
Iñupiaq Values Curriculum

Sharing-Aviktuaqatigiigñiq

North Slope Borough School District

Students will have opportunities to experience the happiness that comes from sharing.



Sharing

It is amazing how
sharing works.
Your acts of giving
always come back.



Aviktuaqatigiigñiq

Aliugnaqtuq unnii qanuq savaguutilaana aviktuaqatigiigñiq. Aitchuiruni utiguuruq.

This curriculum is being piloted for the 2006-07 school year. Please send any recommendations for changes or improvements to dan.elwood@nsbsd.org

Table of Contents

Grade Level: Topic	Page numbers
K3: Feeling Happy	3
K4: Being Responsible	6
K: What Makes Me Happy?	8
First Grade: Blessings	10
Second Grade: Gratitude and Appreciation	14
Third Grade: What Makes Others Happy?	17
Fourth Grade: Generosity	21
Fifth Grade: Need Versus Want	24
Sixth Grade: Awareness of Others Needs	29
Seventh Grade: Meeting the Needs of Others	35
Eighth Grade: Sharing and Preserving Dignity	38
Ninth Grade: Subjective Well Being	41
Tenth Grade: Social Injustice	44
Eleventh Grade: Sharing Project	48
Twelfth Grade: An Authentic Life	49

Note: There are often recommended readings throughout this curriculum that overlap from one value to the next or one grade level to another. Quality literature can be read more than once and for different purposes. When students claim that they have already read a book, remind them that we will often re-read material for new meaning. Traditional Inupiaq culture uses stories as a way to teach life lessons. The books and stories recommended are only a beginning. We are looking at children's literature as it pertains to the teaching of values and welcome teachers' recommendations. Please do not feel that you should be reading or using every book that is recommended. We realize that you may not be able to find or get a hold of every book and so we have tried to give choices. While elementary teachers will feel comfortable using picture books high school teachers can and should use them as well. "Traditionally viewed as a genre reserved solely for younger children, picture books lend themselves to comprehension strategy instruction at every grade level." (Strategies That Work by Stephanie Harvey and Anne Goudvis)

Sharing K3: Feeling Happy

Students will talk about things that make them and others happy.

Activities #1

Every day during Circle Time have each person say one thing that makes them happy. If students aren't verbalizing yet, the teacher can help them by asking a question that the child can answer.

Examples of questions:

“Do you feel happy.....
on your birthday?”

when you get a hug from your _____?

when your _____ sings to you?

when _____ reads to you?

when your _____ plays with you?

Activity #2

During circle time have teachers and aides tell short stories of times in their lives when they were happy. This is great language modeling.

Activity #3

Read stories that will give opportunities to talk about being happy. After reading the story ask who was happy in the story and why.

Activity #4

Sing songs about being happy.

Activity #5



Take a picture of each child doing something that they enjoy doing. Since the main theme is on sharing have the child do the things with someone else. Try to have a different activity for each child. Print the pictures with a caption that tells what the child is doing. Example: Paul feels happy when he is playing blocks with Robert. Post the pictures in the room and spend some time reading them to the children every day. When it is time to change your bulletin board you can turn your pictures into a book that you can keep in your room. An easy way to do this is to put the sheets into plastic sheet protectors. You can then put the sheets into a three ring binder or put a construction paper cover on them and staple them together. Small children love figuring out how things can be taken apart. I recommend sealing the top of each sheet protector with clear tape to deter little ones from pulling the sheets out.

Ideas for activities:

Sitting on someone's lap

Singing with my friends

Playing _____ with my friends

reading or being read to.

coloring

painting

running

playing on the playground

climbing on....

swinging

going down the slide

sledding

One of the easiest ways to work with pictures is with the program Comic Life. Every school apple computer has this program. First you upload your pictures from your camera into iPhoto. Then when you go to Comic Life your pictures will be in the library for you to just drag into each page. It is a lot faster than working with Word. You can then drag a text box and type the caption for each picture. Make sure that you pick a font that is large enough for the children to follow along with as you read to them. Even though they can't read yet the word to text associations are essential early reading experiences.

Recommended songs:

If You're Happy and You Know It
Boom Boom (Ain't it Great to be Crazy)
The More We Get Together
We're Going to the Zoo
Peace like a River
I Love You, You Love Me
The Hokey Pokey

Recommended Books:

Guess How Much I Love You by Sam McBratney
The Way I Feel by Janan Cain
On Mother's Lap by Ann Herbert Scott
Kisses by Nanda Roep
Bunny Cakes by Rosemary Wells
Love you Forever by Robert Munsch
Today I feel Silly by Jamie Lee Curtis
The Way I Feel Books by Cornelia Maude Spelman
I Loved You Before You Were Born by Anne Bowen
I Love You with All My Heart by Noris Kern
Big Bear Little Bear by David Bedford
Just You and Me by Sam McBratney

Sharing

K4: Being Responsible

Students will understand that being responsible is rewarding.

Activity #1

At the beginning of the day let the children know that you are going to play a game. The object of the game is to catch people being responsible or irresponsible. Have the classroom teacher and aides model being irresponsible as well as being responsible. Involve as many people as it is reasonable to do so. You could set up a place where you put the names of people every time they act responsibly and another space for their names when they act irresponsibly. Talk about what happens when we aren't responsible. Verbally reward the students for figuring out what was responsible and what wasn't.

Examples of irresponsible things to do:

Get some tissue. Pretend to blow your nose. Just throw the tissue on the ground. Act like you didn't do anything.

Pretend to make a mistake on your paper. Crumble it up and just drop it on the ground.

Ask someone else to tie your shoes for you.

Ask someone else to put your coat on for you.

Play with some of the toys and then leave them out.

Activity #2

Help the students act out the story of "The Little Red Hen."

Activity #3

Create a chart for each child with the things that they already know how to do. You can send the chart home for parents to keep track of things that the child does at home. You can also do a

chart for the things that the child does at school. The following would be an example of a chart for school. You could fill it in with smiley faces or just checks.

