

CHARACTER EDUCATION LESSON PLAN

TITLE:

“We Have Rules”

LESSON DESCRIPTION:

Having observed and discussed the consequences of rules being broken, the students will identify common rules followed in school and the need for them.

GRADE/COURSE:

Kindergarten/Social Studies

For approved English/Language Arts Literacy Standards and Next Generation Sunshine State Standards for Social Sciences related to this lesson, please see www.cpalms.org.

CORE VALUE(S) EMPHASIZED:

CITIZENSHIP: Helping to create a society based upon democratic values; e.g., rule of law, equality of opportunity, due process, reasoned argument, representative government, checks and balances, rights and responsibilities, and democratic decision-making.

SUGGESTED TIME:

1-2 class periods

MATERIALS/AIDS NEEDED:

- Contact the school safety patrol or older students to assist.
- Class set of activity sheets and evaluation sheets.
- Scissors, paste, crayons, large chart paper and marker for follow-up.

DESCRIPTION OF ACTIVITIES:

Motivating Activity: Pre-arrange to have the school safety patrol or older students in the school demonstrate acceptable and unacceptable ways to line up for drinks at the fountain. After observing the two different groups, elicit from the class a rule that should be applied and what could happen if it is not followed.

Lesson: Pass out copies of activity sheet, "What Rules Are Being Broken?" and relate the following stories:

- Tom and Erika are playing a card game. They both want the same card. Tom grabs the card from Erika and soon they begin an angry tug-of-war. What should they do? What rule has been broken?
- Juan, Kevin, and Latoya are in a line at the water fountain. Juan pushes Kevin and soon all the children are pushing and shoving. Latoya falls down and hurts herself. What should the children have done? What rule has been broken?
- The teacher is busy helping some other students. Carmen, Bill, and Lisa begin making noise and disturbing the rest of the class. What should the students have done? What rule has been broken?
- Ask, "Why do we have rules?" (protection, safety) "What are some rules you follow in school? at home? at play? and traveling to and from school? Why are they needed?"

ASSESSMENT STRATEGY:

Use the evaluation sheet, "Are We Following the Rules?" in either of two ways.

- 1) Students cut and paste on a separate sheet of paper, matching a broken rule with an example of following the rule, or
- 2) Students match by drawing lines.

EXTENSION ACTIVITIES:

Elicit from the students a list of class rules needed at school and have them tell why these rules are necessary. The teacher may record these rules on a chart for classroom display.

CHARACTER EDUCATION LESSON PLAN

TITLE:

“And So She Did”

LESSON DESCRIPTION:

After listening to the story, or seeing a filmstrip of, "The Little Red Hen," students will understand the rights and responsibilities of people as they conduct their daily lives in interaction with others.

GRADE/COURSE:

1, Social Studies, Language Arts

For approved English/Language Arts Literacy Standards and Next Generation Sunshine State Standards for Social Sciences related to this lesson, please see www.cpalms.org.

CORE VALUE(S) EMPHASIZED:

RESPONSIBILITY: Thinking before you act and being accountable for your actions, paying attention to others, and responding to their needs. Responsibility emphasizes our positive obligations to care for each other.

COOPERATION: Working together toward goals as basic as human survival in an increasingly interdependent world.

SUGGESTED TIME:

1 class period

MATERIALS/AIDS NEEDED:

Book or filmstrip, "The Little Red Hen," scissors, paste, optional: pictures from magazines, chart paper

DESCRIPTION OF ACTIVITIES:

Motivating Activity: Read the story or show the film or filmstrip, "The Little Red Hen."

Lesson: Through question and answer technique the students tell what each animal's response was when the hen asked for help. What did the animals want to do instead? Was the hen's job easy? What would have helped make it easier? What were the animals **not** allowed to do because they did not do what they should have? What are you responsible for? What is something you are supposed to do? What happens if you don't do it, or if you're not responsible about it?

ASSESSMENT STRATEGY:

Students draw two pictures, each showing a responsibility they have either at home or at school. Write a paragraph explaining what would happen to others if they failed to carry out their responsibilities.

EXTENSION ACTIVITIES: Students cut and paste pictures from magazines or newspapers of people helping other people. Discuss how each is being responsible. For homework let each student ask an adult at home to tell what he/she is responsible for doing and see if the student can tell what would happen if that adult did not meet the responsibility.

Class collaboration: Write an experience story telling about what it would be like if every responsibility in the school was one person's (like the Little Red Hen story).

CHARACTER EDUCATION LESSON PLAN

TITLE:

“Our Peaceful Classroom”

LESSON DESCRIPTION:

Students will generate ideas for a peaceful classroom and will understand the need for rules in order to accomplish the goal of having a peaceful classroom.

GRADE/COURSE:

2, Social Studies, Language Arts

For approved English/Language Arts Literacy Standards and Next Generation Sunshine State Standards for Social Sciences related to this lesson, please see www.cpalms.org.

CORE VALUE(S) EMPHASIZED:

RESPECT: Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. It takes three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment.

CITIZENSHIP: Helping to create a society based upon democratic values, e.g., rule of law, equality of opportunity, due process, reasoned argument, representative government, checks and balances, rights and responsibilities, and democratic decision-making.

COOPERATION: Working together toward goals as basic as human survival in an increasingly interdependent world.

SUGGESTED TIME:

1 class period

MATERIALS/AIDS NEEDED:

- Chart paper, manila paper
- Miss Nelson is Missing by Harry Allard and James Marshall

DESCRIPTION OF ACTIVITIES:

Motivating Activity: Read the story, Miss Nelson Is Missing.

Lesson: Possible follow up questions:

- What were some of the things the children did in the classroom with Miss Nelson? How did they behave?
- When the 'witch' was the teacher, what were some of the ways the children behaved?
- Why do you think the children behaved differently with the 'witch'?
- Why did Miss Nelson do this?
- What makes you behave well?

Ask students which classroom they prefer, one with rules or no rules? One with a teacher or no teacher? One where children cooperate and work together, or one where children do whatever they like?

Tell students that they will make a plan for a peaceful classroom. Write the title, Our Peaceful Classroom, on the chart. Divide the chart into three sections or use three sheets entitled, 1) Looks Like, 2) Feels Like, 3) Sounds Like. Have students brainstorm ideas to fit under each category and write them down.

Ask students what they will need to do to keep a peaceful classroom. What rules will they need to follow?

Developing class rules:

- Let's make a list of classroom behavior rules. I want to write down all your good ideas. (Write students' ideas on chart paper.)
- Which rules would work? Tell me why.
- What makes a good rule?

