

CHARACTER EDUCATION LESSON PLAN

TITLE: "THE HANGMAN" - ABSENCE OF VALUES

LESSON DESCRIPTION:

Through an analytical discussion of the poem "The Hangman"; the students will determine which core values were absent in a society which allowed the Holocaust to occur. Emphasis will be placed on the importance of these values in a civilized society.

GRADE/COURSE:

11 - American History

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.

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.

SUGGESTED TIME:

1-2 class periods

MATERIALS:

Chalkboard or overhead projector, transparencies, marker.

Class set of the poem, "The Hangman" by Maurice Ogden or film "The Hangman", produced by Les Goldman, 1964. (Jewish Media Service, rental)

DESCRIPTION OF ACTIVITIES:

- 1- Write the word "Holocaust" on the chalkboard and elicit student responses to define. Write several student responses on chalkboard, so class may come to a consensus of definition.
- 2- Read aloud "1979 President's Commission on the Holocaust" definition. Through discussion, compare with student definitions.
- 3- Each student will be given a copy of the poem, "The Hangman" to be read silently or aloud. Alternative activity - show film "The Hangman", 12 min.
- 4- Teacher will put key words on chalkboard to facilitate comprehension of poem: i.e., scaffold, knotted hemp, gallows-tree.

- 5- Through class discussion, teacher will guide students through an understanding of the poem. Suggested questions:
 - a- Why was the original scaffold only "as wide as the door was wide"?
 - b- How did the scaffold grow to have a "beam that blocked the sky"?
 - c- What did the hangman mean by the phrase "He who serves me best shall earn the rope on the gallows-tree"?
 - d- What did the author mean by the phrase "for another's grief at the hangman's hand was our relief"?
 - f- List in order who the gallows "took".
 - g- Explain the phrase "I did no more than you let me do".
- 6- Have students explain through discussion or short essay what the poem meant.
- 7- Place on chalkboard three words (values) - INTEGRITY, KINDNESS, RESPECT.
- 8- Have students relate these three values to the poem.
- 9- Define three values through class discussion and arrive at a consensus regarding the three definitions.
- 10- Through discussion or short essay, have students analyze the absence of these three values as possible:
 - a- reasons why the Holocaust occurred.
 - b- reasons why a "holocaust" might occur in the future.
 - d- reasons why similar events have occurred since World War II, e.g.,
 - 1- 1966 slaughter of the Ibo tribesmen in Nigeria
 - 2- mass killings of non-Communist Cambodians, 1975-79
 - 3- ethnic cleansing in Bosnia, 1994-96
- 11- Essay should include why the three values allow civilized people to remain "civilized".

ASSESSMENT STRATEGY: 1- discussion
2- essay writing

EXTENSION ACTIVITIES: Additional readings suggested for students:

- 1- Conquest, Robert. THE GREAT TERROR. New York: Mac-Millan, 1968.
- 2- GENOCIDE: CRITICAL ISSUES OF THE HOLOCAUST. Rossel Books, 1967.
- 3- Solzhenitsyn, Alexander. ONE DAY IN THE LIFE OF IVAN DENISOVICH. New York: Frederick Praeger, 1963.
- 4- Wiesel, Elie. NIGHT. New York: Bantam, 1960.

CHARACTER EDUCATION LESSON PLAN

TITLE: THE U.S. CIVIL RIGHTS MOVEMENT - STUDY IN VALUES

LESSON DESCRIPTION: After reviewing key events in the U.S. Civil Rights Movement of the 1950's and 1960's, students will be provided with readings relevant to a study of the Movement. By interpreting these readings, students will be able to analyze which Core Values played a major role in the participation, scope, and success of the Movement.

GRADE/COURSE: 11 - American History

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

2- 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.

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

SUGGESTED TIME: 1-3 class periods

MATERIALS: 1- Chalkboard or overhead projector, transparencies, marker
2- Group copies of hand-outs:
a- Washington, "CAST DOWN YOUR BUCKETS" - A CALL FOR INDUSTRIAL EDUCATION, 1893 (A WORLD OF DIFFERENCE)
b- W.E.B. DuBois, INDUSTRIAL EDUCATION IS NOT ENOUGH, 1903 (A WORLD OF DIFFERENCE)
c- Claude McKay, IF WE MUST DIE, 1919, (A WORLD OF DIFFER-

ENCE)

- d- Louis E. Lomax, A QUIET REVOLUTION: THE MONTGOMERY BUS BOYCOTT, 1955 (A WORLD OF DIFFERENCE)
 - e- Langston Hughes, WHAT DO PEOPLE WANT? "COFFEE BREAK", 1963, (A WORLD OF DIFFERENCE)
 - f- Dr. Martin Luther King, Jr., "I HAVE A DREAM,", 1963 (A WORLD OF DIFFERENCE)
 - g- James Baldwin, THE FIRE NEXT TIME, 1963 (THE AMERICANS, A HISTORY, "Primary and Literary Source Readings", McDougal, Littell & Company, 1991)
- 3- Student copy, American History textbook

DESCRIPTION OF ACTIVITIES:

- 1- Introduce lesson by questioning students about what they know about the Civil Rights Movement of the 1950's and 1960's. Allow selected students to write on chalkboard key events of the Movement; e.g.,
 - a- BROWN v. BOARD OF EDUCATION, 1954
 - b- Montgomery Bus Boycott, 1955
 - c- Little Rock, Arkansas, 1957
 - d- Sit-in in Greensboro, North Carolina, 1960
 - e- Birmingham demonstrations, 1963
 - f- March on Washington, 1963
 - g- Civil Rights Act, 1964
 - h- Mississippi Freedom Summer, 1964
 - i- Selma demonstrations, 1965
 - j- Voting Rights Act, 1965
- 2- Teacher may choose to discuss these events in detail, focusing the lesson on Civil Rights Movement in a historical context. After students have an understanding of the significance of these events, via discussion, essay writing, or quiz, teacher may continue lesson.
- 3- Using attached hand-outs, the teacher will divide the class into no more than seven groups. Depending on class size, the teacher may wish to use fewer groups. Group members should be provided with copies of one of the following hand-outs:
 - a- Booker T. Washington, "CAST DOWN YOUR BUCKETS" - A CALL FOR INDUSTRIAL EDUCATION, 1893
 - b- W.E.B. DuBois, INDUSTRIAL EDUCATION IS NOT ENOUGH, 1903
 - c- Claude McKay, IF WE MUST DIE, 1919
 - d- Louis E. Lomax, A QUIET REVOLUTION: THE MONTGOMERY BUS BOYCOTT, 1955
 - e- Langston Hughes, WHAT DO PEOPLE WANT? "COFFEE BREAK", 1963
 - f- Dr. Martin Luther King, Jr. 'I HAVE A DREAM", 1963
 - g- James Baldwin, THE FIRE NEXT TIME, 1963
- 4- Group members will read, analyze, and discuss major points of their assigned reading.

