

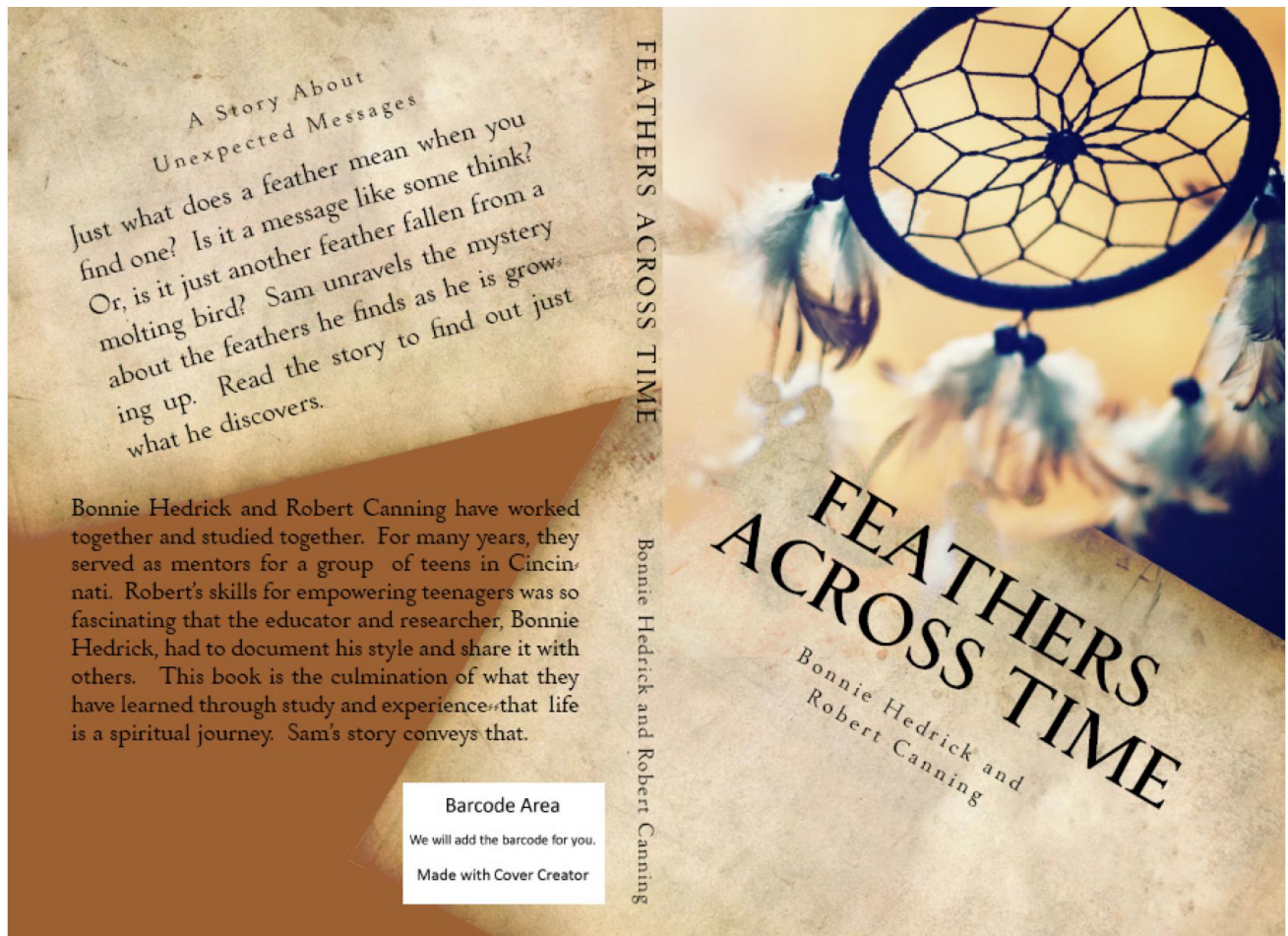


# Core Life 5<sup>th</sup> Grade

## Chosen Book:

### Feathers Across Time

#### Teacher's Guide



Books can be purchased through Amazon for \$9.99 each

Or From MHANKYSWOH for

\$8.50 each



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# Acknowledgements

## *Acknowledgement of Contributors*

Contributing Author and Editor: Dorothy Miller, Ph. D., spent her professional career devoted to helping student understand and appreciate written and oral language. Earning undergraduate and graduate degrees in English and Reading, she culminated her academic work with a Ph.D. in Educational Administration and Supervision. During her 40-year tenure as an educator, she taught elementary, secondary, high school, college, and adult students. Her areas of expertise include: English, English Education, Reading Skills, Reading Education, Secondary Education, and Educational Administration and Supervision. Additionally, she engaged in multiple technical writing projects, such as designing curriculum for academic programs, writing grants, and creating documents necessary for securing both state and national accreditation. Upon retiring, she has continued to develop and edit manuscripts for technical and creative writing projects; and she has been involved in both public and private children's literacy development programs through reading books to children and teaching beginning reading skills and comprehension.

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## *About the Author of Feathers Across Time and Contributing Editor to this Guide*

Bonnie Hedrick earned a Ph.D., from the University of Cincinnati in 1997 while working at UC as a Senior Research Associate. Her role as Director of the Ohio Resource Network, a program funded by the state, involved training teachers and other school personnel on safe and supportive learning environments. During her tenure at UC, she worked closely with multiple state departments including the Department of Education on school climate and culture. She was on the writing team (Drs. Jonathon Cohen, Mary Lou Rush, and Bonnie Hedrick) that created the Ohio School Climate Guidelines that was approved by the Ohio School Board in 2005. She is the lead author of *Feathers Across Time*. [See: [https://saferschools.ohio.gov/content/ohio\\_school\\_climate\\_guidelines.](https://saferschools.ohio.gov/content/ohio_school_climate_guidelines.)]

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

In the Acknowledgements, the authors of *Feathers Across Time* list “The Circle of Courage” and “The Science of Character” as providing a framework for showing the relationship of the interlinking themes within the book to the overall goal—developing your internal compass. The themes presented—curiosity,



courage, challenges and adversities, patience and perseverance; responsibility, respect, friendship, honesty, bravery, etc—reveal the attributes of human nature that ultimately comprise our internal compass, the deciphering mechanism, or the navigation of our minds. The internal compass ultimately controls how we respond to life situations and struggles. As Sam experiences feelings of anger, frustration, fear, bravery, etc., he slowly develops—through Jessie’s lessons and his own reactions and consequences to situations—an internal compass that brings a sense of direction, happiness, and fulfilment to his life.

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.”



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# About Feathers Across Time

The study guide is organized for you, the teacher, to use and adapt as needed for your students as they read *Feathers Across Time*. For your convenience, we have included this brief review of the book's contents and themes.

## Sections and Chapters

*Feathers Across Time* is about a young boy who faces the challenges of growing up in an urban area of Northern Kentucky. With an absent father, he turns to an out-of-the-ordinary friend to interpret what he perceives to be messages from the "other side." These messages come in the form of feathers at special times in his life and through special people. Sam, the main character, learns the value of good character through ordinary and not-so-ordinary childhood experiences. His trusted friend, Jessie, offers insightful guidance for Sam as he seeks to find the answers about his missing father, a menacing school mate, and becoming a teenage boy.

Multiple traits are revealed through the characters' thoughts, feelings, and actions. The traits can be discussed as you read each chapter, answer the questions, or at the end of the section. The discussions will provide opportunities for students to make connections throughout the book to other works of literature; movies or plays; and other historical or current events. The general reading response topics can be used for journal writing. The creative projects can be used to extend the reading experience and promote critical thinking.

The novel is divided into five sections. Sections 1-4 are the main body of the book. Section 5 contains background information and can be used primarily for pre-reading activities. The book sections and chapters are divided as follows:

**Section 1: Did Curiosity Really Kill the Cat?**

- Chapter 1: The New View
- Chapter 2: The Unexpected Messenger
- Chapter 3: The Wrong Hat
- Chapter 4: The Second-Floor Window

**Section 2: Man-Up, Dude!**

- Chapter 5: Permission to Come Aboard
- Chapter 6: Finding Home
- Chapter 7: Secret Missions and More
- Chapter 8: Broken Spirits
- Chapter 9: The Falcon's Mighty Claws

**Section 3: You Gotta Tough It Out!**

- Chapter 10: Out of Control
  - Chapter 11: Facing the Music
  - Chapter 12: Grit
-

Chapter 13: Hello, is somebody there?  
Chapter 14: Defining Moments in Time  
Chapter 15: The Lesson

**Section 4: The Journey**

Chapter 16: The Feather of the Red-Tailed Hawk  
Chapter 17: Finally, The Message  
Chapter 18: The Dove Feather

**Section 5: Background Information**

Covington Today by Former Mayor Sherry Carran  
Historical Facts about Greater Cincinnati Region  
Endnotes

## Main Characters

Sam – the main character  
Jessie – a central figure in Sam’s life  
Dave – Sam’s best friend  
Noah – the bully  
Holly – Sam’s special friend  
Joey – Sam’s little brother with developmental delays  
Jessica – Sam’s older sister  
Gram – Sam’s grandmother and babysitter  
Mom – Sam’s mother who doesn’t talk about dad

## Timeline of Chapter Events and Section Themes

Timeline	Chapters	Main Events in Sam's Life	Section Themes
Summer and Fall, 1981	Chapter 1	Moves to Covington and encounters the mystery of the old man on the rooftop	Curiosity
	Chapter 2	Gets school assignment and relates it to the birds on the roof	
	Chapter 3	Selects a hat with a questionable phrase and encounters problems at school-	
	Chapter 4	Goes to roof without permission & sees Jessie for the first time-	
	Chapter 5	Visits Jessie for 2 <sup>nd</sup> time to warn him about the boys' plan to harm his birds and to learn about pigeons	Courage
	Chapter 6	Visits Jessie for 3 <sup>rd</sup> time & asks about his dad-Mid	
	Chapter 7	Visits Jessie and talk about messages-November	
Spring, 1982	Chapter 8	Experiences bullying by Noah and sends message to Jessie that he needs him	
Spring & Summer, 1982	Chapter 9	Decides to go to the roof with his friends to hang out and to help with Jessie's birds; has an experience with the falcon's claws	
Fall, 1982	Chapter 10	Enters 6 <sup>th</sup> grade and celebrates with party on roof, resulting in a devastating fire	
Fall, 1982	Chapter 11	Goes before the judge, confesses, and ends the year on probation	Character
Fall, 1983	Chapter 12	Begins 7 <sup>th</sup> grade with excitement about playing ball	
Fall, 1984	Chapter 13	Enters 8 <sup>th</sup> grade and decides to explore an abandoned warehouse	
Fall, 1985	Chapter 14	Enters high school and plays varsity basketball and is involved in an initiation event which can only be defined as bullying	
Fall, 1985	Chapter 15	Works with Jessie to teach the basketball team a lesson about bullying	
Fall, 1985	Chapter 16	Becomes good friends with Holly, learns how to make a dreamcatcher, and learns more from Jessie on how to use his internal compass to make decision	Commitment
Spring, 1985	Chapter 17	Finds out about his dad the day after making the dreamcatcher for Holly	

Later when Sam is in college	Chapter 18	Attends graduate school and returns to Covington to face Joey's death	
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## Contents, Themes, Teaching Objectives

### Section 1 -- Did curiosity really kill the cat?

Featured Quote: *The important thing is not to stop questioning. Curiosity has its own reason for existing.* Albert Einstein

Theme: Curiosity and how it impacts personal growth

Chapters	Interlocking Themes	Students will be able to:
Chapter 1 – The New View	Using curiosity to impact one's attitudes	Cite examples of Sam's curiosity.
		Define attitude and how circumstances affect attitudes
		Explain how thoughts shape attitudes.
		Describe how attitudes lead to curious behavior.
		Explain how change, even good change, can lead stressful attitudes.
Chapter 2 – The Unexpected Messenger	Forming questions leads to deeper understanding of life experiences	Define culture and how it contributes to beliefs, opinions, and thoughts.
		Explain how Jessie's Native American culture influenced his behavior.
		Describe cultural sensitivity and how it relates to language.
		Explain the relevance of life experiences (events, actions, and conversations) to the development of a person's character.
Chapter 3 – The Wrong Hat	Creating new friendships and meeting new challenges	Define adversity.
		List the adversities Sam is facing and explain how they may relate to your life.
		Explain "disrespect" as it relates to why Sam got in trouble with his teacher.
		Explain "right" and "responsibility" as they relate to following rules.
		Analyze how Sam's thoughts and feelings influenced his behaviors
Chapter 4 – The Second-Floor Window	Using curiosity in safe ways or unsafe places	Identify at least one example of responsibility, respect, and courage in this chapter.
		Relate examples of responsibility, respect, and courage to your own life.
		Develop your definition of curiosity.
		Explain how Sam's invasion of Jessie's privacy was disrespectful.
		Explain how curiosity can "kill the cat."
		Differentiate between courageous and foolish acts.

