

# North East Florida Educational Consortium



## Character Education Plan

### 9<sup>th</sup> -12<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**

**HIGH SCHOOL LEVEL**  
**CHARACTER EDUCATION TABLE OF CONTENTS**

Character Education Introduction

- Recommendations For A Successful Program
- District Involvement
- Parent Involvement
- School-Wide Character Education
- Program Design

Sunshine State Standards

Acknowledgements

References

Character Traits:

- Patriotism
- Responsibility
- Citizenship
- Kindness
- Respect
- Honesty
- Self-Control
- Tolerance
- Cooperation

## **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, i.e.: library, cafeteria, school marquis, 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	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.	<b>SS.912.C.1.1:</b> Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<b>Synonyms:</b> loyalty, pledge, pride, belief in	<b>SS.912.C.1.2:</b> Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
	<b>SS.912.C.1.3:</b> Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
	<b>SS.912.C.2.9:</b> Identify the expansion of civil rights and liberties by examining primary documents (e.g., Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965).
<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.	<b>SS.912.C.2.3:</b> Experience the responsibilities of citizens at the local, state, or federal levels.
	<b>PE.912.R.1.3:</b> Demonstrate responsible behaviors during physical activities
<b>CITIZENSHIP</b>	
<b>Definition-</b> The state of being a citizen with rights and duties.	<b>SS912.A.2</b> Recognize there were leaders who promoted social justice.
<b>Synonyms-</b> freedom, independence, home rule, privilege, rights, duties, native land, political home, nationality, community	<b>SS.912.A.5.7:</b> Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women
	<b>SS.912.A.5.10:</b> Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

	<b>SS.912.A.6.7:</b> Describe the attempts to promote international justice through the Nuremberg Trials.
	<b>SS.912.C.2.1:</b> Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens
	<b>SS.912.C.2.2:</b> Evaluate the importance of political participation and civic participation.
	<b>SS.912.C.2.3:</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.912.C.2.8:</b> Analyze the impact of citizen participation as a means of achieving political and social change
<b>COOPERATION</b>	
<b>Definition-</b> working with others in a supportive way toward a common goal.	<b>SS.912.A.6.4:</b> Examine efforts to expand or contract rights for various populations during World War II.
<b>Synonyms-</b> combined effort, harmony, teamwork, teaming, unity, give-and-take, agreement, encouragement, comfort, helping	<b>SS.912.E.2.2:</b> Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzes the potential consequences, and considers the alternatives.
	<b>PE.912.R.1.2:</b> Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities
	<b>HE.912.B.2.2:</b> Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks
<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.	<b>SS.912.C.2.5:</b> Conduct a service project to further the public good
<b>Synonyms-</b> warm-hearted, considerate,	<b>SS.912.C.2.6:</b> Evaluate, take, and defend positions about rights protected

tenderness, gentleness, goodness, caring, charity, courtesy, sweetness	by the Constitution and Bill of Rights.
	<b>PE.912.R.1.4:</b> Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities
	<b>HE.912.B.2.4:</b> Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others
<b>RESPECT</b>	
<b>Definition-</b> willingness to show consideration and honor towards another person- manner of showing courtesy to another	<b>SS.912.C.4.3:</b> Assess human rights policies of the United States and other countries.
<b>Synonyms-</b> regard, dignity, adoration, courtesy, honor, value, uphold, treasure	<b>PE.912.R.1.5:</b> Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
	<b>HE.912.B.2.3:</b> Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
<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.	<b>HE.912.B.1.5:</b> Critique valid and reliable health products and services
<b>Synonyms-</b> integrity, trustiness, honor, justice, candor, sincerity, fairness	<b>SS.7.C.1.9:</b> Define the rule of law and development of the American legal, political, and governmental systems.
	<b>SS.8.C.1.4:</b> 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>SELF-CONTROL</b>	
<b>Definition-</b> control of one's own behavior, desires, or actions.	<b>SS.912.C.2.7:</b> Explain why rights have limits and are not absolute
<b>Synonyms-</b> willpower, restraint, reserve,	<b>PE.912.R.1.1:</b> Act independently of peer pressure both in and out of school.

quiet, even temper, good behavior.	
	<b>SS.912.W.7.1:</b> Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism
<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.	<b>SS.912.A.1.7:</b> Describe various socio-cultural aspects American life including arts, artifacts, literature, education, and publications.
<b>Synonyms</b> -patience, sufferance, liberality, impartiality, open-mindedness	<b>SS.912.A.5.2:</b> Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
	<b>SS.912.A.6.3:</b> Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
	<b>SS.912.A.6.4:</b> Examine efforts to expand or contract rights for various populations during World War II (e.g., women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, Italian Americans).
	<b>SS.912.C.4.3:</b> Assess human rights policies of the United States and other countries.
	<b>SS.912.W.3.2:</b> Compare the major beliefs and principles of Judaism, Christianity, and Islam
	<b>SS.912.W.9.3:</b> Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

## Grade level 9<sup>th</sup>-12<sup>th</sup>

### 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

#### 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 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** – 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.

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, what to do when the flag is raised or lowered.

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 student generated 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 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 9th-12th

- 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!!

### Content Lessons

### Levels 9<sup>th</sup>-12<sup>th</sup>

- **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 skills.

