

The POWER of Story in Building Character and Community

By Tawnya Ford

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Overview

The Pittsburgh Public School District uses several programs, such as Heartwood and Character Education to help students become familiar with positive character traits. Identifying positive character traits may help lead students to higher achievement as stated by High Roads, the organization that developed the Character Education Traits.

I have had the wonderful opportunity to participate in several workshops focused on the Eight Habits of the Heart by Clifton Taulbert, which also focus on positive character traits. This unit will provide teachers with a set of writing activities to be used at the beginning of the school year that allow fifth grade students to create stories in which they identify positive character traits in fictional characters and then explore themselves to see where they have exhibited the traits or have had the traits exhibited toward them. Each habit will be focused on for two weeks with at least three days of lessons fostering the habit. The unit can be adapted for other grade levels, but most of the literature used is from the fifth grade Harcourt curriculum.

This unit will use the Eight Habits of the Heart as a guide for teaching traits through writing activities, while still continuing with the district's Character Education Traits series. It will allow for students to explore some of the traits through characters in the Harcourt curriculum and other children's stories.

Rationale

I have been teaching fifth grade in the Pittsburgh Public School District for two years. My classes contain students with a range of learning abilities. Some of my students lack mathematical ability, some of my students lack reading ability, but most lack the ability to write. Sure they can put words down on paper, but the words have no meaning. They are absent-mindedly completing the activity that is given to them. They know they are required to fulfill several writing exhibits for their portfolio, so that's what they do. They complete the activity just

for the sake of saying it is done. The writings the students turn in have no uniqueness to them, but when we are engaging in classroom discussions an abundance of individual stories is shared.

As a teacher eager to change the pattern of students completing writing assignments with no meaning, I began to question the students more. I wanted to know what type of stories they were interested in writing. Many of the students chose topics that were not in the curriculum. That's when I came to the conclusion that the students were not relating to the stories in the curriculum. They were able to comprehend the story, but they could not make the connection to an experience in their lives. That explains why, when they were asked to write about something connected to the story, they were at a "dead end."

Many of the students I have had the pleasure of working with have already been exposed to situations that I have never experienced, or did not experience until my adult years. Many of the stories the students share with me are stories of anger, pain, or dangerous encounters. I want the students to know that there are some things in their lives that they cannot control, but they can learn from the experience. My curriculum will allow the students to hear some stories, share some stories, write some stories, and identify the traits in the stories that can help them to become better persons.

After reading Taulbert's Eight Habits of the Heart, I realized that my family exhibited all those habits reinforcing what helped me pull through my rough times. I would like to share the following habits with my students: 1) Nurturing Attitude, which Mr. Taulbert defines as unselfish caring, supportiveness and a willingness to share time; 2) Dependability and Responsibility, which he defines as being there for others through all the times of their lives and showing and encouraging a personal commitment to each task; 3) Friendship, which he defines as the habit that binds people together when they take pleasure in each other's company; 4) Brotherhood, which he defines as the habit that reaches beyond yourself; 5) High Expectations, which he defines as believing that others can be successful, telling them so and praising their accomplishments; 6) Courage, which he defines as standing up and doing the right thing, speaking out on behalf of others, and making a commitment to excellence in the face of adversity or the absence of support; and finally 7) Hope, which he defines as believing in tomorrow because you have learned to see with your heart. If students are unable to experience the habits at home, what other better place than school. Now that I am aware of the importance each one of the habits contributed to my life, I would like to share them with my students, not just by telling them about the habits, but by building a classroom community that exposes the students to all eight habits through the reflective process of writing.

Objectives

In this unit, students will be able to successfully complete eight personal narratives, focusing on the Eight Habits of the Heart. Stories, writing rubrics, and the state standards will collectively be used to help students complete these goals. (See Appendix)

Allowing the students to view the struggles and accomplishments of characters in stories will serve as a guide for how they will analyze their own personal experiences.

