
Iñupiaq Values Curriculum

Compassion-Nagliktuutiqaġniq

North Slope Borough School District

Students will realize that we all have needs that are met by those who show us compassion. That we are all in need of compassion and that our lives are made richer as we learn to give and receive it.





Compassion

Through the environment
is harsh and cold, our
ancestors learned to live
with warmth, kindness,
caring and compassion.

Nagliktuutiqaġniq

Irringtuutiqaġuugaġai kiġuvaavut iñuuniallasinġarut avanmun
piviksuutiġlutin, nakuaqquġiqaġutin, nagliktuutiqaġutigin.

Please send any recommendations for changes or improvements to chrisann.justice@nsbsd.org

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Introduction

Compassion is essential and valued in every culture throughout history. Lack of compassion creates painful circumstances or makes painful circumstances all the more difficult. Schools and classrooms can be places of refuge where comfort and understanding can be sought for painful home or life circumstances. I would dare say that the majority of us have at one point also suffered at school due to someone's lack of compassion. It is my hope that this in-depth focus on the value of Compassion will only serve to remind us all of why we have chosen a career path of service.

Hopefully as students make compassion their focus they will remember how important it is to be kind to one another so that our schools will be a place of peace and joy.

As each classroom's efforts are combined in one common theme great changes can come about through the effect of synergy.

syn·er·gy (sĭn'ər-jē)

noun

1. The interaction or cooperation of two or more agents or forces so that their combined effect is greater than the sum of their individual effects.

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K3 & K4: Home: I Have People that Love and Care for Me

Children are meant to understand compassion and comfort because they have received compassion and comfort - and this should be in the family setting. A family should be a place where comfort is experienced and understood, so that the people are prepared to give comfort to others. Edith Schaeffer

Students will talk about the people that help take care of their needs at home. They will know that the people that help to take care of them are showing them love and compassion.

Activity #1

Try to get pictures of each of the people that live with the students in their homes. If you can't get pictures you can let the students draw them in their own way. Create a small poster with the pictures that shows who lives in their home. You could make the poster the shape of a house or you could draw the shape of a house on the poster so that students understand that it is about the people that live in their house.



Photo Opportunity: Take pictures of the final posters.

Activity #2

Use the poster made in Activity #1 to talk about the people that live in their house. Children can say the person's name or use the poster to point to the right person. Following are some questions you could ask. In order to increase language usage repeat back the student's response as a statement and have them agree. Example:

Teacher: Which person in your house helps you get dressed?

Student: Points to picture of mother or says mother.

Teacher: So, your mother helps you get dressed. Is that right?

Student: Yes.

Teacher: Is this one of the ways that your mother shows you that she loves you?

Student: Yes

1. How does family member help you?

2. Which person in your house makes you your breakfast?
3. Which person in your house washes your clothes?
4. Which person in your house reads or tells you stories?
5. Which person in your house sings to you?
6. Which person in your house takes you to school or helps you onto the bus?
7. Which person in your house makes you go to bed?
8. Which person in your house takes care of you when you get home from school?

Once students have talked about their family members in this way bring home the point that it takes time and love to help each other.

Activity #3

Play role-playing games with the students where they pretend to be members of a family taking care of each other. This is like playing house but is teacher rather than student directed. By being teacher directed you can make sure that the students get to play different roles. Role-play as many aspects of family life as possible. This is an excellent opportunity for language interaction.



Photo Opportunity: Take pictures of the students playing these role-playing games.

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Kindergarten: Home: I Can Show People that I Care

I think one of the best words in the English language is compassion. I think it holds everything. It holds love, it holds care... and if everybody just did something. We all make a difference.
Michael Crawford

Students will talk about how they can show love and compassion to the people in their home. They will role-play helping and caring for things and people.

Activity #1

Try to get pictures of each of the people that live with the students in their homes. If you can't get pictures you can let the students draw them in their own way. Create a small poster with the pictures that shows who lives in their home. You could make the poster the shape of a house or you could draw the shape of a house on the poster so that students understand that it is about the people that live in their house.



Photo Opportunity: Take pictures of students' completed posters.

Activity #2

Use the poster made in Activity #1 to talk about the people that live in their house. Following are some questions you could ask. Try to include as much language as possible.

Example:

Teacher: What things do you do with family member? (Say the name of the family member and point to the picture)

Student: I play games with my sister.

Teacher: What kind of games do you play?

Student: We play hide-and-seek.

Teacher: Does your sister like it when you play games with her?

Student: Yes

Teacher: Is this one of the ways that you show her that you love her?

1. What things do you do with family member?

-
2. Who do you play with in your house?
 3. Who cooks in your house? Do you help?
 4. Who cleans in your house? Do you help?
 5. Who washes clothes in your house? Do you help?
 6. What do you do in your house to help everyone?

Once students have talked about their family members in this way bring home the point that it takes time and love to help each other.

Activity #3

Play role-playing games with the students where they pretend to be members of a family taking care of each other. This is like playing house but is teacher rather than student directed. By being teacher directed you can make sure that the students get to play different roles. Role-play as many aspects of family life as possible. This is an excellent opportunity for language interaction.



Photo Opportunity: Take pictures of the students role-playing.

Activity #4

Have the students draw a picture of themselves doing something to help someone in their home. Have them dictate what they are doing and write the sentence they dictate on the page.



Photo Opportunity: Take pictures of the students' artwork.

State Grade Level Expectations Met through Activities:

Reading:

[K] 1.2.1 The student comprehends literal or inferred meaning from text by: Answering who, where, and what questions after listening to a sentence, paragraph, or story

[K] 1.6.1 The student follows oral and written directions by: Following simple two-step oral directions to complete a task

Writing:

[K] 1.2.1 The student writes for a variety of purposes and audiences by: Writing

to express ideas for self and others (e.g., using drawings, symbols, letters, words, sentences)

[K] 1.3.1 The student writes and edits using conventions of Standard English by: Writing first name with an initial capital and lowercase letters

[K] 1.4.1 The student revises writing by: Verbally sharing clarifying or added details about pictures and writing with support

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First Grade: Family: I have Family Members that Care for Me

The purpose of human life is to serve, and to show compassion and the will to help others. Albert Schweitzer

Students will talk about the people that are a part of their family and how they help to take care of their needs. They will know that the people that help to take care of them are showing them love and compassion. They will write about a time when a family member has shown them compassion.

Activity #1

Have the students tell and then write their own stories of a time when they showed or were shown compassion. As many first grade students are only beginning writers you may need help from parents and aides to get these stories onto paper. This project is being recommended for nearly all of the grade levels. Get together with the other teachers and compile all of the stories into a book at your school site. You could call the book, “Tuttu Soup for the Souls in name of your village or school.”



Photo Opportunity: Take pictures of the students working on their stories. The pictures could be included in the published book. Take pictures of the book of compiled stories.

Activity #2

Take some time to read or share short stories that exemplify caring and compassion. Use the stories that were created by the students in Activity #1 as a resource. Share stories from your own life. You can also find some books with stories that exemplify or show the need for compassion in Appendix F: Recommended Reading. Discuss the reading as a class. Although the journal prompts in Appendix A are intended for use with older students, some of the questions would work well as discussion starters with younger students as well.

Activity #3

Have the students make a list of their family members. This is intended to include those that do not live in their home so the list might be pretty long. Next have the students write ways that each of those family members show that they care for them. In the case of a younger sibling it might be that they smile and are happy when they see them. Each one of their family members has a way of showing that they care. Help the students to

see how many people they have that love and care for them. Have them write a thank you note to one of their family members expressing how much they appreciate their love and care.

Activity #4

Have the students role-play being kind and compassionate. Give them opportunities to be on both sides of the action. Ideas for role-play situations:

1. Someone walks into a class and drops their books or papers.
2. Some people are making fun of a classmate.
3. Someone makes a mistake while reading or while doing work at the board.
4. Someone is hurt and is crying.
5. Someone just looks sad.
6. Someone can't find something important to them.

State Grade Level Expectations Met through Activities:

Reading:

[1] 1.1.4 The student uses strategies to decode or comprehend meaning of words in text by: Obtaining information using text features (e.g., titles, illustrations, table of contents, speech bubbles)

[1] 1.2.1 The student comprehends literal or inferred meaning from text by: Answering who, what, where, and when questions after listening to or reading a story

[1] 1.2.4 The student comprehends literal or inferred meaning from text by: Drawing conclusions about stories or information while listening or reading (e.g., comparing and contrasting)

[1] 1.4.2 The student restates/summarizes information by: Restating information after listening to text*

[1] 1.6.1 The student follows oral and written directions by: Following two-step oral directions to complete a task

[1] 1.8.1 The student analyzes literary elements and devices by:

Identifying problem and solution, main characters, and setting (where and when) in fiction

[1] 1.10.1 The student connects themes by: Making relevant connections between text and personal experiences and other texts

Writing:

[1] 1.1.1 The student writes about a topic by: Writing a complete sentence with a subject and a predicate

[1] 1.1.2 The student writes about a topic by: Writing about a single topic using drawings and a minimum of three complete sentences

[1] 1.1.3 The student writes about a topic by: Identifying and writing the beginning, middle, and end in a piece of writing

[1] 1.2.1 The student writes for a variety of purposes and audiences by: Writing thoughts or ideas to communicate with specific audiences (e.g., cards, letters, notes, lists)

[1] 1.2.2 The student writes for a variety of purposes and audiences by: Writing a variety of responses to text (e.g., response logs, journals)

[1] 1.3.1 The student writes and edits using conventions of Standard English by: Writing first name and last name with initial capitals and lowercase letters

[1] 1.3.2 The student writes and edits using conventions of Standard English by: Writing a variety of simple sentences using capitalization and end punctuation (i.e., statement, question, exclamation)

[1] 1.3.3 The student writes and edits using conventions of Standard English by: Correcting mistakes in spelling with support (e.g., grade-appropriate, high-frequency words)

[1] 1.3.4 The student writes and edits using conventions of Standard English by: Identifying punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks)

[1] 1.3.5 The student writes and edits using conventions of Standard English by: Correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) with support

[1] 1.3.6 Producing legible handwriting with correct spacing, letter formation, and pencil grip

[1] 1.4.1 The student revises writing by: Working with peers or teacher to rearrange and/or add supporting details to improve clarity

[1] 1.4.2 The student revises writing by: Giving and/or receiving ideas and suggestions about writing and responding appropriately

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Second Grade: Family: Showing My Family Members that I Care

If you want others to be happy, practice compassion. If you want to be happy, practice compassion. Dalai Lama

Students will do things to help show their family members that they love and care for them. They will role-play helping and caring. They will write stories about how they have helped their family members.

Activity #1

Have the students tell and then write their own stories of a time when they showed or were shown compassion. As many second grade students are only beginning writers you may need help from parents and aides to get these stories onto paper. This project is being recommended for nearly all of the grade levels. Get together with the other teachers and compile all of the stories into a book at your school site. You could call the book, “Tuttu Soup for the Souls in name of your village or school.”



Photo Opportunity: Take pictures of the students working on their stories. The pictures could be included in the published book. Take pictures of the book of compiled stories.

Activity #2

Take some time to read or share short stories that exemplify caring and compassion. Use the stories that were created by the students in Activity #1 as a resource. Share stories from your own life. You can also find some books with stories that exemplify or show the need for compassion in Appendix F: Recommended Reading. Discuss the reading as a class. Although the journal prompts in Appendix A are intended for use with older students, some of the questions would work well as discussion starters with younger students as well.