- **PE /Health**– Ask students to discuss the negative effects of excessive motivation to "stress" and "burn out", or health problems such as anorexia. How might this affect patriotism? 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. Write a report on the chosen sport of each of these individuals. 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. Have students practice these 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 importance of daily routines 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". 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 make 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 motivated you toward a positive experience.

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

## **Reading Lesson Plan**

**Level 9<sup>th</sup>-12<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 in the “Respect” section.
  - **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 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 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 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 high school readers.

<i><b>Title</b></i>	<i><b>Author</b></i>	<i><b>Level</b></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>And One For All</i></u>	Nelson, Theresa	Middle
<u><i>Dragonwings</i></u>	Yep, Laurence	Middle
<u><i>Eleanor Roosevelt: A Life of Discovery</i></u>	Freedman, Russell	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>Nothing But the Truth</i></u>	Avi	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 Last Mission</i></u>	Mazer, Harry	Middle
<u><i>Under the Blood Red Sun</i></u>	Salisbury, Graham	Middle
<u><i>"March on Washington Address" from A Testament of Hope: The Essential Writings of Martin L.</i></u>	Washington, James M., ed.	High

<u>King, Jr.</u>		
<u>“Spirit of Liberty” from American Reader, The: Words That Moved a Nation</u>	Hand, Learned	High
<u>Abigail Adams: Witness to a Revolution</u>	Bober, Natalie S.	High
<u>Eleanor Roosevelt</u>	Toor, Rachel	High
<u>Farewell to Arms, A</u>	Hemmingway, Ernest	High
<u>For Whom the Bell Tolls</u>	Dubose, LaRocque	High
<u>John Jakes Series</u>	Jakes, John	High
<u>Kids With Courage: True Stories About Young People Making a Difference</u>	Lewis, Barbara A.	High
<u>Profiles in Courage</u>	Kennedy, John F.	High
<u>Saving Private Ryan</u>	Collins, Max Allen	High
<u>The Declaration of Independence</u>	Jefferson, Thomas	High
<u>Ugly American, The</u>	Burdick, Eugene	High

## Grade level 9<sup>th</sup>-12<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

#### **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**– 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.

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

Act out a skit comparing and contrasting responsible attitudes and behaviors.

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 trash in its place
- Always keep your promises in word and deed
- Include student generated 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 responsibility for actions and self.

- 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 9th-12th

- 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 develop responsibility.
- Reward students who exemplify responsibility.
- Write an acrostic poem using the words: Being responsible
- Have the media center create a display of books emphasizing this 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 this character trait.

## Content Lessons

## Levels 9th-12th

- **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 individual is responsible to vote. Also share how the elected officials must be responsible to those who elected them. Invite a local political official to visit the class to discuss “the responsibility they feel toward those who elected them, and how they fulfill that responsibility to the community.”
- **Math** – Assign students to cooperative groups and have each member 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” was shown 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?) (Soccer: 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. “Friends don’t let friends drive drunk.”
- **LMS/Career Education** – Students are to discuss real work related responsibilities such as: being on time, having materials prepared, completing job tasks.
- **Music** – Discuss how professionals performing music show responsibility toward their voice, musical instrument etc. Discuss how to show responsibility in their music class/club.
- **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 their responsibility role.

### **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.
- Convince your parents that you should have a car, TV, cell phone, computer.

**Post Test:** Now that all students have studied responsibility, have them write a definition of responsibility.

**FCAT Writing Prompt** There is going to be a very cool party at a friend’s house whose family has a pool. There will be 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 10th Grade “Alcohol” (<http://www.fl DOE.org/safeschools/fcat.asp>). Includes: Reading, Writing, Math and Science Activities with FCAT passages and prompts.

### **Reading Lesson Plan**

**Level 9<sup>th</sup>-12<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 “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 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 his 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. 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>
<u><i>Angel in Charge</i></u>	Delton, Judy	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>	Rawling, J.K.	Intermediate
<u><i>My Brother Stevie</i></u>	Clymer, Elanor	Intermediate

<u>Marvin Redpost: Alone in The Teacher's House</u>	Sachar, Louis	Intermediate
<u>Saint George and the Dragon: 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

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<u>Beardance</u>	Hobbs, Will	Middle
<u>Call It Courage</u>	Armstrong, Sperry	Middle
<u>Dacey's Song</u>	Voigt, Cynthia	Middle
<u>Gift-Giver, The</u>	Hansen, Joyce	Middle
<u>Giver, The</u>	Lowry, Lois	Middle
<u>Hatchet</u>	Paulsen, Gary	Middle
<u>I Have a Dream: The Life and Words of Martin Luther King, Jr.</u>	Haskins, Jim	Middle
<u>Johnny Tremain</u>	Forbes, Esther	Middle
<u>Marian Wright Edelman: The Making of a Crusader</u>	Siegel, Beatrice	Middle
<u>One-Eyed Cat</u>	Fox, Paula	Middle
<u>Red Pony, The</u>	Steinbeck, John	Middle
<u>Roll of Thunder</u>	Taylor, Mildred D.	Middle
<u>Shabanau: Daughter of the Wind</u>	Staples, Suzanne Fisher	Middle
<u>Stone Fox</u>	Gardiner, John Reynolds	Middle
<u>Walk Two Moons</u>	Creech, Sharon	Middle
<u>Where the Red Fern Grows</u>	Rawls, Wilson	Middle
<u>Words by Heart</u>	Sebestyen, Ouida	Middle

