

# CHARACTER EDUCATION

SUGGESTED ACTIVITIES

APRIL 2011



TOLERANCE

CHARACTER — THE CORE OF OUR LIVES

**TOLERANCE:** Recognizing and respecting differences, values and beliefs of other people.

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*“We may have come over on different ships – but we are all in the same boat now.”*

- Whitney Young, Jr.

*“People and their differences make up the foundation of an organization’s ability to develop broad perspectives and to approach problems in new and creative ways.”*

- Barbara Walker

*“The work of seeing is done. Now, practice heart work upon those images captive within you.”*

- Rainer Maria Rilke

*“No man can put a chain about the ankle of another person without at last finding the other end fastened about his or her own neck.”*

- Fredrick Douglass

*“If there is light in the soul, there will be beauty in the person. If there is beauty in the person, there will be harmony in the home. If there is harmony in the home, there will be peace in the world.”*

- Chinese proverb

*“We should acknowledge differences, we should greet differences, until differences make no difference anymore.”*

- Dr. Adela A. Allen

*“Hatred is a feeling which leads to the extinction of values.”*

- José Ortega y Gasset

*“Don’t judge a book by its cover.”*

- Anonymous

*“Live and let live.”*

- Anonymous

*“Preservation of one’s own culture does not require contempt or disrespect for other cultures.”*

- Cesar Chavez

*“One can’t make you feel inferior without your permission.”*

- Eleanor Roosevelt

*“It is not attention that the child is seeking but love.”*

- Sigmund Freud



- Discuss the following situation: If you woke up tomorrow and everyone in the world was tolerant, what would the world be like? (Some examples that you might give to get the discussion started: Everyone would treat each other with respect. There would be no more cruelty.) Continue the discussion with the question: “How can we make this happen?”  
**ELEMENTARY:** LA.K.5.2.6, LA.1.5.2.6, LA.2.5.2.2, LA.3.5.2.2, LA.4.5.2.2, LA.5.5.2.2  
**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.2  
**HIGH:** LA.910.5.2.1
- Have students group themselves by using any one of a variety of traits (e.g., short or long hair, eye color, glasses or no glasses, boy or girl, right- or left-handed, etc.). Choose one or two traits and graph them on the board to show we all have differences.  
**ELEMENTARY:** MA.4.G.3.3, MA.5.A.1.4, LA.1.3.1.3, LA.2.3.1.3, LA.3.3.1.3, LA.4.3.1.3, LA.5.3.1.3  
**MIDDLE:** MA.E.1.3.1  
**HIGH:** LA.910.5.2.1
- Have students write a story about a time when they felt “left out” because of the way they may talk, or look, or because of cultural differences. Ask how that made them feel. What would they like to say to the people who “left them out” or made fun of them that would help that person to better understand the student as a person (rather than as a way of talking or looking or for the traditions they follow)? What would they say to someone who had a similar situation happen that would help him/her to feel better about him/herself? \*\*  
**ELEMENTARY:** LA.K.4.1.1, LA.1.4.1.1, LA.2.4.1.1, LA.3.4.1.1, LA.4.4.1.1, LA.5.4.1.1  
**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.2  
**HIGH:** LA.910.5.2.1, LA.910.4.1.1, LA.1112.4.1.1
- Have high school students view the movie Schindler's List and write a paper or facilitate a discussion regarding the lack of tolerance for religious differences. \*\*  
**ELEMENTARY:** LA.K.5.2.6, LA.1.5.2.6, LA.2.5.2.2, LA.3.5.2.2, LA.4.5.2.2, LA.5.5.2.2  
**MIDDLE:** LA.C.2.3.1, LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.2  
**HIGH:** LA.910.5.2.1, LA.910.4.1.1, LA.1112.4.1.1
- Discuss with students what makes each of us who we are. Discuss the consequences of not accepting other people’s differences (e.g., hurt, anger, exclusion, and violence).  
**ELEMENTARY:** LA.K.5.2.6, LA.1.5.2.6, LA.2.5.2.2, LA.3.5.2.2, LA.4.5.2.2, LA.5.5.2.2  
**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.2  
**HIGH:** LA.910.5.2.1
- Discuss how families celebrate holidays and special occasions.  
**ELEMENTARY:** MA.3.S.7.1, MA.5.A.4.2, LA.K.5.2.6, LA.1.5.2.6, LA.2.5.2.2, LA.3.5.2.2, LA.4.5.2.2, LA.5.5.2.2  
**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.2  
**HIGH:** LA.910.5.2.1
- Read aloud a book that depicts tolerance and discuss occurrences with the class. (See the bibliography for suggested titles.)  
**ELEMENTARY:** LA.K.1.7.3, LA.1.1.7.3, LA.2.1.7.3, LA.3.1.7.3, LA.4.1.7.3, LA.5.1.7.3  
**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.2  
**HIGH:** LA.910.5.2.1



