clean up the Nashua River, so she took responsibility for this project. How is hope related to commitment and action? What does her hard work tell you about the kind of person she is?
- 4. How would you feel if you had to talk to important people about something they were doing that causes pollution? Why would you need courage?
- 5. Do we still pollute? How can one person make a difference? What would you like to do to make a difference?

# **JOURNAL**

- Write a response to the story. If it reminded you of an environmental problem affecting your community, write about it.
- 2. Write an "I Dream of a World" poem. Begin by repeating the title, then listing images of a pollution-free environment (e.g., where rivers run clear). Add descriptive words to each phrase on your list to complete your poem.

#### **ACTIVITIES**

- 1. Find Massachusetts on the world map and place a story pin.
- 2. In groups of three or four, list items for which you have assumed stewardship (e.g., pets, plants, stamp collection, baseball cards). Beside each item write what care is needed to keep it in good condition.
- 3. List environmental places you could care for around your school. Choose one of the places to clean up or beautify in some way.
- 4. Ask a family member to help you identify someone who is making a positive difference in your community. Create a Respect poster.

# HOME CONNECTION

Ask an adult what it was like in the neighborhood where he/she grew up. Ask how things have changed and whether the change has been good. Report to class.

# **VOCABULARY**

Industrial Revolution immigration greenway petition

gristmill decomposed stewardship commitment

N	A	M	F	
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NADIA'S HANDS RESPECT

WRITE ABOUT A FAMILY TRADITION THAT YOU WILL KEEP.

"When I LOOK AT YOUR HANDS, IT'S AS IF I'M LOOKING AT MY PAST AND FUTURE AT THE SAME TIME."

Creative Response

Nadia's Hands By Karen English

For the Teacher

Time: one class period

Materials: copy of Creative Response page for each student, extra sheets of writing paper as needed

# 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.

Name				
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List ways you use water. What can you do to conserve water?

# A River Ran Wild RESPECT

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	TANK TO THE PROPERTY OF
CAMPANANA CALL	
	Based on Jack R. Malott,
	"Water for Life"

How you use water How to conserve water Creative Response

A River Ran Wild by Lynne Cherry

For the Teacher

Time: one class period

Materials: copy of Creative Response page for each student (Use a lighter setting for copying.)

# Suggested Procedures:

- Ask a few students to research average amounts of water used in daily activities and report to class.
- Brainstorm and list ideas students have for conserving water.
- Have students work in pairs to complete the Creative Response pages.

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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

Hope makes me thing of my grandma. Makes me wish that my mom would come back Makes me wish that my mon would come back. lackes me hope that grandma would mack home maid cookies again. Hope is a beautiful flower blooming. When I thing of hope it maks me feel happy

# 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, objective, 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 to Read on Hope

# Amigo

by B. B. Schweitzer New York: MacMillan, 1963 Mexico

# Aurora Means Dawn

by S. Sanders New York: Bradbury Press, 1989 U.S.A.

# **Daydreamers**

by Tom Feelings and Eloise Greerfield New York: Dial Books, 1981 U.S.A.

# **Dogsong**

by G. Paulson New York: Bradbury Press, 1985 U.S.A/Eskimo — Young Adult

# The Jazz Man

by M. H. Weik Hartford: Atheneum, 1966 African-American

# Kirby Puckett Be the Best You Can Be

by Kirby Puckett and Greg Brown Minneapolis: Waldman House Press, 1993 U.S.A.

# Kumi and the Pearl

by P. M. Martin New York: Putnam, 1968 Japan

# The Mountain That Loved a Bird

by A. McLerran New York: Picture Book Studio, 1985 U.S.A.

# My Grandmother's Journey

by J. Cech New York: MacMillan, 1991 U.S.A.

# Odette, a Springtime in Paris

by K. Fender New York: Kane-Miller Publishers, 1991 France

# Owl Moon

by J. Yolen New York: Scholastic, 1987 U.S.A.

# Sadako and the Thousand Paper Cranes

by E. Coerr New York: Putnam, 1977 Japan

# Sarah, Plain and Tall

by P. MacLachlan New York: Harper & Row, 1985 U.S.A./Early American

# Song of the Swallows

by L Politi New York: MacMillan (Aladdin Books), 1948 Mexico

# **Space Travellers**

by Margaret Wild New York: Scholastic, Inc., 1992 Australia

Letter to parent on the following page may be reproduced.



Dear Parent.

Sincerely,

Today your child began a unit on *Hope*. In the stories read, hope is modeled as a strong belief or desire, that is frequently linked to faith and aspiration. The family, in whatever form it takes, is shown to be a strong support system. Through the family's warmth and love, one is given a reason to hope, even in the worst of times. Maybe you could share with your son or daughter some hopes that you have for the family. Encourage him/her to talk about his/her hopes; help him/her see that some dreams are possible. Together, make a list of hopes for your family's future; enlarge the list to include hopes for this world.

These stories uncover the universal concept of hope as found in different story characters. It may be interesting to find out what hopes your own child has hidden. Encourage your son or daughter to share the books with you by retelling the stories or reading them together. May he/she will see different hopes in them than you do. Talk about it!

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			18
The story titles are:			

# **Lesson Cards**

The following colored cards are duplicates of the folded cards that are included separately in your kit. They are here for your convenient reference and can be used as replacements for lost cards.

# Interdisciplinary Ideas

# LANGUAGE ARTS

- 1. In groups of three or four, make a list of phrases or expressions used with the word "light," e.g., to shed light on a subject. (You may want to use dictionaries for this activity.)
- 2. Imagine life without electricity. What things would you have to do without? Write about the advantages and disadvantages.
- 3. Change the story into a play. Write your own dialogue and use some of the dialogue from the story. Act out the play for your class or another class.

## SOCIAL STUDIES

- 1. Research immigrant life in America in the early 1900s.
- 2. Find information about the Tenement Museum in New York City. (Keyword: Lower East Side Tenement Museum)

#### ART

HOPE

Historical Fiction

Reading Time: 6 minutes

USA

Make a color and scratch art board. Fill a piece of cardboard with heavy crayon in patches of bright colors. Color over the entire design with heavy black crayon. With a toothpick or other sharp object, scratch a design or picture through the black crayon of a light source and something it is illuminating.

# Peppe the Lamplighter

Elisa Bartone 1993 New York: Lothrop, Lee & Shepard

**SUMMARY** 

This moving story of an immigrant boy gives children a look at life in New York's Little Italy in the days before electricity. To the disappointment of his father, who has high hopes for his son in America, Peppe finds a job as a lamplighter. When Peppe refuses to light the lamps and his sister becomes lost, he and his father realize the importance of a lamplighter's job. Peppe sees each flame as a hope for a better tomorrow. Light glows on every page in Ted Lewin's illustrations.

# **OBJECTIVE**

CONCEPTS

Hope

Respect

Love

**Perseverance** 

The student will be able to define and discuss hope, respect and love as they apply to this story and will understand the connection between perseverance and hope.

# **After the Story**

# Peppe the Lamplighter

#### DISCUSSION

- I. What kind of a person is Peppe? Name some of his character traits. Did Peppe show perseverance in his search for a job? How do you know?
- 2. Why does Peppe have to work? What does he think about as he lights the lamps?
- 3. How does he feel when he first gets a job? Why do his feelings change?
- 4. When Peppe is sad, who gives him support? Who gives you hope when you are unhappy?
- 5. Who finally respects Peppe at the end of the story?
- 6. What does light symbolize in this story? Explain.

#### **ACTIVITIES**

- 1. Find New York City and Naples, Italy, on the world map and place story pins.
- 2. Papa used the expression "You'll belong to the streets!" With a partner discuss what worried Papa. What do you think this expression means today? Share with the class.
- 3. Make a list of hopes Peppe had for each member of his family.
- 4. In pairs, list jobs that provide services to the community.

# **JOURNAL**

- I. Peppe saw each flame as a "promise for the future." Write a hope you have for each person in your family. Draw and color a flame at the beginning of each hope you write. You may want to enter some of your hopes in the Hope Pot on the Hope page in the Attributes section of www.heartwoodethics.org.
- 2. Peppe wanted his father to respect him and be proud of him. Write about a time a parent or grandparent was proud of you.

# HOME CONNECTION

At home share some of the hopes you wrote in your journal for family members. Discuss hopes you have for yourself. Talk about what you can do to achieve some of those hopes.

# **VOCABULARY**

embroider tenement embrace ashamed

# Interdisciplinary Ideas

# **LANGUAGE ARTS**

- I. The author uses this analogy to describe Ary's thoughts: "Wishes rose in Ary's mind the way goldfish swim to the pond's surface in search of food." Write a few analogies of your own. Begin by comparing the bird in its cage with Ary in her city.
- Read the book Fly Away Home (also illustrated by Himler). As a class use a Venn diagram to compare the boy in that story with Ary. With the information you have compiled, write a paragraph comparing and contrasting Ary and the boy.

#### **SOCIAL STUDIES**

- Draw a map of Cambodia and the countries that make up its borders. Include topographical features, such as rivers and bodies of water. Research to find out how geography has affected the history and politics of the country. Display your map and findings on a bulletin board.
- Research what would be for sale in a market in Phnom Penh.

#### ART

Sketch your favorite tropical birds using illustrations from bird books or encyclopedias. Then imitate the style used by Ronald Himler, and paint over your pencil drawings with watercolors. Use your illustration as a cover for Science activity #1.

#### SCIENCE

Research tropical birds of Asia. With a partner choose a bird and create a fact sheet. Look for facts about diet, reproduction and protection. Also include any unusual facts.

# The Caged Birds of Phnom Penh

Frederick Lipp 2001 New York: Holiday House

SUMMARY

# HOPE

Cambodia Fiction

Reading Time: 10 minutes

# **CONCEPTS**

Hope Courage Love

Poverty enslaves many people in Cambodia in the aftermath of years of oppression and war. Ary, a resourceful and persistent girl, feels trapped in the inner city of Phnom Penh and dreams of the time when her family can live in the freedom of the beautiful countryside. Ronald Himler paints Ary's hopes with a bright palette and soft brushstrokes.

# **OBJECTIVE**

The student will be able to define and discuss hope, courage and love as they apply to this story. The student will be encouraged to examine personal aspirations and how to realize them.

# **After the Story**

# The Caged Birds of Phnom Penh

#### **DISCUSSION**

- I. What characteristics do you think describe Ary? Discuss difficulties she and her family endure living in the city of Phnom Penh.
- 2. What do you think of the bird lady? Did it take courage for Ary to go back to this woman to ask for another bird? Why or why not?
- 3. What did Ary wish for as she freed the bird? How do her wishes show love for her family? Why do you think she wished for herself after she wished for the others? What makes people put others before themselves?
- 4. How does Grandfather encourage Ary when he reminds her that her name means knowledge? What do you think she might do as she gets older to help make some of her dreams for a better life come true? What can you do to make your dreams come true?

# ACTIVITIES

- 1. Find Phnom Penh, Cambodia, on the world map and place a story pin.
- 2. To Ary, a bird is a symbol of hope. With a partner, list other symbols of hope and good fortune.
- On a Venn diagram list things you have hoped for, things Ary hoped for and hopes you share. Meet in small groups to talk about similarities and differences.

# JOURNAL

- Write about positive character traits you think Ary possesses. Give examples and explanations for the attributes you mention.
- Look at the next to the last illustration in the book, where Ary lets the bird fly free.
   Write a paragraph explaining how you think she is feeling at that moment and why she feels that way.

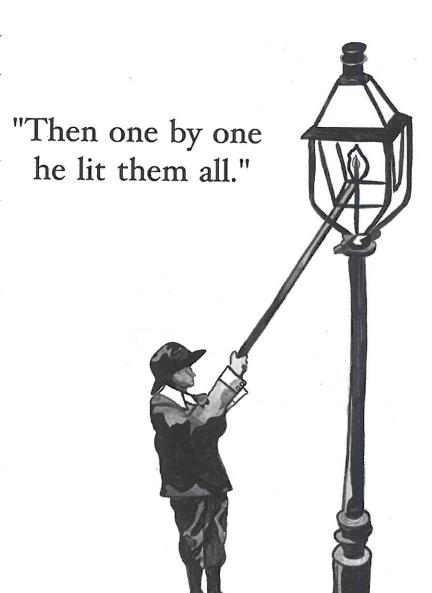
#### HOME CONNECTION

Tell the story at home. Talk about hopes you have for yourself and others and ways you might help each other realize those hopes.

