

CHARACTER EDUCATION

SUGGESTED ACTIVITIES

NOVEMBER 2010



CITIZENSHIP

CHARACTER — THE CORE OF OUR LIVES

CITIZENSHIP: Knowing, understanding, and displaying a high regard for rules, laws, government, heritage and for those who have served and sacrificed for community and country.

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"Service is the rent we pay for the privilege of living on this earth."

– Shirley Chisholm

"Injustice anywhere is a threat to justice everywhere."

– Dr. Martin Luther King, Jr.

"The most important office...that of private citizen."

– Louis D. Brandeis

"Be the change you want to see in the world."

– Mahatma Gandhi

"Patriotism is just loyalty to friends, people, families."

– Robert Santos

"He loves his country best who strives to make it best."

– Robert G. Ingersoll

"Our whole duty, for the present, at any rate, is summed up in the motto: America First."

– Woodrow Wilson

"If you want to lift yourself up, lift up someone else."

– Booker T. Washington

"The small state exists so that there may be a spot on earth where the largest possible proportion of the inhabitants are citizens in the fullest sense of the word."

– Jacob Burckhardt

"When people are serving, life is no longer meaningless."

– John Gardner

"Those who expect to reap the blessings of freedom must undergo the fatigue of supporting it."

– Thomas Paine



READ / WRITE / DISCUSS



- As a class, discuss the meaning and importance of good citizenship. List students' ideas on the chalkboard. Have each student try to add at least one idea to the class list.
Elementary: SC.H.3.1, SC.H.3.2, SC.H.1.1, SC.H.1.2, SS.C.2.3.6, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1, LA.1.3.1.3, SS.C.2.1, SS.C.2.2
Middle: LA.6.2.2.3, LA.6.4.2.2, LA.7.2.2.3, LA.8.1.7.8
High: LA.910.5.2.1
- Discuss why it is a good idea for people to exercise their right to vote in elections. Ask students what kind of elected office they would like to enter. Have students write a paragraph of what they would do if elected. Share paragraphs. **
Elementary: SC.H.3.1, SC.H.3.2, SC.H.1.1, SC.H.1.2, SS.C.2.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5, LA.2.4.2.3, SS.C.2.1, SS.C.2.2, LA.2.1.6.5
Middle: LA.6.2.2.3, LA.6.3.5.3, LA.7.5.2, LA.8.5.2, LA.7.4.2.1, LA.8.4.2.1
High: LA.910.5.2.1, LA.910.5.1.1, LA.910.4.2.1
- After a discussion about the importance of good citizenship, have students work with a partner or individually write a recipe for "Citizenship." **
Elementary: SC.H.3.1, SC.H.3.2, SC.H.1.1, SC.H.1.2, SS.C.2.3.6, LA.K.1.6.6, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1, LA.3.4.1.2, SS.C.2.1, SS.C.2.2
Middle: LA.6.2.2.3, LA.6.3.5.3, LA.7.5.1, LA.8.5.1
High: LA.910.5.2.1, LA.910.5.1.1, LA.910.4.2.1
- Ask students, "Are you a good citizen? What grade would you give yourself for citizenship? Write three reasons why you deserve this grade." **
Elementary: SC.H.3.1, SC.H.3.2, SC.H.1.1, SC.H.1.2, SS.C.2.3.6, LA.K.1.6.6, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1, LA.4.4.2.3, SS.C.2.1, SS.C.2.2
Middle: LA.6.2.2.3, LA.7.4.2.1, LA.8.4.2.1
High: LA.910.5.2.1, LA.910.5.1.1, LA.910.4.3.1, LA.910.4.3.2
- The 1884 inscription on the Statue of Liberty welcomes all people from all nations to the U.S. In the 126 years between its writing and 2010, people have sought a better life in America. Have the students pretend that there is very little space left on U.S. soil and we must limit the number of immigrants who are admitted to our country. Break the class into small groups and have the students revise the inscription to limit access, but without prejudice to anyone. As each group shares its revision, let the class vote on the one that sounds the fairest.
Elementary: SC.H.3.1, SC.H.3.2, SC.H.1.1, SC.H.1.2, MA.3.7.7.1, LA.K.2.2.1, LA.1.2.2.3, LA.2.2.2.2, LA.3.2.2.3, LA.4.2.2.3, LA.5.2.2.3, LA.3.4.1.2, SS.C.1.1, SS.C.1.2, SS.A.5.3.3
Middle: LA.6.2.2, LA.6.1.7.3, LA.6.2.2.3
High: LA.910.1.6.2, LA.1112.1.6.2, LA.910.5.2.1, LA.910.5.1.1, LA.910.4.2.1
- Discuss with students current problems in the community, country or world. Have them make a list of the changes they would make if they were mayor, governor, or president. **
Then discuss:
 1. What powers do these officials have?
 2. Could you actually become this leader?
 3. How would you prepare to be a leader?
 4. Why is it important to vote in elections and choose good leaders?
 5. What characteristics are necessary to be a good leader?
 6. Why is it important to contact elected officials?After the discussion, have the students write a letter to that leader, making some of the suggestions. **

