



Honesty

Discussion Questions, Vocabulary and Activity

For Grades 3-5

Honesty Segment Summary

When students choose to steal, cheat or lie, they must accept the negative consequences of their dishonest behaviors.

Azia Bahar had perfect attendance, made the honor roll and steered clear of trouble at school. But even honest kids like Azia can make bad decisions. During class one day, Azia stole his teacher's camera. He not only risked being arrested, but he also betrayed the trust his teacher placed in him. Knowing that his actions were wrong and hurtful, Azia returned the camera and accepted his punishment. Stealing is not the only way to act dishonestly. Many students say they often witness their classmates cheating on tests but they don't tell anyone, and some admit that they feel pressure to lie in certain situations. But by realizing that dishonest behavior eventually leads to negative consequences, students will be more likely to make responsible choices and avoid the temptation to steal, cheat or lie.

Discussion Questions:

1. What character traits does Azia possess? The other children featured in the *CONNECT!* video segment?
2. Have you ever been the victim of a betrayal of trust? How did it make you feel? Explain.
3. Can a person who has betrayed your trust ever gain it back? Why or why not?
4. Why do you think children would be tempted to steal, cheat or lie? Have you ever been tempted to steal, cheat or lie? What did you decide to do?
5. Is it ever acceptable to be dishonest? Why or why not?

Honesty

Vocabulary Words and Definitions

Biography (n.)

Definition: a written account detailing a person's life

Context: Reading the biography of George Washington may help students understand his accomplishments.

Dust jacket (n.)

Definition: a folded paper cover that fits over the cover of a book and is used to protect it

Context: The plastic dust jacket protected the book from being ruined by the rain.

Honesty (n.)

Definition: the act of telling the truth; the quality of being what you appear to be so that you say what you think, show what you feel, etc.; fairness and straightforwardness of conduct

Context: Howard's honesty led his classmates to elect him class treasurer.

Source: *Longman's Advanced American Dictionary*. Harlow: Pearson Education Limited, 2000.

Honesty Activity

An Honest Review

Objectives:

Students will be able to

- Discuss various forms of honesty
- Use library skills to select a book about honesty
- Develop reading skills by reading a self-selected book
- Research biographical information about an author
- Summarize and evaluate a book by creating a dust jacket book report

Materials:

- Pens, pencils, crayons, markers
- Paper, chart paper, 11x17-inch white construction paper
- Chalkboard or overhead projector
- Various books with honesty as the theme
- ***An Honest Review*** handout

Procedure:

Note: Before beginning this activity, select several books that have honesty as the theme and that are covered by dust jackets. Display these books on a table at the front of the classroom. You will also need to create your own “sample dust jacket” to demonstrate the end product to your students.

1. Begin this activity by asking your students to share examples of honest behavior with the class. Record their responses on the chalkboard, overhead projector or a piece of chart paper.
2. Continue by sharing the books you have displayed at the front of the classroom. Explain the plot of each book, emphasizing each plot’s link to honesty.
3. Explain to your students that many good books about honesty exist. Ask your students to share the names of books they have read that incorporate the theme of honesty.
4. Tell your students to imagine that they work for a publishing company. Their job is to create dust jackets for books. Point out some of the dust jackets for the books you discussed in *Step 2*. Describe the general elements included in the design of a dust jacket:
 - A picture of a scene from the book
 - A short description of the story
 - A brief biography about the author
 - A review of the book
5. Distribute the ***An Honest Review*** handout. Explain to your students that they will select one book from the library that they have never read before.

Note: Remind students that their books must in some way address the theme of honesty. Refer back to the list of examples that students provided in *Step 1* for ideas about honesty plots.

Continue explaining that each student will read his or her chosen book and then create a dust jacket for the book. The dust jackets must follow these guidelines:

- The front cover of the dust jacket must include the name of the book, the author and a picture depicting a scene from the book.

- The front flap must include a brief review of the book, written by the student. Students must explain what elements they liked about the book and describe the changes that could make the story even better.
 - The back flap must include a brief biography of the author. Students will include citations of their sources. If possible, encourage students to add a picture of the author.
 - The back cover must include a thorough description of the story elements, including the plot, setting and characters. Have students incorporate explanations of the honesty theme into their descriptions.
6. On the day you specify, instruct students to bring to class their completed dust jackets. Students will leave their dust jackets on their desks and may walk around the room reading their classmates' dust jackets.