ASSESSMENT STRATEGY:

Have students draw pictures to illustrate what they want their classroom to be like, including the following beginning frames that they complete in writing, as well as an illustration conveying the ideas: "I would see students....", "My classroom would feel like.....", and "People would say....."

EXTENSION ACTIVITIES:

- Post evaluation pictures with finished written frames on a bulletin board. Refer to "Our Peaceful Classroom" bulletin board on occasion to reinforce the kind of atmosphere needed to keep the peace.
- Bulletin board borders could be doves or peace signs.
- Post classroom rules on bulletin board.

CHARACTER EDUCATION LESSON PLAN

TITLE:

“To Tell the Truth”

LESSON DESCRIPTION:

Students will understand how it feels to be accused falsely, will be able to solve a difficult problem which involves telling the truth, and will write a paragraph about why a responsible person would tell the truth.

GRADE/COURSE:

2, Social Studies, Language Arts

For approved English/Language Arts Literacy Standards and Next Generation Sunshine State Standards for Social Sciences related to this lesson, please see www.cpalms.org.

CORE VALUE(S) EMPHASIZED:

HONESTY: Dealing truthfully with people, being sincere, not deceiving them nor stealing from them, not cheating nor lying.

SUGGESTED TIME:

1 class period

MATERIALS/AIDS NEEDED:

- Fable about the boy who cried wolf
- Biography of Sojourner Truth.

DESCRIPTION OF ACTIVITIES:

Motivating Activity: Read the following story:

Ms. Sanchez is the teacher in the second grade room this year. She receives a message to come to the office for a few minutes. An aide comes in to sit with the class until she returns. As soon as Ms. Sanchez leaves the room, all of the students, except Will and Sondra, start throwing erasers and wads of paper at each other. One of the erasers hits Will in the back and falls to the floor beside his desk. Just as he bends over to pick it

up, Ms. Sanchez returns and sees him with the eraser in his hand. She asks the aide what happened but the aide didn't see anything. So, Ms. Sanchez blames Will for throwing things and sends him to the office.

Pretend you are in Will's class and you know he worked the whole time. You were the one who threw the eraser. What would you do?

Lesson: Ask the following questions:

- How do you think Will feels?
- What would you say to the teacher if you were the one who threw the eraser?
- What might the consequences be?
- What do you think the teacher would say to Will if she knew the truth?

Role play the lesson with two outcomes, one where the student who threw the eraser tells the truth, and the other where the student does not tell the truth.

Discuss the responsibilities of all the students involved.

Read the fable about the boy who cried wolf and discuss the moral to the story. Evaluate the perspective of this story on the importance of telling the truth.

What would happen if people in business did not tell the truth?

ASSESSMENT STRATEGY:

Write and illustrate a paragraph about why it is the responsible thing to do to tell the truth.

EXTENSION ACTIVITIES:

Read about Sojourner Truth, a woman who changed her name to "Truth." She always obeyed her mother's advice to work hard and never to lie or steal.

CHARACTER EDUCATION LESSON PLAN

TITLE:

“Thanks to Lawmakers”

LESSON DESCRIPTION:

Students will understand the need for laws and the function of those who make the laws by participating in a mock legislative session to vote for proposals they develop.

GRADE/COURSE:

3, Social Studies

For approved English/Language Arts Literacy Standards and Next Generation Sunshine State Standards for Social Sciences related to this lesson, please see www.cpalms.org.

CORE VALUE(S) EMPHASIZED:

CITIZENSHIP: Helping to create a society based upon democratic values, e.g., rule of law, equality of opportunity, due process, reasoned argument, representative government, checks and balances, rights and responsibilities, and democratic decision-making.

SUGGESTED TIME:

1-2 class periods

MATERIALS/AID NEEDED:

- Sentence strips for slogans
- Poster paper or manila paper for signs or posters supporting their bill.

DESCRIPTION OF ACTIVITIES:

Invite a state legislator to speak to the class about lawmaking.

Motivating Activity: Relate the story of young Jimmy Ryce who was abducted and killed. Jimmy was the Redland (South Dade County) boy who was killed in 1995 after being abducted on his way home from school.

On June 11, 1996, Governor Lawton Chiles of the State of Florida signed the Jimmy Ryce Act. This law requires schools to immediately provide information to detectives that may help locate a missing child. Jimmy's parents say they hope the law also will change the way law enforcement sometimes thinks that a missing child is a runaway.

The bill (or the idea for the law) was sponsored by Representatives Alex Villalobos and John Cosgrove and Senator Ron Silver. These Florida lawmakers saw a need for a law to help in missing children cases. The law passed because these lawmakers told others in the state legislature of the need to have it for children. The legislators or lawmakers for the State of Florida voted for this to become law, and the governor signed it.

Lesson: Have small groups of students pretend that they are the lawmakers for the State of Florida. Each group will think of a proposed law to help children in our state or a law to make our state a better place. (A school boy initiated a movement to get a law passed to have seat belts placed in school buses. Some of you may think of an important idea that may actually become law.)

Have groups write their ideas down on paper, make slogans and posters about their bills, and then present them to the class. Students should tell what their bill is about and why it is needed. Students show and explain their posters and slogans.

Have students vote on each of the proposed bills.

A lawmaker may be invited in to explain the procedure of how a bill becomes a law, where they get their ideas for needed legislation, and to hear the proposals by the students.

ASSESSMENT STRATEGY:

Students will write a paragraph telling why we need laws and will include a sentence telling who makes the laws.

EXTENSION ACTIVITIES:

- Students will write a thank you to the guest lawmaker, including one recommendation for a needed law.
- Use current events about lawmaking.

CHARACTER EDUCATION LESSON PLAN

TITLE:

“The Judge”

LESSON DESCRIPTION:

Students will understand what an administrator does as well as how it feels to be one. They will understand the role of someone who maintains or administers rules/laws and the importance of that role for the common good of all.

GRADE/COURSE:

Social Studies, Language Arts, Art

For approved English/Language Arts Literacy Standards and Next Generation Sunshine State Standards for Social Sciences related to this lesson, please see www.cpalms.org.

CORE VALUE(S) EMPHASIZED:

FAIRNESS: Treating people impartially, not playing favorites, being open-minded, and maintaining an objective attitude toward those whose actions and ideas are different from our own.

SUGGESTED TIME:

1-2 class periods

MATERIALS/AIDS NEEDED:

- *The Judge*, by Harve Zemach
- Invite school administrator to class.