# VOCABULARY

Buddhist salt-fish merchant riels lush accustomed descend plush

HOPE



Creative Response

Peppe the Lamplighter by Elisa Bartone

For the Teacher

Time: one class period

Materials: copy of Creative Response page and crayons or colored pencils for each Student

(Use a lighter setting for copying.)

# Suggested Procedures:

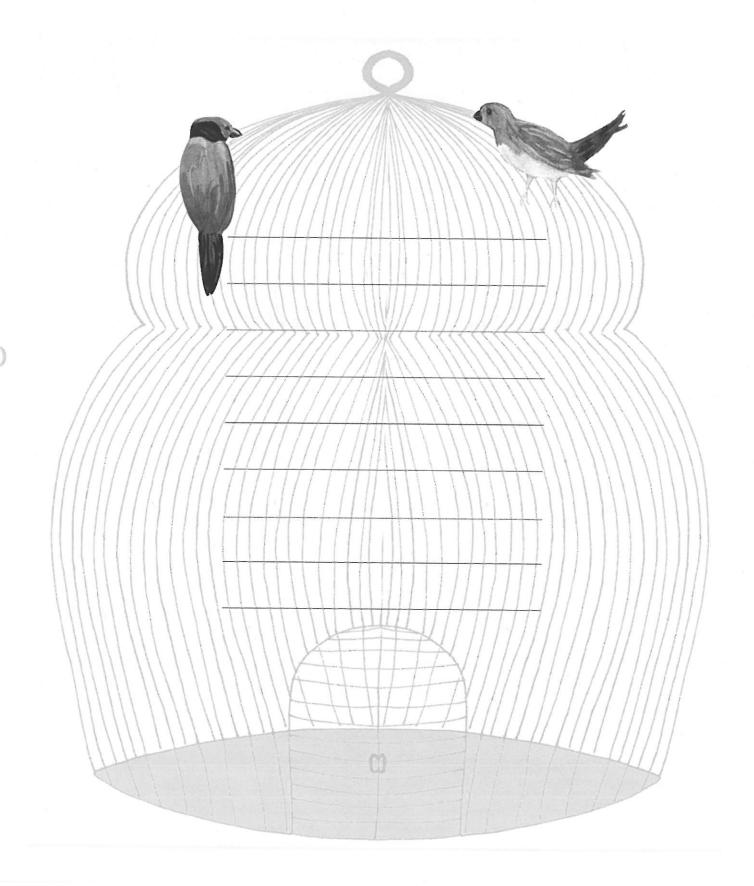
- Discuss hopes students have for their families. Encourage students to consider goals, time for favorite activities and opportunities rather than material objects.
- Provide opportunities for sharing with the class.

Name	
Ivame	

The Caged Birds of Phnom Penh

HOPE

List your hopes in the cage. What actions can you think of to make your hopes fly?



Creative Response

The Caged Birds of Phnom Penh by Frederick Lipp

For the Teacher

Time: one class period

Materials: copy of Creative Response page for each student

# Suggested Procedures:

- Discuss hopes students have for themselves, their school, their communities and the world.
- Ask students to write actions that would help to achieve their hopes on the back of the Creative Response pages.

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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

Honesty is a world where people are al ways truthful. Honesty's Sisteris hope. It moves gracefully. It Says I I'm the trustworthy of all, Honesty flows through the river of hope.

#### 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 III. 10).

Alice Carey's observation, "For he who is honest is noble whatever his fortune or birth," befits the boy, Chen Ping, in the ancient Chinese tale, Chen Ping and His Magic Axe.

"Because you are such an honest boy," the old man said, "....do not be surprised... if you find your axe to be much more of a treasure than the others."

Chen Ping and His Magic Axe
by Demi

# More Books to Read on Honesty

#### A Day's Work

by Eve Bunting New York: Clarion Books, 1993 U.S.A.

#### The Dragon's Robe

by D. Lattimore New York: Harper & Row, 1990 China

#### The King's Fountain

by L. Alexander New York: E.P. Dutton, 1971 Middle East

#### A Pair of Red Clogs

by M. Matsuno New York: The World Publishing Co., 1960 Japan

#### A Penny's Worth of Character

by J. Stuart New York: McGraw-Hill Book Co., 1954 U.S.A.

#### Sam, Bangs and Moonshine

by E. Ness New York: The Trumpet Club, 1966 U.S.A.

#### Striding Slippers

by M. Ginsburg New York: MacMillan, 1978 U.S.S.R. — An Udmurt Tale

#### Summer Wheels

by E. Bunting New York: Harcourt Brace Jovanovich, 1992 U.S.A.

#### The Talking Eggs

by R. San Souci New York: Dial Books, 1989 African-American

#### Taro and the Tofu

by M. Matsuno New York: The World Publishing Co., 1962 Japan

#### The Treasure

by U. Shulevlitz New York: Putnam, 1978 Eastern Europe

#### The Truthful Harp

by L. Alexander New York: Holt, Rinehart & Winston, 1967 Great Britain

#### The Winter Wife

by A. E. Crompton Boston: Little, Brown, & Co., 1975 Native American

Letter to parent on the following page may be reproduced.



Dear Parent.

Sincerely,

This week your child began a unit on *Honesty*. The stories read will encourage your child to reflect on his or her ideas about honesty. Being honorable in principles, intentions, and actions is behavior not often portrayed by the media. Perhaps you could share with your son or daughter examples of people who stand out in your mind who exemplify this attribute. When you see a newspaper or magazine article portraying a truthful person, share it! Maybe your family can make its own list of times when it is most important to be honest.

Encourage your daughter or son to share the stories with you. Ask her/him to tell you about the aspect of honesty in each story. Perhaps you can find these books in the library, and delight in the marvelous illustrations together.

There are several activities that can be completed at home for each of the stories. It is hoped that you will enjoy them as much as your child!

The story titles are:	*	

## **Lesson Cards**

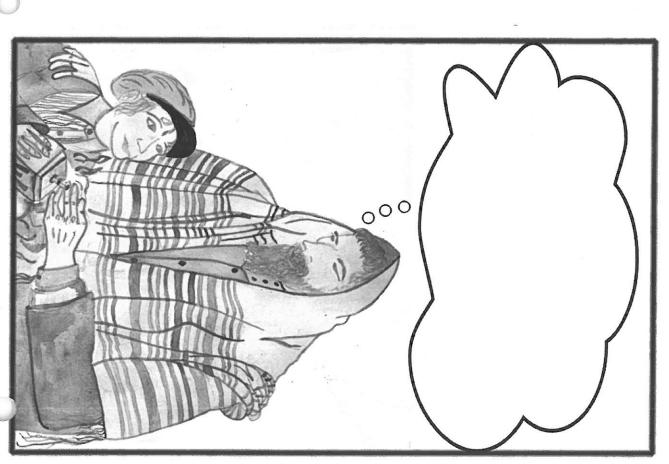
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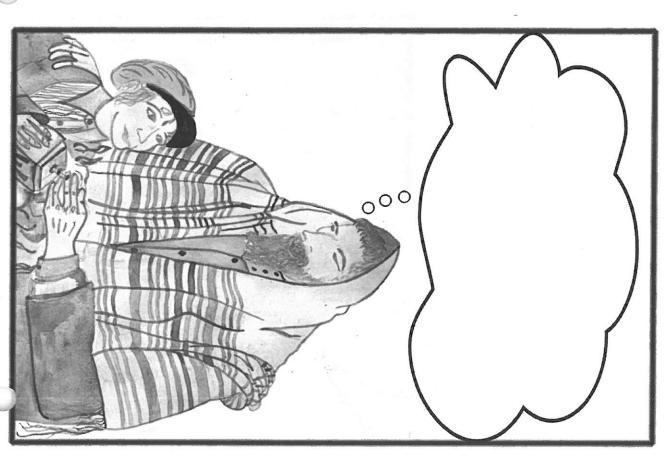
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HONESTY

Write in the bubbles what the boy might be thinking and what the peddler might be thinking.





Creative Response

The Peddler's Gift by Maxine Rose Schur

For the Teacher

Time: one class period

Materials: copy of Creative Response page for each student (Use a lighter setting for copying.)

#### Suggested Procedures:

- Reread the pages showing Leibush in bed and Leibush with the peddler.
- Discuss what the characters might be thinking.

Name	SUNSHINE HOME
Reread page 26. Write about "pretending in the story and how it is related to low	e and honesty. HONESTY
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Creative Response

Sunshine Home by Eve Bunting

For the Teacher

Time: one class period

Materials: copy of Creative Response page for each student

#### Suggested Procedures:

- Discuss p. 26 of the story with students and how "pretending" is related to love and honesty.
- Encourage students to extend this assignment with examples from their own experiences.
- Provide opportunities for sharing with a partner or in small groups.

# Jackie's Bat

Marybeth Lorbiecki 2006 New York: Simon & Schuster

**HONESTY** 

USA Historical Fiction Reading Time: 12 minutes

#### CONCEPTS

Honesty Respect Justice

#### **SUMMARY**

"Pop says it ain't right, a white boy serving a black man." So begins Joey's dilemma as bat boy for the Brooklyn Dodgers in 1947, the year Jackie Robinson joined the team. As he observes Jackie and interacts with him, Joey's learned prejudice is replaced with respect and admiration for this man. Ultimately, Joey is honest with Jackie Robinson, securing a "home run" for both. Brian Pinkney's expressive dry-brush watercolor illustrations highlight emotional moments in the story.

#### **OBJECTIVES**

The student will be able to identify, define, and discuss honesty, respect, and justice as they apply to the story. The student will be encouraged to consider how he/she can make a difference in the world by standing up against prejudice and discrimination.

# Interdisciplinary Ideas

#### LANGUAGE ARTS

- I. Create an Honesty Hall of Fame for your school. Write about a person from history, your family, your school, or community who has displayed honesty and give examples. Design an Honesty Hall of Fame plaque page, copy your tribute on the page, and post on a school bulletin board.
- List expressions used in the book such as "jumping jehoshaphat" and "humdinger." Write expressions used today with comparable meanings.
- Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Intermediate, for more honesty dilemmas.

#### SOCIAL STUDIES

- Together, compile a list of topics related to Jackie Robinson, such as early years, influence on civil rights, or induction into the Baseball Hall of Fame. Choose one of the topics, research, write reports, and make into a class booklet. On April 15th, Jackie Robinson Day, present reports to another class.
- Find out about people who were active in the Civil Rights Movement to end discrimination against minorities. (Keyword: civil rights leaders) Compile pictures and brief biographies. (See Art activity.)

3. Find out the responsibilities of a bat boy or bat girl on a professional baseball team. Would you like to have this job? Why or why not?

#### MATH

In pairs, play a game of baseball math (Keyword: baseball math).

#### ART

Create a poster honoring people who have fought discrimination (see Social Studies #2).

#### Jackie's Bat

#### DISCUSSION

- I. Describe how Joey and others treat Jackie Robinson in the beginning of the story. By the end, how does this change and why?
- 2. When Joey feels sorry for how he has acted toward Jackie, what does he do about it?
- 3. What do you think Jackie Robinson means when he says, "They don't know what a man is"? How does replacing the word "man" with "woman" or "human being" change the meaning?
- 4. What promise does Jackie keep? How is keeping promises related to honesty? What hopes does Jackie Robinson have for the future?
- 5, Joey is tempted to be dishonest with Jackie when he gives him the bat. Why do you think he decides to be honest? How is honesty related to trust? Why are they both important to friendship?
- 6. How do the manager and teammates show loyalty toward Jackie Robinson? What can you do when you see people treated unfairly?

