

**North East Florida Educational Consortium**



**Character Education Plan**

**6<sup>th</sup>-8<sup>th</sup> Grades**

**A Cooperative Effort to Provide Quality Programming for the  
Member Districts:  
Baker, Bradford, Columbia, Dixie, Flagler, Gilchrist, Hamilton,  
Lafayette, Levy, Monroe, Nassau, Putnam, Suwannee, Union, P.K.,  
Yonge Developmental Research School, and Florida School for the Deaf  
and the Blind**

**Updated July 2010**

**MIDDLE SCHOOL LEVEL**  
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## **INTRODUCTION TO CHARACTER EDUCATION**

According to State of Florida Statute 1003.42, (2)(q) “A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature and stresses such character qualities as attentiveness, patience, and initiative. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism, responsibility, citizenship, kindness, respect, honesty, self-control, tolerance and cooperation.”

The following is a character education document presenting Pre K-12 grade level strategies for implementation of the nine character traits as stated in Florida law.

**GOAL: The goal of this character education document is to provide classroom strategies, lesson plans and resources to use in promoting a comprehensive character education program for classroom, school, district and community activities.**

It employs a combination of strategies across the academic disciplines. Throughout the program, Pre-K through 12<sup>th</sup> graders will be engaged in the nine character traits through creative activity, physical activity, deep discussion, group interaction and reading and writing in the various content areas.

### **RECOMMENDATIONS FOR A SUCCESSFUL PROGRAM**

**In order that this Character Education program be an impacting and successful one, it is strongly suggested that all administration, faculty and staff:**

- Seek out ideas of all prior to the beginning of the program. (This should include “rewards” planning).
- Ask for superintendent support and entire district involvement. This could also involve local businesses and service organizations.
- Involve students and student organizations.
- Display the monthly character education theme throughout the school, e.g., library, cafeteria, school marquee, posters, bulletin boards, front office, school planners and newsletters.
- Include character education themes in daily school announcements, local radio stations, TV production presentations, school news and local newspapers.
- Ask administrators to visit classrooms and speak on specific character traits.
- Invite local community members to speak with classes, focusing on monthly character education themes.
- Include character traits in school pledge and recite daily.

**Administration must assist with or provide the following:**

- In-service for faculty and staff, including support and feedback.
- Duplication and distribution of lesson plans.
- Rewards and recognition for students, faculty and staff which exhibit positive character traits (suggestions include certificates, photo displays, names included in school announcements and “new games” in physical activities).
- Involvement of community and business partners.
- Development of a monitoring and feedback system so that students and teachers can discuss and determine the effectiveness of the activities.
- Submission of grants for future funds to continue/expand efforts.

**DISTRICT INVOLVEMENT**

School districts must provide a network of support for the character education program. It is suggested that districts create a committee comprised of the following support personnel: School administration, staff, business partners, student organizations and community members. The role of this committee is to:

- Decide who will be assigned the themes to teach;
- Decide who will provide the reward incentives for students and staff;
- Decide who will encourage participation;
- Decide who will apply for grants to provide additional funding;
- Help to compile a resource list, web sites and support activities for implementation; and
- Encourage displays of each character trait throughout the school community, including buses, cafeterias, media centers and district offices.

**PARENT INVOLVEMENT**

According to state law, parents are to be involved in every aspect of their child’s education. Parents should receive information about each character trait emphasized for each month of the school year. Schools should include parents in presentations awarding students for exhibiting character traits and for successful completion of quality projects demonstrating full understanding of each character trait. Parents should be encouraged to continue the discussion of each character trait at home.

Here is a list of ideas for parent involvement:

- Create a training component for parents using the pages included for each character trait
- Set a good example by being a good role model
- Discuss successful people with positive character (historical figures, famous people, family members)
- When someone exhibits poor character traits, discuss with your child why he/she is not displaying good role modeling and cite alternative ways the situation could have been better handled

- Promote neighborhood service projects and involvement in community volunteering with your children
- Encourage your children to discuss how they feel when witnessing someone with good character traits
- Encourage your children to discuss examples of exhibiting good character traits

### **SCHOOL-WIDE CHARACTER EDUCATION**

Monthly character traits should be prominently displayed throughout the school. Each trait should be displayed with student work throughout the school. Displays should be encouraged on marquis, in the front office, guidance, cafeteria, the gym, hallways and all classrooms.

### **PROGRAM DESIGN**

This character education document was designed for ease of implementation and to encourage best practices in reading, writing and learning. The following premises were considered in the basic design:

- Most teachers currently teach many character traits in their daily lesson plans. This program merely links those concepts, thus increasing the strength of a school-wide program.
- Specific content areas such as Language Arts/Reading and Math are ‘over burdened’ with instruction in FCAT and testing. Therefore, this program encourages instruction throughout all content areas including electives.
- Administrators, Curriculum Resource Teachers, Reading Coaches and Guidance Counselors have many diverse and ‘all encompassing’ tasks with helping students. Therefore, this program recommends that the district provide an individual(s) to help produce materials, make contacts and facilitate program implementation for the schools.
- The federal government’s “No Child Left Behind Act of 2001” and the State of Florida’s “Children First,” “Just Read Florida” emphasize research based best practice in reading instruction. The North East Florida Educational Consortium’s Florida Reading Initiative (FRI) has been implemented Pre-K -12 grade throughout its member districts. Literature serves as an excellent ‘spring board’ for instruction. Therefore, this program includes literature components that encourage the use of literature to teach character education in all subject areas.
- The state of Florida and the US DOE grade schools based on the state FCAT scores. Therefore, this program has included FCAT writing prompts as well as FCAT Prevention concepts and practice in reading, math and science, as produced through the Safe and Drug Free Schools Division of the Florida DOE.
- Teachers in Florida schools have many tasks. Since so many teachers dedicate time to sponsor clubs, promote activities after school, and are involved in coaching sports, etc., this program includes activities that can easily become part of the teacher’s daily curriculum. As stated in the “Recommendations for a Successful Program,” the district and school are encouraged to assist with facilitation and promotion of school-wide character education.

- The activities presented in the program serve as engaging ways for teachers to teach character education. Therefore, this program encourages that schools and districts develop ways to collect and share lesson plans created by individual teachers.
- Many programs require measurement of student growth. Therefore, this program includes an informal pre and post assessment for the middle and high school components. These should be maintained and kept by the program coordinator.
- Many character programs direct the assignment of specific weeks or months for stressing specific character traits. And, many of our districts have other programs in place throughout the district or in specific schools. Therefore, this program was designed to dove-tail with other programs and was not assigned specific weeks or months of instruction.

**This has been built upon a health premise that good character, not unlike healthy living, should be lived each minute and every day. We hope you find this document serves you well, as you assist parents and guardians with the character development of their children.**

## REFERENCES

The following character education programs were helpful and critical with the research involved in the development of this program:

Flagler County Schools' *Character Attributes for Responsible Students* (CARS) –  
a locally developed character education program

Character Counts

National Character Education Center ([www.ethicsusa.org](http://www.ethicsusa.org))

North Carolina Public Schools ([www.NCPublicschools.org](http://www.NCPublicschools.org))

Thesaurus.com

Dictionary.com

Bartlett's Quotations.com

Parent Resource:

Helping Your Child Become A Responsible Citizen

U.S. Department of Education Publication Center

([www.ed.gov/pubs/parents/hyc.html](http://www.ed.gov/pubs/parents/hyc.html))

Character Trait	Grade Level	Next Generation Sunshine State Standards for Social Studies and Health Related to Character Education
<b>PATRIOTISM</b>		
<b>Definition-</b> love for or devotion to one's country- respect for one's country, rules, laws and symbols.	6	Explain the democratic concepts (civic participation and voting rights, legislative bodies, written constitution, and rules of law) developed in ancient Greece. <b>SS.6.W.3.2</b>
<b>Synonyms:</b> loyalty, pledge, pride, belief in	7	Evaluate the obligations of citizens (i.e., including obeying the laws, paying taxes, defending the nation, serving on juries). <b>SS.7.C.2.2</b>
	8	Demonstrate and understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation. <b>SS.8.A.3.2</b>
<b>RESPONSIBILITY</b>		
<b>Definition-</b> The state or quality of being responsible, accountable or answerable- the ability to be responsible for one's conduct or behavior.	6	Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system. <b>SS.6.C.2.1</b>
	7	Evaluate the obligation of citizens (i.e., including obeying the laws, paying taxes, defending the nation, serving on juries). <b>SS.7.C.2.2</b>
	8	Identify the evolving forms of civic and political participation from the colonial period through Reconstruction. <b>SS.8.C.1.3</b>
<b>CITIZENSHIP</b>		
<b>Definition-</b> The state of being a citizen with rights and duties.	6	Identify ideals from ancient Greek and Roman civilizations which are reflected in the American political process today (i.e., civic participation, role of government). <b>SS.6.C.2.1</b>
<b>Synonyms-</b> freedom, independence, home rule, privilege, rights, duties, native land, political home, nationality, community	7	Define the term "citizen" and identify legal means of becoming a United States citizen. <b>SS.7.C.2.1</b> Evaluate the obligations of citizens (i.e., including obeying the laws, paying taxes, defending the nation, serving on juries). <b>SS.7.C.2.2</b> Experience the responsibilities of citizens at the local, state, or federal levels (e.g., registering or pre-registering to vote, volunteering, communicating

		with government officials, informing others about current issues, participating in a political campaign/ mock election). <b>SS.7.C.2.3</b>
	8	Apply the rights contained in the Constitution and Bill of Rights to the lives of citizens today. <b>SS.8.C.1.5</b>
<b>COOPERATION</b>		
<b>Definition-</b> working with others in a supportive way toward a common goal.	6	Compare the economic, political, social, and religious institutions of ancient river civilizations. <b>SS.6.W.2.4</b>
<b>Synonyms-</b> combined effort, harmony, teamwork, teaming, unity, give-and-take, agreement, encouragement, comfort, helping	7	Conduct a service project to further the public good (e.g., school, community, state, national, international levels). <b>SS.7.C.2.14</b>
	8	Describe the debate surrounding the spread of slavery into western territories and Florida. <b>SS.8.A.4.3</b>
<b>KINDNESS</b>		
<b>Definition-</b> the quality of caring that one shows to others through both words and actions- an act of good will.	6	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. <b>SS.6.W.3.13</b>
<b>Synonyms-</b> warm-hearted, considerate, tenderness, gentleness, goodness, caring, charity, courtesy, sweetness	7	Conduct a service project to further the public good (e.g., school, community, state, national, international levels). <b>SS.7.C.2.14</b>
	8	Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction. <b>SS.8.C.1.3</b>
<b>RESPECT</b>		
<b>Definition-</b> willingness to show consideration and honor towards another person- manner of showing courtesy to another	6	Explain how family and ethnic relationships influenced ancient cultures. <b>SS.6.G.4.1</b>
<b>Synonyms-</b> regard, dignity, adoration, courtesy, honor, value, uphold, treasure	7	Conduct a service project to further the public good. <b>SS.7.2.14</b>
	8	Compare the relationship among the British, French, Spanish, and Dutch in

		their struggle for colonization of North America. <b>SS.8.A.2.1</b>
<b>HONESTY</b>		
<b>Definition-</b> the quality of being truthful and fair in words and actions- the quality of being honest, and straightforward in conduct and speech.	6	Describe how history transmits culture and heritage and provides models of human character. <b>SS.6.W.1.6</b>
<b>Synonyms:</b> integrity, trustiness, honor, justice, candor, sincerity, fairness	7	Define the rule of law and development of the American legal, political, and governmental systems. <b>SS.7.C.1.9</b>
	8	The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system. <b>SS.8.C.1.4</b>
<b>SELF-CONTROL</b>		
<b>Definition-</b> control of one's own behavior, desires, or actions.	6	Explain the causes and effects of the Persian and Peloponnesian Wars. <b>SS.6.W.3.4</b>
<b>Synonyms-</b> willpower, restraint, reserve, quiet, even temper, good behavior.	7	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. <b>SS.7.C.2.1</b>
	8	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments. <b>SS.8.A.1.1</b>
<b>TOLERANCE</b>		
<b>Definition-</b> a fair, objective and permissive attitude toward those whose opinions, practices, race, religion, nationality, etc., differ from one's own.	6	Understand how human actions can impact the environment. Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. <b>SS.6.G.5.3.</b>
<b>Synonyms-</b> patience, sufferance, liberality, impartiality, open-mindedness	7	Analyze media and political communications (bias, symbolism, propaganda). <b>SS.7.C.2.11</b>
	8	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications. <b>SS.8.G.2.1</b> Examine the possible causes of conflict among youth in schools and

		communities. <b>HE.8.B.2.3</b>
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**Suggested Rewards:** Teacher Recognition of the character trait throughout the day; positive referrals; teacher tickets with weekly/monthly drawing for a prize; recognition certificates; and Positive Action curriculum.

## Grade level 6th-8th

### Character trait PATRIOTISM

**Definition** – Love for or devotion to one’s country: respect for one’s country, rules, laws and symbols. Noun

**Synonyms** – loyalty, pledge, pride, belief in

**Word Analysis** – patriot – one who is devoted to one’s country.  
-Ism-suffix – a distinctive doctrine or theory – belief in

#### Quote-

“I like to see a man proud of the place in which he lives. I like to see a man live so that his place will be proud of him.” ~Abraham Lincoln

“Our country is not the only thing to which we owe our allegiance. It is also owed to justice and to humanity. Patriotism consists not in waving the flag, but in striving that our country shall be righteous as well as strong.” ~James Bryce

“My kind of loyalty was loyalty to one's country, not to its institutions or its office-holders.” ~Mark Twain, *A Connecticut Yankee in King Arthur's Court*, 1889

“Ask not what your country can do for you, but what you can do for your country.” ~John F. Kennedy

#### Suggested Rewards –

- Teacher recognition of the character trait throughout the day;
- Positive referrals;
- Teacher tickets with weekly/monthly drawing for a prize;
- Recognition certificates;
- Monthly rewards and recognition.

#### Activation of Background Knowledge

(Use parts or all of the activities to activate background knowledge as appropriate for students and their level.)

Pre-Test –Ask students to define “patriotism” on a sheet of paper.

Activities: T- Chart (What does PATRIOTISM look like, sound like?) posted in the classroom.

Body Language – Model and discuss the “body language” of the character trait.

Middle (6<sup>th</sup>-8<sup>th</sup>)

Role-play an activity where students are exhibiting ‘patriotism’. For example: how to stand during the ‘pledge of allegiance’, what to do when a military troop walks by, how to salute if you are in the military, the raising and lowering the flag.

Bulletin Board – Display “What is Patriotism?”

- Take pride in your school, community and country.
- Honor the flag by standing for the pledge, removing your hat during the pledge.
- Respect the treatment of the flag.
- Respect all of the citizens in your class and community.
- Treat all people with respect.
- Follow the rules of your school.
- Obey the laws in your community.
- Add contributions from students.

(Turn this into a character trait interactive wall by having students put sticky notes, sticker or note cards on each point as they notice someone exemplifying patriotism.)