- Hold a discussion with the class asking the following questions:
  - What does tolerance mean to you?
  - Tolerance can mean patience. Has someone been patient with you? To whom have you shown patience?
  - Another meaning of tolerance is open-mindedness. Discuss what that means. Tell about a time you were open-minded.

**ELEMENTARY:** MA.4.A.1.2, MA.4.A.2.4, LA.K.5.2.6, LA.1.5.2.6, LA.2.5.2.2, LA.3.5.2.2, LA.4.5.2.2, LA.5.5.2.2

**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.2

**HIGH:** LA.910.5.2.1
- We must celebrate being different. Discuss with the class what would happen if everyone had the same bicycle or if orange was the only color. Discuss why we must appreciate each other for what and who we are.

**ELEMENTARY:** LA.K.5.2.6, LA.1.5.2.6, LA.2.5.2.2, LA.3.5.2.2, LA.4.5.2.2, LA.5.5.2.2

**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.2

**HIGH:** LA.910.5.2.1
- Have students discuss or write about how they think a person might feel when treated negatively because of the way he/she looks, speaks, dresses or acts. \*\*

**ELEMENTARY:** LA.K.5.2.6, LA.1.5.2.6, LA.2.5.2.2, LA.3.5.2.2, LA.4.5.2.2, LA.5.5.2.2

**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.2

**HIGH:** LA.910.5.2.1, LA.910.4.1.1, LA.1112.4.1.1
- Have students read an article, short story or biography about a person who has faced a challenge. Then have students write about the challenge and how the person they read about tolerated the conditions. Did this person think that he/she is a better person for experiencing the challenge? Why? \*\*

**ELEMENTARY:** LA.K.4.1.2, LA.1.4.1.2, LA.2.4.1.2, LA.3.4.1.2, LA.4.4.1.2, LA.5.4.1.2

**MIDDLE:** LA.6.3.1.1, LA.7.3.1.1, LA.8.3.1.1

**HIGH:** LA.910.4.1.1, LA.1112.4.1.1, LA.910.1.7.1, LA.1112.1.7.1
- Read the book *Green Eggs and Ham* by Dr. Seuss. As a writing assignment, have the students describe what they learned from this story about how people behave. Include which characters did and which characters did not exhibit tolerance. \*\*

