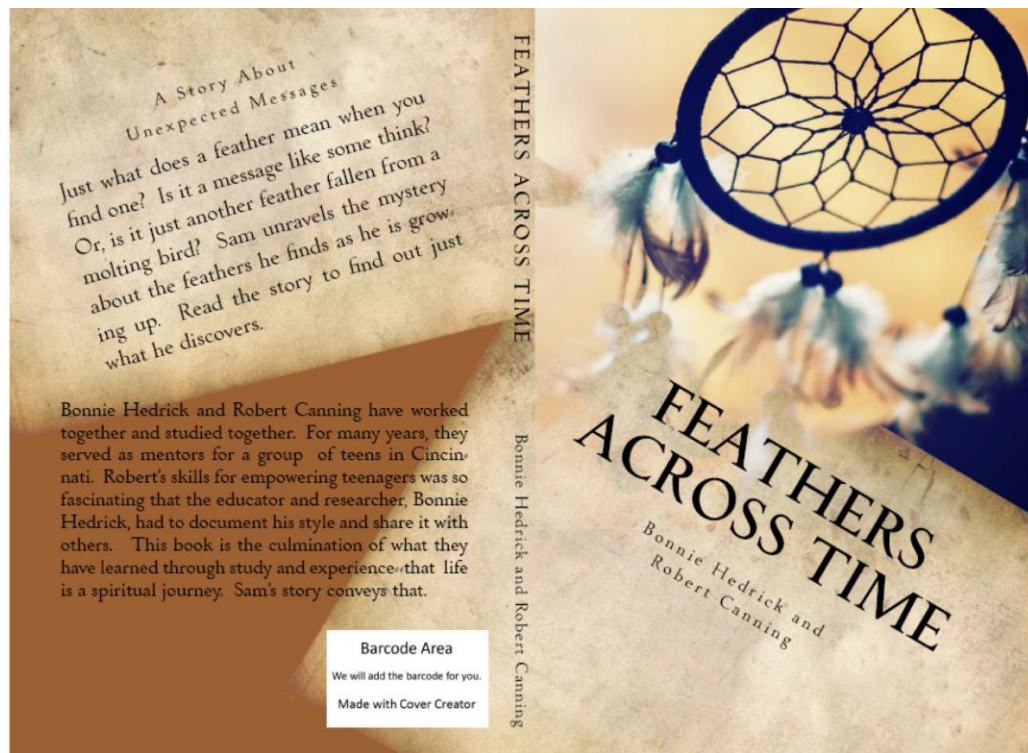




A Teacher's Guide for 6th Grade

Following the Reading of Feathers Across Time in 5th Grade



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Background on Adverse Childhood Experiences

To understand the importance of youth studying about challenges, please review the synopsis of Adverse Life Experiences Study in the box below.

The Adverse Childhood Experiences Study (ACES), conducted in the 1980s through an ongoing collaboration between the Centers for Disease Control and Prevention and Kaiser Permanente, is “one of the largest investigations ever conducted to assess connections between chronic stress caused by early adversity and later-life health.” The study sought to analyze the relationship between multiple types of childhood trauma—such as physical and emotional abuse and neglect, domestic violence, parental mental illness, substance abuse and separation/divorce—and the risk for poor physical, mental, and behavioral problems later in life.

The results of the study revealed the following findings:

First, ACEs are incredibly common—67 percent (2 out of 3 people) of the study population had at least one ACE and 13 percent (1 out of 8 people) of the population had four or more ACEs. Secondly, there was a dose-response relationship between ACEs and numerous health problems. This means that the more ACEs a child has, the higher the risk of developing chronic illnesses such as heart disease, chronic obstructive pulmonary disease (COPD), depression and cancer.

Continued research supports the above findings that “children carry the effects of childhood experiences into adulthood.... Exposure to ACEs may put our children at higher risk for learning difficulties, emotional problems, developmental issues and long-term health problems.”

On a brighter note, Zorka Hereford states that “Learning to deal with and overcoming adversity is what builds character and resilience. Every challenge and every difficulty we successfully confront in life serves to strengthen our will, confidence and ability to conquer future obstacles. Herodotus, the Greek philosopher, said, ‘Adversity has the effect of drawing out strength and qualities of a man that would have lain dormant in its absence.’ When you respond positively and constructively to your biggest challenges, the qualities of strength, courage, character and perseverance emerge from deep inside of you.” Zorka Hereford. *9 Essential Life Skills - A Guide for Personal Development and Self-Realization*. Tecumseh, Ont. : Mandz Pub. Canada, 2007.

