

Hispanics in the USA

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Hispanics in the USA

Overview

Hispanics in the USA is a program which provides schools with additional resources to teach fifth grade students more about the important contributions Hispanics have made to the United States. The program includes a hardcover collection of biographies of fourteen Hispanics, student workbooks, and District-developed lesson plans. Copies of the book *Hispanics in the U.S.A. Making History*, by Dr. Arnhilda Badia were sent to all elementary schools in September 2006. Copies of the book were provided for every fifth grader in the District. No additional copies of the books are available.

The lesson plans will help 5th grade teachers connect the contributions made by Hispanics to the District's character education core values; e.g., responsibility, respect, fairness. Each of the five lessons begins with activities based on a core value. Students then read appropriate biographies about famous Hispanics who have demonstrated the core value in their personal and professional lives. The lesson plans are attached.

Essay Contest and Writing Prompt

As the program's culminating activity, students are asked to complete the essay below. The essay should be completed as a class assignment and be based on the students' reflections after completing the lessons and reading the biographies. The essays are scored at the school using the Florida Writes! Grade 4 Scoring Rubric, with the top essay being forwarded to the Regional Center for final judging.

***Hispanics in the USA: Making History* Essay Contest Directions and Prompt**

Students should be allowed 2-3 days to write this in-class essay. Students should write to the following Florida Writes! style expository prompt. Final submissions should be between 200-250 words in length and may be handwritten or typed. Students can use the Planning Sheets, as well as the graphic organizers to help them organize their thoughts and notes while planning and writing their essay. Teachers can use the Florida Writes! scoring rubric to help guide writing instruction and in the final scoring of the essays.

Prompt:

The people who are featured in the book, *Hispanics in the USA: Making History*, are people with good character who do good things.

Think about one of those people that you read about and the things they have done in their life: their actions, their beliefs, and their contributions to society.

Write to tell who the famous person is and explain how their actions, beliefs, and contributions demonstrate the values of an excellent citizen.

Time Line

To successfully implement the Hispanic USA program, schools must adhere to the following time line:

September 29-October 6, 2008	Program implementation in 5 th grade classes; i.e., read biographies, complete class lessons, complete essay.
October 7, 2008-October 9, 2008	Schools score essays using Florida Writes! Grade 4 rubric
October 10, 2008	Each school's top essay (receiving a score of 6) is delivered to the Regional Center for final judging.
October 10, 2008	Participation scorecard is forwarded to Curriculum and Instruction, Social Sciences, by all schools via fax (305 995-1492).
October 17, 2008	One winning essay per Regional Center is selected and delivered or e-mailed to Curriculum and Instruction, Social Sciences (jdoyle@dadeschools.net)
October 23, 2008	Regional Center essay winners are announced via Weekly Briefing.

For further information about *Hispanic USA*, please contact Curriculum and Instruction - Social Sciences, at 305-995-1982.

Hispanic USA Project School Reporting Form

School Name and W.L.#:_____ **Regional Center:**_____

Principal's Name:_____ **School Phone:**_____

As part of the *Hispanic USA* project, all elementary schools are asked to report the following additional information to the District:

1. the total number of fifth grade students participating in the *Hispanic USA* essay contest;
2. the names of the students who scored a 6 on the essay as scored using the Florida Writes! Grade 4 Scoring Rubric; and
3. the procedure/process used to determine the final winning essay at the school assuming more than one student scored a 6 on the essay.

Please complete the information on this form and fax it to Mr. John R. Doyle, Administrative Director, Curriculum and Instruction, Social Sciences, at 305-995-1492. **All information must be returned by no later than Friday, October 10, 2008.** For clarification, please contact Mr. John R. Doyle at 305-995-1982.

School Information:

1. Total number of fifth grade students completing the *Hispanic USA* essay contest:_____
2. The names of all students who received a score of 6 on the *Hispanic USA* essay as scored using the Florida Writes! Grade 4 Scoring Rubric (print or type clearly; attach additional sheets, as needed):

3. If more than one student scored a 6 on the *Hispanic USA* essay as scored using the Florida Writes! Grade 4 Rubric, please describe the procedure/process used at the school to determine the final winner:

Character Education Lesson

Title:

05 SS LP001 What is a Good Citizen?

Grade Level:

05

Subject Area:

Social Studies

Florida SSS:

The Social Studies Sunshine State Standards are met or exceeded by the Competency-Based Curriculum. See objective(s) below.

Description / Abstract of Lesson:

In support of state and district requirements in character education, this lesson is designed to teach the students the rights and responsibilities of a good citizen. Students will apply the concepts learned to the biographies found in Hispanics in the USA.

Objectives:

IIIB1 Discuss the significance of being a politically active citizen; e.g., campaigning, voting, volunteering.

Cite examples of Hispanic leaders who have demonstrated good citizenship in their work, personal lives, and community activities.

Teacher Materials / Technology Connections:

Handout A "Are You a Good Citizen?" & Handout B "How to be a Good Citizen"

Chalkboard or overhead transparency

Chart paper

Student Materials / Technology Connections:

Internet access for research

Duration:

Two-three class periods.

Essential Question / Key Vocabulary:

What does it mean to be a good citizen? What are the rights and responsibilities of a good

citizen? What things can you do to be a good citizen?

Character Education Lesson

Grouping for Instruction:

Whole group
Small groups

Lesson Lead In / Opening:

The teacher will distribute a copy of the survey entitled, "Are you a Good Citizen?" (Handout A) to all students. Students will take the survey and share their answers with the rest of the class.

Steps To Deliver Lesson:

1. After students have shared their answers to the survey with the rest of the class, discuss the characteristics or behaviors students believe make a good citizen. Ask for specific examples of each behavior they identify. List them on the chalkboard or overhead transparency.
2. Ask the students to work together in small groups of 3-4 students. Working together, students will create a two-column chart. Label the left side "Good Citizens Do..." and the right side "Good Citizens Don't..." Tell the students they have 10 minutes to come up with as many examples under each column as they can.
3. Have students share some of the items under each column after they have finished.
4. Pass out Handout B entitled, "How to be a Good Citizen" and read together with the class. Discuss with the students how their charts compare/contrast with the information on the handout. Ask the students to identify items from their lists that fit into the broader categories found on the handout.
5. One of the characteristics of a good citizen is participating in community service activities and doing their share to make their community a better place to live. Have the class identify needs/problems in their community. Pick a problem for class discussion and research.
6. Working in their groups, students will write a letter to their mayor or commissioner identifying the problem and explaining why it is a problem in their community, include suggestions on what needs to be done to solve the problem, and who is responsible for solving the problem. Further explain what benefit(s) will come from solving the problem. Share letters with the class.