	Monday	Tuesday	Wednesday	Thursday	Friday
Put up toys					
Brush teeth					
Wash hands					
Put on coat					
Obey teacher					

Activity #4

Do an activity that will create a mess such as cutting up paper into little pieces and then gluing them on paper in patterns. After the activity create a job list. Write the jobs on the board (preferably with a picture symbol) and give every child a job to do. Children this age love doing real work especially if there is novelty involved.



Photo Opportunity: Take pictures of the students working and being responsible.

Example:

Pick up pieces of paper on the floor: Richard, Suzy

Put away the scissors : George, Cindy

Put up the glue: Larry

Wipe down the tables: Mary, Julie, Tom

After everyone has finished talk about how well everyone did and how responsible they were.

Recommended Songs:

Clean-up song

You Brush Your Teeth (Raffi)

Recommended Reading:

The Little Red Hen

Sharing

K: What Makes Me Happy?

Students will learn about feeling happy. They will be able to talk about at least one thing that makes them happy.

Activities:

All of the activities that are listed for the K-3 would also work for Kindergarten. Simply increase expectations for verbalization and discussion.

Kindergarten students should be able to hold up their pictures and do a simple “report” in front of their class. They would say the same thing as the caption on their picture (or close to it).

While they may be too shy to do this in front of the whole school it would be a wonderful opportunity to video-tape their reports to show at a school or community function.

State Grade Level Expectations Met through Activities:

Reading:

[K] 1.1.4 The student uses strategies to decode or comprehend meaning of words in text by: Listening to and using new vocabulary in context

[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] 1.2.2 The student comprehends literal or inferred meaning from text by: Predicting and confirming outcomes when listening to a story

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

[K] 1.7.1 The student analyzes content and structure of genres by: Listening to and discussing fiction, non-fiction, and poetry

[K] 1.8.1 The student analyzes literary elements and devices by: Identifying the setting (where) and important characters of a story

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

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

Writing:

[K] 1.3.3 The student writes and edits using conventions of Standard English by: Demonstrating an understanding of the correspondence between writing and spoken words (e.g., dictation, reading back written work, shared writing)

[K] 1.4.2 The student revises writing by: Sharing own writing (e.g., stories, pictures, ideas) and responding appropriately to feedback from others (e.g., “Thank you,” “I like that part, too.”)

Sharing First Grade: Blessings

Students will think about the things that they are blessed to have.

Activity #1

Create a “Blessing Tree.” Taking advantage of the Christmas season you could make it a Christmas tree. You could use a real Christmas tree or make a paper one. Make photocopies of the “I’ve Been Blessed With...” ornaments page on colored paper. You should be able to blow it up to make the ornaments a little larger and still fit on the paper. Have the students practice their cutting skills by cutting out the circles. This can be done as a whole class activity or at a center. Have each student write down something that they feel blessed to have. Have them also ask other people in the school to tell at least one of their blessings and put that on the tree. They could do this as a quick “field trip” to other classes. You could invite staff members that don’t have a classroom to stop by and let the class ask them about something they feel blessed to have. This is good writing practice for this age. They will feel proud to be writing the words for someone else.

The students can decorate the tree with these ornaments. For a paper tree they can use tape. For a real tree they can staple a yarn loop to the paper.

Before you put away the tree help the students sort all of the ornaments by blessing type. Have them name the categories and then create a chart with the ornaments. This is an excellent visual math activity.



Photo Opportunity: Take pictures of the students cutting out the ornaments and writing on them. Take a picture of the final product. Take a picture of the students’ creating a chart with the ornaments.

Activity #2

Read or tell stories that encourage/stimulate discussions about blessings and sharing.

Recommended Readings:

You are Special By Max Lucado

A Chair for my Mother by Vera B. Williams

The Circle of Days by Reeve Lindbergh

Giving Thanks by Chief Jake Swamp

State Grade Level Expectations Met through Activities:

Reading:

[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] 1.2.2 The student comprehends literal or inferred meaning from text by: Generating questions to clarify meaning of the text

[1] 1.2.3 The student comprehends literal or inferred meaning from text by: Making and verifying predictions based on information from the 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] 1.9.1 The student analyzes content of text to differentiate fact and opinion by: Expressing own opinion about material read/heard

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

[1] 1.11.1 The student makes connections between cultural influences/events by: Recognizing that stories originate in various cultures

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

Math:

[1] S&P-1 The student demonstrates an ability to classify and organize data by constructing and using real graphs, pictographs, and bar graphs (M6.1.1)

[1] S&P-2 The student demonstrates an ability to classify and organize data by collecting and recording data (M6.1.1)

[1] S&P-3 The student demonstrates an ability to classify and organize data by interpreting data with support (M6.1.1)

[1] PS-6 The student understands and applies mathematical skills and processes across the content strands by using real world context (i.e., self, friends, and family)* (M10.1.2)

I've
been blessed with...

Sharing

Second Grade: Gratitude and Appreciation

Students will learn how to write a thank you note and will practice showing appreciation.

Activity #1

Print out the names of each of the students in your class and cut them out. At the beginning of each day have the students pick a name out of a bag. Make sure your name is in the bag as well. If they get their own name they should put it back and pick a different name. They are supposed to be a secret angel to the person whose name they picked. They are to find ways to be nice to or help that person that day. The students will know that someone that may or may not be one of their best friends is watching out for them that day. This will make them more aware of how they are being treated. At the end of each day have a “circle time” where each student expresses appreciation for some act of kindness from a person in the room. Hopefully you’ll get so many acts of kindness that it will be hard for students to know exactly who was their secret angel for the day. Teachers and aides can model the appropriate way to show appreciation.

Activity #2

Have the students practice writing a thank you note. Discuss people that they could thank such as the cook, bus driver, or other school or community workers. They can make them out of construction paper and decorate them. Encourage them to write thank you notes to people when they receive a gift.



Photo Opportunity: Take pictures of the students writing their thank you notes. Make a bulletin board of their final thank you notes along with pictures of them writing them.

Activity #3

Read books where the characters show gratitude or appreciation. Discuss the books as a class.