Activity #3

Have the students make a list of their family members. This is intended to include those that do not live in their home so the list might be pretty long. Next have the students write ways that they show those family members that they care for them. Help the students to see how many ways there are to show people that we love and care for them. Have them write down a way that they are going to show one of the people on their list that they love and care for them.

Activity #4

Have the students role-play being kind and compassionate. Give them opportunities to be on both sides of the action. Ideas for role-play situations:

1. Someone walks into a class and drops their books or papers.
2. Some people are making fun of a classmate.
3. Someone makes a mistake while reading or while doing work at the board.
4. Someone is hurt and is crying.
5. Someone just looks sad.
6. Someone can't find something important to them.

State Grade Level Expectations Met through Activities:

Reading:

[2] 1.1.3 The student uses strategies to decode or comprehend meaning of words in text by: Obtaining information using text features including illustrations, captions, and titles

[2] 1.2.1 The student comprehends literal or inferred meaning from text by: Answering questions about information explicitly stated in text

[2] 1.2.3 The student comprehends literal or inferred meaning from text by: Making simple inferences

[2] 1.2.4 The student comprehends literal or inferred meaning from text by: Drawing conclusions about stories and/or based on information presented in the text (e.g., cause and effect)

[2] 1.6.1 The student follows oral and written directions by: Following multi-step oral directions to complete a task

[2] 1.8.1 The student analyzes literary elements and devices by: Identifying problem and solution, main characters, and setting in fiction

[2] 1.9.1 The student analyzes content of text to differentiate fact and opinion by: Expressing own opinion about material read

[2] 1.10.1 The student connects themes by: Making relevant connections between text and personal experiences, experiences of other, and other texts

Writing:

[2] 1.1.1 The student writes about a topic by: Writing complete sentences with a subject and a predicate

[2] 1.1.2 The student writes about a topic by: Writing and organizing thoughts into a topic sentence and two supporting sentences

[2] 1.1.3 The student writes about a topic by: Writing a story or composition with a beginning, middle, and end

[2] 1.2.1 The student writes for a variety of purposes and audiences by: Producing a variety of written forms for specific audiences (e.g., stories, reports, letters, journal entries)

[2] 1.2.2 The student writes for a variety of purposes and audiences by: Using expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry)

[2] 1.3.1 The student writes and edits using conventions of Standard English by: Writing a variety of complete, simple sentences (i.e., statement, question, exclamation)

[2] 1.3.2 The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words)

[2] 1.3.3 The student writes and edits using conventions of Standard English by: Using punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks)

[2] 1.3.4 Identifying and/or correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns)

[2] 1.3.5 Rewriting handwritten work to improve legibility, if necessary, when producing final drafts

[2] 1.4.1 The student revises writing by: Rearranging and/or adding supporting details to improve clarity

[2] 1.4.2 The student revises writing by: Giving/receiving appropriate feedback about written work

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Third Grade: Friends: I Have Friends that Care

*One's life has value so long as one attributes value to the life of others, by means of love, friendship, indignation and compassion.
Simone de Beauvoir*

Students will talk about their friends and how they show compassion. They will role-play ways to show compassion. They will write stories of ways that their friends have shown them compassion.

Activity #1

Have the students tell and then write their own stories of a time when they showed or were shown compassion. This project is being recommended for nearly all of the grade levels. Get together with the other teachers and compile all of the stories into a book at your school site. You could call the book, “Tuttu Soup for the Souls in name of your village or school.”

Have your class create a rubric for evaluating the quality of the stories. Allow the students to use the State GLEs as a reference guide while creating the rubric. Students who help to create grading rubrics have a clearer understanding of expectations and feel more involved in the project. Once the stories have been submitted have the students grade them in committees using the rubric.



Photo Opportunity: Take pictures of the students working on their stories. The pictures could be included in the published book. Take pictures of the book of compiled stories.

Activity #2

Take some time to read or share stories that exemplify caring and compassion. Use the stories that were created by the students in Activity #1 as a resource. Share stories from your own life. You can also find some books with stories that exemplify or show the need for compassion in Appendix F: Recommended Reading. Discuss the reading as a class. Discuss the reading as a class. Although the questions in Appendix A are intended for use as journal prompts, some of the questions would work well as discussion starters as well.

In order to reduce the burden of responsibility for finding stories to be read to the class, assign students to each find at least one story that would be appropriate to the theme.

Give them the list of books from the recommended reading section and let them see how many they can find. Assign them to read the stories and decide what should be shared with the class.

Activity #3

Have the students write ways that their friends show that they care for them. Help the students to see how many people they have that love and care for them. Have them write a thank you note to one of their friends expressing how much they appreciate their love and care.

Activity #4

Have the students role-play being kind and compassionate. Give them opportunities to be on both sides of the action. Ideas for role-play situations:

1. Someone walks into a class and drops their books or papers.
2. Some people are making fun of a classmate.
3. Someone makes a mistake while reading or while doing work at the board.
4. Someone is hurt and is crying.
5. Someone just looks sad.
6. Someone can't find something important to them.

State Grade Level Expectations Met through Activities:

Reading:

[3] 1.1.3. The student uses strategies to decode or comprehend the meaning of words in texts by: Obtaining information using text features including pictures (illustrations for text) and visual cues (e.g., bolded or italicized text, chapter titles)

[3] 1.2.1. The student comprehends literal or inferred meaning from text by: Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions

[3] 1.2.4. The student comprehends literal or inferred meaning from text by: Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation)

[3] 1.4.2. The student restates/summarizes information by: Restating information after reading a text or identifying accurate restatements

[3] 1.5.1. The student demonstrates an understanding of main idea by: Identifying the main idea or central concept in various types of texts

[3] 1.8.1. The student analyzes literary elements and devices by: Identifying or describing problem and solution, main characters, and setting in fiction

[3] 1.9.1. The student analyzes content of text to differentiate fact and opinion by: Expressing own opinion about material read (L)

[3] 1.10.1. The student connects themes by: Making connections between a text [and personal experiences (e.g., this reminds me of when I gave my favorite toy away), experiences of others (e.g., sister helps in toy drive), L] or other texts (e.g., the March sisters helped others in need)

[3] 1.10.2. The student connects themes by: Locating details in text to illustrate relevant connections between [personal experience, experience of others, or L] other texts

Writing:

[3] 1.1.1. The student writes about a topic by: Writing complete sentences with a subject and a predicate

[3] 1.1.2. The student writes about a topic by: Writing a paragraph on a single topic with two or more supporting details

[3] 1.1.3. The student writes about a topic by: Writing a story or composition with a beginning, middle and end (L)

[3] 1.2.1. The student writes for a variety of purposes and audiences by: Choosing the appropriate organizational structure to match a purpose and audience (e.g., letters and notes, recounts, stories, and poems) (L)

[3] 1.3.1. The student writes and edits using conventions of Standard English by: Writing a variety of complete, simple sentences (i.e., statement, question, exclamation)

[3] 1.3.2. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words) (L)

[3] 1.3.3. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns)

[3] 1.3.4. The student writes and edits using conventions of Standard English by: Rewriting handwritten work to improve legibility, if necessary, when producing final drafts (L)

[3] 1.4.1. The student revises writing by: Rearranging and/or adding supporting details to improve clarity

[3] 1.4.2. The student revises writing by: Giving/receiving appropriate feedback about written work (L)

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Fourth Grade: Friends: I Can Show My Friends that I Care

It would be nice to feel that we are a better world, a world of more compassion and a world of more humanity, and to believe in the basic goodness of man. Barbara Walters

Students will do things to help show their friends that they love and care for them. They will role-play helping and caring. They will write stories about how they have helped their friends.

Activity #1

Have the students tell and then write their own stories of a time when they showed or were shown compassion. This project is being recommended for nearly all of the grade levels. Get together with the other teachers and compile all of the stories into a book at your school site. You could call the book, “Tuttu Soup for the Souls in name of your village or school.”

Have your class create a rubric for evaluating the quality of the stories. Allow the students to use the State GLEs as a reference guide while creating the rubric. Students who help to create grading rubrics have a clearer understanding of expectations and feel more involved in the project. Once the stories have been submitted have the students grade them in committees using the rubric.



Photo Opportunity: Take pictures of the students working on their stories. The pictures could be included in the published book. Take pictures of the book of compiled stories.

Activity #2

Take some time to read or share stories that exemplify caring and compassion. Use the stories that were created by the students in Activity #1 as a resource. Share stories from your own life. You can also find some books with stories that exemplify or show the need for compassion in Appendix F: Recommended Reading. The *Chicken Soup for the Soul* books are also a good resource. There are versions that are written specifically for kids. Discuss the reading as a class. Although the questions in Appendix A are intended for use as journal prompts, some of the questions would work well as discussion starters as well.

In order to reduce the burden of responsibility for finding stories to be read to the class, assign students to each find at least one story that would be appropriate to the theme. Give them the list of books from the recommended reading section and let them see how many they can find. Assign them to read the stories and decide what should be shared with the class.

Activity #3

Have the students write ways that they have shown friends compassion. Help the students to see how many ways there are to show people that we love and care for them. Have them write down a way that they are going to show one of their friends that they love and care for them.

Activity #4

Have the students role-play being kind and compassionate. Give them opportunities to be on both sides of the action. Ideas for role-play situations:

1. Someone walks into a class and drops their books or papers.
2. Some people are making fun of a classmate.
3. Someone makes a mistake while reading or while doing work at the board.
4. Someone is hurt and is crying.
5. Someone just looks sad.
6. Someone can't find something important to them.

Activity #5

Have the students find a book that will help them feel compassion for the characters in the story. There are some books in Appendix F: Recommended Reading, but it is by no means a definitive list. Following are some ways for the students to process their reading and share their processing with the class:

1. Have the students journal as they read the book. It might help if the journal is based on prompts. You can find journal prompts for compassion in Appendix A. Have the students share some of their journal entries with the class.
2. Read how other people have responded to the book on Amazon.com and then submit their own response. Share the responses with the class.