SHARE YOUR GREAT IDEAS & BEST PRACTICES

If you have feedback regarding any of these activities or have successfully implemented an activity which is not listed that you would like to add, e-mail a one- to two-paragraph overview of the activity to Renee Brown @ CAB or renee.m.brown@browardschools.com.



READ / WRITE / DISCUSS



Elementary: SC.H.3.1, SC.H.3.2, SC.H.1.1, SC.H.1.2, SS.C.2.3.7, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1, LA.4.3.1.3, SS.C.2.1, SS.C.2.2

Middle: LA.6.2.2.3, LA.6.3.5.3, LA.7.5.2.1, LA.8.5.2.1

High: LA.910.4.2.4

- Have each student write a poem about what s/he feels when s/he sees the American flag in a specific setting; i.e., in a parade, on Memorial Day, on Independence Day, in a cemetery, on a house, flying in the breeze in front of a school, on vehicles, etc. ** Ask students to volunteer to read their own aloud.

Elementary: SC.H.3.1, SC.H.3.2, SC.H.1.1, SC.H.1.2, SS.A.4.3.3, SS.A.5.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5, LA.1.4.1.2, SS.C.1.1, SS.C.1.2

Middle: LA.6.2.1.5, LA.6.3.5.3, LA.7.3.2, LA.8.3.2

High: LA.910.4.1.1, LA.910.4.1.2

- Assign small groups the task of reading about, creating a visual, and reporting on the meaning of the different versions of the American flag throughout its history. Call on the reports in chronological order. **

Elementary: SC.H.3.1, SC.H.3.2, SC.H.1.1, SC.H.1.2, SS.A.4.3.3, SS.A.5.3.2, MA.2.1.1.3, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1, LA.5.5.2.2, SS.C.2.1, SS.C.2.2

Middle: LA.6.2.2.3, LA.6.2.1.5, LA.7.3.3.2, LA.8.3.3.2

High: LA.910.2.2.2, LA.910.1.7.3, LA.910.1.3, LA.910.6.2.2, LA.910.6.2.3, LA.1112.2.2.2, LA.1112.1.7.3, LA.1112.1.3, LA.1112.6.2.2, LA.1112.6.2.3, LA.910.5.2.1, LA.910.5.1.1, LA.910.4.2.1

- Ask students to research voting and U.S. elections using one of the following themes: change, influence, conflict, freedom, rights, cycles or power. Have them write a paper or create a presentation that addresses the following: **

1. How have these themes influenced candidates, platforms and elections?

2. Are these elements present in all elections?

3. How do the character traits of cooperation, responsibility, citizenship, kindness, respect, honesty, self-control and tolerance impact elections?

4. Which traits are most important for elected officials to have?

Elementary: SC.H.3.1, SC.H.3.2, SC.H.1.1, SC.H.1.2, SS.C.2.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1, LA.5.4.2.3

Middle: LA.7.3.3.2, LA.8.3.3.2

High: LA.910.1.2, LA.910.1.3, LA.910.1.7.3, LA.1112.1.2, LA.1112.1.3, LA.1112.1.7.3, LA.910.5.2.1, LA.910.5.1.1, LA.910.4.2.1, LA.910.4.2.2

- Promote “Veterans Awareness Week” at your school. Work with your students to create a web page on your school’s site promoting the events you plan. Organize and hold a rally to honor local veterans. Refer to www.va.gov/vetsday for helpful resources.