- 5- Teacher will place three Core Values on chalkboard - Cooperation, Fairness, Integrity.
- 6- Teacher will ask groups to determine which of these three values apply to their reading and prepare a group report which will:
 - a- analyze the reading
 - b- explain which of the three values are contained in the reading
- 7- Using the three Core Values already written on chalkboard, teacher will place each reading title under the appropriate value as determined by the group.
- 8- Discussion will follow the placing of each reading under a particular value using guide questions; e.g.,
 - a- How specifically does the reading's author exhibit this value?
 - b- Can you identify any passage or quote that shows the use of the value?
 - c- How does the reading apply to the goals of the Civil Rights Movement of the 1950's and 1960's?
 - d- Would the author of the reading agree or disagree with the goals and methods of the Civil Rights Movement of the 1950's and 1960's?
 - e- Based on your knowledge of these authors, which one, in your opinion, best exemplifies the three Core Values? Explain.
 - f- Do these Core Values apply to the ongoing movement for equality today? How have things changed or not changed since the 1950's and 1960's in regard to the goals and accomplishments of the Civil Rights Movement?
 - g- How important do you think these three Core Values are in today's struggle for equality? Are they realistic in today's world?
 - h- Do any of the other nine Core Values apply to the Civil Rights Movement of the 1950's and 1960's?
- 9- The teacher will provide closure to the lesson by reviewing the objectives previously stated and reviewing input of students on the importance and relevance of the three Core Values to the ongoing struggle for civil rights for all peoples

ASSESSMENT STRATEGY: 1- group work
 2- class discussion
 3- essay writing

EXTENSION ACTIVITIES: 1- Creating a poster stressing the relevance of three Core Values to the ongoing struggle for civil rights
 2- Writing a newspaper article on a fictitious civil rights demonstration including techniques that reflect the three Core Values
 3- Writing a short story that reflects one's personal struggle for equality and rights, but reflecting the three Core Values
 4- Assigning students additional readings such as those used by the groups in class
 5- Researching additional events of the Civil Rights Movement

of the 1950's and 1960's other than those discussed during the lesson

- 6- Researching and reporting on key figures involved in the Civil Rights Movement of the 1950's and 1960's.
- 7- Creating a timeline of major events of the Civil Rights Movement of the 1950's and 1960's.

RESOURCE MATERIAL FOR TEACHER - SUBJECT: EDMUND G. ROSS
(source: John F. Kennedy, PROFILES IN COURAGE. New York: Harper & Row, 1955)

In teaching a lesson on the subject of Character Education/Values, the story of Edmund Ross illustrates the Core Values of INTEGRITY, HONESTY, and CITIZENSHIP. As told by John F. Kennedy in PROFILES IN COURAGE, the stories chosen illustrate "the problems of political courage in the face of constituent pressures." (p. 15) Kennedy explained that "these are the stories of the pressures experienced by ... United States Senators and the grace with which they endured them - the risks to their careers, the unpopularity of their courses, the defamation of their characters, and sometimes, but sadly only sometimes, the vindication of their reputations and their principles." (p. 21) The men featured in PROFILES IN COURAGE made decisions crucial to the outcome of events in American History which helped to shape the country, preserve the Constitution, and foster American ideals of democracy. One particular story, that of Edmund Ross and his role in the impeachment of Andrew Johnson (1868) illustrates the Core Values previously mentioned.

In 1868, the impeachment of President Andrew Johnson was the culmination of the struggle between the President who supported Abraham Lincoln's policy of lenient reconstruction and the Radical Republicans of Congress who wished to treat the South as "conquered lands". It was also a struggle between two powerful branches of the U.S. Government each attempting to exert its power. While supporting Lincoln's plan, Johnson lacked Lincoln's prowess at playing politics and the controversy resulted in his impeachment by the U.S. House of Representatives. It was at his impeachment trial in the U.S. Senate that Senator Edmund Ross became a key player and exhibited his tremendous courage.

The key issue on which Johnson was impeached was his violating the Tenure of Office Act (1867) which prohibited the President from firing members of his cabinet without consent of the Senate. Convinced that Secretary of War Edwin Stanton was conspiring with his enemies, the radical Republicans of Congress, Johnson planned to dismiss Stanton. Knowledgeable of his intentions, Congress passed the Tenure of Office Act, to catch Johnson in an "impeachable offense". Following the vote in the House of Representatives, Johnson's trial under the Articles of Impeachment began in the Senate on March 5, 1867. Although eleven Articles of Impeachment were passed, the majority of the Articles had to do with Johnson's violation of the Tenure of Office Act.

As the trial progressed, it became clear that the Radical Republicans did not intend to give Johnson a fair trial. Evidence in his favor was excluded, prejudice was declared, and bribery was rampant. Thirty-six votes were required for the two-thirds majority for conviction. All twelve Democratic votes were lost and of the forty-two Republicans, only six could vote against

the party if Johnson was to be removed. Six Republicans indicated the evidence did not point to conviction, but the remaining thirty-six must stand for conviction if Johnson were to be removed. Of the thirty-six, only one Senator would not announce his intentions at a preliminary poll - Edmund Ross of Kansas. His party and his constituents in Kansas bombarded him with letters and telegraph messages demanding conviction. He was spied upon, offered bribes, and harangued daily. The Republicans went so far as to threaten him with scandal and political ruin. On the day of voting, all the Senators' votes were accounted for but Ross'. "Not a single person in the room knew how this young Kansan would vote." (p. 158) Senator Ross, himself recalls the moment:

Every individual in that great audience seemed distinctly visible, some with lips apart and bending forward in anxious expectancy, others with hand uplifted as if to ward off an apprehended blow ... and each peering with an intensity that was almost tragic upon the face of him who was about to cast the fateful vote ... Every fan was folded, not a foot moved, not the rustle of a garment, not a whisper was heard Hope and fear seemed blended in every face, instantaneously alternating, some with revengeful hate ... others lighted with hope. ... The Senators in their seats leaned over their desks, many with hand to ear It was a tremendous responsibility, and it was not strange that he upon whom it had been imposed by a fateful combination of conditions should have sought to avoid it, to put it away from him as one shuns, or tries to fight off, a nightmare I almost literally looked down into my open grave. Friendships, position, fortune, everything that makes life desirable to an ambitious man were about to be swept away by the breath of my mouth, perhaps forever. It is not strange that my answer was carried waveringly over the air and failed to reach the limits of the audience, or that repetition was called for by distant Senators on the opposite side of the Chamber. (p. 159)

The vote was over. A definite "Not guilty" was heard by all. The President was saved from conviction on the major charges and the rest of the roll call on that Article was unimportant. A ten-day recess was called and again Ross was uncommittal on his vote on the remaining Articles. Again tremendous pressure, threats, attempted bribery, hate mail - all directed at Ross for the upcoming vote. But Ross continued to vote "Not guilty". Indeed, he had looked at his own "open grave". Following the votes, an editorial in a Kansas newspaper proclaimed:

On Saturday last Edmund G. Ross, United States Senator from Kansas, sold himself, and betrayed his constituents; stultified his own record, basely lied to his friends, shamefully violated his solemn pledge ... and to the utmost of his poor ability signed the death warrant of his country's liberty. This act was done deliberately, because the traitor, like Benedict Arnold, loved money better than he did principle, friends, honor, and his country, all combined. Poor, pitiful, shriveled wretch, with a soul so small that a little pelf would outweigh all things else that dignify or ennoble manhood. (p. 162)

Senator Ross' career in politics was over. Secretary of War Stanton relinquished his office and President Johnson finished his term as President. Ross nor any of the Republicans who voted

against conviction were ever elected to the Senate again. When he returned to Kansas, Ross and "his family suffered social ostracism, physical attack, and near poverty." (p. 163) If not for his vote, he may have had an excellent career in the Senate and in future politics. Edmund Ross was intelligent, well-spoken, and popular. He threw it all away for "one act of conscience." (p. 163)

Twenty years later, Congress repealed the Tenure of Office Act. Ross moved to New Mexico where he was later appointed Territorial Governor. Prior to his death he was awarded a Civil War pension and the press finally applauded his courage for saving his government in the face of extreme adversity. A Kansas newspaper reported:

By the firmness and courage of Senator Ross, the country was saved from calamity greater than war, while it consigned him to a political martyrdom, the most cruel in our history Ross was the victim of a wild flame of intolerance which swept everything before it. He did his duty knowing that it meant his political death It was a brave thing for Ross to do, but Ross did it. He acted for his conscience and with a lofty patriotism, regardless of what he knew must be the ruinous consequences to himself. He acted right. (p. 164)

Although vindicated later in life, Edmund Ross' future ended with the "Not guilty" vote for conviction of President Johnson. He was never again elected to public office, his family suffered tremendous criticism and shame, but he never wavered in his conviction that he "did the right thing". Truly, a PROFILE IN COURAGE.

