

Honesty is the Best Policy

Grade Level: Second Grade

Presented By: Jill Croy, Pam Hackett, Laura Beatty, Serna Elementary, San Antonio, Tx

Length of Unit: Approximately 8 days

I. ABSTRACT

This unit focuses on values using multicultural literature. The students, by comparing the literature, The Emperor's New Clothes, The Principal's New Clothes, and The Empty Pot will explore the many sides of the characters feelings while coming to the conclusion that it doesn't matter where you live. The students will demonstrate understanding of these lessons through writing, discussing, art, and role playing.

II. OVERVIEW

A. Concept Objectives:

1. Recognize the sanctity of life and the dignity of the individual.
2. Develop a multicultural perspective that respects the dignity and worth of all people.
3. Introduce literature that reflects regions, and cultures.

B. Core Knowledge Content:

1. The Emperor's New Clothes
2. Map Skills
3. Continents
4. Seasons and life processes
5. Reading and Writing
6. Recall incidents, characters, facts, and details
7. Discuss similarities in characters and events across stories
8. Pose plausible answers to how, why, and what-if questions
9. With assistance, revise and edit to clarify and refine meaning in writing
10. Locate China and North America
11. The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
12. Locate the equator
13. Find directions on a map: west, east, south, north

C. Skills:

1. The students will make predictions.
2. The students will recognize and locate the continents using shape and size.
3. The students will create a world map by placing continents correctly .
4. The students will compare and contrast character traits of the Emperor and the Principal.
5. Locate North America.
6. The students will cooperate to “dress the principal” in seasonal attire.
7. The students will compose and illustrate their own version of the stories we have studied.
8. The students will locate Asia on a world map.
9. The students will use new vocabulary to express emotions depicted in the story.
10. The students will compare emotions of characters.

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Multicultural Education: Raising Consciousness, Gloria Boutte
2. Studies in Moral Development and Education”, online link sponsored by the University of Illinois at Chicago

- B. For Students:
1. Basic reading skills
 2. Ability to write simple sentences.
 3. Listening skills

IV. RESOURCES

(See Bibliography)

V. LESSONS

Lesson One: Continental Journey

A. *Objectives:*

1. *Lesson Content:* Continents, The Emperor's New Clothes, map skills
2. *Concept Objective:* Introduce literature that reflects regions, and cultures.
3. *Skill Objective:* The students will make predictions.

B. *Materials:*

1. World map
2. Globe
3. The Emperor's New Clothes
4. Small sticky pad

C. *Background notes:*

1. You will need to display a world map and obtain an inflatable globe.
2. Remove or cover other symbols on the map.
3. Make the continent pieces to scale with the world map you are displaying if possible.

D. *Vocabulary:*

1. Globe—a three dimensional representation of the Earth
2. Map—a two dimensional representation of the Earth
3. Cooperative group/ team project—students work on separate pieces of a large project and combine their work to complete the project.
4. Inflatable globe
5. Procession—a parade
6. Vain—being conceited

E. *Procedures:*

1. Have world map on display.
2. Toss out inflatable globe to one student.
3. Ask the question: "What is this?"
4. Allow several responses.
5. Wrap up discussion by defining map and globe.
6. Introduce the book The Emperor's New Clothes by saying, "Today we will take a journey to a distant land; I want you all to figure out where in the world is the emperor." (accept any responses)
7. The teacher will read The Emperor's New Clothes.
8. At the point in the story when it is the night before procession, ask the students if anyone thinks that the emperor will go out with no clothes on.
9. The teacher will ask for a thumbs up or down response to the question above.
10. The teacher will instruct the students to turn and tell their neighbors if they think anyone will tell the emperor that he has on no clothes.
11. Before restarting the story, the teacher will ask the students, "Where is the Emperor?"
12. Finish the story.
13. When the story is finished, the teacher will ask the question: "Who was honest enough to tell the emperor that he had on no clothes?" Discuss the responses.
14. The teacher will pass out a small sticky note to each student.

15. Each student will write their name on the piece of paper and go to the world map and place it where they think he is from.
- F. *Evaluation and assessment:*
1. Method to assess is teacher observation of students signaling and conversing within groups.
- G. *Standardized objectives and skills:* (appendix A, lesson 1)

Lesson Two: Where in the World is the Emperor?

- A. *Objectives:*
1. *Content:* Continents, Cardinal Directions
 2. *Concept Objective:* Introduce literature that reflects customs, regions, and cultures.
 3. *Skill Objective:* The student will recognize and locate the continents using shape and size. They will create a world map by placing the continents correctly.
- B. *Materials:*
1. World map
 2. Globe
 3. The New True Book of Continents
 4. 7 poster boards
 5. 6'x8' area of blue butcher paper
 6. Scissors
 7. Glue
 8. Markers or crayons
 9. Pointer with a crown on it.
 10. Continent song (appendix B)
- C. *Background Information:*
1. Teach the students the Continents song: (appendix B)
 2. Write a sentence about which continents could have had emperors.
- D. *Vocabulary:*
1. Continent—very large land mass
 2. Africa, Antarctica, Asia, Australia, Europe, North America, South America
 3. Equator—an imaginary line around the earth
 4. Horizontal—that which runs from west to east
 5. Compass Rose—a map signal which shows cardinal directions
 6. Cooperative groups—groups in which the task is broken into smaller segments and then put back together to form a whole
 7. Atlas—a book of maps
- E. *Procedures:*
1. Teacher will refer to the world map with the student's predictions from lesson one.
 2. Teacher will refresh the student's memory about the purpose of the stickies. Using an inquiry method, ask the students what they think the shapes and colors on the map mean.
 3. Define continents, and explain that the blue part of the map is water.
 4. Read the book A New True Book about Continents.
 5. Define and show the compass rose on the map.
 6. Show and define the equator.
 7. Name the continents using directional terms and the equator as a reference point. The students will be divided into 7 groups (each group will be assigned one continent. Give each group 1 piece of poster board with an outline of the continent.
 8. Students will trace over the outline.
 9. Utilizing the map or atlas, the students will label and color their continent. The students will then cut out their continents and place on the large blue butcher paper.

10. Students will compare the class map to the displayed world map and make any necessary adjustments. Once everything is in place, glue down the continents.
 11. The teacher will review the names of the continents by leading the student to sing the Continent Song. (appendix B) As each continent is named, teacher will point to the continent.
 12. Repeat this activity, allowing various students to point to the continents.
- F. *Evaluation and Assessment:*
1. Assessment is based upon teacher observation of student performance.
- G. *Standardized objectives and skills:* (appendix A, lesson 2.)

Lesson Three: Emperor verses the Principal

- A. *Objectives:*
1. *Lesson Content:* The Emperor's New Clothes, The Principal's New Clothes, and Geography.
 2. *Concept Objective:* Develop a multicultural perspective that respects the dignity and worth of all people.
 3. *Skill Objective:* Compare and contrast character traits of the Emperor and the Principal. Locate North America.
- B. *Materials:*
1. The New True Book of North America.
 2. The Principal's New Clothes
 3. The Emperor's New Clothes
 4. 2 overhead transparencies of Character Traits Chart (appendix C)
 5. World map
- C. *Background Information:*
1. Discuss how Emperors and Principals are generally treated with respect and a little fear. Point out that they are usually not questioned about their actions. Point out that we are usually taught not to point out things about the way people look or how they are dressed that may be different from the norm—that it is impolite.
- D. *Vocabulary:*
1. Principal—the boss of the school
 2. Character traits—qualities and behaviors of an individual
 3. Evidence—information that indicates proof
 4. Emotion—a feeling
 5. Tailors—people who make clothing
 6. Tricksters—people who are dishonest
- E. *Procedure:*
1. The teacher will review the story line of The Emperor's New Clothes with the students. Be sure to show the pictures as you summarize the story.
 2. As a whole class activity, complete a Character Traits Chart for the honest and brave little boy who told the Emperor that he didn't have on any clothes. At this point, discuss the inflated ego and excessive vanity of the Emperor. Elicit discussion from the students about the problems that a person may face if they have an inflated ego or are very vain. (The chart provides boxes for the students to list the trait or emotion displayed and then another space to provide evidence such as a sentence from the book or some key words.)
 3. The teacher will show the illustration of North America found in The New True Book about North America and explain that our story for today takes place on the continent of North America. Specify that our country, The