Guided Practice:

1. The teacher should model the two column chart on the board with the class and write

one example with the students of what a good citizen does and what a good citizen

Character Education Lesson

doesn't do.

2. The teacher should model the beginnings of a letter to the mayor or city commission with the class to ensure that the students understand how to write a proper business letter.

Independent Practice:

Students will write a letter to the mayor or city commission for home learning.

Differentiated Instruction:

Allow students who are having difficulty with the assignment extended time and/or to work with a partner who clearly understands the lesson and related assignments. In addition, be sure to have a print rich environment, with charts as needed, to ensure it meets the needs of ESOL learners.

Lesson Closure:

Close the lesson by reviewing the qualities of a good citizen with the students and asking the students what society would be like if there were no good citizens.

Assessment:

Assess students based on the accuracy of their responses and their letters to the mayors and/or commissioners.

Lesson Extension:

Students are encouraged to read the biographies of leaders who model the value of good citizenship in their work, personal lives, and community. *Hispanics in the USA* includes biographies of the following persons who exemplify this value:

- Ileana Ros-Lehtinen
- Mario Kreutzberg, "Don Francisco"
- Alex Rodriguez
- Antonia Novello

Ileana Ros-Lehtinen:

- 1). One of the characteristics of a good citizen is participating in community service activities. How has Ileana Ros-Lehtinen continued to keep active in her community, while at the same time representing the nation's interests in the U.S. House of Representatives?
- 2). What does Ileana Ros-Lehtinen believe is the key to her success?

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Mario Kreutzberg, "Don Francisco":

- 1). In ancient Greece, people felt that it was important for all people to try to leave Athens better than they found it. How does "Don Francisco" apply this principle to his own community?
- 2). Do you agree or disagree with "Don Francisco's" belief that as a communicator, it is his responsibility to use his talents to promote "positive messages, including...tolerance and a sense of community?"

Alex Rodriguez:

- 1). What are some of the characteristics of a good citizen that you believe Alex Rodriguez exemplifies? Why?
- 2). What is the one thing that Alex Rodriguez regrets not doing in his life? Why do you think this is so important to him?

Antonia Novello:

- 1). What are some of the national campaigns that Antonia Novello led as Surgeon General of the United States? What happened as a result of her efforts?
- 2). What does Antonia Novello believe is the "best gift she has been given"? Do you agree or disagree with her statement?

Are You a Good Citizen?

(Take this self-evaluation and find out. Please check.)

HANDOUT A

True

False

I take responsibility for what goes on in my community.

I do my part for the common good.

I participate in community service activities.

I help take care of the environment.

I obey the law.

I help make our democracy work by voicing my opinions, voting, and participating in the decision making process.

I think I am/am not a good citizen because:

HOW TO BE A GOOD CITIZEN

HANDOUT B

- **DO YOUR SHARE TO MAKE YOUR SCHOOL, YOUR COMMUNITY, AND THE WORLD A BETTER PLACE.**
- **TAKE RESPONSIBILITY FOR WHAT GOES ON AROUND YOU.**
- **PARTICIPATE IN COMMUNITY SERVICE ACTIVITIES.**
- **HELP TAKE CARE OF THE ENVIRONMENT.**
- **BE A GOOD NEIGHBOR.**
- **TREAT OTHER PEOPLE WITH RESPECT AND DIGNITY.**
- **FOLLOW THE RULES OF YOUR FAMILY, YOUR SCHOOL, AND YOUR SOCIETY.**

Character Education Lesson

Title:

05 SS LP002 Demonstrating Responsibility in Your Community

Grade Level:

05

Subject Area:

Social Studies

Florida SSS:

The Social Studies Sunshine State Standards are met or exceeded by the Competency-Based Curriculum. See objective(s) below.

Description / Abstract of Lesson:

In support of state and district requirements in character education, students will learn ways in which they can be more responsible citizens and learn about people in their community who model the value of responsibility in their daily lives and work. Students will apply the concepts learned to the biographies found in Hispanics in the USA.

Objectives:

Students will become aware of their responsibilities by playing *"Name That Responsibility"*, and identifying practical ways to show responsibility at home and at school.

Students will cite examples of Hispanic leaders who have demonstrated responsibility in their work, personal lives, and community activities.

Teacher Materials / Technology Connections:

Crayons or markers

Activity Sheets 1A "Responsibility Words", 1B "Responsibility Words", 2A "Responsibility Definitions", and 2B "Responsibility Definitions"

Radio or CD player with teacher's choice of music

Student Materials / Technology Connections:

None

Duration:

Two-three class periods

Essential Question / Key Vocabulary:

What does "responsibility" mean? What are examples of responsible actions?

Values

Responsibility

Character

Diligence

Perseverance
Consequences
Reliability
Duty
Punctuality
Accountability
Self-control
Pursuit of Excellence
Ethics
Self-reliance
Recycling

Grouping for Instruction:

Whole group
Small group

Lesson Lead In / Opening:

Ask: What is your definition of the word character? Have students brainstorm and write their definitions/responses on the chalkboard. Discuss the following statement: "Character is what you do when no one is looking."

People with good character do good things. One thing they do is behave *responsibly*. Responsible people do their part. Responsible people don't take credit for other people's work and they admit their own mistakes. They show *self-control* by choosing words or actions carefully. That means they think carefully before they say or do anything. They work hard and do their best. Tell students that they will be participating in an activity which will help them understand more about the value of responsibility.