Strategies

There are several meaningful strategies used in this curriculum to help students recognize the power they have to create stories that build good character. The first strategy is to expose the students to as much literature and behavior that exhibits the habit as possible. This allows the students to deepen their understanding of what the habit is all about and how to recognize the habit when it is being exhibited. This means reading literature in which the characters are positively affected by the character trait that is being presented. The second strategy is to allow the students to engage in meaningful conversations. After the students have become aware of the trait they need the opportunity to share with others their perspective of the trait. For the students who may not have had a concrete understanding of the trait this allows them to question their peers and clarify any misconceptions. The third strategy that will be used is the journal writing sessions. The teacher will set aside journal writing time in which the students will be able to confidentially store information about a concept or thought related to the character trait. Several questions and starters will be stored at the beginning of the student's journal as a guide for the type of entries to be included in the journal; samples include: The student's story I can relate to the most would be _____ because...; or, I saw the trait _____ exhibited in The students will also be encouraged to write journal entries after their work is completed and not just during the allocated writing time. Another strategy that will be used is student-teacher conferences. This will be time for the teacher to share and question the student. Many times the student becomes disconnected with the task and needs to be guided. The conferences also allow for the student and teacher to build a writing relationship. If the students know that their entries are being read that gives them an extra incentive they may need to unleash their thoughts and experiences. I let my students know that their writing has meaning by responding to something they wrote at a time they least expect, not just during writing time. It gives the student extra encouragement to be able to say, "She must really care about what I wrote if she still remembers and it's not even writing time." Those are just a few strategies that will be used as a way to build a community of story writers in my classroom. It's important that the tone be set for writing and for making the students comfortable.

Lucy Calkins addresses the concept of establishing a place for writing in the upper grades. She states, “We must care.” Students at the upper grade levels experience many difficult situations and they need to be able to express themselves in order to move on and to build on their experiences. It’s the responsibility of the teacher to set the warm, safe, community environment in the classroom. Students can be unbelievably good to one another, but the behavior must be mentored (143).

The following set of strategies is more instructionally focused. It includes the use of rubrics, which will be the guideline used to score the student’s work. Although a lot of free writing is involved in the unit, the students will have to choose a writing piece for publication. This will be the piece that shows the highest degree of success when it comes to meeting all the criteria. It is important for the rubric to be beneficial; therefore, allowing the students to aid in the creation of the benchmarks is helpful. The next strategy involves modeling. The students need to know the importance of writing. If they don’t see meaningful writing done by the teacher, it’s hard for them to conceptualize the importance of writing. I participate in every writing assignment I ask my students to complete. I am sure not to present my writing until sharing time because I don’t want them to feel as though their writing has to be like mine, but they see me completing the writing process as I want them to do. The sharing of my stories is another way of building a writing community.

Classroom Activities

Each lesson should begin with the students meeting in a designated area set up to allow a flowing discussion. I have a carpet in the back of my classroom which works very well, but having the students form a circle with their chairs may also be an option. The meeting area is a place where each activity for the day begins. This is the time to give instructions and get the students focused before allowing them to adventure out on their own. Each lesson will begin with a short reading from Mr. Taulbert’s book followed by movement into other readings and activities.

Lesson 1: (Day 1) Nurturing Attitude

Materials:

- ✓ **Book, Eight Habits of the Heart- Chapter 1 (Nurturing Attitude)**
- ✓ **Notebook** This will be the student’s journal for writing down thoughts and ideas about what they hear and also to begin to write connections to their lives and experiences.
- ✓ **Pencils, Pens, Markers, Crayons** Students often get distracted from the task when they are not prepared, so a supply of writing utensils should be available. The markers and crayons may be used

for the students who may want to draw or illustrate something about what they are hearing or imagining. All responses are kept in the notebook.

Teacher: *Today we are going to talk about some of the things that need to be in place in order to make our classroom a safe and productive environment/community. (Make a list of the ideas given by the students) The students will probably give answers such as, no talking while others are talking, stay in your seat, do your best, etc. - the basic rules that the students hear year after year. All of your ideas are important and they will help to keep us safe and allow for us to have a productive year, but this year we are going to build a safe and productive year out of "Habits." We are going to get in the habit of being the best we can be, not just in the classroom but wherever go. (Make sure that the students understand a clear definition of "habit." A habit is an acquired mode of behavior that has become nearly or completely involuntary.) The first habit is Nurturing Attitude. A Nurturing Attitude is unselfish caring, supportiveness, and a willingness to share time (p.11). I want you to listen to what a nurturing attitude looked and felt like for a man named Clifton Taubert.*

Read an excerpt from the book [Eight Habits of the Heart](#). I have included a short summary of the story below to give an idea of the events and situations that helped Clifton recall a nurturing attitude:

Clifton would sit on the front porch while his Poppa entertained his friends and listen to their conversations. He never said anything while they talked because he knew a child's place, but he just loved to listen to them laugh, talk, and discuss life situations. Mama Pearl would always come out with something delicious she baked to make them feel welcome. They would eat and share their dreams. He remembered how the men would pat him on the head as they got ready to leave and they made him feel comfortable. They also made sure they made him laugh or said something to make him feel important.

