

# CHARACTER EDUCATION

SUGGESTED ACTIVITIES

NOVEMBER 2011



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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*"Act as though what you do makes a difference. It does."  
- William James*

*"Never doubt that a small group of committed citizens can change the world. Indeed, it is the only thing that ever has."  
- Margaret Mead*

*"I realize that patriotism is not enough. I must have no hatred or bitterness towards anyone."  
- Edith Cavell*

*"Find a need and fill it."  
- Ruth Stafford Peale*

*"The best way to find yourself is to lose yourself in the service of others."  
- Mahatma Gandhi*

*"Always do more than is required of you."  
- George S. Patton*

*"It is not for him to pride himself who loveth his own country, but rather for him who loveth the whole world. The earth is but one country and mankind its citizens."  
- Baha'u'llah*

*"Make your life a mission — not an intermission."  
- Arnold H. Glasgow*

*"We cannot learn from one another until we stop shouting at one another — until we speak quietly enough so that our words can be heard as well as our voices."  
- Richard M. Nixon*

*"There are two freedoms — the false, where a man is free to do what he likes; the true, where he is free to do what he ought."  
- Charles Kingsley*



## READ / WRITE / DISCUSS



- After saying the Pledge of Allegiance to the flag, have the class discuss the meaning of the pledge. The following questions should be included in the discussion. What does allegiance mean? The flag stands for the republic. What is a republic? Explain "One nation, undivided." Was there a time when our nation was almost divided? Are we now indivisible? What does "liberty and justice for all" mean?

**ELEMENTARY:** 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.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

**MIDDLE:** LA.6.1.6.1; LA.7.1.6.1; LA.8.1.6.1; LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1

**HIGH:** SS.912.C.1.1, SS.912.C.1.3

- Dr. Martin Luther King said, "Injustice anywhere is a threat to justice." Discuss with the class what this means.

**ELEMENTARY:** LA.K.1.6.2, LA.1.1.6.2, LA.2.6.2, LA.3.6.2, LA.4.1.6.2, LA.5.1.6.2, SS.K.C.2.1, SS.1.C.2.1, SS.2.C.2.1, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.4, MA.5.A.4.1

**MIDDLE:** LA.6.1.6.1; LA.7.1.6.1; LA.8.1.6.1; LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1

**HIGH:** SS.912.C.2.7, SS.912.C.1.4, LA.910.1.6.1; LA.910.5.2.1, LA.1112.1.6.1; LA.1112.5.2.1

- Using the quotations found on the cover sheet, ask students in the class to choose a quotation and restate it in their own words. \*\*

**ELEMENTARY:** LA.K.5.2.5, LA.1.5.2.5, LA.2.5.2.1, LA.3.5.2.1, LA.4.5.2.1, LA.5.5.2.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

**MIDDLE:** LA.6.1.6.1; LA.7.1.6.1; LA.8.1.6.1

**HIGH:** SS.912.C.2.13, SS.912.C.2.4, LA.910.1.6.1; LA.1112.1.6.1

- One meaning of citizenship is helping other people. Discuss the question, "In this class, how can we help each other?" As students brainstorm ideas, write them on the board. Display the ideas for a week. As the students help each other, put a check next to the idea they are exhibiting.

**ELEMENTARY:** LA.K.3.2.2, LA.1.3.1.3, LA.2.4.2.1, LA.3.4.2.1, LA.4.4.2.1, LA.5.4.2.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5, MA.5.A.4.1

**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1

**HIGH:** SS.912.C.2.2, SS.912.C.2.5, LA.910.5.2.1, LA.1112.5.2.1

- Most people in the United States are citizens because they were born in this country. Many people, though, came from other countries. In order for them to become citizens there are certain rules and regulations they need to follow. Research what these rules and regulations are. Discuss what is necessary to become a citizen of the United States of America. \*\*

**ELEMENTARY:** LA.K.6.2.2, LA.1.6.2.2, LA.2.6.2.2, LA.3.6.2.1, LA.4.2.2.2, LA.5.6.2.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5, MA.3.S.7.1, MA.5.A.4.2

**MIDDLE:** LA.6.6.2.2; LA.7.6.2.2; LA.8.6.2.2; LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1

**HIGH:** SS.912.C.2.1, SS.912.C.2.9, LA.910.5.2.1, LA.1112.5.2.1, LA.910.6.2.2, LA.1112.6.2.2

- Discuss with the class characteristics of a good citizen. In cooperative groups, have students write poems related to being a good citizen. Have each group present their poem to the class.

**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, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5, MA.3.S.7.1, MA.5.A.4.2, MA.5.A.4.1

**MIDDLE:** LA.6.4.1.2; LA.7.4.1.2; LA.8.4.1.2; LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1

**HIGH:** SS.912.C.2.1, SS.912.C.2.9, LA.910.5.2.1, LA.1112.5.2.1, LA.910.6.2.2, LA.1112.6.2.2

### 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



- Read the following scenario: "John moved to a new state. He decided not to become a registered voter. He feels his vote doesn't count anyhow. So why should he bother?" Have the students write about what advice they would give to John. \*\*