Steps To Deliver Lesson:

- 1). Give each student a strip from the term/word Activity Sheets 1A and 1B or a strip from the definitions Activity Sheets 2A and 2B.
- 2). Have students hold their word or definition so that everyone can see it.
- 3). Ask students to walk around the room and look for the word or definition that matches their strip. The teacher can play music as students move around the room to find their match. Once they find their match, students should stand next to their partner and wait for further instructions.
- 4). After 3-4 minutes have passed, stop the music. Have students stay with the person they are with at the moment.
- 5). Have students read their words and definitions out loud. With student input, correct any match errors.
- 6). Now that students have a partner, ask them to find out their partner's name if they don't know it. Then ask pairs to think of a way to be responsible that begins with the same sound or letter as their partner's name.
- 7). Have students introduce their partner and give the responsible word that matches the first letter or sound of their name.

Guided Practice:

See activities above.

Independent Practice:

For a home learning activity, students can discuss the lesson on responsibility with their parent(s) and ask the parent(s) to assess how the student shows responsibility at home. The students can compare the parent(s) observations with their own. Additionally, students can be asked to make a bumper sticker or small poster which demonstrates and encourages students to act responsibly.

Differentiated Instruction:

Allow students having difficulty with any of the questions to work with their partners on various questions. The partners, or teacher, can explain any concepts needing clarification.

Lesson Closure:

Have students review the words used in the lesson and explain how they demonstrate responsibility either at home, in school, or in the community. Advise students that their participation in the lesson demonstrated the value of responsibility.

Assessment:

Oral: Class discussion of vocabulary concepts

Lesson Extension:

Students can be encouraged to read the biographies of leaders who model the value of responsibility in their work, personal lives and community. *Hispanics in the USA* includes biographies of the following persons who exemplify this value:

- Jaime Escalante
- Charles Patrick Garcia
- Sandra Cisneros

Have students answer the following questions after they have read the biographies.

Jaime Escalante:

1. Describe how Jaime Escalante demonstrated responsibility and perseverance after he came to the United States from Puerto Rico.
2. What was Escalante's formula for success? Give examples of how he enacted his formula at Garfield High.

Charles Patrick Garcia:

1. What does Charles Patrick Garcia feel is one of the most important things one can do in life? Describe how he demonstrated this belief. How is this an example of responsibility?
2. What was Garcia's goal regarding diversity in the educational system? How did he reach that goal? How was he acting "responsibly" by achieving this goal?

Sandra Cisneros:

1. Sandra Cisneros encountered many circumstances that shaped her way of life and developed her craft as a writer. List five elements that appear again and again in her life that made her persevere and continue striving to reach her goal? How does this trait demonstrate responsibility?
2. How did Sandra Cisneros deal with the fact that she was the only Mexican-American graduate student in her class at the University? Did her actions demonstrate responsible behavior? Explain your answer.

Diligence

Perseverance

Consequences

Reliability

Duty

Commitment

Thriftiness

Punctuality

Character

Responsibility

Accountability

Self-control

Pursuit of Excellence

Ethics

Self-reliance

Recycling

Activity Sheet 2A – Responsibility Definitions

D_____ is working hard.

P_____ is finishing what you start.

C_____ are the results of your actions or lack of action.

R_____ is something we show when people know they can trust us to follow through.

D_____ is what someone is supposed to do or not to do.

C_____ is a promise to do something.

T_____ is saving money and not spending more than you can afford to spend.

P_____ is being on time.

Activity Sheet 2B – Responsibility Definitions

C_____ is what you do when no one is looking.

R_____ is doing your part. It includes accountability, self-control, and pursuit of excellence.

A_____ is keeping commitments, doing what's right, taking blame for mistakes, not taking credit for other people's work.

S____-c_____ is controlling words, controlling actions, and waiting for rewards. It is also called self-restraint.

P_____ of E_____ is doing your best. It includes diligence, perseverance, reliability, and being prepared and informed.

E_____ is the code of behavior of good people. It is the way we ought to behave.

S____-r_____ is being able to take care of yourself and not being a burden on others.

R_____ is avoiding needless waste and saving precious resources for others to enjoy.

Character Education Lesson

Title:

05 SS LP003 What is Fair?

Grade Level:

05

Subject Area:

Social Studies and Language Arts

Florida SSS:

The Social Studies Sunshine State Standards are met or exceeded by the Competency-Based Curriculum. See objective(s) below.

Description / Abstract of Lesson:

In support of state and district requirements in character education, students will listen to a story, identify the problem in the story, relate how the problem was solved and, in small groups, will judge issues of fairness. Concepts included in the lesson are justice, equality, and minority rights. Students will apply the concepts learned to the biographies found in Hispanics in the USA.

Objectives:

Students will be able to discuss core values of fairness and integrity and determine how to treat others impartially, be open-minded and maintain an objective attitude toward those whose actions and ideas are different than their own.

Students will cite examples of Hispanic leaders who have had to struggle with issues related to fairness.

Teacher Materials / Technology Connections:

Strega Nona, by Tomie de Paola
Picture of *Strega Nona*
"The Issues of Fairness" Activity Sheet A
Chalk, chalkboard or overhead projector
Copy of "Fairness Do's and Don'ts" Activity Sheet B

Student Materials / Technology Connections:

None

Duration:

Two-three class periods

Essential Question / Key Vocabulary:

What is the meaning of fairness?
prediction
punishment
rules

consequences
consensus

Grouping for Instruction:

Whole group
Small group

Lesson Lead In / Opening:

Ask: What does being fair mean to you? From an early age, you have probably had strong opinions about what is fair and what isn't. Everyone does. However, fairness is one of the most difficult of the core values to clearly define. People often simply see those decisions that help them as "fair" and those that don't as "unfair."

One thing that is certainly clear when it comes to fairness: it is often a matter of perception. Although some decisions are clearly unfair, there is often more than one fair course. To ensure that choices are fair to as many people as possible, it is important to have clearly defined rules about how to make decisions and everyone should abide by the rules.