#### **ACTIVITIES**

- 1. Locate New York City on a world map.
- 2. In small groups, create one or two dilemmas students face in being honest. Discuss the situations and brainstorm solutions. Present to the class. (E.g., your friend asks you to give her an answer during a test.)\*
- 3. Prior to sharing the information in the Afterword, discuss elements of historical fiction such as setting and language. (Keyword: NCTE definition historical fiction) In pairs, make two lists: one of details that seem true in the story and the other of details that you think are made up. Together, review the Afterword and compare your lists. How did the author display honesty by adding this note to her book?

#### HOME CONNECTION

- 1. Ask family members to tell about people who taught them to be honest. With permission, share stories with the class.
- 2. Retell the story at home. Read or watch the news for examples of injustice in the world today. Discuss ways to fight injustices when you see them.

#### **JOURNAL**

- Reflect on a character from a book who displays dishonesty, such as Count Olaf (A Series of Unfortunate Events) or Peter Pettigrew (Harry Potter). Pretend you are his or her friend. How can you help him or her be more honest?
- Write about a time you judged someone based on a prejudice, but like Joey, you changed your mind. Who influenced you?

#### **VOCABULARY**

Note: Words are from Afterword and Rachel Robinson's quote on the back cover of the book.

pioneer(v.) racism underdog discrimination prejudice taint

legacy perceptions

# (M)

Write about a time you felt like a "grand slam hitter" after being honest.



#### Creative Response

Jackie's Bat by Marybeth Lorbiecki

#### For the Teacher

Time: one class period

Materials: copies of Creative Response page for each student

#### **Suggested Procedures:**

- Discuss the meaning of the word "prejudice." Everyone has prejudices, but not everyone can change their opinions when they learn more.
- · Talk about times when this has and has not happened.
- · After reflecting and writing, provide opportunities for sharing with the class.

# Interdisciplinary Ideas

#### **LANGUAGE ARTS**

- 1. What might have happened if Leibush hadn't returned the dreidel? Rewrite the end of the story to tell what he might have felt like waiting a whole year for Shimon to return.
- 2. Research Yiddish words or expressions that have become part of our language. Explain why you think we adopt words and expressions from other languages.
- 3. The author uses descriptive details to show instead of tell that Leibush's family didn't have money or luxuries. Find examples of these details in the story. How do traditions enrich people's lives even in the absence of material wealth?

#### SOCIAL STUDIES

- 1. Research and present information about life in a Russian Jewish community in the early 1900s.
- 2. Hold a "Peddlers' Fair." Bring items from home to display and trade, complete with costumes, stories, and peddler flair.

#### ART

- I. Make and decorate dreidels. Learn to play.
- 2. Play songs from "Fiddler on the Roof," such as "Traditions," "If I Were a Rich Man" and "To Life." While listening, draw a peddler or his wares.

# The Peddler's Gift

Maxine Rose Schur 1999

New York: Dial Books

**SUMMARY** 

#### HONESTY

Russia Realistic Fiction Reading Time: 12 minutes

CONCEPTS

Honesty Respect Compassion

A young boy in turn-of-the-century rural Russia learns that appearances are often deceiving. The simple peddler Shnook teaches honesty, honor and kindness when Leibush steals a dreidel. This well-told story speaks volumes about wisdom and forgiveness as it finds its way into the listeners' hearts. Carefully crafted illustrations in watercolor and pencil complete this cultural experience.

#### **OBJECTIVE**

The student will be able to discuss honesty, respect and compassion as they apply to this story. The student will recognize the worth of these character traits in building trust.

#### The Peddler's Gift

#### DISCUSSION

- 1. How did the villagers view Shimon? Why? What did Leibush mean by "cut from a different cloth?"
- 2. Shimon the peddler was a compassionate and kind man. Give examples of these qualities from the story.
- 3. Describe Leibush's "frantic reasoning" about taking the driedel. Reread the page with the dreidel under the table. Did Leibush think he was doing something wrong? Expain.
- 4. Reread the page describing Leibush's thoughts while lying in bed. Why did he decide to give the dreidel back?
- 5. Talk about Leibush's encounter with Shimon in the synagogue: his plan, his fear and the outcome.
- 6. Think about a time you were honest and admitted you had done something wrong. How did you feel? How did you know it was wrong? How could you have made it right?
- 7. Besides the dreidel and cloth, what was the peddler's true gift?

#### **ACTIVITIES**

- I. Find Russia on the world map. Locate some of the places mentioned by the peddlers: St. Petersburg, Moscow, Vladivostok, Minsk, Kiev (some of the cities are now in the countries of Belarus and Ukraine).
- 2. We often make excuses, even to ourselves, rather than admitting the truth. When Leibush returned the dreidel, he said, "You left it in our home. I mean I stole it." Roleplay making excuses and finally admitting what really happened.
- 3. Make a list of the wise sayings in the book. Add other proverbs and sayings that teach about character. Write on cards and post around the room.
- 4. In groups of 3 or 4, make a chart comparing and contrasting Shimon and the other peddlers. Include their character traits and also the way the townspeople judged them. Take notes and report to class.

#### **JOURNAL**

- The author uses metaphors to describe Leibush's struggle ("dreidel burned in my hand," "my mind spun like a dreidel"). Use your own metaphors to write about a time you struggled with being honest.
- Write about a time you took something that wasn't yours. What did you do and what do you wish you had done?

#### HOME CONNECTION

- 1. Write a definition of conscience with your family. Share times your conscience "knew" what you needed to do.
- 2. Talk at home about the positive and negative consequences of being honest.

#### VOCABULARY

peddler ruble Torah Shabbos czar dreidel

Cossack synagogue valise

# Interdisciplinary Ideas

#### **LANGUAGE ARTS**

- I. Interview a grandparent or other older adult about his or her life. Prepare by talking about interviewing techniques. Summarize the information and share your writing with the special person you interviewed.
- 2. Write a letter to a grandparent or other older adult that is both cheerful and serious. Illustrate.

#### SOCIAL STUDIES

- I. In groups of three or four, research the demographics of aging in the United States (Keyword: aging). Looking at statistics for the older adult population (people over 65), what predictions can you make about the kinds of resources they will need in the future?
- 2. Design a group home for the elderly you might want to live in someday. Consider needs of residents and visitors, both able and disabled. Write a paragraph explaining your design.

Research ways older adults continue to be productive citizens.
 Take pictures of senior citizens in your community on a job or doing volunteer work (with permission from your subjects).
 Display your photographs with appropriate captions on a bulletin board.

#### SCIENCE

Research the sweet pea. (Keywords: gardening, plants, sweet pea) Find out characteristics and growing conditions (e.g. soil type, color, height, seed propagating time, hardiness, exposure to the sun). Draw or paint a cover for your report.

# **Sunshine Home**

Eve Bunting
1994
New Yorks Classics Real

New York: Clarion Books

**SUMMARY** 

CONCEPTS

Honesty Love Loyalty Empathy HONESTY

USA

Realistic Fiction
Reading Time: 8 minutes

Tim and his parents visit Grandmother, who is in a nursing home recovering from a fall. Hiding their true emotions, everyone pretends to be cheerful until Tim helps them to share their feelings honestly. The artist's touching watercolors enhance the story by expressing human emotions and the realities of life in a nursing home.

#### **OBJECTIVE**

The student will be able to define and discuss honesty, love and hope as they apply to the story. The student will recognize honesty in terms of expressing true feelings.

#### **Sunshine Home**

#### **DISCUSSION**

- I. Why is Gram staying in a nursing home instead of Tim's house? What are Tim's concerns about visiting her? How does Dad reassure him?
- 2. Why doesn't Tim want to bring Gram a LOVE balloon? What does Gram say about love? Why do Tim's feelings about the balloon change by the end of the story?
- 3. What are Tim's first impressions of the nursing home? Tell about sights and smells. What changes does he see in Gram?
- 4. What changes does he see in his mom? What does Tim think about pretending that nothing is wrong? What do you think? What reason does Gram give for everyone pretending?
- 5. How does Tim persuade his grandmother and parents to reveal their true feelings? What hopes do they share?
- 6. Do you think Tim's next visit will be different? How? Have you ever visited a nursing home? How does visiting help someone in a hospital or nursing home? Explain.

#### **ACTIVITIES**

- I. Find your city or town on the world map and place a story pin.
- 2. With a partner, write examples of five Heartwood attributes in the story. Share with your class.
- 3. Write an outside/inside poem about yourself. Use the pattern "I seem to be...but really I am..." for each line of your poem. Describe how you seem to be on the outside and how you really are on the inside. Include your skills and strengths.
- 4. In groups of three or four, list ideas for making positive connections with people in a local nursing home (e.g., make and send art work). Choose one of the ideas. Create and implement a plan.

#### **JOURNAL**

- Reread p. 26. Write about "pretending," in the story and how it is related to love and honesty.
- 2. At the top of a sheet of paper draw a balloon with the word love inside and a string that extends to the bottom of the page. List ways to show love to a grandparent or older person.
- 3. If this story reminds you of an experience in your own family, write about it.

#### HOME CONNECTION

Ask family members to tell about a time they visited someone in a nursing home or hospital. Were they able to acknowledge difficulties and still cheer that person up? If so, how? With permission, share with your class.

**VOCABULARY** 

sweet pea gaze corridor

finch empathy

# Interdisciplinary Ideas

#### SOCIAL STUDIES

- I. Using the book's illustrations, try to determine the occupations of the people from this Russian region at the time the story was told. Discuss present-day changes in this area of the world.
- 2. Research to discover presentday occupations for this area.

#### LANGUAGE

- 1. Create a tale telling how the King came to have horns.
- 2. Write an article for a weekly news magazine on the barber's last wish, and the resulting change of events.
- 3. Try to find a similar story from another culture. Compare.

#### ART

- Look at the variety of hats worn by the characters in the story. Make individual hats and hold a hat parade.
- 2. Imagine that the King was proud of his homs. Make a flag or a banner for his kingdom that would indicate this.

# **Our King Has Horns!**

Richard Pevear 1987 New York: Macmillan

#### HONESTY

Georgian Republic
Reading Time: 6 minutes

#### **CONCEPTS**

Honesty Truth

Loyalty

Respect

**SUMMARY** 

This humorous retelling of an old Georgian folktale comes alive with the bright illustrations of Robert Rayevsky. The story explores the difficulties encountered by a young barber who hides the truth about the king's horns in order to save his own life.

#### **OBJECTIVE**

The student will be able to define and discuss honesty, truth, respect and loyalty as they apply to this story.

#### **Our King Has Horns!**

#### DISCUSSION

- I. Think about the King. Can truth be hidden? Is pretending that something is not as it is the same as telling a lie? (Omission/deception)
- 2. Why was it important for the barber to keep his thoughts about the king's horns to himself? Talk about why many people are less than honest when asked "What do you think?"
- 3. Would the story have been different if the King had accepted himself as he was? Explain.
- 4. Compare and contrast the physical changes of the young barber with those experienced by Pinocchio. What needed to happen to return each character back to normal? Why do you think the author included the physical changes in the story?
- 5. How did the king feel after the truth was told? Think about a time when you might have felt this way. Discuss.

#### **ACTIVITIES**

- I. Locate the Georgian Republic on the world map and place story pin.
- 2. A friend asks you what you think of his/her new outfit. You really do not like it. Brainstorm a list or role-play possible responses. Identify which are honest and which are not. Consider kindness and feelings.
- 3. Read a version of Hans Christian Andersen's The Emperor's New Clothes.

  Produce your own talk show; interview the Emperor from The Emperor's New Clothes and the King from Our King Has Horns!
- 4. Invite a local attorney to discuss the value of honesty in dealing with clients and witnesses.

#### WRAP-UP

- Survey students in different classrooms for their definitions of honesty. Compile survey comments in a booklet.
- It sometimes is hard to be honest with yourself. Close
  your eyes, look at yourself,
  and in your journal write three
  good things about yourself.
  Are there any things that you
  would like to change?

#### **EXTENSION**

- 1. Hold a family meeting to share one truthful compliment with each family member. Encourage your family to join you in this activity. Talk about how it feels to say something nice.
- 2. Discuss with your family their attitudes on keeping secrets and telling "little white lies."