He also remembers how his Poppa would take him with him when he visited his Cousin Sarah. She would always be on the porch waiting and always made sure Poppa had a nice comfortable chair to sit in. Clifton would again sit on the steps. No matter when they visited Cousin Sarah always had something good to offer them. Whether it was lemon pie or sweet potato pie it was something good Poppa could have while he drank his coffee and they talked. He also remembered seeing the adults talk across the back yards. As each family worked in the yards they would discuss different events and situations that occurred. It was sometimes good news, bad news or just talk about the crops they were growing.

In all of those situations he watched adults care for and respect one another and he was surrounded by role models that were not his natural parents.

I want you to take a couple of minutes to picture what it was like for this little boy growing up. Think about the people around him and the things they did for one another. (Discuss ideas and details from the story that reflect a nurturing attitude.) I want you to go back to your seats and in your journal make a list of situations in which you felt a nurturing attitude was exhibited. Think about the following questions as you write. (The questions should already be written on chart paper and posted so that the students may refer to them as they write. Can you think of a time when someone displayed a nurturing attitude toward you? Can you think of a time when you witnessed a nurturing attitude? Can you think about a time when you nurtured someone? (The students should be given at least 10-15 minutes to journal write) Allow the students to share a few of their entries. For the next writing class I want you to bring in a picture of something that exhibits a nurturing attitude. It may be a photograph, a picture from a book, a stuffed animal, etc. Be prepared to share what makes the item represent a nurturing attitude for you.

Lesson 1: (Day 2) Nurturing Attitude

Materials:

- ✓ **Notebook**
- ✓ **Pens, pencils, markers, crayons**

Allow the students to share and discuss thoughts about the items they chose to bring in. *Now that you have had the opportunity to witness what a nurturing attitude looks like for the students in your classroom I want you to write down thoughts about what you saw and heard. Something that was presented here today may have been something you can relate to. (Allow the students time to write in their journals.)*

Lesson 1: (Day 3) Nurturing Attitude

Materials:

- ✓ **Notebook**
- ✓ **Pencils and Pens**
- ✓ **Books displaying the habit "Nurturing Attitude"**

Today I would like to share with you what nurturing attitude was for me growing up. (The teacher should share a story with the students as part of the building community process. It should be written down and read to the students so that they may witness the teacher being a writer. Allow the students to ask questions and make comments about what they heard.) I have also read stories which convey a strong meaning of what it means to have a nurturing attitude. (The

books should be displayed in the writing area and be accessible for the students. Introduce some of the books and give a brief summary. Books that were used for this unit will be mentioned in the Appendix, but the teachers will have to select reading material appropriate for their classroom.) *For the next few writing sessions you will take the time to develop a writing piece that truly expresses what nurturing attitude means to you. You may use a thought or comment from your writing journal to extend or you may what to write about something new, you may decide.* (At this time share the writing rubric for the Nurturing Attitude writing piece. See Appendix.) *For those of you who find you are having difficulty getting started you may want to take this time to view some of the stories in the writing area which reflect a nurturing attitude. Take a little time to become more familiar with the nurturing attitude habit and you may begin writing next session.* (Everyone should be writing or reading at this time.)

Lesson 1: (Day 4 and Day 5) Nurturing Attitude

Materials:

- ✓ **Notebook**
- ✓ **Pencils and Pens**

On these two days all students should be developing a writing piece. The teacher should be conferencing with students to make sure that each student is on task.

Lesson 1: (Day 6) Nurturing Attitude

Materials:

- ✓ **Reflection Sheet**

On this day students may or may not have completed a writing piece. The writing notebook should be a work-in-progress, but the students should be reminded that a writing piece of their choice will be published at the end of the unit. At this time the students will complete a reflection sheet. The reflection sheet will ask questions about how they will use a nurturing attitude in the classroom and how they would like to see a nurturing attitude displayed.