Note: To make the dust jackets durable and look more authentic, you may decide to laminate each dust jacket prior to the class viewing. Also, when assigning the project, you may want to list categories such as Best Art Work, Most Appealing Summary, Most Intriguing Story, Most Interesting Author, etc. Students can keep these categories in mind when creating their dust jackets and while viewing each other's work. After they finish reading the dust jackets, allow time for students to vote on a winner for each category.

Related Vocabulary Words

biography dust jacket honesty

An Honest Review

Name: _____

Directions: As part of your job at Honest Publications, Inc., you create dust jackets for books that incorporate the theme of honesty. To complete your current assignment, select and read a book that in some way addresses the theme of honesty. After reading the book, create a dust jacket using the company guidelines below.

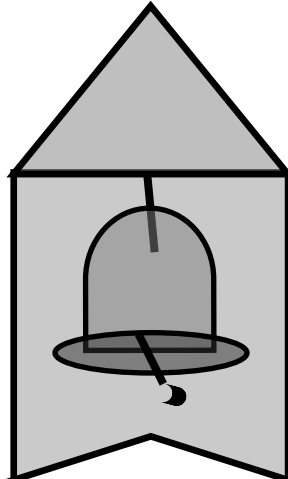
The image shows a rectangular template for a dust jacket. It is divided into four equal-width sections by three vertical dashed lines. In the center of each section is a circle containing a number. From left to right, the numbers are 1, 2, 3, and 4. The circles are positioned roughly in the middle of each section vertically.

Section 1: This section will be the back flap of the dust jacket. In this area, you will tell your readers about the book's author by writing a brief biography of him or her. You will need to conduct research to learn this information and cite your sources after your biography. Use the writing process to compose your biography. If possible, include a photograph of the author.

Section 2: This section will be the back cover of the dust jacket. In this area, you will describe the story to your readers. Do this by writing a detailed description of the story elements. Discuss the setting, plot and characters. Remember to focus your description on the theme of honesty. Use the writing process to complete your description.

Section 3: This section will be the front cover of the dust jacket. Use this area to tell your readers the name of the book and the author. Include a picture that depicts a scene from the story.

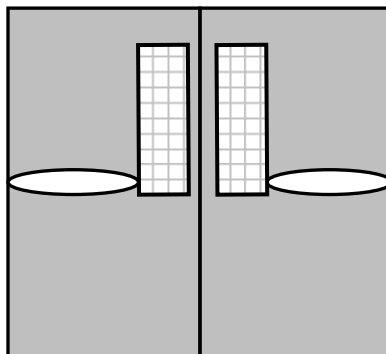
Section 4: This section will be the front flap of the dust jacket. In this area, you will share your thoughts and feelings about the story by writing a review of the book. Tell the elements of the story that you enjoyed and suggest some changes that could make the story even better. You will need to use the writing process to complete this section of the dust jacket.



School-wide Connections

Research shows that the most successful character education programs are those that integrate character education throughout the school. Consider the following suggestions for bringing a school-wide emphasis to character education:

- **Student Newsletter:** Encourage your students to create a monthly or biweekly character education newsletter. Students could profile classmates who exhibit the qualities embodied in various character education words. They could also feature teachers and others in their school and community who demonstrate good character and who are committed to developing character in others.
- **Honor Code:** If your school currently has an honor code in place, consider having students from different classes recite it over the morning announcements. If your school does not have an honor code in place, or if you feel the need to update it, consider involving students and parents in the process. Ask students, parents, faculty and administrators to submit their suggestions for the honor code. Enlist the help of volunteers to form a committee, which should include at least one representative from each of these areas: administration, staff, student body and parents. The



Assessment

1. Individual assignments should be evaluated using a set standard offering letter grades or points.
 2. Group assignments should be evaluated using guidelines that address individual student participation and contribution, as well as evaluating the group as a whole.
 3. The **Honesty Assessment/Evaluation** form serves as a guideline for assessing each student's performance within the activities and lessons. Additional evaluations may be added to the table, such as writing assessments for grammar, syntax, punctuation, style, etc. Reports may be graded on accuracy and analysis. Students may also be evaluated on their use of technology within key activities that encourage using the Internet for research and for the creation of a Web page.
 4. Students should receive a copy of the evaluation form at the beginning of the program so that they are aware of the assessment standards and the necessity of participation in order to fully benefit from the program.
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Honesty Assessment/Evaluation

Name _____

Class _____

Lesson/Activity	0	1	2	3	Total
Honesty An Honest Review	No participation	Participated in class discussion	Participated in class discussion, selected and read a book and conducted research to write biography of author	Participated in class discussion, selected and read a book, conducted research to write biography of author, created dust jacket and reviewed classmates' dust jackets	

Additional comments: