



CITIZENSHIP

APRIL'S

KEY TO CHARACTER

Definitions

Elementary: Citizenship is the state of being a member of a nation, carrying out duties and responsibilities and enjoying the rights and privileges.

Secondary: Citizenship is the character of an individual viewed as a member of society; behavior in terms of the duties, obligations, privileges and functions of a citizen.

Related Words

Representative	Primary	Election	County	Republic
Democracy	Capitalism	City	Patriot	Volunteer

Citizenship In Action:

- ★ Do your share to make your school and community better
- ★ Cooperate
- ★ Get involved in community affairs
- ★ Stay informed; vote
- ★ Be a good neighbor
- ★ Obey laws and rules
- ★ Respect authority
- ★ Protect the environment

Websites

The following websites have wonderful information as it relates to citizenship:

<http://www.character.org/principles/>

<http://www.govspot.com>

<http://capwiz.com/nyt/election/#map>

<http://www.policy.com>

<http://www.choices.edu/>

http://www.adl.org/main_education.asp

<http://www.clrc.com/pages/peace.html>

These websites have information on the following: Character Education, Election of 2004, Issue Advocacy, Voting and Elections, Conflict Resolution, Issue Analysis, Education World, and the First Amendment.

Tomorrow's Work Force

Have you ever watched a professional sporting event on TV or been to one in person? If you have, then you have witnessed the pre-game/race/match/festivities.

The National Anthem is played and/or the Pledge of Allegiance is recited. At NASCAR racing events, during the playing of the anthem, pit crews all line up shoulder to shoulder along the pit stall of their driver. At baseball games, players and coaches leave the dugout, remove their hats and stand at attention. It is part of the job-performance standards. All work or preparation for the coming event is temporarily halted.

Professional sports recognize the importance of showing respect for our country and it's flag. They understand what is represented in that flag - the freedom that we have in this country, bought and paid for by blood. If professional athletes pause to honor our country, shouldn't we, as citizens, do the same?



Quote of the Month:

"There can be no daily democracy without daily citizenship."

~Ralph Nader

Parent Connection

Encouraging good citizenship is an important job for a parent. Setting good citizenship examples can be done in several ways as you interact with your child on a daily basis.

- ★ Always insist that your child follow your example and show respect when the National Anthem is being sung, even if you are at home. You can also sing the national Anthem when you are at ball games or watching games on TV. This lets your child know that you consider it a privilege to be a citizen.
- ★ Voting is an important part of citizenship. Take your child to the polls with you when you go to vote. Tell your child who you are voting for and why. Encourage your child to watch the election results with you, and discuss the consequences of the outcome.
- ★ Listen to the President's State of the Union Address and other key speeches. Ask your child to listen, too, and discuss what is said. During election season, encourage your child to watch the Presidential debates with you.
- ★ Buy a flag and hang it outside on holidays. Talk about how we respectfully handle the flag.
- ★ Visit a local veteran's memorial. Discuss our responsibilities to veterans.

Here are some questions to discuss together that will help your family explore the subject of citizenship.

- ★ Is our free public education a privilege of being a citizen?
- ★ Why do we salute the flag? Do we handle the flag correctly at our house?
- ★ Why do we have to vote? Is it OK not to vote? Why do you have to be 18 to vote?
- ★ What does littering have to do with citizenship?
- ★ What can we do as citizens to identify and help solve a problem in our community?

Source: *Teaching Character – Dotson and Dotson*

Teach Your Students' Flag Etiquette



- ★ It is customary to display the flag only from sunrise to sunset. However if a patriotic effect is desired, the flag may be displayed 24 hours a day if properly illuminated.
- ★ The flag should be hoisted briskly and lowered ceremoniously.
- ★ The flag should be displayed daily on or near the main administration building of every public institution.
- ★ The flag should be displayed during school days in or near every schoolhouse.
- ★ The flag should never be displayed with the union down, except as a signal of dire distress in instances of extreme danger to life or property.
- ★ The flag should never touch anything beneath it, such as the ground, the floor, water or merchandise.
- ★ The flag should never be used as wearing apparel, bedding or drapery.
- ★ The flag represents a living country and is itself considered a living thing. Therefore, the lapel flag pin being a replica should be worn on the left lapel near the heart.
- ★ No part of the flag should ever be used as a costume or athletic uniform. However a flag patch may be affixed to the uniform of military personnel, firemen, policemen, and members of patriotic organizations.
- ★ The flag, when it is in such condition that it is no longer a fitting emblem for display, should be destroyed in a dignified way, preferably by burning.
- ★ During the ceremony of hoisting or lowering the flag or when the flag is passing in a parade or in review, all persons present except those in uniform should face the flag and stand at attention with the right hand over the heart. Those present in uniform should render the military salute. Men should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Aliens should stand at attention.
- ★ The same standards apply during the playing of the national anthem. Persons in uniform should render the military salute at the first note of the anthem and retain this position until the last note.
- ★ The Pledge of Allegiance to the Flag should be rendered by standing at attention with the right hand over the heart. Persons in uniform should remain silent, face the flag and render the military salute. Men, not in uniform should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart.