State Grade Level Expectations Met through Activities:

Reading:

[4] 2.1.3. The student uses strategies to decode or comprehend the meaning of words in texts by: Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or headings)

[4] 2.1.5. The student uses strategies to decode or comprehend the meaning of words in texts by: Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace, rereading difficult or relevant material) (L)

[4] 2.2.1. The student comprehends literal or inferred meaning from text by: Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions

[4] 2.2.2. The student comprehends literal or inferred meaning from text by: Self-monitoring comprehension by formulating questions while reading (e.g., why is this character not telling the truth, why are bears with cubs especially dangerous, what will happen next), or rereading (e.g., for clarification, confirmation, correction) (L)

[4] 2.2.3. The student comprehends literal or inferred meaning from text by: Making simple inferences (e.g., predicts logical outcomes, deduces missing information, such as where a story takes place if not directly stated)

[4] 2.2.4. The student comprehends literal or inferred meaning from text by: Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation)

[4] 2.3.1. The student reads text aloud by: Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print (L)

[4] 2.5.3. Demonstrates understanding of main idea by: Identifying or describing related experiences to support understanding of a main idea (L)

[4] 2.9.2. The student analyzes content of text to differentiate fact from opinion by: Expressing own opinion about material read and supporting opinions with evidence from text

[4] 2.10.1. The student connects themes by: Identifying author's message, theme, or purpose (e.g., helping others brings great rewards)

Writing:

[4] 2.1.1. The student writes about a topic by: Writing a paragraph that maintains a focused idea and includes details that support the main idea

[4] 2.1.3. The student writes about a topic by: Writing a story or composition with a beginning and middle and ending with a concluding statement (L)

[4] 2.2.1. The student writes for a variety of purposes and audiences by: Writing an understandable story that incorporates setting, character, problem and solution

[4] 2.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms using appropriate information and structure (i.e., personal letters, recounts, descriptions or observations)

[4] 2.2.3. The student writes for a variety of purposes and audiences by: Using expressive language when responding to literature or producing text (e.g., writer's notebook, memoirs, poetry, plays or lyrics) (L)

[4] 2.3.1. The student writes and edits using conventions of Standard English by: Writing a variety of simple and complex sentences including the conjunctions and, or, but, or because

[4] 2.3.2. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high frequency words and contractions) (L)

[4] 2.3.3. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in punctuation (i.e., end of sentences, commas in dates, salutations and closings in letters, and commas in series) and capitalization (i.e., book titles, beginning of sentences, and proper nouns)

[4] 2.3.4. The student writes and edits using conventions of Standard English by: Identifying and/or correcting usage mistakes in subject/verb agreement (L)

[4] 2.4.1. The student revises writing by: Rearranging and/or adding details to improve focus and to support main ideas

[4] 2.4.2. The student revises writing by: Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)

[4] 2.6.1. The student uses resources by: Looking up spelling or definitions of words in dictionaries (L)

[4] 2.6.2. The student uses resources by: Using thesaurus to find synonyms for common words (L)

Compassion - Nagliktuutiqañiq

Fifth Grade: School: People at My School Care for Me

Love and compassion are necessities, not luxuries. Without them humanity cannot survive. Dalai Lama

Students will talk about the people at their school and how they show compassion. They will role-play ways to show compassion. They will write stories of ways that people at their school have shown them compassion.

Activity #1

Have the students tell and then write their own stories of a time when they showed or were shown compassion. This project is being recommended for nearly all of the grade levels. Get together with the other teachers and compile all of the stories into a book at your school site. You could call the book, “Tuttu Soup for the Souls in name of your village or school.”

Have your class create a rubric for evaluating the quality of the stories. Allow the students to use the State GLEs as a reference guide while creating the rubric. Students who help to create grading rubrics have a clearer understanding of expectations and feel more involved in the project. Once the stories have been submitted have the students grade them in committees using the rubric.



Photo Opportunity: Take pictures of the students working on their stories. The pictures could be included in the published book. Take pictures of the book of compiled stories.

Activity #2

Take some time to read or share stories that exemplify caring and compassion. Use the stories that were created by the students in Activity #1 as a resource. Share stories from your own life. You can also find some books with stories that exemplify or show the need for compassion in Appendix F: Recommended Reading. The *Chicken Soup for the Soul* books are also a good resource. There are versions that are written specifically for kids. Discuss the reading as a class. Although the questions in Appendix A are intended for use as journal prompts, some of the questions would work well as discussion starters as well.

In order to reduce the burden of responsibility for finding stories to be read to the class, assign students to each find at least one story that would be appropriate to the theme.

Give them the list of books from the recommended reading section and let them see how many they can find. Assign them to read the stories and decide what should be shared with the class.

Activity #3

Have the students write ways that people at school show that they care for them. Help the students to see how the people at school show that they love and care for them. Have them write a thank you note to a person at school expressing how much they appreciate their love and care.

Activity #4

Have the students role-play being kind and compassionate. Give them opportunities to be on both sides of the action. Ideas for role-play situations:

1. Someone walks into a class and drops their books or papers.
2. Some people are making fun of a classmate.
3. Someone makes a mistake while reading or while doing work at the board.
4. Someone is hurt and is crying.
5. Someone just looks sad.
6. Someone can't find something important to them.

Activity #5

Have the students find a book that will help them feel compassion for the characters in the story. There are some books in Appendix F: Recommended Reading, but it is by no means a definitive list. Following are some ways for the students to process their reading and share their processing with the class:

1. Have the students journal as they read the book. It might help if the journal is based on prompts. You can find journal prompts for compassion in Appendix A. Have the students share some of their journal entries with the class.
2. Have the students film themselves responding to the book using their computers and imovie. Have them turn their responses into a movie to present to the class about the book.
3. Read how other people have responded to the book on Amazon.com and then submit their own response. Share the responses with the class.

State Grade Level Expectations Met through Activities:

Reading:

[5] 2.2.1. The student comprehends literal or inferred meaning from text by: Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions

[5] 2.2.2. The student comprehends literal or inferred meaning from text by: Self-monitoring comprehension by formulating questions while reading (e.g., why do characters react to the same situation differently) or rereading (e.g., for clarification, confirmation, correction) (L)

[5] 2.2.3. The student comprehends literal or inferred meaning from text by: Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if _____, deduces missing outcome or information, such as where a story takes place if not directly stated)

[5] 2.2.4. The student comprehends literal or inferred meaning from text by: Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation)

[5] 2.3.1. The student reads text aloud by: Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print (L)

[5] 2.4.1. The student restates/summarizes and connects information by: Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text

[5] 2.5.1. Demonstrates understanding of main idea by: Identifying the main idea or central concept in various types of texts

[5] 2.5.2. Demonstrates understanding of main idea by: Locating information in narrative and informational text to answer questions related to main ideas or key details

[5] 2.5.3. Demonstrates understanding of main idea by: Identifying or describing related experiences and events to support understanding of a main idea (e.g., what event in history is similar to this one) (L)

[5] 2.9.2. The student analyzes content of text to differentiate fact from opinion by: Expressing own opinion about material read and supporting opinions with evidence from text

[5] 2.10.1. The student connects themes by: Identifying author's message, theme, or purpose, stated or implied (e.g., helping others brings great rewards)

[5] 2.10.2. The student connects themes by: Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts

Writing:

[5] 2.1.1. The student writes about a topic by: Writing more than one paragraph that states and maintains a focused idea and includes details that support the main idea of each paragraph

[5] 2.1.2. The student writes about a topic by: Using paragraph form: indents or uses paragraph breaks (L)

[5] 2.1.3. The student writes about a topic by: Organizing ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology) (L)

[5] 2.2.1. The student writes for a variety of purposes and audiences by: Writing an understandable story that incorporates setting, character, and basic plot

[5] 2.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms using appropriate information and structure (i.e., step-by-step directions, descriptions, observations, or report writing)

[5] 2.2.3. The student writes for a variety of purposes and audiences by: Using expressive language when responding to literature or producing text (e.g., writer's notebook memoirs, poetry, plays or lyrics) (L)

[5] 2.3.1. The student writes and edits using conventions of Standard English by: Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing (L)

[5] 2.3.2. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high frequency words, homophones, and contractions)

[5] 2.3.3. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in punctuation (i.e., end of sentences,

commas in dates, salutations and closings in letters, and commas in a series) and capitalization

[5] 2.3.4. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, and possessives) (L)

[5] 2.4.1. The student revises writing by: Rearranging and/or adding details to improve focus, to support main ideas and to make sequence clear

[5] 2.4.2. The student revises writing by: Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)

[5] 2.5.1. The student documents sources by: Giving credit for others' ideas, images and information by citing title and source (e.g., author, storyteller, translator, songwriter or artist) (L)

[5] 2.6.1. The student uses resources by: Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs (L)

[5] 2.6.2. The student uses resources by: Using thesaurus to find synonyms for common words (L)

[5] 2.6.3. The student uses resources by: Writing using a word processor (L)

Compassion - Nagliktuutiqañiq Sixth Grade: School: I Care for People at My School

The final causes, then, of compassion are to prevent and to relieve misery. Joseph Butler

Students will do things to help show people at their school that they love and care for them. They will role-play helping and caring. They will write stories about how they have shown people at school that they care.

Activity #1

Have the students tell and then write their own stories of a time when they showed or were shown compassion. As many second grade students are only beginning writers you may need help from parents and aides to get these stories onto paper. This project is being recommended for nearly all of the grade levels. Get together with the other teachers and compile all of the stories into a book at your school site. You could call the book, “Tuttu Soup for the Souls in name of your village or school.”

Have your class create a rubric for evaluating the quality of the stories. Allow the students to use the State GLEs as a reference guide while creating the rubric. Students who help to create grading rubrics have a clearer understanding of expectations and feel more involved in the project. Once the stories have been submitted have the students grade them in committees using the rubric.



Photo Opportunity: Take pictures of the students working on their stories. The pictures could be included in the published book. Take pictures of the book of compiled stories.

Activity #2

Take some time to read or share stories that exemplify caring and compassion. Use the stories that were created by the students in Activity #1 as a resource. Share stories from your own life. You can also find some books with stories that exemplify or show the need for compassion in Appendix F: Recommended Reading. Be sure to look at the picture books as well. While picture books are often seen as only pertinent to younger children they can succinctly convey powerful messages. The *Chicken Soup for the Soul* books are also a good resource. There are versions that are written specifically for kids. Discuss the reading as a class. Although the questions in Appendix A are intended for use as journal prompts, some of the questions would work well as discussion starters as well.

In order to reduce the burden of responsibility for finding stories to be read to the class, assign students to each find at least one story that would be appropriate to the theme. Give them the list of books from the recommended reading section and let them see how many they can find. Assign them to read the stories and decide what should be shared with the class.

Activity #3

Have the students write ways that they show people at school that they care for them. Help the students to see how many ways there are to show people that we love and care for them. Have them write down a way that they are going to show one of the people at school that they love and care for them.

Activity #4

Have the students role-play being kind and compassionate. Give them opportunities to be on both sides of the action. Ideas for role-play situations:

1. Someone walks into a class and drops their books or papers.
2. Some people are making fun of a classmate.
3. Someone makes a mistake while reading or while doing work at the board.
4. Someone is hurt and is crying.
5. Someone just looks sad.
6. Someone can't find something important to them.

Activity #5

Have the students find a book that will help them feel compassion for the characters in the story. There are some books in Appendix F: Recommended Reading, but it is by no means a definitive list. Following are some ways for the students to process their reading and share their processing with the class:

1. Have the students journal as they read the book. It might help if the journal is based on prompts. You can find journal prompts for compassion in Appendix A. Have the students share some of their journal entries with the class.
2. Have the students film themselves responding to the book using their computers and imovie. Have them turn their responses into a movie to present to the class about the book.
3. Read how other people have responded to the book on Amazon.com and then submit their own response. Share the responses with the class.