- United States, is located on the North American continent.
4. Read the story The Principal's New Clothes.
 5. Ask the children if they have heard this story before. If they do not make the connection to The Emperor's New Clothes, make it for them.
 6. In pairs, the students will complete a Character Traits Chart about the kindergarten boy. This is the same chart as in step 2. The students will complete this chart in pairs. The whole class activity in step 2 will provide an example of what is expected.
 7. Display the first transparency and write the qualities of the kinder boy in another color of ink on the chart. Gather this information from the students.
 8. Teacher will lead a discussion about how in each story it was a child that had the courage to speak the truth.
 9. The students do not need to write both sets of information. Collect the paired writing projects from the students. (Assignment may be graded.)
- F. *Evaluation and Assessment:*
1. Character Traits Chart (appendix C)
- G. *Standardized objectives and skills:* (appendix A, lesson 3)

Lesson Four: Better Late than Never

- A. *Objectives*
1. Lesson Content: Language, Art, Writing, Seasonal Cycles
 2. Concept Objectives: Recognize the sanctity of life and the dignity of the individual. Develop a multicultural perspective that respects the dignity and worth of all people.
 3. Skill Objectives: The students will cooperate to “dress the principal” in seasonal attire.
- B. *Materials:*
1. Pictures or posters of people dressed in various seasonal clothing.
 2. Butcher paper
 3. Construction paper (wall paper samples may also be used)
 4. Scissors
 5. Yarn (optional for hair, eyebrows, etc.)
 6. Glue
 7. Markers
 8. Sewing supplies, e.g. Fabric, buttons, bric brac, etc
 9. Copy of The Principal's New Clothes
- C. *Background Information:*
1. Prepare butcher paper for tracing activity; schedule the principal's tracing visit.
- D. *Vocabulary:*
1. Dignity—quality of being worthy of esteem or honor
 2. Generous—willing to give or share unselfishly
 3. Sympathy—a mutual understanding arising from sameness of feelings being able to understand another's feeling)
 4. Seasons—spring, winter, summer, fall
 5. Weather—the general condition of the temperature at a particular time and place
 6. Climate—the average weather conditions of a place over a period of years
 7. Compassion— feeling sorrow for the sufferings of another accompanied by the urge to help.
- E. *Procedures:*
1. The teacher will show and discuss 4 pictures depicting each season. Talk about the weather and the time of year each season occurs. Give examples of marking events such as school getting out for summer or leaves falling off during the fall. Be sure to talk about the differences in clothing for each season.

2. Discuss what the children in the story, The Principal's New Clothes, would be wearing in the different seasons.
 3. The teacher will ask the question: "Why did the children give the principal their clothes to wear?" (This discussion should facilitate a discussion about feeling sympathy for another person and wanting to help (generosity).
 4. The teacher will say: "Let's imagine your principal was in this same situation—what would you do?" When the students say they would give him or her some of their clothes inform them that they will be dressing the principal.
 5. The students will be divided into seasonal groups. The instructions are as follows: The principal must be dressed from head to toe. Each person must decide something different within the group and be able to write about their reasons for giving that item and their feelings about giving it. They may also include how they think the principal would feel about receiving their item. (appendix D)
 6. The students will make various items of clothing from materials listed above.
 7. Upon completion of dressing the principal, each group will present their model and each member of that group will read their writing to the class.
- F. *Evaluation and Assessment:*
1. The writing assignments will be evaluated. The oral presentation may also be graded.
- G. *Standardized objectives and skills:* (appendix A, lesson 4)