Source: www.ushistory.org/betsy/flagetis.html

FCAT Connections

Citizenship ideals sometimes conflict with one another or with other values. With young people, peer pressure – the desire to make and keep friends at almost any cost – often competes with other ideals. Following are some activities that can help students explore some of the problems in living up to the five themes of citizenship.

Truth in Friendship (Use as writing prompt, a discussion starter, or a role-playing activity.)

Imagine that a friend is going to do a comedy act in a talent contest. He tells you the jokes from the act. The jokes are awful. Do you tell him? If so, how do you say it?

Test Your Compassion (Use as a writing prompt or a role-playing activity.)

You find out that a friend had no time to study for a test because she had to help around the house when her mother was sick. So your friend cheats on the test. What do you say to her? What do you do? Do you tell the teacher? (Discuss after writing or role-playing.)

Respect (Use as writing prompt or a role-playing activity.) Imagine that you live near an elderly couple. Two or three of your friends are visiting you and they see the two old people. Your friends start making fun of the elderly people behind their backs. What, if anything, do you say to your friends? What might happen if your neighbors overhear what is going on? (Discuss after writing or role-playing.)

Be Kind: Rewind for Responsibility (Use as a writing prompt or a discussion starter.)

Lots of little things make up good behavior, such as rewinding rented movies, not littering, keeping quiet when people need to concentrate, and returning library books on time. Make a list of small responsibilities. (That part of the activity might be done in small, cooperative groups.) Then try to think of a situation in which you fulfilled one of the small responsibilities. Think of another situation in which you did not fulfill a small responsibility. Are the "little" things really that important? Why or why not?

It Takes Guts (Use as a writing prompt.)

Imagine you're playing basketball with a friend. Some kids come up and take your friend's basketball. Create more specific details about this kind of situation, and then describe what you would do. (Discuss and role-play based on the additional circumstances students describe in their writing. Note that sometimes a person needs courage to walk away from a situation.)

For Younger Children

What Could Happen Next? (Use as a prompt for discussion, drawing, or writing.)

Ask students to discuss, draw, or write in response to the following questions:

- ★ You find a watch on the playground. What could happen next?
- ★ Everybody is in a hurry. A kid near you trips and falls down. What could happen next?
- ★ Your teacher asks the class to be quiet after somebody said something really funny. What could happen next?
- ★ You borrowed a pencil from the teacher's desk and lost it. What could happen next?
- ★ You think somebody is being cruel by making fun of a kid on the playground. What could happen next?

Source: *Excerpts from article by Gary Hopkins, Editor in Chief, Education World 2002*

Lesson Plan:

Character and Citizenship Education: A Class Citizenship Tree for Elementary Students

By: Brian F. Geiger, Ed. D. University of Alabama at Birmingham
Grade(s): 2, 3, 4, 5 (This lesson plan can be modified for middle/senior high school using a strong character story on citizenship.)

Social Studies

Brief Description of the Lesson:

During recent years, American public schools have incorporated lessons on character and citizenship education. "Community service helps students make the leap from character lessons to behavior" (Cohen, 1995). The purpose of this lesson plan is to present to elementary students the characteristics that define a socially healthy citizen. There are two objectives for learners.

1. Each student will identify two or three specific actions he or she can accomplish to practice good citizenship.
2. Each student will verbally contract to accomplish one social health action before the end of the 9-week period.

The purpose of an elementary school character education program is to develop social health traits including citizenship, honesty, respect for others, kindness, cooperation, courtesy, respect for home, school, and community environments, and generosity. Classroom teachers, guidance counselors, and parents can teach young students about the importance of appreciating and helping others and model civic responsibility and public service themselves. This teaching technique was successfully field-tested with a group of second and third graders in a Birmingham-area church school. This lesson can be presented during a 60-minute period.