Lesson 2: (Day1) Dependability and Responsibility

Materials:

- ✓ **Book, Eight Habits of the Heart- Chapter 2 (Dependability and Responsibility)**
- ✓ **Notebook**

Teacher: *Now that we have begun to put the first habit, Nurturing Attitude, into action, the next habits I would like to focus on are Dependability and Responsibility. What does it mean for someone to be dependable? What does it mean for someone to be responsible? (Make sure the students have a clear definition of both words. If the students give clear definitions use their ideas or offer Clifton Taulbert's definitions.) Dependability is being there for others*

through all the times of their lives, a steady influence that makes tomorrow a welcome event (p.25). Clarify for the students to understand. Responsibility is showing and encouraging a personal commitment to each task (p.25). Clarify for the students to understand. I want you to listen to how Clifton Taulbert was exposed to Dependability and Responsibility. After I have finished reading, we will identify some of the actions that constitute dependability and responsibility.

Read an excerpt from Eight Habits of the Heart. I have included a short summary of the story below to give an idea of the events and situations that helped Clifton recall dependability and responsibility:

Clifton looked at how his elders dealt with one another in order to capture the concepts of being dependable and responsible. He remembered how Ma Ponk would rush to get him ready when it was time to go see Aunt Willie Mae because Brother Cleve would be picking them up and he was never late. He also remembered going to school and watching each individual do their job with great pride. The janitor always made sure the schoolyard was neatly trimmed and the floors were shining. He also remembered how the school cooks would make sure they had a good bite to eat before they were sent their classrooms. The school cooks didn't just rush them to eat and send them away. They made sure the food was nice and hot; made sure they had enough to eat, and always said something to let them know they looked forward to doing it again the next day. He also remembered how the bus driver would make sure he was there, on time every morning to pick him up for school.

I want you to take a couple of minutes to picture what actions exhibited dependability and responsibility for Mr. Taulbert. (Discuss ideas and details from the story that reflect dependability and responsibility.) In your journals I want you to write about events and situations that you can count on, things that don't seem to change, no matter what happens. Be prepared to share with the class things that are dependable in your life.

Lesson 2: (Day 2) Dependability and Responsibility

Materials:

- ✓ **Notebook**
- ✓ **Pens, Pencils, Markers, etc.**

Allow the students time to share their personal experiences of dependability and responsibility. The students should write in their journals ideas about dependability and responsibility.

Lesson 2: (Day 3) Dependability and Responsibility

Materials:

- ✓ **Note Cards** (On the cards should be actions that exhibit and do not exhibit dependability and responsibility.)
- ✓ **Books displaying the habits “Dependability and Responsibility”**

The teacher should share with the students what dependability and responsibility looks like in their life. Allow the students to ask questions and make comments about what they have heard. The teacher should have an activity in which the students are given situations and ask if the characters are exhibiting dependability or responsibility in their actions. This will help the students better identify the habits of dependability and responsibility. The writing area should include reading material which fosters dependability and responsibility.

Lesson 2: (Day 4 and Day 5) Dependability and Responsibility

Materials:

- ✓ **Notebook**
- ✓ **Pens, Pencils, Markers, etc.**

Allow the students to develop writing pieces on these days. The writing should be about what dependability and responsibility look like in their lives or things that they would like to be more dependable in their lives. The teacher should be conferencing with the students to make sure that each student is on task.

Lesson 2: (Day 6) Dependability and Responsibility- On this day students may or may not have completed a writing piece. They should be encouraged to revisit any incomplete writing throughout the unit. At this time the students will complete a reflection sheet. The reflection sheet will ask questions about how they will display dependability and responsibility in the classroom.

Lesson 3: (Day 1) Friendship

Materials:

- ✓ **Notebook**
- ✓ **Book, Eight Habits of the Heart- Chapter 3 (Friendship)**

Teacher: *Today we are going to talk about the fourth habit, which is Friendship. Many times we call people our friends because we hang out with them or go places with them, but what is a friend? Can you build a friendship with anyone? Mr. Taulbert defines friendship as the habit that binds people together when they take pleasure in each other’s company, listen, laugh, and share good times and bad (p.35). Listen to what friendships were like for Mr. Taulbert.*

Read an excerpt from Eight Habits of the Heart. I have included a short summary of the story below to give an idea of the events and situations that helped Clifton recall friendship:

Clifton remembered being very tired climbing into the back of a field truck and listening to adults exchange secrets and laughter as they traveled to the fields. There was one particular woman that always had the best news. She would accompany them to the field because she dated one of the field workers and as they rode and worked she told stories and made everyone laugh. When it was time for a break everyone pulled out their leftovers and passed around what they had to make sure everyone got a little bit of everything.