## Section 2 – Man Up Dude!

Featured Quote: *Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.* Winston Churchill

Chapter	Interlocking Themes	Students will be able to:
Chapter 5 – Permission to Come Aboard	Tapping your courage to show respect, take responsibility, and explore new opportunities	Develop definitions for courage and courageous.
		Give examples from the chapter that demonstrate how Sam was courageous.
		Identify examples of responsibility and respect in this chapter and explain how they relate to trust.
		Identify examples of trust, respect, and responsibility in someone you admire.
Chapter 6 – Finding Home	Using courage to develop and use one's internal ability to navigate life successfully	Explain how one's experiences, thoughts, actions, and conversations form a person's character.
		Explain how one's character contributes to their internal compass.
		Explain "internal compass" as it relates to the decisions they make each day.
		Explain how Jessie's illustration about navigation helps Sam understand his own ability to find answers to his questions.
Chapter 7 – Secret Missions and More	Employing courage to see and understand the messages we receive from people, events, and situations	Explain the importance of good grades as messages to students.
		Give an explanation of the message Sam received when Jessie talked about leaving the rooftop.
		Explain how we receive messages in daily life.
		Discuss the importance of respecting others' privacy.
		Explain why Jessie's notes encouraged Sam to perform acts of kindness.
		Identify trusted adults who can help with challenges like bullying in school.
Chapter 8 – Broken Spirits	Using courage to seek help when we need it	Relate the examples of bullying found in the chapter to what happens in your school.
		Identify trusted adults who can help with challenges like bullying in school.
		List at least one way Jessie suggested that Sam use to deal with Noah and develop your own plan.
		Explain the importance of talking to a trusted adult about problems you face.
Chapter 9 – The Falcon's Mighty Claws	Exercising courage to resolve the problems we face	Explain the phrase "the falcon's mighty claws" as a metaphor.
		Relate the falcon's mighty claws to something in their own lives.
		Explain courage and perseverance as ways to overcome challenges
		Explain through examples how we use courage to resolve problems we face.
		Explain the role of perseverance as in overcoming challenges.

<b>Section 3 – You Gotta Tough it Out!</b>		
<b>Chapter</b>	<b>Interlocking Themes</b>	<b>Students will be about to:</b>
Chapter 10 – Out of Control	Using mindfulness for self-control	Identify thoughts and perception as the origin of behavior.
		Give examples of how thoughts drive emotions and emotions drive behavior.
		Give examples of how emotions contributed to a negative action in your lives.
		Define mindfulness and how it contributes to self-control.
Chapter 11 – Facing the Music	Using responsibility for facing consequences	Discuss Sam’s internal turmoil (guilt – knowing what is right and what is wrong) as a motivator for his actions in the story.
		Identify examples of responsibility found in the chapters in this section.
		Create a top ten list of responsible behaviors.
Chapter 12 – Grit	Applying grit to reach a goal or deal with peer pressure	Define “grit.”
		Provide examples of “grit” in their own lives.
		Describe the relationship between patience and perseverance.
		Apply the concept of “grit” to peer pressure.
		Apply the concept of navigation instruments to internal compass.
		Define patience and perseverance.
		Discuss how patience and perseverance help build one’s character.
Chapter 13 – Is Somebody There?	Using wisdom to make good decisions	Define friendship.
		Give examples of behaviors that reflect friendship from the book.
		Define wisdom and explain how it develops.
		Explain how humor is an important character trait.
Chapter 14 – Defining Moments in Time	Tapping courage to do the right thing	Give examples of humor from this and prior chapters.
		Compare/contrast dreams and reality.
		Explain defining moment.
		Identify and explain a defining courageous moment in their lives.
Chapter 15 – The Lesson	Using teamwork to accomplish your goal	Give examples of how to use “navigation instruments” to regulate your thoughts and actions.
		Discuss the negative impact of bullying or hazing.
		Provide one example in the chapter of a lesson learned to change negative peer behaviors.
		Give an example of how to change negative behavior with positive actions.

**Section 4 – The Journey**

<b>Chapter</b>	<b>Interlocking Themes</b>	<b>Students will be able to:</b>
Chapter 16 – The Feather of the Red-Tailed Hawk	Understanding how wisdom develops over time	Define gratitude.
		Explain how developing their internal compass leads to wisdom.
		Show how Sam’s gratitude developed over time through understanding his internal compass.
		Compare how the internal compass, deciphering mechanism, and innate navigational skills develop over time.
Chapter 17 – The Shoebox Message	Resolving challenges brings peace of mind	Show how Sam uses his internal compass to face life’s difficult situations (his dad’s absence and his brother’s death).
		Compare and contrast Sam’s response to the shoebox message with the response to the message from the bird at his window.
		Explain how Sam’s friendship with Holly develops over time.
Chapter 18 – The Dove Feather	Facing difficult challenges is easier with family and friends	Discuss the role of guilt in thought and action.
		Develop a one sentence statement of their perception of the overall theme of <i>Feathers Across Time</i> .
		Explain how Sam used his internal compass to interpret the dove feather. (i.e., wisdom achieved as he talked with Jessie)
		Give their interpretation of how Sam would face life after his experiences in the book.

## Feathers Across Time: Related Academic Standards

The following standards may be used as guidelines when preparing activities/assessments at the end of the chapters/sections of this book. 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 skill

## How To Use Section Five (V) As An Advanced Organizer for the Book

Prior to reading the book, students would probably benefit from prior knowledge about Cincinnati and Covington history. Located in the back of the book is a brief history of Cincinnati/Covington, with comments provided by a recent Covington Mayor. Also, read the information in the Forward by Hope Taft. This information will provide an overall perspective and give students a clue about the theme of the book. Pre-reading activities could include researching more in depth about Covington and Cincinnati—its history, architecture, people, and religions.

Elements of the Story	Recommended Reading	Suggested Activities
Setting	Read the history of Cincinnati and the information by the Covington Mayor in the back of the book and write a paragraph about five of the most interesting facts.	Make a collage of the Row Houses in Covington and/or Cincinnati. Label them with descriptive architectural terms and/or structure
		Make a collage of historical sites in Covington and/or Cincinnati and label them.
		Research one aspect of Covington and/or Cincinnati's history, architecture, religions, ethnic groups, etc. and write a short paper on your findings. Make sure to document your sources.
		Develop a clay model (or some other type) of Sam's extended neighborhood. Include the market, a few row houses, church(es), and a large warehouse.
		Make a collage of the Row Houses in Covington and/or Cincinnati. Label them with descriptive architectural terms and/or structure
		Research the time period of 1981-85 and compare your findings with events today.
Characters	Read more information about gangs and hooligans; paratroopers and navigators; Native Americans cultures and beliefs	Characterize Sam and Jessie. Discuss their appearance, actions, their thinking and the development of their character over time. Identify what others characters say about them.
		Have students bring in Native American Artifacts (pictures, actual objects)
		Request a guest speaker from the US Air Force to discuss navigation; a Native American to discuss their culture.

<b>Plot</b>	Just what does a feather mean when you find one? Is it a message from the “other side” like some people think? Or, is it just another feather fallen from a molting bird? Sam unravels this mystery with the help of a trusted, out-of-the-ordinary friend. Read the story to find out just what Sam discovers about the feathers of the red-tailed hawk.	Research Native American culture and have students create a diorama based in their research. The research can be on any tribe, but make sure one is on Shawnee.
<b>Theme</b>	Importance of life’s messages as a young boy learns the core values of life	Discuss the messages youth get from their environment through media, art, culture, community events, adult behavior, and more. For more information, see: <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2792691/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2792691/</a> . Or, <a href="http://www.huffingtonpost.com/suren-ramasubbu/influence-of-social-media-on-teenagers_b_7427740.html">http://www.huffingtonpost.com/suren-ramasubbu/influence-of-social-media-on-teenagers_b_7427740.html</a> Or, <a href="https://www.youtube.com/watch?v=7QWoP6jJG3k">https://www.youtube.com/watch?v=7QWoP6jJG3k</a> Consider showing utube documentary on the dangers lurking in social media. – depends on age and maturity of students. Documentaries can be found on utube.
	Read the information from the Mayor of Covington about current day Covington	Development of core character traits through interpretation of one’s environment

# ABOUT SECTION I : DID CURIOSITY REALLY KILL THE CAT?

*The important thing is not to stop questioning.  
Curiosity has its own reason for existing. -- Albert Einstein*

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## Interlocking Themes In Context

### ➤ Chapter 1: The New View

Sam moves to Covington and sees the old man on the rooftop. In this chapter, Sam reveals his curious nature through all the questions he asks or thinks to himself. Especially at the end of the chapter, he refers to the old man, the rooftop, and the birds as a mystery; and he indicates that he will “get to the bottom of it.” Sam also shows anger, especially related to his move to Covington from Cincinnati. Throughout the book, his anger will be displayed in various ways, leading ultimately to the conscious effort to use his internal compass to control it.

### ➤ Chapter 2: The Unexpected Messenger

Sam is in the 5<sup>th</sup> grade and gets a school assignment which he uses to learn more about the birds on the old man’s roof. This chapter shows examples of Sam taking responsibility: working on his assignment by going to the library, taking notes on the readings, and getting a library card; keeping his feathers in a well-marked box; being patient with his brother with disability; and talking to his mom about going to visit the man on the roof.

### ➤ Chapter 3: The Wrong Hat

Sam starts 5<sup>th</sup> grade in his new school. Within a month, he makes a good friend; and, he has an unsettling experience wearing a hat with a questionable phrase on it. In this chapter, examples of respect, disrespect, anger, unresolved feelings, bullying, challenges, and adversity present themselves as problem areas for Sam.

### ➤ Chapter 4: The Second-Floor Window:

Sam’s curiosity causes him to by-step his mother’s permission to go to the rooftop to investigate the old man’s habitat. Sam goes to the roof without permission and talks to Jessie for the first time. In this chapter we see mystery, curiosity, rules, navigation.

## Advanced Organizer

**Quote:** The important thing is not to stop questioning. Curiosity has its own reason for existing. Albert Einstein

**Theme:** Curiosity and how it impacts personal and societal progress

Begin by having students research advanced organizers and choose one as their organizing framework. Using the white board, draw the framework. As a group, discuss curiosity. For more information on graphic organizer, see: <http://www.inspiration.com/visual-learning/graphic-organizers>

As a class, create a graphic organizer on the topic of curiosity. To create the collage, students should brainstorm words that they think of about curiosity. Write the words on the board.



## Section Organization

Chapters	Interlocking Themes	Students Will Be Able To:	Words and Phrases for Vocabulary Development and Research
Chapter 1 – The New View	Using curiosity to impact one's attitudes	Cite examples of Sam's curiosity.	Anger Row Houses Over-the-Rhine Birds Hooligans Selfishness Tunnel Time Warp Pigeon Curiosity
		Define attitude and how circumstances affect attitudes	
		Explain how thoughts shape attitudes.	
		Describe how attitudes lead to curious behavior.	
		Explain how change, even good change, can lead stressful attitudes.	
Chapter 2 – Unexpected Messenger	Forming questions leads to deeper understanding of life experiences	Define culture and how it contributes to beliefs, opinions, and thoughts.	Motives Native American Culture Spirit World Mental Retardation Difference between books and encyclopedias Mythology Squab Library Cards Messenger Rules Trepidation Perusing
		Explain how Jessie's Native American culture influenced his behavior.	
		Describe cultural sensitivity and how it relates to language.	
		Explain the relevance of life experiences (events, actions, and conversations) to the development of a person's character.	
Chapter 3 – The Wrong Hat	Creating new friendships and meeting new challenges	Define adversity.	Respect Predicaments Assist Disrespect Self-Pity Unresolved feelings Bullying Challenges Adversity Right Responsibility
		List the adversities Sam is facing and explain how they may relate to your life.	
		Explain "disrespect" as it relates to why Sam got in trouble with his teacher.	
		Explain "right" and "responsibility" as they relate to following rules.	
		Analyze how Sam's thoughts and feelings influenced his behaviors	
Chapter 4 – The Second-Floor Window	Using curiosity in safe ways or unsafe places	Identify at least one example of responsibility, respect, and courage in this chapter.	Shack Purple Heart Dreamcatcher Memorabilia Science of Navigation Privacy
		Relate examples of responsibility, respect, and courage to your own life.	

		Develop your definition of curiosity.	Pigeon Feed Military Hat
		Explain how Sam’s invasion of Jessie’s privacy was disrespectful.	
		Explain how curiosity can “kill the cat.”	
		Differentiate between courageous and foolish acts.	
<b>Enrichment/Fun Activity:</b> <ul style="list-style-type: none"><li>○ As a class, create a graphic organizer on the topic of Sam’s New View.</li><li>○ Have a crazy hat day – no rude, profanity, vulgar or otherwise inappropriate.</li></ul>			
<b>Summative Evaluation Activities:</b> <ul style="list-style-type: none"><li>○ Role Play: Acting out scenes that teach concepts from Section 1.</li><li>○ Short Essay: Evaluation Writing Prompt using Einstein’s quote: “What do you think?” The important thing is not to stop questioning. Curiosity has its own reason for existing.</li></ul>			
<b>Handouts:</b> Scenarios for Role Play			

## Teaching Plans for Chapters 1-4

### Chapter 1: The New View

**Summary:** Sam moves from Over-the-Rhine in Cincinnati to Lee Street in Covington. He is not at all happy about the move until he witnesses a scene on the rooftop of the building beside his row house.

**Timeline:** First day of Sam's new home; he is 10 almost 11 years old; Summer 1977

**Interlocking Theme:** Using curiosity to impact one's attitudes

**Student Learning Objectives:** Students will be able to:

1. Cite examples of Sam's curiosity.
2. Define attitude and how circumstances affect attitudes
3. Explain how thoughts shape attitudes.
4. Describe how attitudes lead to curious behavior.
5. Explain how change, even good change, can lead stressful attitudes.

### ***Suggested Questions for Discussion:***

1. Has there been a time in your life when you had to move to a new place or had a major change in your life. Describe the change and explain how you felt.
2. Compare and/or contrast Sam's experience moving to his new home and your experience. How did your attitudes differ from Sam's about the situation?
3. At the beginning of chapter one, we see Sam's view of school. How does this compare to your view?
4. Sam sees the tunnel leading to his front door as a "time warp—a time "somewhere between yesterday and tomorrow." What do you think this means? Why do you think the author chose this particular phrase?
5. Think about the scene from Sam's window. What do you know about American Indians or Native Americans? Why does the author choose to use American Indian and Native American interchangeably?
6. Think about Sam's character. How would you describe his feelings at the beginning of the chapter? Note the things he thought, their tone, as well as the narrator's description of angry, irritated, defiantly unwilling, etc. How does this change at the end of the chapter when he sees the old man and the birds? How would this distraction help relieve some of the Sam's fear/anger?

7. Do you think Sam shows curiosity at the end of the chapter when he sees the view from his window? Explain your answer.

***Words or Phrases for Class Discussion, Vocabulary Development, and Further Research and Project Enrichment.***

*Instructions for the Teacher: Can be used as an evaluation tool for this chapter. Have students choose a word or phrase, find it in the chapter, and conduct research to understand the topic more fully. Write a short paragraph about what they learned. (Depending upon time, students could also present what they learned to the class using art, drama, or an oral presentation.)*

Anger  
Row Houses  
Over-the-Rhine  
Birds  
Hooligans  
Selfishness  
Tunnel  
Time Warp  
Pigeon  
Curiosity  
Self-centeredness  
Singing Bridge  
German and Dutch Immigrants in the 1900's

## Chapter 2: The Unexpected Messenger

**Summary:** Sam's curiosity about the birds leads him to decide to use this topic for a school book report assignment. He watches the birds but also goes to the library to do research and to find a book that he can use for his report. Responsibility is one of the main character traits demonstrated here but expands concept of curiosity, especially as it relates to birds, the spirit world, and the need to read to find what authorities say about them.

**Timeline:** Summer to the beginning of his 5<sup>th</sup> grade in 1977.

**Teaching Theme:** Forming questions leads to deeper understanding of life experiences

**Student Learning Objectives:**

1. Define culture and how it contributes to beliefs, opinions, and thoughts.
2. Explain how Jessie's Native American culture influenced his behavior.
3. Describe cultural sensitivity and how it relates to language.
4. Explain the relevance of life experiences (events, actions, and conversations) to the development of a person's character.

**Sample Questions for Discussion:**

1. Explain the relationship of birds, rooftops, and spirit world to Native American culture.
2. Why do you think Sam is so curious about the birds at his windows?
3. What motivates Sam to pursue the topic of birds for his book report?
4. What is culture?
5. What is diversity?
6. Give two examples of cultures in this chapter.
7. How does research or reading books help with life's questions?
8. What are some things we need to know about what types of books to select for reading? How does selecting books from research differ from books for enjoyment (i.e. non-fiction vs fiction)?
9. Why is it important to use the library? What are some of the ways we can get help within the library?

***Words or Phrases for Class Discussion, Vocabulary Development, and Further Research and Project Enrichment.***

*Instructions for the Teacher: Can be used as an evaluation tool for this chapter. Have students choose a word or phrase, find it in the chapter, and conduct research to understand the topic more fully. Write a short paragraph about what they learned. (Depending upon time, students could also present what they learned to the class using art, drama, or an oral presentation.)*

Pediatrician  
Motives  
Native American Culture  
Caucasian  
African American  
Spirit World  
Mental Retardation  
Difference between books and encyclopedias  
Mythology  
Squab  
Library Cards  
Birds of a Feather Stick Together  
Messenger  
Rules  
Nickname  
Trepidation  
Perusing

### Chapter 3: The Wrong Hat

**Summary:** Sam goes shopping with his cousin Troy and ends up buying a hat with a controversial saying on it. Wearing the hat to school not only causes problems with the teacher and principal but also creates more opportunity for bullying.

**Timeline:** Mid-October 1981—book report due in two weeks

**Teaching Theme:** Creating new friendships and meeting new challenges

**Student Learning Objectives:**

1. Define adversity.
2. List the adversities Sam is facing and explain how they may relate to your life.
3. Explain “disrespect” as it relates to why Sam got in trouble with his teacher.
4. Explain “right” and “responsibility” as they relate to following rules.
5. Analyze how Sam’s thoughts and feelings influenced his behaviors

**Sample Questions for Discussion:**

1. Troy warns Sam to stay away from the hooligans. Have you ever been warned to stay away from someone? If so, what did you think about the warning?
2. What adversities/challenges does Sam face?
3. Does Sam have a right to wear the hat to school? Explain your answer.
4. In your opinion, is the hat disrespectful? Why or why not?
5. Is it important to show respect to others? Why or why not?
6. To whom do you show respect in your family, school, and community?
7. What is the difference between a right and a responsibility? Give an example of each.
8. Why did the teacher respond to Sam’s hat the way she did? Explain your answer.
9. Do you think Sam becomes angrier about situations after the move than before? If so, what unresolved feelings do you think he has?
10. How would you have handled the situation with Noah and Monty?
11. Is Sam completely innocent in the encounter with Monty and Noah? Explain your answer.
12. Sam threw spaghetti at Noah impulsively. What do you think he was thinking or feeling?

***Words or Phrases for Class Discussion, Vocabulary Development, and Further Research and Project Enrichment.***

*Instructions for the Teacher: Can be used as an evaluation tool for this chapter. Have students choose a word or phrase, find it in the chapter, and conduct research to understand the topic more fully. Write a short paragraph about what they learned. (Depending upon time, students could also present what they learned to the class using art, drama, or an oral presentation.)*

Respect  
Predicaments  
Assist  
Disrespect  
Self-Pity  
Unresolved feelings  
Bullying  
Challenges  
Adversities

## Chapter 4: The Second-Floor Window

**Summary:** Sam cannot wait any longer to visit the rooftop so he goes without permission from either his mom or the old man. During his exploration on the roof, Sam is interrupted by the old man and scolded for his snooping.

**Timeline:** Not soon after Sam begins working on his book report, probably sometime in September 1977.

**Teaching Theme:** Using curiosity in safe ways or unsafe places

**Student Learning Objectives:**

1. Identify at least one example of responsibility, respect, and courage in this chapter.
2. Relate examples of responsibility, respect, and courage to your own life.
3. Develop your definition of curiosity.
4. Explain how Sam's invasion of Jessie's privacy was disrespectful.
5. Explain how curiosity can "kill the cat."
6. Differentiate between courageous and foolish acts.

**Sample Questions for Discussion:**

1. Do you think Sam going to the rooftop without permission was disrespectful to his mother? Why or why not?
2. Do you think his visit to the roof was courageous or foolish? Give reasons for your answer. Do you think it was okay to do this since his mother never found out?
3. Have you ever been in a situation when you were "caught" doing something you were not supposed to do? How did you react?
4. What is respect? Did Sam show respect for the old man's belongings? Do you think since it was on the rooftop, it was fair game? How would you defend your responses?
5. How has Sam's curiosity of the rooftop mystery changed in this chapter?
6. What do you think the phrase "curiosity killed the cat" means?

***Words or Phrases for Class Discussion, Vocabulary Development, and Further Research and Project Enrichment.***

*Instructions for the Teacher: Can be used as an evaluation tool for this chapter. Have students choose a word or phrase, find it in the chapter, and conduct research to understand the topic more fully. Write a short paragraph about what they learned. (Depending upon time, students could also present what they learned to the class using art, drama, or an oral presentation.)*

Shack  
Purple Heart  
Dreamcatcher  
Memorabilia  
Science of Navigation  
Privacy  
Pigeon Feed  
Military Hat  
First Encounters

## Enrichment Activity

Ask students to think about their own curiosity and individually create a graphic organizer on one sheet of construction paper about something they are interested in learning more about.

## Evaluation Activity:

### *Role Play Activity:*

1. Break the class into groups of 4-5.
2. Distribute scenarios (see handouts). Or, have students choose one from the first four chapters.
3. Have each group:
  - a. Read scenario that has been taken from the first four chapters.
  - b. Have them discuss what happens; then,
  - c. Have them follow the instructions given on the handout.
  - d. If they choose their own scene, give them the following instruction:
    - e. *Create a scene that could follow this one that reflects how Sam or someone could respond next.*
4. Give opportunity for students to report out as a group using the following process:
  - a. Read scenario.
  - b. Act out the scene or alternative reaction.
  - c. Explain how the scene relates to curiosity.

## Evaluation Writing Prompt: Think About Einstein's Quote. Ask:

What do you think the reason for curiosity is?

Directions for students: Ask students to respond in two short paragraphs the answer to the following questions:

- 1) what do you think curiosity is and how it is used to promote societal progress;
- 2) how might it "kill the cat."

For teacher clarification:

"Curiosity killed the cat" is a proverb used to warn of the dangers of being too inquisitive or prying too much into other's affairs. According to Wikipedia, it was used as early as the late 16th century by Ben Johnson and William Shakespeare.

According to Merriam-Webster, the definition of curiosity is "an inquisitive interest in others' concerns...interest leading to inquiry." Some of the synonyms used for curiosity include: concern, interest, eagerness, inquisitive, investigation, meddlesome, prying, questioning, snooping, searching, etc. (Dictionary.com)

In essence, curiosity is an important aspect of character development. It is the impetus for exploration of new ideas, questioning traditional beliefs and understandings, and searching for answers. It is recognizing a mystery and setting out to solve it. Some of the greatest discoveries in history have occurred because of curiosity.

Curiosity allows for critical and creative thinking and ultimately brings excitement and adventure to one's life; however, sometimes curiosity has a negative connotation. It is associated with nosiness, prying, or invasion of privacy. Jessie saw Sam's curiosity of his home as invasion of his home and told Sam that "Curiosity killed the cat."

Curiosity is an important aspect of learning because it provides the motivation children need to go beyond the expected—to search for new and different ideas. Curiosity can be defined in academia as an inquisitive mind, or the desire to examine, analyze, investigate, draw inferences, and make judgments about information or events, whether it be examining a new formula in a physics class, interpreting historical events or analyzing a poem in a literature class.

As discussed in *The Science of Character* video, curiosity can be developed. Therefore, teachers need to create classroom environments where curiosity is cultivated, supported, and encouraged.

## Handouts for Students/Evaluation

Instructions for the teacher: Copy this page. Cut scenarios apart and distribute to students or have students find their own scenario from the first four chapters. Read the instruction for what each group is to do.

#1 -- As Sam walked through it, he could only see a thin slice of sky above him. It seemed distant and out of reach, and he felt like the walls were closing around him. *I'm in a time warp!* Sam thought, *somewhere between yesterday and tomorrow.*

*What's up with Sam's attitude about his new move?*

*Create a scene that could follow this one that reflects how Sam or someone could respond to his new move.*

#2 -- Sam's curiosity grew tenfold! He wondered if the spirit world was trying to tell him something with all these bird visits and feathers. The thought made him shiver. *But, who could it be and what do they want to say?* Sam thought as he felt the goose bumps crawling up his arms.

*How did Sam show appreciation for cultural diversity?*

*Create a scene that could follow this one that reflects how Sam or someone could respond to this new information.*

#3 -- Just as Sam sat his tray down on the long lunchroom table, Noah showed up with his friend Monty. Noah should have been in sixth grade, but he had failed a year. The age difference made him bigger than other kids in his class. Because of it, he liked to throw his weight around and make kids give up their seat in the lunchroom, or be the first to be picked for a game, or just to back down some kid for no reason at all other than just to be mean. Sam always tried to steer clear of him. "Looky, looky, Sabbie's playing hooky!" scoffed Noah.

*What are the challenges Sam is dealing with?*

*Create a scene that could follow this one that reflects how Sam or someone could respond to Noah.*

#4 - Sam made his way to the old man's shack to get a closer look. He thought about what to say if the old man was there. When he got closer, he yelled out; but it came out more like a long drawn-out, loud whisper, "Hello, anyone there?" With no answer came a sigh of relief.

*How is Sam's curiosity leading him toward unknown territory?*

*Create a scene that could follow this one that shows what Sam or someone could do next.*

# ABOUT SECTION II - Man up, Dude!

*Courage is what it takes to stand up and speak;  
courage is also what it takes to sit down and listen. –Winston Churchill*

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## Interlocking Themes In Context

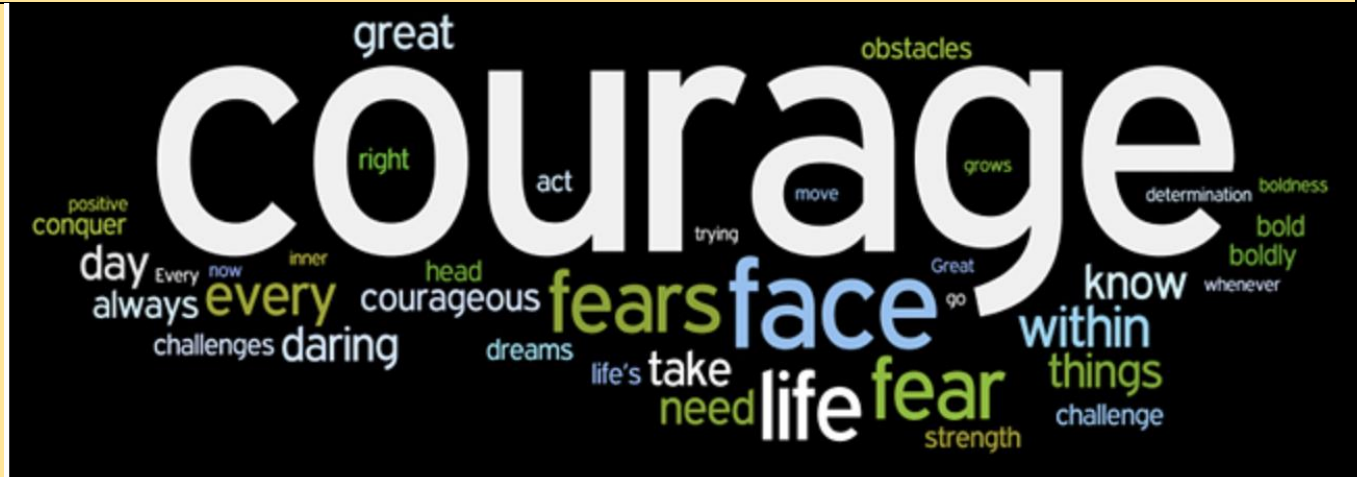
- Chapter 5—Permission to Come Aboard: Sam visits Jessie for the 3<sup>rd</sup> time and asks about his dad. In this chapter, courage, curiosity, navigator, internal compass, friendship, and soul healing.
- Chapter 6—Finding Home: Sam learns how to train pigeons to carry messages to and from specific location. He also learns what he has in common with them.
- Chapter 7—Secret Missions and More: Sam visits Jessie and talks about sending messages. In this chapter, respect for privacy; symbols of trust, honor, strength, power, and freedom; and hints of a “battle” emerge to strengthen or lessen Sam’s ability to control his own thoughts, feelings, and destiny.
- Chapter 8—Broken Spirits: Sam is bullied by Noah and sends a message to Jessie for help. In this chapter, the battle, the game, and bullying converge to force Sam to make choices regarding these life’s struggles.
- Chapter 9—The Falcon’s Mighty Claws: Sam and his friends go to the roof to help with the birds but Sam is startled by the falcon’s mighty claws. In this chapter, the character traits of courage and responsibility are more fully developed. In addition, we see respect and healing.

## Advanced Graphic Organizer:

**Quote:** *Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.* Winston Churchill

**Theme:** Courage and how it develops over time and through diverse experiences

Using the white board, draw the framework. As a group, discuss courage. To create the word collage, students should brainstorm words or phrases that they think of about curiosity. Write the words on the board.



Source: <http://horsley.yale.edu/pictures-courage>

## Section Organization

Chapters	Interlocking Themes	Students Will Be Able To:	Words and Phrases for Vocabulary Development and Research
Chapter 5 – Permission to Come Aboard	Tapping your courage to show respect, take responsibility, and explore new opportunities	Develop definitions for courage and courageous.	Great Creator Vietnam War World War II Different Types of Pigeons Boeing B-52 Stratofortress Dickin Medal of Honor
		Give examples from the chapter that demonstrate how Sam was courageous.	
		Identify examples of responsibility and respect in this chapter and explain how they relate to trust.	
		Identify examples of trust, respect, and responsibility in someone you admire.	
Chapter 6 – Finding Home	Using courage to develop and use one's internal ability to navigate life successfully	Explain how one's experiences, thoughts, actions, and conversations form a person's character.	Sound Waves Vietnam War Navigator Navigator's instruments Innate Homing Pigeons
		Explain how one's character contributes to their internal compass.	
		Explain "internal compass" as it relates to the decisions they make each day.	
		Explain how Jessie's illustration about navigation helps Sam understand his own ability to find answers to his questions.	
Chapter 7 – Secret Missions and More	Employing courage to see and understand the messages we receive from people, events, and situations	Explain the importance of good grades as messages to students.	Feathers as Symbols Honor Power Respect for others' privacy Warrior Trust Strength Freedom Gratitude Acts of Kindness
		Give an explanation of the message Sam received when Jessie talked about leaving the rooftop.	
		Explain how we receive messages in daily life.	
		Discuss the importance of respecting others' privacy.	
		Explain why Jessie's notes encouraged Sam to perform acts of kindness.	
		Identify trusted adults who can help with challenges like bullying in school.	

Chapter 8 – Broken Spirits	Using courage to seek help when we need it	Relate the examples of bullying found in the chapter to what happens in your school.	Battle Great Depression Cunning like a fox Game Winston Churchill Courage Helpless
		Identify trusted adults who can help with challenges like bullying in school.	
		List at least one way Jessie suggested that Sam use to deal with Noah and develop your own plan.	
		Explain the importance of talking to a trusted adult about problems you face.	
Chapter 9- The Falcon’s Mighty Claws	Exercising courage to resolve the problems we face	Explain the phrase “the falcon’s mighty claws” as a metaphor.	Respect Courage Squab Farming Medieval times Foster family Squab Utility pigeons Responsibility Squatting
		Relate the falcon’s mighty claws refers to something in their own lives.	
		Explain courage and perseverance as ways to overcome challenges	
		Explain through examples how we use courage to resolve problems we face.	
		Explain the role of perseverance as in overcoming challenges.	
<b>Enrichment/Fun Activity:</b> <ul style="list-style-type: none"><li>○ Research “friendship feather.” Ask students to write a short paragraph about why these feathers are given.</li><li>○ Create a kindness board.</li></ul>			
<b>Summative Evaluation Activities:</b> <ul style="list-style-type: none"><li>○ Role Play: Acting out scenes that teach concepts from Section 2.</li><li>○ Short Essay: Evaluation Writing Prompt using Churchill’s quote: “What do you think?”</li></ul>			
<b>Handouts:</b> Scenarios for Role Play			

## Teaching Plan for Chapters 5-9

### Chapter 5: Permission to Come Aboard

**Summary:** After hearing the boys at school threaten Jessie's birds, Sam knows he has to warn Jessie. With Jessie's insistence, Sam gets permission from his mom and then Sam learns lots more about pigeons, and Jessie.

**Timeline:** Mid-October 1981, a few days before the next chapter

**Teaching Theme:** Tapping your courage to show respect, take responsibility, and explore new opportunities

#### *Student Learning Objectives:*

1. Develop definitions for courage and courageous.
2. Give examples from the chapter that demonstrate how Sam was courageous.
3. Identify examples of responsibility and respect in this chapter and explain how they relate to trust.
4. Identify examples of trust, respect, and responsibility in someone you admire.

#### *Sample Questions for Discussion:*

1. How would you describe Sam's character? Give examples from the book to support your response (i.e., concern about the pigeons, relationship with grandmother, telling the truth).
2. What do you learn about Sam's mom from her conversation with Jessie on the roof? What are some things about her that tell you she is a responsible mother?
3. Jessie tells Sam's mom some private things about his life. What are some of those and why do you think they are important to the story? (Navigator/Trust/Responsibility)
4. Jessie asks Sam the question, "Why are you so curious about this rooftop?" Explain why you think a young boy would be curious about the rooftop.
5. Sam writes notes about pigeons for his book report from his conversation with Jessie. What is different from these notes and the ones from the books in the library? Why would notes from Jessie be important or are they?
6. Did any characters show courage? If so, give examples.

***Words or Phrases for Class Discussion, Vocabulary Development, and Further Research and Project Enrichment.***

*Instructions for the Teacher: Can be used as an evaluation tool for this chapter. Have students choose a word or phrase, find it in the chapter, and conduct research to understand the topic more fully. Write a short paragraph about what they learned. (Depending upon time, students could also present what they learned to the class using art, drama, or an oral presentation.)*

Great Creator  
Vietnam War  
World War II  
Different Types of Pigeons  
Boeing B-52 Stratofortress  
Dickin Medal of Honor

## Chapter 6: Finding Home

**Summary:** Sam visits Jessie for the 3<sup>rd</sup> time but this time is more concerned about something other than pigeons—his dad. Jessie begins to teach Sam about our navigation abilities and how to use them to cope with life’s problems—specifically Sam’s questions about his father.

**Timeline:** Mid-October, 1981 or 2 weeks before book report is due

**Teaching Theme:** Using courage to develop and use one’s internal ability to navigate life successfully

### **Student Learning Objectives:**

1. Explain how one’s experiences, thoughts, actions, and conversations form a person’s character.
2. Explain how one’s character contributes to their internal compass.
3. Explain “internal compass” as it relates to the decisions they make each day.
4. Explain how Jessie’s illustration about navigation helps Sam understand his own ability to find answers to his questions.

### **Sample Questions for Discussion:**

1. Sam visits Jessie for the 3<sup>rd</sup> time. What is Sam’s reason for going this time? Why is that an important issue to Sam?
2. Does Sam’s questioning about his dad show courage? If so, what is the difference between this kind of courage and going on a rooftop?
3. Compare and or contrast the navigation of an airplane and pigeons. For example, how does a homing pigeon find its way home?
4. Humans have an internal compass that helps control their thoughts, feelings, and behaviors. How is the human internal compass similar to pigeons and an airplane?
5. In this chapter, Jessie says we all have a navigator quality within us? What do you think that means? Can you give examples of ways you use your navigation skills to make decisions?
6. Why do you think Sam is so concerned about what his father did? How would the father’s actions impact Sam’s life?
7. What is a “friendship feather” and why do you think Jessie gave it to Sam?
8. How does giving a gift such as this friendship feather affect a relationship?

***Words or Phrases for Class Discussion, Vocabulary Development, and Further Research and Project Enrichment.***

*Instructions for the Teacher: Can be used as an evaluation tool for this chapter. Have students choose a word or phrase, find it in the chapter, and conduct research to understand the topic more fully. Write a short paragraph about what they learned. (Depending upon time, students could also present what they learned to the class using art, drama, or an oral presentation.)*

Sound Waves  
Vietnam War  
Navigator  
Navigator's  
instruments  
Innate  
Homing Pigeons

## Chapter 7: Secret Missions and Messages

**Summary:** It's late November 1981 and Jessie has to leave the rooftop but he sends B-52 to Sam's window with a note that peaks Sam's curiosity again and engages him in a rather mystifying game.

**Timeline:** Late November

**Teaching Theme:** Employing courage to see and understand the messages we receive from people, events, and situations

As children grow and develop, significant changes are happening along the neural pathways. Children absorb both spoken and unspoken messages that send information to their brain. Since their brains are not fully developed, children may misinterpret what they see and hear. These messages prompt emotions and emotions can lead to behavior.

### **Student Learning Objectives:**

1. Explain the importance of good grades as messages to students.
2. Give an explanation of the message Sam received when Jessie talked about leaving the rooftop.
3. Explain how we receive messages in daily life.
4. Discuss the importance of respecting others' privacy.
5. Explain why Jessie's notes encouraged Sam to perform acts of kindness.

### **Sample Questions for Discussion:**

1. Explain how grades can be a message to students.
2. Why do you think the teacher's response to Sam's book report made Sam feel better about school and himself?
3. Jessie used the pigeons to send notes to Sam. Why do you think he started that game?
4. In what ways does Sam show responsibility when Jessie tells him he has to leave the rooftop for the winter?
5. What is a dreamcatcher?
6. Jessie says the feathers on a dreamcatcher symbolize trust, honor, strength, wisdom, power, freedom, etc. Can you think of some symbols? (i.e. flag for honor, etc)
7. In what way does Sam disrespect Jessie's privacy when he asks about the note?
8. Why do you think it is important to respect the privacy of others?

9. Why do you think Jessie started the game of messages?
10. Why do you think Jessie sent the message “the battle is upon us”?

***Words or Phrases for Class Discussion, Vocabulary Development, and Further Research and Project Enrichment.***

*Instructions for the Teacher: Can be used as an evaluation tool for this chapter. Have students choose a word or phrase, find it in the chapter, and conduct research to understand the topic more fully. Write a short paragraph about what they learned. (Depending upon time, students could also present what they learned to the class using art, drama, or an oral presentation.)*

Feathers as Symbols  
Honor  
Power  
Respect for others’  
privacy  
Warrior  
Trust  
Strength  
Freedom  
Gratitude  
Acts of Kindness

## Chapter 8: Broken Spirits

**Summary:** It is early spring 1982 and Sam's bullying by Noah and his friends escalates. He sends a note to Jessie by B-52 that he needs his advice. Jessie comes the next day to help him.

**Timeline:** Early Spring 1982

**Teaching Theme:** Using courage to seek help when we need it

**Student Learning Objectives:**

1. Relate the examples of bullying found in the chapter to what happens in your school.
2. Identify trusted adults who can help with challenges like bullying in school.
3. List at least one way Jessie suggested that Sam use to deal with Noah and develop your own plan.
4. Explain the importance of talking to a trusted adult about problems you face.

**Sample Questions for Discussion:**

1. How does Noah's bullying progress throughout the chapters to this point? (i.e. words to actions)
2. How does Sam finally respond to Noah's bullying in the park?
3. Why do you think name calling is a "bully" action?
4. How does Jessie try to help Sam understand bullying?
5. Why do you think Jessie was so concerned about his reaction to the Mrs. Edwards incident with the wagon and groceries?
6. What do you think Winston Churchill meant when he said, "Courage is rightly esteemed the first of human qualities...because it is the quality which guarantees all the others."?
7. In what way do you agree with Sam's answer to the Churchill quote that Jessie used?
8. What are some ways a person can deal with a bully according to Jessie?
9. Do you agree with Jessie's advice? Why or why not?
10. Discuss how Sam's frustration, fear and anger contributed to his feelings of desperation about his confrontation with Noah.

***Words or Phrases for Class Discussion, Vocabulary Development, and Further Research and Project Enrichment.***

*Instructions for the Teacher: Can be used as an evaluation tool for this chapter. Have students choose a word or phrase, find it in the chapter, and conduct research to understand the topic more fully. Write a short paragraph about what they learned. (Depending upon time, students could also present what they learned to the class using art, drama, or an oral presentation.)*

Battle  
Great Depression  
Cunning like a fox  
Game  
Winston Churchill  
Courage  
Helpless

## Chapter 9: The Falcon's Mighty Claws

**Summary:** Sam doesn't see Jessie for some time but he and his friends use the roof as a hangout. Jessie returns and teaches the boys a lesson about squatting. On one visit to the roof, Jessie teaches Sam about the "hole" in his heart (abandonment by his father) and how this compares to the falcon that swept down to get a pigeon.

**Timeline:** Spring & Summer of 1982 just before Sam begins 6<sup>th</sup> grade and turns 12 in November

**Teaching Theme:** Exercising courage to resolve the problems we face

**Student Learning Objectives:** *Students will be able to:*

1. Explain the phrase "the falcon's mighty claws" as a metaphor.
2. Relate the falcon's mighty claws refers to something in their own lives.
3. Explain courage and perseverance as ways to overcome challenges
4. Explain through examples how we use courage to resolve problems we face.
5. Explain the role of perseverance as in overcoming challenges.

**Sample Questions for Discussion:**

1. What does the incident with Joey and Sam's feathers reveal about Sam's mom?
2. Do adults always have the answers or do they have to weigh thoughts and actions the same as children? Explain your answer.
3. Give an example of a decision you felt your parents had to make? Did you agree or disagree with them?
4. Describe Joey and Dave's friendship. What do you think are some important ways to be a good friend?
5. In what ways is Sam's mom's view of Dave different from Sam's?
6. Jessie says that courage is ... "something that wells up inside you when you feel threatened. It's a combination of chemicals in your body and the will to survive." In what ways do you agree with Jessie? Disagree?
7. How do you think the boys showed courage when the thieves came to the roof?
8. How does Sam show responsibility regarding the thieves and the birds?
9. What is squatting?

10. How does the boys' use of the roof compare to Joey's use of Sam's feathers?
11. What does Jessie mean about the "hole" in Sam's heart?

***Words or Phrases for Class Discussion, Vocabulary Development, and Further Research and Project Enrichment.***

*Instructions for the Teacher: Can be used as an evaluation tool for this chapter. Have students choose a word or phrase, find it in the chapter, and conduct research to understand the topic more fully. Write a short paragraph about what they learned. (Depending upon time, students could also present what they learned to the class using art, drama, or an oral presentation.)*

Respect  
 Courage  
 Squab Farming  
 Medieval times  
 Foster family  
 Squab  
 Utility pigeons  
 Responsibility  
 Squatting

## Enrichment Activity:

**Activities:** Research “friendship feather.” Ask students to write a short paragraph about why these feathers are given.

Create a kindness board. Beside the board place small notes and a box of feathers. Ask students to “document” acts of kindness they see by using a note describing who and what they saw. Place the note with a feather on the board. Periodically praise new notes as they are placed.

## Evaluation: Role Play

### **Role Play Activity:**

1. Ask students to choose a scenario from the chapters 5-9.
2. Have each group:
  - a. Read scenario that has been taken from the selected chapters.
  - b. Have them discuss what happens, and then have them *create a scene that could follow the one they chose that reflects how Sam or someone could respond to his new move.*
  - c. If they choose their own scene, give them the following instruction:
  - d. *Create a scene that could follow this one that reflects how Sam or someone could respond next.*
3. Give opportunity for students to report out as a group using the following process:
  - a. Read scenario.
  - b. Act out scene, or alternative reaction.
  - c. Explain how the scene relates to courage.
  - d. Discuss possible endings to the scenario.

Evaluation Writing Prompt: Think about Churchill's quote: Ask

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Have you ever needed courage to do something?

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Directions for students: Ask students to respond in two short paragraphs the answer to the following questions:

- 1) What is courage?
- 2) Tell me about a time when you had to tap into your courage.

For teacher clarification:

**“Courage is something that everybody wants — an attribute of good character that makes us worthy of respect,” according to Melanie Greenberg, Ph.D. She continues to explain that courage is not just physical bravery, but it also includes such things as speaking out against social injustices or taking financial risks. She identifies six different ways of defining courage:**

- (1) Feeling Fear Yet Choosing to Act;**
- (2) Following Your Heart;**
- (3) Persevering in the Face of Adversity;**
- (4) Standing Up For What Is Right;**
- (5) Expanding Your Horizons; Letting Go of the Familiar; and**
- (6) Facing Suffering With Dignity.**

**For more information from this article, go to**

**<https://www.psychologytoday.com/blog/the-mindful-self-express/201208/the-six-attributes-courage>**

## Handouts for Students/Evaluation

Instructions for the teacher: Copy this page. Cut scenarios apart and distribute to students or have students find their own scenario from chapters five through nine. Read the instruction for what each group is to do.

#5 -- Based on their last encounter, Sam cautiously climbed out the second-floor window. The height of the roof did not seem as intimidating this time though. He made his way carefully to the corner and stuck his head around. From there, he yelled, “PERMISSION TO COME ABOARD” and then he waited for the old man’s reply.

*How did Sam show responsibility at this moment, or not?*

*Create a scene that could follow this one that would show Sam was more responsible.*

#6 – Jessie said to Sam, “I think you do, Sam. I think we all have instruments built inside us to help us find our way out of sadness, anger, and other things that would keep us from being happy and successful. Like my pigeons, I call it ‘finding our way back home—to a place of peace in our mind and heart.’ It took me a while to find that out.”

*How would you describe Sam’s internal ability?*

*Create a scene that could follow this one that reflects how Sam or someone could use this new information to overcome challenges.*

#7 -- Then Sam quietly and very, very slowly opened the window. For the first time, B-52 did not fly away. Sam first stroked the top of her head. Then, he picked her up with his hands cupped beneath her as he had seen Jessie do so many times. “She has a note!” he said out loud. Joey rolled over again. Then Sam took the note from B-52’s foot and read, “Warrior, the battle is near. Are you ready? Jessie.”

*Why do you think these messages were important to Sam?*

*Create a scene that could follow this one that reflects how Sam or someone could do something different with the note.*

#8 - “Let your head guide you and not your emotion. You are already using your wits! You are doing the most important thing about a bully at school. You are talking to someone you trust. I’m glad you are talking to me but don’t be afraid to tell your mom or someone you trust at school where they can help you more than I can. You don’t have to be alone in this.”

*How is Sam showing courage by talking to Jessie about Noah?*

*Create a scene that could follow this one that shows what Sam or someone could do next.*

#9 - One night as the pigeons were coming home to roost, a falcon swooped down and grabbed one of the pigeons in mid-air – right in front of Sam’s eyes! The falcon held the pigeon with its powerful claws and flew away. Shocked, Sam just stood there watching the mighty bird become nothing but a speck in the sky. Sam was so bewildered that he almost cried.

*What did Sam learn about challenges in this chapter?*

*Create a scene that could follow this one that shows what Sam or someone could do next.*



# ABOUT SECTION III - YOU GOTTA TOUGH IT OUT!

*Patience and perseverance have a magical effect before which difficulties disappear and obstacles vanish. – John Quincy Adams*

## Interlocking Themes In Context

- Chapter 10: Out of Control  
Sam goes into 6<sup>th</sup> grade and celebrates with party on roof. In this chapter, Sam's anger is out of control and he must search his internal compass to decide how he will take responsibility for his actions.
- Chapter 11: Facing the Music  
Sam goes before the judge, confesses, and ends the year on probation. This chapter shows Sam's road from guilt to taking responsibility for his actions as he completes the requirements of his probation. Show students how Sam searches for wisdom to understand the necessity for his "soul healing."
- Chapter 12: Grit  
Sam begins 7<sup>th</sup> grade with excitement about playing ball. Sam learns the meaning of "grit" and the relationship between grit and challenges, responsibility, and rules and boundaries. Show students how Sam learns about the interconnectedness of humans and how he must use his internal compass to regulate feelings and actions within relationships.
- Chapter 13: Hello, Is Somebody There?  
Sam goes into 8<sup>th</sup> grade and decides to explore an abandoned warehouse. Sam learns more about friendship, honesty, bravery, and challenges in this chapter. Help students see the evolvement of Sam's navigation skills.
- Chapter 14: Defining Moments in Time  
Sam is in 9<sup>th</sup> grade and plays varsity basketball. This chapter continues the themes of friendship, interconnectedness of humans, and responsibility. It continues to show Sam's development of his internal compass, his internal navigation abilities. Help students understand the concept that "No man is an island." Discuss how this phrase relates to Sam's basketball team and to life in general.
- Chapter 15: The Lesson  
Jessie teaches Sam a lesson about bullying and dealing with peer pressure. Sam, consequently comes up with a plan to teach the same lesson to his peers.

## Advanced Graphic Organizer

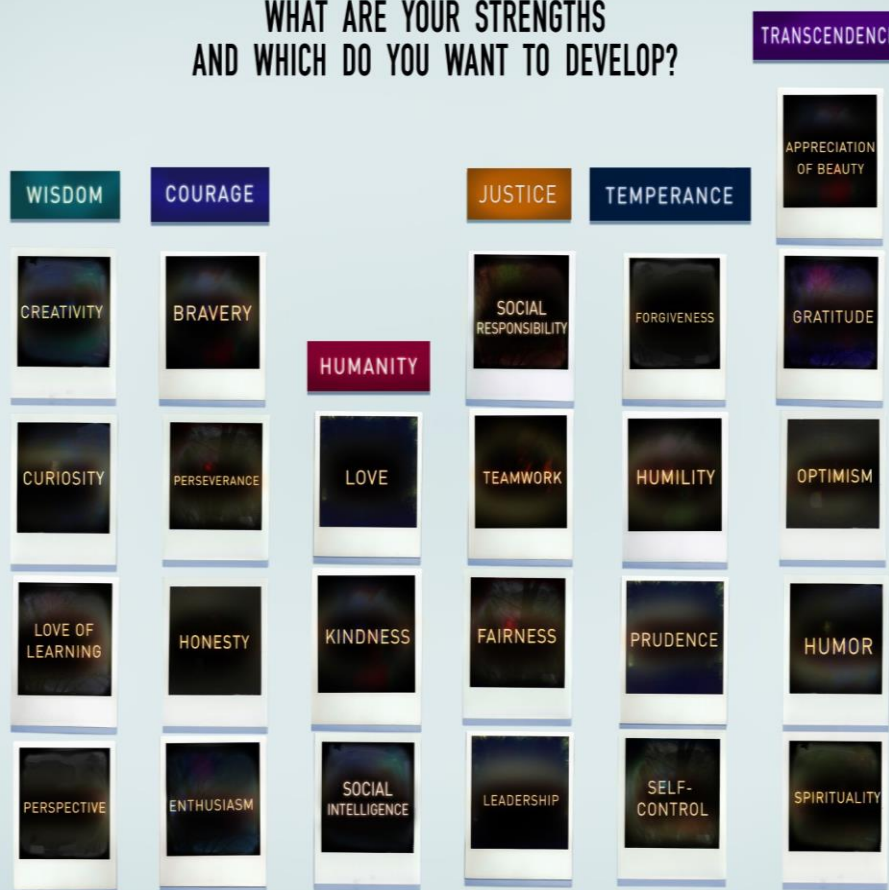
**Quote:** Patience and perseverance have a magical effect before which difficulties disappear and obstacles vanish. John Quincy Adams

**Theme:** Character and how we can build it

Begin by having students define character. Show the short film, *The Science of Character*: <https://www.youtube.com/watch?v=U3nT2KDAGOc>. Assign students to find and/or collect quotes from famous people or people they may know and bring them to class with a picture of the person. Create a collage of all the quotes. Some character traits to highlight are represented in the diagram below.

### PERIODIC TABLE OF CHARACTER STRENGTHS

WHAT ARE YOUR STRENGTHS  
AND WHICH DO YOU WANT TO DEVELOP?



WATCH THE SCIENCE OF CHARACTER AND LEARN MORE AT [WWW.LETITRIPPLE.ORG](http://WWW.LETITRIPPLE.ORG)

## Section Organization

Chapters	Interlocking Themes	Students Will Be Able To:	Words and Phrases for Vocabulary Development and Research
Chapter 10 – Out of Control	Using mindfulness for self-control	Identify thoughts and perception as the origin of behavior.	Out of control Judgment Free Style Anger
		Give examples of how thoughts drive emotions and emotions drive behavior.	
		Give examples of how emotions contributed to a negative action in your lives.	
		Define mindfulness and how it contributes to self-control.	
Chapter 11 – Facing the Music	Using responsibility for facing consequences	Discuss Sam’s internal turmoil (guilt – knowing what is right and what is wrong) as a motivator for his actions in the story.	Court-appointed lawyer Courage Wisdom Peregrine Falcon Predators Juvenile Court Soul Healing Hacking Project Hatchlings Probation
		Identify examples of responsibility found in the chapters in this section.	
		Create a top ten list of responsible behaviors.	
Chapter 12 – Grit	Applying grit to reach a goal or deal with peer pressure	Define “grit.”	Point Guard Adrenaline Rules Common Sense Creator Grit Challenge Boundaries Belonging Navigator Internal Compass
		Provide examples of “grit” in their own lives.	
		Describe the relationship between patience and perseverance.	
		Apply the concept of “grit” to peer pressure.	
		Apply the concept of navigation instruments to internal compass.	
		Define patience and perseverance.	
		Discuss how patience and perseverance help build one’s character.	
Chapter 13 – Hello, Is Somebody There?	Using wisdom to make good decisions	Define friendship.	Friendship feather Hooligan’s hangout Paranormal Challenge
		Give examples of behaviors that reflect friendship from the book.	
		Define wisdom and explain how it develops.	
		Explain how humor is an important character trait.	

		Give examples of humor from this and prior chapters.	
Chapter 14- Defining Moments in Time	Tapping our courage to do the right thing	Compare/contrast dreams and reality.	Junior Varsity Initiation Dumbwaiter Dream vs Reality Varsity Freight Elevator Pulley Defining Moment
		Explain defining moment.	
		Identify and explain a defining courageous moment in their lives.	
		Give examples of how to use “navigation instruments” to regulate your thoughts and actions.	
Chapter 15 – The Lesson	Using teamwork to accomplish your goal	Discuss the negative impact of bullying or hazing.	Hazing Fox Horn Entourage Supernatural
		Provide one example in the chapter of a lesson learned to change negative peer behaviors.	
		Give an example of how to change negative behavior with positive actions.	
<b>Enrichment/Fun Activity:</b> <ul style="list-style-type: none"><li>○ Create and give “friendship feather.”</li></ul>			
<b>Summative Evaluation Activities:</b> <ul style="list-style-type: none"><li>○ Art: Top ten things that show responsible behavior</li><li>○ Short Essay: Evaluation Writing Prompt using Adams’ quote: “What do you think?”</li></ul>			
<b>Handouts:</b> None			

## Teaching Plans for Chapters 10-15

### Chapter 10: Out of Control

**Summary:** Sam and his friends decide to have a 6<sup>th</sup> grade back to school party on the roof. Sam's angry response to teasing, however, leads to chaos and destruction.

**Timeline:** 1982-just before fall of the 6<sup>th</sup> grade

**Teaching Theme:** Using mindfulness for self-control

**Student Learning Objectives:**

1. Identify thoughts and perception as the origin of behavior.
2. Give examples of how thoughts drive emotions and emotions drive behavior.
3. Give examples of how emotions contributed to a negative action in your lives.
4. Define mindfulness and how it contributes to self-control.

**Sample Questions for Discussion:**

1. Why did Sam question the bird dropping the feather in Joey's lap? What would you think if a feather dropped on you?
2. In what way do we have responsibility for our brothers and sisters?
3. How can our actions influence others, especially those close to us?
4. The narrator, in some instances, describes "girly girls" and suggests that boys and girls have different responses to situations (i.e. boys getting ready for party compared to girls; things girls wear). How do you think clothes, hair styles, and actions show the type of person someone is? Provide examples of how you might disagree with the narrator's descriptions (i.e. girly girl ways, etc.).
5. What caused Sam to react to teasing by his friends? What is the result of his actions?
6. Discuss a situation when what you did caused a major problem. How could you have handled the situation differently?
7. How would you describe Sam's actions after the fire started? In what ways did he show responsibility?
8. How does the chapter's heading reflect both the fire and Sam's anger?

9. Have you ever done something that caused major damage to someone or something? Write a paragraph explaining the situation and your response

***Words or Phrases for Class Discussion, Vocabulary Development, and Further Research and Project Enrichment.***

*Instructions for the Teacher: Can be used as an evaluation tool for this chapter. Have students choose a word or phrase, find it in the chapter, and conduct research to understand the topic more fully. Write a short paragraph about what they learned. (Depending upon time, students could also present what they learned to the class using art, drama, or an oral presentation.)*

Out of control  
Judgment  
Free Style  
Anger

## Chapter 11: Facing the Music

**Summary:** Sam's realizes that his anger has caused major problems and that he has to confess before others are hurt. As he stands before the judge, Sam reflects on his actions and takes responsibility for them.

**Timeline:** Later that week

**Teaching Theme:** Using responsibility for face challenges

**Student Learning Objectives:**

1. Discuss Sam's internal turmoil (guilt – knowing what is right and what is wrong) as a motivator for his actions in the story.
2. Identify examples of responsibility found in the chapters in this section.
3. Create a top ten list of responsible behaviors.

**Sample Questions for Discussion:**

1. Why do you think Sam felt small and insignificant as he stood before the judge?
2. Does guilt impact Sam's feelings?
3. How does Sam show responsibility as he tells his story?
4. How would the judge's sentence help Sam with being responsible in the future (i.e. clean up mistakes, education on values, etc.)?
5. Do we use our wisdom and courage to face problems? Give a real-life example or one from the book.
6. Can we gain wisdom and courage?
7. How can Sam use his wisdom to understand the "hole" in his heart or the abandonment of his dad?
8. Describe the sounds of Mother Earth.
9. Do you think we can find strength and solutions to problems listening to those sounds?
10. Describe some of the sounds Sam listens to and explain why you think they might give him wisdom or understanding.

***Words or Phrases for Class Discussion,  
Vocabulary Development, and Further Research  
and Project Enrichment.***

*Instructions for the Teacher: Can be used as an evaluation tool for this chapter. Have students choose a word or phrase, find it in the chapter, and conduct research to understand the topic more fully. Write a short paragraph about what they learned. (Depending upon time, students could also present what they learned to the class using art, drama, or an oral presentation.)*

Court-appointed  
lawyer  
Courage  
Wisdom  
Peregrine Falcon  
Predators  
Juvenile Court  
Soul Healing  
Hacking Project  
Hatchlings  
Probation

## Chapter 12: Grit

**Summary:** Sam begins the 7<sup>th</sup> grade with more excitement. He and his friends make the basketball team and Sam feels more connected. As often happens, however, Sam faces yet another of life's pressures.

**Timeline:** Fall 1983-7<sup>th</sup> grade

**Teaching Objective:** Applying grit to reach a goal or deal with peer pressure

### **Student Learning Objectives**

1. Define "grit."
2. Provide examples of "grit" in their own lives.
3. Describe the relationship between patience and perseverance.
4. Apply the concept of "grit" to peer pressure.
5. Apply the concept of navigation instruments to internal compass.
6. Define patience and perseverance.
7. Discuss how patience and perseverance help build one's character.

### **Sample Questions for Discussion:**

1. Sam compares the ball going through the net with the dreamcatcher. What do you think the comparison means?
2. Why do you think Sam is excited about going to school?
3. What actions does Sam do to show he understands the responsibility of playing basketball?
4. Why is it important for Sam's friends to make the basketball team?
5. What do you think the term "grit" means?
6. How important is grit in fulfilling your life's goals?
7. Basketball is a team sport. In what ways is life a team sport? (i.e. No Man is an Island reference in Bob Canning's Preface.)
8. Why do you think it was important for Joey and Jessie to support Dave at the honor's program?
9. Why did the elders think the sailor's rum would destroy the young men?
10. How would you compare the symbol of a snake to alcohol? (i.e. snake/deception; alcohol/distortion)

***Words or Phrases for Class Discussion,  
Vocabulary Development, and Further Research  
and Project Enrichment.***

*Instructions for the Teacher: Can be used as an evaluation tool for this chapter. Have students choose a word or phrase, find it in the chapter, and conduct research to understand the topic more fully. Write a short paragraph about what they learned. (Depending upon time, students could also present what they learned to the class using art, drama, or an oral presentation.)*

Responsibility  
Point Guard  
Adrenaline  
Rules  
Common Sense  
Connected  
Creator  
Grit  
Ball Handler  
Challenge  
Boundaries  
Belonging  
Navigator  
Internal Compass

## Chapter 13: Hello. Is somebody there?

**Summary:** Sam is curious about the warehouse on 12<sup>th</sup> Street and gets Dave to go with him to check it out. Once there, the ghostly, eerie environment of a large, somewhat dilapidated warehouse with all its strange noises is just too much drama for the two boys.

**Timeline:** 8<sup>th</sup> grade-1984

**Teaching Theme:** Using wisdom to make good decisions

**Student Learning Objectives:**

1. Define friendship.
2. Give examples of behaviors that reflect friendship from the book.
3. Define wisdom and explain how it develops.
4. Explain how humor is an important character trait.
5. Give examples of humor from this and prior chapters.