**ELEMENTARY:** LA.K.4.3.1, LA.1.4.3.1, LA.2.4.3.1, LA.3.4.3.1, LA.4.4.3.2, LA.5.4.3.2, SS.K.C.2.3, SS.1.C.2.3, SS.1.C.3.1, SS.2.C.2.3, SS.3.C.2.1, SS.4.C.2.3, SS.5.C.2.5, MA.3.S.7.1, MA.5.A.4.2

**MIDDLE:** LA.6.4.1.2; LA.7.4.1.2; LA.8.4.1.2

**HIGH:** SS.912.C.2.14, SS.912.C.2.13, LA.910.4.2.1, LA.1112.4.2.1

- Being a good citizen means working in the community to make it a better place for all to live. Ask the students to think about their community. What could they do to help make their community better? \*\*

**ELEMENTARY:** LA.K.4.2.1, LA.1.4.2.1, LA.2.4.2.1, LA.3.4.2.1, LA.4.4.2.1, LA.5.4.2.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5, MA.K.A.4.1, MA.3.A.6.1, MA.5.A.4.1

**MIDDLE:** SC.7.L.17.2, SC.7.L.17.3, SC.8.N.4.1, LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1

**HIGH:** SC.912.L.17.6, SC.912.L.17.8, SC.912.L.17.11-20, SS.912.C.2.5, SS.912.C.2.13, LA.910.5.2.1, LA.1112.5.2.1

- Ask students to pretend they have been elected "Citizen of the Year." What did they do to deserve this award? Have them write an acceptance speech. \*\*

**ELEMENTARY:** LA.K.6.2.3, LA.1.6.2.3, LA.2.6.2.2, LA.3.5.2.2, LA.4.5.2.5, LA.5.5.2.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5, MA.5.A.4.1

**MIDDLE:** LA.6.4.1.2; LA.7.4.1.2; LA.8.4.1.2

**HIGH:** SS.912.C.2.1, SS.912.C.2.15, LA.910.4.2.1, LA.1112.4.2.1

- Discuss the central thought of Margaret Mead's quotation from the front of this activity sheet. Have students individually or in groups find examples of how the concept has been demonstrated in the past. How is it reflected in today's society? When answering this, use relevant examples from recent history or current events for support. \*\*

**ELEMENTARY:** LA.K.2.2.2, LA.1.2.2.3, LA.2.2.2, LA.3.2.2, LA.4.2.2, LA.5.2.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5, MA.5.A.4.1

**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1

**HIGH:** SS.912.C.2.5, SS.912.C.2.11, LA.910.5.2.1, LA.1112.5.2.1

- Being a responsible citizen is not always easy or enjoyable. Have students write about why it is important in a democratic society for individuals to accept and carry through on the responsibilities of citizenship. \*\*

**ELEMENTARY:** LA.K.4.2.1, LA.1.4.2.1, LA.2.4.2.1, LA.3.4.2.1, LA.4.4.2.1, LA.5.4.2.1, SS.K.C.2.1, SS.1.C.2.1, SS.2.C.2.1, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.4, MA.5.A.4.1

**MIDDLE:** LA.6.4.1.2; LA.7.4.1.2; LA.8.4.1.2

**HIGH:** SS.912.C.2.8, SS.912.C.2.11, LA.910.4.2.1, LA.1112.4.2.1

- Brainstorm specific ways in which students can make a positive difference in their classes, school, families, community and with their peers. (Remind students that these actions do not have to be "projects," but can be little things like a smile, a kind word or a helping hand that can make a difference.) Post the list.

**ELEMENTARY:** LA.K.3.2.2, LA.1.3.1.3, LA.2.4.2.1, LA.3.4.2.1, LA.4.4.2.1, LA.5.4.2.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5, MA.K.A.4.1, MA.3.A.6.1

**MIDDLE:** SC.7.L.17.2, SC.7.L.17.3, SC.8.N.4.1, LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1

**HIGH:** SC.912.L.17.6, SC.912.L.17.8, SC.912.L.17.11-20, SS.912.C.2.8, SS.912.C.3.7, LA.910.5.2.1, LA.1112.5.2.1

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## READ / WRITE / DISCUSS



- Read Constitutional Amendments throughout the month. Have students write a brief essay on how each amendment impacts their lives. At the end of the month, tell students they now can only choose five of the amendments for a new government being established in a foreign country. Divide the class into discussion groups to choose which five and state why. Bring the group together to report their results. \*\*

**ELEMENTARY:** LA.3.5.2.2, LA.4.5.2.5, LA.5.5.2.2, SS.K.C.2.1, SS.1.C.2.1, SS.2.C.2.1, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.4, MA.K.A.4.1, MA.3.A.6.1

**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1, LA.6.4.1.2; LA.7.4.1.2; LA.8.4.1.2

**HIGH:** SS.912.C.1.2, SS.912.C.1.3, LA.910.5.2.1, LA.1112.5.2.1, LA.910.4.2.1, LA.1112.4.2.1

- Since Thanksgiving is celebrated during November, have students research its first celebration. Assign them to write a brief essay about the Pilgrims. What type of people were they and why did they come to America? Discuss how today's citizens are similar to and different from the Pilgrims. Why do people want to immigrate to America today? What can students do to help these new residents feel welcome? How does helping these people demonstrate citizenship? \*\*

**ELEMENTARY:** LA.K.6.2.2, LA.1.6.2.2, LA.2.6.2.2, LA.3.6.2.1, LA.4.2.2.2, LA.5.6.2.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5, MA.3.S.7.1, MA.5.A.4.2