Concepts Covered in this Lesson:

Social health, media literacy, good citizenship and civic responsibilities

Materials or Equipment List:

Children's book with a strong message of service to others
Classroom bulletin board with colored paper backing
Green poster board
Writing and colored construction paper
Magazines
School glue or tape
Scissors
Marking pens or crayons
Aluminum foil
Scraps of yarn and ribbon
Buttons
Stapler
Newspaper stories of service to others

Procedures:

On the chalkboard, write the words "citizenship" and "service to others." Define each term. Read a children's book that includes a strong message of service to others, e.g., "The Berenstain Bears to the Rescue." Discuss how the main characters in the story demonstrated citizenship behaviors.

Explain to students that they will make a Class Citizenship Tree. Ask two students to draw and cut out a large tree shape using green poster board. Staple this to the classroom bulletin board that has been labeled with the header, "Our Class Citizenship Tree." Write the sentence "I can help others by doing ____" on the chalkboard. Ask students to describe, illustrate, or write a completion to the sentence stem. Describe the analogy of service to others as a gift they can give. Invite students to share their ideas for helping others. List student suggestions. Examples include helping a peer with homework, recycling paper or cans at school, picking up trash on the playground, helping a friend to talk to an adult when angry, donating canned food to a class holiday food drive for needy families, setting the table for dinner, or drawing a get-well card for a sick neighbor.

Refer to the class list of good citizenship behaviors as gifts to be given to others. Each student will select one action that he or she will agree to complete during this 9-week period. Encourage each student to create a "gift" in the format of a greeting card using folded construction paper. Each student will write about, draw, or paste pictures cut out of magazines to illustrate the action he or she has chosen. Offer yarn, markers, crayons, ribbon, foil, buttons, etc. for students' use to decorate the front of their gift cards. Label each gift with the student's name and staple it beneath the Class Citizenship Tree.

Assessment:

Ask students to define the terms "citizenship" and "Service to others." Use selected articles from local newspapers to illustrate how people help each other for the benefit of the entire community. For instance, read a story about a high school peer tutoring program. Remind students of the class gifts to give to others and their individual commitment. Each week, ask students to discuss the results of their citizenship gifts to others.

References:

Berenstain, S., & Berenstain, J. (1983) *The Berenstain Bears to the Rescue*. NY: (NDG) Random House, Inc.
Cohen, P. (1995, Spring). *The Content of Their Character*. ASCD Curriculum Update.

Activities:

To keep America strong our citizens must be inventive, an important part of American citizenship that has created the nation that we have today. These activities will help students develop those skills.

PreK-3

Make a Pinhole Projector

By education.com

Take a look around you. Everything appears right side up. Although this makes sense, it's not how your eye sees it. Images that are cast upon your eye's light-sensitive screen (called the retina) are upside down. It takes a learned brain trick to flip these images right side up so that they match the look of the real world.

Materials:

A plastic cup
Wax paper
A pair of scissors
A rubber band
A pushpin

To Do:

Use the pushpin to punch a hold in the center of the cup's bottom. Cut out a piece of wax paper slightly larger than the cup's mouth. Stretch this paper across the mouth of the cup. Use a rubber band to secure the paper.

Darken the room. Aim the pinhole at a bright window or lamp. Look at the wax paper. What do you see? How does the image compare to the actual scene?

Caution: Never look directly at the sun.

The Science:

Congratulations! You've build a pinhole viewer. Light that came through the window entered in the hold of your viewer. After entering through the hold, the light rays continue on a straight path. This caused the upper light rays to strike the bottom part of the wax paper screen. Likewise, the lower light rays struck the upper part of the screen. The image that these rays produced was flipped upside down!

Grades 4-7

Understanding the Phases of the Moon

By education.com

We all know that the Moon has different phases, but if you thought these phases had something to do with the shadow of the Earth (like many people think), you'd be wrong. Try this activity to see how the Moon's phases really work:

What You Need:

Basketball or other large ball
Permanent marker
Desk lamp
Dark Room

What You Do:

1. Place a dot on the ball with the marker. This ball represents the Moon, and since the same side of the Moon always faces the Earth, keep the dot facing you (your head represents Earth).
2. Place the lamp on a table in the middle of the room. Turn it on, and turn off any other

lights in the room. The lamp represents (you guessed it) the Sun.