Elementary: SC.H.3.1, SC.H.3.2, SC.H.1.1, SC.H.1.2, SS.C.2.3.6, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1, SS.C.1.1, SS.C.1.2

Middle: LA.7.5.1, LA.8.5.1

High: LA.910.5.2.1

SHARE YOUR GREAT IDEAS & BEST PRACTICES

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- Divide the class into small groups. Have each group write, practice and present a TV ad that reminds people to exercise their right to vote. **
Elementary: SC.H.3.1, SC.H.3.2, SC.H.1.1, SC.H.1.2, SS.C.2.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1, LA.4.4.1.2, SS.C.2.1, SS.C.2.2
Middle: LA.7.4.3, LA.8.4.3
High: LA.910.4.1.1, LA.910.4.1.2
- Voting is one characteristic of a good citizen. The following seven activities are all related to voting.
 1. Have students clip out newspaper articles that refer to the November elections. Make a class scrapbook or bulletin board of the articles. **
 2. Have students draw a political cartoon about voting using computer and drawing software. **
 3. Without comment, divide the class into two groups in a nondiscriminatory way, such as by birthdays. Give one group voting rights but not the other. Have students vote on something that impacts the entire class, but only allow one group to vote. Carry out the decision. If possible, later reverse the roles. Discuss:
 - How did it feel having the right to vote?
 - How did it feel not having the right to vote?
 - Who were the first U.S. citizens given the right to vote?
 - What groups later gained that right?
 - What could happen if apathetic citizens continue choosing not to vote?
 4. Divide the class into small groups. Have each group design a banner to remind everyone to exercise their right to vote. Hang the banners around the school. **
 5. At the beginning of the week, tell students they can vote on a different issue each day that week, that the ballots will be next to the ballot box and both will be in an easily accessible location, and that at the end of the week votes will be tallied and decisions implemented. Do not encourage or remind students to vote. Report the results and discuss:
 - Did everyone vote?
 - Did students who neglected to vote wish they had?
 - How would the results have changed?
 - Did more students vote on some days or issues than others did? Why?
 - Were some students apathetic?
 - Why are some adults apathetic about voting?
 - What would happen if apathy increased and fewer citizens voted?
 - Is there anything the class can do to encourage adults to vote?
 6. If the school is a voting site, have the students make a Welcome sign for the voting entrance, posters or banners on the importance of voting leading to the voting machines and a Thank You for Voting! sign for the inside of the exit door.



7. Have students research voter apathy and voter turnout. Ask them to create political cartoons depicting voter apathy. Send the best ones to the Sun Sentinel editorial page.**

Elementary: SC.H.3.1, SC.H.3.2, SC.H.1.1, SC.H.1.2, SS.C.2.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1, LA.5.4.1.2, LA.5.5.2.1, LA.1.4.3.1, LA.2.5.2.2, SS.C.2.1, SS.C.2.2

Middle: LA.7.5.2.1, LA.8.5.2.1

High: LA.910.1.7.3, LA.1112.1.7.3, LA.910.2.2.3, LA.1112.6.4.1, LA.1112.5.2.1, LA.1112.6.2.3

- Tell the class that to be a good citizen, one must accept responsibility for his/her own behavior. Learning to follow the rules in the classroom teaches young people this trait. Whenever the teacher needs to have the attention of the entire class, s/he should put one finger across her/his lips (shhh) and raise her/his other arm high up in the air. As the students become aware of the teacher's signal, they should copy it. (This is a wonderful method to establish quiet without having to shout.)

Elementary: SC.H.3.1, SC.H.3.2, SC.H.1.1, SC.H.1.2, SS.C.1.3.6, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1, SS.C.2.1, SS.C.2.2

Middle: LA.7.6.3, LA.8.6.3

High: LA.1112.5.2.1

- Tell the class that many people have made sacrifices to become citizens of the United States. Have the class visit the Ellis Island Museum website at www.ellisland.org/. Ask the class to list hardships faced by the 12 million immigrants who passed through Ellis Island.**

Elementary: SC.H.3.1, SC.H.3.2, SC.H.1.1, SC.H.1.2, SS.A.5.3.1, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1, LA.5.3.1.1, SS.A.5.1, SS.A.5.2

Middle: LA.7.6.2.3, LA.8.6.2.3

High: LA.910.1.7.3, LA.910.2.2.2, LA.910.6.2.2, LA.1112.1.7.3, LA.1112.2.2.2, LA.1112.6.2.2, LA.1112.6.2.3

- Have students create a "Good Citizenship" card for someone they know who really deserves one.**

Elementary: SC.H.3.1, SC.H.3.2, SC.H.1.1, SC.H.1.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1, LA.1.4.1.2, SS.C.2.1, SS.C.2.2