Steps To Deliver Lesson:

- 1). Tell students that you will be sharing a story with them. Show them the cover of the book *Strega Nona: An Old Tale* and explain that the name Strega Nona means "Grandma Witch."
- 2). Have students make predictions about what they think might happen in the story. Then read the story. Determine if any predictions were correct.
- 3). Have students retell the story, including the story problem and how it was solved. Ask students, "Was Big Anthony treated fairly?" "Did he know what his punishment would be if he touched the magic pasta pot?"
- 4). Divide the class into groups of three or four students.
- 5). Distribute copies of "The Issues of Fairness" Activity Sheet A to each group. Give each student a copy and one extra copy for the group.
- 6). First, have students individually write their answers to the activity sheet questions. Have students then come to a consensus in their groups. Finally, have the students respond, in writing, on the extra copy of the activity sheet to the issues of fairness described from the story and to their own issues of fairness.
- 7). Discuss each group's responses to the activity sheet.

Guided Practice:

See activities above

Independent Practice:

For a home learning activity, students can write a story about an event or person they have studied in U. S. history where the main character or characters are treated fairly or unfairly. Have students explain how they determined what is fair and what is unfair in the story.

Differentiated Instruction:

Allow students having difficulty with any of the questions on the Activity Sheets to work with their partners on the various questions. The partners or teacher can explain any concepts needing clarification.

Lesson Closure:

Review the attached “Fairness Do’s and Fairness Don’ts” Activity Sheet B with the class. Review the vocabulary words discussed at the beginning of the lesson.

Assessment:

Teacher evaluates completion of “The Issues of Fairness” Activity Sheet.

Lesson Extension:

Students can be encouraged to read the biographies of leaders who have had to struggle with circumstance of fairness in their lives. *Hispanics in America* includes biographies of the following individuals who have made a personal commitment to ensure that all people are treated fairly:

- Edward James Olmos
- Alma Flor Ada
- Carolina Herrera

Have students answer the following questions after they read the biography(ies):

Alma Flor Ada:

1. What is the title of Alma Flor Ada’s most popular book? How does this book parallel Alma Flor’s own life? How does this reflect the idea of fairness?
2. Describe how language minority students might be treated unfairly in a new classroom setting.

Edward James Olmos:

1. Why was Edward James Olmos careful in choosing the roles he played? How were his decisions centered around the idea of justice?
2. How does Olmos feel about his Hispanic heritage? What are some of the ways Olmos has demonstrated how he feels about his community? How has the concept of justice influenced or shaped his views?

Carolina Herrera:

1. Explain how Carolina Herrera dealt with criticism of only designing for the wealthy and elite. How does this help you form an opinion of whether Carolina Herrera was a fair person or not?
2. How does Carolina Herrera’s philosophy of always balancing her work and family life symbolize the concept of fairness?

The Issue Is Fairness
Activity Sheet A

	Should everyone have to follow the same rules?	Was a fair decision made about punishment?	What consequences do you think would be fair?
Big Anthony did not follow Strenga Nona's rule about the magic pasta pot.			
Sue isn't allowed on a class field trip because she didn't do her assignments.			
Girls can't play on a soccer team with boys.			

ACTIVITY SHEET B

Fairness Do's

- Treat all people fairly.
- Listen to others and try to understand what they are feeling and saying.
- Consider all the facts, including opposing views, before making a decision.
- Make impartial decisions, using the same criteria, rules, or standards for everyone.
- Correct your mistakes.

Fairness Don'ts

- Don't take advantage of other people's mistakes or ignorance.
- Don't take more than your fair share.
- Don't let personal preferences, prejudices or other feelings improperly interfere with decisions which should be based on merit.

Strega Nona: an Old Tale

Retold by Tomie de Paola

In a town in Calabria, a long time ago, there lived an old lady everyone called Strega Nona, which meant "Grandma Witch."

Although all the people in town talked about her in whispers, they all went to see her if they had troubles. Even the priest and the sisters of the convent went, because Strega Nona did have a magic touch.

She could cure a headache, with oil and water and a hairpin.

She made special potions for the girls who wanted husbands.

And she was very good at getting rid of warts.

But Strega Nona was getting old, and she needed someone to help her keep her little house and garden, so she put up a sign in the town square.

And Big Anthony, who didn't pay attention, went to see her.

"Anthony," said Strega Nona, "you must sweep the house and wash the dishes. You must weed the garden and pick the vegetables. You must feed the goat and milk her. And you must fetch the water. For this, I will give you three coins and a place to sleep and food to eat."

"Oh, grazia" said Big Anthony.

"The one thing you must never do," said Strega Nona, "is touch the pasta pot. It is very valuable and I don't let anyone touch it!"

"Oh, si, yes," said Big Anthony.

And so the days went by. Big Anthony did his work and Strega Nona met with the people who came to see her for headaches and husbands and warts.

Big Anthony had a nice bed to sleep in next to the goat shed, and he had food to eat.

One Evening when Big Anthony was milking the goat, he heard Strega Nona singing. Peeking in the window, he saw Strega Nona standing over the pasta pot.

She sang,

Bubble, bubble pasta pot.

Boil me up some pasta, nice and hot.

I'm hungry and it's time to sup.

Boil enough pasta to fill me up.

And the pasta pot bubbled and boiled and was suddenly filled with steaming hot pasta.

Then Strega Nona sang,

Enough, enough, pasta pot,

I have my pasta, nice and hot.

So simmer down my pot of clay
Until I'm hungry another day.

"How wonderful!" said Big Anthony. "That's a magic pot for sure!"

And Strega Nona called Big Anthony in for supper.

But too bad for Big Anthony, because he didn't see Strega Nona blow three
kisses to the magic pasta pot.

And this is what happened.

The next day when Big Anthony went to the town square to fetch the water,
he told everyone about the pasta pot and naturally everyone laughed at
him, because it sounded so silly – a pot that cooked all by itself.

"You'd better go and confess to the priest, Big Anthony," they said. "Such
a lie!"

And Big Anthony was angry and that wasn't a very good thing to be.

"I'll show them!" he said to himself. "Someday I will get the Pasta Pot and
make it cook! And they'll be sorry.

That day came sooner than even Big Anthony would have thought, because
two days later Strega Nona said to Big Anthony, "Anthony, I must go over
the mountain to the next town to see my friend, Strega Amelia. Sweep the
house and weed the garden. Feed the goat and milk her and for your
lunch, there are some bread and cheese in the cupboard. And remember,
don't touch the pasta pot."

"Oh, yes-yes-Strega Nona," said Big Anthony. But inside he was thinking,
My chance has come!