CHARACTER EDUCATION LESSON PLAN

TITLE: EDMUND G. ROSS - A "PROFILE IN COURAGE"

LESSON DESCRIPTION: A chapter in John F. Kennedy's book PROFILES IN COURAGE will be examined to illustrate four of the nine Core Values. This may be done through a discussion of the story of Edmund Ross, or as a student play, or by viewing a video of his story. The teacher will use one of these techniques to provide students with a portrayal of a historical figure of great courage and leave students questioning whether or not they could do the same.

GRADE/COURSE: 11- American History OR 12- American Government

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: 1- 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.

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

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

- 4- 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: 1-3 class periods

- MATERIALS:
- 1- Depending on method of presentation, teacher will need:
 - a- copies of EDMUND ROSS hand-out
 - b- VCR and tape of PROFILES IN COURAGE - EDMUND ROSS
 - c- costumes and props for play on impeachment of Andrew Johnson
 - 2- Student copy, American History textbook OR American Government textbook

DESCRIPTION OF ACTIVITIES:

- 1- Introduce lesson in context of course objectives; Civil War and Reconstruction for American History OR Separation of Powers, Checks and Balances, and Powers of Congress for American Government.
- 2- The story of Edmund Ross as told in John Kennedy's book PROFILES IN COURAGE can be presented by several methods:
 - a- Distribute copies of hand-out SUBJECT: EDMUND ROSS. Allow students to read and discuss, using guided questioning:
 - 1- Why did Ross not side with his party?
 - 2- What law did Johnson violate which resulted in his impeachment?
 - 3- Why did the radical Republicans pass such a law?
 - 4- What are the Constitutional grounds for impeachable offenses?
 - 5- What "moral dilemma" did Ross face in casting his vote?
 - 6- What were the consequences of Ross voting as he did?
 - b- Using a VCR, the teacher may show the Edmund Ross segment of the video series PROFILES IN COURAGE, (50 minutes).
A discussion would follow on day two of the lesson, using the guide questions in 2.a.
 - c- Using the hand-out provided, SUBJECT: EDMUND ROSS, teacher and students together could create scripts for key participants in the impeachment trial, to include:
 - 1- Edmund Ross
 - 2- Chief Justice of the Supreme Court (presiding judge at the Impeachment trial)
 - 3- Attorney /Prosecutor for the Senate
 - 4- Secretary of War Edwin Stanton
 - 5- Thaddeus Stevens, Representative from Pennsylvania and leader of the radical Republicans
 - 6- President Andrew Johnson

NOTE: Additional roles could be portrayed using Kennedy's book **PROFILES IN COURAGE** as a reference. Other members of the class could portray other members of the Senate, not to exceed the total membership of the Senate, 54.

- 3- Upon completion of activity 2 a,b, or c, the teacher would list the nine Core Values on the chalkboard. Through class discussion, students would determine which of the values were displayed by Edmund Ross in this event. Students would be asked to give specific examples of Ross' actions in which the value was displayed.
- 4- The closing activity of this lesson would have students giving specific personal examples of times in their lives when in the face of tremendous criticism and personal attack (such as that faced by Edmund Ross), they displayed courage and demonstrated the agreed upon Core Values.

NOTE: The teacher may wish to accomplish Activity #4 through discussion or essay writing. If the teacher has the students keep personal journals, this might be accomplished by a journal entry.

ASSESSMENT STRATEGY: 1- class discussion OR
2- discussion following video OR
3- dramatic presentation
4- essay writing OR journal writing

EXTENSION ACTIVITIES: 1- Assign students to read John F. Kennedy's **PROFILES IN COURAGE**. New York: Harper & Row, 1955.
2- Research other examples in more recent history and write a report similar to the actions of Edmund Ross.
3- Create a video tape of the play presented in class for future viewing.
4- Through group work, create other scenarios similar to that faced by Ross that may be experienced by a high school student. Determine which of the Core Values would be displayed in the event.
5- Create a short story detailing a fictional event similar to Ross'.

CHARACTER EDUCATION LESSON PLAN

TITLE: THE HARLEM RENAISSANCE - THE PURSUIT OF EXCELLENCE

LESSON DESCRIPTION: Through a prepared lesson on the accomplishments of various members of the Harlem Renaissance and through student research, the contributions of these artists will be presented and discussed. Students will realize the obstacles and difficulties these artists overcame and the importance of the value, "pursuit of excellence". Students will be afforded the opportunity to create their own "art" reflective of current African-American problems and goals, as participants did during the Harlem Renaissance.

GRADE/COURSE: 11 - American History

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

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

SUGGESTED TIME: 1-3 class periods

MATERIALS: 1- Chalkboard or overhead projector, transparencies, marker.
2- AFRICAN AMERICAN HISTORY UNITS OF INSTRUCTION, Grade 11, Division of Social Sciences, DCPS.
3- AFRICAN-AMERICAN HISTORY, Competency-Based Curriculum Supplement - Middle/Senior 6-12, DCPS.
4- Print resources:
a- Asante, Dr. Molefi Kete. AFRICAN AMERICAN HISTORY. The Peoples Publishing Group, Inc., Maywood, New Jersey, 1995.

- b- Franklin, John Hope. FROM SLAVERY TO FREEDOM: A HISTORY OF NEGRO AMERICANS. McGraw-Hill, Inc., 7th ed., New York, New York, 1994. (and accompanying STUDY GUIDE)
 - c- Johnson, James Weldon. THE BOOK OF NEGRO POETRY. Harcourt, Brace and World, New York, 1958.
- 5- Audio Visual resources:
- a- HARLEM IN THE TWENTIES (DCPS)
 - b- BLACK MUSIC IN AMERICA FROM THEN TILL NOW (DCPS)
- NOTE: Contact Dorothy Fields, **Educational Specialist**, DCPS, (995-1953) for additional information/resources.

DESCRIPTION OF ACTIVITIES:

- 1- Using a variety of sources, the teacher will begin the lesson by explaining the event known as the Harlem Renaissance. This explanation will include the time period, the geographic location, various artists involved, and their representative works. The teacher may choose to use a DCPS Division of Social Sciences resource, AFRICAN AMERICAN HISTORY UNITS OF INSTRUCTION, Grade 11, pages 3-9.
- 2- These introductory remarks should include an explanation of Alain Locke's term NEW NEGRO. It was this term and subsequent book which gave a title to the creativity and themes of the Harlem Renaissance. This term characterized the renewed sense of self-determination and respect for African traditions and renewed confidence and pride that many African-Americans had in themselves at that time. The teacher may choose to use a variety of sources for this information as listed in the materials section of this lesson.
- 3- A list of African-American Renaissance writers, musicians, singers, and artists will be placed on the chalkboard. These may include:
 - a- Langston Hughes
 - b- Countee Cullen
 - c- Zora Neale Hurston
 - d- Marcus Garvey
 - e- James Weldon Johnson
 - f- A. Phillip Randolph
 - g- W.E.B. DuBois
 - h- Claude McKay
 - i- Wallace Thurman
 - j- Nannie Burroughs
 - k- Ida B. Wells
 - l- Jean Toomer
 - m- Booker T. Washington
 - n- Nella Larsen
 - o- Jessie Fauset
 - p- Alain Leroy Locke
 - q- Duke Ellington
 - r- Pearl Primus

- s- Katherine Dunham
- 4- Students will be asked to volunteer to research one of the above and to provide the class with a piece of their work - e.g., poem, short story, song, novel, etc. The teacher may choose to assign this research to several groups rather than individually.
 - 5- The teacher should consult with school media center to provide students with an opportunity for research.
 - 6- After information has been located, students will present a representative sample of the artist's work to the class. These presentations may consist of a reading, a portrayal, a musical presentation, etc.
 - 7- Discussion will follow, using suggested guide questions:
 - a- How was this artist's work representative of the Renaissance?
 - b- How did this artist's work reflect the "The New Negro"?
 - c- What adversities did this artist have to overcome?
 - d- What personal characteristics did this artist have which enabled him/her to gain fame?
 - e- Why was this artist's work sufficiently significant to become part of the whole Renaissance movement and be remembered today?
 - 8- The teacher may choose to collect a written account submitted by each student detailing the information found in #7.
 - 9- The teacher will list the nine Core Values on the chalkboard and allow students to determine which apply to the Harlem Renaissance.
 - 10- In discussing COOPERATION and PURSUIT OF EXCELLENCE, the teacher should emphasize the obstacles these artists overcame and how being an African-American in the 1920's was different/similar to the situation today.
 - 11- As a final activity, the teacher may have students create their own piece of art; e.g., a drawing, a song, a dance, etc. This original work may be reflective of the Harlem Renaissance period or may reflect the struggles of African-Americans today. The teacher may propose a Harlem Renaissance, 1996 by discussing current issues and problems of the African-American community and allowing students to create a piece of art reflective of this.