**Sample Questions for Discussion:**

1. Why do you think Jessie's absence made Sam think about his dad more?
2. Why do you think Sam wanted Dave to go with him to the warehouse?
3. Why do you think Sam wanted to make a friendship feather for Dave?
4. How would you describe Sam and Dave's interaction about the feather? Would you say it was humorous? Why or why not?
5. How do you think your friends would respond if you made them a friendship object? How would you respond if you were given something?
6. What are some familiar smells that have special meaning to you? Explain.
7. In what way has Sam not learned his lesson about lying?
8. What problems could Sam encounter by lying to his mom about where he was going? (i.e. dangers of a strange environment)
9. Describe an eerie place you have seen. Explain why you thought it was creepy and your reaction to it.

10. Would you say it was bravery or foolishness to explore “abandon warehouses” (or some other strange place) without adult involvement?
11. What were some of the sounds Sam heard in the warehouse? How would you have reacted to those sounds? (i.e. flapping/swishing; door creaking, voice)
12. Describe Sam’s response to Noah’s bullying in this chapter. What has Sam learned from Jessie’s teaching?
13. Sam and Dave played pranks to scare each other. Explain whether you should or should not do this.

***Words or Phrases for Class Discussion, Vocabulary Development, and Further Research and Project Enrichment.***

*Instructions for the Teacher: Can be used as an evaluation tool for this chapter. Have students choose a word or phrase, find it in the chapter, and conduct research to understand the topic more fully. Write a short paragraph about what they learned. (Depending upon time, students could also present what they learned to the class using art, drama, or an oral presentation.)*

Friendship feather  
Hooligan’s hangout  
Paranormal  
Challenge

## Chapter 14: Defining Moments in Time

**Summary:** Sam is in high school and along with his friend Dave and another freshman Marty has secured a position on the varsity basketball team. Sam's character is tested again, however, when the senior varsity players decide to have an initiation for the young players, which ends up with Marty being bullied. Sam has to make a decision whether he will "go along with his peers" or stand up for Marty

**Timeline:** High School – 1985

**Teaching Theme:** Tapping our courage to do the right thing

**Student Learning Objectives:**

1. Compare/contrast dreams and reality.
2. Explain defining moment.
3. Identify and explain a defining courageous moment in their lives.
4. Give examples of how to use "navigation instruments" to regulate your thoughts and actions.

**Sample Questions for Discussion:**

1. Describe Marty. Why do you think he was chosen to be bullied rather than Dave or Sam?
2. How was Marty's initiation different from Dave and Sam's?
3. Give an example of at least one responsible action the boys took during the initiation?
4. What was Marty's reaction to his ride in the cage?
5. Do you think the bullying would have expanded to Dave and Sam if they had had similar reactions?
6. What choice does Sam face? Demonstrate how the characters Sam and Noah are similar and/or different.
7. Why did Sam choose to leave Marty? What choice would you have made?
8. How was Sam's response different from Dave's?
9. What was the turning point for Sam? Describe.
10. Why do you think Sam's dream makes him return to the warehouse to get Marty?
11. A defining moment is a moment of truth or a point where a decision has to be made. Give an example of a defining moment for Sam.

12. How does Jessie respond to Sam's actions? Do you agree with him? Why or why not?
13. If you were Marty, how would you have responded when Sam tried to explain his actions about the bullying incident.

***Words or Phrases for Class Discussion, Vocabulary Development, and Further Research and Project Enrichment.***

*Instructions for the Teacher: Can be used as an evaluation tool for this chapter. Have students choose a word or phrase, find it in the chapter, and conduct research to understand the topic more fully. Write a short paragraph about what they learned. (Depending upon time, students could also present what they learned to the class using art, drama, or an oral presentation.)*

Junior Varsity  
Initiation  
Dumbwaiter  
Dream vs Reality  
Varsity  
Freight Elevator  
Pulley  
Defining Moment

## Chapter 15: The Lesson

**Summary:** Jessie teaches Sam a lesson about bullying and dealing with peer pressure. Sam, consequently comes up with a plan to teach the same lesson to his peers.

**Timeline:** Fall, 1982

**Teaching Theme:** Using teamwork to accomplish goals

Brief paragraph on each teaching theme

**Student Learning Objectives:**

1. Discuss the negative impact of bullying or hazing.
2. Provide one example in the chapter of a lesson learned to change negative peer behaviors.
3. Give an example of how to change negative behavior with positive actions.

**Sample Questions for Discussion:**

1. Explain in your own words the lesson Jessie was trying to teach Sam about how to deal with peer pressure.
2. Why do you think Sam felt the need to teach the Varsity team a lesson about hazing?
3. In what ways are hazing and bullying similar? different?
4. What actions in this chapter tell you that Noah and his friends have learned Jessie's lesson that bullying is not cool?
5. In the last two chapters, what role has Noah and his friends played in their actions? How is that different from their actions earlier in the book? What do you think prompted the change in their behavior?
6. Discuss some of the possible ideas the boys had about the empty dumbwaiter.
7. What are some explanations for the supernatural being they saw?

**Words or Phrases for Class Discussion, Vocabulary Development, and Further Research and Project Enrichment.**

*Instructions for the Teacher: Can be used as an evaluation tool for this chapter. Have students choose a word or phrase, find it in the chapter, and conduct research to understand the topic more fully. Write a short paragraph about what they learned. (Depending upon time, students could also present what they learned to the class using art, drama, or an oral presentation.)*

Hazing  
Fox Horn  
Entourage  
Supernatural

## Enrichment Activities

**Activities:** Create a friendship feather for someone you know—a friend, a family member, a teacher/school staff person. When completed, present the feather to your friend. Turn in:

- A picture of the feather
- A picture of your friend/family member
- A short paragraph about the thing you think that makes your friend special.

## Evaluation Activity: Art

### Art Activity:

1. Create a poster board of your top list of responsible behaviors. Poster must have pictures, text, title, and summation paragraph about responsibility.

## Evaluation Writing Prompt: Think About Adams' Quote. Ask:

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What do you think the “magical effect” of patience and perseverance is?

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Directions for students: Ask students to respond in two short paragraphs the answer to the following questions:

- 1) What is patience?
- 2) Tell me about a time when you had to be patient and persevere.

For teacher clarification:

Patience and perseverance rely on many underlying positive character traits, such as respect, responsibility, self-discipline, and good judgment. Students learn patience over time, after many attempts at something, and when they ultimately experience success. Motivation, as linked to curiosity previously, is necessary if students continue to persist in accomplishing a task, and patience is learned when students figure out that continued effort produces positive outcomes. Continual trying to accomplish a challenging task requires patience and to accomplish more complex tasks over extended periods of time requires perseverance. Ideas from: “Patience and Perseverance” from *Character Education News*, Warren-Walker School in California, 4/01/2017.

## ABOUT SECTION IV – The Journey

*To embark on the journey toward your goals and dreams requires bravery. To remain on that path requires courage. The bridge that merges the two is commitment. – Sam Maraboli*

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### Interlocking Themes In Context

- Chapter 16: The Feather of the Red-Tailed Hawk  
Sam becomes good friends with a girl named Holly and learns more about developing his internal compass from Jessie. This chapter connects the internal compass, the deciphering mechanism, and innate navigational skills, and Sam uses this conglomerate of skills to product an “honorable” outcome.
- Chapter 17: The Shoebox Message  
Sam finds out about his dad. Courage is displayed perhaps more in this chapter than in any other since it requires a unique type of courage—the courage to ask questions that may have devastating effects. Sam uses his internal compass, however, to face the issue and come to some resolution.
- Chapter 18: The Dove Feather  
Sam is in graduate school and has to face another of life’s struggles. This chapter provides yet another example of mental courage, strength to deal with a life-changing event and provide the opportunity for a peaceful, “soul healing” experience.

## Advanced Graphic Organizer

**Quote:** To embark on your journey toward your goals and dreams requires bravery. To remain on that path requires courage. The bridge that merges the two is commitment. Steve Maraboli

**Theme:** Commitment leads to transformation

Begin by defining equation: An element affecting a process. Assign students to think about all the elements that relate to commitment. Use the white board to illustrate the equation.



## Section Organization

Chapters	Interlocking Themes	Students Will Be Able To:	Words and Phrases for Vocabulary Development and Research
Chapter 16 – The Feather of the Red-Tailed Hawk	Understanding how wisdom develops over time	Define gratitude.	Navigator Gratitude Mechanism Abandonment Red-tailed Hawk Neahaw Red Willow Advisor Decipher Native American Insecurity Instrument Purpose
		Explain how developing their internal compass leads to wisdom.	
		Show how Sam’s gratitude developed over time through understanding his internal compass.	
		Compare how the internal compass, deciphering mechanism, and innate navigational skills develop over time.	
Chapter 17 – The Shoebox Message	Resolving challenges brings peace of mind	Show how Sam uses his internal compass to face life’s difficult situations (his dad’s absence and his brother’s death).	Arlington Cemetery Saigon Honorable Corporal Rice Paddies
		Compare and contrast Sam’s response to the shoebox message with the response to the message from the bird at his window.	
		Explain how Sam’s friendship with Holly develops over time.	
Chapter 18– The Dove Feather	Facing difficult challenges is easier with family and friends	Discuss the role of guilt in thought and action.	Bachelor’s Degree Technology Condolences College of Arts and Sciences Apprehension Dove Feather
		Develop a one sentence statement of their perception of the overall theme of <i>Feathers Across Time</i> .	
		Explain how Sam used his internal compass to interpret the dove feather. (i.e., wisdom achieved as he talked with Jessie)	
		Give their interpretation of how Sam would face life after his experiences in the book.	
Enrichment/Fun Activity: <ul style="list-style-type: none"><li>○ Make a Dreamcatcher</li></ul>			
Summative Evaluation Activities: <ul style="list-style-type: none"><li>○ Graphic Organizer of book’s main themes</li><li>○ Short Essay: Evaluation Writing Prompt using Maraboli’s quote: “What do you think?”</li></ul>			
Handouts: None			

## Teaching Plan for Chapters 17-19

### Chapter 17: The Feather of the Red-Tailed Hawk

**Summary:** Sam becomes good friends with Holly. During a visit with Jessie, Sam tells him about her and that he wants to make a dreamcatcher for her. After teaching Sam even more about honing his navigational skills, Jessie helps Sam make a dreamcatcher for Holly and one for himself.

**Timeline:** Spring of 1985 in Sam's 9<sup>th</sup> grade year

**Teaching Objective:** Understanding how wisdom develops over time

**Student Learning Objectives:**

1. Define gratitude.
2. Explain how developing their internal compass leads to wisdom.
3. Show how Sam's gratitude developed over time through understanding his internal compass.
4. Compare how the internal compass, deciphering mechanism, and innate navigational skills develop over time.

**Sample Questions for Discussion:**

1. How does Jessie help Noah and his friends channel their actions into positive behaviors?
2. In what ways does planning help solve problems for Jessie?
3. Give an example of how planning helped you solve a problem.
4. What is the significance in Sam telling Jessie about Holly?
5. Why do you think Sam is attracted to Holly? What qualities do you look for in a friend?
6. How does Sam use humor in this chapter? How can you apply this to your life?
7. How does Sam's attitude about the move to Covington change in this chapter?
8. Explain "deciphering mechanism." How can you use this information to help you make decisions?
9. Jessie explains why he comes to the roof. Describe a place that is special to you.
10. Why do you think Jessie stopped Sam for continuing the conversation about the warehouse?
11. What is the message from the Red-tailed Hawk according to Sam? If you were Sam, would you listen to the message?

12. How do you think illustrations or pictures help you understand a concept or instructions?

***Words or Phrases for Class Discussion, Vocabulary Development, and Further Research and Project Enrichment.***

***Instructions for the Teacher:*** Can be used as an evaluation tool for this chapter. Have students choose a word or phrase, find it in the chapter, and conduct research to understand the topic more fully. Write a short paragraph about what they learned. (Depending upon time, students could also present what they learned to the class using art, drama, or an oral presentation.)

Navigator  
Gratitude  
Mechanism  
Abandonment  
Red-tailed Hawk  
Neahaw  
Red Willow  
Advisor  
Decipher  
Native American  
Insecurity  
Instrument  
Purpose

## Chapter 17: The Shoebox Message

**Summary:** Sam and his mom finally have a talk about his father. She gives him a box containing some of his father's belongings and letters his father had written to his mom. After spending time with the shoebox, Sam realizes he has finally received the message he wanted from his dad.