- Word Wall – Post synonyms on the word wall and have students write examples of each word through either sentences or examples of individuals exemplifying the character trait.

## **Activities**

## **Level 6th-8th**

- Have students decorate the hall with homemade flags or ribbons.
- Encourage students to wear red, white and blue on a special day for remembering our country.
- Use red, white and blue plastic cups and create an American flag. Stick them in a chain link fence and show your pride for the whole community to see!!
- Ask students to bring in books, newspaper or magazine articles, poems or song lyrics that emphasize the monthly character trait.
- Have the media center create a display of books emphasizing the monthly character trait.
- Ask administrators to do “Read Alouds” with picture books that emphasize the theme.

## **Content Lessons Grades 6th-8th**

- **Social Studies** Research one of the following famous people and discuss how they exemplify “Patriotism”: General Colin Powell, Abraham Lincoln, Dr. Martin Luther King Jr., John F. Kennedy, Jimmy Carter, Nathan Hale.
- **Social Studies** - Memorize a famous speech of a patriotic person: Abraham Lincoln, J.F. Kennedy, and Martin Luther King.
- **Science** – Ask students to research or discuss, “What motivated remarkable individuals to invention?”

- **Math** – Ask students to count the number of flags they see on their way to or from school. Have students compute the number of flags per mile.
- **Math** – Ask students to discuss “real life” motivations to learn Math.
- **PE /Health**– Ask students to discuss the negative effects of excessive motivation to "stress" and “burn out”, or health problems such as anorexia.
- **PE** – Discuss why we sing the national anthem at sporting events. How do we show patriotism for our favorite teams? How do other countries view their professional athletes and what role do they play in their country’s patriotism?
- **Health** – Research individuals who represented our country in the Olympics. Do a report on the sport each of these individual participated in. Research the physical skill, discipline and training required to become an athlete in the Olympics. Show a video of some of the Olympic competition and particularly the patriotism exhibited by the athletes for their own countries. Discuss posture – breathing deeply – how that “looks” when saying the Pledge of Allegiance. Practice during the pledge.
- **Health** – Discuss the important role individual health plays in those who serve our country on this soil and foreign soils. Include perceptions/feelings about what patriotism in an individual looks like. Discuss what students know about fitness and the important daily routine one does in order to do his/her part to provide our freedoms.
- **Music** – Learn and sing: “The Star Spangled Banner”, “America the Beautiful”, “My Country ‘Tis of Thee” and research how, when and why these patriotic songs were written.
- **Art** – Have students create a patriotic mural of a historical event to display on a wall of the school or media center.

**Discussion topics:**

- Discuss what it means to be “patriotic.”
- Read newspaper and magazine articles about individuals who show their patriotism.
- Ask students to discuss patriotism with their family and to share stories of anyone they know who has “served their country.” Share stories in class.
- Ask students to discuss the role of motivation in patriotism.

**Writing Prompts:**

- Use one of the quotes as writing prompts.
- Write to a local hero who displays patriotism.
- Invite a war veteran, police officer or fire fighter to speak at school and write a journal about your thoughts.

**Post test** – Ask students to write an essay about three qualities that made an individual a patriotic person.

**FCAT Writing Prompt** – The city commission has asked the students at your school to have a “patriotic day”. What activities would you plan for students to show their patriotism for their country.

**FCAT Writing Prompt** – “Describe a person who has motivated you to a positive experience.”

**Reading** - Use class texts to read literary selections that employ the theme of “patriotism”. Read non-fiction selections that show the theme of “patriotism.” Discuss literary selections that persuade or motivate, Martin Luther King, “I Have A Dream”; John F. Kennedy, “Ask Not What Your Country Can Do ....” Lincoln, “Gettysburg Address”.

## **READING LESSON PLAN**

**6<sup>th</sup>-8<sup>th</sup>**

The reading lesson plan is designed to be used with any reading selection appropriate for your content area. This plan may be used with short stories, poems, newspaper or magazine articles, excerpts or chapters from books, picture books, pamphlets, or lyrics from songs.

Preview the selection selected. Adapt the lesson plan as age appropriate.

- **Before Reading Strategies**
  - Review the definition, synonyms and student activities about “Patriotism.”
  - KWL
    - Show students the selection and ask them “What do you think this selection is about?” “Can you tell how it might have to do with our character trait “patriotism”?”
    - Ask students what they know of the setting, theme or topic of the selection?
    - Ask students what do they predict the selection is about?
- **During Reading Strategies**
  - After reading the first page of the selection, ask students to summarize the: who, what, when and where of the selection.  
(Ask primary students to do this orally and intermediate students to write their responses, and then share)
  - Ask students to predict what will happen next in the selection.
  - Throughout the reading, ask students to summarize and predict.  
When asking students to summarize and predict, it is critical that each student attempts to do this on their own, give all students “think time” and refrain from telling the students the answers until most have shared or written one.
  - Ask students to raise their hands every time they feel someone shows patriotism to another in the selection. Use two column notes. Record the instance of patriotism and how it was shown in the selection.

- **Post Reading Strategies**

- Ask students to write a paragraph to explain the instances of “Patriotism” illustrated in the selection.
- Have students draw a picture of one of the instances of patriotism.
- Teach “cause and effect.” What caused the character to show patriotism and what was the result.
- Return to the KWL chart and check off what was correctly predicted and fill in the L column with what they learned.

**Literature Connections to Character Education**

The following literature selections emphasize the character trait of **patriotism**.

- Check the school or public library.
- Reading levels are approximate, review as appropriate for your students.
- Intermediate level is for upper elementary reading levels and is appropriate for below level middle school readers.

<i>Title</i>	<i>Author</i>	<i>Level</i>
<u><i>The American Legal System</i></u>	Fincher, Ernest B.	Intermediate
<u><i>Don't Call Me Beanhead</i></u>	Wojciechowski, Susan	Intermediate
<u><i>Equality: An American Values First Book</i></u>	Manetti, Lisa	Intermediate
<u><i>Lincoln, a Photobiography</i></u>	Freedman, Russell	Intermediate
<u><i>Martin Luther King</i></u>	Bray, Rosemary	Intermediate
<u><i>Minty: A Story of a Young Harriet Tubman</i></u>	Schroeder, Alan	Intermediate
<u><i>Thurgood Marshall and Equal Rights</i></u>	Cavan, Scamus	Intermediate
<u><i>Across Five Aprils</i></u>	Hunt, Irene	Middle
<u><i>And One For All</i></u>	Nelson, Theresa	Middle
<u><i>Cold Mountain</i></u>	Frazier, Charles	Middle
<u><i>Dragonwings</i></u>	Yep, Laurence	Middle
<u><i>Eleanor Roosevelt: A Life of Discovery</i></u>	Freedman, Russell	Middle
<u><i>Far From the Bamboo Grove</i></u>	Watkins, Yoko Kawashawa	Middle
<u><i>Flags of Our Fathers</i></u>	Bradley, James	Middle
<u><i>Flags of Our Fathers PDF</i></u>	Bradley, James with Powers, Ron	Middle
<u><i>In My Hands: Memories of a Holocaust Rescuer</i></u>	Opdyke, Krene with Armstrong, Jennifer	Middle

<u><i>Inside The Alamo</i></u>	Murphy, Jim	Middle
<u><i>Johnny Tremain</i></u>	Forbes, Esther	Middle
<u><i>My Brother Sam is Dead</i></u>	Collier, James Lincoln	Middle
<u><i>Nothing But the Truth</i></u>	Avi	Middle
<u><i>Red Badge of Courage</i></u>	Crane, Stephen	Middle
<u><i>Snow Falling on Cedars</i></u>	Guterson, David	Middle
<u><i>Soldier's Heart (Hardcover)</i></u>	Paulsen, Gary	Middle
<u><i>Soldier's Heart (Paperback)</i></u>	Paulsen, Gary	Middle
<u><i>The Century for Young People</i></u>	Jennings, Peter and Brewster, Todd	Middle
<u><i>The Education of Little Tree</i></u>	Forrest, Carter	Middle
<u><i>The Last Mission</i></u>	Mazer, Harry	Middle
<u><i>Under the Blood Red Sun</i></u>	Salisbury, Graham	Middle

## Grade level 6<sup>th</sup>-8<sup>th</sup>

### Character trait **RESPONSIBILITY**

**Definition** – The state or quality of being responsible, accountable or answerable. – Noun  
The ability to be responsible for one’s conduct or behavior.

**Synonyms** – duty, pledge, trustworthiness, accountable, answerable, obligation

**Word Analysis** – root – response – answer to; response – is how you respond  
Suffix – able – the state of.

#### **Quotes-**

“We must instill a sense of duty in our children”; “every right implies a responsibility; every opportunity, an obligation; every possession, a duty”. John D. Rockefeller

“There is a choice you have to make in everything you do, and you must always keep in mind, the choice you make, makes you.” Author unknown

“The price of greatness is responsibility.” Winston Churchill

“By failing to prepare, you are preparing to fail.” Benjamin Franklin

“What is right is not always popular, what is popular is not always right.” Unknown author

#### **Suggested Rewards –**

- Teacher recognition of the character trait throughout the day;
- Positive referrals;
- Teacher tickets with weekly/monthly drawing for a prize;
- Recognition certificates;
- Monthly ceremony for reward and recognition.

#### **Activation of Background Knowledge**

(Use parts or all of the activities to activate background knowledge as appropriate for students and their level.)

Pre Test– Students write on a sheet of paper their own definition of “Responsibility.”

Activities: T- Chart (What does the responsibility look like, sound like?) posted in the classroom.

Body Language – Model and discuss the “body language” of the character trait.

Middle (6<sup>th</sup>-8<sup>th</sup>)

Role Play - Ask students to role-play situations in which one student displays responsibility and the other make excuses.

Bulletin Board – Display “How to be Responsible to Yourself and Others”

- Take responsibility for your actions, don't make excuses or blame others
- Always do your best
- Admit your mistakes and learn from them
- Be sure to keep your word
- Don't let others down
- Seek help from others when you need it
- Don't keep others waiting, be on time
- Always put things back from where you got them
- Always keep your promises in word and deed
- Add student points about responsibility

Turn this into a character trait interactive wall by having students put sticky notes, sticker or note cards on each point as they notice someone exemplifying responsibility for actions and self.

- Word Wall – Post synonyms on the word wall and have students write examples of each word through either sentences or examples of individuals exemplifying the character trait.

## **Activities**

## **Level 6<sup>th</sup>-8<sup>th</sup>**

- Ask students to write a list of the top ten ways to be responsible in the class, to family, school, community, and to the environment.
- Ask students to write a journal response to “How does it feel when someone promises to do something and they don't?”
- Teach students organizational skills, such as using a daily planner or assignment book, organizing their desks and backpacks. Discuss how organization helps one to study and be responsible.
- Reward students who exemplify responsibility.
- Write an acrostic poem using the words: Responsibility/Self Control
- Ask students to bring in books, newspaper or magazine articles, poems or song lyrics that emphasize the monthly character trait.
- Have the media center create a display of books emphasizing the monthly character trait.
- Ask administrators to do “Read Alouds” with picture books that emphasize the theme.

## Content Lessons

## Levels 6<sup>th</sup>-8<sup>th</sup>

- **Science** – Create a unit of study on “Being responsible to your environment”. Study environment friendly products. Discuss recycling and the effects on the environment. Share how to keep your community and school clean and attractive. Culminate with an activity to recycle paper or cans in your classroom or school.
- **Social Studies** - Create a unit on “responsibility in government.” Discuss how the election process works and how the responsible individual should cast a vote. Also share how the elected officials must be responsible to those who elected them. Invite a local political official to visit the class and discuss “How they feel responsible to those who elected them, and how they fill that responsibility to the community.”
- **Math** – Assign students to cooperative groups and have each member be responsible for one step in solving the problem. Ask members of each group to help others to be “responsible” for their step of the problem. When they finish the activity, ask students how “Responsibility” worked in their group.
- **Math** – Students measure and assess the school’s responsibility to provide adequate handicapped access. Students measure doorways and other facilities to advise on the school’s handicapped readiness.
- **PE** – Discuss how each person on a sports team is responsible for a specific job. Why is this important? Model how a team does not work if everyone does not take responsibility for his/her own job. (For example: What happens if the catcher does not take responsibility for his/her job? What happens if the defenders abandon the goal and chase the ball to score?)
- **Health** – Create a unit on “Responsibility to Self” to “Just Say No” to drugs. Share ideas on how to behave responsibly to yourself and family when someone offers you an opportunity to try drugs. Ask students to draw situations in which individuals say no to cigarettes, alcohol and drugs. Post drawings under the title “Be Responsible for your Health and Just Say No.”
- **Health** Discuss responsibility as it relates to peer pressure. Being responsible to self requires standing tall for what you believe, as well as, others respecting and showing responsibility in return. Discuss “true friends” and expectations toward responsibility, and “Friends don’t let friends drive drunk.”
- **Career Education** – Students are to discuss real work related responsibilities such as: being on time, having materials prepared, and completing job tasks.
- **Music** – Discuss how professionals performing music show responsibility toward their voice, musical instrument, responsibility for their lyrics or behavior on stage, etc. Discuss how to show responsibility in their music class.
- **Art** - Complete a group art project. Assign roles so that each student has a responsibility to the group. Grade students on their own individual efforts.

Ask students to present their work and explain what each student was responsible for.

**Discussion topics:**

- How can acting irresponsibly hurt friendships? How can acting responsibly make you a better friend?
- What does it mean when someone is described as being responsible?
- Does it matter what others think of you? How does it make you feel when others tell you that you are “being responsible” “irresponsible?”

**Writing Prompts:**

- View a movie, or read a story and discuss how characters in the story are being responsible or irresponsible.
- Use the quotes as writing prompts.
- Ask students to write commitment pledges to be responsible to self, family, friends, classmates, community, and environment.
- Write a persuasive essay to convince your parents that you are responsible enough to: go to a school dance; stay out late; have special privileges.

**FCAT WRITING PROMPT** There is going to be a very cool party at a friend’s house. They have a pool, catered food and a band. The party is over at 1:00 and your curfew is 12:00. Write a persuasive essay to convince your parents that you are responsible enough to go to the party and stay out late.

**FCAT ACTIVITY** – Use FCAT Materials, Using Prevention Concepts 8th Grade “Alcohol”. ( <http://www.fl DOE.org/safeschools/fcat.asp>) The materials include Reading, Writing, Math and Science Activities with FCAT passages and prompts.

**POST TEST** - Ask students to write on a sheet of paper, after studying responsibility for the month, now write a definition of “responsibility” and include specific qualities one must possess for responsibility.

**READING LESSON PLAN**

The reading lesson plan is designed to be used with any reading selection appropriate for your content area. This plan may be used with short stories, poems, newspaper or magazine articles, excerpts or chapters from books, picture books, pamphlets, or lyrics from songs.