**ELEMENTARY:** LA.K.1.7.3, LA.1.1.7.3, LA.2.1.7.3, LA.3.1.7.3, LA.4.1.7.3, LA.5.1.7.3

**MIDDLE:** LA.6.3.1.1, LA.7.3.1.1, LA.8.3.1.1

**HIGH:** LA.910.5.2.1, LA.910.4.1.1, LA.1112.4.1.1, LA.910.1.7.1, LA.1112.1.7.1



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- With the class, define prejudice. Discuss where it comes from. What can individuals do to prevent prejudice? Have partners brainstorm “Prejudice Dos and Don’ts.” Write student-generated tips on how to combat the fires of prejudice on paper fire hats. Use the paper hats to create a bulletin board labeled “How to Stomp out the Fires of Prejudice.”  
**ELEMENTARY:** LA.K.3.1.1, LA.1.3.1.1, LA.2.3.1.1, LA.3.3.1.1, LA.4.3.1.1, LA.5.3.1.1  
**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.2  
**HIGH:** LA.910.5.2.1
- Have selected students use a wheelchair, crutches, or blindfold for a class period or longer. Ask the students to discuss with the class or write an essay on how they were treated and how they felt as a disabled person. \*\*  
**ELEMENTARY:** LA.K.5.2.6, LA.1.5.2.6, LA.2.5.2.2, LA.3.5.2.2, LA.4.5.2.2, LA.5.5.2.2  
**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.2  
**HIGH:** LA.910.5.2.1
- Have students research the Sun-Sentinel and online resources for articles that deal with people respecting differences in others. Report to the class a summary of the articles. \*\*  
**ELEMENTARY:** LA.K.6.2.2, LA.1.6.2.2, LA.2.6.2.2, LA.3.6.2.2, LA.4.6.2.2, LA.5.6.2.2  
**MIDDLE:** LA.6.1.7.3, LA.7.1.7.3, LA.8.1.7.3  
**HIGH:** LA.910.5.2.1, LA.910.1.7.1, LA.1112.1.7.1
- Divide students into groups of four or five. Distribute chart paper and markers to each group and have them brainstorm and give recommendations on the following issues:
  - how to help people feel more valued,
  - how to help people feel more empowered, and
  - how to ensure that everyone’s opinion is heard.When completed, have each group choose one or two students to report out on ways to implement their recommendations and any obstacles they believe might make it difficult to implement them.  
**ELEMENTARY:** MA.3.A.1.3, MA.4.A.4.1, MA.4.A.4.3, LA.K.3.1.1, LA.1.3.1.1, LA.2.3.1.1, LA.3.3.1.1, LA.4.3.1.1, LA.5.3.1.1  
**MIDDLE:** LA.6.1.7.3, LA.7.1.7.3, LA.8.1.7.3  
**HIGH:** LA.910.5.2.1, LA.910.4.1.1, LA.1112.4.1.1
- Help students consider the ways that media messages influence their own attitudes. Have them find commercials, advertisements, TV shows, or movies that perpetuate myths about certain racial, religious or ethnic groups. The class should also discuss the ways these influence people. \*\*  
**ELEMENTARY:** LA.K.5.2.6, LA.1.5.2.6, LA.2.5.2.2, LA.3.5.2.2, LA.4.5.2.2, LA.5.5.2.2  
**MIDDLE:** LA.6.6.3.1, LA.7.6.3.1, LA.8.6.3.1  
**HIGH:** LA.910.5.2.1, LA.910.1.7.1, LA.1112.1.7.1
- Post reminders about respectful speech in the classroom.  
**ELEMENTARY:** SS.C.2.1, SS.C.2.2  
**MIDDLE:** LA.6.6.3.1, LA.7.6.3.1, LA.8.6.3.1  
**HIGH:** LA.910.1.7.1, LA.1112.1.7.1





## HANDS-ON ACTIVITIES & PROJECTS



- Tolerance can mean showing patience. Have students create a picture of how they feel when someone is patient. Have students write about three people who have endured some form of challenge, either physical or emotional, or even someone who may have had his/her beliefs challenged. What did they need to do or say to themselves that helped them make it through the experience? \*\*

**ELEMENTARY:** LA.K.5.2.6, LA.1.5.2.6, LA.2.5.2.2, LA.3.5.2.2, LA.4.5.2.2, LA.5.5.2.2

**MIDDLE:** LA.A.2.3.1

**HIGH:** LA.910.5.2.1

- Read *The Sneetches* by Dr. Seuss. Discuss what the students learned from the Sneetches' behavior. Assign students to role-play "plain-bellied" and "star-bellied" Sneetches. Select a student to be Mr. McBean. Discuss the consequences of actions of the "star-bellied" Sneetches in terms of behavior and on the feeling of the "plain-bellied" Sneetches.