3. Stand several feet away from the light and face it. Hold the ball at arm's length in front of you. If you place the ball directly in front of you, you just created a solar eclipse. Notice what happens when you place the ball above or below the light. The light strikes the back of the ball and you don't see any light on the side that's facing you. This represents the new Moon phase, which you might as well call the "no Moon" phase since you don't see the Moon at all.
4. Turn a little bit to your left with the ball still at arm's length. You'll notice a small crescent of light on the right side of the ball. This is called the new crescent.
5. Turn until the ball is half lit up. This is called the first quarter Moon. Even though the Moon is half lit, it's called the first quarter since the Moon has traveled one-quarter of the way around the Earth.
6. Continue turning around the circle until you come 180 degrees (halfway around). At this point the whole ball should be lit. It's a full Moon. If your head's in the way, you just created a lunar eclipse. Raise the ball up some to see a full Moon.
7. Continue slowly around the circle until you come back to where you started. Notice along the way the different phases.

What Just Happened?

When the Moon is on the opposite side of Earth from the Sun, the Moon appears fully lit. When the Moon is between the Sun and Earth, it blocks the sunlight and appears dark. During the 29 _ days it takes the Moon to revolve around the Earth, it will have different amounts of sunlight striking its surface every day. The amount of sunlight that we see reflected from the Moon's surface during any month is classified into the eight phases.

Continued on next page

Activities: (Cont.)

Grades 8-12

Citizenship at Work!

Get Your Teen Excited About Politics!

By Laura Davy, Johanna Sorrentino

Legislators in Maine just passed a bill that promises to erase up to \$32,000 of college debt for every student who stays in the state following graduation. Was this the work of high-power lobbyists? Political pundits? How about a group of teenagers? That's right. The League of Young Voters in Maine pushed the initiative through. It's not as unbelievable as you might think. Teenagers across the country are getting involved in the issues they care about, and your child should not be an exception.

Here are three ways to launch your child into the world of politics:

Find a Cause:

Ask your teen what issues he's passionate about. Chances are there is something in his community, his nation or the world that has him fired up. It doesn't have to be world peace or funding the cure for cancer. Your teen can start small, as long as it's something which resonates with him. Maybe he's sick of getting

busted for skateboarding downtown and wants to see his municipal government invest in a skate park. Instill in him that there is a way to make a difference; it just takes a bit of work.

Encourage your teen to:

Find out everything she possibly can about the issue from all sides. There's no way to argue her position if she doesn't do the research. Following the skate park example, get a copy of the town budget. If she can point out that \$3,000 was spent this year on repairing turf for the football field, it can be used later as leverage.

Find out the right governmental body with which to raise the issue: Is it town council? The planning commission? The mayor's office? Attend a meeting of town officials to present the issue when they open the floor to the public.

Start a petition. It may be hard-work, but it's also quite literally a hands-on lesson in the democratic process.

If your teen feels strongly about larger issues, such as the Iraq War or global warming, give her/him a launching pad by introducing sites such as the League of Young Voters. One of their features is dedicated to high school students, asking them to sign a "I Will Vote When I Turn 18" pledge card. The League promises to both

remind your child to vote when 18 and provide information to create an informed voter. The League definitely swings left of center, with many initiatives protesting the Iraq War and highlighting democratic candidates. For a list of more balanced teen political sites, check out: <http://www.freechild.org/politics.htm>.

Encourage Social Politics:

Social networking sites aren't just teen fads—they have the power to bring kids together to share ideas. Encourage your child to assert his/her right to free assembly by joining one of the many political groups these sites offer. Each group offers information on the key issues, introduces key political players, and gives kids the opportunity to discuss issues in a safe and open forum.

Watch Political Entertainment:

The Daily Show, Real Time with Bill Maher, Dennis Miller, or YouTube.com are good bets for teens. Comedy and politics go hand-in-hand. With comedians on both the right and the left poking fun at political issues, there's never a dull moment. Simply showing your teen the fun side of politics may motivate them to stay informed.

Now's the time to kick-start teenage political interests -- not only will it boost those social studies scores, but it will give them a life lesson in citizenship. Vive La Revolution!

Stories/Information on Citizenship

Some Twentieth-Century Consequences

In 1954, the full effect of the Fourteenth Amendment began to be realized. In the case of *Brown v. the Board of Education*, the Supreme court ruled that separation of people based on race was inherently unequal, a violation of the Fourteenth Amendment. This began a series of rulings in federal courts that redefined citizenship as a human right, not to be abrogated by government, resulting in the 1971 ruling in *Rogers v. Bellei* that declared the government could not take citizenship from any American citizen except as allowed by the Fourteenth Amendment (treason) or if the citizen were a naturalized citizen who had lied to gain entry to the United States or gain citizenship. Those people who renounced American citizenship did not have a right to get it back.

Source: *citizenship: Definition and Much More from Answers.com*

Honorary Citizenship

Some countries extend "honorary citizenship" to those whom they consider to be especially admirable or worthy of the distinction.