State Grade Level Expectations Met through Activities:

Reading:

[6] 2.2.1. The student comprehends literal or inferred meaning from text by: Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions

[6] 2.2.2. The student comprehends literal or inferred meaning from text by: Self-monitoring comprehension by formulating questions while reading (e.g., what circumstances influenced a character to make a specific decision) or rereading (e.g., for clarification, confirmation, correction) (L)

[6] 2.2.3. The student comprehends literal or inferred meaning from text by: Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if _____, deduces missing outcome or information, such as where a story takes place if not directly stated)

[6] 2.2.4. The student comprehends literal or inferred meaning from text by: Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation, predictions)

[6] 2.3.1. The student reads text aloud by: Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print (L)

[6] 2.4.1. The student restates/summarizes and connects information by: Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text

[6] 2.5.1. Demonstrates understanding of main idea by: Identifying the main idea or central concept in various types of texts

[6] 2.5.2. Demonstrates understanding of main idea by: Locating information in narrative and informational text to answer questions related to main ideas or key details

[6] 2.9.3. The student analyzes content of text to differentiate fact from opinion by: Expressing own opinion about material read and supporting opinions with evidence from text

[6] 2.10.1. The student connects themes by: Identifying author's message, theme, or purpose, stated or implied (e.g., helping others brings great rewards)

[6] 2.10.2. The student connects themes by: Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts

Writing:

[6] 2.1.1. The student writes about a topic by: Writing a story or composition of at least two paragraphs with a topic sentence (which may include a lead or hook), maintaining a focused idea and including supporting details

[6] 2.1.2. The student writes about a topic by: Using paragraph form: indents or uses paragraph breaks, and places paragraph breaks appropriately (L)

[6] 2.1.3. The student writes about a topic by: Organizing and sequencing ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology, comparison/contrast) (L)

[6] 2.1.4. The student writes about a topic by: Writing a concluding statement

[6] 2.2.1. The student writes for a variety of purposes and audiences by: Writing an understandable story that incorporates story elements and literary devices (e.g., dialogue, descriptive details)

[6] 2.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms using appropriate information and structure (i.e., step-by-step directions, descriptions, observations, or report writing)

[6] 2.2.3. The student writes for a variety of purposes and audiences by: Using expressive language when responding to literature or producing text (e.g., writer's notebook memoirs, poetry, plays or lyrics) (L)

[6] 2.3.1. The student writes and edits using conventions of Standard English by: Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing

[6] 2.3.2. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words, homophones, and contractions)

[6] 2.3.3. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in punctuation (i.e., quotation marks for

dialogue, commas in dates, salutations and closings in letters, and commas in a series) and capitalization

[6] 2.3.4. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and pronouns)

[6] 2.4.1. The student revises writing by: Rearranging and/or adding details to improve focus, to support main ideas, to clarify topic sentence, and to make sequence clear

[6] 2.4.2. The student revises writing by: Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)

[6] 2.4.3. The student revises writing by: Combining sentences for fluency and selecting precise, descriptive words to improve the quality and effectiveness of writing (L)

[6] 2.5.1. The student documents sources by: Giving credit for others' ideas, images, and information by citing title and source (e.g., author, storyteller, translator, songwriter or artist) (L)

[6] 2.6.1. The student uses resources by: Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs, including choosing the correct spelling option among several choices (L)

[6] 2.6.2. The student uses resources by: Using a thesaurus to find synonyms for common words (L)

[6] 2.6.3. The student uses resources by: Writing with a word processor using formatting features to produce a final draft (L)

Compassion - Nagliktuutiqañiq

Seventh Grade: Community: There are People that Care for Me

When there's that forgiveness present and compassion, it just helps you live so much easier. Craig T. Nelson

Students will talk about their community and how it helps and supports them. They will role-play ways to show compassion. They will write stories of ways that people in their community have shown them compassion.

Activity #1

Have the students tell and then write their own stories of a time when they showed or were shown compassion. This project is being recommended for nearly all of the grade levels. Get together with the other teachers and compile all of the stories into a book at your school site. You could call the book, “Tuttu Soup for the Souls in name of your village or school.”

Have your class create a rubric for evaluating the quality of the stories. Allow the students to use the State GLEs as a reference guide while creating the rubric. Students who help to create grading rubrics have a clearer understanding of expectations and feel more involved in the project. Once the stories have been submitted have the students grade them in committees using the rubric.



Photo Opportunity: Take pictures of the students working on their stories. The pictures could be included in the published book. Take pictures of the book of compiled stories.

Activity #2

Take some time to read or share stories that exemplify caring and compassion. Use the stories that were created by the students in Activity #1 as a resource. Share stories from your own life. You can also find some books with stories that exemplify or show the need for compassion in Appendix F: Recommended Reading. Be sure to look at the picture books as well. While picture books are often seen as only pertinent to younger children they can succinctly convey powerful messages. The *Chicken Soup for the Soul* books are also a good resource. There are versions that are written specifically for teenagers. Discuss the reading as a class. Although the questions in Appendix A are intended for use as journal prompts, some of the questions would work well as discussion starters as well.

In order to reduce the burden of responsibility for finding stories to be read to the class, assign students to each find at least one story that would be appropriate to the theme. Give them the list of books from the recommended reading section and let them see how many they can find. Assign them to read the stories and decide what should be shared with the class.

Activity #3

Have the students make a list of community members or organizations that are there to help them. This could be done as an individual or whole group activity. Have the students write ways that those community members or organizations help them. Help the students to see the importance of community for helping to take care of the individual. Have them write a thank you note to a community member or organization expressing how much they appreciate what they do for them.

As students contemplate community members and how they have benefited from their care they could look at the books:

Blackman, Margaret B. *Sadie Brower Neakok: An Iñupiaq Woman*

Page 43 speaks about her service to the community.

Brower, Charles D. *Fifty Years Below Zero*

Activity #4

Have the students role-play being kind and compassionate. Give them opportunities to be on both sides of the action. Ideas for role-play situations:

1. Someone walks into a class and drops their books or papers.
2. Some people are making fun of a classmate.
3. Someone makes a mistake while reading or while doing work at the board.
4. Someone is hurt and is crying.
5. Someone just looks sad.
6. Someone can't find something important to them.

Activity #5

Have the students find a book that will help them feel compassion for the characters in the story. There are some books in Appendix F: Recommended Reading, but it is by no means a definitive list. Following are some ways for the students to process their reading and share their processing with the class:

1. Have the students journal as they read the book. It might help if the journal is based on prompts. You can find journal prompts for compassion in Appendix A. Have the students share some of their journal entries with the class.
2. Have the students film themselves responding to the book using their computers and imovie. Have them turn their responses into a movie to present to the class about the book.
3. Read how other people have responded to the book on Amazon.com and then submit their own response. Share the responses with the class.

State Grade Level Expectations Met through Activities:

Reading:

[7] 3.3.1. The student restates/summarizes and connects information by: Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text

[7] 3.3.2. The student restates/summarizes and connects information by: Connecting information within a text by making inferences and/or drawing conclusions across texts or other summarized information

[7] 3.3.3. The student restates/summarizes and connects information by: Connecting new information or ideas to prior knowledge and experience by citing or explaining relevant examples or concepts (e.g., cells get energy from glucose just as cars get energy from gas) (L)

[7] 3.4.1. Demonstrates understanding of main ideas/arguments by: Identifying or explaining the main ideas in various types of texts (. i.e., recognizing or developing appropriate titles, generalizations, assertions)

[7] 3.4.2. Demonstrates understanding of main ideas/arguments by: Locating information in narrative and informative text to answer questions related to main ideas or key details

[7] 3.4.4. Demonstrates understanding of main ideas/arguments by: Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L)

[7] 3.7.1. Analyzes and evaluates literary elements and devices by: Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, and theme

[7] 3.7.2. Analyzes and evaluates literary elements and devices by: Comparing and contrasting literary elements and devices in a variety of works by a variety of authors

[7] 3.7.3. Analyzes and evaluates literary elements and devices by: Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme

[7] 3.8.2. The student analyzes content of text to differentiate fact from opinion by: Identifying or analyzing author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence

[7] 3.9.1. The student connects themes by: Locating evidence within the text to make connections to an author's message, theme, or purpose

[7] 3.9.2. The student connects themes by: Utilizing textual evidence to make thematic connections between texts

[7] 3.9.3. The student connects themes by: Making thematic connections between a variety of texts and relating these themes to personal experiences, experiences of others, prior knowledge, and the broader world of ideas (L)

Writing:

[7] 3.2.1. The student writes for a variety of purposes and audiences by: Writing a narrative using setting and character to advance the plot (L)

[7] 3.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform or describe

[7] 3.2.3. The student writes for a variety of purposes and audiences by: Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, and/or newsletters) (L)

[7] 3.3.1. The student writes and edits using conventions of Standard English by: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[7] 3.3.2. The student writes and edits using conventions of Standard English by: Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

[7] 3.3.3. The student writes and edits using conventions of Standard English by: Applying rules of punctuation (i.e., commas, quotation marks, and apostrophes)

[7] 3.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

[7] 3.3.5. The student writes and edits using conventions of Standard English by: Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[7] 3.4.1. The student revises writing by: Rearranging details to improve clarity and logical progression of ideas (e.g., making chronological sequence clear, creating a logically consistent story line)

[7] 3.4.2. The student revises writing by: Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)

[7] 3.4.3. The student revises writing by: Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing

[7] 3.4.4. The student revises writing by: Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

[7] 3.4.5. The student revises writing by: Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)

[7] 3.4.6. The student revises writing by: Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor) (L)

[7] 3.5.1. The student documents sources by: Giving credit for others' ideas, images and multimedia information by citing sources, including author, title, and publishing information (using simplified MLA or APA style) (L)

[7] 3.6.1. The student uses resources by: Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)

[7] 3.6.2. The student uses resources by: Using thesaurus to locate and choose effective synonyms for common words (L)

[7] 3.6.3. The student uses resources by: Using formatting features to produce a final draft by centering title, choosing appropriate font size and style, indentation, pagination, and line spacing (L)

Compassion - Nagliktuutiqañiq Eighth Grade : Community: I Can Care for People

The whole idea of compassion is based on a keen awareness of the interdependence of all these living beings, which are all part of one another, and all involved in one another. Thomas Merton

Students will do things to help show that they love and care for their community and the people in it. They will role-play helping and caring. They will write stories about how they have helped their community.

Activity #1

Have the students tell and then write their own stories of a time when they showed or were shown compassion. As many second grade students are only beginning writers you may need help from parents and aides to get these stories onto paper. This project is being recommended for nearly all of the grade levels. Get together with the other teachers and compile all of the stories into a book at your school site. You could call the book, “Tuttu Soup for the Souls in name of your village or school.”

Have your class create a rubric for evaluating the quality of the stories. Allow the students to use the State GLEs as a reference guide while creating the rubric. Students who help to create grading rubrics have a clearer understanding of expectations and feel more involved in the project. Once the stories have been submitted have the students grade them in committees using the rubric.



Photo Opportunity: Take pictures of the students working on their stories. The pictures could be included in the published book. Take pictures of the book of compiled stories.

Activity #2

Take some time to read or share stories that exemplify caring and compassion. Use the stories that were created by the students in Activity #1 as a resource. Share stories from your own life. You can also find some books with stories that exemplify or show the need for compassion in Appendix F: Recommended Reading. Be sure to look at the picture books as well. While picture books are often seen as only pertinent to younger children they can succinctly convey powerful messages. The *Chicken Soup for the Soul* books are also a good resource. There are versions that are written specifically for teenagers. Discuss the reading as a class. Although the questions in Appendix A are intended

for use as journal prompts, some of the questions would work well as discussion starters as well.

In order to reduce the burden of responsibility for finding stories to be read to the class, assign students to each find at least one story that would be appropriate to the theme. Give them the list of books from the recommended reading section and let them see how many they can find. Assign them to read the stories and decide what should be shared with the class.

Activity #3

Have the students write ways that they help community members or organizations. Help the students understand the importance of their contribution to the community. Have them write down a way that they are going to help a community member or organization.

Activity #4

Have the students role-play being kind and compassionate. Give them opportunities to be on both sides of the action. Ideas for role-play situations:

1. Someone walks into a class and drops their books or papers.
2. Some people are making fun of a classmate.
3. Someone makes a mistake while reading or while doing work at the board.
4. Someone is hurt and is crying.
5. Someone just looks sad.
6. Someone can't find something important to them.

Activity #5

Have the students find a book that will help them feel compassion for the characters in the story. There are some books in Appendix F: Recommended Reading, but it is by no means a definitive list. Following are some ways for the students to process their reading and share their processing with the class:

1. Have the students journal as they read the book. It might help if the journal is based on prompts. You can find journal prompts for compassion in Appendix A. Have the students share some of their journal entries with the class.
2. Have the students film themselves responding to the book using their computers and imovie. Have them turn their responses into a movie to present to the class about the book.