Recommended Reading:

Magical Hands By Marjorie Barker Yoshi

Uncle Jed's Barbershop by Margaree King Mitchell

Thank You, Mr. Falker by Patricia Polacco

Sylvester and the Magic Pebble by William Steig

Charlotte's Web by E.B. White

A Chair for my Mother by Vera B. Williams

State Grade Level Expectations Met through Activities:

Reading:

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

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

[2] 1.10.2 The student connects themes by: Locating details in text to illustrate relevant connections between personal experiences, experiences of others, 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] 1.2.1 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] 1.3.1 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

Sharing

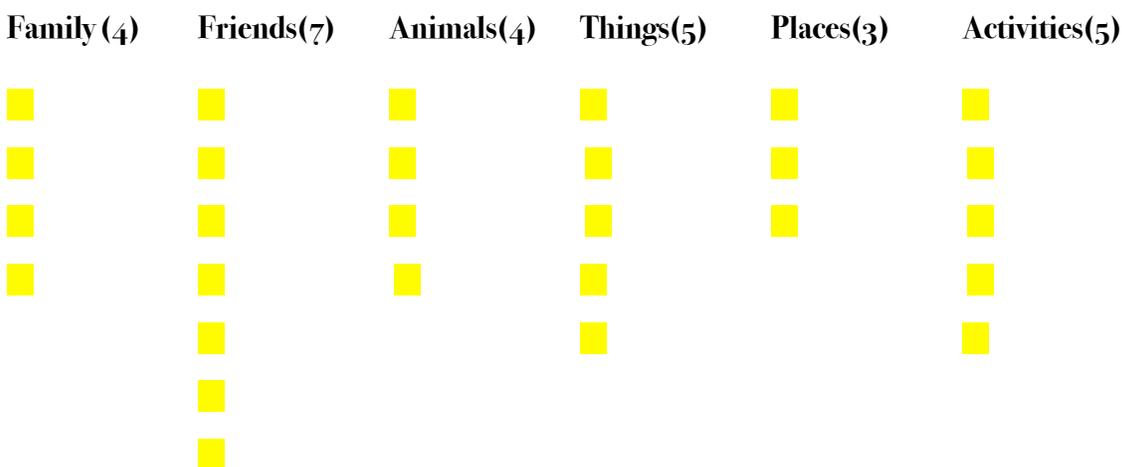
Third Grade: What Makes Others Happy?

Students will find out that we are each individual and unique in what makes us happy.

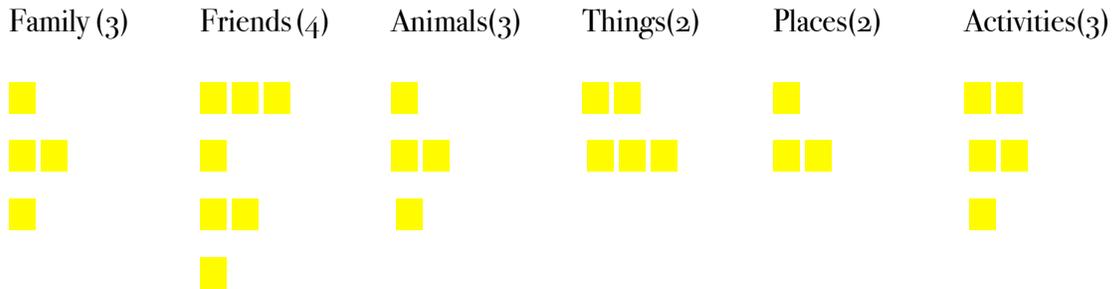
Activity #1

Students will find out what makes people happy and chart the results. Have each student write things that make them happy. Have them write each thing on a separate piece of paper (sticky post it notes are best) so that they can then sort them into categories. Have the students organize their individual lists into categories. Have each student share their categories and put the categories as headings on the board.

Have the students place their lists in the categories that the class has agreed on. Divide the class into smaller groups and assign a group to each category. Have them place their post-it notes on the board so that it is like a graph. They can then count up the total responses in their category and put the number by the heading. They will have read through most of the answers by working with them in this way. The board would look something like this:



Have the groups switch the category they are working with. The next activity they should do is to put all of the same answers together. So if under activities more than one person wrote sledding then they should put all of the papers that say sledding together. They will have to re-do their graph to where it looks more like this:



They are then to put a number of how many different things were listed under each category.

Another activity that can be done from this is that the students can take what they have done on a classroom level and do it on a larger scale. Students could go to other classes and collect and organize the data. This is an excellent data collection, sorting and graphing activity. It is also a study that will cause the students to look at what makes other people happy.

Note: I have given examples of categories in order to explain the activity. It is best to not announce the headings before starting the exercise as it might limit the responses. Letting the students come up with the category headings will make the job of sorting more authentic. The work involved in coming up with the headings is a valuable part of the exercise.



Photo Opportunity: Take pictures of the students collecting, sorting and working with the data. Be sure to take pictures of the sticky notes once they are all organized on the board.

Activity # 2

As you do classroom reading have the students look for things that make people happy in the stories.

Activity #3

Hold a mini-“This makes me Happy” show. Kind of like show and tell only each student brings in something that makes them happy. It could be a picture of their family or a family member, playing an instrument, their favorite book, a pet they love, their favorite toy, etc... As they think of what to bring they will think a lot about what it is that makes them happy. The sharing will make them more aware of what makes others happy.



Photo Opportunity: Take pictures of the students with the things or people that they bring to the “This Makes me Happy” show.