Middle: LA.7.3.3.4, LA.8.3.3.4, LA.7.4.3, LA.8.4.3

High: LA.1112.4.1.1, LA.1112.4.1.2

- Ask students to design a book cover or video jacket for a fiction book or video on "Citizenship." Suggest that students use their creativity and imagination to come up with a unique title for their book or video cover.**

Elementary: SC.H.3.1, SC.H.3.2, SC.H.1.1, SC.H.1.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1, LA.4.4.1.2, SS.C.2.1, SS.C.2.2

Middle: LA.7.3.3.4, LA.8.3.3.4

High: LA.1112.4.1.1, LA.1112.4.1.2



RECYCLING FACTS FOR KIDS



While the most important way to save valuable resources is to use as few as possible in the first place, recycling and using recycled products is the next step. By teaching your students recycling facts, you are setting a great example of being a "Good Citizen" (i.e., being of service to our community to help be part of a solution rather than part of the problem).

Below you'll find some fascinating recycling facts that will give your students an idea of how much is used and how much can be saved by recycling.

Recycling Glass

- Glass can be recycled virtually forever. It never wears out.
- For every 2,000 pounds of glass that is recycled, we save more than 2,000 pounds of other resources (1,330 pounds of sand, 433 pounds of soda ash, 433 pounds of limestone, and 151 pounds of feldspar).
- Most bottles and jars that you use contain at least 25% recycled material.
- The energy saved by recycling just one bottle could light a 100-watt bulb for 4 hours.

Recycling Metals

- Recycling an aluminum can saves 95% of the energy needed to make aluminum from bauxite ore.
- In the United States, the amount of steel that is discarded and not recycled every year is enough to build all the new American-made cars.

Recycling Paper

- 75% of each tree that is cut down for paper is not used in a paper product.
- 98 tons of various resources are required to make one ton of paper.
- Paper made from recycled paper uses 70% less energy.

Recycling Plastic

- Americans use 4 million plastic bottles every hour, but only 25% of plastic bottles are recycled.

Thanks
to the
**Washington State
Department of
Ecology**
for this valuable
information.



ANTI-BULLYING WEEK 2010



"Successfully dealing with bullying involves building a genuine community within the school. Everyone accepts they have the right to be free from harassment and that they have the responsibility to support their weaker and more vulnerable peers." - Mark Cleary, Principal, Colenso HS, New Zealand

Anti-Bullying Week sends a clear and positive message that bullying is neither acceptable nor inevitable in our schools and communities. Anti-Bullying Week 2010 will take place from November 15-19. This year we are looking at the importance of taking action together.

Bullying will only stop if we take action together, but we know that significant numbers of children and young people who witness bullying still don't tell anyone or take action to stop it. It might also be parents and caregivers, other adults, and schools and communities who turn a blind eye or don't take action to stop bullying.

Here are some positive actions you can take to stop bullying:

- Be assertive. Explain to the bully how you feel.
- Tell someone. Discuss it with friends. Get help from them.
- Consider your behavior.
- Tell the school Guidance Counselor.
- Talk to a trusted person.
- Talk to your parents.
- Avoid situations which lead to bullying.
- Don't let the bully know that you are upset.
- Go to peer mediation.
- REMEMBER - IT IS OK TO LET SOMEONE KNOW WHAT'S HAPPENING!



For additional resources, visit the Office of Prevention website at:

www.browardprevention.org (under the Anti-Bullying tab)



NEWS TO KNOW... CHARACTER CONNECTION

CHARACTER EDUCATION ACTIVITY SHEET:

Below you will find very important and useful information pertaining to our Character Education Program. Contact Renee Brown via CAB or at 754-321-2568 ext. 2476 if you have any questions or suggestions.

ACTIVITY SHEET UPDATE:

Access to all monthly activity sheets with Sunshine State Standards will now be available in **electronic version only via BEEP** (through Learning Village).

EDCO'S FREE CERTIFICATES & PLAQUES:

Here is the process for how to receive **free** certificates and plaques:

1. Each month, each teacher may choose a "Kid of Character" from his/her classroom. (Middle and high schools may decide if they want to do this by teams, department or other methods.) Those students should receive a certificate at the end of the month for the trait that is represented for that month. It's suggested that these awards be given out to students at an assembly or via morning/afternoon announcements.

2. From the group of students who receive the certificates, schools may choose **ONE** of these students to receive a **FREE** plaque from EDCO. You may order your plaque from EDCO Awards and Specialties by logging onto **www.edcoawards.com/kidsofcharacter**. **ALL CERTIFICATES AND PLAQUES ARE FREE. (ONLY ONE PLAQUE PER SCHOOL PER MONTH IS PROVIDED FREE.** Schools may order additional plaques at a reduced rate from EDCO.)