By act of United States Congress and presidential assent, honorary United States citizenship has been awarded to only six individuals. Note, this is not immigration to another country, it is when another country requests one to be a citizen.

Honorary Canadian citizenship requires the unanimous approval of Parliament. The only people to ever receive honorary Canadian citizenship are Raoul Wallenberg posthumously in 1985, Nelson Mandela in 2001, the 14th Dalai Lama Tenzin Gyatso in 2006, and Aung San Suu Kyi in 2007.

In 2002 South Korea awarded honorary citizenship to Dutch football (soccer) coach Guus Hiddink who successfully and unexpectedly took the national team to the semi-finals of the 2002 FIFA World Cup. Honorary citizenship was also awarded to Hines Ward, a black Korean American football player, in 2006 for his efforts to minimize discrimination in Korea against half-Koreans.

American actress Angelina Jolie received an honorary Cambodian citizenship in 2005 due to her humanitarian efforts.

Cricketers Matthew Hayden and Herschelle Gibbs were awarded honorary citizenship of St. Kitts and Nevis in March 2007 due to their record-breaking innings' in the 2007 Cricket World Cup.

In Germany the honorary citizenship is awarded by cities, towns and sometimes federal states. The honorary citizenship ends with the death of the honored or is denied by the council or parliament of the city, town or state. In the case of the war criminals the honors are denied by "Article VIII, cipher II, letter I of the directive 38 of the Allied Control Council for Germany on October 12, 1946. In some cases for example Berlin honorary citizenship is also denied to members of the former GDR regime e.g. Erich Honnecker.

Source: *citizenship: Definition and Much More from Answers.com*

Responsibilities of Citizenship

The legally enforceable duties of citizenship vary depending on one's country, and may include such items as:

- ★ Paying taxes (although tourists and illegal aliens also pay some taxes such as sales taxes, etc.)
- ★ Serving in the country's armed forces when called upon (in the US even illegal immigrants must serve in case of a draft).
- ★ Obeying the criminal laws enacted by one's government, even while abroad. Purely ethical and moral duties tend to include:
- ★ Demonstrating commitment and loyalty to the democratic political community and state
- ★ Constructively criticizing the conditions of political and civil life
- ★ Participating to improve the quality of political and civic life
- ★ Respecting the rights of others
- ★ Defending one's own rights and the rights of others against those who would abuse them
- ★ Exercising one's rights.

Source: *citizenship: Definition and Much More from Answers.com*

Character Critters – Cindy's Visit to the Police Station (K-2)

Meet Cindy the Citizen Crab. She likes to be a citizen. Every day she tries to cooperate, to obey rules, to respect people in charge, not to litter.

One day Cindy arrived at school to discover the class was taking a field trip.

"We are going to walk to the police station today to talk to Officer Smith. Before we go, we must remember three things," said the teacher.

"First, we must always look both ways before crossing the street to make sure there are no cars or bicycles coming. Second, we must hold an adult's hand when crossing the street. Third, we must listen to the adults and follow directions."

They headed out and prepared to cross the street. Bobby started to walk into the street without looking both ways, but Cindy didn't. She remembered the rules.

After they crossed the street, some children started to run ahead, but Cindy didn't. She heard the teacher say, "Stay with the group," so she stayed with the group.

When they got to the police station, Officer Smith told the class that being a good citizen meant following the rules and listening to adults we know. Officer Smith also said that being a good citizen means making our city a nice place to live. She said they could do this by not littering. Before they left, Cindy got to sit in the police car. On the way home, Cindy thought about being a good citizen. She already knew that she should follow the rules and listen to adults. Now she was going to practice keeping her city clean.

Cindy saw a sheet of newspaper on the ground as she walked back. She remembered that Officer Smith said to pick up trash, so she picked it up and placed it in the trash can. Later, she saw a soda can on the ground and she picked that up too.

It is hard work picking up all this trash, thought Cindy. I must never throw trash on the ground again.

That night when she got home, she told her Mom all about Officer Smith and getting into the police car.

Then she said, "Mom, I am going to be a good citizen every day. I am going to try to follow the rules, listen to adults and keep my city clean," and Cindy did just what she promised.

Suggested Reading List



ELEMENTARY BOOKS TO READ:

ALL THE PLACES TO LOVE by Patricia MacLachlan. Read to grade 3. A little boy and the people identify all their favorite places on the farm; very real, but with soft, lovely language. One boy said "he liked the rhyme" meaning that he liked the imagery, similes.

CURIOUS GEORGE by H. A. Rey. A classic that everyone remembers; all children are like this little monkey whose curiosity is always getting him in trouble.

