

# C.A.T.S.

November 2010  
Patriotism



## Character Activities for Teachers and Students

Duval County Public Schools  
Jacksonville, Florida

<http://www.duvalschools.org/static/ourschools/studentinfo/character.asp>

*“Character Education isn’t one more thing on your plate.  
It IS the plate!”*

**\*\*The Florida state legislature mandates the character traits that are covered each year.  
The order is consistent from year to year for ease of planning.**

## November:

***Patriotism:*** *Devoted love, support, and defense of one's country; national loyalty.*

**Children demonstrate patriotism by:**

- 1. being knowledgeable about our country's history and government.  
This includes understanding the reasons behind national holidays and celebrations.**
- 2. being involved in their communities; being part of the process, beginning with their family, their neighborhood, their school.**

*“The highest patriotism is not a blind acceptance of official policy, but a love of one's country deep enough to call her to a higher plain.”*

*George McGovern*



### Elementary Books:

A Flag For Our Country, by Eve Spencer

Good Children Get Rewards, by Eva Morre

House Mouse, Senate Mouse, by Peter Barnes & Cheryl Shaw

The Littles and Their Amazing New Friends, by John Peterson

Yellow Star, by Agra Carmen

### Secondary Books:

Watership Down, by Richard Adams

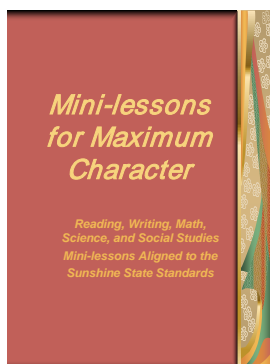
Nothing But the Truth, by Avi

Fahrenheit 451, by Ray Bradbury

Brave New World, by Aldous Huxley

The Giver, by Lois Lowry

# Teacher Resources



The DCPS Character Education Curriculum for grades K- 5 is *Mini-lessons for Maximum Character*. It can be found on RiverDeep, and provides standards based academic lesson plans that infuse character content into reading, writing, math, science, and social studies.

Here is an example for this month's character trait: *Patriotism:*  
(p. 147)

Grade level: 3-5

Mini-lesson: Use of dialogue, tension or suspense in writing.

Based on the book: *Angel Child, Dragon Child*, by Michele Surat.

Read the book title and tell the students that the story is about a family that moves to the US from Vietnam. Ask the students to imagine what it must be like to go to school in another country and how they might feel in that situation. Have the students discuss as a group or in pairs.

Read to the end of page 7. Display the transparency of page 7 to the students. Explain how this page contains an example of dialogue, tension, and suspense all on one page. (See the next page for a chart that explains how these author's crafts are use on many pages of the story.)

Have the student write Dialogue, Tension, and Suspense on three different index cards. Tell the students that as you continue reading, they should listen for places in the story where the author uses these techniques.

*[To see the rest of this lesson(and many others) that inserts the character trait of the month into an academically based lesson, go to the Character education tab in RiverDeep!]*

## Connect with Kids

The DCPS adopted character education curriculum for secondary schools is Connect with Kids. This curriculum consists of two large binders with lessons for over twenty-six character traits, along with 26 video tapes to match those traits. Many schools house this curriculum in the media center.

Each unit, covering a character trait, includes:

- standards based goals,
- summaries of the video segments with discussion questions,
- vocabulary words,
- several lesson plans that speak to that trait,
- an assessment and evaluation tool,
- and a summary of the National Character Education standards for the trait.

Connect with Kids also provides a wealth of information on their website:

<http://www.connectwithkids.com/>

There is also a site for parents on the website: Here is an article about Teens and Sexting: <http://www.11alive.com/news/local/story.aspx?storyid=135205&catid=40>

**One example of a lesson that could be used for this month's trait, Patriotism**, is found within the unit on Freedom (p. 8 of that unit). The stated objectives are:

Students will be able to:

1. discuss censorship and freedom of the press.
2. contribute to the group decision-making process.
3. judge the newsworthiness of various topics.
4. explain and defend their decisions to the class.