**ELEMENTARY:** LA.K.3.1.1, LA.1.3.1.1, LA.2.3.1.1, LA.3.3.1.1, LA.4.3.1.1, LA.5.3.1.1

**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.2

**HIGH:** LA.910.5.2.1, LA.910.1.7.1, LA.1112.1.7.1

- Scavenger Hunt: Have students locate and bring back items or pictures that symbolize, represent, or make a statement about each of the following terms: \*\*

People with disabilities	Age
Gender	Valuing differences
Race/Ethnicity	Oppression
Assimilation	Unity
Diversity	Bias
Ethnic Foods	Inclusion or Exclusion

Discuss how they relate to tolerance (or intolerance). Ask what they learned using this process.

**ELEMENTARY:** MA.1.A.1.4, MA.1.A.4.1, MA.2.A.4.1, LA.K.5.2.6, LA.1.5.2.6, LA.2.5.2.2, LA.3.5.2.2, LA.4.5.2.2, LA.5.5.2.2

**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.2

**HIGH:** LA.910.5.2.1

\*\* These items can be used as homework assignments.

## SHARE YOUR GREAT IDEAS & BEST PRACTICES

If you have feedback regarding any of the previous activities or have successfully implemented an activity which is not listed that you would like to add, e-mail or pony this information to Renee Brown, K.C.W., 4th floor (600 SE 3rd Avenue, Fort Lauderdale, Florida 33301).





# KIDS OF CHARACTER Award

Cooperation • Responsibility • Citizenship • Kindness • Respect • Honesty • Self-control • Tolerance



## CHARACTER EDUCATION ACTIVITY SHEET UPDATE



Access to all monthly activity sheets with curriculum and 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:  
(*website correction for EDCO is below*)

- Each month, each teacher may choose one "Kid of Character" from his/her classroom. (Middle and high schools may decide if they want to do this by teams, departments or other methods.) Those students should receive a certificate at the end of the month at an awards assembly or on your school's morning/afternoon announcements.
- 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](http://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.)
- 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 them. This takes an advance time of 1-2 weeks. Please call Renee Brown at 754-321-2568 ext.2750 or email via CAB or at [Renee.M.Brown@Browardschools.com](mailto:Renee.M.Brown@Browardschools.com) if you have any additional questions about this process.

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

- John Chace is working to collect **on-going** KOC stories from teachers. You may send these and any questions you may have directly to him at [jchace@communitycc.com](mailto:jchace@communitycc.com). He will then evaluate these stories and let you know if that student has been selected.
- Stories should be about students who are **EXCEPTIONAL** in demonstrating **any** of the character traits. He is not concerned about the order of a particular month's trait.
- Be very specific and clear providing key details about the act or continued deeds. Two to three quotes are needed from the person making the nomination for an actual article. The suggested format for submission should be in WORD, not Adobe, please.
- Remember, this is **not** based on academic performance; those students will be rewarded through honor roll or other academic honors. These are **EXCEPTIONAL** students in other unique areas.



HELP MAKE OUR

# 11th Year

THE BEST EVER



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Help the Sun Sentinel recognize more students than ever before for their exemplary behavior and for being a true "Kid of Character."

## SPOTLIGHTING DESERVING STUDENTS

The Broward County School Board Character Education program is supported by the Sun Sentinel through its Kids of Character program with a variety of high-exposure mediums and awards materials:

- Weekly news story every Sunday in the Sun Sentinel Community News section
- Monthly promotional ad in Society Scene
- Weekly story coverage on Sun Sentinel TV partner SFL-TV
- Monthly certificates and in-school posters
- Annual Kids of Character editorial section highlighting the year's honorees

## TELL US ABOUT YOUR KIDS!

As the eyes and ears of character education in Broward County, we need your help in finding deserving children to be featured in the Sun Sentinel.

### NOMINATE NOW

If you have a special story to share about a Kid of Character, please contact **John Chace** at [jchace@communitycc.com](mailto:jchace@communitycc.com) or 954-604-3257.

### NEED MATERIALS / HAVE QUESTIONS?

Please contact **Renee Brown** via CAB or [Renee.m.brown@BrowardSchools.com](mailto:Renee.m.brown@BrowardSchools.com).