DON'T LET THE PIGEON DRIVE THE BUS! by Mo Willems. This book Rocks! It could be useful for looking at bus etiquette and using the simplistic illustrations to help kids draw pictures illustrating their own writing.

EMILY'S ART by Peter Catalanotto. Emily enters her painting of a dog in the first-grade art contest, but when the judge doesn't award her the prize simply because she dislikes canines, Emily decides not to paint again - until a friend asks for her help with an art project. This book could provide the basis for a discussion about being true to one's talents in the face of criticism, or about the criteria on which we "judge" or assess the work of children.

ONE HUNDRED HUNGRY ANTS by Elinor Pinczes. Used in a grade one/two math class following a brainstorming sessions about all the ways to make 100, the kids loved that "the author thought of the same things we did".

PERFECT MAN by Troy Wilson. This is a great children's book about a child whose role model may, or may not, be his homeroom teacher.

PIGGY PIE by Margie Palatini. Gritch the witch flies to Old MacDonald's farm for some pigs to make a piggy pie, but when she arrives she can't find a single one. This is somewhat of a trickster tale, with great robust illustrations.

PICTURESCAPE by Elisa Gutierrez. This is a "book without words" intended for PreK to Grade 2. This is a wonderful visual picture of Canada through some of our great artists. The story is about a boy who visits an art gallery and is swept inside the pictures - incredible graphics!!

SHO FLY by Iza Trapani. Another successful book by an author who has adapted many popular songs into children's picture books. Children will enjoy the cute pictures and story of a mouse being bothered by a fly, all set into a rhyme that works with the familiar song.

MIDDLE SCHOOL BOOKS TO READ:

UNICORN RACES by Stephen J. Brooks. **Grades 5-8.** Night has fallen and Abigail is supposed to be asleep. Instead, she sneaks out of bed, dons her best princess regalia, and heads to the Unicorn Races with her loyal steed, Prince William. In the magical clearing, Abigail presides over the Unicorn race and royal feast. This fantasy adventure story is for any child who loves unicorns, princesses, elves, and fairies.

THE SNOWMAN IN THE MOON by Stephen Heigh. **Grades 5-8.** Everyone in Woodstream County has been wishing for snow for many, many years. So when two children announce they saw a snowman's face in the moon, no one believes that they will have snow. Will everyone's secret hopes come true? This is a picture book that celebrates winter wishes.

LAVI THE LION FINDS HIS PRIDE by Linda Dickerson. **Grades 5-8.** Lavi the Lion leaves his pride (family) to find his new home and pride and has a wonderful adventure on the way! This book is an allegory to the journey of life and the different families one is part of along the way.

GRANDPA FOR SALE by Dotti Enderle and Vicki Sansum. **Grades 5-8.** Lizzie tends to her grandpa's antique store while her mom goes out on errands. In the ten minutes she's gone, Lizzie learns one of the most valuable lessons in life: not everything has a price. A rather snotty, colorful character with a boat-load of cash waltzes into the store, intending to buy her way to what she truly wanted: to possess the world and Lizzie's grandfather, too. This is a humorous story with brilliant nuggets about what's important in life... in a way young readers can appreciate them.

IF I HAD A MAGIC CARPET by Laura Clarizio. **Grades 4-8.** Every day, on the way home from school, Miranda stops and chats with her elderly neighbor, William. Today he has some good news and some bad news to share with Miranda, a fifth grader. The bad news is he's moving away to be near his children. The good news is that he has a present for Miranda, a beautiful carpet that has magical powers. William encourages her to enjoy the carpet's magic, help others, and to beware of Ellery. No sooner had her head hit her pillow that night, when the adventures begin. This is an adventure story for middle readers.

NACHO AND LOLITA by Pam Munoz Ryan. **Grades 5-9.** Nacho, a rare pitacochi bird, lives in a mesquite tree at the Mission San Juan Capistrano. He is a lovely but lonely bird, and when the swallows arrive in spring, he enjoys life like he's never known it before. In the fall, his friends must fly south, and he is lonely again, uncertain that they will return. He wants to do whatever he can to assure they come back to the Mission. This is a picture book built around a Mexican legend.

SENIOR HIGH SCHOOL READING LIST:

A DEATH IN THE FAMILY by James Agee. 1957. The enchanted childhood summer of 1915 suddenly becomes a baffling experience for Rufus Follet when his father dies.

THE AWAKENING by Kate Chopin. 1899. Edna Pontellier, an unhappy wife and mother, discovers new qualities in herself when she visits Grand Isle, a resort for the Creole elite of New Orleans.