3. Read how other people have responded to the book on Amazon.com and then submit their own response. Share the responses with the class.

State Grade Level Expectations Met through Activities:

Reading:

[8] 3.2.1. The student reads text aloud by: Rehearsing and reading aloud with expression from a variety of genres to an audience (L)

[8] 3.3.1. The student restates/summarizes and connects information by: Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text

[8] 3.3.2. The student restates/summarizes and connects information by: Connecting information within a text by making inferences and/or drawing conclusions across texts or other summarized information

[8] 3.3.3. The student restates/summarizes and connects information by: Connecting new information or ideas to prior knowledge and experience by citing or explaining relevant examples or concepts (e.g., cells get energy from glucose just as cars get energy from gas) (L)

[8] 3.4.1. Demonstrates understanding of main ideas/arguments by: Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)

[8] 3.4.2. Demonstrates understanding of main ideas/arguments by: Locating information in narrative and informative text to answer questions related to main ideas or key details

[8] 3.4.3. Demonstrates understanding of main ideas/arguments by: Comparing/contrasting the main ideas or concepts between related texts

[8] 3.4.4. Demonstrates understanding of main ideas/arguments by: Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L)

[8] 3.7.3. Analyzes and evaluates literary elements and devices by: Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme

[8] 3.9.1. The student connects themes by: Locating evidence within the text to make connections to an author's message, theme, or purpose

[8] 3.9.2. The student connects themes by: Utilizing textual evidence to make thematic connections between texts

[8] 3.9.3. The student connects themes by: Making thematic connections between literary and other texts related to personal experiences, experiences of others, prior knowledge, and the broader world of ideas (L)

Writing:

[8] 3.1.3. The student writes about a topic by: Organizing ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast, classification and definition) to maintain the unity of the composition with a variety of transitional words and phrases

[8] 3.2.1. The student writes for a variety of purposes and audiences by: Writing a narrative using elements of fiction (e.g., setting, character, conflict and resolution, dialogue, sensory details) to advance the plot (L)

[8] 3.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or persuade

[8] 3.2.3. The student writes for a variety of purposes and audiences by: Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) (L)

[8] 3.3.1. The student writes and edits using conventions of Standard English by: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[8] 3.3.2. The student writes and edits using conventions of Standard English by: Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

[8] 3.3.3. The student writes and edits using conventions of Standard English by: Applying rules of punctuation (i.e., commas, quotation marks, apostrophes, parentheses, and colons)

[8] 3.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

[8] 3.3.5. The student writes and edits using conventions of Standard English by: Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[8] 3.4.1. The student revises writing by: Rearranging details to improve clarity and logical progression of ideas (e.g. making chronological sequence clear, clarifying cause and effect, creating a logically consistent story line)

[8] 3.4.2. The student revises writing by: Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)

[8] 3.4.3. The student revises writing by: Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing

[8] 3.4.4. The student revises writing by: Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

[8] 3.4.5. The student revises writing by: Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)

[8] 3.4.6. The student revises writing by: Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor) (L)

[8] 3.5.1. The student documents sources by: Giving credit for others' ideas, images and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources, including author, title, publishing information and page number (using simplified MLA or APA style) (L)

[8] 3.6.1. The student uses resources by: Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)

[8] 3.6.2. The student uses resources by: Using thesaurus to locate and choose effective synonyms for common words (L)

[8] 3.6.3. The student uses resources by: Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)

Compassion - Nagliktuutiqañiq

Ninth Grade: World: Compassion and Individual Differences

Compassion is sometimes the fatal capacity for feeling what it is like to live inside somebody else's skin. It is the knowledge that there can never really be any peace and joy for me until there is peace and joy finally for you too. Frederick Buechner

Students will think about ways that people are different and about the need for showing compassion. They will journal their emotions as they look at how others have suffered because of their differences. They will write stories about how they have either shown compassion for someone different from them or how someone showed them compassion.

Activity #1

Have the students write their own stories of a time when they showed or were shown compassion. This project is being recommended for nearly all of the grade levels. Get together with the other teachers and compile all of the stories into a book at your school site. You could call the book, “Tuttu Soup for the Souls in name of your village or school.”

Have your class create a rubric for evaluating the quality of the stories. Allow the students to use the State GLEs as a reference guide while creating the rubric. Students who help to create grading rubrics have a clearer understanding of expectations and feel more involved in the project. Once the stories have been submitted have the students grade them in committees using the rubric.



Photo Opportunity: Take pictures of the students working on their stories. The pictures could be included in the published book. Take pictures of the book of compiled stories.

Activity #2

Take some time to read or share short stories that exemplify caring and compassion. Use the stories that were created by the students in Activity #1 as a resource. Share stories from your own life. You can also find some books with stories that exemplify or show the need for compassion in Appendix F: Recommended Reading. Be sure to look at the picture books as well. While picture books are often seen as only pertinent to younger

children they can succinctly convey powerful messages. The *Chicken Soup for the Soul* books are a good resource. They have versions that are written specifically for teenagers. Discuss the reading as a class. Although the questions in Appendix A are intended for use as journal prompts, some of the questions would work well as discussion starters as well.

In order to reduce the burden of responsibility for finding stories to be read to the class, assign students to each find at least one story that would be appropriate to the theme. Give them the list of books from the recommended reading section and let them see how many they can find. Assign them to read the stories and decide what should be shared with the class.

Activity #3

Have the students find a book to read that goes with the topic for their grade level and will help them see what life is like in another person's shoes. There are some books in Appendix F: Recommended Reading, but it is by no means a definitive list. Following are ways for the students to process their reading and share their processing with the class:

1. Have the students journal as they read the book. It might help if the journal is based on prompts. You can find journal prompts for compassion for those that are different in Appendix B. Have the students share some of their journal entries with the class.
2. Have the students film themselves responding to the book using their computers and imovie. Have them turn their responses into a movie to present to the class about the book.
3. Read how other people have responded to the book on Amazon.com and then submit their own response. Share the responses with the class.



State Grade Level Expectations Met through Activities:

Reading:

[9] 3.2.1. The student reads text aloud by: Rehearsing and reading aloud with expression from a variety of genres to an audience (L)

[9] 3.2.2. The student reads text aloud by: Giving an oral formal presentation (e.g., research reports, literature responses) (L)

[9] 4.2.1. The student restates/summarizes and connects information by: Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text

[9] 4.2.2. The student restates/summarizes and connects information by: Connecting information by making inferences and/or drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information

[9] 4.3.1. Demonstrates understanding of main ideas/arguments by: Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)

[9] 4.3.2. Demonstrates understanding of main ideas/arguments by: Locating information in narrative and informative text to answer questions related to main ideas or key details

[9] 4.3.3. Demonstrates understanding of main ideas/arguments by: Comparing/contrasting the main ideas or concepts between related texts

[9] 4.3.4. Demonstrates understanding of main ideas/arguments by: Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L)

[9] 4.6.1. Analyzes and evaluates literary elements and devices by: Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, theme, and tone

[9] 4.6.2. Analyzes and evaluates literary elements and devices by:

Comparing and contrasting literary elements and devices in a variety of works by a variety of authors

[9] 4.6.3. Analyzes and evaluates literary elements and devices by: Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme

[9] 4.6.4. Analyzes and evaluates literary elements and devices by: Citing evidence from the text to analyze and evaluate the author's intent for utilizing literary elements and devices and tone

[9] 4.8.1. The student connects themes by: Analyzing and evaluating evidence within the text to identify an author's message, theme, or purpose

[9] 4.8.2. The student connects themes by: Analyzing and evaluating textual evidence to make thematic connections between texts

[9] 4.8.3. The student connects themes by: Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (L)

Writing:

[9] 4.1.2. The student writes about a topic by: Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically

[9] 4.1.3. The student writes about a topic by: Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition), using a variety of transitional words and phrases

[9] 4.1.4. The student writes about a topic by: Writing a concluding paragraph that connects concluding elements to the introductory elements

[9] 4.2.1. The student writes for a variety of purposes and audiences by: Writing a narrative using elements of fiction to advance the plot (L)

[9] 4.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, autobiography, and/or essay) to inform, describe or persuade

[9] 4.2.3. The student writes for a variety of purposes and audiences by: Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) (L)

[9] 4.2.4. The student writes for a variety of purposes and audiences by: Using research-based information and/or analysis in research projects or extended reports (L)

[9] 4.3.1. The student writes and edits using conventions of Standard English by: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[9] 4.3.2. The student writes and edits using conventions of Standard English by: Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

[9] 4.3.3. The student writes and edits using conventions of Standard English by: Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses)

[9] 4.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

[9] 4.3.5. The student writes and edits using conventions of Standard English by: Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[9] 4.4.1. The student revises writing by: Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counter arguments appropriate to the genre)

[9] 4.4.2. The student revises writing by: Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)

[9] 4.4.3. The student revises writing by: Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing

[9] 4.4.4. The student revises writing by: Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

[9] 4.4.5. The student revises writing by: Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed

[9] 4.4.6. The student revises writing by: Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor) (L)

[9] 4.5.1. The student documents sources by: Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources using a standard method of documentation (e.g., MLA or APA style) (L)

[9] 3.6.1. The student uses resources by: Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)

[9] 3.6.2. The student uses resources by: Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy (L)

[9] 3.6.3. The student uses resources by: Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)

[9] 3.6.4. The student uses resources by: Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change) (L)

Compassion - Nagliktuutiqañiq

Tenth Grade: World: Compassion and Poverty

In the Third World, there are 1.3 billion poor people. In other words, one out of every three inhabitants lives in poverty. Fidel Castro

Students will take a closer look at the pain and suffering that comes from poverty and attempt to put themselves in the shoes of those who are suffering because of poverty. They will write their own story of a time when they have either shown compassion to another or been shown compassion.

Activity #1

Have the students write their own stories of a time when they showed or were shown compassion. This project is being recommended for nearly all of the grade levels. Get together with the other teachers and compile all of the stories into a book at your school site. You could call the book, “Tuttu Soup for the Souls in name of your village or school.”

Have your class create a rubric for evaluating the quality of the stories. Allow the students to use the State GLEs as a reference guide while creating the rubric. Students who help to create grading rubrics have a clearer understanding of expectations and feel more involved in the project. Once the stories have been submitted have the students grade them in committees using the rubric.



Photo Opportunity: Take pictures of the students working on their stories. The pictures could be included in the published book. Take pictures of the book of compiled stories.

Activity #2

Take some time to read or share short stories that exemplify caring and compassion. Use the stories that were created by the students in Activity #1 as a resource. Share stories from your own life. You can also find some books with stories that exemplify or show the need for compassion in Appendix F: Recommended Reading. Be sure to look at the picture books as well. While picture books are often seen as only pertinent to younger children they can succinctly convey powerful messages. The *Chicken Soup for the Soul* books are a good resource. They have versions that are written specifically for teenagers. Discuss the reading as a class. Although the questions in Appendix A are intended for use as journal prompts, some of the questions would work well as discussion starters as well.

In order to reduce the burden of responsibility for finding stories to be read to the class, assign students to each find at least one story that would be appropriate to the theme. Give them the list of books from the recommended reading section and let them see how many they can find. Assign them to read the stories and decide what should be shared with the class.