**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1, LA.6.2.2.3; LA.7.2.2.3; LA.8.2.2.3;

**HIGH:** SS.912.C.2.6, SS.912.C.2.7, LA.910.5.2.1, LA.1112.5.2.1, LA.910.2.2.3, LA.1112.2.2.3

- Prior to Election Day, provide an assignment for students to research the qualifications and responsibilities of the positions that are up for election. This should be done on the local, state or national level. Have students present to the class what they have learned. \*\*

**ELEMENTARY:** LA.K.6.2.3, LA.1.6.2.3, LA.2.6.2.2, LA.3.5.2.2, LA.4.5.2.5, LA.5.5.2.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5, MA.3.S.7.1, MA.5.A.4.2

**MIDDLE:** LA.6.6.2.2; LA.7.6.2.2; LA.8.6.2.2

**HIGH:** SS.912.C.2.8, SS.912.C.2.13, LA.910.6.2.2, LA.1112.6.2.2

- What is meant by the term "social contract"? Research this philosophical ideal and discuss the Pledge of Allegiance as a "social contract." Write a social contract in your own words. Be sure to define what the government promises to do for the citizens and what the citizens promise to do for the government. Write an explanation of the Pledge for elementary school students or for someone who has just arrived in this country. \*\*

**ELEMENTARY:** 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.K.C.2.1, SS.1.C.2.1, SS.2.C.2.1, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.4

**MIDDLE:** LA.6.6.2.2; LA.7.6.2.2; LA.8.6.2.2;

**HIGH:** SS.912.C.2.3, SS.912.C.2.4, LA.910.6.2.2, LA.1112.6.2.2

- Have students write and produce announcements to remind everyone to vote on Election Day. These can be read over the public address system or produced visually. \*\*

**ELEMENTARY:** LA.K.4.3.1, LA.1.4.3.1, LA.2.4.3.1, LA.3.4.3.1, LA.4.4.3.2, LA.5.4.3.2, SS.K.C.2.3, SS.1.C.2.3, SS.1.C.3.1, SS.2.C.2.3, SS.3.C.2.1, SS.4.C.2.3, SS.5.C.2.5

**MIDDLE:** LA.6.4.3.1; LA.7.4.3.1; LA.8.4.3.1

**HIGH:** SS.912.C.1.2, SS.912.C.2.3, LA.910.4.3.1, LA.1112.4.3.1

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## HANDS-ON ACTIVITIES & PROJECTS



- Have students keep an "I Make a Difference" journal in which they write down the things they have done each day that have made a difference or will make a difference, however small, in another person's life or in their community. Include any actions toward a group service project, if relevant. \*\*

**ELEMENTARY:** LA.K.3.2.1, LA.1.3.3.1, LA.2.3.2.1, LA.3.3.2.1, LA.4.3.3.1, LA.5.3.2.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5, MA.3.S.7.1, MA.5.A.4.2

**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1, LA.6.4.2.1; LA.7.4.2.1; LA.8.4.2.1

**HIGH:** SS.912.C.2.3, SS.912.C.2.5, LA.910.4.2.1; LA.910.5.2.1, LA.1112.4.2.1; LA.1112.5.2.1

- Brainstorm the responsibilities of citizenship for young people who are the age of the class. List these on the board. Have students make a small poster of a number of these to display as reminders in the classroom. \*\*

**ELEMENTARY:** LA.K.3.2.2, LA.1.3.1.3, LA.2.4.2.1, LA.3.4.2.1, LA.4.4.2.1, LA.5.4.2.1, SS.K.C.2.1, SS.1.C.2.1, SS.2.C.2.1, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.4, MA.3.S.7.1, MA.5.A.4.2, MA.3.A.6.2, MA.4.A.4.1

**MIDDLE:** LA.6.4.2.1; LA.7.4.2.1; LA.8.4.2.1, LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1

**HIGH:** SS.912.C.2.8, SS.912.C.2.10, LA.910.5.2.1, LA.1112.5.2.1, LA.910.4.2.1, LA.1112.4.2.1

- Being a good citizen means getting along with others. Role play: You are in art and there is one set of pastels. You want to use them and so does another student. Think of a way you both can get what you want; suggest it and discuss it.

**ELEMENTARY:** LA.K.5.2.5, LA.1.5.2.5, LA.2.5.2.1, LA.3.5.2.1, LA.4.5.2.1, LA.5.5.2.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1

**HIGH:** SS.912.C.2.8, SS.912.C.2.10, LA.910.5.2.1, LA.1112.5.2.1

- Ask the students to consider themselves members of your school's governing body. Have students make a list of rules to make their school a better place. Explain how each rule would be a benefit to the school.\*\*

**ELEMENTARY:** LA.K.3.2.2, LA.1.3.1.3, LA.2.4.2.1, LA.3.4.2.1, LA.4.4.2.1, LA.5.4.2.1, SS.K.C.2.1, SS.1.C.2.1, SS.2.C.2.1, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.4, MA.5.A.4.1