**Timeline:** Day after Sam made the Dreamcatchers

**Teaching Objective:** Resolving challenges brings peace of mind

**Student Learning Objectives:**

1. Show how Sam uses his internal compass to face life's difficult situations (his dad's absence and his brother's death).
2. Compare and contrast Sam's response to the shoebox message with the response to the message from the bird at his window.
3. Explain how Sam's friendship with Holly develops over time.

**Sample Questions for Discussion:**

1. Why do you think the feather at the top of the letter brought tears to Sam's eyes?
2. Why do you think Sam placed one of his own feathers in the box of letters?
3. What was the message Sam was waiting for?
4. Explain the sacrifices Sam's father made?
5. Did Sam's father lose touch with his internal compass? Why or why not?
6. How did this chapter affect Sam's life as he grew older?

**Words or Phrases for Class Discussion, Vocabulary Development, and Further Research and Project Enrichment.**

**Instructions for the Teacher:** Can be used as an evaluation tool for this chapter. Have students choose a word or phrase, find it in the chapter, and conduct research to understand the topic more fully. Write a short paragraph about what they learned. (Depending upon time, students could also present what they learned to the class using art, drama, or an oral presentation.)

Arlington  
Cemetery  
Saigon  
Honorable  
Corporal  
Rice Paddies

## Chapter 18: The Dove Feather

**Summary:** Tragedy strikes in this chapter, and Sam has to use his inner strength to survive himself but also help his family.

**Timeline:** Easter weekend while Sam is in graduate school

**Teaching Theme:** Facing challenges is easier with family and friends

### **Student Learning Objectives:**

1. Discuss the role of guilt in thought and action.
2. Develop a one sentence statement of their perception of the overall theme of <i>Feathers Across Time</i> .
3. Explain how Sam used his internal compass to interpret the dove feather. (i.e., wisdom achieved as he talked with Jessie)
4. Give their interpretation of how Sam would face life after his experiences in the book.

### **Sample Questions for Discussion:**

1. How do you think the information about Sam's education in this chapter helps the reader evaluate whether Sam has learned lessons throughout his life and has developed his internal compass?
2. In what way did Sam feel guilty about Joey's death?
3. Why do you think Sam went to the rooftop after Joey's death?
4. What was the message in the dove feather and the light in Joey's window?

#### **Words or Phrases for Class Discussion, Vocabulary Development, and Further Research and Project Enrichment.**

**Instructions for the Teacher:** Can be used as an evaluation tool for this chapter. Have students choose a word or phrase, find it in the chapter, and conduct research to understand the topic more fully. Write a short paragraph about what they learned. (Depending upon time, students could also present what they learned to the class using art, drama, or an oral presentation.)

Bachelor's Degree  
Technology  
Condolences  
College of Arts and Sciences  
Apprehension  
Dove Feather

## Enrichment Activity

### Activities:

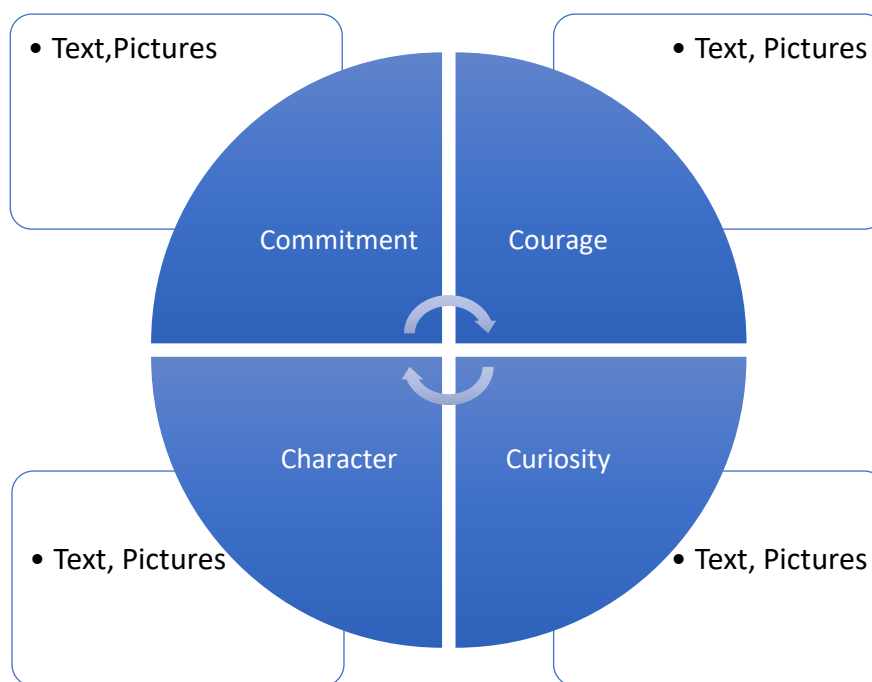
- Choose a feather and research it according to Indian Legend. Write a well-developed paragraph describing the feather and explaining its meaning.
- Using the information provided, make your own dreamcatcher.

## Evaluation: Graphic Organizer

### Graphic Organizer Activity:

- Ask students to consider the themes of the book and create a graphic organizer of the main themes that they think are important.

Example:



## Evaluation Writing Prompt: Think About Maraboli's Quote

*To embark on the journey toward your goals and dreams requires bravery. To remain on that path requires courage. The bridge that merges the two is commitment. – Sam Maraboli*

Directions for students: Ask students to respond in two short paragraphs the answer to the following questions:

- 1) What do you want to be when you grow up?
- 2) What do you think you'll need to do to get there?

For teacher clarification:

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What do you think the “magical effect” of patience and perseverance is?

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For clarification:

“Individuals who believe their talents can be developed (through hard work, good strategies, and input from others) have a growth mindset.” [From: Harvard Business Review, “What Having a ‘Growth Mindset’ Actually Means.” Retrieved from: <http://www.hbr.org/2016/01/what-having-a-growth-mindset-actually-means>.]

Perseverance is the quality that allows someone to continue trying to do something even though it is difficult. It can be compared to “grit” and it relates to growth mindset. As written by Dr. Carol Dweck, “A growth mindset isn’t just about effort. Perhaps the most common misconception is simply equating the growth mindset with effort. Certainly, effort is key for students’ achievement, but it’s not the only thing. Students need to try new strategies and seek input from others when they’re stuck. They need this repertoire of approaches—not just sheer effort—to learn and improve....We’re all a mixture of fixed and growth mindsets.” [Education Week: September 22, 2015, Retrieved from: <http://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth->

# APPENDIX – Booklist for Character Traits

## BOOKLIST FOR CHARACTER TRAITS

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 6<sup>th</sup> grade or higher. The rationale for this selection is that students within a given class have varied reading and interest levels.

### COURAGE

Among the Hidden by Margaret Peterson Haddix—1998 (Grades 3-7)  
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 Rich Riordan—2008 (Grades 5-9)  
The Dark Is Rising by Susan Cooper—1973 (Grades 5-6)  
The Last Olympian by Rich 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)  
Wonder by R. J. Palacio—2012 (Grades 3-7)

### COURTESY

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

### CURIOSITY

Alice's Adventures in Wonderland by Lewis Carroll—1865 (Grades 3-6)  
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

A Chair for My Mother by Vera Williams—2007 (Grades 3-5)  
A Sick Day for Amos McGee by Philip Stead—2010 (Grades 3-7)  
All the Answers by Anne C. LeMieux—2016 (Grades 3-7)  
Angelo by David Macaulay—2002 (Grades 3-5)  
Big Wolf, Little Wolf by Nadine Brun-Cosme—2009 (Grades 3-5)  
Charlotte's Web by E. B. White—2006 (Grades 3-6)  
Children's Book of Virtues by William Bennett—1995 (Grades 3+)  
Corduroy by Don Freeman—1976 (Grades 3-5)  
Faithful Elephants by Yukio Tsuchiya—1997 (Grades 3-8)  
Granny Torrelli Makes Soup by Sharon Creech—2005 (Grades 4-7)  
Great Joy by Kate DiCamillo—2010 (Grades 3-6)  
Holes by Louis Sachar—2000 (Grades 3-7)  
Ida Early Comes Over the Mountain by Robert Burch—1990 (Grades 3-6)  
Listen to the Wind by Greg Mortenson—2009 (Grades 3-5)



Loser by Jerry Spinelli—2003 (Grades 3-7)  
 Mick Harte Was Here by Barbara Par—1996 (Grades 3-7)  
 One Fine Day by Nonny Hogrogian—1974 (Grades 3-7)  
 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)  
 Somebody Loves You, Mr. Hatch by Eileen Spinelli—1998 (Grades 3-5)  
 Stargirl by Jerry Spinelli—2002 (Grades 4+)  
 Tale of Despereaux, by DiCamillo—2003 (Grades 3-5)  
 The Black Stallion by Walter Farley—1991 (Grades 3-7)  
 The Can Man by Laura Williams—2010 (Grades 3-5)  
 The Invisible Boy by Trudy Ludwig—2013 (Grades 3-6)  
 The Lunch Thief by Anne C. Bromley--2010 (Grades 3-6)  
 The Misfits by James Howe—2003 (Grades 4-8)  
 The Tenth Good Thing about Barney by Judith Viorst—1987 (Grades 4-6)  
 The Trumpet of the Swan by E.B. White—2001 (Grades 3-5)  
 Those Shoes by Maribeth Boelts—2009 (Grades 3-6)  
 Wringer by Jerry Spinelli—1998 (Grades 3-7)

## FRIENDSHIP

Almost Home by Joan Bauer—2013 (Grades 6-7)  
 Among the Hidden by Margaret Peterson Haddix—1998 (Grades 3-7)  
 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)  
 Extra Yarn by Mac Barnett—2012 (Grades 3-5)  
 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)  
 The Little Plant Doctor: A Story about George Washington Carver by Jean Marzollo—2011 (Grades 3-5)  
 Tillie the Terrible Swede by Sue Stauffacher—2011 (Grades 3-7)



**GRATITUDE: Advanced Readers**

Because of Winn Dixie by Kate DiCamillo—2015 (Grades 3-5)  
Did I Ever Tell You How Lucky You Are? by Dr. Seuss—1973 (Grades 3-7)  
Gratefully Yours by Jane Buchanan—1997 (Grades 3-5)  
If the World Were a Village by David J. Smith—2011 (Grades 4-8)  
It Could Always Be Worse by Margot Zemach—1990 (Grades 3-5)  
Just So Thankful by Mercer Mayer—2006 (Grades 3-6)  
My Dog, My Hero by Betsy Cromer Byars—2002 (Grades 3-6)  
Splat Says Thank You! by Rob Scotton—2012 (Grades 3-5)  
Sylvester and the Magic Pebble by William Steig—2012 (Grades 3-6)  
The Most Thankful Thing by Lisa McCourt—2003 (Grades 4-7)  
The Selfish Giant by Oscar Wilde and Roberto Piumini—2013 (Grades 3-5)  
Those Shoes by Maribeth Boelts—2009 (Grades 3-6)  
Where the Mountain Meets the Moon by Grace Lin—2009 (Grades 3-6)  
Zoo School by Laurie Miller Hornik—2004 (Grades 3-5)

**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)  
Howard Wigglebottom & the Monkey on His Back by Howard Binkow—2010 (Grades 3-5)  
Liar, Liar, Pants on Fire by Diane deGroat—2003 (Grades 3-5)  
Little Croc's Purse by Lizzie Finlay—2011 (Grades 3-5)  
Pinocchio by Carlo Collodi—1940 (Grades 3-7)  
The Empty Pot written/illustrated by Demi—1996 (Grades 3-5)  
The Homework Machine by Dan Gutman—2007 (Grades 4-6)  
Too Many Secrets by Betty Ren Wright—2002 (Grades 3-5)  
Touchdown Trouble by Fred Bowen—2009 (Grades 3-6)

**MODERATION: Advanced Readers**

Bartholomew Biddle and the Very Big Wind by Gary Ross—2012 (Grades 3-5)  
Staying Cool by Nancy Antle—1997 (Grades 3-5)  
The Berenstain Bears and Too Much Birthday by Stan and Jan Berenstain—1986 (Grades 3-5)  
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**

Amelia's Notebook by Marissa Moss—2006 (Grades 3-5)  
A Weed Is a Seed by Ferida Wolff—1996 (Grades 3+)  
Alexander and the Terrible, Horrible, Very Bad Day by Judith Viorst—1987 (Grades 4+)  
Anything Is Possible by Giulia Belloni—2013 (Grades 3-5)  
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)  
Sami & the Time of the Troubles by F.P. Heide & J.H. Gilliland—1995 (Grades 3+)  
The Little Engine That Could by Watty Piper—1905 (Grades 3-5)



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 (75<sup>th</sup> 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)

### **RESPONSIBILITY: 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)  
 Uglies 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