Recommended Readings:

The Eagle’s Gift by Rafe Martin

Pipaluk and the Whales by John Himmelman

Thank You, Mr. Falker by Patricia Polacco

The Boy Who Lived with the Seals by Rafe Martin

Rotten Teeth by Laura Simms

The Gardener by Sarah Stewart

Crow Boy By Taro Yashima

A Chair for my Mother by Vera B. Williams

Christmas Tapestry by Patricia Polacco

State Grade Level Expectations Met through Activities:

Reading:

[3] 1.1.3. Obtaining information using text features including pictures (illustrations for text) and visual cues (e.g., bolded or italicized text, chapter titles)

[3] 1.2.4. Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation)

[3] 1.4.2. Restating information after reading a text or identifying accurate re-statements

[3] 1.6.1. Completing a simple (1-2 step) task by following written directions (L)

[3] 1.8.1. Identifying or describing problem and solution, main characters, and setting in fiction

[3] 1.9.1. Expressing own opinion about material read (L)

[3] 1.10.1. 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] 1.11.1. Identifying cultural influences in texts (e.g., dialects, customs, traditions) (L)

Math:

[3] N-1. Understanding Numbers: The student demonstrates conceptual understanding of whole numbers to one thousand by reading, writing, ordering, or [counting L] (M1.1.1)

[3] S&P-1. Data Display: The student demonstrates an ability to classify and organize data by [designing an investigation and collecting, recording L], organizing, displaying, or explaining the classification of data in real-world problems (e.g., literature, self, or family), using bar graphs, and [Venn diagrams L] (M6.1.1, M6.1.2, & M6.1.5)

[3] S&P-2. Analysis and Central Tendency: The student demonstrates an ability to analyze data (comparing, explaining, interpreting, or justifying conclusions) by using information from a variety of displays (tallies, tables, pictographs, bar graphs, or [Venn diagrams L] (M6.1.2)

[3] PS-5. The student understands and applies mathematical skills and processes across the content strands by using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)

Sharing

Fourth Grade: Generosity

Students will gain a greater understanding of generosity. They will understand that sacrifice and sharing can bring happiness to the giver.

Activity #1

Have the students write a story of a time when they shared something. Have them think of things that were important or special to them or took a lot of effort to get. Instruct them to be sure to include details that show why giving the gift was a sacrifice. They should also tell how they felt after giving. Have the students share their stories with the class.

Activity #2

Read the story “The Quilt Maker’s Gift” by Jeff Brumbeau. Discuss the story.

Some good questions are:

Was the king happy with all of his possessions?

Why was he happy in the end?

Why did the quilt maker want the king to give everything away?

Have the students make a list of all of their possessions just as the king in the story kept lists of all of his possessions. Organize a toy/clothing drive and encourage the students to find something on their list that they can donate. Have the students write about how it feels to give something away.



Photo Opportunity: Take pictures of the students bringing their things for donation.

Activity #3

Have the class organize a generosity project. Have the students write about how they feel about the project.

Activity #4

Have the students read about people who have sacrificed and been generous.

Recommended Reading:

The Quiltmaker's Gift by Jeff Brumbeau

Erandi's Braids by Tomie de Paola

Uncle Jed's Barbershop by Margaree King Mitchell

The Gardener by Sarah Stewart

A Chair for my Mother by Vera B. Williams

The Butterfly by Patricia Polacco

Christmas Tapestry by Patricia Polacco

State Grade Level Expectations Met through Activities:

Reading:

[4] 2.1.3. Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or headings)

[4] 2.2.2. 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. 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. Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation)

[4] 2.4.1. Retelling a story in correct sequence or identifying the correct sequence of events in a story (L)

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

[4] 2.9.2. Expressing own opinion about material read and supporting opinions with evidence from text

[4] 2.10.1. Identifying author's message, theme, or purpose (e.g., helping others brings great rewards)

[4] 2.10.2. Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts

Writing:

[4] 2.1.1. Writing a paragraph that maintains a focused idea and includes details that support the main idea

[4] 2.1.2. Organizing ideas logically (L)

[4] 2.1.3. Writing a story or composition with a beginning and middle and ending with a concluding statement (L)

[4] 2.2.2. Writing in a variety of nonfiction forms using appropriate information and structure (i.e., personal letters, recounts, descriptions or observations)

Sharing Fifth Grade: Need Versus Want

Students will learn about Abraham Maslow's hierarchy of needs. They will explore the difference between needs and wants.

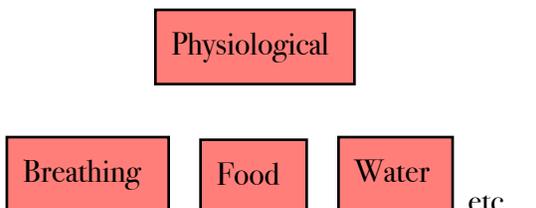
Activity #1

The students should create a list of everything that they have. Have them write each thing on a mini-post-it note. Some students might try to get away with just a few things so you might want to spice it up by making it a contest to see who can come up with the most things. You will know the motivation level of your class. Have the students work in pairs or small groups to go over their lists together. If a student says that they have something and the other group members realize that they also have that thing then they need to add it to their list. Once they are through each person in the group should have the same list.

Give the students two sheets of paper. Have them label one *Need* and the other *Want*. Have them sort their notes onto either one of the papers. After they have sorted their lists they should get together with their group and see if they sorted their items the same way. They should be able to defend why they put an item as a want or need. Collect the papers with the wants post-it notes.

Put Maslow's needs up on the board or another large work area. You can find Maslow's chart (slightly altered) in the section for the sixth graders. You can also get more information about Maslow's hierarchy of needs at wikipedia.com

Example:



Now have the students decide where to put their post-it notes. Once the whole class has placed their notes have a closer look at what everyone needs. What things didn't get put on the list? Are there some things that they thought were needs but that they couldn't find a place for on Maslow's chart? Are there some wants that really could be classified as needs? Are there things that they might want to add to their lists now that they have looked at Maslow's?



Photo Opportunity: Take pictures of the students throughout this entire activity. As they are working on their lists, sorting the list, putting the sticky notes on the board etc... Be sure to get a picture of the final results.

Activity #2

As you do classroom reading have students try to figure out what needs the characters in the book are trying to fill. There are excellent children's picture books that can be looked at this way. There are also many chapter books that lend themselves to this purpose. Assign the students to read a book with the purpose of analyzing character motivation based on Maslow's needs. Have them write about each character, what their needs were and what they did in the story that showed their needs. (motivation) Have the students create the rubric to be used for the writing. As they create the rubric have them look at the state GLE's to remind them of the elements of writing that they should be working on. Have them work with each other using the rubric to improve the piece. Have them share their final piece with the class.

