

**2006
UPDATE WITH
NEW RESOURCES!**

TEACHER'S RESOURCE

ELEMENTARY EDITION

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The Importance of Academic Integrity

Because Foundations for Life can be a writing activity for elementary students, it provides an opportunity to start a discussion about the meaning of original work — and the importance of fairly and honestly crediting the ideas and words of other people.

As the students become teenagers and advance to higher grade levels, cheating and plagiarism will be bigger issues. If you are interested in more information on how to prevent cheating and promote honesty, visit charactercounts.org to find out about “Honor Above All” materials, which help educators communicate the importance of integrity to the individual and the society.

Foundations for Life Essay Contests — Local and National

Motivate students to write essays by running an essay contest at school, district, organization, community or state levels. Even better: submit your best student essays to the annual National Essay Contest. Complete information on organizing your own contest can be found in the online *Local Contest Manual*, which includes information on:

- starting a contest
- promoting your contest
- securing sponsors
- judging essays
- coordinating an awards ceremony
- publicizing your contest results

For more on the National Essay Contest, call (800) 711-2670 or visit FFL-essays.org.

ACKNOWLEDGMENT

The nonprofit, nonsectarian Josephson Institute of Ethics and its **CHARACTER COUNTS!** project developed Foundations for Life and promote it nationally with the support of the John Templeton Foundation (JTF).

Foundations for Life is adapted from JTF’s *Laws of Life* Essay Contest, which began in 1987 in Winchester, Tennessee, the hometown of John Marks Templeton. Sir John, as he is known after being knighted for his many charitable works, founded the Templeton Group of mutual funds, a pioneer in promoting widespread stock ownership. Since selling his business in 1992, he has focused full time on stimulating progress through philanthropy.

Sir John is also the author or editor of more than a dozen books. These include *Worldwide Laws of Life*, a collection of 200 spiritual principles drawn from the works of essayists and philosophers ranging from Socrates to Benjamin Franklin.

ABOUT CHARACTER COUNTS! AND THE JOSEPHSON INSTITUTE

CHARACTER COUNTS! is the nation’s most widely implemented approach to character education, based on a common language of values called the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. The nonpartisan, nonsectarian **CHARACTER COUNTS!** Coalition embraces thousands of schools and human-service agencies reaching more than five million young people.

Involvement with **CHARACTER COUNTS!** is not required for participation in Foundations for Life, which can stand on its own as a powerful teaching tool available to all.

The Josephson Institute of Ethics, founder of **CHARACTER COUNTS!**, is a 501(c)(3) nonprofit, tax-exempt corporation overseen by a volunteer, independent Board of Governors. Its founder, Michael Josephson, serves as president without salary. Through its various programs, projects and publications, the Institute teaches people to make principled decisions and fully consider the effects of their choices.

Foundations for Life

TEACHER'S RESOURCE

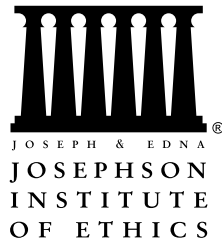
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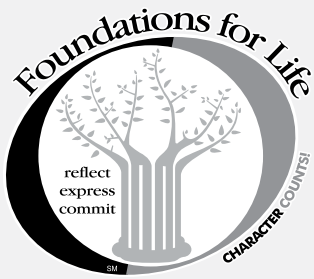
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Third Edition

We encourage you to reproduce the information found in this manual. You can also download these materials for free at: www.FFL-essays.org. Or you can order them from the national office by calling (800) 711-2670.



A Note to Educators and Youth Leaders

Congratulations on choosing to participate in Foundations for Life! We feel certain that you will find this program beneficial in helping your students enhance their critical thinking and writing skills while simultaneously reinforcing your organization's character education efforts.

Foundations for Life is a national initiative of the nonprofit, nonpartisan Josephson Institute of Ethics. Adapted from the *Laws of Life* Essay Contest established by the John Templeton Foundation, Foundations for Life is made possible through a generous grant from the Foundation.