**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1, LA.6.4.2.1; LA.7.4.2.1; LA.8.4.2.1

**HIGH:** SS.912.C.1.3, SS.912.C.2.2, LA.910.5.2.1, LA.1112.5.2.1, LA.910.4.2.1, LA.1112.4.2.1

- Every year people are selected as the best teacher, best principal and best non-instructional employee in the school system. Select students who will contact these people to request a telephone or distance learning interview with them. Have the class compile a list of questions to ask how they were chosen. If conducting a telephone interview, use a speakerphone with students asking assigned questions or have selected students report to the class the responses to the questions asked. \*\*

**ELEMENTARY:** LA.K.4.2.1, LA.1.4.2.2, LA.2.4.2.2, LA.3.4.2.2, LA.4.4.2.2, LA.5.4.2.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5, MA.3.S.7.1, MA.5.A.4.2, MA.5.A.4.1

**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1, LA.6.4.1.2; LA.7.4.1.2; LA.8.4.1.2

**HIGH:** SS.912.C.2.2, SS.912.C.2.5, LA.910.5.2.1, LA.1112.5.2.1, LA.910.4.2.1, LA.1112.4.2.1

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



## HANDS-ON ACTIVITIES & PROJECTS



- Have the students list adults at the school who are good citizens. Explain what qualities these persons exhibit (e.g., a custodian because she keeps the school very clean and is always friendly and helpful). Have students make up certificates and ask the selected adults to come to the class for a presentation.

**ELEMENTARY:** LA.K.6.4.1, LA.1.6.4.1, LA.2.6.4.1, LA.3.6.4.2, LA.4.6.4.2, LA.5.6.4.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5, MA.5.A.4.1

**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1, LA.6.4.2.1; LA.7.4.2.1; LA.8.4.2.1

**HIGH:** SS.912.C.2.1, SS.912.C.2.3, LA.910.5.2.1, LA.1112.5.2.1, LA.910.4.2.1, LA.1112.4.2.1

- Have the class consider the following situation: our country is in an energy crisis. The president wants oil companies to drill for oil in environmentally sensitive areas such as our national parks and the arctic region. Some people are in favor of this drilling and some are against it, so the president is going to ask citizens to decide in a special election. As a class discussion or as a writing assignment, ask students the following: "As a good citizen, what should you do before voting on this issue?"  
\*\*

**ELEMENTARY:** LA.K.5.2.5, LA.1.5.2.5, LA.2.5.2.1, LA.3.5.2.1, LA.4.5.2.1, LA.5.5.2.1, SS.K.C.2.3, SS.1.C.2.3, SS.1.C.3.1, SS.2.C.2.3, SS.3.C.2.1, SS.4.C.2.3, SS.5.C.2.5, MA.5.A.4.1, MA.2.A.2.3, MA.3.A.6.1

**MIDDLE:** SC.7.L.17.3, SC.8.N.4.1, SC.8.N.4.2, LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.3, LA.6.4.2.3; LA.7.4.2.1; LA.8.4.2.3

**HIGH:** SC.912.E.6.6, SC.912.L.17.6, SC.912.L.17.8, SC.912.L.17.11-20, SC.912.N.4.1, SC.912.N.4.2, SS.912.C.2.3, SS.912.C.2.7, LA.910.5.2.1, LA.1112.5.2.1, LA.910.4.2.3, LA.1112.4.2.3

- Ask the class to create a wall of words that come to mind when they think of citizenship. The teacher can make a wall display using the words. Students can use the words to write a poem, haiku, or essay on citizenship. \*\*

**ELEMENTARY:** 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.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5, MA.4.A.4.2, MA.4.A.4.3, MA.5.A.6.2

**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1, LA.6.4.2.1; LA.7.4.2.1; LA.8.4.2.1

**HIGH:** SS.912.C.2.3, SS.912.C.2.5, LA.910.5.2.1, LA.1112.5.2.1, LA.910.4.2.1, LA.1112.4.2.1

- Ask students to assume they are the mayors of their cities. It is time for the "Citizen of the Year" Award. They should create a speech to give at the awards ceremony. Design a trophy for the winner. \*\*

**ELEMENTARY:** LA.K.5.2.5, LA.1.5.2.5, LA.2.5.2.1, LA.3.5.2.1, LA.4.5.2.1, LA.5.5.2.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5, MA.K.G.2.2, MA.4.G.5.1

**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1, LA.6.4.2.1; LA.7.4.2.1; LA.8.4.2.1

**HIGH:** SS.912.C.2.3, SS.912.C.2.6, LA.910.5.2.1, LA.1112.5.2.1, LA.910.4.2.1, LA.1112.4.2.1

- Research the Bill of Rights. While doing this, the students will find out that they have many rights, including freedom of speech and the right to bear arms. What if the Supreme Court has ruled that a new Bill of Rights for Children must be written and your students are asked to be on the writing team? Have students list what they would include in the Children's Bill of Rights. As a class, create a Children's Bill of Rights from what was submitted by the students. \*\*

**ELEMENTARY:** LA.K.6.2.2, LA.1.6.2.2, LA.2.6.2.2, LA.3.6.2.1, LA.4.2.2.2, LA.5.6.2.2, SS.K.C.2.1, SS.1.C.2.1, SS.2.C.2.1, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.4

**MIDDLE:** LA.6.1.6.2; LA.7.1.6.2; LA.8.1.6.2

**HIGH:** SS.912.C.2.6, SS.912.C.3.9, LA.910.1.6.2, LA.1112.1.6.2

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



## HANDS-ON ACTIVITIES & PROJECTS



- Ask the students if they have seen signs on streets that say, "This street is cared for by the XYZ family." With the class, research what this means. How do you get involved with this activity? Your class could "adopt" a place in the school such as the cafeteria and help keep it clean.