**Preview the selection selected. Adapt the lesson plan as age appropriate.**

- **Before Reading Strategies**
  - Review the definition, synonyms and student activities about “Responsibility”.
  - KWL

- Show students the selection and ask them “What do you think this selection is about?” “Can you tell how it might have to do with our character trait “responsibility”?”
- Ask students what they know of the setting, theme or topic of the selection.
- Ask students what they predict the selection is about.
- **During Reading Strategies**
  - After reading the first page of the selection, ask students to summarize the: who, what, when and where of the selection. (Ask primary students to do this orally and intermediate students to write their responses, and then share).
  - Ask students to predict what will happen next in the selection.
  - Throughout the reading, ask students to summarize and predict. When asking students to summarize and predict, it is critical that each student attempts to do this on their own, give all students “think time” and refrain from telling the students the answers until most have shared or written one.
  - Ask students to raise their hands every time they feel someone shows responsibility to another in the selection. Use two column notes. Record the instance of responsibility and how it was shown in the selection.
- **Post Reading Strategies**
  - Ask students to write a paragraph to explain the instances of “Responsibility” illustrated in the selection.
  - Have students draw a picture of one of the instances of responsibility.
  - Teach “cause and effect.” What caused the character to show responsibility and what was the result?
  - Return to the KWL chart and check off what was correctly predicted and fill in the L column with what they learned.

### **Literature Connections to Character Education**

The following literature selections emphasize the character trait of **responsibility**.

- Check the school or public library.
- Reading levels are approximate, review as appropriate for your students.
- Intermediate level is for upper elementary reading levels and is appropriate for below level middle school readers.

<i><b>Title</b></i>	<i><b>Author</b></i>	<i><b>Level</b></i>
<i><u>Angel in Charge</u></i>	Delton, Judy	Intermediate
<i><u>Dear Mr. Henshaw</u></i>	Cleary, Beverly	Intermediate
<i><u>A Dog on Barkham Street</u></i>	Stolz, Mary	Intermediate
<i><u>The Cay</u></i>	Taylor, Theodore	Intermediate
<i><u>Class President</u></i>	Hurwitz, Johanna	Intermediate
<i><u>Fudge</u></i>	Graeber, Charlotte Towner	Intermediate
<i><u>Frank and Ernest</u></i>	Day, A.	Intermediate
Middle (6 <sup>th</sup> -8 <sup>th</sup> )		M-11

<u>Hatchet</u>	Paulsen	Intermediate
<u>The Harry Potter Series</u>	Rawlings, M.K.	Intermediate
<u>My Brother Stevie</u>	Clymer, Elanor	Intermediate
<u>Marvin Redpost: Alone in</u>		
<u>The Teacher's House</u>	Sachar, Louis	Intermediate
<u>Saint George and the Dragon:</u>		
<u>A Golden Legend</u>	Hodges, Margaret	Intermediate
<u>Shoeshine Girl</u>	Bulla, Clyde Robert	Intermediate
<u>Stone Fox</u>	Gardiner, John Reynolds	Intermediate
<u>Summer of the Swans</u>	Byars, Betsy	Intermediate
<u>Where the Red Fern Grows</u>	Rawls, Wilson	Intermediate
<u>Beardance</u>	Hobbs, Will	Middle
<u>Call It Courage</u>	Armstrong, Sperry	Middle
<u>Cold Sassy Tree</u>	Burns, Olive Ann	Middle
<u>Diary of a Teen-aged Girl</u>	Carlson, Melody	Middle
<u>Dacey's Song</u>	Voigt, Cynthia	Middle
<u>Downriver</u>	Hobbs, Will	Middle
<u>Flowers for Algernon</u>	Keyes, Daniel	Middle
<u>Gift-Giver, The</u>	Hansen, Joyce	Middle
<u>Giver, The</u>	Lowry, Lois	Middle
<u>Hatchet</u>	Paulsen, Gary	Middle
<u>Homecoming</u>	Voigt, Cynthia	Middle
<u>Hoot</u>	Hiaasen, Carl	Middle
<u>I Have a Dream: The Life and</u>	Haskins, Jim	Middle
<u>Words of Martin Luther King, Jr.</u>		
<u>Island of The Blue Dolphins</u>	O'dell, Scott	Middle
<u>Johnny Tremain</u>	Forbes, Esther	Middle
<u>Little Women</u>	Alcott, Louisa May	Middle
<u>Marian Wright Edelman: The</u>	Siegel, Beatrice	Middle
<u>Making of a Crusader</u>		
<u>Maze, The</u>	Hobbs, Will	Middle
<u>On My Honor</u>	Bauer, Marion Dane	Middle
<u>One-Eyed Cat</u>	Fox, Paula	Middle
<u>Red Pony, The</u>	Steinbeck, John	Middle
<u>River, The</u>	Paulsen, Gary	Middle
<u>Roll of Thunder</u>	Taylor, Mildred D.	Middle
<u>Shabanau: Daughter of the Wind</u>	Staples, Suzanne Fisher	Middle
<u>Single Shard, A</u>	Park, Linda Sue	Middle
<u>Stone Fox</u>	Gardiner, John Reynolds	Middle
<u>Summer of The Swans, The</u>	Byars, Betsy	Middle
<u>Things Not Seen</u>	Clements, Andrew	Middle
<u>Tuck Everlasting</u>	Babbitt, Natalie	Middle
<u>Walk Two Moons</u>	Creech, Sharon	Middle
<u>Where the Red Fern Grows</u>	Rawls, Wilson	Middle
<u>Whirligig</u>	Fleishman, Paul	Middle
<u>Words by Heart</u>	Sebestyen, Ouida	Middle

## Grade level 6<sup>th</sup> – 8<sup>th</sup>

### Character trait CITIZENSHIP

**Definition** – The state of being a citizen with rights and duties. Noun

**Synonyms** – freedom, independence, home rule, privilege, rights, duties, native land, political home, nationality, community

**Word Analysis** – “citizen” belonging to a community or country.  
“Ship”- a state of being

#### **Quote-**

“I regret that I have only one life to give to my county.” Nathan Hale

“The ballot is stronger than the bullet.” Abraham Lincoln

“He who is brave is free.” Seneca

“Be true to your school.” The Beach Boys

#### **Suggested Rewards –**

- Teacher recognition of the character trait throughout the day;
- Positive referrals;
- Teacher tickets with weekly/monthly drawing for a prize;
- Recognition certificates;
- Monthly ceremony for reward and recognition.

#### **Activation of Background Knowledge**

Use parts or all of the activities to activate background knowledge as appropriate for students and their level.

Pre Test – Ask students to define “citizenship”, and “service”, on a sheet of paper.

Activities: T- Chart (What does citizenship look like, sound like?) posted in the classroom.

Body Language – Model and discuss the “body language” of the character trait.

Role Play – Role play a student exhibiting good citizenship toward the American flag.

Role play a student exhibiting indifference toward the American flag.

Bulletin Board – Display “What does it mean to be a good citizen?”

- Take responsibility for the environment around you

- Be a good friend and neighbor
- Treat others with respect and dignity
- Be proud of your home, school, community and county
- Help to make your world a better place
- Learn about your government and participate
- Participate in student government
- Add student input

Turn this into a character trait interactive wall by having students put sticky notes, sticker or note cards on each point as they notice someone exemplifying citizenship for others.

- Word Wall – Post synonyms on the word wall and have students write examples of each word through sentences or examples of individuals exemplifying citizenship.

## **Activities**

## **Level 6<sup>th</sup>-8<sup>th</sup>**

- Discuss the meaning of good citizenship. Make a chart of how to exhibit good citizenship at school, home and your community.
- As a class, decide upon a “good citizen project” for your school. (ex. Start a recycle program, visit a nursing home and sing songs, collect cans for a food drive at Thanksgiving, collect new toys to donate to needy families at Christmas).
- Write a letter to your principal, senator, congressional representative or the President regarding an issue or concern.
- Ask representatives of community service organizations to speak at your school. (ex: police officer, mayor, city council members, representatives from United Way, a local blood bank, or homeless shelter).
- Everyone in class decide what activity each could do to promote good citizenship at home. For example: volunteer for chores without being asked, take out the garbage, clean your room, help vacuum or clean the house, rake leaves or help clean up the yard.
- All classes – Post bulletin boards with volunteer projects appropriate for students.
- Research and discuss “service learning” and the concept of “feeling great about oneself” because of volunteering in the community.
- Have the media center create a display of books emphasizing citizenship.
- Ask administrators to do “Read Alouds” with picture books that emphasize the theme.
- Ask students to bring in books, newspaper or magazine articles, poems or song lyrics that emphasize this monthly character trait.

- **Science** – Study habitats for different species. Identify man’s role in being a good citizen in these different habitats. For example: when visiting a state park, respect the habitat by not leaving trash behind or feeding the animals; when boating in Florida waterways, slow down for the manatees and do not pollute the lakes, rivers or ocean. Discuss and share how people can be good citizens in other species’ habitats.
- **Social Studies** - Hold a mock election for class president or student council. Have students follow the same procedures as elected officials, campaigning and submitting ballots.
- **Social Studies** – Invite a representative from the community who exemplifies “citizenship” speak in your class. Ask students to prepare questions they would like answered. Contact local community service organizations such as: Kiwanis, Rotary, Lions, and Habitat for Humanity, or Neighborhood Watch organizations.
- **Math** – Math students count and compile ballots for the mock election.
- **Math** – Have students figure the percentage of taxes they would pay on specific amounts of income. (ex. Laborer, banker, etc.)
- **Math** - Have students calculate the number of volunteers and hours volunteers give to their own school. Discuss.
- **PE** – Discuss what being a good citizen means to sports and sporting events. Why do we honor many good citizens at sporting events?
- **Health** – Discuss the value of health as it relates to building strong families/neighborhoods/communities/states/nation of good citizens. What happens in a country that does not have healthy citizens? How does the availability of food and playtime affect our attitude toward our county? Why?
- **Music** – Learn or write a song that celebrates citizenship to sing at a good citizen recognition ceremony.
- **Music** – Discuss Lee Greenwood’s “Proud to be an American” lyrics. Discuss the effect of performing it in a classroom, at an audition, or in a stadium of thousands of people from the United States of America, versus amongst foreigners.
- **Art**- Create posters of examples of citizenship. Display posters and have a gallery walk throughout the school hallways.

**Discussion topics:**

- Ask students what you and your class can do together to take more responsibility for the environment. (Recycling, buying recycled products, and using less water.)
- Participate in community service project with your class. Get fliers and pamphlets from local charitable and community service organizations. Have individuals from those agencies speak to your classes.
- Watch a movie that has characters that exemplify good citizens or poor citizens. Do a Frayer model on good and poor citizenship qualities.

### **Writing Prompts:**

- Use one of the quotes as a writing prompt.
- Write a fictional story or paragraph about what it takes to be a good citizen.
- After reading about a person who exemplified “good citizenship,” write a paragraph describing what you think about that person’s acts of good citizenship.

**Post Test** – Ask students to define citizenship and list ways in which they can each contribute to their own community.

**FCAT Writing Prompt** Ask students to describe people they know or they have learned about who exemplify good citizenship. Be sure to describe two qualities that make that person an example of a good citizen.

**FCAT Writing Prompt** – Why are so many people willing to risk their lives to come to live in the United States? Write an essay explaining the reasons some individuals leave their homeland to come to the United States.

**FCAT Writing Prompt**- Community service helps individual and the community with projects that might not happen without volunteers. Habitat for Humanity, Girls and Boys Clubs and homeless shelters all depend on volunteers. Write an essay persuading someone to become involved in community service.

## **READING LESSON PLAN**

**6<sup>th</sup>-8<sup>th</sup>**

The reading lesson plan is designed to be used with any reading selection appropriate for your content area. This plan may be used with short stories, poems, newspaper or magazine articles, excerpts or chapters from books, picture books, pamphlets, or lyrics from songs.

Preview the selection selected. Adapt the lesson plan as age appropriate.

- **Before Reading Strategies**
  - Review the definition, synonyms and student activities about Citizenship.
  - **KWL**
    - Show students the selection and ask them “What do you think this selection is about?” How does it deal with citizenship?
    - Ask students what they know of the setting, theme or topic of the selection.
    - Ask students what they predict the selection is about.
- **During Reading Strategies**
  - After reading the first page of the selection, ask students to summarize the: who, what, when and where of the selection.  
(Ask primary students to do this orally and intermediate students to write their responses, and then share)
  - Ask students to predict what will happen next in the selection.
  - Throughout the reading, ask students to summarize and predict.

When asking students to summarize and predict, it is critical that each student attempts to do this on their own. Give all students “think time” and refrain from telling the students the answers until most have shared or written one.

- Ask students to raise their hands every time they feel someone shows citizenship to another in the selection. Use two column notes. Record the instance of citizenship and how it was shown in the selection.
- **Post Reading Strategies**
  - Ask students to write a paragraph to explain the instances of “Citizenship” illustrated in the selection.
  - Have students draw a picture of one of the instances of citizenship.
  - Teach “cause and effect.” What caused the character to show citizenship and what was the result?
  - Return to the KWL chart and check off what was correctly predicted. Fill in the L column with what they learned.

### **Literature Connections to Character Education**

The following literature selections emphasize the character trait of citizenship.

- Check the school or public library.
- Reading levels are approximate, review as appropriate for your students.
- Intermediate level is for upper elementary reading levels and is appropriate for below level middle school readers.