3. Certificates may be ordered through the Character Education Department, courtesy of the Sun Sentinel, or through EDCO. The ones from the Sun Sentinel must be filled in at the school site. The certificates from EDCO may be entered on-line and will be printed by EDCO. Please note: This takes an advance time of 1-2 weeks. Please contact Renee Brown at 754-321-2568 ext. 2476, or email her via CAB or at **renee.m.brown@browardschools.com** if you have any additional questions about this process.

****LET'S HONOR OUR STUDENTS IN THE NEWSPAPER****

****ATTENTION TEACHERS... KIDS OF CHARACTER STORY SUBMISSION PROCESS****

1. John Chace is working to collect **on-going KOC** stories for the Sun Sentinel from teachers. Our goal this year is to recognize more students than ever before for demonstrating **EXCEPTIONAL CHARACTER OF ANY OF THE EIGHT TRAITS. (We are not concerned with the trait order - feel free to nominate students at anytime for any of the traits.)**
2. Be very specific and clear providing key details about the act or continued deeds. Two or three quotes are needed from the person making the recommendation for an actual article. The suggested format for submission should be in **MICROSOFT WORD** (not Adobe) format, please.
3. Remember, this is **not** based on academic performance; those students will be awarded through honor roll or other academic honors. These are **EXCEPTIONAL** students in other unique areas.
4. Please contact John at jchace@communitycc.com for an updated form to submit your nomination. He will evaluate the stories and notify you directly if the student you have nominated has been selected.

WE DO APPRECIATE YOUR SUPPORT!!



CHARACTER: THE CORE OF OUR LIVES PATRIOTISM: THE CORE OF OUR NATION'S STRENGTH



Patriotism

To weave Patriotism throughout our Character Education Program, this month's suggested activities that can be integrated into the citizenship trait are related to the electoral process. Electoral process - responsibility to vote, to exercise rights in a responsible manner.

Patriotic Quotes

"Let us at all times remember that all American citizens are brothers of a common country, and should dwell together in bonds of fraternal feeling."

- Abraham Lincoln, 16th President of the United States of America

"The first requisite of a good citizen in this republic of ours is that he shall be able and willing to pull his own weight."

- President Theodore Roosevelt, 26th President of the United States of America

Patriotic Activities

- Ask students to research and debate the Electoral College versus the Popular Vote. What are the advantages and disadvantages of each voting system? Which voting system do they believe we should use? **
- Discuss with the students the importance of voting and how one vote can change the course of history. Note the following that occurred with a margin of one vote:

Andrew Johnson was able to remain as President of the United States by one vote. Thirty-six votes of all the Senators were needed to remove him after impeachment, and 35 votes were cast against him.

In 1839, Marcus "Landslide" Morton was indeed elected Governor of Massachusetts by one vote. He received exactly 51,034 votes. Had his count been 51,033, the election would have been thrown into the Legislature, where he probably would not have won. "Landslide" also made the record books in 1842 when he won the same office again by one vote, this time in the Legislature.

Rutherford B. Hayes was elected President in 1876 by one vote in the Electoral College.

- Explain to the children that voting is a chance for them to speak up, share their opinion, and have their opinion counted as one of a whole group. Ask the children, "Can you think of things that we might vote on or about?" Write any answers on the board and continue discussion.
- Discuss with students the topic of voter apathy (lack of interest in voting) that often results from people feeling that politicians are out of touch with reality. Ask students what they believe are important public issues for their age group.
- Ask students to explain what the word "mascot" means. Allow them to speculate, and then explain that a mascot is an animal, person, or object chosen by a group to be its symbol. Clarify by adding that when people see the symbol, or mascot, they immediately think of the group it represents. Ask students to brainstorm animals for a class mascot. Explain that these animals are the nominees for the job of mascot. Explain that students will vote for a class mascot from the list on the board. Hold a class vote. Point out the winning animal by counting the tally marks and writing the total in numerals. Let students, as a group, create a bar graph showing the results of the election.
- Ask students to create a public opinion poll on an issue important to them. They can ask fellow peers and/or adults to participate in the poll. Have them present and/or write a report of their poll finding. **

CITIZENSHIP

RECOMMENDED RESOURCES

Primary



America the Beautiful

Bates, Katharine Lee. Little, Brown, 2004. 32p.
9780316737432 Primary

Chris Gall, the great-great-grandnephew of the original author of the song "America the Beautiful," has done a magnificent job of illustrating the four verses of the song.