ASSESSMENT STRATEGY: 1- research
2- class presentation
3- discussion
4- creation of an original piece of art

EXTENSION ACTIVITIES: 1- Assign students additional artists to read and report on.
2- Play music produced by Renaissance musicians.
3- Visit local exhibitions of African-American art.
4- Create an on-going project to collect examples of African - American art of the 1990's.
5- Create a class publication to include poems and short stories by or about African-American students.

CHARACTER EDUCATION LESSON PLAN

TITLE: HIROSHIMA: THE "VALUES" OF WAR

LESSON DESCRIPTION: Given information regarding the reasons for dropping or not dropping the atomic bomb on Hiroshima, the students will determine how and why the decision was made. They will debate the "values" held by President Truman which assisted him in making this great historical decision.

GRADE/COURSE: 9 - World History

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:
- 1- 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.
 - 2- COOPERATION - Working together toward goals as basic as human survival in an increasingly interdependent world.
 - 3- 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.
 - 4- 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.

SUGGESTED TIME: 1-3 class periods

- MATERIALS: 1- Chalkboard or overhead projector, transparencies, marker.
- 2- Harris, Jonathan. HIROSHIMA: A STUDY IN SCIENCE, POLITICS, AND THE ETHICS. Reading, Massachusetts; Addison-Wesley Publishing Co., 1970 (selected readings for student hand-outs)
- 3- Desks and chairs to simulate committee presentations to the President.

DESCRIPTION OF ACTIVITIES:

- 1- The teacher will begin with introductory remarks on the dropping of the atomic bomb. If the lesson is taught in the context of World War II, the teacher may review the chronology of events of the war prior to August, 1945.
- 2- The teacher will pose the question of the moral dilemma faced by President Truman in 1945 and discuss the complex decision he made while considering both sides of the issue - the brutality of using such a weapon versus the possibility of ending the war quickly.
- 3- The teacher will ask for volunteers to present arguments to a student designated to be the President. The arguments will come from three sources:
 - a- Those representing the military who favor dropping the bomb.
 - b- Those representing people who believe dropping the bomb is morally wrong.
 - c- Those representing the scientists who favor a "test" or "show" for the Japanese, rather than dropping the bomb.
- 4- The student designated to be the President will be provided with a hand-out which describes what "kind of man" Truman was. (excerpts from Eric F. Goldman, THE CRUCIAL DECADE: AMERICA, 1945-55 (New York, Alfred A. Knopf, 1956). pp. 16-19.
- 5- Once the students are chosen to present the three arguments, hand-outs will be provided for them to read and study so they may be prepared to present their arguments. These hand-outs will include:
 - a- Military - excerpts from Henry L. Stimson, "The Decision to Use the Atomic Bomb," HARPERS (February, 1947), pp. 101-102, 105-107.
 - excerpts from Robert Lee Sherrod, ON TO WESTWARD: WAR IN THE CENTRAL PACIFIC (New York, Duell, Sloan, & Pearce, 1945), pp. 180, 202-203.
 - excerpts from Richard F. Newcomb, IWO JIMA (Holt, Rinehart and Winston, and McIntosh and Otis Inc., copy right (c) 1965 by Richard F. Newcomb), pp. 118-174, 176, 236-237, 241, 252.
 - excerpts from Roy E. Appleman, James M. Burns, Russell A. Guegeler, John Stevens, OKINAWA: THE LAST BATTLE, UNITED STATES ARMY IN WORLD WAR II (Washington, Government Printing Office, 1948) pp. 384-386.
 - excerpts from E.B. Potter and Chester W. Nimitz, eds., THE GREAT SEA WAR: THE STORY OF NAVAL ACTION IN WORLD WAR II, (c) 1962 by Prentice-Hall, Inc., pp. 452-455.
 - b- Those opposing the dropping of the bomb - excerpts from Robert C. Batchelder, THE IRREVERSIBLE DECISION 1939-1950 (Boston,

Houghton Mifflin, Copyright (c) 1961 by Robert C. Batchelder), pp. 211-215, 217-219.

- excerpts from CHILDREN OF THE A-BOMB: TESTAMENT OF THE BOYS AND GIRLS OF HIROSHIMA, compiled by Dr. Arata Osada (American edition, New York, Putnam, 1963), pp. 13, 14-15, 79-81, 83, 146-147, 165, 234-239.

c- The opinion of scientists who favor a "test" to show the Japanese - excerpts from "Before Hiroshima: A Report to the Secretary of War, June, 1945" BULLETIN OF THE ATOMIC SCIENTISTS (May 1, 1946), pp. 2-4, 16.

- excerpts from Edward Teller, with Allen Brown, THE LEGACY OF HIROSHIMA (New York, Doubleday, 1962), pp. 13-14.

- excerpts from Arthur H. Compton, ATOMIC QUEST (New York, Oxford University Press, 1956), pp. 238-241, 242-244, 246-247.

- excerpts from Henry L. Stimson, "The Decision to Use The Atomic Bomb," HARPERS (February, 1947), pp. 101.

5- The students will present their arguments to the "President" either as individuals or teams. The "President" will announce his decision to the class after considering the options and preparing a written statement, including his reasons for his decision. While the "President" is considering his options, individual class members would record their decision in writing and the results would be tabulated and announced after the "President" announces his decision.

NOTE: The teacher may choose to accomplish the above task by assigning library research and having the students research these arguments rather than supplying them with hand-outs.

6- The teacher will write the selected Core Values on the chalkboard and discuss with the students how these values played a role in Truman 's decision to drop the bomb. Possible guide questions may include; e.g.,

a- Was President Truman a man who displayed these values?

b- What do you know about the President's background which helped to shape his personal values?

c- Can a decision about warfare include values such as these?

d- Is the concept of war contrary to the use of values?

e- Is war ever morally justified?

7- Students may be assigned to write an essay as a culminating activity for this lesson. The essay may be their personal opinion on this issue: "Was President Truman justified in dropping the bomb?"