**ELEMENTARY:** LA.K.6.2.2, LA.1.6.2.2, LA.2.6.2.2, LA.3.6.2.1, LA.4.2.2.2, LA.5.6.2.2, SS.K.C.2.1, SS.1.C.2.1, SS.2.C.2.1, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.4, MA.K.A.4.1, MA.3.A.6.1

**MIDDLE:** LA.6.6.2.2; LA.7.6.2.2; LA.8.6.2.2;

**HIGH:** SS.912.C.2.5, SS.912.C.2.3, LA.910.6.2.2, LA.1112.6.2.2

- Read an article from the newspaper that depicts good citizenship. Have students write letters to the editor expressing why the act was important. Select some of the letters and send them to the newspaper. \*\*

**ELEMENTARY:** LA.K.4.2.1, LA.1.4.2.1, LA.2.4.2.1, LA.3.4.2.1, LA.4.4.2.1, LA.5.4.2.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.5

**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1, LA.6.4.2.1; LA.7.4.2.1; LA.8.4.2.1

**HIGH:** SS.912.C.2.2, SS.912.C.2.3, LA.910.5.2.1, LA.1112.5.2.1, LA.910.4.2.1, LA.1112.4.2.1

- Help students host a voter registration drive at the next open house or PTA meeting. In advance, students can make reminder posters for the school or create fliers to take home and remind their parents. \*\*

**ELEMENTARY:** LA.K.4.3.1, LA.1.4.3.1, LA.2.4.3.1, LA.3.4.3.1, LA.4.4.3.2, LA.5.4.3.2, SS.K.C.2.3, SS.1.C.2.3, SS.1.C.3.1, SS.2.C.2.3, SS.3.C.2.1, SS.4.C.2.3, SS.5.C.2.5, MA.4.A.4.2, MA.4.A.4.3, MA.5.A.6.2

**MIDDLE:** LA.6.4.2.1; LA.7.4.2.1; LA.8.4.2.1, LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1

**HIGH:** SS.912.C.2.8, SS.912.C.2.10, LA.910.5.2.1, LA.1112.5.2.1, LA.910.4.2.1, LA.1112.4.2.1

- Have students visit the website [www.goodcharacter.com](http://www.goodcharacter.com) and click on "Opportunities for Action." There they will find opportunities to become involved in community service projects and other activities relating to citizenship and civic responsibility. \*\*

**ELEMENTARY:** LA.K.6.4.1, LA.1.6.4.1, LA.2.6.4.1, LA.3.6.4.2, LA.4.6.4.2, LA.5.6.4.2, SS.K.C.2.1, SS.1.C.2.1, SS.2.C.2.1, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.4, MA.5.A.4.1

**MIDDLE:** SC.7.L.17.3, SC.8.N.4.1, SC.8.N.4.2, LA.6.1.6.2; LA.7.1.6.2; LA.8.1.6.2;

**HIGH:** SC.912.L.17.8, SC.912.L.17.11-20, SS.912.C.2.5, SS.912.C.2.7, LA.910.1.6.2, LA.1112.1.6.2

- Ask students to interview a police officer, paramedic, or firefighter, etc. Before doing this, have the class create interview questions to discover the person's job duties, impact on the community, and concept as to what qualities make a good citizen. Have students write an essay addressing the previous questions. \*\*

**ELEMENTARY:** LA.K.4.2.1, LA.1.4.2.1, LA.2.4.2.1, LA.3.4.2.1, LA.4.4.2.1, LA.5.4.2.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.5

**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1, LA.6.4.2.1; LA.7.4.2.1; LA.8.4.2.1 LA.6.4.2.1; LA.7.4.2.1; LA.8.4.2.1 LA.6.4.2.1; LA.7.4.2.1; LA.8.4.2.1

**HIGH:** SS.912.C.2.4, SS.912.C.2.8, LA.910.5.2.1, LA.1112.5.2.1, LA.910.4.2.1, LA.1112.4.2.1

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



**The School Board of Broward County, Florida** • Benjamin J. Williams, Chair • Ann Murray, Vice Chair • Robin Bartleman • Maureen S. Dinnen • Patricia Good • Donna P. Korn • Katherine M. Leach • Laurie Rich Levinson • Nora Rupert • Robert W. Runcie, Superintendent of Schools

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# NEWS TO KNOW... CHARACTER CONNECTION

## CHARACTER EDUCATION ACTIVITY SHEET:

Below you'll find very helpful information pertaining to our Character Education Program. Please take full advantage of these initiatives designed to get your school site off to a great new year in building a positive school culture of CHARACTER!

In addition, for archived activity sheets visit our Web site: [www.browardprevention.org](http://www.browardprevention.org) (under "Character")

## 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](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.)
3. Certificates may be ordered through the Character Education Department, courtesy of the *SunSentinel*, or through EDCO. The ones from the *SunSentinel* 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. 2748, or email her via CAB or at [renee.m.brown@browardschools.com](mailto: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. To see your student and school highlighted in the Sun-Sentinel, start by sending a paragraph or two about what makes your student special to Julie Landry Laviolette at [julavio@gmail.com](mailto:julavio@gmail.com). Julie is handling nominations for the Sun-Sentinel.
2. Be sure to include specific details about actions your student takes to show their good character.
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. Once the stories are evaluated you will be notified directly. If your student is chosen, you will receive a short questionnaire to fill out and a form to give to the parents. Thank you for your time!