Flag for All, A

Brimmer, Larry Dane. Childrens Press, 2002. 31p.
9780516225449 Primary

While researching the American flag for a class project, the Corner Kids ask townspeople what the flag means to them and find that each person has a different answer.



How To Bake an American Pie

Wilson, Karma. McElderry, 2007. 34p.
9780689865060 Primary

Rhyming text and illustrations present a recipe for how to bake a pie from all the things that make America great, including fruited plains,immigrants of many countries, and more.

Intermediate



American Moments: Scenes from American History

Burleigh, Robert. Holt, 2004. 45p.
9780805070828 Intermediate/Middle

This is a look at a cross-section of people and events in American history from 1621 to 2001 representing the many facets of American life.



Earth Dragon Awakes, The: The San Francisco Earthquake of 1906

Yep, Laurence. HarperCollins, 2006. 128p.
9780060275259 Intermediate/Middle

Eight-year-old Henry and nine-year-old Chin love to read about heroes in popular "penny dreadful" novels, until they both witness real courage while trying to survive the 1906 San Francisco earthquake. (*Sunshine State Young Readers Award* nominee)



Piper Reed: Navy Brat

Holt, Kimberly Willis. Henry Holt, 2007. 146p.
9780805081978 Intermediate

Piper is sad about leaving her home and friends behind when her father, a Navy aircraft mechanic, is transferred yet again, but with help from her often-annoying sisters and a surprise from their parents, she finds happiness in their new home in Pensacola, Florida. (*Sunshine State Young Readers Award* nominee)

America's Story

<http://www.americaslibrary.gov>

Primary/Intermediate (accessed 10/18/2010)

The Library of Congress helps young students discover the stories of America's past through entertaining activities.

Branches of Power

<http://www.usmint.gov/kids/games/branchesOfPower/>

Intermediate/Middle (accessed 10/18/2010)

Act as a secret agent to restore the three Branches of Power according to the Constitution in order to preserve democracy.

Middle



American Spirit, The: Meeting the Challenge of September 11, 2001

Sullivan, Robert, ed. Life Books, 2002. 180p.
9781929049882 Intermediate/Middle/High

This is a chronicle of the inspiring portrait of a nation and world coming together in sadness, pride, and resolve. The book reflects on how the nation responded to overcome the tragedy.



Eyes of the Emperor

Salisbury, Graham. Wendy Lamb Books, 2005. 229p.
9780385908740 Middle/High

Following orders from the United States Army, several young Japanese American men train K-9 units to hunt Asians during World War II.



With Courage and Cloth: Winning the Fight for a Woman's Right to Vote

Bausum, Ann. National Geographic, 2004. 111p.
9780792269960 Intermediate/Middle

National Geographic chronicles the long history of the fight for women's voting rights, beginning in 1848 and focusing on 1913-1920 when the Nineteenth Amendment was passed. It includes profiles of notable women in the struggle.

High



Born Confused

Hidier, Tanuja Desai. Scholastic, 2002. 432p.
9780439357623 High

Seventeen-year-old Dimple, whose family is from India, discovers that she is not Indian enough for the Indians and not American enough for the Americans, as she sees her hypnotically beautiful, manipulative best friend taking possession of both her heritage and the boy she likes.



Graceling

Cashore, Kristin. Harcourt, 2008. 480p.
9780152063962 High

In a world where some people are born with extreme and often-feared skills called Graces, Katsa struggles for redemption from her own horrifying Grace, the Grace of killing, and teams up with another young fighter to save their land from a corrupt king. (*Florida Teens Read* nominee)



Last Thing I Remember, The

Klavan, Andrew. Thomas Nelson, 2009. 352p.
9781595546074 High

Charlie, a high school boy, awakens bloody and bruised in a concrete bunker only to discover that he has lost a year of his life. He remembers nothing about escaping from prison or why he is being pursued by both the law and a group of terrorists trying to bring down the U. S. government. (*Florida Teens Read* nominee)

Rock the Vote

<http://www.rockthevote.com>

Middle/High (accessed 10/18/2010)

Rock the Vote's mission is "to engage and build political power for young people in our country...who want to get involved in elections and seize the power of the youth vote to create progressive political and social change."

**For additional resources, please see your school media specialist.
Broward County Public Schools**