DESCRIPTION OF ACTIVITIES:

Motivating Activity: Tell the students that you have a book that tells about someone called a judge, whose job it is to administer or carry out the law. Read the book, *The Judge*, with dramatic flair. The students should join in with the repetitious couplets in this predictable story book. Have them listen to the story to find out if they think the judge is a good administrator or not.

Lesson: Ask students whether they thought the judge in the story was a good administrator of the law or not. Have them explain why or why not. Each character in the story warns the judge about the monster. Each character said, "I didn't know, Judge, that what I did was against the law. I just said what I saw." Do you think that a judge should punish you if you don't know the law? Why or why not? (Emphasize that it is their responsibility to know the law.)

What happens when the monster comes into the courtroom? Was justice done or was this fair?

In small groups, have students make up rules to a game or play a game that could use a referee. Have a referee (or administrator) see that rules are followed. Rotate roles so that different students get a chance to assume the role of administrator.

In small groups, have students decide what qualities make a good administrator.

ASSESSMENT STRATEGY:

Have groups present the good qualities of an administrator to the class. Invite the school administrator to the presentation. Let students relate how it felt to be an administrator and let them ask questions of their guest. Then have them write what they learned and about why administrators are necessary.

EXTENSION ACTIVITIES:

Have students draw the monster whose eyes were scary, whose tail was hairy, whose paws had claws, who snapped its jaws, who growled and groaned and chewed up stones, who spread its wings and did bad things.

Under the picture, have them write what they think the judge should have done with the characters who came to court.

CHARACTER EDUCATION LESSON PLAN

TITLE:

“Name Calling and Being Different”

LESSON DESCRIPTION:

Given two true stories, students will learn through empathy with the characters to be sensitive to the hurt that name calling inflicts, as well as realize that people who are different are often successful.

GRADE/COURSE:

2 - Social Studies

For approved English/Language Arts Literacy Standards and Next Generation Sunshine State Standards for Social Sciences related to this lesson, please see www.cpalms.org.

CORE VALUE(S) EMPHASIZED:

KINDNESS: Being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things.

RESPECT: Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. It takes three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment.

MATERIALS/AIDS NEEDED:

Biographies of Eleanor Roosevelt and Thomas Edison

DESCRIPTION OF ACTIVITIES:

Motivating Activity: Read the following stories and indicate that they are true stories about real people.

As a young girl, she was dressed oddly. She was often restricted and not allowed to go to grade school. Her parents died and she went to live with her alcoholic grandfather and strict grandmother. As a 16 year old girl she lied and took things that weren't hers. She craved attention, once swallowing money to spite her father.

Predict what you think this person became as an adult:

- a criminal
- a homeless person
- average—got a job
- very successful

At the time of his birth the doctor said he had brain fever. He had an extra large head. Relatives and neighbors thought he was not normal. But his mother said no. His teachers thought he was not normal so his mother taught him at home. He had a total of three months of schooling. He set a fire in a barn just to see what it would do.

Predict what you think this person became as an adult:

- a mental problem
- a homeless person
- average—got a job
- very successful

Lesson: Identify these people as Eleanor Roosevelt, who became a great leader, author, speaker, as well as wife of U.S. president, Franklin D. Roosevelt, and Thomas A. Edison who invented the light bulb, the phonograph, and more than a thousand other things that make life easier for us.

Thomas Edison and Eleanor Roosevelt are examples of people who were different. Often when children are different, other children call them names. Ask, "What are some names that children might have called Eleanor or Thomas?"

"How do you feel when people call you names or laugh at you? Being called a name or being laughed at often causes conflict. What can you do when this happens to you to avoid conflict?"

Eleanor and Thomas were different. Eleanor dressed funny and was shy. Thomas had a big head and people thought he had a mental problem. What should children do when they think another person is different? Is it okay to be different? Emphasize that talented people and leaders are often different.

Share some special talents you have or tell some special ways you are different.

ASSESSMENT STRATEGY:

Evaluation: Have students draw a picture of themselves representing themselves as gifted, talented, and special. Have them write one sentence telling about their picture; i.e., "I am gifted because.....," or "I am talented because.....," or "I am special because....."

EXTENSION ACTIVITIES:

Read biographies to the class about Eleanor Roosevelt and/or Thomas Edison.

Note: Lesson should boost self-esteem, which in turn, should diminish student's desire to use put-downs or name calling.

CHARACTER EDUCATION LESSON PLAN

TITLE:

"What's Fair?"

LESSON DESCRIPTION:

Students will listen to a story, identify the story problem, relate how it was solved, and in groups will judge issues of fairness. Concepts addressed in the lesson are justice, equality, and minority rights.

GRADE/COURSE:

5 Social Studies, Language Arts

For approved English/Language Arts Literacy Standards and Next Generation Sunshine State Standards for Social Sciences related to this lesson, please see www.cpalms.org.

CORE VALUE(S) EMPHASIZED:

FAIRNESS: Treating people impartially, not playing favorites, being open-minded, and maintaining an objective attitude toward those whose actions and ideas are different from our own.

INTEGRITY: Standing up for your beliefs about what is right and what is wrong and resisting social pressure to do wrong.

SUGGESTED TIME:

1-2 class periods

MATERIALS/AIDS NEEDED:

- *Strega Nona*, by Tomie de Paola
- Strega Nona doll if possible
- Copies (one per small group) of The Issue is Fairness activity sheet.

DESCRIPTION OF ACTIVITIES:

Show the Strega Nona doll or a picture of Strega Nona, explaining that the name means "Grandma Witch." Have students make predictions about what they think might happen in the story. Then read the story. Determine if any predictions were correct.

Lesson: Have students retell the story, including the story problem and how it was solved.

Was Big Anthony treated fairly? Did he know what his punishment would be if he touched the magic pasta pot?

"Act out" or play the roles of Big Anthony and Strega Nona. Invent new endings where Big Anthony has other punishments and discuss if they were fair or not.

Use The Issue is Fairness activity sheet. Have students work in groups to complete the chart. Students first write individually what they think the answers are, come to a consensus and finally respond in writing on the activity sheet to the issues of fairness described and to their own issues of fairness. Discuss each group's responses to the activity sheet.

ASSESSMENT STRATEGY:

- Write a story in which the main character is treated in a fair or unfair manner. Include the rules associated with the situation. Create characters with various opinions.
- Teacher evaluation of The Issue Is Fairness activity sheet.
- Student participation/responses in lesson activities.