VOCABULARY

tradesmen apprentices prosperity insolent

# Interdisciplinary Ideas

#### SOCIAL STUDIES

- What is the system of finding work for the Mexican American men in the story?
   What are the good features of the system? What are the bad ones? How else do people find work?
- Find out which parts of the U.S. used to be part of Mexico. Shade them in on a U.S. map.

#### LANGUAGE

- Make a Spanish/English dictionary of the Spanish words used in the story. Write their meanings.
- Write an essay telling what it would be like to be in a new country and not understand the language. Write in the first person.
- 3. Interview a recent arrival to the United States.

#### **MATH**

- Assuming Francisco and his grandfather started work at 6:30 A.M. and finished at 2:30 P.M., how many hours did they work?
- 2. Calculate their hourly wage based on \$60 for the whole day. (Intermediate)
- When they had to work another whole day, how did it change their hourly wage? (Intermediate)

#### **SCIENCE**

- Find out about chickweed.
   Why is it considered a weed?
   Draw a picture of chickweed.
- Research ice plants and find out why they make good landscape plants. Draw pictures of ice plants and display them in the classroom.
- Take a walk in your neighborhood and note which plants people have chosen to plant. Try to learn their names and why they make good landscape plants.

# A Day's Work

Eve Bunting 1994

Clarion Books: New York

#### HONESTY

Mexican American
Reading Time: 10 minutes

#### CONCEPTS

Honesty

Love

Honor

Respect

Restitution

#### **SUMMARY**

Abuelo, Francisco's grandfather, has just arrived in the United States from Mexico. Francisco knows that 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. Himler's sunny watercolors emphasize the characters' faces and feelings.

#### **OBJECTIVE**

Students will be able to define and discuss honesty, truth, and honor as they apply to this story.

#### A Day's Work

#### DISCUSSION

- 1. Why was finding work so important to Francisco and Grandfather?
- 2. Did Grandfather believe a person should be paid for a job if it isn't done right? How is it cheating to take money for doing work that isn't done right? (When you say you'll do a job the right way and you don't, you are breaking a promise.)
- 3. Why did Grandfather offer to work the next day for no pay?
  What was more important to Grandfather, money or honesty?
  Who do you think taught him that? To whom was he trying to teach that lesson?
  Which do you think is better, money or honesty?
- 4. Do you remember a time when you didn't do a job right and had to do it over again? What happened? How do you feel inside when you don't do your best? How do you feel inside when you do a job well?
- 5. If we do something wrong, we can usually say "I'm sorry".
  Is that enough? What are some things you can do to make it right again, just as Francisco and his grandfather did?
- 6. When have you made up for something you felt sorry for doing? What did you say? What did you do to fix things up again? How did it feel after you made everything right again?

#### **ACTIVITIES**

- 1. Find the southwestern United States on the world map and place a story pin.
- 2. In groups of three or four, make a SENSES poster. Write or draw how: I saw honesty when...; I heard honesty when...; I felt honesty when... These may be identified from the story or from real life experiences.
- 3. Think of a character on TV or in a movie or video who acted honestly in a difficult situation. Act out the scene as a charade or write a short story or draw a picture of the situation.
- 4. Take a scene from the story and change it into a play.
- 5. Care for flower beds around the school, at a public place, or at a friend's home. Keep them free of weeds for two months. Set a time frame and schedule students for certain times to share the responsibilities. At the end of the time talk about the experience. Talk about rewards other than money, such as satisfaction and a sense of accomplishment.

#### WRAP-UP

- I. In your journal write about 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.)
- In your journal, complete these statements: I can be more honest if..., Being honest makes me a better person because....

#### **EXTENSION**

- I. Interview someone in your family about why honesty is important in business, in school, or between family members.
- 2. Talk to your grandparents and other family members about this story. Ask what important ideas they would like you to remember.

#### VOCABULARY

gracias

abuelo

chickweed

chorizos

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

Love thinks of beauty when it does good thisse and compassion when People Feel bad Love thinks of you to be caring and when your not to be caring and when your not to says Tisk Tiskstisk until your caring again

#### 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

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 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 man and woman. 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 to Read on Love

#### Blackberries in the Dark

by M. Jukes New York: Knopf, 1985 U.S.A.

#### Grandma Didn't Wave Back

by R. Blue New York Watts, 1972 U.S.A.

#### The Hundred Penny Box

by S. B. Mathis New York Viking Penguin, 1975 U.S.A.

#### The Keeping Quilt

by P. Polacco New York: Simon & Schuster, 1988 Russia/U.S.A.

#### The Legend of Scarface — A Blackfeet Indian Tale

by R. San Souci New York: Doubleday & Co., 1978 Native American

#### Love You Forever

by R. Munsch Ontario: Firefly, 1986 Canada

#### Mrs. Katz and Tush

by Patricia Polacco New York: Bantam Books, 1992 U.S.A.

# My Mother Is the Most Beautiful Woman in the World

by M. Rehyer New York: Lothrop, Lee & Shepard, 1945 Russia

## Nana Upstairs and Nana Downstairs

by T. DePaola New York: Putnam, 1973 U.S.A.

#### Now One Foot, Now the Other

by T. DePaola New York: Trumpet, 1981 U.S.A.

#### Sachiko Means Happiness

by K. Sakai San Francisco: Children's Book Press, 1990 U.S.A.

#### Saying Good-bye to Grandma

by J. R. Thomas New York: Clarion Books, 1988 U.S.A.

#### The Wednesday Surprise

by E. Bunting New York: Clarion Books, 1989 U.S.A.

Letter to parent on the following page may be reproduced.



Dear Parent.

Today your child began a unit on Love. In the stories read, love is shown as a virtue of action as well as emotion, something that is not only felt, but done. They remind us that love is the one thing we can give constantly, and become increasingly rich in the giving. Ask your son or daughter to share the loving actions that abound in these stories. Think about the ways that your family expresses love. You might involve the extended family to collect traditions, recipes, and history for a family book. Gather stories about yourselves that the family will forever treasure.

If possible, read these stories together. Your child will enjoy hearing them again, and will have more time with you to study the beautiful illustrations. Check in your local library for other books by these authors.

Your family could create additional activities that relate to the concept of love. If you have enjoyed them, please share them with your child's classroom.

Sincerely,

The story titles are:

# **Lesson Cards**

The following colored cards are duplicates of the folded cards that are included separately in your kit. They are here for your convenient reference and can be used as replacements for lost cards.

# Interdisciplinary Ideas

#### LANGUAGE ARTS

- 1. Reread the scene of the family gathering in Grandfather's house, in which "The walls bulge with talk and remembering." Think of a time when your extended family got together for a holiday or special visit. Describe the relatives and how they showed love and excitement about being together.
- Talk about the town of La Perla (the pearl). How did your town get its name? Look on a map for examples of towns named for something beautiful or precious.

#### SOCIAL STUDIES

- 1. Research and discuss what a Mexican immigrant would need to do to enter and work in the USA. Find out about illegal farm workers and what dangers, challenges and issues they might face.
- 2. Compare your city or town to La Perla. Note similarities and differences.

#### **MATH**

Make a bar graph of the numbers of immigrants arriving in the USA from different countries in 1900, 1950. and today. Discuss the patterns and changes.

#### ART

- Create your own art in the style used by David Diaz in Going Home. Make a drawing of your family or home. Mat or frame it on a photograph from a magazine or calendar, trying to match the theme or colors of the photo and drawing.
- 2. Look at the paper cut-out on the first page of the book. Make a paper cut-out with black construction paper and mount it on a colorful background.

# **Going Home**

Eve Bunting 1996

New York: Harper Collins Publishers

**SUMMARY** 

LOVE

Mexico/USA Realistic Fiction Reading Time: 12 minutes

CONCEPTS

Love Hope

Eve Bunting's story tugs at the reader's heartstrings as Carlos comes to understand the depth of his parents' sacrificial love. This story of Mexican migrant farm workers tells of their love for their home village and the sacrifices they have made to open up new opportunities for their children in the United States. David Diaz's color-rich woodcuts framed with Mexican folk art enhance the expressive text.

#### **OBJECTIVE**

The student will be able to define and discuss love and hope as they apply to this story and will recognize sacrifice as a form of love.

#### **Going Home**

#### DISCUSSION

- 1. Why do you think the children were not as excited about going home as their parents? Why was La Perla special to Mama and Papa?
- 2. If they loved La Perla so much, why did the parents leave home? What do you think the parents meant by "opportunity"?
- 3. What signs of love did you see in the story?
- 4. Reread the conversation at the party at Grandpa's house (picture of family around the table). What was Carlos beginning to understand? Now reread the conversation between Carlos and Dolores at the end of the story (next to last page). Why did he have an ache in his chest? What did he finally understand?
- 5. What is the meaning of sacrificial love (giving something up for someone or something you love)? Talk about examples of sacrificial love in your family, community or school. When have you given up something for someone you love? It could be your time or a treasured item.

#### **ACTIVITIES**

- 1. Find California and Mexico on the world map and place story pins.
- Find newspaper articles with examples of sacrificial love. Talk about different kinds of sacrifice—giving up a little (e.g., donating \$1 to a neighborhood charity) and giving up a lot (e.g., giving up a life for someone else, donating bone marrow).
- 3. Make a list of opportunities family members have made possible for you.
- 4. Invite an immigrant to come and talk to your class about his or her homes "here and there," reasons for moving, and what is special about each place.

#### **JOURNAL**

- Write a short paragraph about how the family in the story shows love to one another. Give examples. Then write about how your family shows love.
- 2. Write about a place where you feel loved.
- Write about the turning point in the story, when Carlos begins to understand his parents and finds answers to his questions about their lives. (See Discussion #4)

#### HOME CONNECTION

- 1. Ask grown-ups at home about opportunities they have provided for you.
- Collect and record stories of sacrifice in your family or community, including stories from past generations.

#### **VOCABULARY**

Papeles burro angelitos labor manager border opportunities

# Interdisciplinary Ideas

#### LANGUAGE ARTS

- Look at the picture of Mona pretending to carry water on her head. Write about customs in the story you think you would enjoy and give explanations for your choices.
- Naomi Nye dedicates her book to her grandmother... "and all grandmothers everywhere who give our lives gravity and light." Write about what you think she means by "gravity and light."
- Look up the meanings of the words "simile" and "metaphor." Find examples of both on the page where Sitti is patting Mona's head. Write a simile and a metaphor about somone's voice.

#### **SOCIAL STUDIES**

- 1. Research customs/traditions of Arabic women (e.g., wearing head coverings, carrying water on their heads or wearing tattoos on their hands) and report to your class.
- 2. Research and play the game of marbles. Find out about other games children play in the Middle East.

#### ART

- Look for illustrations that show global connectedness. Then draw or paint your own impressions of this theme.
- 2. Cut pictures of daytime and nighttime activities from magazines to make a collage titled "The Other Side of the World." On a sheet of paper draw a rough sketch of the world and paste daytime pictures on one side, nighttime pictures on the other side, overlapping to create a collage.

LOVE

Realistic Fiction

Palestinian village, West Bank

Reading Time: 9 minutes

# Sitti's Secrets

Naomi Shibab Nye 1994 New York: Four Winds Press

CONCEPTS

Love Loyalty Hope

**SUMMARY** 

This compassionate story describes the love between a Palestinian grandmother and her American granddaughter. During a visit to the West Bank, Mona and Sitti develop ways to communicate and share family traditions. Mona returns home with love for Sitti in her heart and hope for world peace. Nancy Carpenter superimposes maps and planets over her rich illustrations, enhancing the message that we are all connected.

#### **OBJECTIVE**

The student will be able to define and discuss love, loyalty and hope as they apply to this story. The student will observe responsibility and trust in building relationships.

#### Sitti's Secrets

#### DISCUSSION

- 1. How is the word "secret" used in this story? What does it mean? What are Sitti's secrets? Why do you think Mona says, "I feel as if I know a secret," when she sees Sitti's hair? How is this kind of sharing related to love and trust?
- 2. How do Mona and her grandmother communicate without words? How does her father help? Did you ever try to communicate with someone who didn't speak your language?
- 3. What kinds of things does Sitti teach Mona about her culture and about herself? How do you share your culture?
- 4. Which illustration lets us know there is fighting and unrest in Sitti's country? Why does Mona write a letter to the President of the United States? Which attributes are involved in this action?