Activity #3

Have the students find a book to read that goes with the topic of poverty and will help them see what life is like in another person's shoes. There are some books in Appendix F: Recommended Reading, but it is by no means a definitive list. Following are ways for the students to process their reading and share their processing with the class:

1. Have the students journal as they read the book. It might help if the journal is based on prompts. You can find journal prompts for compassion and poverty in Appendix C. Have the students share some of their journal entries with the class.
2. Have the students film themselves responding to the book using their computers and imovie. Have them turn their responses into a movie to present to the class about the book. The topic of poverty lends itself well to research. Have the students create some slides that show the results of their research. Have them include the slides in the movie. Creating something of their own is the best way to process what they have felt and learned.
3. Read how other people have responded to the book on Amazon.com and then submit their own response. Share the responses with the class.

Activity #4

Hopefully all of the reading and discussion on compassion will leave your students with a desire to help. Help the students come up with a project or way to help. The book, *"Heaven on Earth"* by Danny Seo gives excellent and easy to use ideas.

State Grade Level Expectations Met through Activities:

Reading:

[10] 3.2.1. The student reads text aloud by: Rehearsing and reading aloud with expression from a variety of genres to an audience (L)

[10] 3.2.2. The student reads text aloud by: Giving an oral formal presentation (e.g., research reports, literature responses) (L)

[10] 4.2.1. The student restates/summarizes and connects information by: Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text

[10] 4.2.2. The student restates/summarizes and connects information by: Connecting information by making inferences and/or drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information

[10] 4.3.1. Demonstrates understanding of main ideas/arguments by: Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)

[10] 4.3.2. Demonstrates understanding of main ideas/arguments by: Locating information in narrative and informative text to answer questions related to main ideas or key details

[10] 4.3.3. Demonstrates understanding of main ideas/arguments by: Comparing/contrasting the main ideas or concepts between related texts

[10] 4.3.4. Demonstrates understanding of main ideas/arguments by: Explaining connections among main ideas/concepts (text to self, text to text, text to world)
(L)

[10] 4.3.5. Demonstrates understanding of main ideas/arguments by: Locating and using evidence from texts to assess the validity of an author's main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)

[10] 4.3.6. Demonstrates understanding of main ideas/arguments by: Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments)

[10] 4.6.1. Analyzes and evaluates literary elements and devices by: Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, theme, and tone

[10] 4.6.2. Analyzes and evaluates literary elements and devices by: Comparing and contrasting literary elements and devices in a variety of works by a variety of authors

[10] 4.6.3. Analyzes and evaluates literary elements and devices by: Analyzing and evaluating the importance to the story plot, setting, character, point of view, theme, and tone

[10] 4.6.4. Analyzes and evaluates literary elements and devices by: Citing evidence from the text to analyze and evaluate the author's intent for utilizing literary elements and devices and tone

[10] 4.7.2. The student analyzes content of text to differentiate fact from opinion by: Analyzing author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence

[10] 4.8.1. The student connects themes by: Analyzing and evaluating evidence within the text to identify an author's message, theme, or purpose

[10] 4.8.2. The student connects themes by: Analyzing and evaluating textual evidence to make thematic connections between texts

[10] 4.8.3. The student connects themes by: Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (L)

Writing:

[10] 4.1.2. The student writes about a topic by: Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically

[10] 4.1.3. The student writes about a topic by: Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases

[10] 4.1.4. The student writes about a topic by: Writing a conclusion that ties it to the introduction

[10] 4.2.1. The student writes for a variety of purposes and audiences by: Writing a narrative using elements of fiction to advance the plot (L)

[10] 4.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, autobiography, and/or essay) to inform, describe or persuade

[10] 4.2.3. The student writes for a variety of purposes and audiences by: Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) (L)

[10] 4.2.4. Using research-based information and/or analysis in research projects or extended reports (L)

[10] 4.3.1. The student writes and edits using conventions of Standard English by: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[10] 4.3.2. The student writes and edits using conventions of Standard English by: Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

[10] 4.3.3. The student writes and edits using conventions of Standard English by: Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses)

[10] 4.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

[10] 4.3.5. The student writes and edits using conventions of Standard English by: Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[10] 4.4.1. The student revises writing by: Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)

[10] 4.4.2. The student revises writing by: Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)

[10] 4.4.3. The student revises writing by: Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing)

[10] 4.4.4. The student revises writing by: Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

[10] 4.4.5. The student revises writing by: Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed

[10] 4.4.6. The student revises writing by: Using resources throughout the writing process (e.g. dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor) (L)

[10] 4.5.1. The student documents sources by: Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources using a standard method of documentation (e.g., MLA or APA style) (L)

[10] 3.6.1. The student uses resources by: Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)

[10] 3.6.2. The student uses resources by: Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy (L)

[10] 3.6.3. The student uses resources by: Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)

[10] 3.6.4. The student uses resources by: Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change) (L)

Compassion - Nagliktuutiqaḡniq

Eleventh Grade : World: Compassion and War

Wars begin in the minds of men, and in those minds, love and compassion would have built the defenses of peace. U. Thant

Students will take a closer look at the pain and suffering that comes from war. They will attempt to put themselves in the shoes of those who have suffered or are suffering because of war. They will journal their emotions as they read and research on war. They will write their own story of a time when they have either shown compassion to another or been shown compassion.

Activity #1

Have the students write their own stories of a time when they showed or were shown compassion. This project is being recommended for nearly all of the grade levels. Get together with the other teachers and compile all of the stories into a book at your school site. You could call the book, “Tuttu Soup for the Souls in name of your village or school.”

Have your class create a rubric for evaluating the quality of the stories. Allow the students to use the State GLEs as a reference guide while creating the rubric. Students who help to create grading rubrics have a clearer understanding of expectations and feel more involved in the project. Once the stories have been submitted have the students grade them in committees using the rubric.



Photo Opportunity: Take pictures of the students working on their stories. The pictures could be included in the published book. Take pictures of the book of compiled stories.

Activity #2

Take some time to read or share short stories that exemplify caring and compassion. Use the stories that were created by the students in Activity #1 as a resource. Share stories from your own life. You can also find some books with stories that exemplify or show the need for compassion in Appendix F: Recommended Reading. Be sure to look at the picture books as well. While picture books are often seen as only pertinent to younger children they can succinctly convey powerful messages. The *Chicken Soup for the Soul* books are a good resource. They have versions that are written specifically for teenagers. Discuss the reading as a class. Although the questions in Appendix A are intended for use as journal prompts, some of the questions would work well as discussion starters as well.

In order to reduce the burden of responsibility for finding stories to be read to the class, assign students to each find at least one story that would be appropriate to the theme. Give them the list of books from the recommended reading section and let them see how many they can find. Assign them to read the stories and decide what should be shared with the class.

Activity #3

Have the students find a book to read that goes with the topic of war and will help them see what life is like in another person's shoes. There are some books in Appendix F: Recommended Reading, but it is by no means a definitive list. Following are ways for the students to process their reading and share their processing with the class:

1. Have the students journal as they read the book. It might help if the journal is based on prompts. You can find journal prompts for compassion and war in Appendix D. Have the students share some of their journal entries with the class.



2. Have the students film themselves responding to the book using their computers and imovie. Have them turn their responses into a movie to present to the class about the book. The topic of poverty lends itself well to research. Have the students create some slides that show the results of their research. Have them include the slides in the movie. Creating something of their own is the best way to process what they have felt and learned.

3. Read how other people have responded to the book on Amazon.com and then submit their own response. Share the responses with the class.

Activity #4

Hopefully all of the reading and discussion on compassion will leave your students with a desire to help. Help the students come up with a project or way to help. The book, *“Heaven on Earth”* by Danny Seo gives excellent and easy to use ideas.

Compassion - Nagliktuutiqañiq

Twelfth Grade: World: Compassion and Human Rights

I am not interested in picking up crumbs of compassion thrown from the table of someone who considers himself my master. I want the full menu of rights. Desmond Tutu

Students will take a closer look at human rights. They will attempt to put themselves in the shoes of those whose human rights have been or are being violated. They will journal their emotions as they read and research on human rights. They will write their own story of a time when they have either shown compassion to another or been shown compassion.

Activity #1

Have the students write their own stories of a time when they showed or were shown compassion. This project is being recommended for nearly all of the grade levels. Get together with the other teachers and compile all of the stories into a book at your school site. You could call the book, “Tuttu Soup for the Souls in name of your village or school.”

Have your class create a rubric for evaluating the quality of the stories. Allow the students to use the State GLEs as a reference guide while creating the rubric. Students who help to create grading rubrics have a clearer understanding of expectations and feel more involved in the project. Once the stories have been submitted have the students grade them in committees using the rubric.

Photo Opportunity: Take pictures of the students working on their stories. The pictures could be included in the published book. Take pictures of the book of compiled stories.

Activity #2

Take some time to read or share short stories that exemplify caring and compassion. Use the stories that were created by the students in Activity #1 as a resource. Share stories from your own life. You can also find some books with stories that exemplify or show the need for compassion in Appendix F: Recommended Reading. Be sure to look at the picture books as well. While picture books are often seen as only pertinent to younger children they can succinctly convey powerful messages. The *Chicken Soup for the Soul* books are a good resource. They have versions that are written specifically for teenagers.

Discuss the reading as a class. Although the questions in Appendix A are intended for use as journal prompts, some of the questions would work well as discussion starters as well.

In order to reduce the burden of responsibility for finding stories to be read to the class, assign students to each find at least one story that would be appropriate to the theme. Give them the list of books from the recommended reading section and let them see how many they can find. Assign them to read the stories and decide what should be shared with the class.

Activity #3

Have the students find a book to read that goes with the topic of poverty and will help them see what life is like in another person's shoes. There are some books in Appendix F: Recommended Reading, but it is by no means a definitive list. Following are ways for the students to process their reading and share their processing with the class:

1. Have the students journal as they read the book. It might help if the journal is based on prompts. You can find journal prompts for compassion and human rights in Appendix E. Have the students share some of their journal entries with the class.
2. Have the students film themselves responding to the book using their computers and imovie. Have them turn their responses into a movie to present to the class about the book. The topic of poverty lends itself well to research. Have the students create some slides that show the results of their research. Have them include the slides in the movie. Creating something of their own is the best way to process what they have felt and learned.
3. Read how other people have responded to the book on Amazon.com and then submit their own response. Share the responses with the class.

Activity #4

Hopefully all of the reading and discussion on compassion will leave your students with a desire to help. Help the students come up with a project or way to help. The book, *"Heaven on Earth"* by Danny Seo gives excellent and easy to use ideas.

Appendix A: Journal Prompts for Compassion

Following are prompts to go with readings and story tellings on compassion. As you answer the prompts remember to answer using full sentences so that your meaning can be understood without knowing the question.

1. Who in the story needs compassion?
2. What are they experiencing that makes them need compassion?
3. Is there someone in the story that shows them compassion? If so, In what way do they show compassion? If not, Tell what you would do to show compassion if you were there.
4. Have you ever experienced something similar to the person in the story needing compassion? If so, Tell about your experience. Did anyone show you compassion?
5. How do you think you would respond to what was happening in the story if it was happening to you? Who would you turn to for help? How would you cope with the situation?
6. Has there been a time when you wish you had shown compassion but didn't? If so tell about the circumstances. Who needed compassion? Why weren't you able to show compassion at that time? What changed or happened to make you wish you had shown compassion?
7. Why do you think people hurt each other?
8. Why do you think people tell this kind of story?
9. Do you think it is a good idea to share this kind of story or should people keep their problems and pain to themselves?
10. What is your favorite part of the story? Why?

Appendix B: Journal Prompts for Compassion for Individual Differences

Following are prompts to go with readings and story tellings having to do with individual differences. As you answer the prompts remember to answer using full sentences so that your meaning can be understood without knowing the question.