He also saw friendship in a couple that lived down the road from him. Mr. George would always open Miss Josephine's door as they got in the truck and Miss Josephine always thanked him. They would ride away laughing and talking to one another.

He saw friendship when a woman named Blind Berta came to town. Everyone would make the best food and Blind Berta would travel from porch to porch eating, laughing, and talking with each person she visited.

I want you to take a few minutes to think about what friendships were like for Mr. Taulbert. (Discuss ideas and situations from the reading that show qualities of a good friendship.) In your journal write down at least five qualities you would look for in a friend.

Lesson 3: (Day 2) Friendship

Materials:

- ✓ **Notebook** (The notebook should include the five qualities of a friend)
- ✓ **Poster Materials** (Poster paper, pens, pencils, markers, crayons)

The students create "Wanted" posters, using the qualities they listed in their journals. The posters would include all the qualities they would look for in a friend.

Lesson 3: (Day 3) Friendship

Materials:

- ✓ **Books displaying the habit "Friendship"**

The student's posters are displayed around the room. The teacher shares personal experiences of friendships and shares reading material that exhibits friendship.

Lesson 3: (Day 4 and Day 5) Friendship- The students are creating a writing piece that tell about a friendship they have with someone or qualities they would like in a friend and why.

Lesson 3: (Day 6) Friendship

Materials:

- ✓ **Reflection Sheet**

The students complete reflection sheets about friendly qualities that can be exhibited in the classroom.

Lesson 4: (Day 1) Brotherhood

Materials:

- ✓ **Notebook**
- ✓ **Book, Eight Habits of the Heart- Chapter 4 (Brotherhood)**

Teacher: *Today we are going to focus on the habit of brotherhood. Mr. Taubert defines brotherhood as the habit that reaches beyond comfortable relationships to extend a welcome to those who may be different from yourself (p.49). Here's what brotherhood looked like to him.*

Read an excerpt from Eight Habits of the Heart. I have included a short summary of the story below to give an idea of the events and situations that helped Clifton recall brotherhood:

Clifton remembered Miss Maxey, a colored schoolteacher, working in Mr. Fried's store that was Jewish. Miss Maxey worked up front, handled money and waited on both colored and whites. That was not acceptable, but yet Mr. Fried had no problem with allowing it to go on because he knew Miss Maxey was as smart as anyone.

There was another Jewish merchant named Mr. Youngblood that hired Miss Hester Rucker to help him out. Both merchants hired colored people into position that were supposed to be for whites only.

He remembered how Mrs. Fried would let them pick pecans from her yard while all of the other Jewish families would run them away. One particular day he was even invited into the house for something to eat.

He also saw brotherhood in how a white doctor and a colored nurse that worked together. They tended to all kinds of people and when one came the other was there. They were treated as a team and always welcomed.

There was also brotherhood within the legally segregated educational system. Dr. O'Bannon was white and the superintendent and Mrs. Britton was the supervisor of the colored teachers. They traveled to the schools together and were greeted the same.

Teacher: *Now that you have heard what brotherhood looked like for Mr. Taubert, Are there any relationships you see that you may define as brotherhood.*

(Discuss the student's responses.) *In your journal write down the qualities each person brings to the brotherhood relationship.*

Lesson 4: (Day 2) Brotherhood-

Materials:

- ✓ **Notebook**

The students share their experiences of brotherhood. The students write in their journals ideas of brotherhood.

Lesson 4: (Day 3) Brotherhood-

Materials:

- ✓ **Books displaying the habit “Brotherhood”**

The teacher shares experiences of brotherhood and introduces the students to reading material which displays brotherhood.

Lesson 4: (Day 4 and Day 5) Brotherhood- The students are creating a writing piece about brotherhood.

Lesson 4: (Day 6) Brotherhood

Materials:

- ✓ **Reflection Sheet**

The students complete a reflection sheet about how brotherhood can be exhibited in the classroom.