Vocabulary: freedom, media outlet, rationale, sector

*To see more, check out Connect with Kids in your school!*



## Parent Tips

**“A man's country is not a certain area of land, of mountains, rivers, and woods, but it is a principle and patriotism is loyalty to that principle.”**

**George William Curtis**



Since 1919, our country has been recognizing those citizens who put themselves in danger for our country. Veteran's Day started as Armistice Day in that year to commemorate the end of World War I (at 11 AM on Nov. 11, 1918), and has gone through several date changes, until President Gerald Ford returned it in 1978 to be forever observed on November 11<sup>th</sup>.

Several years ago I was asked to speak to groups of teenagers about Veteran's Day, and learned that very few of them had any idea why they were getting the day off. It made me wonder how many of their parents as well as other adults in our country know, either.

I find it ironic that it is also celebrated in the same month as Thanksgiving, a holiday that also has historical significance. Bulletin boards in schools across the country are in place, replete with Pilgrims and Native Americans, turkeys and pumpkins. Many elementary level classrooms will produce plays about the first Thanksgiving, but I'm wondering how many will do the same for Veteran's Day.

In order to be “thankful,” the dictionary indicates that one must be “aware and appreciative of a benefit.” That might be the problem. Are we even aware of the sacrifices made by the men and women who left their homes and families, some never to return, in order to protect our way of life? It's true that inequities and issues exist in our society, but do those outweigh the rights that we do have, many of which citizens in other countries envy but can't have? How can we be thankful for an event if we don't have the facts about it and thus no awareness of its importance?

Here are a few facts from the U.S. Census Bureau to help parents teach their children about the importance of Veteran's Day, especially in view of current events in this country:

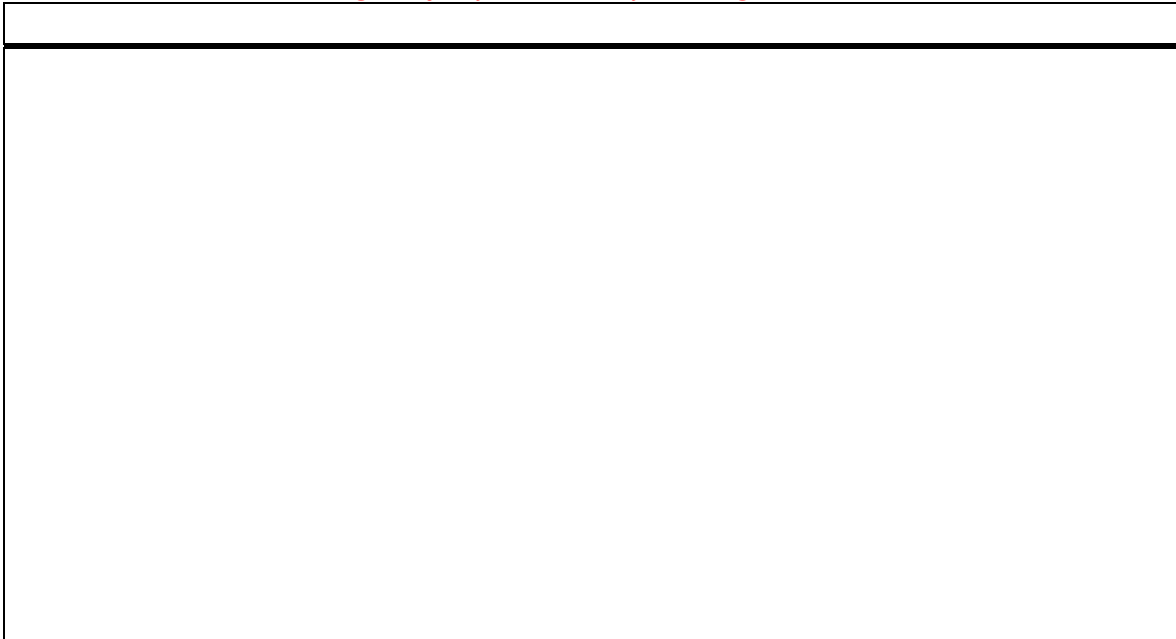
- The day is designated in honor of all those, living and dead, who have served in the U.S. armed forces.
- There are 26.4 million veterans in the U.S., about 13% of the population.
- 6% of those veterans are women.