EXTENSION ACTIVITIES:

1. Read biographies about famous people and fairness. Examples: Cesar Chavez, Susan Brownell Anthony, Upton Sinclair, Louis Braille, Nellie Bly.
2. Teacher describes several situations in which a person is treated unfairly and asks how the situation might be changed so that fairness is present.
3. Have students relate some unfair treatment that they have observed, read about, or seen on Television, and the consequences of this unfair treatment.

The Issue Is Fairness
Activity Sheet

	Should everyone have to follow the same rules?	Was a fair decision made about punishment?	What consequences do you think would be fair?
Big Anthony did not follow Strega Nona's rule about the magic pasta pot.			
Sue isn't allowed on a class field-trip because she didn't do her assignments.			
Girls can't play on a soccer team with boys.			
Describe a situation of your own when you questioned fairness.			
Describe a situation of your own when you questioned fairness.			

CHARACTER EDUCATION LESSON PLAN

TITLE:

“Being Responsible for Myself”

LESSON DESCRIPTION:

Students will think of responsible and irresponsible acts and their consequences, and design a way to become a more responsible individual and group member.

GRADE/COURSE:

3 Social Studies

For approved English/Language Arts Literacy Standards and Next Generation Sunshine State Standards for Social Sciences related to this lesson, please see www.cpalms.org.

CORE VALUE(S) EMPHASIZED:

RESPONSIBILITY: Thinking before you act and being accountable for your actions, paying attention to others, and responding to their needs. Responsibility emphasizes our positive obligations to care for each other.

SUGGESTED TIME:

2 class periods, time to complete chart during week.

MATERIALS/AIDS NEEDED:

- Chart paper
- School supply catalogs

DESCRIPTION OF ACTIVITIES:

Motivating Activity: Read the following story through. Then read it a second time instructing students to listen for times Irene was irresponsible and to raise their hands to identify when they hear an irresponsible act.

Irresponsible, Irate, Irene

Irene's mother tried to get her up early in time for school. Irene didn't want to get out of bed and stayed longer than she should have. When she did get up, she was quarrelsome, slow and irate. Since she was in such a bad mood, her mother left her alone. So, poor, miserable, irresponsible, irate Irene arrived late for school and she was hungry as well because she didn't have time to eat breakfast. She didn't report to the office for a tardy slip. Instead, she went straight to her class. (As a result, she was marked absent for the day.)

When she arrived at her classroom, for the first time that day, she smiled. She smiled because there was a substitute teacher and she thought it was time for fun. Irene went directly to the wrong seat, a seat right next to a classmate she was sure would talk and have fun with her. Sure enough, Irene was corrected by the substitute teacher for talking, and sure enough, she blamed it on her classmate. She pouted when she had to move to her own seat. Everyone had a very bad, rotten day because Irene was not responsible for her actions.

Lesson: Discuss:

- Who were the people who were affected because Irene was irresponsible? How do you think they feel?
- What happens when people are irresponsible? What are the consequences for someone who is irresponsible?
- Do you suppose Irene will develop into a good neighbor, a good citizen, a good worker? Why or why not?

Think, pair, share:

- Think silently for two minutes about an irresponsible act such as someone's lack of respect for your property and think about how it affected you.
- Pair with a partner and discuss (Two minutes)
- Share with the total class. Discuss consequences of irresponsible behavior. (Depersonalize discussion by instructing students to say, "Someone I know...")

Group work:

- Instruct students to discuss their responsibilities at school and to make a chart showing these responsibilities.

Our Responsibilities

	Mon.	Tues.	Wed.	Thurs.	Fri.
1.					
2.					
3.					

- Have them keep the chart as a group for a week and check off the responsibilities if the total group cooperated to achieve them.
- Discuss how carrying out these responsibilities helped the class, and how cooperation helped the group.
- Discuss responsibilities adults have such as following the law.
- In small groups, students should plan a Respect for Property Week. Include in the plan any feasible idea having to do with taking care of the school, school books, school grounds, etc. Discuss why it is everyone's responsibility to do this.

ASSESSMENT STRATEGY:

Have students copy and complete the following. They may be able to think of several ideas for each.

Being Responsible

I need to improve _____. I can help myself by _____.

I have a dream that all the children in my class and in this school will _____ . I can help accomplish this dream by _____.

When I am responsible for my own actions and when I do the work I'm supposed to do, I feel _____.

EXTENSION ACTIVITIES:

Have students make posters. Draw "Wanted" posters. Example: Wanted—a friend who respects my property. Or, draw "Theme" posters. Example: Words to live by: Respect and Concern

Provide students with school equipment catalogs, or duplicate several pages so that each small group will have the same copy. Select some equipment and supplies that are in the room. Find the cost. For a math lesson, have them calculate the total for several items. Ask them about who buys these supplies, where the money comes from, and discuss the importance of taking care of school equipment.

CHARACTER EDUCATION LESSON PLAN

TITLE:

“Studying Florida's Constitution: State's Rights”

LESSON DESCRIPTION:

Understand that the Florida Constitution gives the citizens of the state certain rights which are inalienable.

GRADE/COURSE:

4 Social Studies

For approved English/Language Arts Literacy Standards and Next Generation Sunshine State Standards for Social Sciences related to this lesson, please see www.cpalms.org.

CORE VALUE(S) EMPHASIZED:

CITIZENSHIP: Helping to create a society based upon democratic values, e.g., rule of law. equality of opportunity, due process reasoned argument, representative government, checks and balances, rights and responsibilities, and democratic decision-making.

MATERIALS/AIDS NEEDED:

- *Florida handbook*
- Copy of U.S. Constitution if possible
- Chart paper

DESCRIPTION OF ACTIVITIES:

Motivating Activity: Have students imagine that they were citizens of a state that had no constitution (basic rules and laws).

THINK-PAIR-SHARE: **Think** silently for two minutes about one right that you would definitely **not** want to do without—an inalienable right which could not be taken away. **Pair** with a partner and discuss this right. (Two minutes) **Share** desired rights with total class. Discuss if your state allows you these rights.

(Teacher resource: Constitution of the State of Florida, *Florida Handbook*)

Read a section from Article I of the Constitution of Florida.

SECTION 2. Basic Rights. All...persons are equal before the law and have inalienable rights [that which cannot be taken away], among which are the right to enjoy and defend life and liberty, to pursue happiness, to be rewarded for industry [work], and to acquire, possess and protect property...No person shall be deprived of any right because of race, religion, or physical handicap.