Activity #3

What were the needs of Iñupiaq people 100 years ago? How have needs changed? "Once Upon An Eskimo Time" by Edna Wilder is an excellent book for this age group. It is the true story of a year in the life of an eleven year old girl as told by her daughter. It would be an excellent book to use to look at what Iñupiat needed before being introduced to European cultures. Students can use the lists that they made for the first activity to see how needs have changed. Although written for a younger age group the book "The Eskimo The Inuit and Yupik People" by Alice Osinski provides a good framework for discussion of how needs have changed.

Recommended Reading:

Picture Books:

Thank You, Mr. Falker by Patricia Polacco

Richard Wright and the Library Card by William Miller

The True Adventure of Daniel Hall by Diane Stanley
Uncle Jed's Barbershop by Margaree King Mitchell
The Lost Children by Paul Goble
Train to Somewhere by Eve Bunting
Pink and Say by Patricia Polacco
Chicken Sunday by Patricia Polacco
Mirette on the High Wire by Emily Arnold McCully
A Good Night for Freedom by Barbara Olenyik
Passage to Freedom: The Sugihara Story by Ken Mochizuki

Chapter Books:

Jacob Have I Loved by Katherine Paterson
Hatchet by Gary Paulsen
Where the Red Fern Grows by Wilson Rawls
Holes by Louis Sachar
When the Soldiers were Gone by Vera W. Propp
Freak the Mighty by W. R. Philbrick
A Girl of the Limberlost by Gene Stratton Porter
The Secret Garden by Frances Hodgson Burnett
Out of the Dust by Karen Hesse

State Grade Level Expectations Met through Activities:

Reading:

[5] 2.1.3. Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or headings)

[5] 2.2.1. Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions

[5] 2.2.2. 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] 2.2.4. Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation)

[5] 2.5.2. Locating information in narrative and informational text to answer questions related to main ideas or key details

[5] 2.6.1. Completing a task by following written, multi-step directions (e.g., origami) (L)

[5] 2.9.2. Expressing own opinion about material read and supporting opinions with evidence from text

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

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

Writing:

[5] 2.1.1. 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. Using paragraph form: indents or uses paragraph breaks (L)

[5] 2.1.3. 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] 2.2.2. 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. 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. Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing (L)

[5] 2.3.2. Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high frequency words, homophones, and contractions)

[5] 2.3.3. 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. Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, and possessives) (L)

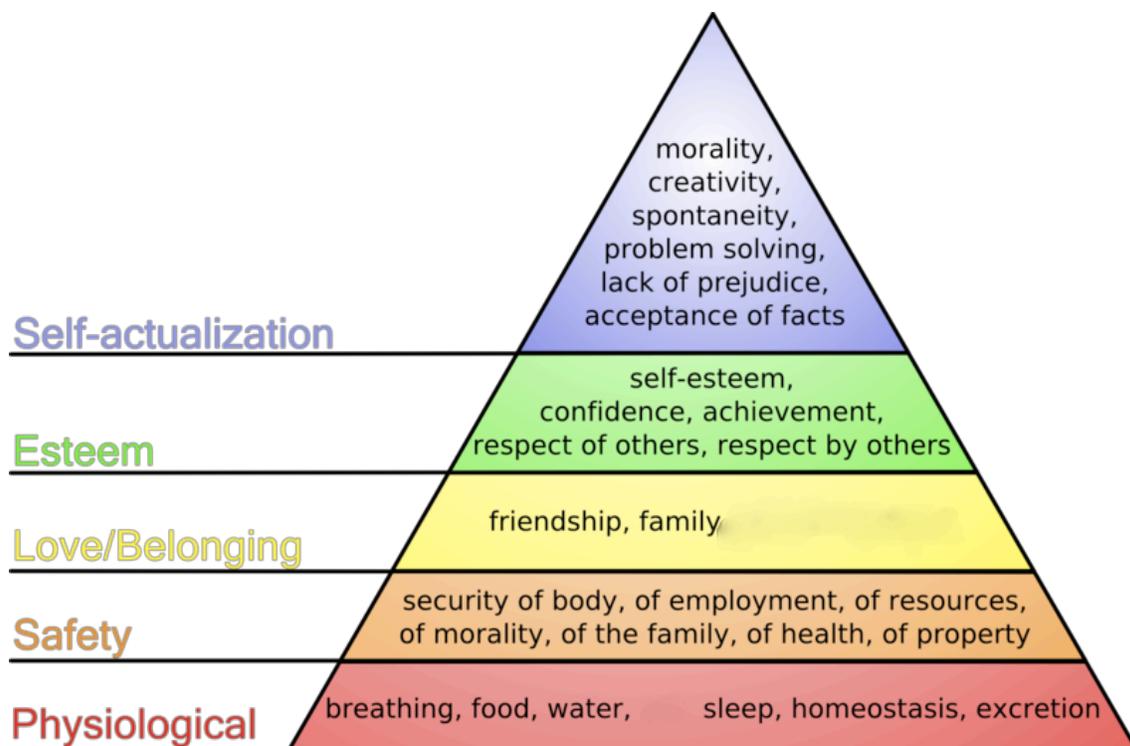
[5] 2.4.2. Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)

Sharing

Sixth Grade: Awareness of Others Needs

Students will review Maslow's hierarchy of needs. They will look at their own needs in relation to Maslow's hierarchy. They will learn about the needs of others through the sharing of reports.

Have students look at the pyramid showing Maslow's Hierarchy of Needs. I have altered it removing references to sexuality to reduce any controversy. If you should want the original I found it on Wikipedia.com under Abraham Maslow.



Help the students understand that according to Maslow we all need all of the things on the pyramid but that we need the ones at the bottom before we can concentrate on getting the ones further up the pyramid.