- 37% of civilian veterans are over the age of 65.
- 2.6 million are African-Americans, 1.1 are Hispanic, 284,000 are Asian, and 196,000 are American Indians or Alaska Natives.
- 6 million served in WW II, 4 million served in the Korean War, 8 million in Vietnam, and 3 million in the Persian Gulf War.
- Over 3,000 have lost their lives in the Middle East since the current war started in 2003.
- Florida is home to over 1 million veterans.
- 5.6% of veterans as of the late 1990s live in poverty.

History has shown what can happen when complacency takes hold in a society, when there is a lack of appreciation for what we have and a desire to protect it from destructive forces both inside and outside our borders. And it's only through this knowledge can we also work to realize the full benefits for all of our citizens, regardless of who they are.

We must instill an appreciation in our children for our veterans, both living and dead, and we must do it with intention and purpose. It's the only way they can be thankful for our country and our freedoms, rather than merely enjoying a day off from school. Bulletin boards and plays are a start, but they must be steeped in the facts and a realistic representation of the truth in order for our children to truly understand the sacrifices that have been made for them, some before they were born as well as those being made today.

*“Patriotism is easy to understand in America; it means looking out for yourself by looking out for your country” George McGovern*





## **Bully Proofing Your School**

The **Second Step curriculum** that has been adopted by the DCPS for violence prevention encompasses the necessary concepts and lessons to combat and deal with bullying in our schools. From the earliest grade levels the curriculum teaches empathy and communication, bully prevention, emotion management and coping techniques, problem solving, decision making, goal setting, and substance abuse prevention.

All of these skills apply to bully prevention in our schools. But they will only work if teachers use the lessons and teach the skills. This can be done within the scope of academics in a variety of ways. (If you would like to schedule a workshop to learn these methods, please call Deborah Hansen at 904-568-0786 or email her at [debrhan48@comcast.net](mailto:debrhan48@comcast.net))

Here are some lessons **middle school** teachers can use TODAY from the Second Step curriculum binders that have been distributed to all schools:

In **Grade 6**, Lesson 6 of the Second Step curriculum, students will be able to:

- \* Recognize and define bullying
- \* Understand how bullying can affect them and their peers.
- \* Empathize with individuals who are bullied.
- \* Understand what they can do if they or someone they know is bullied.

In **Grade 7**, Lesson 6, students will be able to:

- \* Recognize that technology is sometimes used for bullying (cyberbullying)
- \* Understand ways they can be part of the solution to this type of bullying.

- \* Understand strategies for dealing with cyberbullying.

**In Grade 8, Lesson 5, students will be able to:**

- \* Recognize and identify bullying with social or friendship groups.
  - \* Understand what they can do about bullying within relationships.
  - \* Understand how a bystander can be part of the problem or part of the solution.
  - \* Apply empathic concern and perspective about bullying.
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The following is a lesson for **high school** students that can be used to examine how violence permeates our society and how it affects individuals. (This lesson adapted from Win!Win! by the Peace Education Foundation. If you would like copies of this book, teacher's guide, and the accompanying video tape, please call Deborah Hansen at 904-568-0786 or email her at [debrhan48@comcast.net](mailto:debrhan48@comcast.net).)

**Introduction:** Violence is the number one epidemic in America. Each day we are made aware of senseless acts of violence. The question is why are we killing each other? And does this violence affect students in their schools?

Ask students to **write** quickly on one or all of the following:

- \* What kind of violence exists in your neighborhood? In your school?
- \* What effect does this violence have on you personally?
- \* Do you think violence dehumanizes us? In what way?
- \* Is it possible to be a nonviolent person in a violent world? Why or why not?

Ask for volunteers to **discuss** their answers.

Allow students the opportunity to **express themselves through art, drama, music, or writing** as they interpret one of the following statements:

- \* What does it mean "to make a difference"?
- \* What qualities does someone have to possess to make a difference in the world?

\* Do you possess one or more of those qualities? Would you like to?