Discuss the phrase, "All...persons are equal before the law." What does equal mean? If a rich person breaks the law, are the consequences the same as for a poor person? If an important person such as the governor breaks the law, are the consequences the same as for an ordinary citizen?

Discuss the phrase, "No person shall be deprived of any right because of race, religion, or handicap." What does prejudice mean? What causes prejudice?

Small group work:

Suppose the government of the State of Florida did not let you have rights because you belonged to an unpopular group. As a group named Citizens for a Responsible Government, propose an amendment to the state constitution that would allow you this right. Discuss proposals made by all groups. Choose one to write on chart paper for other classes to consider.

You will now need to inform and have eligible voters sign a petition if you want to have the legislature consider it. Try to get other fourth grade classes to sign your petition. Pretend that your class is the state legislature and take a vote. (Three-fifths of the membership must favor the amendment for it to pass.) If the amendment passes, it will be voted upon in the next general election by all the eligible voters in the state who come to the polls to vote. (Have other fourth grade classes join in the voting.)

Review the steps in getting an amendment passed. Have students make a flow chart showing the steps.

ASSESSMENT STRATEGY:

Teachers rereads Article I, Section 2 of the Florida Constitution. Instruct students to write a paragraph explaining how this affects their lives.

EXTENSION ACTIVITIES:

Reproduce students' paragraphs. Make a booklet entitled, "Basic Rights." Have students illustrate the booklet. Share and display.

Look at a copy of the Florida Constitution from the Florida Handbook and one of the U.S. Constitution. Compare the length of both and discuss why the U.S. Constitution is shorter. Also, compare similarities, such as those found in the preambles of both documents.

CHARACTER EDUCATION LESSON PLAN

TITLE:

“Diversity: My Plan”

LESSON DESCRIPTION:

Students will understand the roles of those individuals at the state and local levels who make, administer and enforce the law, and will, in the role of principal, produce a plan for improving the school climate for students of various ethnic backgrounds.

GRADE/COURSE:

4 Social Studies, Language Arts

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CORE VALUE(S) EMPHASIZED:

RESPECT: Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. It takes three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment.

KINDNESS: Being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things.

SUGGESTED TIME:

2 class periods

MATERIALS/AIDS NEEDED:

Book: *Molly's Pilgrim*, by Barbara Cohen or video of the same.

DESCRIPTION OF ACTIVITIES:

Motivating Activity: Read the story, *Molly's Pilgrim* by Barbara Cohen.

Have students retell the story in their own words. Ask them how they think Molly felt when other students laughed at her, made fun of her and teased her. Ask them to use the phrase, "Someone I know..." to tell of children who have been treated in a mean or cruel way. Ask, "How do you think these children felt?"

Lesson: Today we will learn about an administrator's role in making sure that students like Molly are treated fairly in school.

Blueprint 2000 is a plan to improve Florida's schools. It is a statewide program ordered by the **people who make the laws** for the state or the Florida State Legislature. The Commissioner of Education, a person who **administers the law**, and the State Department of Education (people who work for the Commissioner) came up with the plan for the state, Blueprint 2000. If schools don't receive a satisfactory report card, the State Department of Education will become an **enforcer** as well. They will be in charge of the school instead of the local district.

Blueprint 2000 has a plan for students like Molly in the story. It is called Standard # 10. It says, "Florida students appreciate their own culture and the cultures of others, understand the concerns and perspectives of members of other ethnic and gender groups, reject stereotyping of themselves and others, and seek out and utilize the views of persons from diverse ethnic, social, and educational backgrounds while completing individual and group projects."

(Optional: Explain any of the terms in the quote, but for the purposes of this lesson, it is not necessary for students to fully understand the whole thing.)

What was Molly's cultural background? (She was a Russian immigrant.)

If Molly was your classmate, what things could you have done to show that you respected her ethnic group?

A stereotype is when we believe all persons who fit a particular category act the same way. Molly is an immigrant. She doesn't know English very well. What is a stereotype that the children in the story might be thinking about Molly? (Immigrants or people who don't speak English are not smart.)

Have students work in small groups. You are the administrator. You will develop the role of principal. You will think of all the responsibilities of having your school be one that is appreciative of other cultures, that appreciates diversity, and is kind to people who might appear different but are very much just like you. You want your school to have a passing grade on its report card. What will you tell your teachers? As a leader of teachers, what will you do to have them help the students in your school who are from different cultures? You are responsible for the instruction (learning) at your school. What is your plan for better instruction? What will you do if some children don't treat others with respect?

Have students present their ideas. Invite the administrator to hear their ideas.

ASSESSMENT STRATEGY:

Evaluation:

- Teacher evaluation of plan and presentations.
- In writing explain the terms discrimination, prejudice, and stereotyping and give an example of each.

EXTENSION ACTIVITIES:

Construct a chart which shows the contributions made by the various cultural groups within Florida.

CHARACTER EDUCATION LESSON PLAN

TITLE:

“Two Sides to Every Story”

LESSON DESCRIPTION:

Students will understand that different points of view must be considered in order to resolve conflicts, and will understand that mediation is one way to hear both sides and resolve a conflict.

GRADE/COURSE:

5 Social Studies, Language Arts

For approved English/Language Arts Literacy Standards and Next Generation Sunshine State Standards for Social Sciences related to this lesson, please see www.cpalms.org.

CORE VALUE(S) EMPHASIZED:

COOPERATION: Working together toward goals as basic as human survival in an increasingly interdependent world.

SUGGESTED TIME:

1-2 class periods

MATERIALS/AIDS NEEDED:

- Book: *The True Story of the 3 Little Pigs*• by Jon Scieszka.
- Class set of Mediation Activity Sheet.
- Current events on local, state, national or international conflicts.

DESCRIPTION OF ACTIVITIES:

Motivating Activity: Read *The True Story of the 3 Little Pigs*• as told by Alexander T. Wolf, or Al.

Discuss the story as told from the wolf's point of view. Take other familiar stories, and brainstorm another character's point of view rather than the familiar way the story is told. Retell Hansel and Gretel from the point of view of the

witch; Jack and the Beanstalk from the giant's point of view; Little Red Riding Hood from the wolf's point of view, etc. Let children explore and have fun by inventing another point of view with several stories.

Lesson: What did the story, *The True Story of the 3 Little Pigs*• teach us?

Suppose there is a conflict in a classroom involving two students and a student named Keisha tells her side of the story to the teacher. The teacher believes Keisha's story and another student, Latoya, gets punished. How would you feel if you were Latoya? Is this fair? What is the best way to resolve a conflict between two people?