ASSESSMENT STRATEGY: 1- group work
2- library research
3- oral presentations
4- essay writing

- EXTENSION ACTIVITIES:
- 1- Assign students library research on the effects of the atomic bomb on the citizens of Hiroshima, both short-term and long-term.
 - 2- Have students produce drawings which depict their opinions on the dropping of the atomic bomb on Hiroshima; e.g., "We won the war!" "Sorrow and Sadness for the children", "The bomb - the ultimate weapon"
 - 3- Have students produce posters reflecting anti-nuclear views.
 - 4- Make available to students a bibliography for additional reading on the subject:
 - a- Alperovitz, Gar. ATOMIC DIPLOMACY: HIROSHIMA AND POTSDAM (New York, Simon & Schuster, 1965)
 - b- Baker, P.R. THE ATOMIC BOMB (New York, Holt, Rinehart and Winston, 1968)
 - c- Baldwin, H.W. GREAT MISTAKES OF THE WAR. (New York, Harper, 1950)
 - d- Davis, N.P. LAWRENCE AND OPPENHEIMER (New York, Simon and Schuster, 1968)
 - e- Fogelman, E. HIROSHIMA: THE DECISION TO USE THE A-BOMB (New York, Scribner, 1964)
 - f- Groves, General Leslie R. NOW IT CAN BE TOLD (New York, Harper, 1962)
 - g- Hachiya, M. HIROSHIMA DIARY (Chapel Hill, University of North Carolina Press, 1955)
 - h- Hersey, John. HIROSHIMA (New York, Knopf, 1946)
 - i- Stonier, Tom. NUCLEAR DISASTER (New York, Meridian Books, 1963)
 - 5- Films available from DCPS library:
 - a- GUIDE TO ARMAGEDDON - #32701
 - b- TRUMAN AND THE ATOMIC BOMB - #13037
 - c- WORLD AT WAR (1942-1945) - #16484

HEADINGS FOR HAND-OUTS FOR STUDENTS IN "HIROSHIMA LESSON"

HAND-OUT: A PORTRAYAL OF PRESIDENT HARRY TRUMAN AS HE WAS
TAKING OFFICE, 1945

HAND-OUT: MILITARY REASONS FOR DROPPING THE ATOMIC BOMB

HAND-OUT: REASONS OF THOSE WHO OPPOSED DROPPING THE ATOMIC BOMB

HAND-OUT: ATOMIC SCIENTISTS WHO FAVORED A "TEST" RATHER THAN THE
USE OF THE ATOMIC BOMB ON HIROSHIMA

HAND-OUT: OPPOSITION TO THE BOMB - MEMORIES OF THE CHILDREN OF
HIROSHIMA

CHARACTER EDUCATION LESSON PLAN

TITLE: THE RENAISSANCE - THE PURSUIT OF EXCELLENCE

LESSON DESCRIPTION: Through a presentation of the achievements of writers, artists, and scientists of the Renaissance, students will be introduced to the Core Value of "Pursuit of Excellence." The teacher will present these achievements in a variety of ways involving the students in research into the lives and times of selected Renaissance writers, artists, and scientists.

GRADE/COURSE: 9 - World History

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

SUGGESTED TIME: 1-3 class periods

MATERIALS: 1- Chalkboard or overhead projector, transparencies, marker.
2- Student and teacher edition of World History textbook.
3- Library resource material on Renaissance writers, artists, and scientists.
4- Table and chairs to allow for a "Meeting of the Minds" presentation.
5- Film projector or VCR for Enrichment Activity.

DESCRIPTION OF ACTIVITIES:

- 1- The teacher will begin lesson with a definition of the word *Renaissance*; e.g., Renaissance means rebirth or revival. In history, it refers to a period of approximately 300 years that in Western Europe marked the revival of art, literature, and learning. The Renaissance served as a transition period between the medieval and modern times.
- 2- The teacher may refer to the Teacher's Edition of the student text or notes accompanying this lesson for further information.
- 3- The teacher may place categories on the chalkboard with which to identify major achievers; e.g., writers, artists, scientists. Students, through previous study, may volunteer names to place

in each category OR the teacher may use this lesson to introduce the Renaissance by handing out a list by categories to each student.

4- A suggested list should include, but not be limited to the following:

a- LITERARY ACHIEVEMENTS:

- 1- Machiavelli
- 2- Rabelais
- 3- Montaigne
- 4- Cervantes
- 5- Shakespeare
- 6- Milton
- 7- Moliere

b- ARTISTIC ACHIEVEMENTS:

- 1- Italian
 - a- Giotto
 - b- Ghiberti
 - c- Donatello
 - d- Leonardo da Vinci
 - e- Michelangelo
 - f- Titian
 - g- Raphael
 - h- Palestrina
- 2- Spanish
 - a- El Greco
 - b- Velasquez
- 3- Dutch
 - a- Hals
 - b- Rembrandt
- 4- Flemish
 - a- Rubens
- 5- German
 - a- Durer
 - b- Holbein

c- SCIENTIFIC ACHIEVEMENTS

- 1- Copernicus
- 2- Vasalius
- 3- Francis Bacon
- 4- Galileo
- 5- Kepler
- 6- Harvey
- 7- Descartes
- 8- Boyle
- 9- Leeuwenhoek
- 10- Newton

5- Following the identification of "great achievers", the teacher may accomplish the objectives of this lesson in a variety of ways; e.g.,

- a- Class may be divided into a number of groups, be assigned several artists or one achiever from each area. Following library research, student groups would report to the class on their achievements, including examples of their work.
 - b- The teacher may prepare the students for a "Meeting of the Minds" simulation. Several students would be assigned to thoroughly research the life and times of a particular "achiever", and in costume, hold a round table discussion on a particular topic with each "achiever" playing his/her own role "in character."
 - c- Individual students may be assigned a particular "achiever" to do a written or oral report on, including examples of their work.
- 6- The teacher will place a list of CORE VALUES on the chalkboard and through class discussion, the students will determine which values are represented by the contributors to the Renaissance. Based on their knowledge of the lives of these "achievers", the students will determine which ones BEST represented the chosen values and the teacher will rank order the names on the chalkboard by category; e.g., writers, artists, scientists.

- ASSESSMENT STRATEGY:
- 1- group work
 - 2- library research
 - 3- class discussion
 - 4- report writing

- EXTENSION ACTIVITIES:
- 1- Have the students make notebooks which would be collections of the work of various artists.
 - 2- Have the students make posters/collages of famous works of various artists.
 - 3- Assign interested students the task of reproducing or explaining the scientific experiments of various "achievers".
 - 4- Have the class hold a luncheon and invite "members" of the Renaissance to dress in costume and dine on food representative of the 15th and 16th centuries.
 - 5- Films are available through DCPS catalogue:
 - a- REMBRANDT: PAINTER OF MAN - (19m) #11688
 - b- RENAISSANCE AND RESURRECTION - (55m) #50148
 - c- THE RENAISSANCE (25m) #31023
 - d- SPIRIT OF THE RENAISSANCE (31m) #32262

TEACHER NOTES ON THE RENAISSANCE

The Renaissance as a topic in World History (grade 9) can be taught as a period of history that connected the Middle Ages to modern Europe in which tremendous progress was made in the areas of literature, art, and science. Numerous textbooks contain chapters on this period, however, the teacher may find the notes contained in this section a useful tool.

DISTINCTIVE FEATURES OF THE RENAISSANCE

The Renaissance (1) began with the rediscovery of the Greco-Roman civilization, which had been generally neglected during the Middle Ages; (2) emphasized reason, a questioning attitude, experimentation, and free inquiry - in contrast to the medieval concern with faith, authority, and tradition; (3) glorified the individual and approved worldly pleasures, viewing life as worthwhile for its own sake, not chiefly as preparation for the hereafter; (4) focused attention upon worldly matters arising out of a secular society (secularization) rather than the medieval preoccupation with the Roman Catholic Church and religious affairs; and (5) featured great achievements in literature, art, and science.

THE RENAISSANCE STARTS IN ITALY

The Renaissance arose in the Italian cities because: (1) As the center of Greco-Roman culture, Italy contained sculpture, buildings, roads, and manuscripts that excited curiosity about classical civilization. (2) Located on the Mediterranean, Italy had absorbed stimulating new ideas from the advanced Byzantine and Moslem worlds. (3) Benefiting from the revival of trade that resulted from the Crusades, Italy had wealthy, influential people who became *patrons* (supporters) of literature, art, and science. The leading Renaissance patrons were certain popes in Rome, in Venice, the Sforza family in Milan, and the Medici family in Florence.