<i><b>Title</b></i>	<i><b>Author</b></i>	<i><b>Level</b></i>
<u><i>Coming to America</i></u>	Maestro, Betsy	Intermediate
<u><i>Dear Mrs. Parks: A Dialogue with Today's Youth</i></u>	Parks, Rosa Reed, Gregory	Intermediate
<u><i>Foundations of Democracy Teachers Guide</i></u>	Upper Elementary Center for Civic Education	Intermediate
<u><i>Freedom of the Press Our First Amendment I Pledge Allegiance</i></u>	Thom, Robert Swanson, June	Intermediate Intermediate
<u><i>Molly's Pilgrim</i></u>	Cohen, M.	Intermediate
<u><i>Mrs. Frisby and the Rats Of NIMH Pink and Say</i></u>	O'Brian, Robert Polacco, Patricia	Intermediate Intermediate
Middle (6 <sup>th</sup> -8 <sup>th</sup> )		M-17

<u><i>Soup and Me</i></u>	Peck, Robert N.	Intermediate
<u><i>The Cabin Faced West</i></u>	Fritz, Jean	Intermediate
<u><i>The Contests at Cowlick</i></u>	Kennedy, Richard	Intermediate
<u><i>The Lion, the Witch and The Wardrobe</i></u>	Lewis, C.S.	Intermediate
<u><i>The Voice of the People</i></u>		
<u><i>American Democracy in Action</i></u>	Maestro, Betsy and Giulio	Intermediate
<u><i>Toliver's Secret</i></u>	Brady, Esther Wood	Intermediate
<u><i>Why the Chimes Rang</i></u>	Alden, Raymond	Intermediate
<u><i>And One For All</i></u>	Nelson, Theresa	Middle
<u><i>Anthem</i></u>	Rand, Ayn	Middle
<u><i>Atlas Shrugged</i></u>	Rand, Ayn	Middle
<u><i>Autobiography of Miss Jane Pitmann, The</i></u>	Gaines, Earnest J.	Middle
<u><i>Call Me Francis Tucket (hardcover)</i></u>	Paulsen, Gary	Middle
<u><i>Call Me Francis Tucket (paperback)</i></u>	Paulsen, Gary	Middle
<u><i>Downriver</i></u>	Hobbs, Will	Middle
<u><i>Dragon's Gate</i></u>	Yep, Laurence	Middle
<u><i>Dragonwings</i></u>	Yep, Laurence	Middle
<u><i>Eleanor Roosevelt: A Life of Discovery</i></u>	Freedman, Russell	Middle
<u><i>Esperanza Rising</i></u>	Ryan, Pam Munoz	Middle
<u><i>Flight to Freedom</i></u>	Veciana-Suarez, Ana	Middle
<u><i>Fountainhead, The</i></u>	Rand, Ayn	Middle
<u><i>Great Little Madison, The</i></u>	Fritz, Jean	Middle
<u><i>Heroes</i></u>	Cormier	Middle
<u><i>House on Mango Street</i></u>	Cisneros, Sandra	Middle
<u><i>I Have a Dream: The Life and Words of Martin Luther King, Jr.</i></u>	Lowry, Lois	Middle
<u><i>Jackson Jones and the Puddle of Thorns</i></u>	Quattlebaum, Mary	Middle
<u><i>Johnny Tremain</i></u>	Forbes, Esther	Middle
<u><i>Last Mission, The</i></u>	Mazer, Harry	Middle
<u><i>Marian Wright Edelman: The Making of a Crusader</i></u>	Siegel, Beatrice	Middle
<u><i>Miracle on 16<sup>th</sup> Street, A</i></u>	Rand, Ayn	Middle
<u><i>Mr. Tucket</i></u>	Paulsen, Gary	Middle
<u><i>My Brother Sam Is Dead</i></u>	Collier, James Lincoln & Collier, Christopher	Middle
<u><i>New York's Bravest</i></u>	Osborne, Mary Pope	Middle
<u><i>Outsiders, The</i></u>	Hinton, S.E.	Middle
<u><i>Pink and Say</i></u>	Polacco, Patricia	Middle
Middle (6 <sup>th</sup> -8 <sup>th</sup> )		

<u>River Thunder</u>	Hobbs, Will	Middle
<u>Shabanu: Daughter of the Wind</u>	Staples, Suzanne Fisher	Middle
<u>Soldier's Heart</u>	Paulsen, Gary	Middle
<u>Through My Eyes</u>	Bridges, Ruby	Middle
<u>Tucket's Gold</u>	Paulsen, Gary	Middle
<u>Under the Blood Red Sun</u>	Salisbury, Graham	Middle
<u>War Between the Classes</u>	Miklowitz, Gloria	Middle

## Grade level 6<sup>th</sup>-8<sup>th</sup>

### Character trait KINDNESS

**Definition – 1)** The quality of caring that one shows to others through both words and actions. **2)** An act of good will. –Noun

**Sentence** – “I will always remember your kindness to me when I was so sad.”

**Synonyms** – warm-hearted, considerate, tenderness, gentleness, goodness, Caring, charity, courtesy, sweetness, thoughtfulness, generosity, good will, helpfulness, and understanding.

**Word Analysis** – root “kind” showing care and love; suffix “ness” the state or quality of being.

#### **Quotes-**

“Kindness is the language the deaf can hear and the blind can see.” – Mark Twain

“No act of kindness, no matter how small, is ever wasted.” Aesop

“Being kind to others is a way of being good to yourself.” Rabbi Harold Kushner

“Talking is sharing; listening is caring; kindness is language everyone understands. When you help others, you help yourself.” Anonymous

#### **Suggested Rewards –**

- Teacher recognition of the character trait throughout the day;
- Positive referrals;
- Teacher tickets with weekly/monthly drawing for a prize;
- Recognition certificates;
- Monthly reward and recognition ceremony.

#### **Activation of Background Knowledge**

(Use parts or all of the activities to activate background knowledge as appropriate for students and their level).

**Pre-Test** – On a sheet of paper, ask students to define the word “kindness” and to describe an example of kindness to others.

Activities: T- Chart (what does “kindness” look like, sound like?) posted in the classroom.

Bulletin Board – Display “How to show kindness through words and actions”.

- Express your thanks when someone helps you
- Be polite and offer to help someone in need
- Show forgiveness

- Apologize when you have hurt someone
- Be kind and caring to animals
- Be kind and take care of the earth
- Do not use “put downs” when talking about others
- Help other students with positive suggestions
- Make someone smile every day by being nice to them
- Take care of your health through good health habits
- Compliment others often
- (Add student comments)

(Turn this into a character trait interactive wall by having students put sticky notes, sticker or note cards on each point as they notice someone exemplifying respect for others.)

Body Language – Model and discuss the “body language” of the character trait.

Role play a situation in which students model showing “kindness” and not showing “kindness”. For example: Dealing with a new student, a handicapped person, or a bully.

- Word Wall – Post synonyms on the word wall and have students write examples of each word through either sentences or examples of individuals exemplifying the character trait.

## **Activities**

## **Level 6<sup>th</sup>-8<sup>th</sup> Grade**

- Use “reading buddies”, “math buddies” or pair students so that they learn to work together as friends, emphasize the character trait of kindness while working together.
- Adopt a charity drive at the school or in your class to show kindness such as: “Canned food drives”, “Coats for kids”, “Jump Rope for Heart”, “New toy drive for Christmas”, “Adopt a whale”. Be sure to emphasize your efforts as “kindness for the less fortunate”.
- Ask students to chart all of the kind acts that they witness in class daily.
- Read an article from a magazine or newspaper that discusses how others have shown “kindness through words and actions.”
- Have students create drawings of individuals showing kindness to others. Do an art gallery of the drawings.
- Award certificates to students who exhibit the character trait of kindness and place their names in a jar for a weekly prize drawing.
- Use the quotes as writing prompts.
- Create a “Random Acts of Kindness Program” in your class or school.
- Ask students to bring in books, newspaper or magazine articles, poems or song lyrics that emphasize the monthly character trait.
- Have the media center create a display of books emphasizing the monthly character trait.

- Ask administrators to do “Read Alouds” with picture books that emphasize the theme.

**Content Lessons:**

**Level 6<sup>th</sup>-8<sup>th</sup>**

- **Science** – Decide on a project that would show “kindness to your school or class environment. Plant flowers or a tree; clean up your school grounds or class.
- **Science-** Research animal treatment and care of animals as a project. Ask students to create a poster of how to care for and show kindness toward animals. Contrast this with what does not show care and kindness toward animals.
- **Social Studies** - Research local service and community organizations that are based on helping others with kindness. Invite a spokesperson to come and talk about what their organization does to help those in need.
- **Social Studies** – Research and discuss the role of caring and understanding in cross-cultural communication. Discuss the role of caring and understanding in negotiating foreign policy. Discuss famous caring persons such as Florence Nightingale, Gandhi, and Mother Teresa.
- **Math** – Tally the amount of “Kindness Acts” seen on TV on a particular day. Report on different channels, shows and video games.
- **PE** – Invite a handicapped athlete to visit the class or read an article about one. Ask students to list ideas on how to include handicapped individuals in the games they like to play. Discuss how to show kindness to others who may not be as athletic during the playing of games.
- **Health** – Discuss how physical activity shows kindness to your heart and muscles. Engage students with using their muscles by having them do: deep breathing; shrug shoulders then relax; close eyes and look up, down and sideways; stand up tall and reach for the stars, then touch toes. Contrast what happens to the body when someone does not show kindness to their body by taking care of himself or herself. Talk about what can result over time when one does not take care of their body. “It is a gift to your loved ones to stay healthy.”
- **Health** – Research and discuss the effects of kindness to one’s own body and understanding the effects of drugs, alcohol, and tobacco.
- **Music** – Sing a song that exhibits kindness to others like “Let there be Peace on Earth” or “I’d like to teach the world to sing...” Discuss why music can show kindness and caring to others. Perform a concert of songs that show kindness to others. Create a collection of songs that shows “kindness”.
- **Art** – Discuss how and why artists often donate artwork to charity to benefit a particular organization. Have an art auction at school and donate the money to charity. Kids can sell their art to help a charity.
- **Career Education** – Research careers that require care and understanding to be successful. Discuss how individuals can show care and understanding in the workplace.

### **Discussion topics:**

- Discuss how families show that they care about each other. Ask students to list ways to show their families kindness through actions and words.
- Discuss what can be done to show kindness to the support staff of the school such as those who work in the front office, clinic, media center, cafeteria and custodial staff. Have students each sign a commitment form to show kindness to a member of the support staff through words or actions.
- Discuss what it means to you to show kindness? What do people do to show kindness to others/themselves? “Take time to do something you like”, “Do physical exercise everyday.” “Take care of yourself.”

### **Writing Prompts:**

- Write about a time someone showed kindness to you when you needed it. What was the situation? What did they say or do for you? How did it make you feel?
- Write about a situation when you showed kindness to someone who needed it. What was the situation? What did you say or do for the other person? How did it make you feel?
- Research and select a project you would like to participate in that would show kindness to your school or community. Present your project to the class and try to convince your peers to join you.

**FCAT Writing Prompts** - Write an FCAT essay describing a time when someone showed extraordinary kindness toward you. Describe the event and give specific details of how that person treated you and how you felt.

**Post Test** On a sheet of paper, ask students to define the word “kindness” and to describe an example of kindness to others.

**FCAT Activity** - Use FCAT Materials Using Prevention Concepts 8<sup>th</sup> Grade “Tobacco”. (<http://www.fldoe.org/safeschools/fcat.asp>) The materials include Reading, Writing, Math and Science Activities with FCAT passages and prompts.

## **READING LESSON PLAN**

**6<sup>th</sup>-8<sup>th</sup>**

The reading lesson plan is designed to be used with any reading selection appropriate for your content area. This plan may be used with short stories, poems, newspaper or magazine articles, excerpts or chapters from books, picture books, pamphlets, or lyrics from songs.

Preview the selection selected. Adapt the lesson plan as age appropriate.

- **Before Reading Strategies**
  - Review the definition, synonyms and student activities about **Kindness**.
  - **KWL**

- Show students the selection and ask them “What do you think this selection is about?” “Can you tell how it might have to do with our character trait “kindness”?”
- Ask students what they know of the setting, theme or topic of the selection.
- Ask students what they predict the selection is about.
- **During Reading Strategies**
  - After reading the first page of the selection, ask students to summarize the: who, what, when and where of the selection. (Ask primary students to do this orally and intermediate students to write their responses, and then share)
  - Ask students to predict what will happen next in the selection.
  - Throughout the reading, ask students to summarize and predict. When asking students to summarize and predict, it is critical that each student attempts to do this on their own, give all students “think time” and refrain from telling the students the answers until most have shared or written one.
  - Ask students to raise their hands every time they feel someone shows kindness to another in the selection. Use two column notes. Record the instance of kindness and how it was shown in the selection.
- **Post Reading Strategies**
  - Ask students to write a paragraph to explain the instances of “Kindness” illustrated in the selection.
  - Have students draw a picture of one of the instances of kindness.
  - Teach “cause and effect.” What caused the character to show kindness and what was the result?
  - Return to the KWL chart and check off what was correctly predicted and fill in the L column with what they learned.

### **Literature Connections to Character Education**

- The following literature selections emphasize the character trait of kindness.
- Check the school or public library for additional selections.
- Reading Levels are approximate; review as appropriate for your students.
- Intermediate level is for upper elementary reading levels and is appropriate for below level middle school readers.

<i><b>Title</b></i>	<i><b>Author</b></i>	<i><b>Level</b></i>
<u><i>The Cay</i></u>	Taylor, Theodore	Intermediate
<u><i>The Chalk Box Kid</i></u>	Bulla, Clyde Robert	Intermediate
<u><i>Charlotte’s Web</i></u>	White, E.B.	Intermediate
<u><i>Chicken Sunday</i></u>	Polacco, Patricia	Intermediate

<u>Donovan's Word Jar</u>	DeGross, Monalisa	Intermediate
<u>Littlejim's Gift</u>	Houston, Gloria	Intermediate
<u>Pink and Say</u>	Polacco, Patricia	Intermediate
<u>Plain and Tall Sarah</u>	MacLachlan, Patricia	Intermediate
<u>Shiloh</u>	Naylor, Phyllis Reynolds	Intermediate
<u>Stone Fox</u>	Gardiner, John Reynolds	Intermediate
<u>Sukey and the Mermaid</u>	San Souci, Robert D	Intermediate
<u>Thank You,</u>		
<u>Jackie Robinson</u>	Cohen, Barbara	Intermediate
<u>Year of the Perfect</u>		
<u>Christmas</u>	Houston, Gloria	Intermediate
<u>A Child Called It</u>	Pelzer, Dave	Middle
<u>Because of Winn Dixie</u>	DiCamillo, Kate	Middle
<u>Cay, The</u>	Taylor, Theodore	Middle
<u>Dacey's Song</u>	Voigt, Cynthia	Middle
<u>Gift-Giver, The</u>	Hansen, Joyce	Middle
<u>Good Night, Mr. Tom</u>	Magorian, Michelle	Middle
<u>Little Women</u>	Alcott, Louisa May	Middle
<u>Lottery Rose</u>	Hunt, Irene	Middle
<u>Midwife's Apprentice, The</u>	Cushman, Karen	Middle
<u>Out of Nowhere</u>	Sebestyen, Ouida	Middle
<u>Pay It Forward</u>	Hyde, Catherine Ryan	Middle
<u>Pink and Say</u>	Polacco, Patricia	Middle
<u>Scarlet Letter, The</u>	Hawthorne, Nathaniel	Middle
<u>Shadow of the Red Moon</u>	Myers, Walter Dean	Middle
<u>Shiloh</u>	Naylor, Phyllis Reynolds	Middle
<u>Silver Boxes</u>	Littauer, Florence	Middle
<u>Staying Fat for Sarah</u>	Cruther, Chris	Middle
<u>Byrnes</u>		
<u>Stone Fox</u>	Gardiner, John Reynolds	Middle
<u>Tangerine</u>	Bloor, Edward	Middle
<u>Through My Eyes</u>	Bridges, Ruby	Middle
<u>Tiger Rising</u>	DiCamillo, Kate	Middle

## Grade level 6<sup>th</sup>-8<sup>th</sup>

### Character trait RESPECT

#### Definition – Respect

Willingness to show consideration and honor towards another person. –Verb  
Manner of showing courtesy to another -noun

**Synonyms** – regard, dignity adoration, courtesy, honor, value, uphold, treasure

**Word Analysis** – “Re”- to do again “Spect” – to look at closely

Discuss that respect means to look at closely again and again, therefore to show respect means that one must be doing something that others could look up to again and again.