Lesson Five: Encore! Author

- A. *Objectives:*
1. *Lesson Content:* Reading, Writing
 2. *Concept Objective:* Recognize the sanctity of life and the dignity of the individual.
 3. *Skill Objective:* The student will compose and illustrate their own version of the stories we have studied.
- B. *Materials:*
1. Principal displays
 2. Paper for writing
 3. Class set of student dictionaries
 4. Materials for class book
- C. *Background Information:*
1. The teacher will review the writing process with the students. Story elements must have been taught. (Beginning, middle, end, setting, plot, characters, etc.)
- D. *Vocabulary:*
1. Edit—to revise and make ready for publication
 2. Proofread—read and mark corrections
 3. Brainstorm—coming up with a lot of ideas
 4. First draft—the first written copy
 5. Publish—to make available to the public
 6. Rewrite—to write again using corrections
 7. Illustrations—pictures or drawings found in a story
 8. Setting—where a story takes place
- E. *Procedures:*
1. The teacher will review the story elements using The Principal's New Clothes as an example.
 2. The teacher will ask the students to rewrite The Principal's New Clothes and include themselves as the main character.
 3. The teacher will discuss the setting. Ask the question: "Where will your stories take place?"

4. The teacher will review steps to good writing. (Utilize vocabulary)
 5. The children will write a first draft of their story.
 6. The children will edit their stories.
 7. The children will rewrite their stories.
 8. The children will illustrate their stories.
 9. The teacher will publish the student's stories in a class book.
 10. Display this book in the school library.
- F. *Evaluation and Assessment:*
1. The completed stories may be evaluated.
- G. *Standardized objectives and skills:* (appendix A, lesson 5)

Lesson Six: The Chinese Connection

- A. *Objectives:*
1. *Content:* Asia, The Empty Pot, map skills
 2. *Concept Objective:* Introduce literature that reflects regions and cultures.
 3. *Skill Objectives:* The students will locate Asia on a world map. The student will use new vocabulary to express emotions depicted in the story.
- B. *Materials:*
1. World map
 2. The Empty Pot (class set)
 3. Growing up in Ancient China
 4. The New True Book of Asia
- C. *Background Information:*
1. The teacher needs to refer to lesson 2 for previous information on continents.
 2. The class should discuss the clothing shown being worn by the people in the book. The teacher can show pictures from the book Growing up in Ancient China. The clothes are discussed in step 4 because the illustrations show very different styles than students are used to seeing. By discussing them and seeing other samples, the students will not be questioning that aspect of the story throughout the reading. For example: These garments are not Kimonos. A Kimono is a Japanese garment - it is not Chinese.
- D. *Vocabulary:*
1. Admire—to have high regard for
 2. Ashamed—feeling embarrassed
 3. Courage—the quality of being brave
 4. Worthy—having value
 5. Clever—intelligent, quick in learning
 6. Eagerly—anxious or impatient
- E. *Procedure:*
1. Have world map displayed.
 2. The teacher will select a student to point to Asia on the world map.
 3. The teacher will show a map of Asia divided into countries. Direct attention to China.
 4. The teacher will ask the class, “How do you think people dressed in China long ago?”
 5. Show pictures from Growing up in Ancient China to illustrate clothing styles.(use class set)
 6. The teacher will preview The Empty Pot with the students by showing the pictures and discussing them and any new vocabulary. (Be sure to include the vocabulary listed above)
 7. The teacher will read The Empty Pot aloud while the students follow along in their own copy.

8. Discuss the emotions that Ping felt during the story. Refer to the book for proof. (happy, excited, worried, ashamed, sad, embarrassed, courageous, proud)
 9. Ask a student to describe what happened when Ping presented the empty pot. Make sure the point is made that Ping is rewarded for his honesty.
 10. The teacher will ask several students to give examples of times that honesty was the best policy in their own lives.
- F. *Evaluation and assessment:*
1. The teacher will observe the students using emotion vocabulary in their own communication.
- G. *Standardized objectives and skills:* (see appendix A, lesson 6)

Lesson Seven: Valiants and Villains

- A. *Objectives:*
1. Content: Language and Geography
 2. Concept Objective: Develop a multicultural perspective that respects the dignity and worth of all people.
 3. Skill Objective: The student will compare emotions of characters.
- B. *Materials:*
1. The Emperor's New Clothes
 2. The Principal's New Clothes
 3. The Empty Pot
 4. World map
 5. Chalk board or overhead projector (appendix E has a sample chart)
- C. *Background information:*
(This lesson ties it all together.)
- D. *Vocabulary:*
(No new vocabulary is introduced.)
- E. *Procedure:*
1. Refer students back to Lesson one, and ask the students to pinpoint the continents on which the stories *could have* occurred.
 2. The teacher will ask the students: "Do people in different places express emotion the same?"
 3. In a whole class activity, compare the emotions of characters from each selection. Use a web to complete this activity. (appendix F)
 4. Ask the whole class, "How would you feel if _____ happened to you?" Solicit several responses then ask, "Does it matter where you live?"
- F. *Evaluation and assessment:*
1. Have the students draw self portraits showing two different emotions.
 2. They will then write a sentence describing each emotion.
- G. *Standardized objectives and skills:* (appendix A, lesson 7)