FLORENCE: THE PREEMINENT ITALIAN RENAISSANCE CITY

Florence is usually considered to be the outstanding city of the Italian Renaissance. In the 15th century the city came under the rule of the Medici - originally a merchant family who amassed a fortune in the wool trade and expanded into banking. The Medici, especially Lorenzo the Magnificent (ruled 1469-1492), became the outstanding patrons of Renaissance art.

Florence had many residents who achieved fame as Renaissance painters, sculptors, architects, and writers. Also, by virtue of its artistic leadership and patronage, Florence attracted people of talent from elsewhere in Italy. Thus, the city acquired many priceless works of art.

THE RENAISSANCE SPREADS

In the 15th century Renaissance ideas began to spread from Italy to France, the German states, Holland, and England. This cultural diffusion resulted from religious, military, and commercial contacts. Also, many northern scholars traveled to Italy to absorb Italian art and learning.

HUMANISM ILLUSTRATES THE RENAISSANCE SPIRIT

Humanism, a literary movement that began in 14th century Italy, typified the Renaissance spirit. Humanists (1) concerned themselves, not with religious matters, but with everyday human problems; (2) drew inspiration from classical civilization - eagerly seeking, studying, and publicizing ancient Greek and Roman manuscripts; and (3) revived interest, chiefly among educated people, in literature and writing. Early humanist writers included Petrarch, Pico della Mirandola, Erasmus, and Sir Thomas More.

THE VERNACULAR REPLACES LATIN IN LITERATURE

During the Middle Ages in western Europe, Latin was the language of literature, of the Church, and of educated people. Over the centuries, however, other tongues had been evolving through everyday usage. These included French, Italian, Spanish, German, and English - the vernacular, or national, languages. At the end of the Middle Ages, writers began to use vernacular languages in addition to Latin; later writers discarded Latin entirely. Early great writers who used the vernacular were Dante, Boccaccio, and Chaucer.

THE INVENTION OF PRINTING ENCOURAGES LITERATURE

About 1450 printing with movable type was invented by a German, Johann Gutenberg. As compared to medieval hand copying of books, printing tremendously increased output and accuracy and decreased cost. Inexpensive printed materials afforded all people opportunities for literacy and learning. Moreover, the availability of printing encouraged talented people to write.

Great literary achievers of the Renaissance included Machiavelli, Rabelais, Montaigne, Cervantes, Shakespeare, Milton, and Moliere.

CHARACTERISTICS OF RENAISSANCE ART.

- 1- Renaissance art was considerably influenced by the artistic achievements of classical Greece and Rome. Particularly in sculpture and architecture, Renaissance artists often imitated classical works.
- 2- Renaissance painting emphasized realism, attention to detail, and desire for perfection.
- 3- Early Renaissance painters treated religious themes with a lifelike approach. Later Renaissance painters also employed a realistic style and continued to recreate biblical events. In addition they depicted worldly subjects - landscapes, portraits, and scenes of everyday life.

Great artistic achievers of the Renaissance included, from Italy - Giotto, Ghiberti, Donatello, Leonardo da Vinci, Michelangelo, Titian, Raphael, and Palestrina; from Spain - El Greco and Velasquez; from Holland - Hals and Rembrandt; from Belgium - Rubens; and from Germany - Durer and Holbein.

CHARACTERISTICS OF RENAISSANCE SCIENCE

Renaissance science (1) built upon the extensive scientific writings of the Greeks and Romans; (2) developed the scientific method of observation and experimentation; (3) challenged medieval superstition and the general acceptance of Aristotle's theories; (4) uncovered much knowledge about the physical world; (5) reduced the importance of humanity in the universal scheme of things by determining that the earth was not at the center of the cosmos but rather was one of several planets revolving about its sun in a minor planetary system; (6) encountered considerable opposition at first because its findings were thought to conflict with medieval religious and popular beliefs; (7) increased the ability of people to improve their health and control their environment; and (8) established a firm foundation for modern scientific progress.

Renaissance science is sometimes considered to be the foundation of an ongoing process still evidenced today - the Scientific Revolution.

Great scientific achievers of the Renaissance included Copernicus, Vesalius, Francis Bacon, Galileo, Kepler, Harvey, Descartes, Boyle, Leeuwenhoek, and Newton.

Information taken from:

Gordon, Irving L. WORLD HISTORY, 2nd edition. New York; Amsco School Publications, Inc.

CHARACTER EDUCATION LESSON PLAN

TITLE: EFFECTING SOCIAL CHANGE - AN ILLUSTRATION OF CITIZENSHIP

LESSON DESCRIPTION: After introducing the concept of civic responsibility in various units in American Government, the teacher and class will agree upon a project for social change either in the school, local community, or within the state or federal government. The teacher will provide the students with techniques to effect social change and determine the length and guidelines of the project. The central theme of the project will be an expression of citizenship and social responsibility.

GRADE/COURSE: 12 - American Government

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: 1- 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.

2- 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: 1-3 class periods OR ongoing project throughout the course

MATERIALS: 1- Chalkboard or overhead projector, transparencies, marker.
2- Lists of addresses of government offices and contact groups for social change.
3- Teacher edition and student copy of American Government textbook.
4- Telephone directory.

DESCRIPTION OF ACTIVITIES:

- 1- During the American Government course, a lesson on civic responsibility and social change could occur at numerous points; e.g., organization of the national or local government, national or local government "in action", First Amendment rights/obligations, rights/obligations of citizens, etc.
- 2- After studying one or all of these areas, the teacher will introduce the topic of "effecting social change."
- 3- The teacher will place on the chalkboard the "steps to achieving social change":
 - a- choose a problem
 - b- do research
 - c- brainstorm possible solutions
 - d- build coalitions of support
 - e- identify your opposition
 - f- advertise
 - g- raise money
 - h- carry out your solution
 - i- evaluate
 - j- don't give up
- 4- Together the class and the teacher will decide how the project will be organized; e.g.,
 - a- one project for the entire class
 - b- several projects for groups within the class
 - c- individual projects
- 5- The teacher will place a list of "types of problems" on the chalkboard and discuss with the class (see attached hand-out "What's the Problem?")
 - a- school concerns
 - b- community concerns
 - c- governing agencies
 - d- the environment
 - e- technology and space
 - f- value systems
 - g- public safety
 - h- leisure time
- 6- The class will "brainstorm" to choose a problem. Responses will be written on the chalkboard. For a shorter lesson, limit the problem to one close at hand; e.g., cleaner halls, cleaner bathrooms, school graffiti.
- 7- Once the problem (project) has been agreed upon, place list "Methods to Achieve Social Change" on chalkboard. Assign students to cover as many methods as the class decides to use
 - a- telephoning
 - b- letter writing - letter to the editor, letter to a public official
 - c- interviewing

- d- public speaking
 - e- surveys
 - f- petitions
 - g- writing proposals
 - h- fundraising - grants from the government, corporations, private and community foundations
 - i- media coverage and advertising
 - j- getting a proclamation (from local government, school board, etc.)
 - k- gaining representation on local board, councils, or organizations
 - l- campaigning
 - m- voting
- 8- The class and teacher will agreed to a time frame or schedule to follow to work on the problem (project). The teacher should allow for class time to work on petitions, letter writing, interviewing, etc.
 - 9- Over an agreed upon period of time, the students will report to the class on problems encountered and progress achieved. The teacher should remind the class to set a realistic goal and a realistic deadline.
 - 10- Once the goal has been achieved, the teacher should have the students do any of the following:
 - a- Ask the school, community, or local newspaper to do story on the project.
 - b - Write letters to the school, community, or local newspaper discussing what was accomplished.
 - c- Petition a local government or board to create a resolution (if applicable).
 - d- Notify the school board of the accomplishment (if applicable).
 - 11- At any point during this lesson, the teacher will choose to introduce the Core Value of Citizenship and how the definition of this value relates to this project. This is an exercise in the basic definition of this term.