NECTAR IN A SIEVE by Kamala Markandaya. 1954. Natural disasters, an arranged marriage, and industrialization of her village are the challenges Rukmani must face as the bride of a peasant farmer in southern India.

IN THESE GIRLS, HOPE IS A MUSCLE by Madeleine Blais. 1995. Learn about the year of heart, sweat, and muscle that transformed the Amherst Lady Hurricanes basketball team into state champions.

THE SOULS OF BLACK FOLK: ESSAYS AND SKETCHES by W.E.B. DuBois. 1903. Educator DuBois describes the lives and history of African American farmers, including the career of Booker T. Washington.

RAISIN IN THE SUN by Lorraine Hansberry. 1959. The sudden appearance of money tears an African American family apart.

Sunshine State Standards

PreK-2

HE.C.2.1.1 Knows various ways to share health information (e.g., talking to peers about healthy snacks).

HE.C.2.1.2 Knows various ways to convey accurate health information and ideas to both individuals and groups.

HE.C.2.1.3 Knows the community agencies that support healthy families, individuals, and communities.

HE.C.2.1.4 Knows methods for assisting others in making positive choices (e.g., about safety belts).

HE.C.2.1.5 Works with one or more people toward a common goal.

Grades 3-5

HE.C.2.2.1 Knows various methods for communicating health information and ideas (e.g., through oral or written reports).

HE.C.2.2.2 Knows ways to effectively express feelings and opinions on health issues.

HE.C.2.2.3 Knows the community agencies that advocate healthy individuals, families, and communities (e.g., health department and volunteer agencies).

HE.C.2.2.4 Knows how to positively influence others to make positive choices.

HE.C.2.2.5 Knows various ways individuals and groups can work together.

HE.C.2.2.6 Knows how to enlist family, school, and community helpers to aid in achieving health goals.

Grades 6-8

HE.C.2.3.1 Knows methods for conveying accurate health information and ideas to both individuals and groups using a variety of methods (e.g., through dialogue, oral reports, and posters).

HE.C.2.3.2 Knows ways to effectively express feelings and opinions on health issues.

HE.C.2.3.3 Recognizes that there are barriers to the effective communication of feelings and opinions on health issues when advocating for healthy living.

HE.C.2.3.4 Knows how to influence others to make positive choices.

HE.C.2.3.5 Knows ways to work cooperatively with others to advocate for healthy individuals, schools, and families.

HE.C.2.3.6 Knows how to access community agencies that advocate healthy individuals, families, and communities.

Grades 9-12

HE.C.2.4.1 Knows oral, written, audio, and visual communication methods to accurately express health messages (e.g., through an audiovisual public service announcement).

HE.C.2.4.2 Knows methods for effectively expressing feelings and opinions on health issues.

HE.C.2.4.3 Knows strategies for overcoming barriers when communicating information, ideas, feelings, and opinions on health issues.

HE.C.2.4.4 Knows positive ways to influence others to make positive choices.

HE.C.2.4.5 Knows methods for working cooperatively with others to advocate for healthy communities (e.g., community service projects and health careers).

HE.C.2.4.6 Knows effective techniques for supporting community, state, and federal agencies that advocate healthier communities.



Citizenship Quotes

Week 1

"There is nothing wrong with America that faith, love of freedom, intelligence, and energy of her citizens cannot cure."
~Dwight D. Eisenhower

"However energetically society in general may strive to make all the citizens equal and alike, the personal pride of each individual will always make him try to escape from the common level, and he will form some inequality somewhere to his own profit."
~Alexis De Tocqueville, French Social Philosopher

"Every good citizen makes his country's honour his own, and cherishes it not only as precious but as sacred. He is willing to risk his life in its defense and its conscious that he gains protection while he gives it."
~Andrew Jackson

"What the statesman is most anxious to produce is a certain moral character in his fellow citizens, namely a disposition to virtue and the performance of virtuous actions." ~Aristotle, Greek Philosopher

"Actually, there is only one 'first question' of government, and it is 'How should we live?' or 'What kind of people do we want our citizens to be?'"
~George F. Will, AM Political Columnist

Week 2

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."
~Margaret Mead, AM Anthropologist

"Without free, self-respecting, and autonomous citizens there can be no free and independent nations. Without internal peace, that is, peace among citizens and between the citizens and the state, there can be no guarantee of external peace."
~Vaclav Havel, Czech Playwright, President

"Many of life's failures are experienced by people who did not realize how close they were to success when they gave up."
~Thomas Edison, Inventor