<u>Abigail Adams: Witness to a Revolution</u>	Bober, Natalie S.	High
<u>Autobiography: The Story of My Experiment With Truth</u>	Gandhi, Mahatma	High
<u>Book of Virtues for Young People, The</u>	Bennett, William J.	High
<u>Good Earth, The</u>	Buck, Pearl S.	High
<u>Great Gatsby, The</u>	Fitzgerald, F. Scott	High
<u>I Know What You Did Last Summer</u>	Duncan, Lois	High
<u>Jacob, Have I Loved</u>	Paterson, Katherine	High
<u>Killing Mr. Griffin</u>	Duncan, Lois	High
<u>Raisin in the Sun</u>	Hansberry, Lorraine	High
<u>Where Lilies Bloom</u>	Cleaver, Bill	High

## Grade level 9<sup>th</sup>-12<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 country.” 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 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 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 generated 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 citizenship 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 9th-12th

- Discuss the meaning of good citizenship. Make a chart of how to exhibit good citizenship at school, home and in 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 come to speak at your school. For example: police officers, mayor, city council members, representatives from United Way, a local blood bank, or homeless shelter.
- Have everyone in class decide on an 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 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 this 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 this character trait.

- **Science** – Study habitats for different species, and discuss man’s role in being a good citizen in these different habitats. For example: When visiting a state park, people should respect the habitat by not leaving trash behind or feeding the animals. When boating in Florida waterways, people should slow down for the manatees and 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 ballots.
- **Social Studies** – Invite a representative from the community who exemplifies “citizenship” to 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** – Have math students count/compile ballots for the mock election.
- **Math** – Have students figure the percentage of taxes they would pay as per specific amounts of income.
- **Math** - Have students calculate the number of volunteers and their hours of service given to their 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 county 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. Sing it 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, or an audition, or a stadium of thousands of people from the United States of America.
- **Art**- Create posters of examples of citizenship. Display posters and have a gallery walk throughout the school.

**Discussion topics:**

- Ask students what you and your class can do together to take more responsibility for the environment. (Recycling, using less water and buying recycled products.)
  
- Participate in community service project with your class. Get fliers and pamphlets from local charitable and community service organizations. Have individuals from those agencies come to speak.

- 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 a person they know or they have learned about who exemplifies good citizenship. Be sure to describe two activities or 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 our country.

**FCAT Writing Prompt-** Community service helps individuals and builds community through projects that might not happen without their help. 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**

**Level 9<sup>th</sup>-12<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?” “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 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 good 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 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 **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>Title</i>	<i>Author</i>	<i>Level</i>
<u>Coming to America</u>	Maestro, Betsy	Intermediate
<u>Dear Mrs. Parks: A Dialogue with Today’s Youth</u>	Parks, Rosa Reed, Gregory	Intermediate
<u>Foundations of Democracy Teachers Guide</u>	Upper Elementary Center for Civic Education	Intermediate
<u>Freedom of the Press</u>		
<u>Our First Amendment</u>	Thom, Robert	Intermediate
<u>I Pledge Allegiance</u>	Swanson, June	Intermediate
<u>Molly’s Pilgrim</u>	Cohen, M.	Intermediate

Mrs. Frisby and the Rats

Of NIMH

O'Brian, Robert

Intermediate

Pink and Say

Polacco, Patricia

Intermediate

Soup and Me

Peck, Robert N.

Intermediate

The Cabin Faced West

Fritz, Jean

Intermediate

The Contests at Cowlick

Kennedy, Richard

Intermediate

The Lion, the Witch and

The Wardrobe

Lewis, C.S.

Intermediate

The Voice of the People

American Democracy in

Action

Maestro, Betsy and Giulio

Intermediate

Toliver's Secret

Brady, Esther Wood

Intermediate

Why the Chimes Rang

Alden, Raymond

Intermediate

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And One For All

Nelson, Theresa

Middle

Call Me Francis Tucket

Paulsen, Gary

Middle

(hardcover)

Call Me Francis Tucket

Paulsen, Gary

Middle

(paperback)

Downriver

Hobbs, Will

Middle

Dragonwings

Yep, Laurence

Middle

Eleanor Roosevelt: A Life of

Freedman, Russell

Middle

Discovery

Great Little Madison, The

Fritz, Jean

Middle

Heroes

Cormier

Middle

I Have a Dream: The Life and

Lowry, Lois

Middle

Words of Martin Luther King, Jr.

Jackson Jones and the Puddle of

Quattlebaum, Mary

Middle

Thorns

Johnny Tremain

Forbes, Esther

Middle

Last Mission, The

Mazer, Harry

Middle

Marian Wright Edelman: The

Siegel, Beatrice

Middle

Making of a Crusader

Mr. Tucket

Paulsen, Gary

Middle

My Brother Sam Is Dead

Collier, James Lincoln &

Middle

Collier, Christopher

New York's Bravest

Osborne, Mary Pope

Middle

Pink and Say

Polacco, Patricia

Middle

River Thunder

Hobbs, Will

Middle

Shabanu: Daughter of the Wind

Staples, Suzanne Fisher

Middle

Soldier's Heart

Paulsen, Gary

Middle

Tucket's Gold

Paulsen, Gary

Middle

Under the Blood Red Sun

Salisbury, Graham

Middle

"Civil Disobedience" from The

Thoreau, Henry David

High

High School (9-12)