Acknowledgement of Theoretical Frameworks

The Circle of Courage is a powerful model that builds on “universal human needs for belonging, mastery, independence, and generosity. These are the foundations for psychological resilience and positive youth development.” [The Starr Commonwealth: <https://www.starr.org/training/outh/aboutcircleofcourage>.] The authors acknowledge this model along with other models for resiliency as the foundation for what is written here.

Of relevance to the theoretical framework for the content of this book is the video and model, *The Science of Character*, Let it Ripple Film Studio. [Let It Ripple Film Studio, *The Science of Character*, <http://www.letitripple.org/films/science-of-character/>.] It will be helpful for teachers to become familiar with the theoretical frameworks that underpin the teachings within *Feathers Across Time*. To assist you, a synopsis has been added to this section on the Asset Development, the Circle of Courage, and The Science of Character.

Asset Developments

In 2005, the Search Institute published their work on *What Kids Need to Succeed*. Their website reads, “The developmental assets are 40 research-based, positive experiences and qualities that influence young people’s development, helping them become caring, responsible, and productive adults. Based in youth development, resiliency, and prevention research, the Developmental Assets framework has proven to be effective and has become the most widely used approach to positive youth development in the United States and, increasingly, around the world. The framework has been adapted to be developmentally relevant from early childhood through adolescence.” Retrieved from: <http://www.search-institute.org/what-we-study/developmental-assets>

Circle of Courage

The Circle of Courage” and “The Science of Character” provide a framework for showing the relationship of the interlinking themes within the book to the overall goal. The Circle of Courage® is a model of positive youth development based on the

universal principle that to be emotionally healthy all youth need a sense of belonging, mastery, independence and generosity.



The Science of Character

For the teacher’s review of the development of character, a brief excerpt from the references follow:

<https://www.starr.org/training/outh/aboutcircleofcourage>

Let It Ripple: *The Science of Character*

Let It Ripple: *The Science of Character* is a short film that explores the nature of character development. According to the film, “you can improve your character through mindful striving or let your character worsen through “negligence and obliviousness.”

Related Academic Standards

The following standards may be used as guidelines when preparing activities/assessments at the end of the chapters/sections of the book chosen for reading. The standards, not only establish content knowledge for our college and career-ready students, but they also aid in guiding instructional strategies that promote the students' ability to learn, apply, and integrate knowledge, skills, and understandings. Ultimately, the purpose is to apply these skills to real life situations, to solve everyday problems, to make wise decisions, and to think critically and creatively.

- RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to or how the speaker in a poem reflects upon a topic; summarize the text.
- RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL 5.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
- W. 5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- W. 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W. 5.9 Draw evidence from literary or informational text to support analysis, reflection, and research
- SL. 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL. 5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- PL. 3.5 Demonstrate self-control and self-discipline
- PL. 5.1 Use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- PL. 5.4 Use decision-making process to make informed decisions among options.
- PL. 4.3 Individually demonstrate consistent, responsive and caring behavior.
- PL. 4.4 Demonstrate the ability to accept the rights and responsibilities for self and others.
- PL. 4.1 Effectively use interpersonal skills.

Implementation of Core Life in Sixth Grade



Preparation: By sixth grade, students will have received instruction in one or more of the Core Life materials. In 5th grade, they should have read *Feathers Across Time* (suggested for 5th grade but can be used in 6th). In sixth grade, the suggested lesson plans center on summative activities that reflect what they have previously learned. Using other books that teach the Core Life attributes is one way to do it.

Student Learning Objectives: Students will be able to:

1. Identify the following attributes of character in the characters from their chosen book: courage, curiosity, courtesy, empathy, friendship, goals, gratitude, honesty, moderation, tolerance, respect, responsibility, optimism, perseverance, rules, generosity, survival (overcoming adversity), and wisdom.
2. Define attributes and provide an example of each.
3. List influential people in the lives of children and how those people can shape the character of the child.

First Semester Instructions for the Teacher

1. During the first semester, have students read a self-selected book from the booklist below.
2. Then, using the handout provided, have students present the character traits represented in the book by one of the following activities:
 - Present an oral summary incorporating information about how the traits are demonstrated in the book.
 - Act out one scene demonstrating the trait, followed by class discussion.
 - Create a diorama depicting a scene from the book and label character trait(s) expressed.
 - Create a collage of pictures from magazines representing the expressions, thoughts, or actions of a character and label the character and the trait.
 - Draw a scene demonstrating the trait and explain the scene to the class.