**WE DO APPRECIATE YOUR SUPPORT!!**



<http://www.broward.org/Kids/CharacterEducation/Pages/CharacterEducation.aspx>  
Pollution Prevention, Remediation and Air Quality Division

# PROJECT BRIDGE SAFE SCHOOLS/HEALTHY STUDENTS GRANT UPDATE



## CITIZENSHIP AND BULLYING

by Aimee Wood

When I think of this month's character trait **CITIZENSHIP** and its relationship to bullying and violence prevention, I can't help but think of so many of our national heroes – those people whose knowledge, understanding, service and high regard for rules, government, heritage, have shaped and served our community and country. I think of heroic figures both locally, Florida's Debbie Johnston, and nationally, Martin Luther King Jr. These people are credits to their race – the human race – and have left indelible marks on our culture and country in their efforts to help make everyone feel safe and respected.

Debbie Johnston, a science teacher from Cape Coral Florida, turned the tragedy of her son's suicide in 2005 as a result of bullying into a three year campaign to protect ALL children. Thanks to her exemplary citizenship efforts, Florida passed the Jeffrey Johnston Stand up for All Students Act, the first law in the state to make teachers mandated reporters of bullying and to ensure that students receive support, even if the bullying occurs off school grounds in the form of cyberbullying. There is no question that the lives of many of Florida's children will be saved thanks to Debbie Johnston's commitment and service to her community.

Better known as a national figure of community service is Martin Luther King Jr. His effort toward violence prevention and equality for all have stood the test of time and helped to shape the tenor of our country. Martin Luther King, Jr.'s years of service and passion for non-violence can best be exemplified in his 1964 Nobel Prize acceptance speech: "Nonviolence is the answer to the crucial political and moral questions of our time: the need for man to overcome oppression and violence without resorting to oppression and violence. Man must evolve for all human conflict a method which rejects revenge, aggression and retaliation. The foundation of such a method is love. "

I thank you both for all your contributions and service to your communities and country!

## FROM THE CHAMPS CORNER

(PRO-ACTIVE CLASSROOM MANAGEMENT STRATEGIES)

Why not make "**Exhibit Citizenship**" one of your Guidelines for Success?

Guidelines for Success describe basic attitudes, traits, and behaviors that will help them succeed in school and throughout their lives. Attitudes or actions that will help your students succeed in your class, in future classes, in their hobbies, and in life in general.

Guidelines let your students know that they can achieve success!

### CHAMPS

- C** **Conversation - 0-5** - Levels in classroom, in hallways, outside.
- H** **Help** - Ways to get **HELP** with work.
- A** **Activity** - Description of the task to be completed.
- M** **Movement** - Permitted during activity. Learning Motivation.
- P** **Participation** - Expected student **behaviors** and **responsibilities**.
- S** **Signal** - Hand and voice signal to gain the attention of the class.



**November 14–18**

**Suggested daily activities and links to resources  
for Anti-Bullying Week:**

**Monday:** Opening pep rally, morning announcements, and lessons related to an overview of “What is bullying and who is involved?”. Work to define and discriminate what bullying is and isn’t as well as the three parties involved in the bullying triangle (the person targeted, bullying, and bystanding).

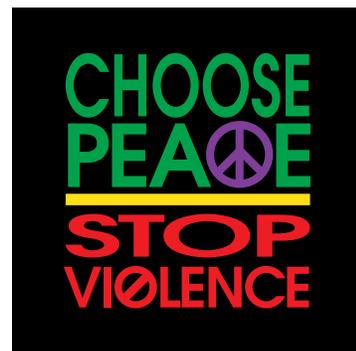
**Tuesday:** Activities and lessons related to “Why should I care about bullying?” To raise awareness as to the damage done by bullying both short and long term to all parties within the triangle.

**Wednesday:** “Wear White Day” to celebrate peace and respect towards all. Day one (of two) of activities and lessons related to “What can I do about bullying?” To raise awareness and empower those who are bullied and those bullying as to what they can do to prevent and intervene with bullying.

**Thursday:** Day two of activities and lessons related to “What can I do about bullying?” To raise awareness and empower bystanders (the party in the triangle holding the most power as the majority!) regarding what they can do both directly and indirectly to prevent and intervene with bullying.

**Friday:** Peace Walk, activities and lessons related to “Anti-Bullying isn’t just about one week; it’s about our Character everyday.” Use character related activities’ from the [Character Ed Monthly Activities Webpage](http://www.browardprevention.org) [www.browardprevention.org](http://www.browardprevention.org) to help students explore how they can expand their anti-bullying efforts into ongoing affirmations about who they are and who they want to be.