As soon as Strega Nona was out of sight, Big Anthony went inside, pulled
the pasta pot off the shelf and put it on the floor.

"Now, let's see if I can remember the words," said Big Anthony.

And Big Anthony sang,

Bubble, bubble pasta pot.

Boil me up some pasta, nice and hot.

I'm hungry and it's time to sup.

Boil enough pasta to fill me up.

And sure enough, the pot bubbled and boiled and began to fill up with
pasta.

"Aha!" said Big Anthony, and he ran to the town square, jumped on the
fountain and shouted, "Everyone get forks and plates and platters and
bowls. Pasta for all at Strega Nona's house.

Big Anthony has made the magic pasta pot work."

Of course everyone laughed, but ran home to get forks and plates and
platters and bowls, and sure enough, when they got to Strega Nona's the
pasta pot was so full it was beginning to overflow.

Big Anthony was a hero!

He scooped out pasta and filled the plates and platters and bowls..
There was more than enough for all the townspeople, including the priest
and the sisters from the convent.

And some people came back for two and three helpings, but the pot was
never empty.

When all had their fill, Big Anthony sang.

Enough, enough, pasta pot,
I have my pasta, nice and hot.
So simmer down my pot of clay
Until I'm hungry another day.

But, alas, he did not blow the three kisses!

He went outside and to the applause of the crowd, Big Anthony took a bow.

He was so busy listening to compliments from everyone that he didn't
notice the pasta pot was still bubbling and boiling, until a sister from the
convent said, "Oh Big Anthony look!

And pasta was pouring out of the pot all over the floor of Strega Nona's
house and was coming out the door!

Big Anthony rushed in and shouted the magic words again, but the pot kept
bubbling.

He took the pot off the floor, but pasta kept on pouring from it.

Big Anthony grabbed a cover and put it on the pot and sat on it.

But the pasta raised the cover, and Big Anthony as well, and spilled on the
floor of Strega Nona's house.

"Stop!" yelled Big Anthony.

But the pasta did not stop and if someone hadn't grabbed poor Big
Anthony, the pasta would have covered him up. The pasta had all but filled
the little house.

Out of the windows and through the doors came pasta and the pot kept
right on bubbling.

The townspeople began to worry.

"Do something Big Anthony," they shouted.

Big Anthony sang the magic song again but without the three kisses it did
no good! By this time the pasta was on its way down the road and all the
people were running to keep ahead of it.

"We must protect our town from the pasta," shouted the mayor. "Get
mattresses, tables, doors-anything to make a barricade."

But even that didn't work. The pot kept bubbling and the pasta kept
coming!

“We are lost,” said the people, and the priest and the sisters of the convent began praying. “The pasta will cover our town,” they cried.

And it certainly would have, had Strega Nona not come down the road, home from her visit.

She didn’t have to look twice to know what had happened.

She sang the magic song and blew the three kisses and with a sputter the pot stopped boiling and the pasta came to a halt.

“O grazia – thank you, thank you, Strega Nona,” the people cried.

But then they turned to poor Big Anthony.

“String him up,” the men of the town shouted.

“Now, wait,” said Strega Nona. “The punishment must fit the crime.” And she took a fork from a lady standing nearby and held it out to Big Anthony.

“All right, Anthony, you wanted pasta from my magic pasta pot,” Strega Nona said, “and I want to sleep in my little bed tonight. So start eating.”

And he did—poor Big Anthony.



Character Education Lesson

Title:

05 SS LP004 Recognizing Acts of Kindness

Grade Level:

05

Subject Area:

Social Studies

Florida SSS:

The Social Studies Sunshine State Standards are met or exceeded by the Competency-Based Curriculum. See objective(s) below.

Description / Abstract of Lesson:

In support of state and district requirements in character education, students will learn about kindness and ways in which to evaluate acts of kindness performed by themselves and others. Students will apply the concepts learned to the biographies found in Hispanics in the USA.

Objectives:

Students will be able to identify and recognize acts of kindness and articulate why a given action is considered kind.

Students will cite examples of Hispanic leaders who model kindness in their work, personal lives, and community activities.

Teacher Materials / Technology Connections:

Newspapers (e.g., *Miami Herald*, *USA Today*)
World map

Student Materials / Technology Connections:

Internet access for research

Duration:

Two-three class periods

Essential Question / Key Vocabulary:

What is kindness? Give examples of ways that people all over the world show kindness.

Kindness

Sympathetic

Compassionate

Agreeable

Benevolent

Gentle

Grouping for Instruction:

Whole group

Small group

Lesson Lead In / Opening:

Ask: What is kindness? The teacher brainstorms with the class the definition of kindness and writes the student responses on the chalkboard or overhead transparency. Create a concept web with the students. The teacher writes the following definition of kindness after the brainstorming session: Being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things. Compare and contrast the student concept web with the definition of kindness. In what ways are they similar? In what ways are they different?

Steps To Deliver Lesson:

- 1). After lesson lead-in, teacher will ask the students to brainstorm about ways people in other countries show kindness. For example, some countries (in addition to the United States) allow refugees into their country and give various types of asylum. The United States and other developed nations also give humanitarian aid to nations in need through governmental (e.g., United Nations) and non-governmental organizations (e.g., International Red Cross, Doctors without Borders). Furthermore, individuals in other countries perform everyday acts of kindness just like us. Students are asked to describe those acts.
- 2). Working in pairs or small groups, give each pair/group a copy of the daily newspaper. Working in their groups, students are to find examples of articles about an act of kindness performed in another country. Students may use the Internet, newspaper, or current event magazines to help with their research.
- 3). Students are to identify at least three articles that deal with an act of kindness in another country. They are to write a group summary of each article and list examples of why the article shows kindness. Each group shares one of their articles with the class. Then, the group identifies the country on a world map and writes the general act of kindness on the chalkboard.
- 4). After each group shares and explains their articles, have a class discussion about the commonalities found between the various articles.

Guided Practice:

See activities above.

Independent Practice:

For a home learning activity, students must perform an act of kindness and write a newspaper account of the act. Explain to the students that in terms of writing format, newspaper articles all share common elements including the who, what, where, when, why, and how of a given topic. They are to incorporate all these elements in their article. Their article must also include a headline and illustration of the act of kindness.