3. Evaluation: Grade students on their ability to complete the outline for their project.

Booklist From Which to Choose Books

The following booklists have been identified by professionals in the field: teachers, librarians, and a reading specialist. The books are listed in one or more categories of character traits. The grade levels assigned were determined using interest levels, grade levels, and Lexile measures. To make these booklists appropriate for all students in the fifth and sixth grades, books were chosen from lower elementary to 6th grade or higher. The rationale for this selection is that students within a given class have varied reading and interest levels.

COURAGE

A Wrinkle in Time by Madeleine L'Engle—1962 (Grades 6-9)
Flipped by Wendelin Van Draanen—2001 (Grades 7+)
The Battle of the Labyrinth by Rick Riordan—2008 (Grades 5-9)
The Dark Is Rising by Susan Cooper—1973 (Grades 5-6)
The Last Olympian by Rick Riordan—2009 (Grades 5-9)
The Lion, the Witch and the Wardrobe by C. S. Lewis—1950 (Grades 4-6)
The Sea Monsters by Rick Riordan—2006 (Grades 5-9)
Number the Stars—1989 (Grades 5-7)

COURTESY

Dude, That's Rude! Get Some Manners by Pamela Espeland—2007 (Grades 3+)

CURIOSITY

A Wrinkle in Time by Madeleine L'Engle—1962 (Grades 6-9)
Counting by 7's by Holly Goldbert Sloan—2013 (Grades 5-8)
The Adventures of Tom Sawyer by Mark Twain—1876 (Grades 5-6)
The Lion, the Witch and the Wardrobe by C. S. Lewis—1950 (Grades 4-6)

EMPATHY

Granny Torrelli Makes Soup by Sharon Creech—2005 (Grades 4-7)
One Hundred Dresses by Eleanor Estes—2004 (Grades 4-9)
Rose Blanche by Christophe Gallaz—2011 (Grades 5 and up)
Rules by Cynthia Lord—2008 (Grades 4-7)
Stargirl by Jerry Spinelli—2002 (Grades 4+)
The Misfits by James Howe—2003 (Grades 4-8)
The Tenth Good Thing about Barney by Judith Viorst—1987 (Grades 4-6)

FRIENDSHIP

Almost Home by Joan Bauer—2013 (Grades 6-7)
Bridge to Terabithia by Katherine Paterson—1977 (Grades 5-8)



Diary of a Wimpy Kid by Jeff Kinney – 2004 (Grades 3-7)
Goodbye Stranger by Rebecca Stead – 2015 (Grades 5+)
Jake and Lilly by Jerry Spinelli – 2013 (Grades 3-7)
Roll of Thunder, Hear My Cry by Mildred Taylor – 1976 (Grades 4-7)
The Crossover by Kwame Alexander – 2014 (Grades 5-7)
The Maze Runner by James Dashner – 2009 (Grades 7+)
The Dark Is Rising by Susan Cooper – 1973 (Grades 5-6)
The Titan’s Curse by Rick Riordan – 2007 (Grades 6-9)
Wonder by R. J. Palacio – 2012 (Grades 3-7)

GOALS: Advanced Readers

Basketball Belles by Sue Macy – 2011 (Grades 3-6)
Here Come the Girl Scouts! by Shana Corey – 2012 (Grades 3-6)
Little Women by Louisa May Alcott – 1860 (Grades 3-6)
M. C. Higgins, the Great by Virginia Hamilton – 1974 (Grades 3-7)
Me...Jane by Patrick McDonnell – 2011 (Grades 3-7)
The Camping Trip that Changed America by Barb Rosenstock – 2012 (Grades 3-7)
The Contract by Derek Jeter – 2016 (Grades 4-7)
Tillie the Terrible Swede by Sue Stauffacher – 2011 (Grades 3-7)

GRATITUDE: Advanced Readers

Did I Ever Tell You How Lucky You Are? by Dr. Seuss – 1973 (Grades 3-7)
If the World Were a Village by David J. Smith – 2011 (Grades 4-8)
Just So Thankful by Mercer Mayer – 2006 (Grades 3-6)
My Dog, My Hero by Betsy Cromer Byars – 2002 (Grades 3-6)
Sylvester and the Magic Pebble by William Steig – 2012 (Grades 3-6)
The Most Thankful Thing by Lisa McCourt – 2003 (Grades 4-7)
Those Shoes by Maribeth Boelts – 2009 (Grades 3-6)
Where the Mountain Meets the Moon by Grace Lin – 2009 (Grades 3-6)