#### **ACTIVITIES**

- 1. Find the West Bank on the world map and place a story pin.
- In groups of three or four, list ways Mona and her grandmother express love for one another. Think about non-verbal communication (e.g., body language, sounds, facial expressions and actions).
- In groups of three or four, brainstorm ideas for achieving world peace.
   Then write a letter or send an e-mail to the President of the United States (president@whitehouse.gov) listing your suggestions and wishing him well in his peacemaking efforts.

#### **JOURNAL**

Write your thoughts about one of these quotes from the book: "People are far apart but connected," or "If grandmas ran the world, I don't think we'd have any wars." (from author's note).

#### HOME CONNECTION

- Ask at home if anyone has visited a relative or friend in another part of the world. Talk about that person's culture and traditions. Take notes and ask permission to share with your classmates.
- 2. Retell the story at home. Discuss ways family members show caring toward one another without words, as Sitti and Mona did.

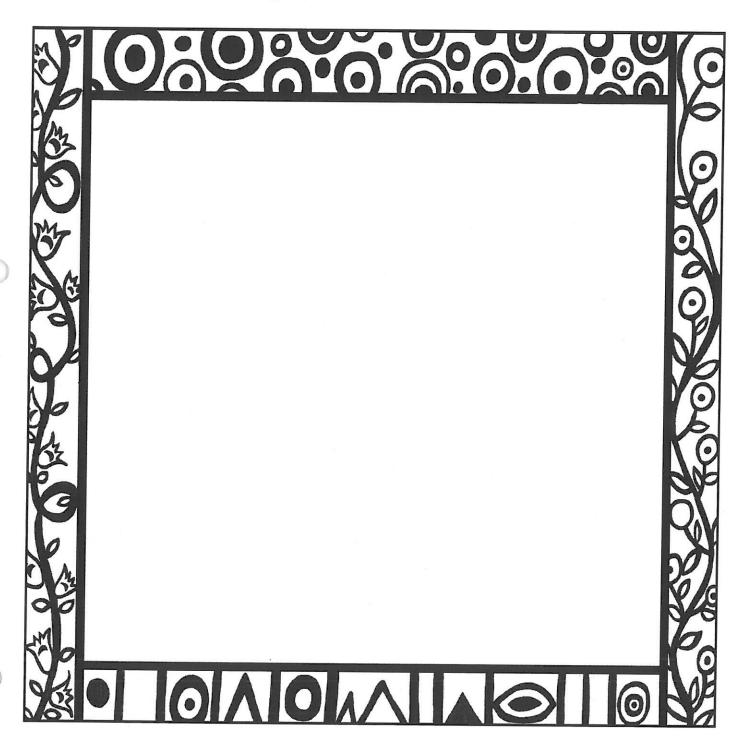
#### **VOCABULARY**

Sitti habibi lentils mish-mish padlock

Going Home
LOVE

DRAW A PICTURE OF YOUR FAMILY SHOWING LOVE.

"They love it here because it is home.
They left home for us."



Creative Response

Going Home by Eve Bunting

For the Teacher

Time: one class period

Materials: copy of Creative Response page and crayons, markers or colored pencils for each student

### Suggested Procedure:

- Brainstorm ways students show love to their families and list on the board.
- Cut out squares and assemble to make a "Love Quilt" display.

Note: Written responses may accompany the pictures.

N	ame			

THIS IS ONE REGION WHERE PEOPLE HAVE BEEN AT WAR.

WRITE A LETTER TO THE PRESIDENT THAT INCLUDES IDEAS FOR PEACE IN THE WORLD.



LEBANON SYRIA MEDITERRANEAN	
SEA  GOLAN HEIGHTS  WEST BANK  JERUSHEN	
GAZA STRIP  ISRAEL	
JORDAN	

Dear Mr. O	President,
	T.

Creative Response

Sitti's Secrets by Naomi Shihbab Nye

For the Teacher

Time: one class period

Materials: copy of Creative Response page for each student (Use a lighter setting for copying.)

#### Suggested Procedures:

- Brainstorm ideas students have for achieving world peace and list on the board.
- Provide opportunities for sharing letters with the class.
- Make copies of individual letters or compile ideas into a list and send to the president (president@whitehouse.gov).

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## 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

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

Dolman, J. The Art of Reading Aloud. New York: Harper, 1956.

#### Additional Books

Larrick, N. A Parent's Guide to Children's Reading. Philadelphia: Westminster, 1982. Trelease, J. The Read-Aloud Handbook. New York: Viking-Penguin, 1985.

## **Tips for Storytellers**

- Begin with a short tale that you love. If you are moved by a story then you will be able to affect others with it.
- Identify your strengths. Listen to yourself tell a story. Know what you can do with your voice.
- Think about the setting of the story a storyteller must bring a place to life.
- Be brave enough to use silence. Build suspense, indicate lapse of time, and anticipate the next action.
- Tell your story over and over until you are comfortable with it (practice).
- Respect your audience don't speak down to them or over their heads.
- Don't rush into a story compose yourself.
- 8. Trust your tale. If you've chosen one you love and it has moved you, it will move others. As you concentrate on it, your nervousness will lessen and the tale itself will grow.
- Know the story. Memorizing is not as important as a feel for the key elements.

- 10. Enunciate words correctly.
- II. Regulate the pace of the story. Some stories move quickly from start to finish. Others need pauses.
- 12. Use simple props.
- I3. Use gestures. They should be natural and spontaneous. You can't force gestures to fit.
- 14. Watch yourself in a mirror. Do you repeat the same movement too often? Do you use facial expressions to portray moods of characters?
- 15. Tape yourself. You can hear whether you make good use of voice interactions and pauses, and whether the voices of different characters are easily told apart.
  Don't be sing-songing.
- 16. Use descriptive words that make vivid and clear the intended picture. Sound, taste, smell, etc. help make the picture; e.g., "He banged down the hall sucking a tart, juicy lemon."

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

by 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.

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 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 daycare 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 is often difficult for a beginner to regulate, but a simple question like "Can everyone hear me?" does much to reassure fidgety listeners. Since reading out loud is a shared experience, one must look at the audience now and then. Besides confirming the bond between reader and listener, this helps to gauge audience response and thwart rebellion in the back of the room.

Sometimes an epidemic of wiggling is your clue that you have reached the end of children's attention spans, the point at which they cannot keep still, no matter how much they like the story. When this happens, it's best to break off (without scolding) at the next lull in the action, saving the rest for

## Casting a Spell (cont.)

another time. If you are within a page or 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-graders.

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 us the children's attention. Sometimes this means that simply omitting a few nonessential phrases in order to reach the end of a chapter before a restless six-yearold's attention span expires. Or one may find that an author has indulged in digressions that spin out too long a book that otherwise has great appeal for children. 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 sparingly used 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 upside-down 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. N.C. 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.

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 picture 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

## Casting a Spell (cont.)

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 asleep — at least, not usually. A soothing, almost monotonous tone that would be fine at bedtime may lose an audience in the middle of the day.

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

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

Gauging the proper pace of a story is another essential ingredient. If the reading is too slow, the listeners may lose track of the action and become fidgety. "Get on with it, Dad" was one family's complaint. Too fast has some of the same problems — the listener simply can't keep up, can't savor the story. While the reader has some control of the overall pace, there are often 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 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 beginning of The Iron Giant, on the other hand, unfolds at a slow and dignified — even portentous — pace, dictated by Ted Hughes'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 breathe 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 high-pitched. 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 greygreen, greasy Limpopo River." A group may get nervous, however, if you periodically appear to be in danger of falling off your chair because you haven't "caught your breath."

Above all, aim for an understandable delivery. Some regional accents, for instance, can confuse listeners not used to hearing such patterns. A high- or very low-pitched voice sometimes accents regional differences and makes it hard to listen. A reader may be unaware of such voice qualities, but a session or two with a tape recorder will certainly identify problem areas. More careful enunciation will modify most problems. Clear enunciation, in fact, helps with all aspects of reading aloud. This does not mean such exaggerated pronunciation that words "hang like ice cubes in the air," as critic Aidan Chambers describes it. Careful attention to the endings of words and sentences, however, helps the listeners to pay attention to the story, not to your reading style.

Finally, there is that bit of polish that makes reading sessions something special. It is the confidence that comes with practice and experience. There is no substitute for enthusiasm and preparation — but it does get easier with practice. One gradually becomes more aware of a story's possibilities and of an audience's subtle reactions. The experienced reader knows that a pause just before Hobberdy Dick makes his choice between the green suit of antic mirth and the red suit of humanity heightens the drama and allows the audience just that second to anticipate the satisfaction of the "right choice." The skilled reader knows that a lowered voice can emphasize the foreshadowing of events as Old Da tells Robbie the legend of the Great Selkie in A Stranger Came Ashore.

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

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

## The Class Meeting

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

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

Class meetings foster the attitudes, approaches, and skills needed for citizenship and provide experiences in democratic decision-making. To maximize the strategy, meetings could be held at regularly scheduled times. The length will vary depending on the meeting's purpose and the students' age level. Usually between ten to 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 class secretary or 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/ideas to be tried for a week (or until the next class meeting). The class secretary or teacher keeps a record (Class Meeting notebook or folder) of ideas and suggestions. These can 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 a group 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 lists. The leader records each list on newsprint. Groups then tackle the next step of listing needs or problems within the five- to sevenminute time limit. Having a different recorder each time a list is made involves more students in responsibility and speaking. The leader again asks for group input and lists needs.

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 effectiveness of the suggestions is evaluated and the class votes to continue with those choices or chooses, by voting, two others. The evaluation may be made by discussion and voting, by discussion and ranking, by consensus. The meeting then proceeds with other positive

items, concerns, needs, 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.

## **Heartwood Conflict Resolution Summary**

by 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 kids-for 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 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 disputes. 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 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 stake-holder 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 one's own point of view. If we conceal our actions, motives, feelings or true needs, we maintain adversarial relationships.

Step 2: Focusing on 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: Brainstorm and Choose: 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 judgements while we brainstorm a list of options. Then consider which of our ideas meet everyone's needs—another application of Justice—and come to a consensus together—another application of Hope.

Recommended Heartwood literature: Angel Child, Dragon Child, by Michele Maria Surat; A Day's Work, by Eve Bunting; Mike Mulligan and his Steamshovel, 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 Conflict Resolution in Education Network (www.nidr.org or 202-466-4764). Ask for a publications list and copy of The Fourth R, CRE-Net's newsletter. Or, call your local Mediation Center.

Dr. Martha Harty is Managing Director of The Heartwood Institute and Lecturer at Carnegie Mellon University's Center for Applied Ethics.

She has mediated, facilitated and trained for the Pittsburgh Mediation Center since 1990.

## **Interviewing Techniques**

- I. A good interviewer uses special techniques. It's fun, but it takes some practice.
- 2. You could use a tape recorder for the interview if the person being interviewed agrees.
- 3. Have your questions prepared and written down.
  - a. Make questions specific. Ask for descriptions.
  - b. Make questions open-ended. "Tell me about..."
  - c. Make questions polite.
- 4. Begin the interview by telling the reason for the interview.
- 5. 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.

- 6. If you don't understand something, ask him/her to explain.
- 7. If an answer makes you think of a new question, ask it and record the question and the answer on your interview sheet.
- 8. When you end the interview, ask the person if he/she would like to add anything you may have missed.
- Thank him/her for taking time to answer.
- 10. As soon as possible after the interview, review notes and write a summary of the information.

### What's On-Line?

wealth of resources for you, the teacher, are just a click away at www.heartwoodethics.org. You'll find articles, ideas, downloadables and projects to enhance your efforts and make teaching Heartwood easy and fun. You may want to print out the materials you plan to use and save them in this manual.

#### Go to the Attributes section for:

- Quotations, synonyms and definitions to help deepen understanding of the attributes
- Listings of "Other Ethical Codes" and "Other Ethical Attributes"
- Downloadable images of hands symbolizing each attribute.