1. Who in the story needs compassion?
2. What are they experiencing that makes them need compassion? Does the person need compassion because of something that they are going through or a handicap they experience? or Do they need compassion because of the way people treat them because of their handicap?
3. Is there someone in the story that shows them compassion? If so, In what way do they show compassion? If not, Tell what you would do to show compassion if you were there.
4. Have you ever experienced something similar to the person in the story needing compassion? If so, Tell about your experience. Did anyone show you compassion?
5. Put yourself in the shoes of the people in the story. If you were the person needing compassion: Who would you turn to for help? How would you cope with the situation? Which character in the story do you relate best to? Do you see yourself reaching out to the person needing compassion?
6. Has there been a time when you wish you had shown compassion but didn't? If so tell about the circumstances. Who needed compassion? Why weren't you able to show compassion at that time? What changed or happened to make you wish you had shown compassion?
7. Why do you think people hurt each other?
8. Why do you think people tell this kind of story?
9. Do you think it is a good idea to share this kind of story or should people keep their problems and pain to themselves?
10. What is your favorite part of the story? Why?

Appendix C: Journal Prompts for Compassion for Poverty

Following are prompts to go with readings and story tellings having to do with poverty. As you answer the prompts remember to answer using full sentences so that your meaning can be understood without knowing the question.

1. How does this story relate to poverty?
2. Who in the story is suffering because of poverty?
3. How do you feel as you read about the poverty that they are experiencing?
4. Is there someone in the story that shows them compassion? If so, In what way do they show compassion? If not, Tell what you would do to show compassion if you were there.
5. Do you have any personal experiences with poverty? If so, Tell about your experience. Did anyone show you compassion?
6. Put yourself in the shoes of the people in the story. If you were the person needing compassion: Who would you turn to for help? How would you cope with the situation? Which character in the story do you relate best to? Do you see yourself reaching out to the person needing compassion?
7. Has there been a time when you wish you had shown compassion but didn't? If so tell about the circumstances. Who needed compassion? Why weren't you able to show compassion at that time? What changed or happened to make you wish you had shown compassion?
8. What are some of the painful things about poverty?
9. Why do you think people tell this kind of story?
10. Do you think it is a good idea to share this kind of story or should people keep their problems and pain to themselves?
11. What is your favorite part of the story? Why?
12. Do you have any new feelings or insights about poverty after this reading?

Appendix D: Journal Prompts for Compassion and War

Following are prompts to go with readings and story tellings having to do with war. As you answer the prompts remember to answer using full sentences so that your meaning can be understood without knowing the question.

1. What war is the story relating?
2. Who in the story is suffering because of war?
3. How do you feel as you read about everything that they are experiencing?
4. Is there someone in the story that shows compassion? If so, In what way do they show compassion? If not, Tell what you would do to show compassion if you were there.
5. Do you know someone that has experienced war? If so ask them to tell you about their experiences.
6. Put yourself in the shoes of the people in the story. If you were the person needing compassion: Who would you turn to for help? How would you cope with the situation? Which character in the story do you relate best to? Do you see yourself reaching out to the person needing compassion?
7. Has there been a time when you wish you had shown compassion but didn't? If so tell about the circumstances. Who needed compassion? Why weren't you able to show compassion at that time? What changed or happened to make you wish you had shown compassion?
8. What are some of the painful things about war?
9. Why do you think people tell this kind of story?
10. Do you think it is a good idea to share this kind of story or should people keep their problems and pain to themselves?
11. What is your favorite part of the story? Why?
12. Do you have any new feelings or insights about war after this reading?

Appendix E: Journal Prompts for Compassion and Human Rights

Following are prompts to go with readings and story tellings having to do with human rights. As you answer the prompts remember to answer using full sentences so that your meaning can be understood without knowing the question.

1. How does this story relate to human rights?
2. Who in the story is suffering?
3. How do you feel as you read about what that they are experiencing?
4. Is there someone in the story that shows them compassion? If so, In what way do they show compassion? If not, Tell what you would do to show compassion if you were there.
5. Do you have any personal experiences with human rights issues? If so, Tell about your experience. Did anyone show you compassion?
6. Put yourself in the shoes of the people in the story. If you were the person needing compassion: Who would you turn to for help? How would you cope with the situation? Which character in the story do you relate best to? Do you see yourself reaching out to the person needing compassion?
7. Has there been a time when you wish you had shown compassion but didn't? If so tell about the circumstances. Who needed compassion? Why weren't you able to show compassion at that time? What changed or happened to make you wish you had shown compassion?
8. Why should we fight for human rights?
9. Why do you think people tell this kind of story?
10. Do you think it is a good idea to share this kind of story or should people keep their problems and pain to themselves?
11. What is your favorite part of the story? Why?
12. Do you have any new feelings or insights about human rights after this reading?

Appendix F: Recommended Reading

Some of the recommended resources may not be available at your library. We did not want to limit our recommendations based on what was available in the public library for two reasons. First of all we do not know what is available in your classroom libraries. Secondly, having the book on the list makes it more likely to be ordered for your school libraries or individual classrooms. When you look up books on Amazon.com there is a section that shows other readers' comments. Students can go to this section to learn more about the book and see how others have felt about it.

It would be impossible for us to know about or recommend every book that would be useful in this unit. As you find resources that you feel are essential be sure to let others know so that we can build a strong values curriculum.

Picture Books

Aliki. *Marianthe's Story: Painted Words and Spoken Memories*

Altman, Linda Jacobs *Singing with Momma Lou*

Amadeo, Diana M. *There's A little Bit of me in Jamey*

Bridges, Ruby. *Through My Eyes*

Bourgeois, Paulette. *Oma's Quilt*

Bunting, Eve. *A Day's Work*

Bunting, Eve. *Dandelions*

Bunting, Eve. *Fly Away Home*

Bunting, Eve. *One Green Apple*

Bunting, Eve. *Pop's Bridge*

Bunting, Eve. *Smoky Night*

Bunting, Eve. *Terrible Things*

Bunting, Eve. *The Memory String*

Bunting, Eve. *The Wall*

Bunting, Eve. *The Wednesday Surprise*

Bunting, Eve. *Train to Somewhere*

Couric, Katie. *The Brand New Kid*

Croll, Carolyn. *The Little Snowgirl*

Disalvo-Ryan, Dyanne. *Uncle Wille and the Soup Kitchen*

Eastman, P.D. *Are You My Mother?*

Flemming, Candace. *Boxes for Katje*

Guthrie, Woody. *This Land is Your Land*

Haskins, Jim. *Delivering Justice: W.W. Law and the Fight for Civil Rights*
Herriot, James. *Blossom Comes Home*
Herriot, James. *Bonny's Big Day*
Herriot, James. *Moses the Kitten*
Herriot, James. *Oscar, Cat-About-Town*
Herriot, James. *The Christmas Day Kitten*
Herriot, James. *The Market Square Dog*
Hest, Amy. *When Jessie Came Across the Sea*
Hoose, Phillip M. *Hey, Little Ant*
Hopkinson, Deborah. *A Band of Angels: A story Inspired by the Jubilee Singers*
Keller, Holly. *Farfallina and Marcel*
Krull, Kathleen. *Harvesting Hope: The Story of Cesar Chavez*
Kurusa. *The Streets are Free*
Landowne, Youme. *Selavi, That is Life: A Hatian Story of Hope*
Littlechild, George. *This Land is My Land*
McGovern, Ann. *The Lady in the Box*
Nelson, Kadir. *The Village That Vanished*
McCann, Michelle R. *Luba: The Angel of Bergen-Belsen*
Miller, Debbie S. *The Great Serum Race*
Moss, Peggy. *Say Something*
Munsch, Robert. *Love You Forever*
Myers, Walter Dean. *Patrol: An American Soldier in Vietnam*
Nye, Naomi Shihab. *Sitti's Secrets*
Polacco, Patricia. *I Can Hear the Sun*
Polacco, Patricia. *Mrs. Katz and Tush*
Polacco, Patricia. *Pink and Say*
Polacco, Patricia. *Something About Hensleys*
Polacco, Patricia. *Thank You Mr. Falker*
Polacco, Patricia. *The Butterfly*
Rappaport, Doreen. *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*
Ringgold, Faith. *Aunt Harriet's Underground Railroad in the Sky*
Scott, Ann Herbert. *On Mother's Lap*
Seskin, Steve. *Don't Laugh at Me*
Silverman, Erica. *Warm in Winter*
Silverstein, Shel. *The Giving Tree*
Skarmeta, Antonio. *The Composition*

Picture Books continued....

Spinelli, Eileen. *Somebody Loves you, Mr. Hatch*
Tafari, Nancy. *I Love You, Little One*
Williams, Vera B. *A chair for my Mother*
Williams, Vera B. *Amber Was Brave, Essie Was Smart*
Williams, Vera B. *Something Special for Me*
Wilson, Sharon. *The Day Gogo Went to Vote*
Woodson, Jacqueline. *Our Gracie Aunt*
Yoshi, Marjorie Barker. *Magical Hands*

Chicken Soup Books

Canfield, Jack. *Chicken Soup for the Kid's Soul: 101 Stories of Courage, Hope and Laughter.*
Canfield, Jack. *Chicken Soup for the Kid's Soul 2: Read Aoud or Read Alone Character-Building Stories for Kids Ages 6-10*
Canfield, Jack. *Chicken Soup for the Preteen Soul: 101 Stories of Changes, Choices and Growing up for Kids Ages 9-13*
Canfield, Jack. *Chicken Soup for the Preteen Soul 2: Stories About Facing Challenges, Realizing Dreams and Making a Difference*
Canfield, Jack. *Chicken Soup for the Teenage Soul*
Canfield, Jack. *Chicken Soup for the Teenage Soul on Tough Stuff: Stories of Tough Times and Lessons Learned*
Canfield, Jack. *Chicken Soup for the Teenage Soul: The Real Deal Challenges: Stories about Disses, Losses, Messes, Stresses & More*
Canfield, Jack. *Chicken Soup for the Teenage Soul: The REal Deal School*
Canfield, Jack. *Chicken Soup for the Teenage Soul: The Real Deal Friends*
Canfield, Jack. *Chicken Soup for the Teenage Soul III: More Stories of Life, Love and Learning*
Canfield, Jack. *Chicken Soup for the Teenage Soul IV: More Stories of Life, Love and Learning*
Canfield, Jack. *Chicken Soup for the Teenage Soul on Love & Friendship*

General Compassion

Alcott, Louisa. *Little Women*
Blos, Joan W. *A Gathering of Days: A New England Girl's Journal, 1830-32*

General Compassion continued....