Mediation Demonstration: Tell students that one possible solution is to mediate. As an example, we will mediate for the wolf and one of the three pigs (who represents the other two). We will hear both sides of the story. The mediator is a person who will listen to the two sides, but will not make the decision. Listen carefully to see how this conflict is resolved. Use the Mediation Activity Sheet. Brainstorm ways the wolf and the pig could tell their story with the total class. Review what the mediator will be doing. Then conduct the mediation session.

Review what was done in mediation. What were the steps?

What causes conflict? Besides mediation, what other ways do you know to settle conflicts?

ASSESSMENT STRATEGY:

Write the six steps on the board and instruct students to put these steps in order.

Steps for Mediation: Brainstorm possible solutions. Introduction and setting rules. • Make a plan.

- Choose a solution.
- Tell stories and listen.
- Read possible solutions and eliminate unacceptable ones.

EXTENSION ACTIVITIES:

Select a news article and analyze the conflict. Mediate a real conflict. First, ask participants if they are willing to have their mediation done before the class. Also ask the class if all members will be able to keep the mediation confidential.

If this is not the case, mediate privately. It is important for all students to learn to become mediators, not just a few in a school. Therefore, they need to see and practice mediation.

Start a mediation program in the school. Have students demonstrate how to mediate by using the Mediation Activity in this lesson.

Have students take turns being the official class mediators. When there is a conflict between two students, ask the students involved in the conflict to consider mediation in private with the official class mediator.

MEDIATION

Activity Sheet

Mediator's Role: Introduction and Setting Rules. You introduce the two people by asking their names and if they know each other. You ask the two people who have the conflict, "**Do you want to solve the problem? Can you follow the rules of mediation? Can you listen without interrupting? Can you respect the other person and attack the problem, not the person?**" (At this point, student mediators in a real case would remind students that everything said in mediation is confidential. Whatever is said will not be repeated to anyone when the mediation is over. But, if anything is said about child abuse, the taking of drugs, or anything of a dangerous nature such as guns, these things will need to be reported to a teacher or administrator.) Also, if children say they don't want to solve the problem, you don't mediate.

Tell Stories and Listen. Decide who goes first, Alexander T. Wolf or the Pig. Instruct both, "**You tell your story. You tell your position. And you tell what you want. Be specific.**" Listen to the first story (let's say it was the wolf). Ask, "**Pig, what did you understand Wolf to say?**" Let Pig retell the story. If something was left out, the mediator should relate the part that was left out. Then listen to the second story, and afterward, ask, "**Wolf, what did you understand Pig to say?**"

Brainstorm Possible Solutions. Ask both people to take turns. Say, "**I want both of you to think of all the ways to solve this problem.**" Mediator writes down all the ideas both people have. Mediator does not say if idea is good or bad.

Read Possible Solutions; Eliminate Unacceptable Ones. Mediator reads all ideas. Say, "**I will draw a line through any ideas that either of you doesn't like.**"

Choose as Solution: Mediator reads all ideas that are left on the list. Say to both, "**I want you to choose a solution that is best.**"

Make a Plan. Decide who will do what and when they will do it. Thank both people for reaching a peaceful solution and for cooperating.

Alexander T. Wolf's Role: I feel _____. I feel this way because _____. The true story is about a sneeze and a cup of sugar. (Retell this part of the story.) The pigs shouldn't have _____. And the reporters shouldn't have _____. I was framed•

What I want is _____.

Pig's Role: I feel _____. I feel this way because _____. The true story is _____. The wolf shouldn't have _____. I felt my life was in danger.

What I want is _____.

CHARACTER EDUCATION LESSON PLAN

TITLE:

“Make Peace—Not War!”

LESSON DESCRIPTION:

Students will understand the concepts of **violence** and **non-violence** and determine some non-violent strategies that will work for them in situations of conflict.

GRADE/COURSE:

5, Social Studies, Language Arts

For approved English/Language Arts Literacy Standards and Next Generation Sunshine State Standards for Social Sciences related to this lesson, please see www.cpalms.org.

CORE VALUE(S) EMPHASIZED:

INTEGRITY: Standing up for your beliefs about what is right and what is wrong and resisting social pressure to do wrong.

RESPECT: Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. It takes three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment.

MATERIALS/AIDS NEEDED:

- Biographies on Dr. Martin Luther King, Jr. and Mohandas Gandhi, and computer CDs (encyclopedias) with clips of video and audio of speeches and scenes of the two leaders.
- Poster paper, markers.

DESCRIPTION OF ACTIVITIES:

Motivating Activity: Use clips of video and audio (speeches) of leaders Martin Luther King, Jr. and Mohandas Gandhi from a computer CD encyclopedia. Read information about the two leaders from books or read the following summaries.

Mohandas Gandhi was a lawyer who led a campaign to free his country, India, from British rule. He used non-violent methods such as publicly breaking laws in order to draw attention to them. Martin Luther King, Jr. liked Gandhi's non-violent methods.

Martin Luther King, Jr., was a clergyman (or preacher) who led a non-violent Civil Rights campaign in the United States so that blacks could have the same rights as whites. He persuaded blacks not to use buses at all as a protest against the practice that required blacks to sit in the back of the buses. He was awarded the Nobel prize for peace.

Ask, "What is the importance of settling conflicts non-violently?" "What are the consequences of using violence?"

Lesson: Ask students to raise their hands if they agree, "Is there a problem with violence in our country? In our state, city, schools, homes?" People such as Martin Luther King, Jr. and Mohandas Gandhi worked to solve problems non-violently. Our task today will be to think of ways we can have a non-violent or a peaceful classroom. We need to learn how to solve problems so that we and others will have a more peaceful world to live in when we become adults. We need to do our part, and we need to practice what we learn at school.

In small groups, have students make two lists: 1) Peaceful Things to Say to Each Other, and 2) Things not to Say that May Escalate a Conflict (that may lead to violence)— OR 1) Put-ups and 2) Put-downs. (Explain escalate as step up, grow, or increase.)

Have groups read their lists. Compliment their good ideas.

In small groups, have students select the best items from their lists to illustrate on posters to post on bulletin boards in the room.

ASSESSMENT STRATEGY:

Write a non-violent (peaceful) statement and an escalating statement (that could lead to violence) that could be said to Carlos in the following story. Then tell which statement you would choose to use and why.

Story: Carlos wants to play in a game with other children but some children don't want him to play the game.