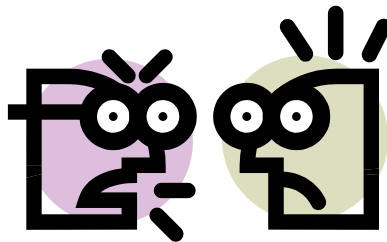
Have students **research and then report** on someone who has made a difference to them in some way.

**Bring in articles** from the newspaper, magazines, or the Internet that tell about local instances of violence and conflict. Decide on one article to work with. Ask one group of 4-5 students to briefly outline what the conflict was about. Another group reports on how the conflict escalated to violence. A final group outlines how the conflict was resolved or ended.

Next, ask students to **process a “hypothetical” example of bullying** in the same way. How did the bullying start? How did it get out of hand? Did it lead to violence? What happened?

Closing: Every day young people are involved in some form of violence, directly or indirectly. Some try to make a difference, while others become part of the problem in some way. By learning methods and skills to deal with conflict nonviolently, we can break the cycle of violence and make a difference for the future.

Visit <http://www.cfchildren.org/programs/ssp/overview/> for more information and resources from Second Step.



Contact Deborah Hansen, Coordinator for Character Education, if your PTA or other parent groups would like to schedule a ***Fighting Fair***

*for Families* presentation or workshop. You can reach Deborah at 904-568-0786 or [debrhan48@comcast.net](mailto:debrhan48@comcast.net). There is no charge to PTA groups in the Duval County Public Schools.

Families who know how to resolve conflicts constructively and peacefully have less chance of creating children who bully others or who are prone to being bullied.

**Parents and Teachers!** If you have questions about the *Jeffrey Johnston Stand Up For All Students Act*, the Florida law that addresses bullying in our schools, please call 904-390-2131.

You can also visit this link for more information about the law and how it is being enforced in our schools:

<http://www.duvalschools.org/static/aboutdcps/departments/acadprog/health/bullying.asp> .

## **Welcome to Your Resource** **For Character Education**

**Florida Statutes require that all schools in the state provide a character development program in all grades, K-12.**

**However, the most important reason for teaching children positive character is encompassed in our job as educators: To prepare our students to be positive, productive members of society.**

**The character traits for 2009-10 are as follows:**

- **August:**           **Responsibility**
- **September:**   **Respect for authority, life, liberty, and personal property.**
- **October:**       **Cooperation**
- **November:**   **Patriotism**
- **December:**   **Kindness**
- **January:**      **Racial, ethnic, and religious tolerance.**
- **February:**     **Charity**
- **March:**        **Honesty**
- **April:**         **Self-control**
- **May:**          **Citizenship: Living a life of character.**

**The DCPS district has supplied the schools with a diverse selection of materials to meet this mandate. The monthly newsletter can help you meet the requirement for character education through its tips for teachers and parents.**

**The elementary character education curriculum, *Mini-Lessons for Maximum Character*, is found on RiverDeep. (Please look under “Courses” under the Instructional Organizer tab.)**

**The secondary curriculum, *Connect with Kids*, is a complete set of lessons by trait, accompanied by video clips. Check in your media center.**

## **Additional Resources**



## **Workshops:**

- **Infusing character into your school climate and your classroom.**
- **Bully prevention through character development.**
- **Parents building kids of character (available to PTA and other parent groups).**
- **Early release mini-workshops on the above topics.**
- **Training for bus drivers using the Foundations model.**
- **Peer mediation programs/mediator training.**

**Please call Deborah Hansen, Coordinator, at 904-568-0786 to discuss or schedule any of the above, or email her at [hansend2@duvalschools.org](mailto:hansend2@duvalschools.org).**



**Character libraries were purchased for every school in the district. These libraries consist of approximately 150 books of all genres and should be in your media center.**

**Use these books to support your “Book of the Month” program!**

### **Contact Information:**

**Deborah Hansen**

**Coordinator, Character Education**

**Duval County Public Schools**  
**Hansend2@duvalschools.org**

**How is YOUR school building kids of character?  
Send your class/school photos for publication in this  
newsletter!**