Differentiated Instruction:

Allow students having difficulty to work with their partners.. The partners, or teacher, can explain any concepts needing clarification. In addition, be sure to have a print-rich environment, with charts as needed, to ensure it meets the needs of ESOL learners.

Lesson Closure:

Students are given the opportunity to share their articles with the class and discuss how it felt performing the act and then writing about it.

Assessment:

Class discussion
Newspaper activity as a group
Newspaper article

Lesson Extension:

Students are encouraged to read the biographies of leaders who model the value of kindness in their work, personal lives and community. *Hispanics in the USA* includes biographies of the following persons who exemplify this value:

- Ellen Ochoa
- Gloria Estefan
- Rodolfo Llinas

Have students answer the following questions after they have read the biographies.

Ellen Ochoa:

- 1). Ellen Ochoa consistently attributes her success to a good education and a love of learning. Explain how she displays the characteristic of kindness in her desire to inform young people about the benefits of a good education.
- 2). Explain the unique situation in which she displayed an act of kindness by sharing her love of music with fellow astronauts.

Gloria Estefan:

- 1). Explain how Gloria Estefan, as a child, displayed kindness when her father was ill and explain how this affected her life.
- 2). Based on the biography, site three examples of how Gloria Estefan displayed kindness through her very successful singing career.

Rodolfo Llinas:

- 1). Explain how Rodolfo Llinas' interest in brain research could be considered an "act of kindness."
- 2). How did the experience of observing an individual with epilepsy influence Rodolfo Llinas' kindness toward people suffering from illness, and ultimately, spark his curiosity of science and medicine?

Title:

05 SS LP005 “R-E-S-P-E-C-T” What does it mean to me?

Grade Level:

05

Subject Area:

Social Studies

Florida SSS:

The Social Studies Sunshine State Standards are met or exceeded by the Competency-Based Curriculum. See objective(s) below.

Description / Abstract of Lesson:

In support of state and district requirements in character education, students will learn how to give and get respect from others. Students will apply the concepts learned to the biographies found in Hispanics in the USA.

Objectives:

Students will focus on four issues involved in respecting others by creating skits on assigned topics.

Students will cite examples of Hispanic leaders who model the value of respect in their work, personal lives, and community activities.

Teacher Materials / Technology Connections:

Radio or CD player

Copy of Aretha Franklin’s song “R-E-S-P-E-C-T.”

Lyrics for R-E-S-P-E-C-T

Copies of Handout A “Respect Do’s and Don’ts” for each student

Student Materials / Technology Connections:

Pencil or pens

Paper

Duration:

Two-three days

Essential Question / Key Vocabulary:

respect

insult

Grouping for Instruction:

Class should be divided into four equal groups.

Lesson Lead In / Opening:

The teacher plays the Aretha Franklin song, R-E-S-P-E-C-T (or sings a few bars of the song. Lyrics are provided with this lesson plan.)

The teacher explains the following: You may not be familiar with this song, but it was very popular in the 1970s. When you get home today ask your parents or grandparents if they are familiar with it. Maybe you can get them to sing it for you. This song reminds us how we want people to treat us. It also reminds us how we should treat others. One line of the song says “R-E-S-P-E-C-T! You don’t know what it means to me!”

What does it mean to treat other people with respect? (Have class brainstorm a list of do’s and don’t for treating people with respect.) Ask for specific examples of each behavior identified by the class. (If students are hesitant to respond, pose the following clarifying questions: Is there anything you dislike about the way people treat each other here at school? Do you know of any other disrespectful behavior? Describe it. Teacher might also ask – What is a bully? Is bullying an act of disrespect? In what way? Can someone be a bully without meaning to be? Explain).

In our lesson today we’ll discuss what respect means to you, and what it means to others. Let’s begin by looking at some “Respect Do’s and Respect Don’ts.”

Steps To Deliver Lesson:

- 1). Give each student a copy of Handout A “Respect Do’s and Respect Don’ts.”
- 2). Ask for student volunteers to read each one of the Do’s and Don’ts. Compare the rules on the handout with the student’s list.
- 3). Tell students that everyone wants to be treated with respect. Being treated with respect means being accepted, treated as an individual, treated politely, provided some privacy and being judged on their merits. In many situations today, people have gotten careless with showing respect. Respect needs to be rescued! So today we’ll write our own “Respect 911” skits.
- 4). Divide the class into four (4) groups. Each group will have 15 minutes to create a 3-minute skit.

Group One will create a skit around someone needing privacy, just a little time to think, but is having difficulty finding that time. Some students within the group will be designated the “Respect 911” team that comes to the rescue. The rescue team will assess the situation presented in the skit, and “rescue” the ill-treated character by helping all involved understand the importance of treating others respectfully.

Group Two will develop a skit around someone who isn’t being treated politely. The “Respect 911” team for this group will rescue the character that isn’t being treated politely.

Group Three will give a scenario and “rescue” someone who isn’t being accepted because of being different from the majority group.

Group Four will “rescue” a student who is being ignored because the most “popular” students don’t like him/her.

- 5). Notify students when 5 minutes remain, then have groups present their skits to the class.

Guided Practice:

See activities above

Independent Practice:

Additional activities to reinforce students understanding of the value of respect can include the following activities:

- Make a class contract in which students develop a set of rules for having a respectful classroom. Have them also list the consequences or penalties for violating the class rules.
- As a home learning assignment, ask students to brainstorm ways to make the school environment more respectful. A list of those recommendations can be placed on a poster in the classroom or published in the school's newspaper.
- As a home learning assignment, have students bring articles from newspapers and magazines describing situations in which respect or disrespect are issues. Students can write about who is acting respectfully, and who is acting disrespectfully in these situations.

Differentiated Instruction:

Allow students having difficulty with any of the questions to work with their partners on various questions. The partners, or teacher, can explain any concepts needing clarification.

Lesson Closure:

Ask students: What was easy about showing respect in these cases? What was difficult to do? What did you learn about showing respect to others? What will you do differently this week to be a more respectful person?

Assessment:

The teacher will assess the viability of each group's skit and each student's participation in the lesson.