EXTENSION ACTIVITIES:

Compliment students when put-ups are used, or when non-violent means are used to settle conflicts. Refer to posters and reinforce these concepts in actual practice in the room. Students need to **know** the correct behaviors and responses, have **empathy** for those wronged, and **practice** to acquire the skill of interacting with others peacefully. (Empathy can be taught by asking students to think about how the other person feels and asking if they would like the same thing to happen to them.)

After reading a biography of Martin Luther King, Jr., have students create a "talk show" that emphasizes his accomplishments, goals, aspirations, and philosophies.

Have a class discussion about Martin Luther King, Jr., evaluating his lasting contributions.

CHARACTER EDUCATION LESSON PLAN

TITLE:

“What Can I Do About the Environment?”

LESSON DESCRIPTION:

Students will design a service project to help protect the environment in their community and will implement the project.

GRADE/COURSE:

5, Social Studies

For approved English/Language Arts Literacy Standards and Next Generation Sunshine State Standards for Social Sciences related to this lesson, please see www.cpalms.org.

CORE VALUE(S) EMPHASIZED:

RESPONSIBILITY: Thinking before you act and being accountable for your actions, paying attention to others, and responding to their needs. Responsibility emphasizes our positive obligations to care for each other.

PURSUIT OF EXCELLENCE: Doing your best with the talents you have and striving toward a goal, and not giving up.

SUGGESTED TIME:

One week

MATERIALS/AIDS NEEDED:

- Poster board, markers
- Books on the environment

Planning: Invite a park ranger to speak to the class about environmental concerns.

DESCRIPTION OF ACTIVITIES:

Motivating Activity: "Do you think that one person can make a difference? What about children? Can children make a difference and work for positive changes?" Relate personal stories that you know of involving former students if possible. Invite students to tell personal stories if they are aware of any.

Lesson: "It has been said that a democracy is not a spectator sport. You don't sit in the stands and watch. You get in and work as a team to win or make a situation better." Instruct students that this lesson will require them to **do** a service project.

"Over two hundred years ago, the founding fathers of our nation, the United States, established schools primarily to teach students citizenship skills—self-control, values, speaking up and participating. Of secondary interest was "ciphering" (or math) and reading. The founding fathers didn't think this new experiment in government, a democracy, would work unless schools produced good citizens."

Read the following quote from Alice Walker and ask students what it means:

"Activism pays the rent on being alive and being here on the planet...If I weren't active politically, I would feel as if I were sitting back eating at the banquet without washing the dishes or preparing the food. I wouldn't feel right." Ask the student what things they can think of that they enjoy that were here before they came into the world that are the result of someone else's hard work?

"We will be participants (and learn what citizens can do, even children who can't vote yet) in offering some solutions to the problems of the environment." Have students generate interview questions for a guest park ranger.

Invite the guest park ranger to speak and to answer the student's questions.

Have students summarize what the guest told them in writing. Have them save this information to help them with their project.

Have students brainstorm ideas of action oriented projects to work to help solve the problem of crime. (*The Kid's Guide to Social Action* and *The Kid's Guide to Service Projects*, both by Barbara A. Lewis, are excellent resources to use. In the former book, there are guides for writing a letter to the editor, how to have a power interview, addresses of contact groups, etc.)

Have students work in small groups to select their project, to set goals for it, and to make sure that the group divides the responsibilities fairly among the group members. Have students work in class and at home.

Students present completed projects to classmates. Students give suggestions for improvement, or other ideas to include. Have students implement their project; i.e., setting up a display in the media center, giving a public service announcement on the school's closed circuit TV, passing out saving our environment tips on flyers to people in their community, etc.

ASSESSMENT STRATEGY:

Have students write a letter to their parents telling them of ways to save the environment. Include how it felt to participate and **do** something about a problem. Have them tell what they learned about the importance of participation in a democracy.

EXTENSION ACTIVITIES:

Have students continue to do letter writing to officials about the problem. Have them write a thank you letter to the park ranger.

Ask students to think of the meaning to the following quotes:

"We make a living by what we get, but we make a life by what we give."
(Winston Churchill)

"When the Athenians finally wanted not to give to society but for society to give to them, when the freedom they wished for most was freedom from responsibility, then Athens ceased to be free." (Edward Gibbon)

Write a short story about the future if the environment is not preserved.

Resources: Barbara A. Lewis, *The Kid's Guide to Social Action* and *The Kid's Guide to Service Projects*.

CHARACTER EDUCATION LESSON PLAN

TITLE:

“Checks and Balances”

LESSON DESCRIPTION:

Students will understand the concept of three branches of government—the **legislative**, the **executive**, and the **judicial**—and be able to identify the powers of each.

GRADE/COURSE:

5 Social Studies, Language Arts

For approved English/Language Arts Literacy Standards and Next Generation Sunshine State Standards for Social Sciences related to this lesson, please see www.cpalms.org.

CORE VALUE(S) EMPHASIZED:

CITIZENSHIP: Helping to create a society based upon democratic values; e.g., rule of law, equality of opportunity, due process, reasoned argument, representative government, checks and balances, rights and responsibilities, and democratic decision-making.

SUGGESTED TIME:

1-2 class periods

MATERIALS/AIDS NEEDED:

- *It's Our Government*, William Lefkowitz, Richard Uhlich.
- Other research materials including information on the three branches of government.
- Activity Sheets (Attached)

DESCRIPTION OF ACTIVITIES:

Motivating Activity: Tell students that most of the original colonists came from England where they had experienced a type of government called a monarchy—one where they were ruled by a king. In fact, some people in this

country urged George Washington to become king instead of president. The skit will give you an idea about what would have happened if George Washington had become king instead of president.

Conduct the skit. Use Activity Sheet, Skit Role Tags.

Ask students how they would like to live in a county where one person had all the power. The delegates in Philadelphia had great fears when designing our form of government. They were afraid to give too much power to any one person or group. So they came up with a way to share power three ways. They divided the powers of government among three groups of people—one group was to make laws. This is the **legislative** branch of government. A second group would carry out the laws. This is the **executive** branch. A third group would hold trials, settle disputes, and decide if the laws were fair. This is the **judicial** branch.

Divide the students into groups of three and assign each student in the group a color—red, white, or blue. Assign the students who have red as their color the research topic, **legislative**; the white, **executive**. and the blue, **judicial**. Provide research materials so that all students can find out the powers each branch of government has.

(Jigsaw, Cooperative Learning Strategy.) When information has been gathered, have all students who researched legislative meet together, and likewise the other two groups meet separately as executive and judicial. As experts, they tell each other what they found. Students may add to their original findings, as they listen to one another.