Activity #1:

Put the students in pairs and have them time each other to see how long they can hold their breath. Have them record the time. Give each student a math sheet with basic multiplication or division problems. The problems should be ones that the student has to think about but that can be done quickly so that they can figure out how many problems they can complete in a minute. A good place to get math worksheets of basic facts is: <http://www.mathfactcafe.com/>

Have the partner time the student to see how many problems they can complete in a minute. Have the partnerships figure out how many seconds each problem of that type takes each student to complete. $60 \text{ seconds} \div \# \text{ of problems completed} = \text{seconds per problem}$. Next have the partners time each other seeing how many problems they can complete while holding their breath. Help the students figure out how many seconds per problem it took while holding their breath. $\# \text{ of seconds holding their breath} \div \# \text{ of problems completed} = \text{seconds per problem}$. Did holding their breath affect how well they could do the problems? How did they feel about doing the math problems while holding their breath?

Post Activity Discussion:

Have they ever been so hungry or thirsty that it was the only thing they could think of? How about needing to go to the bathroom? Too cold or too hot? Too sleepy?

This exercise should help the students understand the hierarchy of needs.

Activity #2

Have each student pick a need to write about. The class can help to create a rubric for this writing or you can create it yourself. As they create the rubric have them look at the state GLE's to remind them of the elements of writing that they should be working on. Have them share their writings. A good prompt is to have them think about a time when they knew that they really needed the specific need. You might have to give them some examples such as a time when you really missed your family or when you felt you were not getting the respect you needed from others. Have the students share their writings with the class.

Activity #3

Have students read books with the object of analyzing the needs of the characters in the story. For example: In the book “Jacob have I Loved” by Katherine Paterson the main character Louise is filled with jealousy and resentment. Students could look at how she lacked the self-esteem and confidence that she needed.

Recommended reading:

Picture Books:

Thank You, Mr. Falker by Patricia Polacco

Richard Wright and the Library Card by William Miller

The True Adventure of Daniel Hall by Diane Stanley

Uncle Jed's Barbershop by Margaree King Mitchell

The Lost Children by Paul Goble

Train to Somewhere by Eve Bunting

Pink and Say by Patricia Polacco

Chicken Sunday by Patricia Polacco

Mirette on the High Wire by Emily Arnold McCully

A Good Night for Freedom by Barbara Olenyik

Passage to Freedom: The Sugihara Story by Ken Mochizuki

Christmas Tapestry by Patricia Polacco

Chapter Books:

Jacob Have I Loved by Katherine Paterson

Hatchet by Gary Paulsen

Where the Red Fern Grows by Wilson Rawls

Holes by Louis Sachar

When the Soldiers were Gone by Vera W. Propp

Freak the Mighty by W. R. Philbrick

A Girl of the Limberlost by Gene Stratton Porter

The Secret Garden by Frances Hodgson Burnett

Out of the Dust by Karen Hesse

State Grade Level Expectations Met through Activities:

Reading:

[6] 2.1.4. Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs), [identifying shades of meaning (e.g., happy, ecstatic), L] and analogies

[6] 2.2.1. Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions

[6] 2.2.2. 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] 2.2.4. Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation, predictions)

[6] 2.4.1. 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] 2.6.1. Completing a task by following written, multi-step directions (e.g., basic science experiment) (L)

[6] 2.8.1. Identifying or describing in fiction: plot (e.g., main conflict or problem, sequence of events, resolution); settings (e.g., how it affects the characters or plot); characters (e.g., physical characteristics, personality traits, motivation, growth and change); point of view (who is telling the story)

[6] 2.8.2. Comparing and contrasting plots, settings, characters in a variety of works by a variety of authors

[6] 2.9.3. Expressing own opinion about material read and supporting opinions with evidence from text

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

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

Writing:

[6] 2.1.2. Using paragraph form: indents or uses paragraph breaks, and places paragraph breaks appropriately (L)

[6] 2.1.3. 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. Writing a concluding statement

[6] 2.2.2. 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. Using expressive language when responding to literature or producing text (e.g., writer's notebook memoirs, poetry, plays or lyrics) (L)

[6] 2.3.2. Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words, homophones, and contractions)

[6] 2.3.3. 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. 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. 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. 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. Combining sentences for fluency and selecting precise, descriptive words to improve the quality and effectiveness of writing (L)

[6] 2.6.1. 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] 2.6.3. Writing with a word processor using formatting features to produce a final draft (L)

Math:

[6] E&C-1. Estimation: The student determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by identifying or using [a variety of L] strategies (e.g., truncating, rounding to compatible numbers) to estimate the results of addition, subtraction or multiplication from thousandths to millions or simple division (M3.2.1)

[6] E&C-2. Computation: The student accurately solves problems (including real-world situations) involving [recalling basic addition, subtraction, multiplication, and division facts efficiently L] (M3.2.2)

[6] PS-5. The student understands and applies mathematical skills and processes across the content strands by using real-world contexts such as social studies, friends, school and community (M10.2.1, M10.2.2, &M10.3.2)

Sharing

Seventh Grade: Meeting the Needs of Others

Students will practice taking care of others' needs. They will realize that many of their needs are met through the efforts of others. They will realize that helping to meet others' needs is a rewarding thing as well as necessary to a sense of community.

Activity #1

Have the students go over Maslow's hierarchy of needs. Have the students pick 4 people that they know or have contact with. Have them write needs that they could help that person meet. Have each child pick one thing to do from the list that they made and report back to the class. When reporting back help the students verbalize how they felt about helping the other person.

Activity #2

Have the students discuss needs of people in the community. The class can come up with a service project to help meet the needs of others.



Photo Opportunity: Take pictures of the students doing the service projects.

Activity #3

As the class does reading have them look at how characters in the books or stories met the needs of others. Help students understand that helping others is a necessary part of being a member of a family, community and society. Help them understand that helping to meet others' needs can be rewarding.

Activity #4

Have the class make a list of the needs of Inuit people before all of our modern conveniences. Have them label who traditionally met the need.