"Unfortunately, there seems to be far more opportunity out there than ability...We should remember that good fortune often happens when opportunity meets with preparation." ~Thomas Edison, Inventor

"The doctor of the future will give no medicine, but will interest his patients in the care of the human body, in diet, and in the cause and prevention of disease." ~Thomas Edison, Inventor

Week 3

"The United States, and other advanced nations, will someday be able to produce instruments of death so terrible the world will be in abject terror of itself and its ability to end civilization..."
~Thomas Edison, Inventor

"The most certain way to succeed is to always try just one more time." ~Thomas Edison, Inventor

"I go back to the Declaration, because that's where we got it from: 'All men are created equal, and are endowed by their Creator with certain inalienable rights. We sometimes forget the phrase that comes after that: 'Governments are instituted among men to secure these rights.'"
~Colin Powell, Statesman

"Acknowledging that men and women no matter where they are, no matter what government they are under, have certain universal rights."
~Colin Powell, Statesman

"It is incumbent on every generation to pay its own debt as it goes." ~Thomas Jefferson

Week 4

"As I would not be a slave, so I would not be a master. This expresses my idea of democracy. Whatever differs from this, to the extent of the difference, is no democracy."
~Abraham Lincoln

"Leave nothing for tomorrow which can be done today."
~Abraham Lincoln

"Keep your eyes on the stars and your feet on the ground. The government is us; we are the government, you and I."
~Teddy Roosevelt

"There is not a man of us who does not at times need a helping hand to be stretched out to him, and then shame upon him who will not stretch out the helping hand to his brother."
~Teddy Roosevelt

"A man who is good enough to shed his blood for the country is good enough to be given a square deal afterwards."
~Teddy Roosevelt

Bulletin Board Ideas:

(These bulletin board ideas can be modified to fit any grade level)

- ★ Make the title "I SHINE OUT" of aluminum foil letters. Cut squares of aluminum foil-one for each class member. Place a picture of student's baby photo and recent photo side-by-side; or students may draw a portrait on the foil with markers for young students.
- ★ Place student names on lily pads and add a large frog to a board titled "I'm So 'Hoppy' You Are Here!"
- ★ Make an imaginary clothesline with clothespins for hanging your student's work. Have students decorate a cutout shaped like a T-shirt. Display with the title "My Class Suits Me To A T", or insert country, city or state as a substitute for class.
- ★ Title the board "It Will Be a "Tee-rific" Summer!" and have students decorate shirts with some of the things they plan to do as good citizens.
- ★ Print each child's name on a star. "Welcome to my Bright Stars!"
- ★ Create a large yellow school bus, with the student's heads (photos, photocopies or drawings) in the windows. This side of the bus could read "Mrs. _____ Magic School Bus".
- ★ Create giant puzzle pieces in bright colors. Mount these on a black background and separate each piece slightly so the background shows. Each piece can have a child's picture and the name on it. The title can be: "We Fit Together Perfectly".
- ★ Cut out the words, "Good Citizens of Mrs. _____ Class"; have each student give you a photo or something that identifies them; place under the letters on the bulletin board.

abbreviation Technical meaning of CHARACTER KEY key 3. noun Definition of character key in Technology 1. (database) A value used to identify a record in a database, derived by applying some fixed function to the record. The key is often simply one of the fields (a column if the database is considered as a table with records being rows, see "key field"). Alternatively the key may be obtained by applying some function, e.g. a hash function, to one or more of the fields. The set of keys for all records forms an index.Â Some encryption schemes use the same (secret) key to encrypt and decrypt a message, but public key encryption uses a "private" (secret) key and a "public" key which is known by all parties. 3. (hardware) An electromechanical keyboard button. 1. key character " a diagnostic character used in a key " Dictionary of ichthyology. Character Studies " VP Referring to a type of video in which the story is told through one key character " Audio and video glossary. Character education " is an umbrella term loosely used to describe the teaching of children in a manner that will help them develop variously as moral, civic, good, mannered, behaved, non bullying, healthy, critical, successful, traditional, compliant and/ or socially " Wikipedia. Key " may refer to: Building* Key, Carpentry: timber or metal wedges used across or between two or more The most common weakness of character descriptions I read or hear is that they generalize. The details are broad, vague or not visual at all. They neither create a specific image, nor do they reveal anything important or emotionally involving about the character. When you define your character only by their function " a boss, a mother, a teenager, a customer " that person is hard to picture and hard to care about. The same holds true when the description is a summary " giving us a character's personality or conflict or need with no visible evidence, and nothing to allow your reader or audience