Lesson 5: (Day 1) High Expectations

Materials:

- ✓ **Notebook**
- ✓ **Book, Eight Habits of the Heart- Chapter 5 (High Expectations)**

Teacher: *For the next couple of weeks we are going to focus on the sixth habit, high expectations. Mr. Taubert defines high expectations as believing that others can be successful, telling them so, and praising their accomplishment. (p.61). We are going to hear how Mr. Taubert was exposed to high expectations.*

Read an excerpt from Eight Habits of the Heart. I have included a short summary of the story below to give an idea of the events and situations that helped Clifton recall high expectations:

Clifton remembered how the adults in the community would question the children about their schoolwork and give them words of encouragement. The whole town knew when it was report card day and the children paraded around to show them how well they had done.

Clifton would also hear the farmers exchange conversation about the crops. Whenever someone grew something that was just right, they would praise their success.

Everyone was known for some talent and whatever the talent was you were to do it well. Mr. Hall, fixed their shoes. Mr. Maxey built their houses. Mr. Will cut their hair. Mr. Walter took them to the fields. Miss Maxey taught them how to read and write. And Miss Callie nursed them back to health.

Teacher: *What are some of the events in Mr. Taulbert's life that showed that the adults had high expectations for the children? (Discuss ideas and situations from the reading that foster high expectations.) In your journal I want you to write about some of the high expectations you have for yourself or that your parents and guardians have for you.*

Lesson 5: (Day 2) High Expectations-
Materials:

- ✓ **Notebook**

The students share their high expectations and write comments about high expectations in their journals after hearing their classmate's ideas.

Lesson 5: (Day 3) High Expectations-
Materials:

- ✓ **Books displaying the habit "High Expectations"**

The teacher shares experiences of high expectations and reading material the exhibits high expectations.

Lesson 5: (Day 4 and Day 5) High Expectations- The students are creating a writing piece about high expectations they have for themselves and how they plan to reach their expectations. Who are the people that are helping them along the way?

Lesson 5: (Day 6) High Expectations-
Materials:

- ✓ **Reflection Sheet**

The students complete a reflection sheet about high expectations they have for the school year and what the teacher can do to help them along the way.

Lesson 6: (Day 1) Courage
Materials:

- ✓ **Notebook**
- ✓ **Book, Eight Habits of the Heart- Chapter 6 (Courage)**

Teacher: *For the next couple of weeks we are going to work on the habit of courage. Mr. Taulbert defines courage as standing up and doing the right thing,*

speaking out on behalf of others, and making a commitment to excellence in the face of adversity or the absence of support (p.75). Here's how he saw courage exhibited in his small town.

Read an excerpt from Eight Habits of the Heart. I have included a short summary of the story below to give an idea of the events and situations that helped Clifton recall courage:

Clifton remembered the day his natural mother showed courage when being confronted by a white postmistress. The postmistress noticed fifty cents was stolen from the post office counter after Clifton had been in to pick up the mail. She came by the house to ask if his mother had known anything about the situation. She questioned Clifton about the event and when he said he didn't know anything about it, she stood by him.

Clifton also watched how whites referred to his Poppa as "boy" and he continued on his if it did not faze him. He kept his head held high and continued to do things that made him "Poppa" to everyone else.

His principal also showed courage by requesting that their school get new textbooks instead of the white schools old ones. This put his job on the line, but he did what he felt needed to be done.

It took courage for the Hiltons to hire Clifton to work in their store. The job should have been for a white boy, but the Hiltons knew Clifton was just as capable of doing the job as any other boy.

Teacher: Discuss with the students acts of courage exhibited in Clifton Taulbert's life. Have the students write in their journals acts of courage they have exhibited or have seen exhibited. What were the consequences, if any?

Lesson 6: (Day 2) Courage- The students share their acts of courage.

Lesson 6: (Day 3) Courage- The teacher shares an act of courage and reading material that exhibits courage.

Lesson 6: (Day 4 and Day 5) Courage- The students create a writing piece about courage.

Lesson 6: (Day 6) Courage- The students complete a reflection sheet on how courage can be displayed in the classroom.