Recommended Reading:

Picture Books:

Thank You, Mr. Falker by Patricia Polacco

Richard Wright and the Library Card by William Miller

The True Adventure of Daniel Hall by Diane Stanley

Uncle Jed's Barbershop by Margaree King Mitchell

The Lost Children by Paul Goble

Train to Somewhere by Eve Bunting

Pink and Say by Patricia Polacco

Chicken Sunday by Patricia Polacco

Mirette on the High Wire by Emily Arnold McCully

A Good Night for Freedom by Barbara Olenyik

Passage to Freedom: The Sugihara Story by Ken Mochizuki

The Butterfly by Patricia Polacco

Christmas Tapestry by Patricia Polacco

Chapter Books:

Jacob Have I Loved by Katherine Paterson

Hatchet by Gary Paulsen

Where the Red Fern Grows by Wilson Rawls

Holes by Louis Sachar

When the Soldiers were Gone by Vera W. Propp

Freak the Mighty by W. R. Philbrick

A Girl of the Limberlost by Gene Stratton Porter

The Secret Garden by Frances Hodgson Burnett

Out of the Dust by Karen Hesse

State Grade Level Expectations Met through Activities:

Reading:

[7] 3.9.1. Locating evidence within the text to make connections to an author's message, theme, or purpose

[7] 3.9.2. Utilizing textual evidence to make thematic connections between texts

[7] 3.9.3. 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)

Sharing

Eighth Grade: Sharing and Preserving Dignity

Students will explore the feelings surrounding being in need of other's help.

Activity #1

Have the students think of a time when they had to have someone's help. Preferably a time when it was embarrassing to have to ask for help. Have them write the story surrounding the event. As students create their writing rubric have them look at the GLE's that they should be working on at this level. Have them help each other with the writing process. Have them share their stories with the rest of the class. Discuss how it feels to be dependent on others. What can we do when we are helping someone so that they don't feel embarrassed or ashamed?

Activity #2

Read stories of people who were dependent on other's for help. What did the people in the stories do to preserve the dignity of those being helped?

Recommended Reading:

Picture Books:

Thank You, Mr. Falker by Patricia Polacco

Richard Wright and the Library Card by William Miller

Uncle Jed's Barbershop by Margaree King Mitchell

A Good Night for Freedom by Barbara Olenyik

Passage to Freedom: The Sugihara Story by Ken Mochizuki

Christmas Tapestry by Patricia Polacco

Chapter Books:

The Hiding Place by Corrie Ten Boom

When the Soldiers were Gone by Vera W. Propp

Freak the Mighty by W. R. Philbrick

A Girl of the Limberlost by Gene Stratton Porter

State Grade Level Expectations Met through Activities:

Reading:

[8] 3.2.2. Giving an oral formal presentation (e.g., research reports, literature responses) (L)

[8] 3.4.3. Comparing/contrasting the main ideas or concepts between related texts

[8] 3.4.4. Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L)

[8] 3.7.1. Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, and theme

[8] 3.9.1. Locating evidence within the text to make connections to an author's message, theme, or purpose

[8] 3.9.2. Utilizing textual evidence to make thematic connections between texts

[8] 3.9.3. 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. 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] 3.1.4. Writing a concluding paragraph (e.g., restating the thesis and summarizing the main point)

[8] 3.2.2. Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or persuade

[8] 3.3.1. Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[8] 3.3.2. Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

[8] 3.3.3. Applying rules of punctuation (i.e., commas, quotation marks, apostrophes, parentheses, and colons)

[8] 3.3.4. Applying rules of capitalization (e.g., titles and proper nouns)

[8] 3.3.5. Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[8] 3.4.1. 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. 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. 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. Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

[8] 3.4.5. Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)

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

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

[8] 3.6.3. 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)

Sharing

Ninth Grade: Subjective Well Being

Students will explore perceptions of well being. They will look at how others feel about themselves as well as how they feel about themselves.

Activity #1

Have the students work on a life inventory.

Questions could be:

1. What are your talents?
2. What do you enjoy doing?
3. What makes you happy? (When do you feel happiest?)
4. What do you feel missing in your life?(What do you think would make you happier?)
5. Would you say that you are happy?
6. Who is the happiest person you know?
7. Why do you think they are happy?

If students feel safe enough give them opportunity to share their answers. Points to bring up during sharing and discussion are:

1. What are the things that really help us feel good about ourselves?
2. Are the people with more possessions the happiest ones?
3. What would feeling good about yourself have to do with sharing?
4. Do they know anyone that has a lot less “things” than them but seems very happy?
5. What do they think it is that makes people happy?

Activity #2

Assign each student to talk to the happiest person that they know. They could ask the person all or some of the questions on the inventory. They are to find out what it is that makes that person happy and report back to the class.



Photo Opportunity: Have the students take a picture of themselves with the person they talked to. Create a bulletin board of the pictures and a lists of what makes those people happy.

Activity #3

Read stories together that lend themselves to conversations about our perceptions of well being. Have the students read stories that they could report back to the class on.

Recommended Reading:

Picture Books:

The Butterfly by Patricia Polacco

Thank You, Mr. Falker by Patricia Polacco

Richard Wright and the Library Card by William Miller

A Good Night for Freedom by Barbara Olenyik

Passage to Freedom: The Sugihara Story by Ken Mochizuki

Pink and Say by Patricia Polacco

When the Soldiers were Gone by Vera W. Propp

Christmas Tapestry by Patricia Polacco

Train to Somewhere by Eve Bunting

Dandelions by Eve Bunting

Chapter Books:

Sadako and the Thousand Paper Cranes by Eleanor Coerr

The Hiding Place by Corrie Ten Boom

Cry the Beloved Country by Alan Paton

Almost a Woman by Esmeralda Santiago

Price of Honor by Jan Goodwin

A Child Called "It" by Dave Pelzer

Burro Genius by Victor Villaseñor

So Far from the Bamboo Grove by Yoko Kawashawa Watkins

The Endless Steppe: Growing up in Siberia by Esther Hautzig

Out of the Dust by Karen Hesse

State Grade Level Expectations Met through Activities:

Reading:

[9] 3.2.2. Giving an oral formal presentation (e.g., research reports, literature responses) (L)

[9] 4.2.1. 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] 4.2.1. 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. 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] 4.3.4. Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L)

[9] 4.8.3. 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] 4.2.3. Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) (L)

Sharing

Tenth Grade: Social Injustice

Students will look at social injustice and the people that have done something to change it.