HS-27

<u>Portable Thoreau</u>		
<u>“Spirit of Liberty” from American Reader, The: Words That Moved a Nation</u>	Hand, Learned	High
<u>Abigail Adams: Witness to a Revolution</u>	Bober, Natalie S.	High
<u>Angela’s Ashes</u>	McCourt, Frank	High
<u>Declaration of Independence, The</u>	Jefferson, Thomas	High
<u>Grapes of Wrath, The</u>	Steinbeck, John	High
<u>In Our Defense: The Bill of Rights in Action</u>	Alderman Ellen & Kennedy, Caroline	High
<u>Lord of the Flies</u>	Golding, William	High
<u>Man Without a Country, A</u>	Hale, Edward Everett	High
<u>Michener Books</u>	Michener, James A.	High
<u>Red Badge of Courage</u>	Crane, Stephen	High
<u>To Kill a Mockingbird</u>	Lee, Harper	High
<u>Tortilla Flat</u>	Steinbeck, John	High
<u>Ugly American, The</u>	Burdick, Eugene	High

## Grade level 9th-12th

### 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

**Synonyms** – warm-hearted, considerate, tenderness, gentleness, goodness, caring, charity, courtesy, sweetness, thoughtfulness, generosity, good will, helpfulness, 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 to 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 generated 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 this character trait.

Role play a situation in which students model “kindness” and “unkindness”. 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 sentences or examples of individuals exemplifying kindness.

## **Activities**

## **Level 9th-12th**

- 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”. Discuss 9/11 and its impact in the kindness and generosity of your community.
- Ask students to chart all of the kind acts that they witness in class each day.
- 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. Make 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.

- Have the media center create a display of books emphasizing kindness.
- 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 character trait.

**Content Lessons:**

**Level 9th-12th**

- **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 classroom.
- **Science-** Research animal treatment and care of animals as a class 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 kind acts. Invite a spokesperson to talk about their organization’s mission to help those in need it.
- **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 people such as Florence Nightingale, Gandhi, and Mother Theresa.
- **Math** – Tally the amount of kind 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 showing kindness to others who may not be as athletic.
- **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 not taking care of him/herself. Talk about what can result over time when one does not take care of their body.
- **Health** – Research and discuss the effects of kindness on one’s own body; understand the effects of drugs, alcohol, tobacco and lack of exercise.
- **Music** – Sing a song that exhibits kindness to others such as “Let there be Peace on Earth” or “I’d like to teach the world to sing...” Discuss how music can be an important factor when showing kindness and caring to others. Perform a concert of songs that show kindness to others. Create a collection of songs that show kindness.
- **Art** – Discuss how and why artists often donate artwork to charities and how this can benefit particular organizations. Have an art auction at school and donate the money to charity. Students could sell their own art and make charitable donations.

- **Career Education** – Research careers that require care and understanding to be successful. Discuss how individuals can and should show care and understanding in the workplace. Discuss what can result if they do not.

**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 areas. Have students sign a commitment form to show kindness to a member of the support staff through words or actions.
- Discuss what it means to you when others show kindness to you. Discuss your thoughts and feelings. What do people do to show kindness to themselves? Ex. Taking time to do something fun”, “Being involved in a daily physical exercise”; helping someone who can’t help themselves.

**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? “It is a gift to your loved ones to stay healthy.”
- 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.

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

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.

**FCAT Activity** - Use FCAT Materials Using Prevention Concepts 10<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**

**Level 9<sup>th</sup>-12<sup>th</sup>**

Preview the book 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 “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 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 his 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. 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.
- Reading levels are approximate, review as appropriate for your students.
- Intermediate level is for upper elementary reading levels and is appropriate for below level high school readers.

<i><b>Title</b></i>	<i><b>Author</b></i>	<i><b>Level 9<sup>th</sup>-12<sup>th</sup></b></i>
<i><u>The Cay</u></i>	Taylor, Theodore	Intermediate
<i><u>The Chalk Box Kid</u></i>	Bulla, Clyde Robert	Intermediate
<i><u>Charlotte’s Web</u></i>	White, E.B.	Intermediate
<i><u>Chicken Sunday</u></i>	Polacco, Patricia	Intermediate
<i><u>Donovan’s Word Jar</u></i>	DeGross, Monalisa	Intermediate
<i><u>Littlejim’s Gift</u></i>	Houston, Gloria	Intermediate
<i><u>Pink and Say</u></i>	Polacco, Patricia	Intermediate
<i><u>Plain and Tall Sarah</u></i>	MacLachlan, Patricia	Intermediate
<i><u>Shiloh</u></i>	Naylor, Phyllis Reynolds	Intermediate
<i><u>Stone Fox</u></i>	Gardiner, John Reynolds	Intermediate

High School (9-12)