Enjoy and THANK YOU for your SUPPORT!! 😊





## BE IN THE KNOW...BE GREEN!



**Know the YES and NO of the seven different types of plastics.  
Always check with your local city coordinator.\***

1. PET or PETE: Containers marked with a "1" include some soft drink & water bottles, plastic peanut butter jars, plastic wrap, and salad dressing bottles.
2. HDPE: Marked with a "2," is also frequently recycled by consumers. This category includes some plastic milk cartons, juice bottles, shampoo bottles, and liquid detergent containers.
3. PVC: Marked by a "3," this is less commonly accepted at local recycling centers. It includes some clear food packages, & liquid detergent containers.
4. LDPE: Marked with a "4," this type of recyclable plastic is used in some bread and frozen food bags, trash cans, and garbage can liners.\*
5. PP: Plastics marked with a "5" that are also recyclable include some car battery casings, oil funnels, and plastic drinking straws.\*
6. PS: An uncommon consumer type of recyclable plastic, this type of plastic, marked by a "6," includes some packing foam, plastic cutlery, protective packaging for electronic goods & toys.\*
7. Other. Some types of plastic marked as "other" or with a "7" cannot be recycled. Containers marked with a "7" that are recyclable plastic include some 3 to 5 gallon reusable water bottles.\*

### **Here's a quick guide to the plastics most of us can recycle at the curb:**

8. Bottle and jugs -- Container mouths need to be smaller than the sides. Water, soda, milk, juice, personal care product, shampoo, detergent, and household cleaner bottles are commonly made from PET or HDPE and are recycled in most curbside programs.
9. Ketchup bottles are sometimes made of number 1, sometimes not. 96 percent of plastic bottles are made from PET or HDPE, so it's a safe bet that you can recycle most of your bottles.
10. Here's a list of plastics most of us SHOULD NOT throw in our curbside bins: \* Yogurt cup \* Butter tubs \* Microwaveable trays \* Take-out containers \* Cutlery, plates, cups \* Shopping bags (many grocery stores and other retailers take them back for recycling) \* Plastics made from corn and other agricultural products
11. To recycle number 5 plastics check out Recycline's Preserve Gimme5 program. Drop # 5 plastics at participating Whole Foods Markets or mail it to the company. Recycled plastic is transformed into razors, bowls, and other colorful products.

### **Before placing recyclables in bins, make sure to :**

12. Rinse containers. \*Remove newspapers from plastic delivery bags.
13. Recycle plastic grocery bags at local supermarket - don't place with recyclables.
14. Place newspapers and mixed paper items named above in one bin or brown paper bag; and other commingled items in a separate container.
15. Remove caps, lids, and straws. \*Do not put garbage or food waste in with recyclables.
16. Do not include containers used for margarine, bleach oil, grease, hazardous materials, household cleaners, medical waster or microwave containers.





## ***Know these important fun recycling facts:***

1. A used aluminum can is recycled and back on the grocery shelf as a new can, in as little as 60 days. That's closed loop recycling at its finest!
2. Recycling one aluminum can saves enough energy to run a TV for three hours or the equivalent of a half a gallon of gasoline.
3. Used aluminum beverage cans are the most recycled item in the U.S., but other types of aluminum, such as siding, gutters, car components, storm window frames, and lawn furniture can also be recycled.
4. More aluminum goes into beverage cans than any other product.
5. There is no limit to the amount of times an aluminum can be recycled.
6. We use over 80,000,000,000 aluminum soda cans every year.
7. To produce each week's Sunday newspapers, 500,000 trees are cut down
8. If all our newspaper was recycled, we could save about 250,000,000 trees each year!
9. The amount of wood and paper we throw away each year is enough to heat fifty million homes for 20 years.
10. Each ton (2000 pounds) of recycled paper can save 17 trees, 380 gallons of oil, 3 cubic yards of landfill space, 4000 kilowatts of energy, and 7000 gallons of water. This represents a 64% energy savings, a 58% water savings, and 60 pounds less of air pollution!
11. The 17 trees saved (above) can absorb a total of 250 pounds of carbon dioxide from the air each year. Burning that same ton of paper would create 1500 pounds of carbon dioxide.
12. Americans use 2,500,000 plastic bottles every hour! Most are thrown away!
13. Plastic bags and other plastic garbage thrown into the ocean kill as many as a million sea creatures every year!
14. American throw away 25,000,000,000 Styrofoam coffee cups every year.
15. Every month, we throw out enough glass bottles and jars to fill up a giant skyscraper. All of these jars are recyclable!
16. The energy saved from recycling one glass bottle can run a 100/watt light bulb for 4 hours. It also causes 20% less air pollution and 50% less water pollution than when a new bottle is made from raw materials. A modern glass bottle takes 4000 years or more to decompose; even longer if it's in a landfill.





## 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**

*"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."*

- Former President Theodore Roosevelt

*"There can be no daily democracy without daily citizenship."*

- Ralph Nader

### **Patriotic Activities**

- Have students respond to the following prompt: "What I Know About Voting." Direct students to write a paragraph or list, or draw an illustration. Follow-up with the following questions: What is voting? Why do people vote? What are some things we vote about in school? Give all students the opportunity to respond to these questions and any others that may come up in discussion. If desired, some key points or questions for further exploration can be written on chart paper.
- Use the voting process to make classroom decisions whenever possible.
- 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 that voting is an important part of being an active citizen, but there are other ways to be active citizens, too. Have students look through newspapers or news magazines for evidence of citizen participation. Based on their findings, compile a class list of ways to participate. Post this list on the board.
- 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.
- With the entire class, brainstorm qualities that they would look for in a politician. List all ideas on the board. Some ideas that a class might come up with when encouraged to think about their needs and the world's needs are sense of humor, happy, strong, energetic, smart, kind, good looking, likes people, supports the military, promotes housing for the homeless, and is fair in general. Gather the class together and vote for the top eight. Using 6" x 4" construction paper, write down one quality on each piece of paper. You will need enough sets for each group of four in the class. Split the class into groups of four. Each group should get a set of qualities. They are to rank these qualities in order of importance. The entire group must agree on each decision. Encourage the pupils to debate and compromise their decisions. After they have ranked their qualities, they can punch and tie together their quality cards then hang them from a hanger. Gather the class together and compare each group's outcomes.