Activity #1

Have students brainstorm all of the things that are unfair in this world. Once they have come up with general injustices such as war, poverty, racial prejudice, have them divide the injustices and working in smaller groups come up with a list of specific instances of that injustice. So for instance the injustice of poverty could be further broken down into: slums in large cities, third world countries where people do not have opportunities for education or advancement, families where parents cannot work etc... Students may need to do some online research to find specific instances or places. Have each group share their findings with the whole class. Assign a project that will require the students to look at one of these specific instances of injustice and report back to the class on it. As you and the class think of reporting methods remember all of the tools available through the students computers. Open things up for using, imovie, Comic Life, iPhoto, podcasts, GarageBand etc... for reporting to the class. Allow students to explore the student projects showcased on <http://edcommunity.apple.com/ali/> to get ideas and inspiration. Allow the students to pick the topic they want to research and report on. Hopefully the brainstorming session will have given them plenty of ideas and some interest. Remind students to look not only at the problem but at solutions and the people behind the solutions. Some incidents that relate to events on the slope are:

Duck-In

Voting rights of Natives

Project Chariot

1977 Subsistence Whaling Ban

Organize a time when students can present their final projects to the class, the school and/or the community.



Photo Opportunity: Take pictures of the students presenting their projects. Have the students create a bulletin board that includes the pictures and writings expressing what they learned through doing the project. **Activity #2**

Do a class reading of a book that will lend itself to discussions of social injustice. Have students pick a book that tells a story of social injustice. Have them report back to the class about the book.

Activity #3

Many cases of social injustice are documented in movies. Have a movie night where students come to watch a movie and have a discussion. Have students share about movies they have already seen. “The Barrow Duck-In” should be available in each village and would be an excellent movie to watch.

Activity #4

<http://english.ttu.edu/kairos/6.2/coverweb/kt6/mayo/index.htm> is the website of a class that started social action groups that can be found online. Have the students look at the site and see how the internet provides a venue for change.

Activity #5

Have students write an editorial or letter that expresses their opinion on social injustice in general or specifically.

Recommended Reading:

Picture Books:

The Butterfly by Patricia Polacco

Thank You, Mr. Falker by Patricia Polacco

Richard Wright and the Library Card by William Miller

A Good Night for Freedom by Barbara Olenyik

Passage to Freedom: The Sugihara Story by Ken Mochizuki

Pink and Say by Patricia Polacco

When the Soldiers were Gone by Vera W. Propp

Christmas Tapestry by Patricia Polacco

Chapter Books:

Sadako and the Thousand Paper Cranes by Eleanor Coerr

The Hiding Place by Corrie Ten Boom

Cry the Beloved Country by Alan Paton

Almost a Woman by Esmeralda Santiago

Price of Honor by Jan Goodwin

A Child Called "It" by Dave Pelzer

Burro Genius by Victor Villaseñor

So Far from the Bamboo Grove by Yoko Kawashawa Watkins

One Child by Torey L. Hayden

The Endless Steppe: Growing up in Siberia by Esther Hautzig

Taking Control The Story of Self Determination in the Arctic by Bill Hess

Out of the Dust by Karen Hesse

Snow Falling on Cedars by David Guterson

State Grade Level Expectations Met through Activities:

Reading:

[10] 3.2.2. Giving an oral formal presentation (e.g., research reports, literature responses) (L)

[10] 4.2.1. 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. 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] 4.3.2. Locating information in narrative and informative text to answer questions related to main ideas or key details

[10] 4.3.5. 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] 4.8.1. Analyzing and evaluating evidence within the text to identify an author's message, theme, or purpose

[10] 4.8.2. Analyzing and evaluating textual evidence to make thematic connections between texts

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

[10] 4.9.1. Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., Puritanism; immigration; Harlem Renaissance) (L)

Writing:

[10] 4.2.2. 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. 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)

Sharing

Eleventh Grade: Sharing Project

Students will involve themselves in a sharing project.

Activity #1

Have the students brainstorm ideas for a project. It can be done individually, in small groups or as a whole class. Have them decide what they want to do and make the necessary plans for completing the project. While we often think of food drives for sharing projects encourage the students to think of other ways of sharing. Dance, music, talents, stories, food, crafts, knowledge etc...



Photo Opportunity: Take pictures of students doing the project they decide on.

Sharing

Twelfth Grade: An Authentic Life

Students will come up with their own definitions of an authentic life. They will do research on individuals that have in their opinion lived an authentic life. They will decide what it is that they feel they should do in order to live an authentic life.

Activity #1

Have the students make a list of people that they admire or think highly of. Have them list the things about these people that make them special. This can be done individually, in small groups or as a whole class. The class should be able to come up with a framework from this that can then be used for any person they study.

Person:	
Life Title	
Special Talents	
Opposition faced	
Who or what was affected	

Have each student pick a person to study. They can do online research, read books, watch movies etc... Have them report to the class about the person they chose using the framework that everyone has agreed on. Their reports can be as involved as a movie or paper or as simple as an oral sharing.

Activity #2

Have the student write out what it is they think constitutes an authentic life. Have them decide what it is they want to do in order to live an authentic life. We have recommended the book, "Once Upon an Eskimo Time" by Edna Wilder. It is a great reminder that an authentic life doesn't have to affect millions. Lives lived in kindness, honesty and purpose are never wasted.

Recommended Reading:

Picture Books:

Thank You, Mr. Falker by Patricia Polacco

Uncle Jed's Barbershop by Margaree King Mitchell

Pink and Say by Patricia Polacco

Passage to Freedom: The Sugihara Story by Ken Mochizuki

The Children's Book of Heroes by William J. Bennett

Christmas Tapestry by Patricia Polacco

Chapter Books:

Mani'laq: Prophet from the Edge of Nowhere by Steven B. Terry

The Prophet by Kahill Gibran

Almost a Woman by Esmeralda Santiago

The Hiding Place by Corrie Ten Boom

Once Upon an Eskimo Time by Edna Wilder

Christy by Catherine Marshall

Follow the River by James Alexander Thom

One Child by Torey L. Hayden