Do you know who the Character Education contact is in your school? If not, please contact Renee.



Every month, teachers select one Kid of Character in their classroom to receive a certificate displaying a character trait. Additionally, schools may request a plaque from Edco (one per school) honoring the most deserving Kid of Character.

[www.SunSentinel.com/character](http://www.SunSentinel.com/character)



## 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 tolerance trait are related to Unity — the benefits of diversity within the context of unity.

### **Patriotic Quotes**

*"Tolerance implies no lack of commitment to one's own beliefs. Rather it condemns the oppression or persecution of others."* - President John F. Kennedy, 35th President of the United States

*"The blessings of liberty which our Constitution secures may be enjoyed alike by minorities and majorities."* - President James K. Polk, 11th President of the United States

### **Patriotic Activities**

- Discuss the social, artistic, and end-result importance of quilting in colonial America. Ask each student to create a square (on an 8 1/2" x 11" sheet of paper) that reflects his or her personality (e.g., self-portrait, family tree, essay about him or her, etc.). Create a paper quilt for your class or school. Invite students to notice that all squares are equal. Ask them to find their own square and see the essential role it plays in linking all the other squares together. How important is diversity and equality to the fabric of America? \*\*
- Have students write an essay pertaining to a situation when they exhibited/observed tolerance in their lives. \*\*
- Discuss with the class how members of the community can act tolerantly towards each other.
- Ask students to write, design, and illustrate a children's book incorporating the themes of tolerance and unity. \*\*

Have students create a class newspaper filled with articles of student stories promoting tolerance. \*\*

Ask the students to brainstorm issues related to tolerance. Teachers should use a list or a graphic organizer to show the brainstorming process using the ideas submitted by the class.

Have the students research various people who were "different" and contributed to the formation of the United States. Start with the Puritans and discuss where we might be today without these people who appeared to be so different. \*\*

The first U.S. citizens to have the privilege to vote were white male landowners. Ask students to research when other citizens were given the right to vote. Discuss how America is better because of the diversity in the electorate and among elected officials. \*\*

Write the word "Tolerance" on the board. Hold a class discussion about synonyms and antonyms of tolerance.

Have students research their family's ancestry, focusing on their family's native country, when their ancestors immigrated (if at all) to the United States, what the lifestyle was like for their first-generation immigrant relatives, and what jobs were like for these individuals. Student research may also include information on music, arts, dance, literature, food, customs, the flag, and recreation of the country. Students should present their families to the class, followed by a class discussion of the positive aspects of living in a country where so many individuals originally come from all over the world. \*\*

Ask students to create a unity mural. This mural can be done with students painting and/or drawing on large pieces of butcher paper. The teacher should work towards making one mural for the entire class. \*\*

Florida is one of the most diverse states in the nation. Have students research their ethnic background. How does their ethnicity contribute to the greatness of the community, state, and nation? Who are some of the elected officials, and local and/or national leaders, who share their ethnic background(s)? \*\*

The United States is made up of a large number of subcultures. Many of these groups are intolerant of others. Discuss the need for subcultures to be understanding of each other if our country is to remain a powerful democracy.

# TOLERANCE

## RECOMMENDED RESOURCES

### Primary



#### Almost to Freedom

Nelson, Vaunda Micheaux. Carolrhoda, 2003. 40p.  
157505342X / 9781575053424 Primary/Intermediate  
This book tells the story of a young girl's dramatic escape from slavery via the Underground Railroad, from the perspective of her beloved rag doll.



#### Art From Her Heart

Whitehead, Kathy. Putnam, 2008. 32p.  
0399242198 / 9780399242199 Primary/Intermediate  
This nonfiction book tells the story of an African-American folk artist from Louisiana who decided in her middle years to become a painter even though she was sometimes not allowed in the galleries to view her own exhibits. (*Children's Book Award* nominee)



#### Freedom on the Menu: The Greensboro Sit-Ins

Weatherford, Carole Boston. Dial, 2005. 32p.  
0803728603 / 9780803728608 Primary/Intermediate  
The 1960 civil rights sit-ins at the Woolworth's lunch counter in Greensboro, North Carolina, are seen through the eyes of a young Southern black girl.