ASSESSMENT STRATEGY: 1- group work
 2- techniques to effect change; e.g., petition writing, letter writing, telephoning, interviewing.

EXTENSION ACTIVITIES: 1- Have students research other successful projects which produced social change and report to the class.
 2- Have students take on a second project individually for extra credit.
 3- Form a Community Service Club at the school site to continue efforts to effect social change.

- 4- Have students research and present to class list of local organizations which work to affect social change.
- 5- Invite guest speakers from the community and local organizations to speak to the students on a selected topic.
- 6- For further information and activities, the teacher should refer to THE KID'S GUIDE TO SOCIAL ACTION, Barbara A. Lewis, Minneapolis: Free Spirit Publishing Inc., 1991.

NOTE: Review DCPS Community Service requirement for high school graduation. Meet with community service resource person at school site to discuss possible credit for class/individual projects.

CHARACTER EDUCATION LESSON PLAN

TITLE: A DILEMMA OF SOCIETY - INDIVIDUAL RIGHTS V. LAW AND ORDER

LESSON DESCRIPTION: In a study of the rights contained in the 5th and 6th Amendments to the Constitution, the student will be introduced to three landmark Supreme Court decisions - Gideon v. Wainwright, 1963, Escobedo v. Illinois, 1964, and Miranda v. Arizona, 1966. The students will analyze and discuss the issue of individuals rights versus the preservation of law and order. The core value of citizenship will be analyzed as a foundation for this conflict.

GRADE/COURSE: 12 - American Government

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: 1- 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: 1-4 class periods

MATERIALS: 1- Chalkboard or overhead projector, transparencies, marker.
2- Teacher edition and student copy of American Government textbook.
3- Chairs and tables to simulate a Supreme Court presentation.
4- Hand-outs: THE CASE OF CLARENCE GIDEON
THE RIGHT TO COUNSEL: GIDEON V. WAINWRIGHT,
1963
THE RIGHT TO COUNSEL: ESCOBEDO V. ILLINOIS,
1964
PROTECTION OF THE RIGHT AGAINST SELF-INCRIMI-

NATION AND PROTECTION OF THE RIGHT TO COUNSEL: MIRANDA V. ARIZONA, 1966

DESCRIPTION OF ACTIVITIES:

- 1- The teacher will introduce the lesson discussing the 5th and 6th Amendments to the Constitution, by focusing on a person's right to counsel. The students will be considering the relationship between one's legal rights and the protection of the social order.
- 2- The teacher will open the discussion with guided questions; e.g.,
 - a- What are rights?
 - b- What are the sources of these rights?
 - c- How are these rights protected in a free society?
 - d- Are rights something which people naturally possess by virtue of being human, or are they merely privileges which one enjoys at the discretion of government?
 - e- What are the obligations of government in protecting the rights of individuals?
 - f- How and why do the rights of the individual and the needs for public order come into conflict? If so, which should prevail in a free society?
- 3- The teacher will have the students read the 5th and 6th Amendments from their textbook and discuss any questions the students may have.
- 4- The teacher will place the following question on the chalkboard: Should personal rights be abridged for the preservation of law and order OR should personal rights be more important than the preservation of law and order? At various points in the lesson, this question may be discussed.
- 5- The lesson will feature three Supreme Court cases which are considered landmark decisions on the issue of defendant's rights, including the right to counsel.
- 6- Students will first read and study two hand-outs:
 - a- THE CASE OF CLARENCE GIDEON
 - b- THE RIGHT TO COUNSEL: GIDEON V. WAINWRIGHT, 1963.
- 7- The teacher may have the class role-play the presentation of this case. The following may be represented:
 - a- Clarence Gideon
 - b- Two attorneys (or teams of attorneys)
 - c- Supreme Court (nine members)
 - d- Reporters
- 8- During the role-playing, each set of attorneys should prepare briefs to present to the court and the court should retire to deliberate their decision which will be delivered in writing with both a majority and minority opinion

(if there are any dissenting votes).

- 9- The teacher should then move to the second part of the lesson and distribute the following hand-outs:
 - a- THE RIGHT TO COUNSEL: ESCOBEDO V. ILLINOIS, 1964
 - b- PROTECTION OF THE RIGHT AGAINST SELF-INCRIMINATION AND PROTECTION OF THE RIGHT TO COUNSEL: MIRANDA V. ARIZONA, 1966.
- 10- These hand-outs may be read and discussed as a class or in groups.
- 11- A series of guide questions should be discussed; e.g.,
 - a- Can one have a fair trial unless he has an attorney?
 - b- Does the "right" to a fair trial necessarily involve the "right" to an attorney?
 - c- Is the right to an attorney a "fundamental" right and part of what is meant by "due process of law"?
 - d- Under what circumstances does a person have a right to an attorney? Does he have that right only in a courtroom? At a pre-trial hearing? When he is actually arrested? For misdemeanors as well as felonies? Only if he asks for one? Who will pay for all the attorneys? What about the persons already in jail who were convicted without having had the benefit of counsel?
 - e- Must a person who is arrested be told of his right to have an attorney? Or does he have that right only if he knows about it? What good is a right if he doesn't know he has it?
- 12- As a class or in groups, students will discuss these issues, present their opinions, and write an essay expressing their opinions using the three Supreme Court cases as evidence.
- 13- The teacher will list the nine Core Values on the chalkboard and ask the students which are applicable to a discussion of individuals rights versus the laws of the majority? The students may be asked to write a short essay on this topic.
- 14- The teacher may wish to close the lesson by once again referring to the question on the chalkboard (see #4).

ASSESSMENT STRATEGY:

- 1- class discussion
- 2- group work
- 3- role playing
- 4- essay writing

EXTENSION ACTIVITIES:

- 1- Have students research additional Supreme Court cases on the subject of law and order versus individual rights and report to class or write synopses of the cases.
- 2- Have students devise a hypothetical case on the subject of law and order versus individual rights. Divide the class into two teams of counsels and a Supreme Court of nine. Counsels would prepare briefs, argue their case before the court, and the justices would vote and write their opinions, both majority and minority (if applicable).
- 3- Invite a guest speaker to talk to the class on the topic; e.g., policeman, prosecuting attorney, defense attorney, judge.
- 4- Have students read GIDEON'S TRUMPET, Anthony Lewis (New York: Random House, 1964)
- 5- The following films may be shown (DCPS catalogue):
 - a- JUSTICE BLACK AND THE BILL OF RIGHTS, 32 m. - #33021
 - b- PRIVILEGE AGAINST SELF-INCRIMINATION, 23 m. - #12405

CHARACTER EDUCATION LESSON PLAN

TITLE: THE PROBLEM OF SCARCITY - A VALUE LESSON IN COOPERATION AND FAIRNESS

LESSON DESCRIPTION: Having provided the students with a definition of scarcity as a basic question in Economics, the teacher will guide the students with an exercise on scarcity at Plymouth, 1620. The concept of needs versus wants will also be discussed using an exercise of students stranded on a desert island. The concept of scarcity in Economics will be linked to the core values of cooperation and fairness in society.

GRADE/COURSE: 12 - Economics

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:

- 1- COOPERATION - Working together toward goals as basic as human survival in an increasingly interdependent world.
- 2- 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:

- 1- Chalkboard or overhead projector, transparencies, marker.
- 2- Teacher edition and study copy of Economics textbook.
- 3- Hand-out: "How Can You Survive on Deserta?" from the JUNIOR ACHIEVEMENT PROJECT BUSINESS STUDENT MANUAL
- 4- World map - wall or pull-down
- 5- Hand-out: Blank World Map

DESCRIPTION OF ACTIVITIES:

- 1- The teacher will begin by introducing the concept of scarcity as one of the most important concepts in economics. Definition: scarcity exists when there is a gap between needs/wants on the one hand and available resources, goods, or services, on the other.
- 2- The teacher will place the equation on the chalkboard for students

to copy:

Scarcity = Wants > Available resources/goods/services

(Scarcity exists when needs/wants are greater than available resources, goods, or services.)