HONESTY: Advanced Readers

A Penny’s Worth of Character by Jesse Stuart – 1993 (Grades 3-7)
Don’t Tell a Whopper on Fridays! by Adolph Moser – 1999 (Grades 4 and up)
Pinocchio by Carlo Collodi – 1940 (Grades 3-7)
The Homework Machine by Dan Gutman – 2007 (Grades 4-6)
Touchdown Trouble by Fred Bowen – 2009 (Grades 3-6)

MODERATION: Advanced Readers

The Lion, the Witch and the Wardrobe by C. S. Lewis – 1950 (Grades 4-6)
The Rise and Fall of Mount Majestic by Jennifer Trafton – 2011 (Grades 3-7)

OPTIMISM: Advanced Readers

Elvis and the Underdogs by Jenny Lee – 2014 (Grades 4-6)

Hope is a Ferris Wheel by Robin Herrera – 2014 (Grades 3-6)
 Roll of Thunder, Hear My Cry by Mildred Taylor – 1976 (Grades 4-7)
 The Little Prince by Antoine De Saint-Exupery – 1943 (Grades 3-6)
 The Secret Garden by Frances Burnett – 2014 (Grades 5-8+ years)
 Wanda's Roses by Pat Brisson – 2000 (Grades 3-7)
 The Pushcart War by Jean Merrill – 1987 (Grades 3-7)
 The Tortoise and the Jackrabbit by Susan Lowell – 2004 (Grades 3-5)
 Trumpet of the Swan by E. B. White – 2001 (Grades 4-7)
 Understood Betsy by Dorothy Canfield Fisher – 2013 (Grades 6-8)
 Where the Mountain Meets the Moon by Grace Lin – 2009 (Grades 3-6)
 Wilma Unlimited by Kathleen Krull – 2000 (Grades 3-7)

OVERCOMING ADVERSITY

Dragonwings by Laurence Yep – 1975 (Grades 4-7)
 Out of My Mind by Sharon M. Draper – 2010 (Grades 5+)
 Smile by Raina Telgemeier – 2009 (Grades 5+)
 Wonder by R. J. Palacio – 2012 (Grades 3-7)

PERSEVERANCE/DETERMINATION: Advanced Readers

Adventures of Pinocchio by Carlo Collodi--2016 (Grades (3-7)
 Amazing Grace by Mary Hoffman – 1991 (Grades 3-6)
 Apples to Oregon by Deborah Hopkinson – 2008 (Grades 3-8)
 Black Beauty by Anna Sewell – 1999 (Grades 3-6)
 Brother Hugo and the Bear by Kathryne Beebe – 2014 (Grades 3-5)
 Flipped by Wendelin Van Draanen – 2001 (Grades 7+)
 Follow the Drinking Gourd by Jeanette Winter – 1992 (Grades 3-6)
 Jonathan Livingston Seagull by Richard Bach – 1970 (Grades 5+)
 King Tut's Tomb Robbers by Miguel Carbonell – 2010 (Grades 4-6)
 Lassie Come Home (75th Edition) by Eric Knight – 2015 (Grades 3-7)
 Little Engine That Could by Watty Piper – 2001 (Grades 3-5)
 Mike Mulligan and His Steam Shovel by Virginia Lee Burton--1939 (Grades 4-8)
 Story of Hercules by Bob Blaisdell – 1997 (Grades 3-8)
 The Biggest Bear by Lynd Ward – 1973 (Grades 3-6)
 The Cabin Faced West by Jean Fritz – 2001 (Grades 3-7)
 The City of Ember by Jeanne DuPrau – 2003 (G-7)
The Empty Pot written/illustrated by Demi – 1996 (Grades 3-5)
 The Giver by Lois Lowry – 1993 (Grades 7+)
 The Giving Tree by Shel Silverstein – 1964 (Grades 3-5 -but great for all ages)
 The Last of the Really Great Whangdoodles by Julie Andrews Edwards – 2003 (Grades 3-7)
 The Maze Runner by James Dashner – 2009 (Grades 7+)
 Where the Red Fern Grows – 1961 (Grades 3-7)