#### Quote

“Whatever you are be a good one.” - Abraham Lincoln

“Respect others by being courteous and kind.”- Anonymous

“I will speak ill of no man and speak all the good I know of everybody.” – Ben Franklin

“Without feelings of respect, what is there to distinguish men from beast?” Confucius

#### Suggested Rewards –

- Teacher recognition of the character trait throughout the day;
- Positive referrals;
- Teacher tickets with weekly/monthly drawing for a prize;
- Recognition certificates;
- Monthly ceremony for a reward and recognition.

#### Activation of Background knowledge

(Use parts or all of the activities to activate background knowledge as appropriate for students and their level.)

**Pre- Test** – On a sheet of paper, ask students to define and explain what “respect” means to them.

Activities: T- Chart (what does the respect look like, sound like?) post in the classroom

Body Language – Model and discuss the “body language” of the character trait.

Role play – Ask students to role play showing respect to: each other, their parents, teachers, individuals in authority. Include body language, facial expression and words in the role play and include non-models.

Middle (6<sup>th</sup>-8<sup>th</sup>)

M-26

Bulletin Board – Display “How to be respectful?” Display one or all of the points listed below.

- Treat others the way you want to be treated
- Be courteous and polite
- Listen to what others have to say
- Do not treat others with respect when you speak to them
- Do not encourage other students to be disrespectful
- Celebrate differences between people.
- (Add additional points from students)

(Turn this into a character trait interactive wall by having students put sticky notes or stickers on each point as they notice someone exemplifying respect for others.)

Word Wall – Post synonyms on the word wall and have students write examples of each word through either sentences or examples of individuals exemplifying the character trait.

### Activities

### Level 6<sup>th</sup>-8<sup>th</sup>

- Discuss the use of good manners, such as: saying please and thank you, holding doors for others, waiting in lines instead of “cutting” in line, not interrupting others when they are talking. Role-play using good manners and not using good manners.
- Have students list “10 ways to show respect in the classroom,” and post in the classroom. This activity can be completed for the cafeteria, media center, in hallways, on the bus, etc.)
- Brainstorm ways to make your school a more respectful environment. Create a list of recommendations and place them in your school newspaper, on your TV program or on posters to display.
- Have students create drawings of individuals showing respect to others. Do an art gallery in the hall of posters.
- Have the media center create a display of books emphasizing the monthly character trait.
- Ask administrators to do “Read Alouds” with picture books that emphasize the theme.
- Ask students to bring in books, newspaper or magazine articles, poems or song lyrics that emphasize the monthly character trait.

### Content lessons:

### Level 6<sup>th</sup>-8<sup>th</sup>

- **Reading:** Use “Student Code of Conduct” for a discussion of “respect”.
- **Science** – Have students discuss the value of recycling as a showing of “respect for mother earth”. Ask students to create a list of ways to recycle at home and school. Have students create posters to illustrate and display respect for the earth. Practice 3 R’s Program – Reuse, Reduce, Recycle.

- **Social Studies** - Discuss cultural differences between two countries or ethnic backgrounds. Discuss ways students can show respect for other cultures. (For example: dress, religion, and food).
- **Social Sciences**: Research and discuss “Laws about respect for: property or privacy”.
- **Math** – Share with students how to respect the “tools” used in solving math problems: rulers, protractors, calculators.
- **Math** – Calculate the number of respectful acts listed on the displays in each classroom, hold a competition by grade level.
- **PE** – Ask students to list ways to show respect during a specific sport. Discuss the ways professional athletes gain the respect of the public. Discuss what happens when an athlete does something to lose the respect of the public.
- **Health** – Discuss with students and do a unit on how to respect the health of one’s own body by not smoking cigarettes, or doing drugs and by eating well and doing physical activity.
- **Art** - Share different genres of art. Discuss how individuals show respect for different genres of art. Discuss and model appropriate respect of art while visiting an art museum or art show. Display student art and have them practice “showing respect” for the artwork of others.
- **Art**: Draw respect: What does it look like? Use magazine articles, newspaper articles to create a collage of “Respect”.
- **Music** – Have students learn the song “Respect” by Aretha Franklin. Have them perform the song on the school TV program or at an award ceremony.
- **Music** – Discuss how people show respect for others during a musical performance. Model the appropriate behavior including behavior as a performer and as the audience.

**Discussion topics:**

- How do students treat each other at school? What ways do students show respect for each other? Disrespect for each other? How does it make you feel? How can we make it better?
- How do you show respect to your family at home? (Help mom with the dishes, take out the garbage, brush the family pet, help your grandmother with chores.)

**Writing Prompts:**

- Write about an experience you had or saw with a bully. What did the bully do? How did it make you feel? What would you do if you could respond differently? How would “respect” help someone deal with a bully?
- Write a letter to someone who hurt your feelings, explain what the person did to you and why you didn’t like it, and how you want this person to behave differently toward you. Use the word “respect” in your letter 2-3 times.

**Post Test:** On a sheet of paper, ask students to define their understanding of “respect” now that they have completed their month long evaluation of respect.

**FCAT Writing Prompt** - Respect can be evident in the classroom, home and on the playground. Think about a time in your life when respect played a key role. Write about a time in your life when respect had a positive or negative effect on you. Be sure to include an explanation of what happened and how it made you feel.

**FCAT Materials** - Use FCAT Materials Using Prevention Concepts 8<sup>th</sup> Grade “Drugs”. (<http://www.fldoe.org/safeschools/fcat.asp>) The materials include Reading, Writing, Math and Science Activities with FCAT passages and prompts.

## **READING LESSON PLAN**

**6<sup>th</sup>-8<sup>th</sup>**

The reading lesson plan is designed to be used with any reading selection appropriate for your content area. This plan may be used with short stories, poems, newspaper or magazine articles, excerpts or chapters from books, picture books, pamphlets, or lyrics from songs.

Preview the selection selected. Adapt the lesson plan as age appropriate.

- **Before Reading Strategies**
  - Review the definition, synonyms and student activities about “Respect”.
  - **KWL**
    - Show students the selection and ask them “What do you think this selection is about?” “Can you tell how it might have to do with our character trait “respect”?”
    - Ask students what they know of the setting, theme or topic of the selection.
    - Ask students what they predict the selection is about.
- **During Reading Strategies**
  - After reading the first page of the selection, ask students to summarize the: who, what, when and where of the selection.  
(Ask primary students to do this orally and intermediate students to write their responses, and then share)
  - Ask students to predict what will happen next in the selection.
  - Throughout the reading, ask students to summarize and predict.  
When asking students to summarize and predict, it is critical that each student attempts to do this on their own, give all students “think time” and refrain from telling the students the answers until most have shared or written one.
  - Ask students to raise their hands every time they feel someone shows respect to another in the selection. Use two column notes. Record the instance of respect and how it was shown in the selection.
- **Post Reading Strategies**
  - Ask students to write a paragraph to explain the instances of “Respect” illustrated in the selection.
  - Have students draw a picture of one of the instances of respect.
  - Teach “cause and effect” What caused the character to show respect and what was the result.

- Return to the KWL chart and check off what was correctly predicted and fill in the L column with what they learned.

### Literature Connections to Character Education

- The following literature selections emphasize the character trait of **respect**.
- Check the school or public library
- Reading Levels are approximate, review as appropriate for your students.
- Intermediate level is for upper elementary reading levels and is appropriate for below level middle school readers.

<i>Title</i>	<i>Author</i>	<i>Level</i>
<u>War With Grandpa, The</u>	Smith, Robert Kimmel	Intermediate
<u>Where the Red Fern Grows</u>	Rawls, Wilson	Intermediate
<u>View From Saturday</u>	Konigsburg, E.L.	Intermediate
<u>Mississippi Bridge</u>	Taylor, Mildred D.	Intermediate
<u>Ramona and Her Mother</u>	Cleary, Beverly	Intermediate
<u>Cay, The</u>	Winthrop, Elizabeth	Intermediate
<u>Chaulk Box Kid, The</u>	Bulla, Clyde Robert	Intermediate
<u>Hundred Penny Box, The</u>	Mathis, Sharon Bell	Intermediate
<u>In the Year of the Boar and</u>		
<u>Jackie Robinson</u>	Lord, Bette Bao	Intermediate
<u>Julie of the Wolves</u>	George, Jean Craighead	Intermediate
<u>Littlejim</u>	Houston, Gloria	Intermediate
<u>Pink and Say</u>	Polacco, Patricia	Intermediate
<u>All It Takes is Practice</u>	Miles, Betty	Intermediate
<u>Frozen Fire: A Tale of</u>		
<u>Courage</u>	Houston, James	Intermediate
<u>Brian's Return</u>	Paulsen, Gary	Middle
<u>Brian's Winter (hardcover)</u>	Paulsen, Gary	Middle
<u>Brian's Winter (paperback)</u>	Paulsen, Gary	Middle
<u>Chicken Soup For the Soul</u>	Canfield, Jack	Middle
<u>Child Called It, A</u>	Pelzer, Dave	Middle
<u>Diary of a Teen-aged Girl</u>	Carlson, Melody	Middle
<u>Dragonwings</u>	Yep, Laurence	Middle
<u>Education of Little Tree, The</u>	Carter, Forrest	Middle
<u>Endurance</u>	Alexander, Caroline	Middle
<u>Hazelwood High Trilogy</u>	Draper, Sharon	Middle
<u>Hoot</u>	Hiaasen	Middle
<u>House on Mango Street, The</u>	Cisneros, Sandra	Middle
<u>If I Forget, You Remember</u>	Williams, Carol Lynch	Middle
<u>Julie of the Wolves</u>	George, Jean Craighead	Middle
<u>Land, The</u>	Taylor, Mildred D.	Middle
Middle (6 <sup>th</sup> -8 <sup>th</sup> )		

<u>Light In The Forest</u>	Richter, Conrad	Middle
<u>Lottery Rose</u>	Hunt, Irene	Middle
<u>Love That Dog</u>	Creech, Sharon	Middle
<u>Macaroni Boy</u>	Ayres, Katherine	Middle
<u>Maniac Magee</u>	Spinelli, Jerry	Middle
<u>Mississippi Bridge</u>	Taylor, Mildred D.	Middle
<u>One-Eyed Cat</u>	Fox, Paula	Middle
<u>Out of Nowhere</u>	Sebestyen, Ouida	Middle
<u>Pay It Forward</u>	Hyde, Catherine Ryan	Middle
<u>Pearl, The</u>	Steinbeck, John	Middle
<u>Single Shard, The</u>	Park, Linda Sue	Middle
<u>Tangerine</u>	Bloor, Edward	Middle
<u>The River (hardcover)</u>	Paulsen, Gary	Middle
<u>The River (paperback)</u>	Pauulsen, Gary	Middle
<u>Their Eyes Were Watching God</u>	Hurston, Zora Neale	Middle
<u>View From Saturday, The</u>	Konigsburg, E.L.	Middle
<u>Waiting For the Rain</u>	Ryan, Pam Munoz	Middle
<u>War Between The Classes</u>	Miklowitz, Gloria	Middle
<u>Watson's Go To Birmingham, The</u>	Curtis, Christopher Paul	Middle
<u>When Zachary Beaver Came to Town</u>	Holt, Kimberly Willis	Middle
<u>Where the Red Fern Grows</u>	Rawls, Wilson	Middle

## Grade level 6<sup>th</sup>-8<sup>th</sup>

### Character trait HONESTY

#### Definition –

- 1) The quality of being truthful and fair in words and actions. 2) The quality of being honest, and straightforward in conduct and speech. – Noun
- 3) Openly, truthfully, frankly, - adverb

**Synonyms** – integrity; trustiness; honor; justice; candor; sincerity; fairness

**Word Analysis** – root-“honor”; - suffix “y” The quality of being honorable

#### Quotes

“Be true to your work, your word and your friend.” Henry David Thoreau

“You never find yourself until you face the truth.” Pearl Bailey

“A half truth is a whole lie.” Yiddish Proverb

“There is no power on earth more formidable than the truth.” Margaret Lee Runbeck

#### Suggested Rewards –

- Teacher recognition of the character trait throughout the day;
- Positive referrals;
- Teacher tickets with weekly/monthly drawing for a prize;
- Recognition certificates;
- Monthly ceremony for reward and recognition.

#### Activation of Background knowledge

(Use parts or all of the activities to activate background knowledge as appropriate for students and their level).

**Pre Test** – On a sheet of paper, ask students to define “trustfulness” and “honesty”.

Activities: T- Chart (What does honesty look like, sound like?) posted in the classroom.

Body Language – Model and discuss the “body language” of the character trait.

Role play a situation in which a student is asked to be honest about copying a student’s homework or a situation at home when a student has not been honest with a parent.

Bulletin Board – Display “How to display your Honesty”

- Tell the truth in all situations

- Be dependable, do what you say you will do
- Follow rules
- Do what you know is right
- Be honest with yourself, refrain from lying, stealing, cheating and misleading others
- Say what you feel even if it does not seem popular
- Add student comments about the qualities of honesty

Turn this into a character trait interactive wall by having students put sticky notes, sticker or note cards on each point as they notice someone exemplifying honesty with others.

- Word Wall – Post synonyms on the word wall and have students write examples of each word through sentences or examples of individuals exemplifying the character trait.

### Activities

**Level 6<sup>th</sup>-8<sup>th</sup>**

- Create a bulletin board of news articles reporting on honest actions done by others.
- Ask students or teacher to assist in creating a concept map of “What actions and words let you know that someone is honest”? Have students use words to describe the action then give specific examples. Display in hallways.
- Discuss honesty in the classroom and have students create a chart of ways to exemplify honesty in the class. Post the chart.
- Ask an individual from law enforcement or the judicial system to discuss why honesty is critical in solving a crime.
- Ask students to bring in books, newspaper or magazine articles, poems or song lyrics that emphasize the monthly character trait.
- Have the media center create a display of books emphasizing the monthly character trait.
- Ask administrators to do “Read Alouds” with picture books that emphasize the theme.

### Content Lessons:

**Level 6<sup>th</sup>-8<sup>th</sup>**

- **Science** – Teach and study the food pyramid and teach students what types of foods are needed for the health of each organ of the body. Team with the health and math teacher for a team unit.
- **Science** – Ask students to discuss the value of honesty and trustfulness, in scientific discoveries such as: pharmaceutical, agricultural and environmental findings.
- **Health** – Ask students to keep a diary of the foods and amounts they eat for one day. Then instruct students on how to use a calorie counter to understand the value of the foods. In Math class students compute their intake of daily calories. Then instruct the students in how to “burn” calories through exercise. Ask students to fill out a diary of how much

daily exercise they do. In math class students compute their “calories burned”. The students then learn how to compare and contrast intake of calories and expenditure of calories. Discuss the importance of Honesty in their reporting. Honesty to self is extremely important for your health.