- 3- The teacher will ask the students and list on the chalkboard items that are scarce; e.g., gold, diamonds, clean air, oil.
- 4- The teacher will divide the class into several groups (3-6 students per group) to discuss the story of the Pilgrims and answer questions on the "challenges of scarcity".
- 5- The teacher will present a brief story; e.g.,
 - a- Imagine stepping off the boat onto a beach in what is present day Massachusetts in the middle of winter. There is no one there to welcome you, no houses, no stores, no transportation. This is what the Pilgrims encountered in 1620. Half of them died the first winter of hunger or illness and many thought of abandoning their colony.
 - b- These Pilgrims had to solve the economic problem of scarcity with limited resources; e.g.,
 - 1- limited amount of fertile soil for growing crops
 - 2- limited supply of tools, clothing, and weapons
 - 3- limited number of Pilgrims to do the work
- 6- The teacher will then assign a series of questions for each group to discuss and answer in writing:
 - a- What should we produce?
 - b- How should we produce the things we need?
 - c- Who will receive the things we produce? Will every one receive equal amounts or will leaders and other receive more?
- 7- The groups will share their written responses with the class and the class will determine by voting which series of answers are best for the survival and prosperity of the Pilgrims.
- 8- The teacher should let the students know that the Pilgrims met their economic challenges and solved their problems of scarcity. The local natives showed them how to farm and gave them food until they harvested their crops. By the following winter the Pilgrims had enough food and supplies to survive the New World.
- 9- As a follow-up activity or a Day 2 activity, the teacher will provide the students with a hand-out taken from the JUNIOR ACHIEVEMENT PROJECT BUSINESS STUDENT MANUAL, 1992, entitled "How Can You Survive on Deserta?" The students will read the information about Deserta, answer the questions, and discuss their answers.
- 10- The teacher will discuss the interdependence of the global

economy and have students list on the chalkboard parts of the world/countries and items which they have in abundance and items which are scarce; e.g., U.S. - land/oil; Russia - forest/technology; Middle East - oil/technology; Japan - technology/land. A pull down world map would be useful in this discussion.

- 11- A discussion on international trade will follow and the teacher will ask the students to produce in writing a map or diagram which shows the interdependence of the global economy. This map or diagram will include items available for trade mentioned in #10. The teacher may choose to provide the students with a world map and have the students identify parts of the world/countries and draw trade routes and products on the map. This may be collected and graded.
- 12- The teacher will list the nine core values on the chalkboard and ask the students which they think apply to the lesson on scarcity. The students will explain their answers.

ASSESSMENT STRATEGY:

- 1- Class discussion
- 2- Group work
- 3- Completed maps

EXTENSION ACTIVITIES:

- 1- Over a period of several weeks (or the entire course) have students share newspaper/magazine articles with the class on the topic of world trade and scarcity of resources. These articles may also be summarized in writing for extra credit.
- 2- Assign the students an essay in which they discuss an item or items in their personal life that is scarce and their plan to acquire that item(s).
- 3- Invite a representative from an environmental organization to speak to the class on the topic of scarcity of resources.
- 4- As a follow-up activity, students may wish to investigate and implement a recycling program at the school site.
- 5- The following films are available from the DCPS library:
 - a- CHOOSING WHAT TO BUY, 15m. - #15073
 - b- GLOBAL ENERGY GAME, 36 m. - #40153
 - c- INTERNATIONAL TRADE: FOR WHOSE BENEFIT?, 28m. - #90223
 - d- THE BIG VILLAGE, 25m. - #33429

CHARACTER EDUCATION LESSON PLAN

TITLE: GREAT ECONOMIC PHILOSOPHERS - A STUDY IN THE PURSUIT OF EXCELLENCE

LESSON DESCRIPTION: After providing the students with a list of economic philosophers and their contributions to the economies of the world, the teacher will prepare the students for a presentation of a "Meeting of the Minds." Individual students will role-play a selected group of economists discussing and analyzing the various theories. The teacher will emphasize the core value of pursuit of excellence as represented in the lives and philosophies of these individuals.

GRADE/COURSE: 12 - Economics

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

SUGGESTED TIME: 2-4 class periods

MATERIALS: 1- Chalkboard or overhead projector, transparencies, marker
2- Teacher edition and student copy of Economics textbook
3- Hand-outs: ADAM SMITH
THOMAS MALTHUS
KARL MARX
THORSTEIN VEBLER AND FRANK KNIGHT
JOHN MAYNARD KEYNES
PAUL SAMUELSON AND MILTON FRIEDMAN
4- Tables and chairs for simulation of a meeting

DESCRIPTION OF ACTIVITIES:

- 1- The teacher will introduce the theories of selected economic philosophers by discussing how these theories can be practically applied to economics.
- 2- The teacher will provide the students with a list of major economic philosophers and hand-outs for each; e.g.,
 - a- ADAM SMITH
 - b- THOMAS MALTHUS
 - c- KARL MARX
 - d- THORSTEIN VEBLER

- e- FRANK KNIGHT
 - f- JOHN MAYNARD KEYNES
 - g- PAUL SAMUELSON
 - h- MILTON FRIEDMAN
- 3- After the hand-outs have been read and discussed, the teacher will assign individual students or teams of students to further research the philosophies of these economists. Library time may be allotted for additional research.
 - 4- Students will be asked to prepare for a "Meeting of the Minds" roundtable discussion with individual students "in character". This may include a realistic setting, costumes, copies of their books, an activity (lunch, tea, etc.), and any other contribution that the students feel will "bring their characters alive."
 - 5- A list of topics may be proposed by the students and/or the teacher for the philosophers to discuss, which may include; e.g.,
 - a- Each person introducing themselves and giving a brief biography of their life.
 - b- Each person giving a brief synopsis of their book or brief summary of their philosophy.
 - c- A discussion of the philosophies could take place by questioning the differences of each.
 - d- Characters may ask what was the long term contribution of each person to the U.S./or other country's economic system.
 - e- Characters may discuss aspects of each theory that failed and why.
 - f- Characters may discuss which theories might be most applicable to the economic systems of the 21st century.
 - 6- The teacher will summarize this activity by having individual students write an essay in which they would explain which of the economic theories presented they find most relevant to the economy of the U.S. today.
 - 7- During lesson, the students will relate the achievements of these economic philosophers to the core value of pursuit of excellence. It will also be pointed out that many of these people were not wealthy or popular during their lives, but their philosophies have endured.

ASSESSMENT STRATEGY:

- 1- Class discussion
- 2- Group work
- 3- Oral presentations
- 4- Library research
- 5- Essay writing

- EXTENSION ACTIVITIES:
- 1- The teacher may assign additional economic philosophers for the students to research and report on.
 - 2- Additional sessions of the "Meeting of the Minds" may be conducted in class with different philosophers.
 - 3- The students may be assigned the task of creating their own philosophy of economics and sharing this with the class.
 - 4- The students may create a fictional philosopher with a fictional theory and apply that theory to a nation's economy either in writing or in a class presentation.
 - 5- The students may collect newspaper/magazine articles about current economic philosophers and summarize their theories in writing.
 - 6- Show any of the following films available from the DCPS catalogue:
 - a- ANDREW CARNEGIE: A GOSPEL OF WEALTH, 26m. - #32049
 - b- JOHN MAYNARD KEYNES: WHAT DID WE LEARN FROM THE GREAT DEPRESSION, 28m. - #90201
 - c- KARL MARX: THE SPECTRE OF MARXISM, 47m. - #40217
 - d- MARX AND ROCKEFELLER ON CAPITALISM, 26m. - #32878