RESPECT

Getting To Know Ruben Plotnick by Roz Rosenbluth – 2005 (Grades 3-5)



Henry Huggins by Beverly Cleary – 1990 (Grades 2-7)
Her Father's Garden by James Vollbracht – 1996 (Grades 4-8)
Homer Price by Robert McCloskey – 2005 (Grades 3-7)
Invisible Princess by Faith Ringgold--1998 (Grades 4-8)
Mrs. Frisby and the Rats of NIMH by Robert O'Brien – 1986 (Grades 4-6)
Owl Moon by Jane Yolen – 1987 (Grades 3-5)
Soup by Robert Peck--1998 (Grades 3-7)
Stellaluna by Janell Cannon--1993 (Grades 3-5)
The Cabin Faced West by Jean Fritz – 2001 (Grades 3-7)
The Hundred Penny Box by Sharon Bell Mathis – 2006 (Grades 3-6)
The Lion, the Witch and the Wardrobe by C. S. Lewis – 1950 (Grades 4-6)
The Whipping Boy by Sid Fleischman--2003 (Grades 3-8)
Where the Wild Things Are by Maurice Sendak – 1967 (Grades 3-7)
Sarah, Plain and Tall by Patricia MacLachlan – 2000 (Grades 1-5)

RES PONSIBILITY: Advanced Readers

Among the Hidden by Margaret Peterson Haddix – 1998 (Grades 3-7)
Because of Mr. Terupt by Rob Buyea – 2011 (Grades 3-6)
Brave Irene by William Steig – 1986 (Grades 3-5)
Charlie and the Chocolate Factory by Roald Dahl – 1964 (Grades 3-8)
Crunch by Leslie Conner – 2012 (Grades 4-7)
Island of the Blue Dolphins by Scott O'Dell – 1960 (Grades 2-5)
Jumanji by Chris Van Allsburg – 1981 (Grades 3-7)
Nicki by Ann Howard Creel – 2013 (Grades 4-6)
Number the Stars – 1989 (Grades 5-7)
The Runaway Bunny by Margaret Wise Brown – 2006 (Grades 3-5)
Tops and Bottoms by Janet Stevens – 1995 (Grades 3-5)
The Dark Is Rising by Susan Cooper – 1973 (Grades 5-6)

RULES: Advanced Readers

Allie Finkle, Rules for Girls by Meg Cabot – @2008 (Grades 3-7)
Bad Girls by Cynthia Voigt – 1997 (Grades 3-6)
Bartholomew Biddle and the Very Big Wind by Gary Ross – 2012 (Grades 3-5)
Flying Solo by Ralph Fletcher – 2008 (Grades 4-8)
Rules by Cynthia Lord – 2008 (Grades 3-7)
Ten Rules for Living With My Sister by Ann Martin – 2012 (Grades 3-6)
What If Everybody Did That? by Ellen Javernick – 2010 (Grades 3-5)

TOLERANCE: Advanced Readers

A Taste of Colored Water by Matt Faulkner – 2008 (Grades 3-6)
Amazing Grace by Mary Hoffman – 1991 (Grades 3-5)
Crow Boy by Taro Yashima – 1976 (Grades 3-5)
Dragonwings by Laurence Yep – 1975 (Grades 4-7)
Drama by Raina Telgemeier – 2012 (Grades 6-9)
Flipped by Wendelin Van Draanen – 2001 (Grades 7+)
Goodbye Stranger by Rebecca Stead – 2015 (Grades 5+)

Let's Talk About Race by Julius Lester – 2008 (Grades 3-6)
 Mayfield Crossing by Vaunda Micheaux Nelson – 2002 (Grades 3-5)
 Roll of Thunder, Hear My Cry by Mildred Taylor – 1976 (Grades 4-7)
 Sylvester and the Magic Pebble by Wm Steig – 2004 (Grades 3-6)
 Tale of Despereaux by Kate DiCamillo – 2003 (Grades 3-6)
 The Diary of a Young girl by Anne Frank – 1991 Grades 5-8)
 The Giver by Lois Lowry – 1993 (Grades 7 and up)
 The Sandwich Swap by Rania Al Abdullah – 2010 (Grades 3-5)
 Through My Eyes by Ruby Bridges – 1999 (Grades 3-7)
 Ugliest by Scott Westerfeld – 2005 (Grades 6+)
 Wonder by R. J. Palacio – 2012 (Grades 3-7)