Then have students meet in original groups of three and have each student teach the other two in the group about his/her branch of government.

Have students make a step book with their research information. Step book instructions: Fold two pieces of note paper in half and staple in the fold. Leave the bottom sheet as is, cut the top sheet one inch shorter (or two inches shorter than the bottom) and finally, cut the top sheet one inch shorter (or three inches shorter than the bottom) so that the pages look like steps. Label the top sheet **Three Branches of Government**; the next, **Legislative**; the next **Executive**; and

the last or bottom, **Judicial**. Use clip art pictures included in the Activity Sheet or have students illustrate their own step book.

ASSESSMENT STRATEGY:

Write the following multiple choice answers on the board: a) legislative, b) executive, c) judicial. Read the following and have students select an answer. 1. Carries out and enforces the laws. (b) 2. Hear and decide cases of law. (c) 3. Makes federal laws. (a) 4. Makes sure that the law is followed. (b) 5. Makes a law about the taxes people must pay. (a)

Skit Role Tags and Match It, Pictures Activity Sheet

(All students bow as Her Majesty, Queen Regina the Right Regal Ruler (or His Majesty, King Richard the Right Regal Ruler) enters the room. (For purposes of brevity, he/she will be identified as Ruler in the script.) When assigning other roles, use students' names in the class.

Ruler: What a beautiful day. I see that you all got here on the specified time to report to work—8 A.M. All of you expect (a) _____, that is. You know the Royal Decree stated that everyone in my kingdom goes to work at 8 and works until 4 each day.

(a) _____, you will have to go to prison for two years.

(a) _____ Your Majesty, I demand a lawyer. I want to be heard in court•

Ruler: You are my subject• You obey my orders• Off to jail for you. Any questions?

(b) _____: Yes, Your Majesty, I find it very difficult to get to work by 8 A.M. myself. I have five children and I have to see that they are all dressed, fed breakfast, and I have to make five lunches. Could I arrange to come in later? I could work later• Could we change the law?

Ruler: I make the laws. Where do you think you are anyway, The United States? No, way• I am the law of the land. You listen to me• Any questions?

(c) _____ Ug, ug, ug (stutters).....I was wondering about taxes.

Ruler: Yes, what about taxes?

(c) _____ They're very high.

Ruler: That's your problem. I set the rate for taxes and I need to have the money for my army. I need to run my royal palace. You subjects• All you ever do is complain, complain, complain.

CHARACTER EDUCATION LESSON PLAN

TITLE:

“The UN: Peacekeeper for One World”

LESSON DESCRIPTION:

Students will listen to a story (the effect of which will put a "face" on the problem of the need for global solutions) and will read, research, and write about the United Nations.

GRADE/COURSE:

5, Social Studies, Language Arts

For approved English/Language Arts Literacy Standards and Next Generation Sunshine State Standards for Social Sciences related to this lesson, please see www.cpalms.org.

CORE VALUE(S) EMPHASIZED:

COOPERATION: Working together toward goals as basic as human survival in an increasingly interdependent world.

FAIRNESS: Treating people impartially, not playing favorites, being open-minded, and maintaining an objective attitude toward those whose actions and ideas are different from our own.

SUGGESTED TIME:

2 weeks

MATERIALS/AIDS NEEDED:

- Current events on global issues.
- Research material, books on the United Nations, The United Nations by Stewart Ross, Sadako and the Thousand Paper Cranes by Eleanor Coerr

Motivating Activity: Read Sadako and the Thousand Paper Cranes about a Japanese girl who got ill from the effects of the atomic bomb in Hiroshima.

Discuss the problem in the story. Discuss Sadako's courage and faith. Discuss some of the world's great problems 1) Nuclear disasters or attacks could destroy the planet. 2) Pollution could kill the planet slowly. 3) The population of the world is growing phenomenally: 1950—2.5 billion, 1960—3 billion, 1970—3.6 billion, 2000—7.3 billion. Population increases will result in less land, less food and less energy resources. International cooperation is needed for survival in the future.

Lesson: Introduce the United Nations as the agency where different nations can talk to each other to try to solve international or global problems.

Assign topics on the United Nations to small groups for research. Assign a writing topic as well. (See suggested ideas on Activity Sheet, U.N. Research.)

Explain the writing activity as follows:

"Each group will write a RAFT, which is a kind of writing activity that will require you to know something about your topic and to write as if you are someone else—a person from another country, for example. Writing this way will require you to look at a problem from another person's point of view."

RAFT is an acronym which stands for:

R—Role (The student will assume this role as the writer. For example, the student will pretend to be a fisherman, a mother, a representative or a student from another country.)

A—Audience (The student will write to this person or group. For example, the students will write to the President of the United States, to the International Court of the United Nations, to a United Nations Disaster Relief Coordinator or to the General Assembly.)

F—Format (This could be a letter, a speech, a flyer, a bumper sticker, an editorial, etc.)

T—Topic (This is what the writing will be about.)

ASSESSMENT STRATEGY:

Read several news articles on current world problems. Have students select one problem and write an essay or editorial describing the problem and telling why it is necessary for nations to communicate and cooperate to try and solve the problem. Include information on agencies of the United Nations that may be useful in solving the problem.

EXTENSION ACTIVITIES:

Continue following current events related to the United Nations.

U.N. Research
Activity Sheet

GROUP I

What does the International Court of the United Nations do? Who makes up the International Court? How effective are they? My group's own question(s):

R—Fisherman from a country that permits whaling (Japan, Norway)

A—International Court of the United Nations

F—Speech

T—Why the country needs to have the right to continue whaling.

GROUP II

What does UNESCO do? What do the letters in the name stand for? Why did the U.S. under President Reagan quit supporting this group? How effective are they? My group's own question(s):

R—School child in a developing country

A—The President of the United States

F—Letter

T—Why the United States should support the work of UNESCO.

GROUP III

What does a United Nations Disaster Relief Coordinator do? Should richer nations share with poorer nations? (Explain your answer.) How effective is this group? My group's own question(s):

R—Mother of a starving child in a poor nation

A—A United Nations Disaster Relief Coordinator

F—Letter of persuasion

T—Why a relief mission is needed for my country.

GROUP IV

How does the United Nations keep the peace? What are some successes?

What are some failures? How effective is the U.N. as a peacekeeper?

(Explain your answer) My group's own question(s):

R—A representative from the government of West Germany, Denmark, or Holland.

A—The General Assembly.

F—Speech

T—Why my country needs oil-drilling rights in the North Sea.