### Intermediate



#### Girl Who Could Fly, The

Forester, Victoria. Feiwel & Friends, 2008. 336p.  
0312374623 / 9780312374624 Intermediate/Middle  
Piper McCloud's ability to fly sets her apart from the other kids, so her mother sends her to an exclusive school for children with exceptional abilities, but even there she does not fit in with the other students. (*Sunshine State Young Readers Award* nominee)



#### Loser

Spinelli, Jerry. HarperCollins, 2002. 224p.  
0060001933 / 9780439457934 Intermediate/Middle  
Even though his classmates from first grade on have considered him strange and a loser, Daniel Zinkoff's optimism and exuberance and the support of his loving family do not allow him to feel that way about himself.



#### Someone Named Eva

Wolf, Joan M. Clarion, 2007. 208p.  
061855799 / 9780618535798 Intermediate/Middle  
In 1942, eleven-year-old Milada is taken from her home in Czechoslovakia with other blonde, blue-eyed children, to a school in Poland to be trained as "proper Germans" for adoption by German families, but all the while she remembers her true name and history. (*Sunshine State Young Readers Award* nominee)

#### White Socks Only

<http://www.storylineonline.net>

Primary/Intermediate (Accessed 3/12/2011)

Grandma tells the story about her first trip alone into town during the days when segregation still existed in Mississippi. (You may have to click on "More Stories" at the bottom of the list of titles until you see this book. Review the activities and activity guide for follow-up ideas.)

### Middle



#### Boy Who Dared, The

Bartoletti, Susan Campbell. Scholastic, 2008. 192p.  
0439680131 / 9780439680134 Intermediate/Middle  
In October 1942, seventeen-year-old Helmut Hübener, imprisoned for distributing anti-Nazi leaflets, recalls his past life and how he came to dedicate himself to bring the truth about Hitler and the war to the German people. (*Sunshine State Young Readers Award* nominee)



#### Diamonds in the Shadow

Cooney, Caroline B. Delacorte Press, 2007. 192p.  
0439680131 / 9780439680134 Intermediate/Middle  
While his mother and father help a family of African refugees, Jared learns that the people he counts on for doing good deeds are not always praiseworthy and also learns about an African holocaust. (*Sunshine State Young Readers Award* nominee)



#### Milkweed

Spinelli, Jerry. Knopf, 2003. 208p.  
0375913742 / 9780375913747 Middle/High  
This story follows a young Jewish orphan in the Warsaw ghetto during World War II as he slowly comes to understand the horrible reality that surrounds him and attempts to steal in order to help others survive.

### High



#### Black and White

Volponi, Paul. Viking, 2005. 185p.  
0670060062 / 9780670060061 High  
Two star high school basketball players, one black and one white, experience the justice system differently after committing a crime together and getting caught. (Former *Florida Teens Read* nominee - for mature readers)



#### Reality Check

Abrahams, Peter. Laura Geringer/Harper, 2009. 330p.  
0061227676 / 9780061227677 High  
After a knee injury destroys Cody's college hopes, he drops out of school and gets a job in his small Montana town; but when his rich ex-girlfriend disappears from her Vermont boarding school, Cody goes to join the search. (*Florida Teens Read* nominee)



#### Secret Story of Sonia Rodriguez, The

Sitomer, Alan Lawrence. Hyperion, 2008. 312p.  
1423110722 / 9781423110729 High  
Tenth-grader Sonia Rodriguez reveals secrets about her life and her Hispanic family while she studies hard so that she can be the first member of her family to successfully finish high school. (*Florida Teens Read* nominee)

#### Way Back: Stand Up for Your Rights

<http://pbskids.org/wayback/civilrights/>

Intermediate/Middle/High (Accessed 3/12/2011)

Background information, photographs, games, and a "Who's Who?" section cover religious freedom, women & the vote, and school desegregation in this interactive site that will pique students' interest to find out more.