Lesson Extension:

Students can be encouraged to read the biographies of leaders who model the value of respect in their work, personal lives and community. *Hispanics in the USA* includes biographies of the following persons who exemplify this value:

- Ileana Ros-Lehtinen
- Alex Rodriguez
- Judith Francisca Baca

Have students answer the following questions after they have read the biographies:

Ileana Ros-Lehtinen:

1. How did Ileana Ros-Lehtinen's father instill the value of respect in his family regarding their adopted country?
2. As a Florida state legislator, Ileana Ros-Lehtinen authored the Victim's Rights Amendment to the Florida Constitution. How did this amendment help gain respect, especially for women, who were victims of violent crimes?

Alex Rodriguez:

1. In 2004, Alex Rodriguez became the highest paid baseball player in the history of the major leagues. List some of Rodriguez's accomplishments which his supporters felt help justify his earnings.
2. List ways in which Rodriguez shows respect for his mother, his fans and his team members.

Judith Francisca Baca:

1. How does Judith Francisca Baca use art to encourage everyone to respect the history and culture of Chicanos?
2. In 1974, Baca began working on a series of historical scenes covering a six-block stretch of the Tujunga Wash drainage canal in California's San Fernando Valley. The work showed the history of California from prehistoric times until after World War II, from the point of view of women and minorities. Select another project in which Baca has been involved. How has that project helped instill respect in those individuals featured or participating in the project?

R-E-S-P-E-C-T
by Aretha Franklin

(oo) What you want
(oo) Baby, I got
(oo) What you need
(oo) Do you know I got it?
(oo) All I'm askin'
(oo) Is for a little respect when you come home (just a little bit)
Hey baby (just a little bit) when you get home
(just a little bit) mister (just a little bit)

I ain't gonna do you wrong while you're gone
Ain't gonna do you wrong (oo) 'cause I don't wanna (oo)
All I'm askin' (oo)
Is for a little respect when you come home (just a little bit)
Baby (just a little bit) when you get home (just a little bit)
Yeah (just a little bit)

I'm about to give you all of my money
And all I'm askin' in return, honey
Is to give me my profits
When you get home (just a, just a, just a, just a)
Yeah baby (just a, just a, just a, just a)
When you get home (just a little bit)
Yeah (just a little bit)

Ooo, your kisses (oo)
Sweeter than honey (oo)
And guess what? (oo)
So is my money (oo)
All I want you to do (oo) for me
Is give it to me when you get home (re, re, re ,re)
Yeah baby (re, re, re ,re)
Whip it to me (respect, just a little bit)
When you get home, now (just a little bit)

R-E-S-P-E-C-T
Find out what it means to me
R-E-S-P-E-C-T
Take care, TCB
Oh (sock it to me, sock it to me, sock it to me, sock it to me)
A little respect (sock it to me, sock it to me,
sock it to me, sock it to me)
Whoa, babe (just a little bit)
A little respect (just a little bit)
I get tired (just a little bit)
Keep on tryin' (just a little bit)
You're runnin' out of foolin' (just a little bit)
And I ain't lyin' (just a little bit)
(re, re, re, re) 'spect
When you come home (re, re, re ,re)
Or you might walk in (respect, just a little bit)
And find out I'm gone (just a little bit)
I got to have (just a little bit)
A little respect (just a little bit)

RESPECT DO'S

1. Treat everyone with respect by being polite.
2. Respect the individuality of others and be accepting of individual differences.
3. Judge people on their merits, not on their race, religion, nationality, age, sex, physical or mental condition, or socio-economic status.

RESPECT DON'TS

1. Don't insult, abuse, hurt, put down, mistreat or harass others.
2. Don't make unwanted comments about a person's appearance.
3. Don't take advantage of other people.
4. Don't hold back information people need to make decisions.

Elementary Prompt
Grade 5
Expository

Hispanics in the USA: Making History
Essay Contest

Students should be allowed 2-3 days to write this in-class essay. Students should write to the following Florida Writes! style expository prompt. Final submissions should be between 200-250 words in length and may be handwritten or typed. Students can use the Planning Sheets, as well as the graphic organizers to help them organize their thoughts and notes while planning and writing their essay. Teachers can use the Florida Writes! scoring rubric to help guide writing instruction and in the final scoring of essays.

The people who are featured in the book, *Hispanics in the USA: Making History*, are people with good character who do good things.

Think about one of those people that you read about and the things they have done in their life: their actions, their beliefs, and their contributions to society.

Write to tell who the famous person is and explain how their actions, beliefs, and contributions demonstrate the values of an excellent citizen.

STUDENT'S NAME _____

PLANNING SHEET

Remember, use this sheet for planning what you will write. The writing on this sheet will **NOT** be scored. Only the writing in the writing folder **WILL** be scored.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page, possibly from a composition book. The edges of the paper are slightly irregular, suggesting it might be a scan of a physical document. There is no handwriting or other markings on the page.

[illegible]

[illegible]

Florida Writing Assessment Program (FLORIDA WRITES!)

Holistic Scoring Method

Definition of Holistic Scoring

Holistic scoring is a method by which trained readers evaluate a piece of writing for its overall quality. The holistic scoring used in Florida requires readers to evaluate the work as a whole, while considering four elements: focus, organization, support, and conventions. This method is sometimes called focused holistic scoring. In this type of scoring, readers are trained not to become overly concerned with any one aspect of writing but to look at a response as a whole.

Focus

Focus refers to how clearly the paper presents and maintains a main idea, theme, or unifying point. Papers representing the higher end of the point scale demonstrate a consistent awareness of the topic and do not contain extraneous information.

Organization

Organization refers to the structure or plan of development (beginning, middle, and end) and whether the points logically relate to one another. Organization refers to (1) the use of transitional devices to signal the relationship of the supporting ideas to the main idea, theme, or unifying point and (2) the evidence of a connection between sentences. Papers representing the higher end of the point scale use transitions to signal the plan or text structure and end with summary or concluding statements.

Support

Support refers to the quality of the details used to explain, clarify, or define. The quality of support depends on word choice, specificity, depth, credibility, and thoroughness. Papers representing the higher end of the point scale provide fully developed examples and illustrations in which the relationship between the supporting ideas and the topic is clear.