<u><i>Sukey and the Mermaid</i></u>	San Souci, Robert D	Intermediate
<u><i>Thank You, Jackie Robinson</i></u>	Cohen, Barbara	Intermediate
<u><i>Year of the Perfect</i></u>		
<u><i>Christmas</i></u>	Houston, Gloria	Intermediate
<u><i>After The Rain</i></u>	Jones, Michael	Intermediate
<u><i>Biography of Mother Teresa</i></u>	Greene, Meg	Intermediate
<u><i>What About Me</i></u>	Cameron, Grant	Intermediate
Title	Author	Level
<u><i>Cay, The</i></u>	Taylor, Theodore	Middle
<u><i>Dacey's Song</i></u>	Voigt, Cynthia	Middle
<u><i>Gift-Giver, The</i></u>	Hansen, Joyce	Middle
<u><i>Good Night, Mr. Tom</i></u>	Magorian, Michelle	Middle
<u><i>Midwife's Apprentice, The</i></u>	Cushman, Karen	Middle
<u><i>Out of Nowhere</i></u>	Sebestyen, Ouida	Middle
<u><i>Pink and Say</i></u>	Polacco, Patricia	Middle
<u><i>Shadow of the Red Moon</i></u>	Myers, Walter Dean	Middle
<u><i>Shiloh</i></u>	Naylor, Phyllis Reynolds	Middle
<u><i>Stone Fox</i></u>	Gardiner, John Reynolds	Middle
<u><i>Anne Frank Remembered: The Story of the Woman Who Helped Hide the Frank Family</i></u>	Gies, Miep	High
<u><i>Of Mice and Men</i></u>	Steinbeck, John	High
<u><i>To Kill a Mockingbird</i></u>	Lee, Harper	High

## Grade level 9<sup>th</sup>-12<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

#### 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 and explain what “respect” means to them.

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

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 encourage other students to be respectful
- Celebrate differences between people.
- Add student generated comments

Turn this into a character trait interactive wall by having students put sticky notes. sticker 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 9<sup>th</sup>-12<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 using poor 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 place. 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. Prepare an art gallery of posters in the halls.
- Have the media center create a display of books emphasizing the character trait respect.
- 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 character trait.

### Content lessons:

Level 9<sup>th</sup>-12<sup>th</sup>

- **Reading:** Use your district’s/school 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. Find an article from the newspaper or internet about a case in which neighbors are feuding about property or privacy.
- **Math** – Discuss with students ways/reasons to show respect for the “tools” used in solving math problems: rulers, protractors, calculators.
- **Math** – Calculate the number of respectful acts listed on the displays in each classroom, and 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 that causes the public to lose respect for him.
- **Health** – Discuss with students and prepare 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 engaging in daily physical activity.
- **Art** - Share different genres of art. Discuss how individuals show respect for these. 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. Then 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 an audience member.

#### **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, and 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 study of this trait.

**FCAT Activity: FCAT Writing** - Describe an experience from your own life, in which respect played a key role.

**FCAT Materials:** Use FCAT Materials Using Prevention Concepts 10<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**

**Level 9<sup>th</sup>-12<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 “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 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 his 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. Fill in the L column with what they learned.

- 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. Fill in the L column with what they learned.

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

The following literature selections emphasize the character trait **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 high school readers.

<b><i>Title</i></b>	<b><i>Author</i></b>	<b><i>Level</i></b>
<u><i>War With Grandpa, The</i></u>	Smith, Robert Kimmel	Intermediate
<u><i>Where the Red Fern Grows</i></u>	Rawls, Wilson	Intermediate
<u><i>View From Saturday</i></u>	Konigsburg, E.L.	Intermediate
<u><i>Mississippi Bridge</i></u>	Taylor, Mildred D.	Intermediate
<u><i>Ramona and Her Mother</i></u>	Cleary, Beverly	Intermediate
<u><i>Cay, The</i></u>	Winthrop, Elizabeth	Intermediate
<u><i>Chaulk Box Kid, The</i></u>	Bulla, Clyde Robert	Intermediate
<u><i>Hundred Penny Box, The</i></u>	Mathis, Sharon Bell	Intermediate
<u><i>In the Year of the Boar and</i></u>		
<u><i>Jackie Robinson</i></u>	Lord, Bette Bao	Intermediate
<u><i>Julie of the Wolves</i></u>	George, Jean Craighead	Intermediate
<u><i>Littlejim</i></u>	Houston, Gloria	Intermediate
<u><i>Pink and Say</i></u>	Polacco, Patricia	Intermediate
<u><i>All It Takes is Practice</i></u>	Miles, Betty	Intermediate
<u><i>Frozen Fire: A Tale of</i></u>		
<u><i>Courage</i></u>	Houston, James	Intermediate
<u><i>Brian's Return</i></u>	Paulsen, Gary	Middle
<u><i>Brian's Winter (hardcover)</i></u>	Paulsen, Gary	Middle
<u><i>Brian's Winter (paperback)</i></u>	Paulsen, Gary	Middle
<u><i>Dragonwings</i></u>	Yep, Laurence	Middle
<u><i>Hoot</i></u>	Hiaasen	Middle
<u><i>If I Forget, You Remember</i></u>	Williams, Carol Lynch	Middle
<u><i>Julie of the Wolves</i></u>	George, Jean Craighead	Middle
<u><i>Macaroni Boy</i></u>	Ayres, Katherine	Middle
<u><i>Mississippi Bridge</i></u>	Taylor, Mildred D.	Middle
<u><i>One-Eyed Cat</i></u>	Fox, Paula	Middle
<u><i>Out of Nowhere</i></u>	Sebestyen, Ouida	Middle