Blume, Judy. *Are You There God? It's Me, Margaret*

Blumenthal, Karen. *Let Me Play: The Story of Title IX, the Law that Changed the Future of Girls in America*

Boom, Corrie Ten. *The Hiding Place*

Brooks, Bruce. *The Moves Make the Man*

Bruchac, Joseph. *Heart of a Chief*

Bunting, Eve. *Dandelions*

Bunting, Eve. *Train to Somewhere*

Burnett, Frances H. *A Secret Garden*

Cleaver, Vera & Bill. *Where the Lilies Bloom*

Coman, Carolyn. *What Jamie Saw*

Coetz, J.M. *Slow Man*

Cox, Loretta Outwater. *The Winter Walk*

Davis, Terry. *If Rock and Roll Were a Machine*

Dorris, Michael. *Sees Behind Trees*

Fleischman, Sid. *The Whipping Boy*

Forbes, Esther. *Johnny Tremain*

Gantos, Jack. *Joey Pigza Loses Control*

Gilmore, Rachna. *A Group of One*

Gipson, Fredrick Benjamin. *Old Yeller*

Greenfield, Howard. *The Hidden Children*

Guthridge, George. *The Kids from Nowhere*

Hautzig, Esther. *The Endless Steppe: Growing up in Siberia*

Herriot, James. *James Herriot's Animal Stories*

Herriot, James. *James Herriot's Cat Stories*

Herriot, James. *James Herriot's Dog Stories*

Herriot, James. *James Herriot's Treasury for Children: Warm and Joyful Tales by the Author of All Creatures Great and Small*

Hesse, Karen. *Out of the Dust*

Himmelman, John. *Pipaluk and the Whales*

Hopkins, Deborah. *Shutting out the Sky*

Jackson, Dave. *Defeat of the Ghost Riders*

Joseph, Lynn. *The Color of My Words*

Kipling, Rudyard. *Kim*

London, Jack. *The Call of the Wild*

General Compassion continued...

MacLachlan, Patricia. *Sarah, Plain and Tall*
Miller, William. *Richard Wright and the Library Card*
Mitchell, Margaree King. *Uncle Jed's Barbershop* by
Mochizuki, Ken. *Passage to Freedom: The Sugihara Story*
Naylor, Phyllis Reynolds. *Saving Shiloh*
Naylor, Phyllis Reynolds. *Shiloh*
Naylor, Phyllis Reynolds. *Shiloh Season*
O'Dell, Scott. *Island of the Blue Dolphins*
Parker, David L. *Stolen Dreams: Portraits of Working Children*
Partridge, Elizabeth. *Restless Spirit: The Life and Work of Dorothea Lange*
Paterson, Katherine. *Bridge To Terabithia*
Polacco, Patricia. *Thank You, Mr. Falker*
Polacco, Patricia. *The Butterfly*
Porter, Gene Stratton. *A Girl of the Limberlost*
Rawlings, Marjorie. *The Yearling*
Rawls, Wilson. *Where the Red Fern Grows*
Reef, Catherine. *Walt Whitman*
Ryan, Pam Muñoz. *Esperanza Rising*
Sewel, Anna. *Black Beauty*
Sidney, Margaret. *Five Little Peppers and How They Grew*
Spyri, Johanna. *Heidi*
Steinbeck, John. *The Grapes of Wrath*
Trueman, Terry. *Stuck in Neutral*
Twain, Mark. *The Prince and the Pauper*
Watkins, Yoko Kawashima. *So Far from the Bamboo Grove*
White, E.B. *Charlotte's Web*

Other Resources:

A book with excellent stories of real life people serving and showing compassion to those in need is: *Voices of Hope Heroes' Stories For Challenging Times*

You can order copies of the book as well as get information about the project that created it at:

http://www.giraffe.org/ed_voh.html

Another site with resources for character education:

<http://www.advancepublishing.com/free.html#browse>

Compassion and Individual Differences

Albom, Mitch. *Tuesdays with Morrie*
Angelou, Maya. *I Know Why the Caged Bird Sings*
Brooks, Bruce. *The Moves Make the Man*
Coman, Carolyn. *What Jamie Saw*
Crutcher, Chris. *Chinese Handuffs*
Crutcher, Chris. *Staying Fat for Sarah Byrnes*
Davis, Terry. *If Rock and Roll Were a Machine*
DeAngeli, Maruerite. *The Door in the Wall*
Dickens, Charles. *David Copperfield*
Dickens, Charles. *Great Expectations*
Eareckson, Joni. *Joni's Story*
Edwards, Kim. *The Memory Keeper's Daughter*
Gantos, Jack. *Joey Pigza Loses Control*
Hayden, Torey L. *One Child*
Hayden, Torey L. *Somebody Else's Kids*
Hayden, Torey L. *The Tiger's Child*
Hegi, Ursula. *Stones from the River*
Kesey, Ken. *One Flew Over the Cuckoo's Nest*
Lamb, Wally. *She's Come Undone*
Letts, Billie. *Where the Heart Is*
Melville, Herman. *Billy Bud*
Mitchard, Jacquelyn. *The Deep End of the Ocean*
Morrison, Toni. *The Bluest Eye*
Patterson, Katherine. *The Same Stuff as Stars*
Pelzer, Dave. *A Child Called "It"*
Pelzer, Dave. *A Man Named Dave*
Pelzer, Dave. *The Lost Boy*
Plath, Sylvia. *The Bell Jar: A Novel*
Porter, Pamela. *The Crazy Man*
Richter, Conrad. *The Light in the Forest*
Salinger, J.D. *The Catcher in the Rye*
Santiago, Esmeralda. *Almost a Woman*
Slater, Lauren. *Welcome to My Country*

Compassion and Individual Differences continued....

Steinbeck, John. *Of Mice and Men*
Steinbeck, John. *The Grapes of Wrath*
Trueman, Terry. *Stuck in Neutral*
Villaseñor, Victor. *Burro Genius*
West, Cameron. *First Person Plural*
Walls, Jeannette. *Glass Castle*
Woodson, Jacqueline. *I Hadn't Meant to Tell You This*

Compassion and Poverty

Brooks, Bruce. *The Moves Make the Man*
Buck, Pearl S. *The Good Earth*
Coman, Carolyn. *What Jamie Saw*
Dickens, Charles. *Oliver Twist*
DK Publishing. *A Life Like Mine*
Ellis, Deborah. *The Heaven Shop*
Hayden, Torey L. *One Child*
Jimenez, Francisco. *The Circuit: Stories from the Life of a Migrant Child*
Marshall, Catherine. *Christy*
McCourt, Frank. *Angela's Ashes*
Menzel, Peter. *Hungry Planet: What the World Eats*
Menzel, Peter. *Material World: A global Family Portrait*
Menzel, Peter. *Women in the Material World*
Seo, Danny. *Heaven on Earth*
Sinclair, Upton. *The Jungle*
Steinbeck, John. *Of Mice and Men*
Steinbeck, John. *The Pearl*
Tan, Amy. *The Bonesetter's Daughter*
Walls, Jeannette. *Glass Castle*
Wolff, Virginia Euwer. *Make Lemonade*
Wolff, Virginia Euwer. *True Believer*

Compassion and War

<http://www.crimesofwar.org/thebook/book.html>

<http://www.ushmm.org/education/foreducators/>

Bartoletti, Susan Campbell. *Hitler Youth: Growing Up in Hitler's Shadow*
Bitton-Jackson, Livia. *I Have Lived a Thousand Years*
Boom, Corrie Ten. *The Hiding Place*
Buss, Fran Leeper. *Journey of the Sparrows*
Cridle, JoAn D. *To Destroy You Is No Loss: The Odyssey of a Cambodian Family*
Denenberg, Barry. *One Eye Laughing, the Other Eye Weeping*
Ellis, Deborah. *Breadwinner*
Ellis, Deborah. *Parvana's Journey*
Ellis, Deborah. *Mud City*
Fankel, Victor. *Man's Search for Meaning*
Frank, Anne. *The Diary of a Young Girl*
Gandhi, Mohandas Karamchand (Mahatma). *Gandhi An Autobiography: The Story of My Experiments With Truth*
Gilbert, Martin. *The Holocaust*
Greenfield, Howard. *The Hidden Children*
Gutman, Roy. *Crimes of War: What the Public Should Know*
Hamanaka, Sheila. *On the Wings of Peace*
Hillenbrand, Laura. *Unbroken: A World War II Story of Survival, Resilience and Redemption*
Him, Chanrithy. *When Broken Glass Floats: Growing Up Under the Khmer Rouge*
Keneally, Thomas. *Schindler's List*
Levine, Ellen. *Darkness over Denmark: The Danish Resistance and the Rescue of the Jews*
Nye, Naomi Shihab. *Habibi*
Park, Linda Sue. *When My Name Was Keoko*
Paton, Alan. *Cry the Beloved Country*
Pran, Dith. *Children of Cambodia's Killing Fields: Memoirs by Survivors*
Reuter, Bjarne. *The Boys from St. Petri*
Rusesabagina, Paul. *An Ordinary Man: An Autobiography*
Villaseñor, Victor. *Rain of Gold*
Villaseñor, Victor. *Wild Steps of Heaven*
Watkins, Yoko Kawashima. *So Far from the Bamboo Grove*

Williams, Laura E. *Behind the Bedroom Wall*

Zusak, Markus. *The Book Thief*

Compassion and Human Rights

Achebe, Chinua. *Things Fall Apart*

Bartoletti, Susan Campbell. *Growing Up in Coal County*

Bartoletti, Susan Campbell. *Kids On Strike!*

Bausum, Ann. *With Courage and Cloth: Winning the Fight for a Woman's Right to Vote*

Brooks, Bruce. *The Moves Make the Man*

Carvell, Marlene. *Sweetgrass Basket*

Coman, Carolyn. *What Jamie Saw*

Courtenay, Bryce. *The Power of One*

Crowe, Chris. *Getting Away with Murder*

Curtis, Christopher Paul. *The Watsons Go to Birmingham – 1963*

DK Publishing. *No More Strangers Now*

Feelings, Tom. *The Middle Passage: White Ships/Black Cargo*

Freedman, Russell. *Kids at Work: Lewis Hine and the Crusade Against Child Labor*

Follain, John. *Zoya's Story*

Gordon, Sheila. *The Middle of Somewhere: A Story of South Africa*

Goodwin, Jan. *Price of Honor: Muslim Women Lift the Veil of Silence on the Islamic World*

Griffin, John Howard. *Black Like Me*

Guterson, David. *Snow Falling on Cedars*

Haley, Alex. *Roots*

Hawthorne, Nathaniel. *The Scarlet Letter*

Lee, Harper. *To Kill a Mockingbird*

Levine, Ellen. *Freedom's Children: Young Civil Rights Activists Tell Their Own Stories*

Lyons, Mary E. *Letters from a Slave Girl: The Story of Harriet Jacobs*

Mahmoody, Betty. *Not Without My Daughter*

Mathabane, Mark. *Kaffir Boy: An Autobiography—The True Story of a Black Youth's Coming Age in Apartheid South Africa*

Myers, Walter Dean. *Now Is Your Time: The African-American Struggle for Freedom*

Naidoo, Beverly. *Out of Bounds: Seven Stories of Conflict and Hope*

Naidoo, Beverly. *The Other Side of Truth*

Oufkir, Malika. *Stolen Lives: Twenty Years in a Desert Jail*

Rabow, Jerome. *Voices of Pain and Voices of Hope: Students Speak about Racism*
Robinet, Harriette Gillem. *Walking to the Bus-Rider Blues*
Sasson, Jean P. *Princess: A True Story of Life Behind the Veil in Saudi Arabia*
Sasson, Jean. *Daughter of Iraq Mayada*
Springer, Jane. *Listen to Us: The World's Working Children*
Stolz, Mary. *Pinto, Cezanne*
Taylor, Mildred. *Roll of Thunder, Hear My Cry*
Taylor, Mildred D. *The Well: David's Story*
Temple, Frances. *Taste of Salt: A Story of Modern Haiti*
Twain, Mark. *The Adventures of Tom Sawyer*
Walker, Alice. *The Color Purple*
Walker, Alice. *Possessing the Secret of Joy* (only for mature high school students)
Walter, Mildred Pitts. *Second Daughter: The Story of a Slave Girl*

Compassion on the North Slope

Blackman, Margaret B. *Sadie Brower Neakok: An Iñupiaq Woman*
Brower, Charles D. *Fifty Years Below Zero*