VI. CULMINATING ACTIVITY

Play "Guess my Emotion". The teacher writes emotions such as happy on strips of paper. These strips of paper are placed in a paper sack. Each child takes a turn choosing an emotion from the sack and then acting it out. The other students guess the emotion. The game continues until everyone has had a turn.

VII. HANDOUTS/WORKSHEETS:See Appendices.

VIII. BIBLIOGRAPHY

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Appendix A: Honesty is the Best Policy

Correlation to the Texas Essential Knowledge and Skills

Lesson One:

Language TEK 2.13 The student reads to increase knowledge of his/her own culture, the culture of others and the common element of culture.

Language TEK 2.1 The student listens attentively and engages actively in a variety of oral language experiences.

Language TEK 2.4 The student communicates clearly by putting thoughts and feelings into spoken words.

Reading TEK 3.4 Predict probable future outcomes.

Language TEK 2.3 The student speaks appropriately to different audiences for different purposes and occasions.

Reading/Vocabulary development TEK 2.8 the student develops an extensive vocabulary.

Reading comprehension TEK 2.9 The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

Geography and History TEK 2.13 The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.

Geography and History TEK 2.5 The student uses simple geographic tools such as maps, globes, and photographs.

Lesson Two:

Geography and History TEK 2.5 The student uses simple geographic tool such as maps, globes, and photographs.

Geography and History TEK 2.6 The student understands locations and characteristics of places and regions.

Language TEK 2.16 The student spells proficiently.

Language TEK 2.1 The student listens attentively and engages actively in a variety of oral language experiences.

Appendix A: Honesty is the Best Policy, *continued*

Lesson Two:

Language TEK 2.4 The student communicates clearly by putting thoughts and feelings into spoken words.

Reading inquiry/research TEK 2.12 The student generates questions and conducts research by using information from various sources.

Visual Arts TEK 2.1 The student develops and organizes ideas from the environment.

Lesson Three:

Language TEK 2.13 The student reads to increase knowledge of his/her own culture, the culture of others and the common element of culture.

Language TEK 2.4 The student communicates clearly by putting thoughts and feelings into spoken words.

Reading/vocabulary development TEK 2.8 The student develops an extensive vocabulary.

Reading/Comprehension TEK 2.9 The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

Geography and History TEK 2.5 The student uses simple geographic tools such as maps, globes, and photographs.

Geography and History TEK 2.13 The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.

Lesson Four:

Reading/vocabulary development TEK 2.8 The student develops an extensive vocabulary.

Language TEK 2.15 The student composes original texts using the conventions of written language such as capitalization and handwriting to communicate clearly.

Language TEK 2.16 The student spells proficiently.

Language TEK 2.17 The student composes meaningful texts applying knowledge or grammar and usage.

Language TEK 2.4 The student communicates clearly by putting thoughts and feelings into spoken words.

Appendix A: Honesty is the Best Policy, *continued*

Lesson Four:

Geography and History TEK 2.13 The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.

Geography and History TEK 2.7 The student understands how physical characteristics of places and regions affect people's activities and settlement patterns.

Science TEK 2.9 The student understands that organisms have basic need.

Science TEK 2.7 The student knows that many types of changes occur.

Visual Arts TEK 2.1 The student develops ideas from the environment.

Lesson Five:

Language TEK 2.15 The student composes original texts using the conventions of written language such as capitalization and handwriting to communicate clearly.

Language TEK 2.16 The student spells proficiently.

Language TEK 2.17 The student composes meaningful texts applying knowledge or grammar and usage.

Language TEK 2.4 The student communicates clearly by putting thoughts and feelings into spoken words.

Visual Arts TEK 2.1 The student develops ideas from the environment