- **Math**- Pair with health lesson.
- **Math** – Have students create a statistical survey or graph on the number of students who have cheated on assignments in school.
- **Career Education/Math** – Discuss the value of honesty and truthfulness in the workplace. List what traits students would find important in a workplace. Ask students to rate the traits. Create a graph of the trait results.
- **Social Studies** – Study one of the following famous people who exemplify the character trait honest: Abraham Lincoln, Ghandi, Martin Luther King, Frederick Douglas, Cochise.
- **Social Studies** – Read an excerpt from Bury My Heart at Wounded Knee. Discuss how honesty and dishonesty played a role in the treatment of Native Americans and the compromise to move them off lands wanted by the American government.
- **PE**- Discuss honesty in sports. Use the examples of being honest about your score or handicap in the game of golf. Discuss honesty in playing table or card games. Why is it important that individuals are honest in sports? Share true stories of gambling, player influencing, etc. Make a collage of newspaper articles.
- **Music**- Discuss with students songs and lyrics that involve the trait of honesty. Stress the relevance of honesty in specific incidents and relationships.
- **Art**- Have students create posters or drawings of “honest events” in their lives or those of others. Display the posters throughout the class or in hallways.
- **Art** – Students can research the problems of forgery in the world of art. Discuss.
- **Journalism** – Discuss and research instances of plagiarism.

### **Discussion topics:**

- Discuss what “honesty” means at school when taking a test. Ask students to discuss, if looking at another student’s paper to check if they have the same answer, is being honest or not.
- What is important about being honest with yourself about what you eat and drink? If your mom asks, “How many packs of gummies have you eaten today?” Why is it very important for you to be honest when answering your mom?

### **Writing Prompts:**

- Use the discussion topics for writing prompts.
- In a journal write on the following topics:
  - “Write about a time that someone hurt you when they were not honest with you.”
  - Write about a time that you were not honest and what happened.
  - Write about what you have learned about “honesty”.

- If you had to explain to someone, “What is honesty?”  
How would you define it? What examples would you give them?

**Post Test** – On a sheet of paper, ask students to reflect on their month of “honesty and trustfulness” and to write a definition of the theme.

**FCAT Activity: Writing Prompt** - Discuss the saying, “Honesty is the best policy”. Ask students to write a journal entry (writing prompt). Write about a time that honesty was the best policy in your life or Write about a time that you were not honest and state the negative consequences.

**FCAT Activity: Writing Prompt**- Write a narrative describing “a day in the life” of a person who eats healthy and does daily exercise. Include in your narrative a description of what that person would eat for breakfast, lunch, dinner and snacks, and what that person would do for exercise. After the writing, have students compare and contrast that person to him or herself.

## **READING LESSON PLAN**

**6<sup>th</sup>-8<sup>th</sup>**

The reading lesson plan is designed to be used with any reading selection appropriate for your content area. This plan may be used with short stories, poems, newspaper or magazine articles, excerpts or chapters from books, picture books, pamphlets, or lyrics from songs.

Preview the selection selected. Adapt the lesson plan as age appropriate.

- **Before Reading Strategies**
  - Review the definition, synonyms and student activities about “Honesty”.
  - **KWL**
    - Show students the selection and ask them “What do you think this selection is about?” “Can you tell how it might have to do with our character trait “honesty”?”
    - Ask students what they know of the setting, theme or topic of the selection?
    - Ask students what do they predict the selection is about.
- **During Reading Strategies**
  - After reading the first page of the selection, ask students to summarize the: who, what, when and where of the selection.  
(Ask primary students to do this orally and intermediate students to write their responses, and then share).
  - Ask students to predict what will happen next in the selection.
  - Throughout the reading, ask students to summarize and predict.  
When asking students to summarize and predict, it is critical that each student attempts to do this on their own, give all students “think time” and refrain from telling the students the answers until most have shared or written one.

- Ask students to raise their hands every time they feel someone shows honesty to another in the selection. Use two column notes. Record the instance of honesty and how it was shown in the selection.
- **Post Reading Strategies**
  - Ask students to write a paragraph to explain the instances of “Honesty” illustrated in the selection.
  - Have students draw a picture of one of the instances of honesty.
  - Teach “cause and effect.” What caused the character to show honesty and what was the result?
  - Return to the KWL chart and check off what was correctly predicted and fill in the L column with what they learned.

### **Literature Connections to Character Education**

- The following literature selections emphasize the character trait of honesty.
- Check the school or public library for additional selections.
- Reading Levels are approximate, review as appropriate for your students.
- Intermediate level is for upper elementary reading levels and is appropriate for below level middle school readers.

<i><b>Title</b></i>	<i><b>Author</b></i>	<i><b>Level</b></i>
<u><i>Bad Times of Irma Baumline</i></u>	Brink, Carol	Intermediate
<u><i>The Cuckoo Child</i></u>	King-Smith, Dick	Intermediate
<u><i>The Cybil War</i></u>	Byers, Betsy	Intermediate
<u><i>Lizzie Lies a Lot</i></u>	Levy, Elizabeth	Intermediate
<u><i>My Brother, The Thief</i></u>	Shyer, Marlene	Intermediate
<u><i>On My Honor</i></u>	Bauer, Marion	Intermediate
<u><i>Penney’s Worth of Character</i></u>	Stuart, J.	Intermediate
<u><i>Shiloh</i></u>	Naylor, Phyllis	Intermediate
<u><i>Stinky Sneakers Contest</i></u>	Peters, Julie	Intermediate
<u><i>Too Many Tamales</i></u>	Soto, Gary	Intermediate
<u><i>The Stories Julian Tells</i></u>	Cameron, Ann	Intermediate
<u><i>The Trumpet of the Swan</i></u>	White, E.B.	Intermediate
<u><i>“Ballad of Birmingham”</i></u>	Randall, Dudley	Middle
<u><i>Amistad</i></u>	Pate, Alexs D.	Middle
<u><i>Cold Sassy Tree</i></u>	Burns, Olive Ann	Middle
<u><i>Ethan Frome</i></u>	Wharton, Edith	Middle
<u><i>Fahrenheit 451</i></u>	Bradbury, Ray	Middle
<u><i>Flowers For Algernon</i></u>	Keyes, Daniel	Middle
<u><i>Hobbit, The</i></u>	Tolkien, J.R.R	Middle
<u><i>Hoot</i></u>	Hiaasen, Carl	Middle
<u><i>Letters From a Slave Girl</i></u>	Lyons, Mary E.	Middle
<u><i>Lily’s Crossing</i></u>	Giff, Patricia Reilly	Middle
<u><i>Little Women</i></u>	Alcott, Louisa May	Middle
<u><i>Lord of the Deep</i></u>	Salisbury, Graham	Middle
<u><i>Macbeth</i></u>	Shakespeare, William	Middle
<u><i>Mississippi Burning</i></u>	Norst, Joel	Middle
Middle (6 <sup>th</sup> -8 <sup>th</sup> )		

<u><i>On My Honor</i></u>	Bauer, Marion Dane	Middle
<u><i>Othello</i></u>	Shakespeare, William	Middle
<u><i>Single Shard, The</i></u>	Park, Linda Sue	Middle
<u><i>Tangerine</i></u>	Bloor, Edward	Middle
<u><i>To Kill a Mockingbird</i></u>	Harper, Lee	Middle
<u><i>Tom Sawyer</i></u>	Twain, Mark	Middle
<u><i>Touching Spirit Bear</i></u>	Mikaelsen, Ben	Middle
<u><i>Zink</i></u>	Bennett, Cherie	Middle

## Grade level 6<sup>th</sup>-8<sup>th</sup>

### Character trait SELF-CONTROL

#### Definition –

Control of one’s own behavior, desires, or actions - noun

#### Synonyms –

Willpower, restraint, reserve, quiet, even temper, good behavior

**Word Analysis** – compound – root – self- and –root - control

#### Quotes -

“Self-reverence, self-knowledge, self-control, - These three alone lead life to sovereign power.” Alfred Lord Tennyson

“Experience of a sense of guilt for wrong-doing is necessary for the development of self-control. The guilt feelings will later serve as a warning signal.” Selma H. Frailberg

“Think before you act.” Anonymous

#### Suggested Rewards –

- Teacher recognition of the character trait throughout the day;
- Positive referrals;
- Teacher tickets with weekly/monthly drawing for a prize;
- Recognition certificates;
- Monthly ceremony for a reward and recognition.

#### Activation of Background Knowledge

(Use parts or all of the activities to activate background knowledge as appropriate for students at their level.)

**Pre Test** – Have students define “self-control” and write one example of when they need self-control.

Activities: T- Chart (What does the self-control look like, sound like?) posted in the classroom.

Body Language – Model and discuss the “body language” of the character trait.

Role play – Role play by having one student getting upset over something like a bad grade, losing a football game or losing a girlfriend or boyfriend. Have another student help that student with the steps listed below for gaining control.

Middle (6<sup>th</sup>-8<sup>th</sup>)

Bulletin Board – Display “How to have self-control”

- Be responsible for your behavior
- Think before you act or say something
- Be part of the solution, not the problem
- If you think you are losing control do the following:
  - Count to ten and take a deep breath
  - Walk away from a situation before you lose control
  - Wait....Use words to express what you don't like
  - Tell what you would like to happen
  - Seek the nearest adult to ask for help
- Learn what it feels like to lose control and stop it before it happens
- Solve problems with others peacefully
- Help others maintain control with kind words
- Include student suggestions of self-control

(Turn this into a character trait interactive wall by having students put sticky notes, sticker or note cards on each point as they notice someone exemplifying self-control).

- Word Wall – Post synonyms on the word wall and have students write examples of each word through either sentences or examples of individuals exemplifying the character trait.

Activities

Level 6<sup>th</sup>-8<sup>th</sup>

- Model and practice skits of how to solve differences peacefully.
- Create a “teen peer mediation” where student’s help to problem solve when a student has problem with another student. Students must have training and set procedures and protocol for a successful program.
- Find comic strips in the newspaper that show the characters dealing with anger. Discuss how the characters might be able to handle the situation better. Make the strips into a book to which students can add their own cartoon solutions. Use the published book for discussions.
- Practice deep breathing and other methods that individuals use to calm down and have self control.
- Ask students to bring in books, newspaper or magazine articles, poems or song lyrics that emphasize the monthly character trait.
- Have the media center create a display of books emphasizing the monthly character trait.
- Ask administrators to do “Read Alouds” with picture books that emphasize the theme.

Content lessons:

Level 6<sup>th</sup>-8<sup>th</sup>

- **Reading** – Have students read non-fiction selections on topics such as: “Road Rage”, “School Violence”, “Domestic Abuse”, and “Drug Abuse”.

- **Science** – Study how animals in herds or packs practice self-control. How do horses deal with a horse that is out of control in the herd? How do elephants? Who is responsible in the herd for maintaining control? How does this compare to humans?
- **Science** – Research and discuss what happens to the environment, when “man” loses self-control.
- **Social Studies** - Examine what rules we have at school that help us keep our self-control? What would happen if kids could cut in line at lunch? How do school wide rules keep us safe?
- **Social Studies** – Examine why we have driving laws and procedures. Why do these laws help to maintain self-control? What might happen if we could drive any speed any time?  
Discuss how local and national governments make laws.
- **Social Studies** – Research and discuss society’s need for rules and regulations, and what happens without rules governing self-control, for example: drunk drivers.
- **Math** – Conduct a survey before the unit on self-control is taught. Ask all students to complete a questionnaire about “How many times a day or week do you lose control with: anger, food, words, physical, ‘acting out’ etc.” At the end of the unit repeat the questionnaire. Chart before and after answers to the questions. Compute the % growth.
- **Math** – Have students research and compile statistics and create graphs on teen crime, teen drug abuse, teen drag racing, etc.
- **PE** – Discuss self-control as it relates to being a “poor loser”. Also discuss how one reacts to a referee’s call. How does one maintain self-control as a “winner”? Use photos and excerpts that illustrate both good sportsmanship and poor sportsmanship.
- **PE** – Research and discuss the need for rules and regulations concerning self-control in sports for: athletes, officials, owners and spectators.
- **Health** – Discuss with students the effects of drug use. Include prescription and over-the-counter drugs, as well as, age and size and growth development. Or, discuss self-control as it relates to food choices. Discuss amounts necessary for body size/age etc. Include what results when we lose control on a repeated basis.
- **Music** – Create a rap about controlling feelings.
- **All classes**: Teach conflict resolution and mediation skills. Identify a problem, and have students brainstorm solutions, then pair students to discuss which solutions would work best and why.
- **Art** - Draw a poster or a picture that helps you to keep control when you know you might lose it. Put it up in a place where you can see it.

**Discussion topics:**

- Discuss healthy steps to controlling anger.
- Discuss how different family members exhibit self-control. For example: How Mom watches that she only eats a small amount of dessert. How Dad deals with a bad day at work. How a younger sibling responds to sharing, etc. Chart and display good examples of self-control.

### **Writing Prompts:**

- Write an acrostic poem with the word Self-control.
- Use the quotes as writing prompts.

**FCAT Writing Prompt** – Disagreements at schools are common. You have a friend who is contemplating fight with another student over a prank. This student is getting more upset as the day goes by and plans to fight the other student after school. Write an essay explaining how you would use good judgment and help the student get control of his anger and work toward a peaceful solution to the problem.

**FCAT Activity:** Use FCAT Materials Using Prevention Concepts 8<sup>th</sup> Grade “Alcohol”. (<http://www.fldoe.org/safeschools/fcat.asp>) The materials include Reading, Writing, Math and Science Activities with FCAT passages and prompts.

**Post Test** – Have students define self-control after completing the month-long activities. Include what each has learned about their own need for self-control.

## **READING LESSON PLAN**

**6<sup>th</sup>-8<sup>th</sup>**

The reading lesson plan is designed to be used with any reading selection appropriate for your content area. This plan may be used with short stories, poems, newspaper or magazine articles, excerpts or chapters from books, picture books, pamphlets, or lyrics from songs.

Preview the selection selected. Adapt the lesson plan as age appropriate.

- **Before Reading Strategies**
  - Review the definition, synonyms and student activities about “Self-control”.
  - KWL
    - Show students the selection and ask them “What do you think this selection is about?” “Can you tell how it might have to do with our character trait “self-control”?”
    - Ask students what they know of the setting, theme or topic of the selection.
    - Ask students what they predict the selection is about.
- **During Reading Strategies**
  - After reading the first page of the selection, ask students to summarize the: who, what, when and where of the selection. (Ask primary students to do this orally and intermediate students to write their responses, and then share)
  - Ask students to predict what will happen next in the selection.
  - Throughout the reading, ask students to summarize and predict. When asking students to summarize and predict, it is critical that each student attempts to do this on their own, give all students “think time” and

refrain from telling the students the answers until most have shared or written one.

- Ask students to raise their hands every time they feel someone shows self-control to another in the selection. Use two column notes. Record the instance of self-control and how it was shown in the selection.
- **Post Reading Strategies**
  - Ask students to write a paragraph to explain the instances of “Self-control” illustrated in the selection.
  - Have students draw a picture of one of the instances of self-control.
  - Teach “cause and effect” What caused the character to show self-control and what was the result.
  - Return to the KWL chart and check off what was correctly predicted and fill in the L column with what they learned.

### **Literature Connections to Character Education**

- The following literature selections emphasize the character trait of **self-control**.
- Check the school or public library.
- Reading Levels are approximate, review as appropriate for your students.
- Intermediate level is for upper elementary reading levels and is appropriate for below level middle school readers.