## RECOMMENDED RESOURCES



### Primary



#### Grace for President

DiPucchio, Kelly. Hyperion, 2008. 40p.  
0786839198 / 9780786839193 Primary

Grace campaigns for president of her grade, but when her competition seems to have the support of all the male voters, she must use all her campaigning skills to win them over by showing that she is the best person for the job. (Children's Book Award nominee)



#### Grandfather's Journey

Say, Allen. Houghton Mifflin, 1993. 32p.  
0395570352 / 9780395570352 Primary

A Japanese-American man recounts his grandfather's journey to America which he later also undertakes, and the feelings of being torn by a love for two different countries. (Caldecott Medal winner)



#### Home at Last

Elya, Susan Middleton. Lee & Low, 2002. 32p.  
1584300205 / 9781584300205 Primary

When she and her family move from Mexico to the United States, eight-year-old Ana helps her mother adjust to the new situation by encouraging her to learn English.

### Intermediate



#### Dreaming of America: An Ellis Island Story

Bunting, Eve. Troll Communications, 2000. 32p.  
0816765200 / 9780816765201 Primary/Intermediate

Annie Moore cares for her two younger brothers on board the ship sailing from Ireland to America where she becomes the first immigrant processed through Ellis Island, January 1, 1892, her fifteenth birthday.



#### When My Name Was Keoko

Park, Linda Sue. Clarion, 2002. 208p.  
0618133356 / 9780618133352 Intermediate/Middle

With national pride and occasional fear, a brother and sister face the increasingly oppressive occupation of Korea by Japan during World War II, which threatens to suppress Korean culture entirely. (Jane Addams Award Honor Book)



#### Year of the Dog, The

Lin, Grace. Little, Brown, 2005. 134p.  
0316060003 / 9780316060004 Intermediate/Middle

Frustrated at her seeming lack of talent for anything, a young Taiwanese American girl sets out to apply the lessons of the Chinese Year of the Dog, those of making best friends and finding oneself, to her own life. (Sunshine State Young Readers Award nominee)

#### Hannah Is My Name

<http://www.tumblebooks.com>

Primary/Intermediate (accessed 10/7/09)

A young Chinese girl and her parents emigrate to the United States and try their best to assimilate into their new neighborhood while awaiting the arrival of their green cards. (The media specialist has log-on and password info for home access.)

### Middle



#### Art of Keeping Cool, The

Lisle, Janet Taylor. Atheneum, 2000. 216p.  
0689837879 / 9780689837876 Middle

In 1942, Robert and his cousin uncover long-hidden family secrets while staying in their grandparents' home, where they also become involved with a German artist who is suspected of being a spy. (Scott O'Dell Historical Fiction Award winner)



#### La Linea

Jaramillo, Ann. Roaring Brook Press, 2006. 144p.  
1596431547 / 9781596431546 Middle

When Miguel's time finally comes to leave his poor Mexican village, cross the border illegally, and join his parents in California, his sister's determination to join him soon imperils them both. (Sunshine State Young Readers Award nominee)



#### Soccer Chick Rules

FitzGerald, Dawn. Square Fish, 2007. 160p.  
1596431377 / 9781596431379 Middle

While trying to focus on a winning soccer season, thirteen-year-old Tess becomes involved in local politics when she learns that all sports programs at her school will be stopped unless a tax levy is passed.

### High



#### Crossing the Wire

Hobbs, Will. HarperCollins, 2006. 224p.  
0060741384 / 9780060741389 Middle/High

Fifteen-year-old Victor Flores journeys north in a desperate attempt to cross the Arizona border and find work in the United States to support his family in central Mexico.



#### Hunger Games, The

Collins, Suzanne. Scholastic, 2008. 384p.  
0439023483 / 9780439023481 High

In a future North America, where the rulers of Panem maintain control through an annual televised survival competition pitting young people from twelve districts against one another, Katniss's skills are put to the test when she voluntarily takes her younger sister's place. (Florida Teens Read nominee)



#### Little Brother

Doctorow, Cory. Tor, 2008. 384p.  
0765319853 / 9780765319852 High

Interrogated for days by the Department of Homeland Security in the aftermath of a major terrorist attack on San Francisco, seventeen-year-old Marcus is released into what is now a police state, and decides to use his expertise in computer hacking to set things right. (Florida Teens Read nominee)

#### The Price of Freedom: Americans at War

<http://americanhistory.si.edu/militaryhistory>

Middle/High (accessed 10/7/09)

Explore the site to learn how wars have shaped our nation's history and transformed our society. The site includes artifacts from the Smithsonian and a Civil War mystery to solve.

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