<u>Pearl, The</u>	Steinbeck, John	Middle
<u>The River (hardcover)</u>	Paulsen, Gary	Middle
<u>The River (paperback)</u>	Pauulsen, Gary	Middle
<u>View From Saturday, The</u>	Konigsburg, E.L.	Middle
<u>When Zachary Beaver Came to Town</u>	Holt, Kimberly Willis	Middle
<u>Where the Red Fern Grows</u>	Rawls, Wilson	Middle
<u>“Address to the Ohio Women’s Rights Convention, 1850” from American Reformers</u>	Truth, Sojourner	High
<u>“Address to the Ohio Women’s Rights Convention, 1850” from American Reformers</u>	Truth, Sojourner	High
<u>“Chief Seattle’s Oration, 1854” from The American Reader: Words That Moved a Nation</u>	Chief Seattle	High
<u>“March on Washington Address” from A Testament of Hope: The Essential Writings of Martin L. King, Jr.</u>	Washington, James M., ed.	High
<u>Antigone from Sophocles: The Oedipus Cycle</u>	Sophocles	High
<u>Antigone from Sophocles: The Oedipus Cycle</u>	Sophocles	High
<u>Chosen, The</u>	Potok, Chaim	High
<u>Scarlet Letter, The</u>	Hawthorne, Nathaniel	High

## Grade level 9<sup>th</sup>-12<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 honesty.

Activities: T- Chart (What does honesty look, 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 show 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 generated 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 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 honesty.

### Activities

### Level 9th-12th

- Create a bulletin board of news articles reporting on honest actions of others.
- Ask students or teachers to assist in creating a concept map of actions and words that lead you to know that someone is honest. Have students use words to describe the action(s). Give specific examples and 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.
- Have the media center create a display of books emphasizing honesty.
- Ask administrators to do “Read Alouds” with picture books that emphasize the theme.
- Ask students to bring in books, newspaper or magazine articles, and poems or song lyrics that emphasize honesty.

### Content Lessons:

### Level 9th-12th

- **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 teachers for a joint 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 types and amounts of foods they eat for one day. Instruct students on the use a calorie counter to understand the value of the foods they are eating. (In math class students could compute their intake of daily calories). Then instruct the students on the burning of calories through exercise. Ask students to fill out a diary of daily exercise. In math class students compute their “calories burned”. The students can then learn how to compare and contrast intake and

- expenditure of calories. Discuss the importance of “honesty” in their reporting. (Honesty to self is extremely important for your health).
- **Math**- Work in partnership with the health teacher.
  - **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 exhibit that would be important in a workplace. Ask students to prioritize/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, players influencing others, 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 lives 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 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 important for you to be honest when answering your mom? Who’s fooling who?

### **Writing Prompts:**

- Use the discussion topics for writing prompts.
- In a journal write on the following topics:
  - About a time that someone hurt you when they were not honest with you.
  - About a time that you were not honest and what happened.
  - About what you have learned about honesty.
  - How you would explain to someone the definition of honesty. How would you define it? What examples would you give them?

**Post Test** – On a sheet of paper, ask students to reflect on “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 her.

### **Reading Lesson Plan**

**Level 9<sup>th</sup>-12<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 “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 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 his 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. 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.
- Reading levels are approximate, review as appropriate for your students.
- Intermediate level is for upper elementary reading levels and is appropriate for below level high 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>A Single Shard</i></u>	Park, Linda Sue	Middle
<u><i>Lily’s Crossing</i></u>	Giff, Patricia Reilly	Middle
<u><i>Lord of the Deep</i></u>	Salisbury, Graham	Middle
<u><i>On My Honor</i></u>	Bauer, Marion Dane	Middle
<u><i>Zink</i></u>	Bennett, Cherie	Middle
<u><i>A Day’s Work</i></u>	Bunting, Eve	High
<u><i>Crucible, The</i></u>	Miller, Arthur	High
<u><i>Cybil War, The</i></u>	Byars, Betsy Cromer	High
<u><i>Dragon’s Robe</i></u>	Lattimore, Deborah Nourse	High
<u><i>Jane Eyre</i></u>	Bronte, Charlotte	High
<u><i>Julius Caesar</i></u>	Shakespeare, William	High
<u><i>Les Miserable</i></u>	Lowry, Todd	High
High School (9-12)		HS-45

<u>Mayor of Casterbridge, The</u>	Hardy, Thomas	High
<u>Northanger Abby</u>	Austen, Jane	High
<u>Oliver Twist</u>	Dickens, Charles	High
<u>Pinocchio</u>	Hillert	High
<u>To Kill a Mockingbird</u>	Harper, Lee	High
<u>Uncle Tom's Cabin</u>	Stowe, Harriet Beecher	High

## Grade level 9th-12th

### 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 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.

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 get 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.

## 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
- Add student generated 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 self-control.

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

### Activities

### Level 9th-12th

- Model and practice skits on solving differences peacefully.
- Create a “teen peer mediation” where students help to problem solve when a student has a 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 characters dealing with anger. Discuss how the characters might be able to handle the situation better. Compile the strips in 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. Discuss techniques/ideas generated by students.
- Have the media center create a display of books emphasizing self-control.
- 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 self-control.

### • Content lessons: Level 9th-12th

- **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? How do elephants? In a

herd, what animal is likely to maintain control? How does this compare with 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 students 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. 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 they lose control with anger, food or words? (Acting out, etc). At the end of the unit repeat the questionnaire. Chart before and after answers to the questions. Compute the percentage of 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, 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. Display it 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 words responsibility and self-control.
- Use the quotes as writing prompts.