Conventions

Conventions refer to punctuation, capitalization, spelling, and variation in sentence used in the paper. These conventions are basic writing skills included in Florida's Minimum Student Performance Standards and the Uniform Student Performance Standards for Language Arts. Papers representing the higher end of the scale follow, with few exceptions, the conventions of punctuation, capitalization, and spelling and use a variety of sentence structures to present ideas.

Florida Writing Assessment Program (FLORIDA WRITES!)

Score Points in Rubric

The rubric further interprets the four major areas of consideration into levels of achievement. The rubric used to score papers in spring 1995 is shown below.

6 Points

The writing is focused, purposeful, and reflects insight into the writing situation. The paper conveys a sense of completeness and wholeness with adherence to the main idea, and its organizational pattern provides for a logical progression of ideas. The support is substantial, specific, relevant, concrete, and/or illustrative. The paper demonstrates a commitment to and an involvement with the subject, clarity in presentation of ideas, and may use creative writing strategies appropriate to the purpose of the paper. The writing demonstrates a mature command of language (word choice) with freshness of expression. Sentence structure is varied, and sentences are complete except when fragments are used purposefully. Few, if any, convention errors occur in mechanics, usage, and punctuation.

5 Points

The writing focuses on the topic, and its organizational pattern provides for a progression of ideas, although some lapses may occur. The paper conveys a sense of completeness or wholeness. The support is ample. The writing demonstrates a mature command of language, including precision in word choice. There is variation in sentence structure, and, with rare exceptions, sentences are complete except when fragments are used purposefully. The paper generally follows the conventions of mechanics, usage, and spelling.

4 Points

The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern is apparent, although some lapses may occur. The paper exhibits some sense of completeness or wholeness. The support, including word choice, is adequate, although development may be uneven. There is little variation in sentence structure, and most sentences are complete. The paper generally follows the conventions of mechanics, usage, and spelling.

3 Points

The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern has been attempted, but the paper may lack a sense of completeness or wholeness. Some support is included, but development is erratic. Word choice is adequate but may be limited, predictable, or occasionally vague. There is little, if any, variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly.

2 Points

2 Points

The writing is related to the topic but include extraneous or loosely related material. Little evidence of an organizational pattern may be demonstrated, and the paper may lack a sense of completeness or wholeness. Development of support is inadequate or illogical. Word choice is limited, inappropriate or vague. There is little, if any, variation in sentence structure, and gross errors

in sentence structure may occur. Errors in basic conventions of mechanics and usage may occur, and commonly used words may be misspelled.

1 Point

The writing may only minimally address the topic. The paper is a fragmentary or incoherent listing of related ideas or sentences or both. Little, if any, development of support or an organizational pattern or both is apparent. Limited or inappropriate word choice may obscure meaning. Gross errors in sentence structure and usage may impede communication. Frequent and blatant errors may occur in the basic conventions of mechanics and usage, and commonly used words may be misspelled.

Unscorable

The paper is unscorable because

- the response is not related to what the prompt requested the student to do.
 - the response is simply a rewording of the prompt.
 - the response is a copy of a published work.
 - the student refused to write.
 - the response is illegible.
 - the response is incomprehensible (words are arranged in such a way that no meaning is conveyed).
 - the response contains an insufficient amount of writing to determine if the student was attempting to address the prompt.
- the writing folder is blank.

Florida Writing Assessment Program (FLORIDA WRITES!)

Description of Writing Scores

For the Florida Writing Assessment, students are given 45 minutes to read their assigned topic, plan what to write, and then write their responses. The descriptions of eleven possible scores from 6.0 - 1.0 are given below.

Score 6.0:

The writing focuses on the topic, is logically organized, and includes ample development of supporting ideas or examples. It demonstrates a mature command of language, including precision in word choice. Sentences vary in structure. Punctuation, capitalization, and spelling are generally correct.

Score 5.5:

The writing was given a 5 by one reader and 6 by the other reader.

Score 5.0:

The writing focuses on the topic with adequate development of supporting ideas or examples. It has an organizational pattern, though lapses may occur. Word choice is adequate. Sentences vary in structure. Punctuation, capitalization, and spelling are generally correct.

Score 4.5:

The writing was given a 4 by one reader and a 5 by the other reader.

Score 4.0:

The writing focuses on the topic, though it may contain extraneous information. An organizational pattern is evident, but lapses may occur. Some supporting ideas contain specifics and details, but others are not developed. Word choice is adequate. Sentences vary somewhat in structure, though many are simple. Punctuation and capitalization are sometimes incorrect, but most commonly used words are spelled correctly.

Score 3.5:

The writing was given a 3 by one reader and a 4 by the other reader.

Score 3.0:

The writing generally focuses on the topic, though it may contain extraneous information. An organizational pattern has been attempted, but lapses may occur. Some of the supporting ideas or examples may not be developed. Word choice is adequate. Sentences vary somewhat in structure, though

many are simple. Punctuation and capitalization are sometimes incorrect, but most commonly used words are spelled correctly.

Score 2.5:

The writing was given a 2 by one reader and a 3 by the other reader.

Score 2.0:

The writing may be slightly related to the topic or offer little relevant information and few supporting ideas or examples. There is little evidence of an organizational pattern. Word choice may be limited or immature. Sentences may be limited to simple constructions. Frequent errors may occur in punctuation, capitalization, and spelling.

Score 1.5:

The writing was given a 1 by one reader and a 2 by the other reader.

Score 1.0:

The writing may only minimally address the topic because there is little or no development of supporting ideas or examples. No organizational pattern is evident. Ideas are provided through lists, and word choice is limited or immature. Unrelated information may be included. Frequent errors in punctuation, capitalization, and spelling may impede communication.

Support and Extensions:

1. As part of pre-reading activities, take time for students to make some decisions about the best ways to organize information. Below is a **Character Frame** that will help students organize their information.

CHARACTER FRAME

CHARACTER	PERSONALITY TRAITS	ACTIONS WHICH SUPPORT TRAIT	CONVERSATION BY OR ABOUT THE CHARACTER WHICH ILLUSTRATES TRAIT

CONCEPT of DEFINITION MAP

[Schwartz & Raphael, 1985]