#### Go to the **Resources** section for:

- Quick advice on "How to Get Started"
- Teacher-tested projects such as "Character Book Reports"
- Activities that teach about relationships and integrate Heartwood with conflict resolution
- Downloadable large letters for posting the attributes in your classroom.

# Go to the **Heartwood Literature** section for:

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

#### Go to the Institute section for:

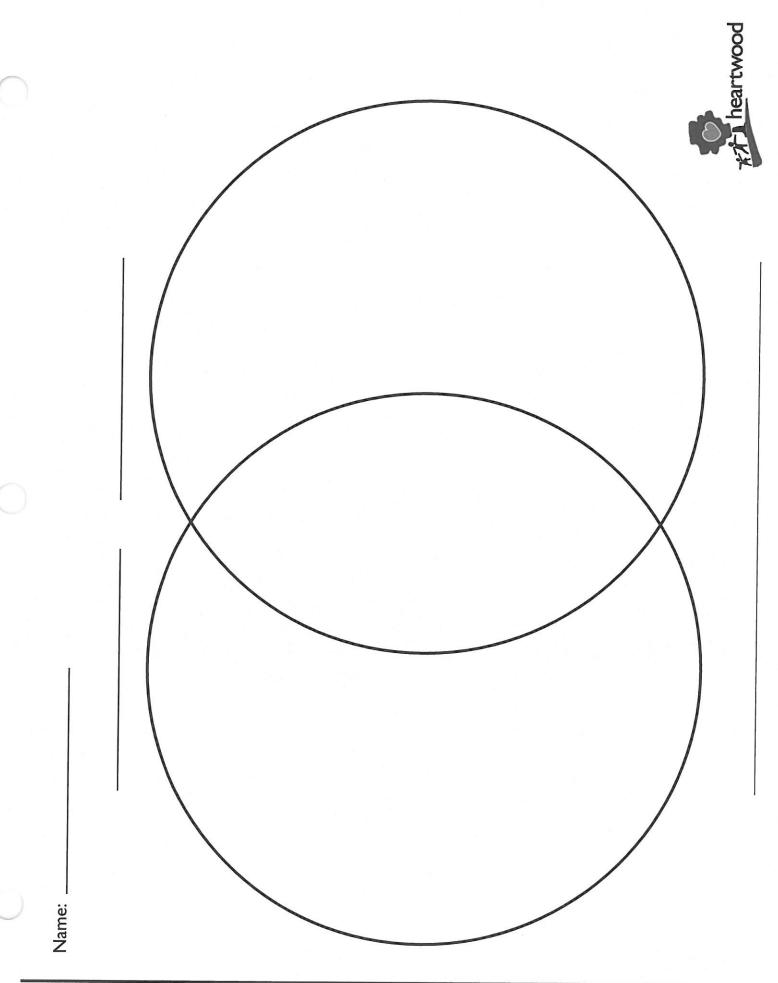
- Reasons for teaching ethics with Heartwood
- Published evaluation reports and summaries of research.

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

#### Be sure to visit the **Shop** for:

- Posters, bookmarks and buttons with the seven attributes
- CD and songbook of Heartwood music
- New kits and kit components to upgrade your Heartwood program.
- Maps

Use **Contact Us** to email your questions or comments to experienced Heartwood teachers and receive quick and helpful answers or advice. We hope to hear from you! Please visit www.heartwoodethics.org often to look for new activities, downloadables, articles and products.



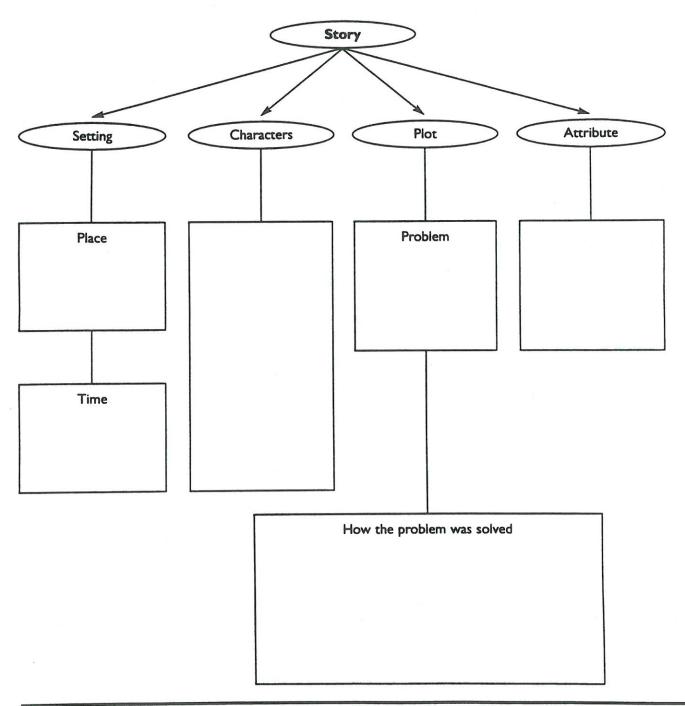
## Reproducibles



All of the pages in this section may be reproduced, and teachers are encouraged to use them in the classroom.

## Story Map

Story Title \_\_\_\_\_



## Thinking It Over

l	ist the characters of the story.	
\	What would each character say about the attribu	rte? (Write one sentence for each one.)
<	Character:	
	Comment about(ar	ttribute)
	How Things Changed	
	When the story first started:	When the story ended:

## **Attribute Recipe Cards**

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

#### Example:



## Honesty

I heaping cup of truth

I tablespoon of integrity

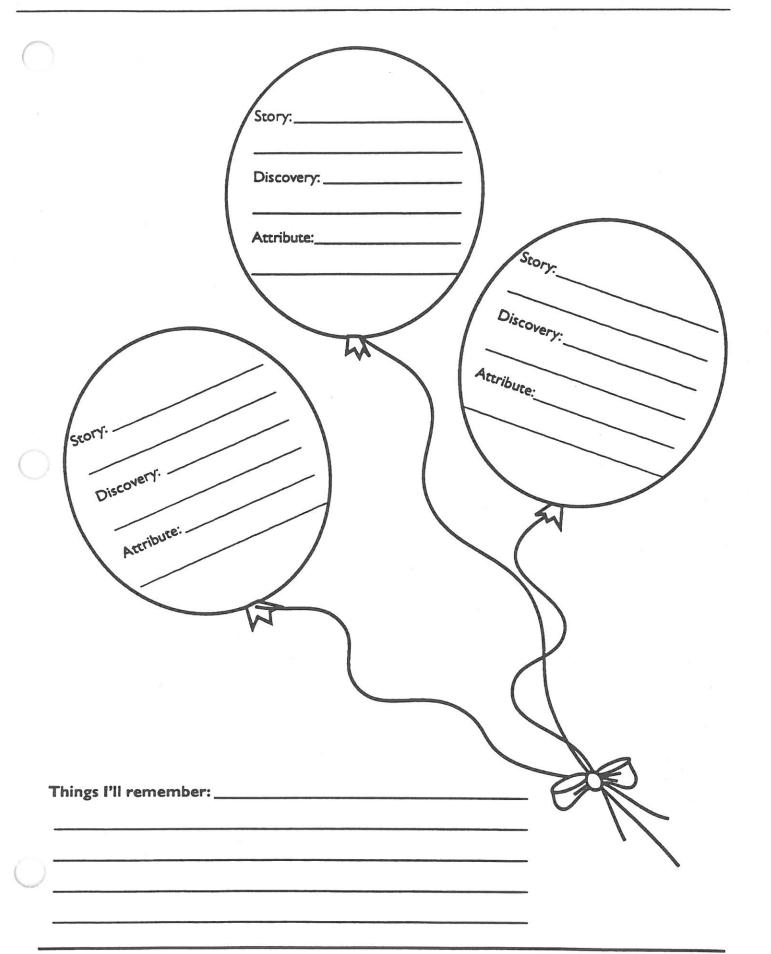
A dash of friendship

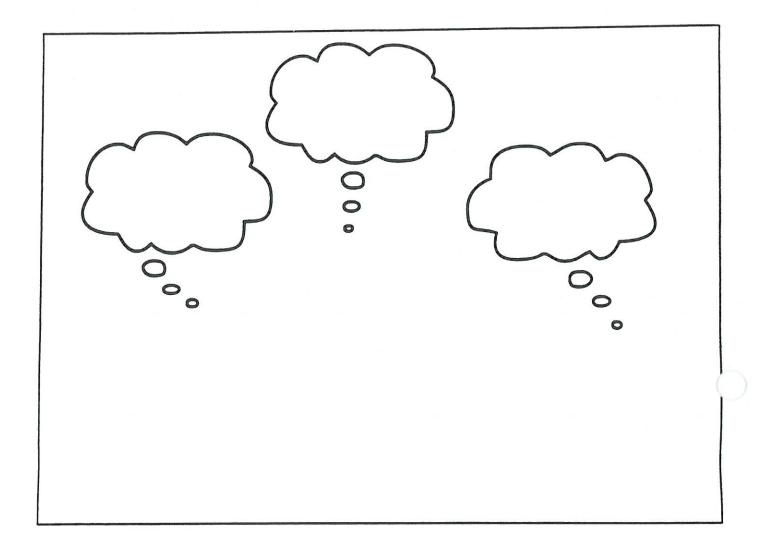
A generous portion of courage

Simmer until needed.

Serves everyone.







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 in his/her own Passport visits with friends in many countries. The stamps representing different countries can be copied, cut out and placed inside the Passport on appropriate pages. Students may want to add their own photographs making the Passports more authentic.

Assembly: (1) Reproduce the Passport covers using colored or heavy stock paper. (Note that two Passport covers will be created from the blackline-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 page and cut in half along the dotted line. Lay these pages inside the cover in numeric order. (3) Fold and staple the Passport together along the center line.

































PASSPORT

PASSPORT

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Place photograph here	
Last Name	
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COURAGE

RESPECT

HOPE

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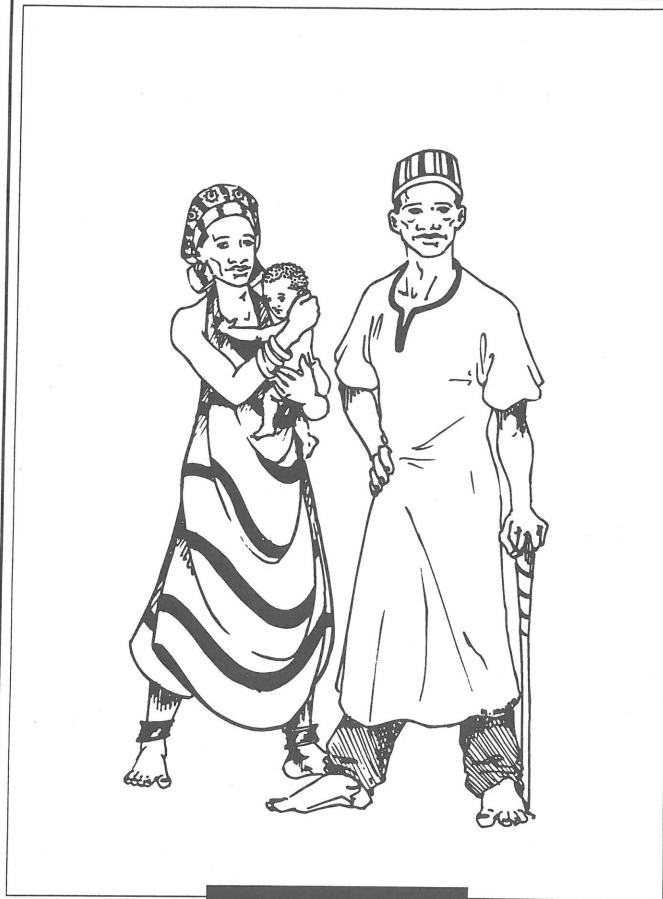
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### **Traditional Dress**