VOLUNTEERING: Advanced Readers

A Castle on Viola Street by DyAnne DiSalvo-Ryan – 2001 (Grades 3-5)
 Ellen Fremedon, Volunteer by Joan Givner – 2004 (Grades 4-6)
 Lila's Little Sister by Alice Nicole Johansson – 1994 (Grades 4-6)
 Mayfield Crossing by Vaunda Nelson Micheaux Nelsonmayfiem – 2002 (Grades 3-5)
 Notes From a Liar and Her Dog by Gennifer Choldenko – 2003 (Grades 4-8)
 Persnickity by Stephen Cosgrove – 1988 (Grades 3-5)
 Ramona and Her Mother by Beverly Cleary – 1979 (Grades 3-7)
 The Best Christmas Pageant Ever by Barbara Robinson – 1998 (Grades 3-7)
 The Cabin Faced West by Jean Fritz – 2001 (Grades 3-7)
 The Cats in Krasinski Square by Karen Hesse – 2004 (Grades 3-6)
 The Empty Room by Jon Mikkelsen – 2007 (Grades 4-6)
 The Giving Tree by Shel Silverstein – 1964 (Grades 3-5 -but great for all ages)
 The Golden Door by Emily Rodda – 2012 (Grades 4-6)
 The House on the Prairie (Series) by Laura Ingalls Wilder (Grades 3-6)
 The Lion, the Witch and the Wardrobe by C. S. Lewis – 1950 (Grades 4-6)
 The Trees of the Dancing Goats by Patricia Polacco – 2000 (Grades 3-5)
 Trumpet of the Swan by E. B. White – 2001 (Grades 3-7)

WISDOM: Advanced Readers

Ella Enchanted by Gail Carson – 1997 (Grades 3-7)
 Frindle by Andrew Clements – 1998 (Grades 4-7)
 Ming Lo Moves the Mountain by Arnold Lobel – 1993 (Grades 3-5)
 Out of My Mind by Sharon M. Draper – 2010 (Grades 5+)
 The Dragon's Boy by Jane Yolen – 1990 (Grades 4-6)
 The Hobbit by J.R.R. Tolkien – 1937 (Grades 7+)
 The Ugly Princess and the Wise Fool by Margaret Gray – 2002 (Grades 3-6)
 The Wheel on the School by Meindert DeJong – 1972 (Grades 3-6)
 Tuck Everlasting by Natalie Babbitt – 1975 (Grades 5-8)
 William the Curious: Knight of the Water Lilies by Charles Santore – 2014 (Grades 3-5)
 The Dark Is Rising by Susan Cooper – 1973 (Grades 5-6)
 The Giver by Lois Lowry – 1993 (Grades 7+)

***The Harry Potter Series (Grades 4-8+) -multiple books and multiple character traits

Student Resport Sheet**Date:** _____**Book Title:** _____**Setting:** _____**Main Characters: (List All)**

Name and Description of the Character Chosen to Profile: -

Provide at least two examples of ways in which your chosen character displayed at least three of the following character attributes: courage, curiosity, courtesy, empathy, friendship, goals, gratitude, honesty, moderation, tolerance, respect, responsibility, optimism, perseverance, rules, generosity, survival (overcoming adversity), and wisdom.

Character Attribute	Examples



Second Semester Instructions for the Teacher

During the second semester of the 6th grade, have students use the “My Story” pages to write their own stories, either from their own experiences or from their imagination, representing at least five of the character traits.

1. Have students show how they developed their internal compass (compilation of any/or all of the character traits) through these experiences. [You may need to explain internal compass.]
2. Using the peer grading scorecard provided, students will read each other’s stories and rate them based on a rubric provided.

My Story

Name: _____ Date: _____

Book Title: _____

Setting: _____

Main Characters: (List All)

Name and Description of the Character Chosen to Profile: -

[illegible]

[illegible]

PEER GRADING RUBRIC

Name of Story: _____ Your Name _____

Did this story include at least three of the following character attributes? Check all that apply and provide an example.

Character Attribute	Examples
Courage	
Curiosity	
Courtesy	
Respect	
Volunteering	
Wisdom	
Empathy	
Healthy Living	
Setting Goals	
Transformation	
Survival	
Mindfulness	
Gratitude	
Rules	
Perseverance	
Tolerance	
Optimism	
Moderation	
Honesty	