<b><i>Title</i></b>	<b><i>Author</i></b>	<b><i>Level</i></b>
<u><i>Angel in Charge</i></u>	Delton, Judy	Intermediate
<u><i>Class Clown</i></u>	Hurwitz, Johanna	Intermediate
<u><i>Dear Mr. Henshaw</i></u>	Cleary, Beverly	Intermediate
<u><i>A Dog on Barkham Street</i></u>	Stolz, Mary	Intermediate
<u><i>The Cay</i></u>	Taylor, Theodore	Intermediate
<u><i>Class President</i></u>	Hurwitz, Johanna	Intermediate
<u><i>Fudge</i></u>	Graeber, Charlotte Towner	Intermediate
<u><i>Frank and Ernest</i></u>	Day, A.	Intermediate
<u><i>Hatchet</i></u>	Paulsen	Intermediate
<u><i>The Harry Potter Series</i></u>	Rawlings, M.K.	Intermediate
<u><i>My Brother Stevie</i></u>	Clymer, Elanor	Intermediate
<u><i>Marvin Redpost: Alone in</i></u>		
<u><i>The Teacher’s House</i></u>	Sachar, Louis	Intermediate
<u><i>Saint George and the Dragon:</i></u>		
<u><i>A Golden Legend</i></u>	Hodges, Margaret	Intermediate
<u><i>Shoeshine Girl</i></u>	Bulla, Clyde Robert	Intermediate
<u><i>Stone Fox</i></u>	Gardiner, John Reynolds	Intermediate
<u><i>Summer of the Swans</i></u>	Byars, Betsy	Intermediate
<u><i>Where the Red Fern Grows</i></u>	Rawls, Wilson	Intermediate
<u><i>Arctic Explorer: The Story of</i></u>	Ferris, Jeri	Middle
<u><i>Matthew Henson</i></u>		
Middle (6 <sup>th</sup> -8 <sup>th</sup> )		

<u>Brian's Return</u>	Paulsen, Gary	Middle
<u>Brian's Winter (hardcover)</u>	Paulsen, Gary	Middle
<u>Brian's Winter (paperback)</u>	Paulsen, Gary	Middle
<u>Bridge To Terabithia</u>	Paterson, Katherine	Middle
<u>Diary of a Teen-aged Girl</u>	Carlson, Melody	Middle
<u>Gift-Giver, The</u>	Hansen, Joyce	Middle
<u>Hatchet</u>	Paulsen, Gary	Middle
<u>Holes</u>	Hoffman, Marion B.	Middle
<u>Hostage, The</u>	Taylor, Theodore	Middle
<u>Indian Captive</u>	Lenski, Lois	Middle
<u>North by Night</u>	Ayres, Katherine	Middle
<u>Nothing But the Truth</u>	Avi	Middle
<u>Number the Stars</u>	Lowry, Lois	Middle
<u>Pigman, The</u>	Zindel, Paul	Middle
<u>Roll of Thunder</u>	Taylor, Mildred D.	Middle
<u>Shiloh</u>	Naylor, Phyllis Reynolds	Middle
<u>Speak</u>	Anderson, Laurie Halse	Middle
<u>Staying Fat For Sarah Burns</u>	Crutcher, Chris	Middle
<u>Story of My Life, The</u>	Keller, Helen	Middle
<u>The Color of My Words</u>	Joseph, Lynn	Middle
<u>The Color Purple</u>	Walker, Alice	Middle
<u>The Great Gilly Hopkins</u>	Paterson, Katherine	Middle
<u>The Little Prince</u>	Saint-Exupery, Antoine de	Middle
<u>The Maze</u>	Hobbs, Will	Middle
<u>The River (hardcover)</u>	Paulsen, Gary	Middle
<u>The River (paperback)</u>	Paulsen, Gary	Middle
<u>The Witch of Blackbird Pond</u>	Speare, Elizabeth George	Middle
<u>Touching Spirit Bear</u>	Mikaelsen, Ben	Middle
<u>View From Saturday, The</u>	Konigsburg, E.L.	Middle

## Grade level 6<sup>th</sup>-8<sup>th</sup>

### Character trait TOLERANCE

**Definition** – The capacity for or the practice of respecting the beliefs or practices of others; the capacity to endure hardship or pain; open-mindedness - noun

**Synonyms** – compassion, kindness, patience, sensitivity, understanding

**Word Analysis** – (not broken down into word parts)

#### Quotes-

“It is thus tolerance that is the source of peace, and intolerance that is the source of disorder and squabbling.” Pierre Bayle

“I describe family values as responsibility towards others, increase of tolerance, compromise, support, flexibility.” Salvador Minuchin

“Living up to basic ethical standards in the classroom—discipline, tolerance, honesty—is one of the most important ways children learn how to function in society at large.” Eloise Salholz

“Injustice anywhere is a threat to justice everywhere.” Martin Luther King

“Use your special abilities to help other people, make yourself necessary to somebody and live to make the world less difficult for each other.” George Eliot

#### Suggested Rewards

- Teacher recognition of the character trait throughout the day;
- Positive referrals;
- Teacher tickets with weekly/monthly drawing for a prize;
- Recognition certificates;
- Monthly ceremony for a reward and recognition.

#### Activation of Background knowledge

(Use parts or all of the activities to activate background knowledge as appropriate for students and their level.)

**Pre Test** – Ask students to write a definition of “tolerance” and to write what they believe “human worth and dignity” mean in today’s world.

Activities: T- Chart (what does the character trait of tolerance look like, sound like?) post in the classroom.

Body Language – Model and discuss the “body language” of the character trait.

Role Play - Role play scenarios of individuals treating others with dignity and recognizing self-worth. Examples: One student role plays being a handicapped person, while another student role plays helping the handicapped person accomplish a difficult task with dignity. Role play how students can show tolerance toward someone different from themselves.

Bulletin Board – Display “What is Tolerance?”

- Listen politely when others are speaking
- Avoid criticizing others
- Have an open mind
- Be compassionate with your siblings and friends
- Remember everyone has positive attributes, look for them in others
- Accept everyone’s differences
- Look at both sides of environmental concerns
- Follow rules and laws
- (Add student comments)

(Turn this into a character trait interactive wall by having students put sticky notes, sticker or note cards on each point as they notice someone exemplifying tolerance for others.)

- Word Wall – Post synonyms on the word wall and have students write examples of each word through either sentences or examples of individuals exemplifying the character trait.

## **Activities**

**Level 6<sup>th</sup> -8<sup>th</sup>**

- Discuss what does tolerance of differences mean in the classroom?
- Find articles from magazines and newspapers that discuss lack of tolerance and tolerance of individual differences.
- Create a peace table in your classroom for conflict resolution or institute “peer mediation” after being trained in the program.
- Have students create a “Top Ten List” for showing tolerance and understanding toward each other in the class. Post the list.
- Celebrate holidays from different cultures and study, share and celebrate differences between cultures.
- Read a poem and discuss each person’s interpretation and why it means different things to each of us.
- Have each student ask their parents about their heritage and traditions. Ask students to share their different heritages and traditions with the class.
- Create a graffiti wall with encouraging slogans and statements that illustrate “Human Worth and Dignity”.
- Ask students to fill in a Frayer Model of what are the essential characteristics of tolerance and what are the essential non-characteristics of tolerance.

- Ask students to bring in books, newspaper or magazine articles, poems or song lyrics that emphasize the monthly character trait.
- Have the media center create a display of books emphasizing the monthly character trait.
- Ask administrators to do “Read Alouds” with picture books that emphasize the theme.

**Content Lessons:**

**Level 6<sup>th</sup>-8<sup>th</sup>**

- **Science**- Study how unlikely animals share habitats. How do these animals show or display tolerance and understanding?
- **Science**- Study how animals build tolerance to a harsh environment through adaptation.
- **Science** – Research and discuss topics such as cloning and genetic research, discuss these topics in light of “human worth and dignity”.
- **Social Studies** - Study conflicts in history and ask students to identify how Understanding/Tolerance or lack of; impacted history.
- **Social Studies** – Compare and contrast cultures and celebrate their differences.
- **Social Studies** - Research topics such as: Child Abuse, Child Labor laws, and Death with Dignity.
- **Social Studies** – Teach a unit on the “Holocaust”. Discuss the issue of tolerance as it relates to “man’s inhumanity to man”.
- **Math** – Compute the value of the human body such as: water, blood, salt, etc.
- **Math** – Have students explain the many different ways they each solve a math problem. Discuss how this is an example of tolerance.
- **PE** – Discuss situations in sports when an individual must show tolerance or understanding toward another player. Use examples from magazines and newspaper to show how tolerance and understanding have been exemplified in sports. For example: handicapped individuals have successfully competed in sport events/local Special Olympics. For a negative example, how world wide soccer events have deteriorated due to lack of tolerance.
- **PE** – Discuss the concept of exploitation of athletes.
- **Health** – Teach a unit on drug use and tolerance. What does it mean when our bodies build up tolerance to certain drugs? Discuss the different meanings of the word “tolerance” Discuss how this could lead to addiction. Discuss what happens to someone addicted to legal and illegal substance.
- **Music** – Listen to music of different cultures and make a T-chart of how many students liked or disliked each type of music. Discuss the role of tolerance in music appreciation.
- **Math and Music** – Have students create a graph of how many students liked or disliked each sample of music.
- **Art** – Look and discuss different styles of art and make a T-chart of how many students liked or disliked each style of art. Discuss the role of tolerance in art appreciation.

- **Art and Music** – Have students create a graph of how many students liked or disliked each sample of music.

### **Discussion topics:**

- Conduct a debate to demonstrate all sides of an issue discuss some nationally and internationally “hot topics”.
- Discuss the activities or content lessons.
- Discuss a “controversial” topic in the school for example:
  - School uniforms; taking soft drinks out of school vending machines.
  - Encourage students to use an Opinion/Proof chart to support their opinions. Help them arrive at a conclusion that models “tolerance”.
- Discuss Martin Luther King’s quote: “I have a dream my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their own character.”

### **Writing Prompts:**

- Use quotes for writing prompts.
- Write a paragraph on any of the activities or content lessons.
- Write about a “controversial” topic in the school for example: requiring school uniforms; or taking soft drinks out of school vending machines. Encourage students to use an Opinion/Proof chart to support their opinions. Help them arrive at a conclusion that models “tolerance”.
- Write a response to the literature read in classes.

**Post Test** – After completing the activities and unit ask students to write a definition of “tolerance” and to write what they believe “human worth and dignity” mean in today’s world.

### **FCAT Writing - Writing prompts:**

“Write an essay describing when your someone let you know that you are a valuable person.”

“Write about a time that you felt the punishment given for a crime was unfair.”

**FCAT Activity** - Use FCAT Materials Using Prevention Concepts 8th grade “Drugs”. (<http://www.fldoe.org/safeschools/fcat.asp>) The materials include Reading, Writing, Math and Science Activities with FCAT passages and prompts.

## **READING LESSON PLAN**

**6<sup>th</sup>-8<sup>th</sup>**

The reading lesson plan is designed to be used with any reading selection appropriate for your content area. This plan may be used with short stories, poems, newspaper or magazine articles, excerpts or chapters from books, picture books, pamphlets, or lyrics from songs.

Preview the selection selected. Adapt the lesson plan as age appropriate.

- **Before Reading Strategies**
  - Review the definition, synonyms and student activities about “Tolerance”.
  - **KWL**
    - Show students the selection and ask them “What do you think this selection is about?” “Can you tell how it might have to do with our character trait “tolerance”?”
    - Ask students what they know of the setting, theme or topic of the selection.
    - Ask students what do they predict the selection is about.
- **During Reading Strategies**
  - After reading the first page of the selection, ask students to summarize the: who, what, when and where of the selection.  
(Ask primary students to do this orally and intermediate students to write their responses, and then share)
  - Ask students to predict what will happen next in the selection.
  - Throughout the reading, ask students to summarize and predict.  
When asking students to summarize and predict, it is critical that each student attempts to do this on their own, give all students “think time” and refrain from telling the students the answers until most have shared or written one.
  - Ask students to raise their hands every time they feel someone shows tolerance to another in the selection. Use two column notes. Record the instance of tolerance and how it was shown in the selection.
- **Post Reading Strategies**
  - Ask students to write a paragraph to explain the instances of “Tolerance” illustrated in the selection.
  - Have students draw a picture of one of the instances of tolerance.
  - Teach “cause and effect.” What caused the character to show tolerance and what was the result?
  - Return to the KWL chart and check off what was correctly predicted and fill in the L column with what they learned.

**Literature Connections to Character Education**

- The following literature selections emphasize the character trait of **tolerance**.
- Check the school or public library.
- Reading Levels are approximate, review as appropriate for your students.
- Intermediate level is for upper elementary reading levels and is appropriate for below level middle school readers.

<i>Title</i>	<i>Author</i>	<i>Level 6<sup>th</sup>-8<sup>th</sup></i>
<u>Brothers and Sisters</u>		
<u>Are Like That</u>	Crowell	Intermediate
<u>Aesop’s Fables</u>	Aesop	Intermediate
Middle (6 <sup>th</sup> -8 <sup>th</sup> )		M-48

<u>Baseball Saved Us</u>	Mochizuki, Ken	Intermediate
<u>Be Good to Eddie Lee</u>	Fleming, Virginia	Intermediate
<u>Crazy Lady</u>	Conly, Jane	Intermediate
<u>The Gold Cadillac</u>	Taylor, Mildred	Intermediate
<u>The Hundred Dresses</u>	Mathis, Sharon Bell	Intermediate
<u>Heroes</u>	Mochizuki, Ken	Intermediate
<u>Hurray For Diffendooper</u>		
<u>Day</u>	Prelutsky, Jack Smith, Lane	Intermediate
<u>Jackie Robinson</u>	Rudeen, Kenneth	Intermediate
<u>Mississippi Bridge</u>	Taylor, Mildred	Intermediate
<u>Nothing's Fair In Fifth Grade</u>	DeClements, Barthe	Intermediate
<u>Number the Stars</u>	Lowry, Lois	Intermediate
<u>Sara, Plain and Tall</u>	MacLachlan, Patricia	Intermediate
<u>Sound the Jubilee</u>	Forrester, Sandra	Intermediate
<u>Supergrandpa</u>	Schwartz, David M.	Intermediate
<u>The Araboolies of Liberty</u>		
<u>Street</u>	Swope, Sam	Intermediate
<u>The Story of Ruby Bridges</u>	Coles, Robert	Intermediate
<u>Who Belongs Here? An</u>		
<u>American Story</u>	Knight, Mary Burns	Intermediate
<u>Amy Tann Books</u>	Tann, Amy	Middle
<u>Autobiography of Miss Jane Pitman</u>	Gaines, Earnest J.	Middle
<u>Blubber</u>	Blume, Judy	Middle
<u>Bury My Heart a Wounded Knee</u>	Brown, Dee	Middle
<u>Cay, The</u>	Taylor, Theodore	Middle
<u>Charlotte's Rose</u>	Cannon, A.E.	Middle
<u>Devil's Arithmetic</u>	Yolen, Jane	Middle
<u>Diary of Anne Frank</u>	Mooyaart, B.M.	Middle
<u>Escape from Slavery: The Boyhood</u>	McCurdy, Michael	Middle
<u>of Frederick Douglass</u>		
<u>Farewell to Manzanar</u>	Houston, James D.	Middle
<u>Freak the Mighty</u>	Philbrick, Rodman	Middle
<u>Give Me Liberty</u>	Greenberg, Martin	Middle
<u>Go Ask Alice</u>	Anonymous	Middle
<u>Great Gilly Hopkins, The</u>	Paterson, Katherine	Middle
<u>Helen Keller</u>	Graff, Polly Anne	Middle
<u>Izzy Willy Nilly</u>	Voigt, Cynthia	Middle
<u>Land of Hope</u>	Nixon, Joan Lowery	Middle
<u>Maniac McGee</u>	Spinelli, Jerry	Middle
<u>Max the Mighty</u>	Philbrick, Rodman	Middle
<u>Miracle Boys, The</u>	Woodson, Jacqueline	Middle
<u>Mississippi Bridge</u>	Taylor, Mildred D.	Middle
<u>Nightjohn</u>	Paulsen, Gary	Middle
<u>Number the Stars</u>	Lowry, Lois	Middle
Middle (6 <sup>th</sup> -8 <sup>th</sup> )		