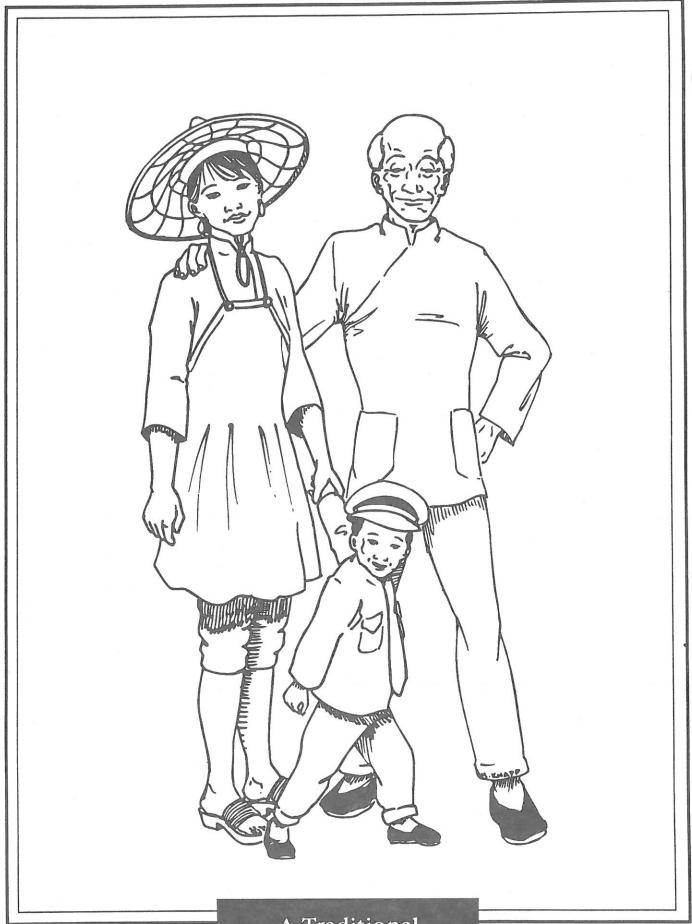
Rayford "Kisu" Holden, an inmate artist at the State Correctional Institute of Pittsburgh, did the original drawings of these costumes for the Heartwood Curriculum.

Kisu believes we must retain the ethnic artistic expression of native costumes to balance our "tennis shoe" generation. It is a way to respect the past.

The traditional dress of each country was researched further and the original drawings were then revised by Pittsburgh illustrator Mike Knapp. Mike is currently a sophomore at the Ringling School of Art in Florida.



A Traditional Dress of Africa



A Traditional Dress of China



of Denmark



A Traditional Dress of the Georgian Republic



A Traditional Dress of Guatemala



A Traditional Dress of India



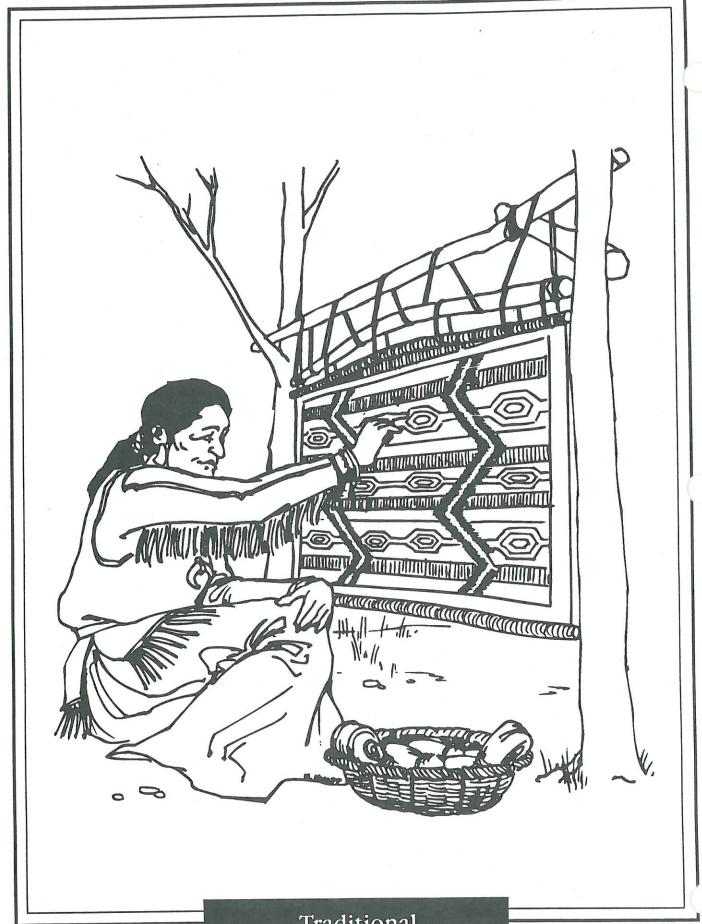
A Traditional Dress of Ireland



A Traditional Dress of Japan



A Traditional Dress of the Middle East



Traditional Navajo Dress



A Traditional Dress of Norway

## Foreign Language Activity

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 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, and Farsi (Persian) has a more distant relationship, perhaps comparable to a distant cousin. Some language families like the Indo-European language family have many 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 the 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 written Chinese texts. Both Japanese 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

English	Arabic	Now you try
Courage	شجاءة	
Loyalty	إخلاس	
Justice	غد الخ	
Respect	إعترام	
	•	
Норе	أمل	•
Honesty	مد ق	
Love	حب	

# Foreign Language Activity

Courage Chinese	Now you try
Loyalty L. /U.	
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Justice 4 IF	
Respect	•
Respect	,
Hope AT	
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Honesty 放 实	
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English	Dutch	Now you try
Courage	moed	
Loyalty	getrouwheid	
Justice	gerechtigheid	
Respect _	achting	
Норе	hoop	
Honesty_	eerlijkheid	
Love	liefde	

## Foreign Language Activity

English	Hebrew	Now you try
Courage	XICLY	
	•	
Loyalty	נאמנות	
Justice	PTY	
Respect _	TIZO	
Норе	תקוה	
Honesty_	יושר	
Tionesty_	1 60 1	
1 = -	אהבה	
Love	11-11/	

English	Japanese	Now you try
Courage <sub>-</sub>	ゆうき	
Loyalty	せいじつ	
Justice	せいぎ	
Respect _	そんけい	
Норе	きょずう	
Honesty_	しょうじき	
Love	あい	

English	Norwegian	Now you try
Courage	mot	
Loyalty	-rolighet	
Justice <u>re</u>	edelighet	
×		
Respect	respekt	
Норе	håp	
Honesty	erlighet	
ove Kj	ærlighet	
J	<b>J</b>	

English	Persian	Now you try
Courage _	شماعت	
Loyalty	ه فاداری	
Justice	عدالت	
Respect	احترام	
Норе	امید	
Honesty	درستی	
Love	عننن	

# Foreign Language Activity

Russian

English	Russian	Now you try
Courage	CME NOCT6	
Loyalty_	BEPHOCTO	
Justice	ПРАВОТА	
Respect _	NOUÈT	
Норе	HALEXLA	
Honesty	ЧЕСТНОСТЬ	
	-	
	<b>ЛЮБОВЬ</b>	
_ove	//1000000	

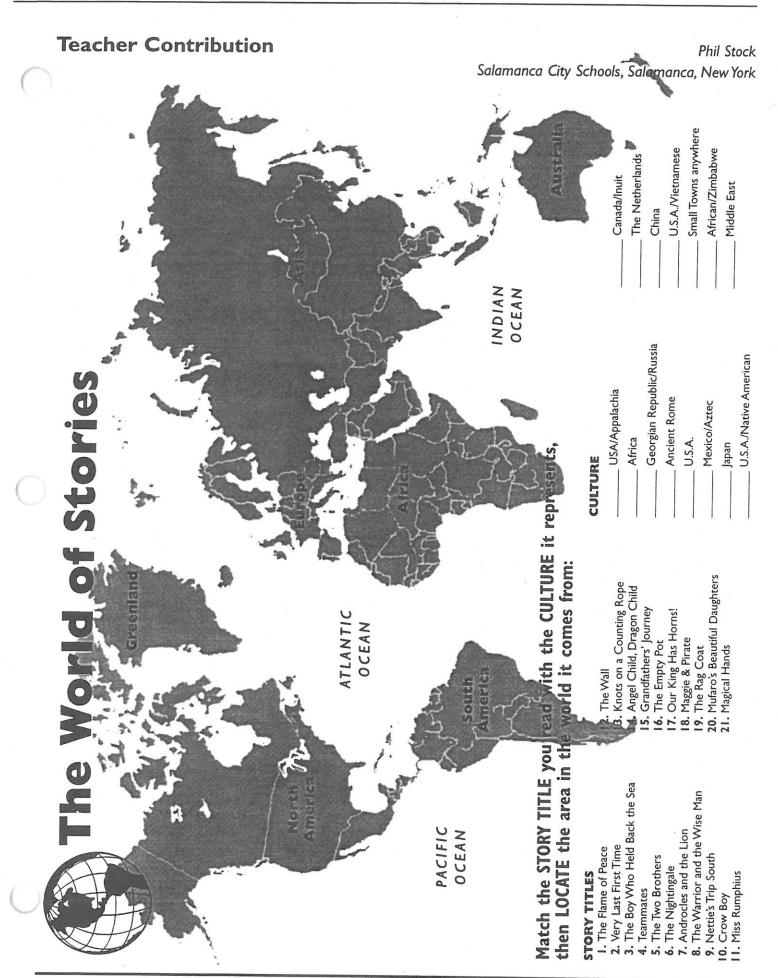
English	Serbo-Croation	Now you try
Courage	borban, od vaznost hrabrost	
Loyalty_	vernost	
Justice P	ravada, pravedno	
Respect _	poshtovati	
Норе	nada	
Honesty_	postena	
Love	ljubav	

# Foreign Language Activity

Spanish

English	Spanish	Now you try
Courage	Coraje	
Loyalty	ealtad	
	1.4	· · · · · · · · · · · · · · · · · · ·
Justice	usticia	
Respect	Respeto	
Hope ES	peranza	
Honesty Ho	nestidad	
	A	
Love	Amor	

English		Now you try
Courage	can-dâm	
Loyalty_	trung-thanh	
Justice	Công - lý	
	,	
Respect	Kinh trong	
	<del></del>	
Цоро	Hy vong	
поре		
		9
Honesty_	ngay tháng	
Love	tinh thường	



## **Teacher Exchange**

#### Send us your ideas!

Many talented, creative and caring teachers have used the Heartwood ideas, suggestions, and materials with enthusiasm and dedication. We would like to fill this section with some of these 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!

		Place Stamp Here
	The Heartwood Institute 425 N. Craig Street Suite 302 Pittsburgh, PA 15213	
Fold Here		

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Name	
Grade(s)	
School	
Address	
E-Mail:	
Idea/Activity/Comment:	
	(8)

Fold Here		
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Name	
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School	
Address	
E-Mail:	
Idea/Activity/Comment:	
3	
	2

Fold Here		Place
		Stamp Here
	The Heartwood Institute 425 N. Craig Street	
	Suite 302 Pittsburgh, PA 15213	
Fold Here		

Crazy Horse's Vision
COURAGE

Write what it means to you below. On a separate page, draw a vision for your future using symbols.

"Curly heard these words which were not spoken."
"Keep nothing for yourself.""



Creative Response

Crazy Horse's Vision by Joseph Bruchac

For the Teacher

Time: one class period

Materials: copy of Creative Response page and sheet of drawing paper for each student

## Suggested Procedures:

- Show students the page from the story with Crazy Horse's vision; reread the text on that page and talk about symbols used.
- Discuss visions students have for their own futures and list responses on the board.
- Encourage students to plan for many possibilities in their visions, including at least one that
   will help make the world a better place.
- Give students the choice to draw or write their visions first.
- Provide opportunities for sharing with the class.

Draw a Respect Playground.

# THE STORM COURAGE



#### Creative Response

The Storm by Marc Harshman

For the Teacher

Time: two class periods

Materials: copy of Creative Response page and sheet of drawing paper for each student (Use a lighter setting for copying.)

## Suggested Procedures, Part 1:

- Discuss planning an ideal playground. Brainstorm ideas for equipment, areas for sports, shade and accommodating different age groups. List suggestions on the board.
- Ask students to design an ideal playground on a plain sheet of paper.
- Collect papers.