**Post Test** – Have students define self-control after completing this trait study.

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.

## **Reading Lesson Plan**

**Level 9<sup>th</sup>-12<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 “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 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 his 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. 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 high school readers.

<i>Title</i>	<i>Author</i>	<i>Level</i>
<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>	Rawling, J.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

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<u><i>Arctic Explorer: The Story of Matthew Henson</i></u>	Ferris, Jeri	Middle
<u><i>Brian's Return</i></u>	Paulsen, Gary	Middle
<u><i>Brian's Winter (hardcover)</i></u>	Paulsen, Gary	Middle
<u><i>Brian's Winter (paperback)</i></u>	Paulsen, Gary	Middle
<u><i>Gift-Giver, The</i></u>	Hansen, Joyce	Middle
<u><i>Hostage, The</i></u>	Taylor, Theodore	Middle
<u><i>North by Night</i></u>	Ayres, Katherine	Middle
<u><i>Nothing But the Truth</i></u>	Avi	Middle
<u><i>Number the Stars</i></u>	Lowry, Lois	Middle

High School (9-12)

<u>Pigman, The</u>	Zindel, Paul	Middle
<u>Shiloh</u>	Naylor, Phyllis Reynolds	Middle
<u>Story of My Life, The</u>	Keller, Helen	Middle
<u>The River (hardcover)</u>	Paulsen, Gary	Middle
<u>The River (paperback)</u>	Paulsen, Gary	Middle
<u>View From Saturday, The</u>	Konigsburg, E.L.	Middle
<u>“Self Reliance” from Self-Reliance and Other Essays</u>	Ralph Waldo	High
<u>“Walden” from The Portable Thoreau</u>	Thoreau, Henry David	High
<u>Autobiography: The Story of My Experiment With Truth</u>	Gandhi, Mahatma	High
<u>Brave, The</u>	Lipsyte, Robert	High
<u>Measure of Our Success: A Letter to My Children and Yours</u>	Edelman, Marian Wright	High
<u>Pigman, The</u>	Zindel, Paul	High
<u>Stotan</u>	Crutcher, Chris	High
<u>Wizard of Earthsea, A</u>	Le Guin, Ursula	High

## Grade level 9<sup>th</sup>-12<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.” 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 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 and sound like?) posted 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 generated 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 sentences or examples of individuals exemplifying tolerance.

### Activities

### Level 9th-12th

- Discuss what tolerance of differences means in the classroom?
- Find articles from magazines and newspapers and discuss how they convey 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. 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. Why is it that certain things mean 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 the essential characteristics of tolerance and the essential non-characteristics of tolerance.
- Have the media center create a display of books emphasizing tolerance.

- 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:**

**9<sup>th</sup>-12<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.
- **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 could be 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. As a negative example, discuss how world wide soccer events have deteriorated due to lack of “tolerance”.
- **PE** – Discuss the exploitation of athletes.
- **Health** – Teach a unit on drug use and tolerance. What does it mean when our bodies build 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 your school. For example: 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.
- 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 your 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 prompts:**

“Write an essay that describes how you felt when someone told 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** - FCAT Materials Using Prevention Concepts 10<sup>th</sup> grade “Drugs” (<http://www.fl DOE.org/safeschools/fcat.asp>). The materials include Reading, Writing, Math and Science Activities with FCAT passages and prompts.

## **Reading Lesson Plan**

**Level 9<sup>th</sup>-12<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 “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 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 his 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. 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 high school readers.

<i>Title</i>	<i>Author</i>	<i>Level</i>
<i><u>Brothers and Sisters</u></i>		
<i><u>Are Like That</u></i>	Crowell	Intermediate
<i><u>Aesop’s Fables</u></i>	Aesop	Intermediate
<i><u>Baseball Saved Us</u></i>	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, Mildre	Intermediate
<u>The Hundred Dresses</u>	Mathis, Sharon Bell	Intermediate
<u>Heroes</u>	Mochizuki, Ken	Intermediate

Hooray For Diffendooper

<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

The Araboolies of Liberty

<u>Street</u>	Swope, Sam	Intermediate
<u>The Story of Ruby Bridges</u>	Coles, Robert	Intermediate

Who Belongs Here? An

<u>American Story</u>	Knight, Mary Burns	Intermediate
<u>The Diary of Anne Frank</u>	Mooyaart, B.M	Intermediate
<u>Flowers For Algernon</u>	Keyes, Daniel	Intermediate
<u>The Invisible Man</u>	Ellison, Ralph	Intermediate
<u>I Have a Dream</u>	King, Jr., Martin Luther	Intermediate

Title	Author	Level
<u>Cay, The</u>	Taylor, Theodore	Middle
<u>Charlotte's Rose</u>	Cannon, A.E.	Middle
<u>Escape from Slavery: The Boyhood of Frederick Douglass</u>	McCurdy, Michael	Middle
<u>Land of Hope</u>	Nixon, Joan Lowery	Middle
<u>Mississippi Bridge</u>	Taylor, Mildred D.	Middle
<u>Nightjohn</u>	Paulsen, Gary	Middle
<u>One More River to Cross: The Stories of Twelve Black Americans</u>	Haskins, Jim	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>"Letter From a Birmingham Jail" from A Testament of Hope: The Essential Writings of Martin L. King, Jr.</u>	King, Martin Luther, Jr.	High
<u>Adventures of Huckleberry Finn,</u> High School (9-12)	Twain, Mark	High