<u>One Flew Over the Cuckoo's Nest</u>	Kesey, Ken	Middle
<u>One More River to Cross: The Stories of Twelve Black Americans</u>	Haskins, Jim	Middle
<u>Outsiders, The</u>	Hinton, S. E.	Middle
<u>Red Petticoats and Old Glory</u>	Black, Dean	Middle
<u>Stargirl</u>	Spinelli, Jerry	Middle
<u>Staying Fat For Sarah Burns</u>	Crutcher, Chris	Middle
<u>Tangerine</u>	Bloor, Edward	Middle
<u>Tex</u>	Hinton, S.E.	Middle
<u>The War Between the Classes</u>	Miklowitz, Gloria	Middle
<u>There Comes a Time</u>	Meltzer, Milton	Middle
<u>Three Against The Tide</u>	Love, D. Anne	Middle
<u>To Kill a Mockingbird</u>	Lee, Harper	Middle
<u>View From Saturday, The</u>	Konigsburg, E.L.	Middle
<u>Waiting For the Rain</u>	Gordon, Sheila	Middle
<u>Walk in Their Shoes</u>	Turner, Glennette Tilley	Middle
<u>War Between The Classes</u>	Miklowitz, Gloria	Middle
<u>When Zachary Beaver Came to Town</u>	Holt, Kimberly Willis	Middle
<u>Zlata's Diary</u>	Filipovic, Zlata	Middle

## Grade level 6<sup>th</sup> – 8<sup>th</sup>

### Character trait COOPERATION

**Definition** – 1) working with others in a supportive, peaceful way toward a common goal. 2) Joint operation or action 3) mutual effort– noun

**Synonyms** – combined effort, harmony, teamwork, teaming, unity, give-and-take, agreement, encouragement, comfort, helping

**Word Analysis** – prefix “co” – together; root “operate” – effort, action, labor; suffix “tion” – the act of

#### **Quotes-**

“No man is above the law and no man is below it.” Theodore Roosevelt

“We all sink or swim together.” Anonymous

“We must learn to live together as brothers or perish together as fools.” Martin Luther King

#### **Suggested Rewards –**

- Teacher recognition of the character trait throughout the day;
- Positive referrals;
- Teacher tickets with weekly/monthly drawing for a prize;
- Recognition certificates;
- Monthly ceremony for a reward and recognition.

#### ***Activation of Background Knowledge***

(Use parts or all of the activities to activate background knowledge as appropriate for students and their level.)

**Pre Test** – Ask students to write a definition of “cooperation” on a sheet of paper.

Activities: T- Chart (what does “Cooperation” look like, sound like?) post in the classroom.

Body Language – Model and discuss the “body language” of the character trait.

Role-play an activity where students are being cooperative and uncooperative. For example: sharing classroom materials, or making decisions about where to go on a Saturday afternoon. Teach the social skills in “coming to consensus” or “drawing conclusions” which both emphasize cooperation in a group.

Bulletin Board – Display “How to be a Cooperative Person”

- LISTEN to others carefully and hear what they are saying.
- SHARE materials and TAKE TURNS with everyone fairly.
- APPRECIATE differences in ideas and beliefs.
- DO YOUR JOB well and encourage others to do theirs.
- BE POLITE and thank your classmates and others for their efforts.
- TREAT everyone as you would want to be treated, make everyone in your class feel special, do not leave anyone out of your group.
- (Add student suggestions)

Turn this into a character trait interactive wall by having students put sticky notes, stickers or note card on each point as they notice someone exemplifying respect for others.

- Word Wall – Post definitions and synonyms on the word wall and have students write examples of each word through either sentences or examples of individuals exemplifying the character trait.

### **Activities**

**Level 6<sup>th</sup> -8<sup>th</sup>**

- Make a chart of all the things you do in your class daily that require cooperation.
- Hand out daily response sheets for each student to respond to the questions: Was I cooperative in class with my teacher today? Was I cooperative with my classmates today? Was I cooperative in the lunchroom today? Was I cooperative in the halls today? How can I improve my level of cooperation? Discuss.
- Use the quotes as writing prompts.
- Use magazines or newspapers to illustrate examples of people cooperating. Create a collage of pictures of people cooperating.
- Show a video or a picture book of people working in jobs cooperatively for example: operating rooms, building a house, football teams, the postal service, a business.
- Have students create drawings of individuals working cooperatively with others. Make an art gallery in the hall of posters.
- Create a cooperative lesson plan assigning specific roles to each member of the group, have students share materials to create a common product. Students can be in groups of 2-3.
- Ask students to bring in books, newspaper or magazine articles, poems or song lyrics that emphasize the monthly character trait.
- Have the media center create a display of books emphasizing the monthly character trait.
- Ask administrators to do “Read Alouds” with picture books that emphasize the theme.

- **Health**– Ask students to study how internal organs work cooperatively with each other to make the human body work. For example: the heart and lungs for respiration, the mouth and stomach and intestines for digestion. Discuss what happens in the body when too many “high fat foods” are ingested.
- **Science** – Study the botany of a plant and learn how all of the parts of a plant work cooperatively to make the plant live. For example: the roots, leaves, chlorophyll, respiration and photosynthesis.
- **Science** – Complete a lab activity in which all students have a cooperative role that makes each member of the team rely on each other to complete a given task.
- **Social Studies** - Study the three branches of government and how they work cooperatively to make our government work.
- **Social Studies** – Discuss the importance of “cooperation” in the following social topics: mass production, NATO, US Constitution, WW II.
- **Math** – Assign groups and have students use a ruler to measure 5 items. Assign the following roles to each group member: recorder (individual who records the correctly worked problem); material/on task person (individual who gets the material and keeps all conversation and activity on task); checker (individual who makes sure that all understand the math); cooperation monitor (individual who records the number of cooperative acts per group. Class combines total numbers of cooperative acts and charts.
- **Math** – Ask students to use cooperative skills in building a straw and mini-marshmallow construction of a geometric, three-dimensional shape.
- **PE** – Explain the role of different positions on a soccer, baseball or football team. Discuss how each person cooperates with the other for the whole teams’ success.
- **PE** - Discuss how muscles, ligaments and tendons work together to make each body part move cooperatively. Discuss what foods help to make muscles work together to get the most energy and stay healthy.
- **Music** – Sing a song in harmony like “row, row, row your boat” and discuss how each section does their part cooperatively to make the song.
- **Art** – Create a mural of a cooperative topic having each student do his or her part to create a cooperative work of art.
- **Art/Science** – Assign students to groups of 3 and assign the roles of: artist who draws the rough copy; recorder of ideas; time keeper/materials person. The assignment is for students to create a new animal that include all of the traits of a specific class of animals. The social objective for the group is to work cooperatively.
- **Art, Agriculture, Industrial Arts** – Ask students to share materials cooperatively by limiting the available supplies and tools.

### **Discussion topics:**

- Discuss what makes you feel good about working with others cooperatively, and what makes you feel bad? Chart responses and make a class poster of how to be a cooperative member of the class.
- Discuss cooperation in the family and what do individual family members do for the good of the whole family. Ask students to make a chart of what each family member does to cooperate and to make a list of ideas to improve the family's cooperation.

### **Writing Prompts:**

- Write about what traits make you a cooperative person and give examples of how you show your cooperation with others.
- Write about a time that you were a successful cooperative member of a group or team. Describe in detail what you did to make yourself a positive cooperative member of the group. Describe how others made you feel good about your positive cooperation.
- Write about a time you were excluded from a group. How did it make you feel? What could you have done or the group has done to make you feel a part of the group? What lesson could you teach to others about making individuals feel part of a group?

**FCAT Activity** - FCAT Materials Using Prevention Concepts 8th Grade "Tobacco". (<http://www.fldoe.org/safeschools/fcat.asp>) The materials include Reading, Writing, Math and Science Activities with FCAT passages and prompts.

**Post test** – Ask students to write an essay about the three qualities that show an individual is being a 'cooperative' person.

**FCAT Activity:** FCAT Writing - Writing prompt: "Explain the role of cooperation in team sports." "Explain the role of cooperation in the operating room."

**Reading** - Use class texts to read literary selections that employ the theme of "cooperation". Read non-fiction selections that show the theme of "cooperation" such as: Alive and other survival stories.

## **READING LESSON PLAN**

**6<sup>th</sup>-8<sup>th</sup>**

The reading lesson plan is designed to be used with any reading selection appropriate for your content area. This plan may be used with short stories, poems, newspaper or magazine articles, excerpts or chapters from books, picture books, pamphlets, or lyrics from songs.

Preview the selection selected. Adapt the lesson plan as age appropriate.

- **Before Reading Strategies**

Middle (6<sup>th</sup>-8<sup>th</sup>)

M-54

- Review the definition, synonyms and student activities about “Cooperation”.
- KWL
  - Show students the selection and ask them “What do you think this selection is about?” “Can you tell how it might have to do with our character trait cooperation?”
  - Ask students what they know of the setting, theme or topic of the selection.
  - Ask students what do they predict the selection is about.
- **During Reading Strategies**
  - After reading the first page of the selection, ask students to summarize the: who, what, when and where of the selection.  
(Ask primary students to do this orally and intermediate students to write their responses, and then share).
  - Ask students to predict what will happen next in the selection.
  - Throughout the reading, ask students to summarize and predict.  
When asking students to summarize and predict, it is critical that each student attempts to do this on their own, give all students “think time” and refrain from telling the students the answers until most have shared or written one.  
Ask students to raise their hands every time they feel someone shows cooperation to another in the selection. Use two column notes. Record the instance of cooperation and how it was shown in the selection.
- **Post Reading Strategies**
  - Ask students to write a paragraph to explain the instances of “Cooperation” illustrated in the selection.
  - Have students draw a picture of one of the instances of cooperation.
  - Teach “cause and effect” What caused the character to show cooperation and what was the result.
  - Return to the KWL chart and check off what was correctly predicted and fill in the L column with what they learned.

### **Literature Connections to Character Education**

- The following literature selections emphasize the character trait of **cooperation**.
- Check the school or public library
- Reading Levels are approximate, review as appropriate for your students.
- Intermediate level is for upper elementary reading levels and is appropriate for below level middle school readers.

<i>Title</i>	<i>Author</i>	<i>Level</i>
<u><i>Because of Winn Dixie</i></u>	DiCamillo, Kate	Intermediate
<u><i>Charlie and the Chocolate Factory</i></u>	Dahl, Ronald	Intermediate
<u><i>Conflict Resolution:</i></u> Middle (6 <sup>th</sup> -8 <sup>th</sup> )		

<u>Communication, Cooperation,</u>		
<u>Compromise</u>	Wandberg, Robert	Intermediate
<u>Cooperation (Values to Live by</u>	)Riehecky, Janet	Intermediate
<u>Holes</u>	Sachar, Louis	Intermediate
<u>Hoot</u>	Hiaasen, Carl	Intermediate
<u>International Space Station</u>	Cole, Michael D.	Intermediate
<u>Interpol</u>	Blashfield, Jean F.	Intermediate
<u>Junie B Jones Series</u>	Park, Barbara	Intermediate
<u>Maxine's Tree</u>	Leger-Haskell, D.	Intermediate
<u>Old Turtle</u>	Wood, D.	Intermediate
<u>Operation Siberian Crane:</u>		
<u>The Story Behind the</u>		
<u>International Efforts to</u>		
<u>Save an Amazing Bird</u>	Friedman, Judi	Intermediate
<u>Stone Soup</u>	Brown, Marcia Wise	Intermediate
<u>Teamwork (Yellow</u>		
<u>Umbrella Books: Social</u>		
<u>Studies)</u>	Trumbauer, Lisa	Intermediate
<u>The Family Under the Bridge</u>	Savage, Natalie	Intermediate
<u>The Knight and the Dragon</u>	De Poalo, Tommie	Intermediate
<u>The Missing Piece Meets</u>		
<u>The Big O</u>	Silverstein, Shel	Intermediate
<u>Alive</u>	Read, Piers Paul	Middle
<u>Animal Farm</u>	Orwell, George	Middle
<u>Boys Against Girls</u>	Naylor, Phyllis Reynolds	Middle
<u>Cay, The</u>	Taylor, Theodore	Middle
<u>Chronicles of Narnia, The</u>	Lewis, C.S.	Middle
<u>Flags of Our Fathers</u>	Bradley, James with Powers, Ron	Middle
<u>Hobbit, The</u>	Tolkien, J.R.R.	Middle
<u>Love That Dog</u>	Creech, Sharon	Middle
<u>Nightjohn</u>	Paulsen, Gary	Middle
<u>No More Dead Dogs</u>	Korman, Gordan	Middle
<u>Pay It Forward</u>	Hyde, Catherine Ryan	Middle
<u>Red Wall Series Books</u>	Jacques, Brian	Middle
<u>Sarny</u>	Paulsen, Gary	Middle
<u>Shadow of the Red Moon</u>	Myers, Walter Dean	Middle
<u>Standing Up To Mr. O</u>	Mills, Claudia	Middle
<u>Swiss Family Robinson</u>	Wyss, Johann	Middle
<u>The Egypt Game</u>	Snyder	Middle
<u>The Gypsy Game</u>	Snyder, Zilpha K.	Middle
<u>Three Musketeers, The</u>	Dumas, Alexandre	Middle
<u>Tiger Rising</u>	Dicamillo, Kate	Middle
<u>Tru Confessions of Charlotte Doyle,</u>	Avi	Middle
<u>The</u>		

*View From Saturday, The*  
*Who Comes with Cannons?*  
*Wrinkle in Time, A*  
*Zink*

Konigsburg, E. L.  
Beatty, Patricia  
L'Engle, Madeleine  
Bennett, Cherie

Middle  
Middle  
Middle  
Middle