Lesson 7: (Day 1) Hope

Materials:

- ✓ **Notebook**
- ✓ **Book, Eight Habits of the Heart- Chapter 7 (Hope)**

Teacher: *The last habit we are going to focus on is hope. Mr. Taulbert defines hope as believing in tomorrow-because you have learned to see with your heart. (p.89) This was what hope was like for Mr. Taulbert.*

Read an excerpt from Eight Habits of the Heart. I have included a short summary of the story below to give an idea of the events and situations that helped Clifton recall hope:

For Clifton's family and any other colored family, it was rough living during a time when colored people were not accepted. Yet, the people around him still continued to give him the best to prepare him for whatever was yet to come. He was kept safe and educated regardless of what was going on. They were able to do those things for Clifton because of hope.

Teacher: *Hope was very important in Clifton's life, why? Who are some of the people around you that give you the feeling that there is hope? Write about those people and tell about what they say or do.*

Lesson 7: (Day 2) Hope- The students share their ideas of hope.

Lesson 7: (Day 3) Hope-

Materials:

- ✓ **Books displaying the habit "Hope"**

The teacher shares personal experiences of hope and reading material that displays hope.

Lesson 7: (Day 4 and Day 5) Hope- The students will write a letter to someone they would like to thank for instilling the feeling of hope in their life.

Lesson 7: (Day 6) Hope

Materials:

- ✓ **Reflection Sheet**

The students complete a reflection sheet on how hope can be displayed in the classroom.

Annotated Bibliography/Resources:

Teacher Readings

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Appendix A- Content Standards:

PPS content standards for Reading, Writing, Speaking and Listening

1. All students read and use a variety of methods to make sense of various kinds of complex texts.
2. All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.
3. All students write for a variety of purposes, including to narrate, inform and persuade, in all subject areas.

4. All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately, and promoting effective group communications.
5. All students listen to and understand complex oral messages and identify their purpose, structure and use.

PPS content standards for Citizenship

1. All students demonstrate their skills of communicating , negotiating and cooperating with others.
2. All students demonstrate that they can work effectively with others.

Appendix B- Personal Narratives Rubric

- 4 The writer clearly stays on the topic of the habit.
 The writer uses words I, me, and my to show they are the subject of the writing.
 The writer uses many describing words and interesting details to interest the reader.
 The writer’s sentences are smoothly organized so that the writing flows.
 The writer has no grammatical or spelling errors.
- 3 The writer stays on the topic of the habit through most of the writing.
 The writer uses words I, me, and my to show they are the subject of the writing.
 The writer uses describing words and details to interest the reader.
 The writer’s sentences are logically organized so that the writing flows.
 The writer has very few grammatical or spelling errors.
- 2 The writer stays on the topic of the habit through some of the writing.
 The writer uses words to show they are the subject through some of the writing.
 The writer uses few describing words and details to interest the reader.
 The writer’s sentences are somewhat logically organized so that the writing flows.
 The writer has a few grammatical and spelling errors.
- 1 The writer does not stay on the topic of the habit discussed.
 The writer does not use words to show they are the subject of the writing.
 The writer does not use describing words and details to interest the reader.
 The writer’s sentences are not logically organized so that the writing flows.

The writer has many grammatical and spelling errors.

Appendix C- Reflection Sheets

Nurturing Attitude- Reflection Questions

1. Now that you are officially a nurturer, how will you display a nurturing attitude in the classroom?
2. How will you display a nurturing attitude outside of the classroom?
3. If you don't feel the classroom is a nurturing environment, what would you like to see to make it a nurturing environment?

Dependability and Responsibility- Reflection Questions

1. Who in the school displays dependability? How?
2. Who in the school displays responsibility? How?
3. What will you do to display dependability and responsibility in the classroom?
4. What will you do to display dependability and responsibility outside of the classroom?

Friendship- Reflection Questions

1. What qualities exist between you and your friend(s)?
2. What friendship qualities have you seen between others?
3. What can you do to build friendship in the classroom?

Brotherhood- Reflection Questions

1. Give an example of brotherhood that you have seen within the school.
2. Give an example of brotherhood that you have seen outside the school.
3. What has to be present within you to make brotherhood exist?

High Expectations- Reflection Questions

1. What high expectations have you or someone else set for you this school year?
2. What high expectations have you or someone else set for you in the future?
3. What needs to be in place in order for your high expectations to be met?

Courage- Reflection Questions

1. Give an example of an act of courage you have seen within the school environment.
2. Give an example of an act of courage you have seen outside the school environment.
3. How will you display courage within the classroom?

Hope- Reflection Questions

1. Why is hope important in our lives?
2. What can you do to instill hope in those who seem to be hopeless?