## Suggested Procedures, Part 2:

- Return playground designs to students.
- Discuss revising plans to accommodate children with physical disabilities. List suggestions on the board.
- Have students use Creative Response pages to draw revised playgrounds.
- Post on a bulletin board titled "Respect Playgrounds."

Note: Some students may need more than one Creative Response page to draw their plans.

Creative Response

The Lotus Seed by Sherry Garland

For the Teacher

Time: one class period

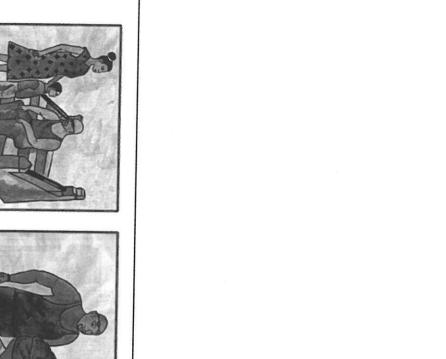
Materials: copy of Creative Response page, sheet of paper and crayons or markers for each student

### Suggested Procedures:

- Discuss valuables (difficult-to-replace items) students would pack if they were forced to leave their homes in a hurry.
- Ask students to make a list of these items and rank them according to importance.
- Give students the Creative Response pages to draw and write about the #1 item on their lists.

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In the box, draw someone who is like Blue to you. On the right side of the page, write your own poem about someone you admire.







"You know I'll be right here In case you fall."

# My Man Blue ALTWAOT

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				day 1 be
				like
			***************************************	
			***************************************	
			***************************************	

My Man Blue by Nikki Grimes

For the Teacher

Time: one class period

Materials: copy of Creative Response page, sheet of writing paper and crayons or colored pencils for each student (Use a lighter setting for copying.)

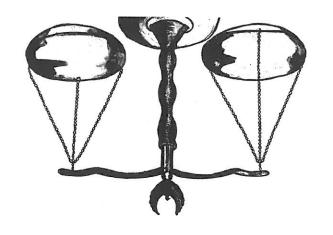
# Suggested Procedures:

- Reread the "Like Blue" poem. (last page)
- Write a "Like \_\_\_\_" poem with the class as a prewriting activity. Have students contribute non-rhyming lines describing physical traits, character traits, body language and thoughts about the class' chosen person.
- Ask students to draft their own poems and make revisions before "publishing" their poems on the Creative Response pages.
- Provide opportunities for sharing poems with the class.

Note: Some students may prefer using a photograph instead of drawing a picture on the Creative Response page.

# HEARTWOOP CONFLICT RESOLUTION PROCESS

	AGREEMENT:
	TPEAS:
	BRAINSTORM SOLUTIONS:
	NEEPS:
_	:eTuAW
	CLARITY THE PROBLEM:
	120 pg - 14 14 15 15
	FEELINGS:
THE Boy:	MR. BELLAYISTA:
	CINTOLMETA TILL SITU
	AIR THE VIEWPOINTS:
	HONESTY
	<b>CKONNDKNLES: RESPECT</b>



Note: This process may be used for other conflicts by changing or removing the characters'

Provide time to share agreements with the class.

- solve the problem. See if they can agree on a solution. suggesting ground rules, stating feelings, issues, wants and needs and suggesting ideas to
- Have students work through the sections of the process in their groups, taking turns
- Form groups of  $\lambda$  or 3 students and assign roles (Mr. Bellavista, the boy, mediator)
- turns in solving conflicts.
- issues, wants and needs from the story. Note the importance of good listening and taking Review the components of the conflict resolution process. Ask for examples of feelings, Suggested Procedures:

Materials: copy of Creative Response page for each student

Time: one-two class periods

For the Teacher

names.

The Summer My Father Was Ten by Pat Birsson

Creative Response

NAI	ME	THE DAY GO	GO WENT TO VOTE
<b>Elder</b> Before	Interview: Interview a grandparent or a per the interview, retell the story.	rson over 50.	JUSTICE
Ask:	Tell me about a memorable election	in your life.	
U	What does the right to vote mean to	you?	U
\$			\$
T	What issue would you like to place or	n a ballot for reference	dum?
H			H
Ç	(Make up your own question to ask.)		G
E.			E

The Day Gogo Went to Vote by Elinor Batezat Sisulu

For the Teacher

Time: one or two class periods

Materials: copy of Creative Response page and sheet of writing paper for each student

# Suggested Procedures:

- Prepare students for their interview with the following tips:
  - Listen closely.
  - Give the person plenty of time to answer each question.
  - 3. Take notes on responses.
  - Add follow-up questions based on the person's response.
- Explain that a referendum is a vote on an issue or change in a law (as opposed to electing a person).
- Discuss possibilities for their own final questions, making sure it will require more than a yes or no answer.
- Remind students to thank the person they interviewed.

Note: Use the extra sheet of writing paper if interview answers are longer than space available on the Creative Response page.

NAME
------

# NADIA'S HANDS

RITE ABOUT A FA	MILY TRADITION THAT YOU WILL KEEP.	REJPECT
	"WHEN I LOOK AT IT'S AS IF I'M LOOK! AND FUTURE AT TH	NG AT MY PAST
		Co Co Co

Nadia's Hands By Karen English

For the Teacher

Time: one class period

Materials: copy of Creative Response page for each student, extra sheets of writing paper as needed

- 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.

List ways you use water. What can you do to conserve water?



A River Ran Wild RESPECT

How you use water

How to conserve water

A River Ran Wild by Lynne Cherry

For the Teacher

Time: one class period

Materials: copy of Creative Response page for each student (Use a lighter setting for copying.)

- Ask a few students to research average amounts of water used in daily activities and report to class.
- Brainstorm and list ideas students have for conserving water.
- Have students work in pairs to complete the Creative Response pages.

# Peppe the Lamplighter

Name\_

for members of your family, including yourself.

Light a flame and make a wish

# HOPE

Peppe the Lamplighter by Elisa Bartone

For the Teacher

Time: one class period

Materials: copy of Creative Response page and crayons or colored pencils for each Student

(Use a lighter setting for copying.)

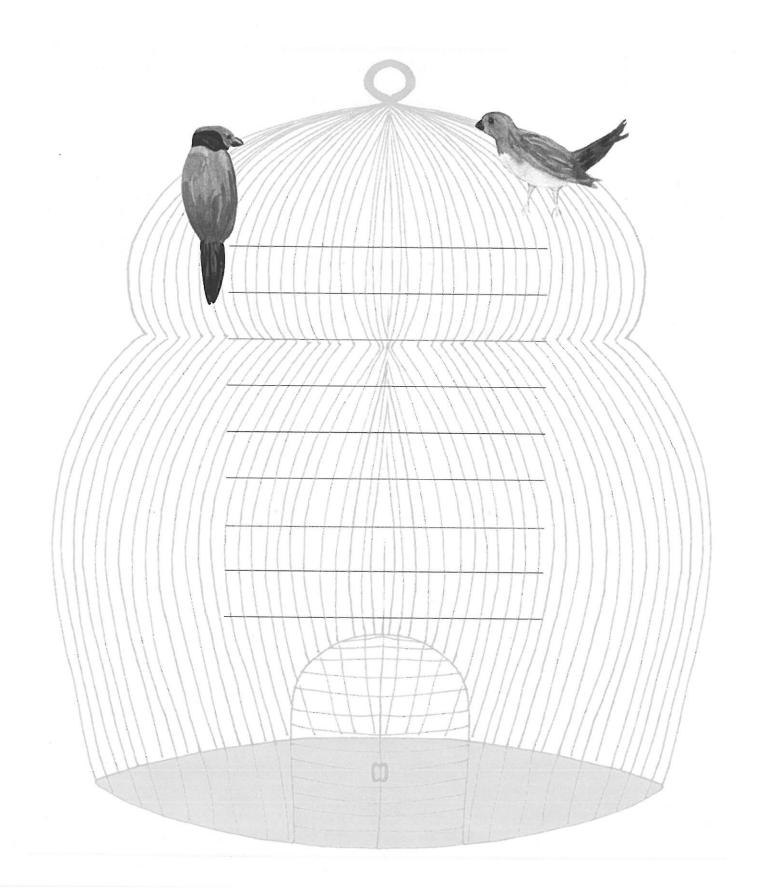
- Discuss hopes students have for their families. Encourage students to consider goals, time for favorite activities and opportunities rather than material objects.
- Provide opportunities for sharing with the class.

Name	
, , , , , , , , , , , , , , , , , , , ,	

The Caged Birds of Phnom Penh

HOPE

List your hopes in the cage. What actions can you think of to make your hopes fly?



The Caged Birds of Phnom Penh by Frederick Lipp

For the Teacher

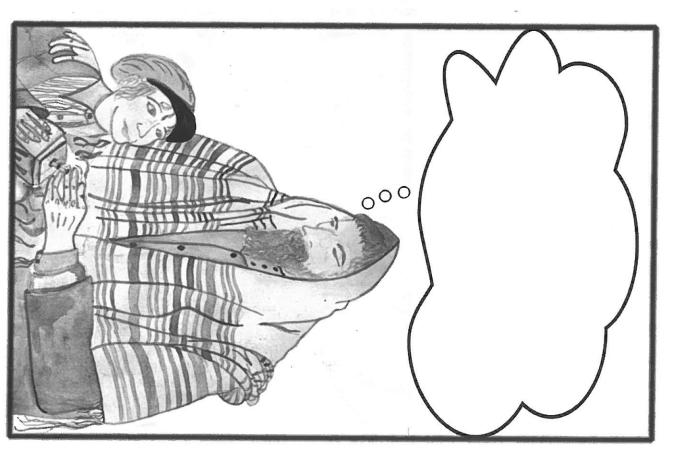
Time: one class period

Materials: copy of Creative Response page for each student

- Discuss hopes students have for themselves, their school, their communities and the world.
- Ask students to write actions that would help to achieve their hopes on the back of the Creative Response pages.

# Write in the bubbles what the boy might be thinking and what the peddler might be thinking.





The Peddler's Gift by Maxine Rose Schur

For the Teacher

Time: one class period

Materials: copy of Creative Response page for each student (Use a lighter setting for copying.)

- Reread the pages showing Leibush in bed and Leibush with the peddler.
- Discuss what the characters might be thinking.

N	ame	
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# SUNSHINE HOME HONESTY

Reread page 26. Write about "pretending," in the story and how it is related to love and honesty.

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Sunshine Home by Eve Bunting

For the Teacher

Time: one class period

Materials: copy of Creative Response page for each student

- Discuss p. 26 of the story with students and how "pretending" is related to love and honesty.
- Encourage students to extend this assignment with examples from their own experiences.
- Provide opportunities for sharing with a partner or in small groups.

lame	
	ACCOUNT NAME OF THE PERSONS NAMED IN

Going Home
LOVE

DRAW A PICTURE OF YOUR FAMILY SHOWING LOVE.

"They love it here because it is home.
They left home for us."



Going Home by Eve Bunting

For the Teacher

Time: one class period

Materials: copy of Creative Response page and crayons, markers or colored pencils for each student

# Suggested Procedure:

- Brainstorm ways students show love to their families and list on the board.
- Cut out squares and assemble to make a "Love Quilt" display.

Note: Written responses may accompany the pictures.

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THIS IS ONE REGION WHERE PEOPLE HAVE BEEN AT WAR. WRITE A LETTER TO THE PRESIDENT THAT INCLUDES IDEAS FOR PEACE IN THE WORLD.



Sitti's Secrets

LOV

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			построння общення в построння		Dear Mr. President.
***************************************			осучения поменения поменен		· Presi
					bent,
er i serende i kriesterepe en many desenvant de company de mante					

Sitti's Secrets by Naomi Shihbab Nye

For the Teacher

Time: one class period

Materials: copy of Creative Response page for each student (Use a lighter setting for copying.)

- Brainstorm ideas students have for achieving world peace and list on the board.
- Provide opportunities for sharing letters with the class.
- Make copies of individual letters or compile ideas into a list and send to the president (president@whitehouse.gov) .