<u><i>The Courage of Their Convictions: Sixteen Americans Who Fought Their Way to the Supreme Court</i></u>	Irons, Peter	High
<u><i>Crucible, The</i></u>	Miller, Arthur	High
<u><i>Fahrenheit 451</i></u>	Bradbury, Ray	High
<u><i>One More River to Cross: The Stories of Twelve Black Americans</i></u>	Haskins, Jim	High
<u><i>Rosa Parks: My Story</i></u>	Parks, Rosa	High
<u><i>Scarlet Letter, The</i></u>	Hawthorne, Nathaniel	High
<u><i>To Kill a Mockingbird</i></u>	Lee, Harper	High

## Grade level 9<sup>th</sup>-12<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

#### 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 the “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 generated comments

Turn this into a character trait interactive wall by having students put sticky notes, stickers or note cards 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 9<sup>th</sup>-12<sup>th</sup>*

- Make a chart of all the things you do in your class each day that requires 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 responses as writing prompts.
- Use magazines or newspapers to illustrate examples of people cooperating. Create a collage 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. These can become a hallway art gallery.
- 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.
- 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 Grades

## Level 9-12

- **Health**– Have student groups study how internal organs work. Have students work cooperatively in discussing their findings. For example: the heart and lungs for respiration, the mouth and stomach and intestines for digestion, etc. Discuss what happens in the body when too many “high fat foods” are ingested.
- **Science** – Study the makeup 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 requires each member of the team to rely upon 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 its part cooperatively to make the song sound pleasing.
- **Art** – Create a mural of a cooperative topics 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 cooperatively with others, 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 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 level of cooperation.

**Writing Prompts:**

- Write about what traits contribute toward your becoming 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 have done to make you feel a part of the group? What lesson could you teach others about making individuals feel part of a group?

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

**FCAT Writing Prompt:**

“In order for many situations to work, individuals must work as a part of a team. Each member has a specific job or role to accomplish.”

“Explain the role of cooperation in team sports. Explain the role of cooperation in the operating room.”

**FCAT Activity** - Use FCAT Materials Using Prevention Concepts 10<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**

**Level 9<sup>th</sup>-12<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.

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.

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

- **Before Reading Strategies**
  - 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 “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 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 his 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. 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 high school readers.

<i><b>Title</b></i>	<i><b>Author</b></i>	<i><b>Level</b></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: Communication, Cooperation, Compromise</i></u>	Wandberg, Robert	Intermediate
<u><i>Cooperation (Values to Live by)</i></u>	Riehecky, Janet	Intermediate
<u><i>Holes</i></u>	Sachar, Louis	Intermediate
<u><i>Hoot</i></u>	Hiaasen, Carl	Intermediate
<u><i>International Space Station</i></u>	Cole, Michael D.	Intermediate
<u><i>Interpol</i></u>	Blashfield, Jean F.	Intermediate
<u><i>Junie B Jones Series</i></u>	Park, Barbara	Intermediate
<u><i>Left Behind: The Kid's Series</i></u>	Jenkins, Jerry B.	Intermediate
<u><i>Maxine's Tree</i></u>	Leger-Haskell, D.	Intermediate
<u><i>Old Turtle</i></u>	Wood, D.	Intermediate
<u><i>Operation Siberian Crane: The Story Behind the International Efforts to Save an Amazing Bird</i></u>	Friedman, Judi	Intermediate
<u><i>Stone Soup</i></u>	Brown, Marcia Wise	Intermediate
<u><i>Teamwork (Yellow Umbrella Books: Social Studies)</i></u>	Trumbauer, Lisa	Intermediate
<u><i>The Family Under the Bridge</i></u>	Savage, Natalie	Intermediate
<u><i>The Knight and the Dragon</i></u>	De Poalo, Tommie	Intermediate
<u><i>The Missing Piece Meets The Big O</i></u>	Silverstein, Shel	Intermediate
<u><i>Boys Against Girls</i></u>	Naylor, Phyllis Reynolds	Middle
<u><i>Cay, The</i></u>	Taylor, Theodore	Middle
<u><i>Flags of Our Fathers</i></u>	Bradley, James with Powers, Ron	Middle
<u><i>Nightjohn</i></u>	Paulsen, Gary	Middle
<u><i>Sarny</i></u>	Paulsen, Gary	Middle
<u><i>Shadow of the Red Moon</i></u>	Myers, Walter Dean	Middle
<u><i>The Egypt Game</i></u>	Snyder	Middle
<u><i>The Gypsy Game</i></u>	Snyder, Zilpha K.	Middle
<u><i>Tru Confessions of Charlotte Doyle, The</i></u>	Avi	Middle
<u><i>Who Comes with Cannons?</i></u>	Beatty, Patricia	Middle
High School (9-12)		

<u>Zink</u>	Bennett, Cherie	Middle
<u>Grapes of Wrath, The</u>	Steinbeck, John	High
<u>Miracle Worker, The</u>	Gibson, William	High
<u>One More River to Cross: The</u>	Haskins, Jim	High
<u>Stories of Twelve Black Americans</u>		
<u>Pigman, The</u>	Zindel, Paul	High
<u>Pigmans Legacy</u>	Zindel, Paul	High
<u>Stotan</u>	Crutcher, Chris	High