Foundations for Life introduces young people to profound and enduring truths about life and broadens their exposure to wisdom from literature, history, and philosophy. Students are encouraged to *reflect* on the provided quotations, *express* the values that the quotations bring to mind and *commit* to living up to those values. This process provides numerous benefits, including helping prepare students for standardized tests used to satisfy No Child Left Behind (NCLB) requirements, providing students practice for essay-writing portions of the SAT and ACT exams, allowing students to compete in the Foundations for Life National Essay Contest, and most importantly supporting the development of ethical values, positive attitudes, and healthy habits.

Foundations for Life can be easily implemented in your organization. While we encourage schools and organizations to conduct internal essay contests and/or to participate in district, community, or state contests, this level of participation is not required. Foundations for Life can simply be utilized as a classroom writing assignment or a prompt for classroom discussions or activities.

Regardless of which direction your organization chooses to take with Foundations for Life, we hope that you will consider making it a part of your ongoing educational strategy. For more information about the initiative, please call the Foundations for Life national office at (800) 711-2670 or visit www.FFL-essays.org.

Sincerely,

Michael Josephson
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Introduction

This updated *Teacher's Resource* helps you take full advantage of the continually expanding resources in the Foundations for Life critical thinking and writing program.

- Part I provides suggestions for stimulating thought and discussion around one or more of the quotations, which we often refer to as “maxims” to emphasize the wisdom they express.
- Part II offers information and ideas related to helping students write essays based on the quotations.
- The Appendix includes Foundations for Life maxims, mini-biographies of authors and information on the annual National Essay Contest. (You can find more in-depth information on organizing and launching a contest for your school, district, organization or community in the *Local Contest Manual* available online.)

The maxims you'll find in the Appendix are coded to help you quickly gauge their difficulty. The 1-3 scale indicates difficulty of vocabulary/syntax, while A-C refers to complexity of thought. The codes do not correspond to a specific grade level, but rather give a general indication of whether a quote will be easier or more difficult for the average student to understand. For instance, the simplest quote is coded “1-A” and the most difficult is coded “3-C.” The quotations are also available online as handouts for students (without the educator's coding).

Recognizing that each school and classroom has different needs and capabilities, we encourage you to use the Foundations for Life program in a way that best suits your students. However, if you are participating in the annual National Essay Contest, *we strongly recommend that you direct students to select their chosen quotation from the Foundations for Life maxims.* The most meaningful essays derive from quotes that have been personally chosen by students and allow students to make personal connections with the authors' thoughts.

If you have questions or need additional materials, please visit www.FFL-essays.org, e-mail us at FFL@jiethics.org or call the national office at (800) 711-2670.

We hope you will participate in the website's Discussion Forum, where you can pose questions and share how Foundations for Life is benefiting your students. Your success with the program helps others become successful as well, and your feedback helps us improve the program.

Frequently Asked Questions

What is Foundations for Life?

Foundations for Life is a program that helps young people practice the critical thinking and writing skills necessary for academic achievement while highlighting values that are important to productive and satisfying lives.

It does this by providing resources created in part with teacher input, content standards and grade-level expectations in mind. The Foundations for Life maxims emphasize wisdom and good character traits. As such, they are ideal as discussion and writing prompts about the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. These are the nonpartisan, nonsectarian, consensual values promoted by **CHARACTER COUNTS!**, the organizers of Foundations for Life.

The program also provides an opportunity for students to participate in the annual Foundations for Life National Essay Contest (and possibly contests in your area).

How does Foundations for Life correlate with my state standards and integrate into my standing curricular programs?

Foundations for Life maxims engage students in active reading and are easily adaptable to standards-based writing genres. The quotations can also be used to facilitate classroom discussions and analytical thought across the disciplines, including science, social studies, and math. This resource provides a variety of strategies and tools for implementation, but it is just the starting point. Our website goes further by providing free weekly writing prompts and lesson plans that promote cross-curricular connections and help you weave the program into standards-based concepts.

What services does Foundations for Life offer?

The following are examples of the free resources that support content standards and standing academic programs. Visit www.FFL-essays.org for

- Weekly writing prompts
- Monthly lesson plans
- Morning announcements
- Updated planning materials from popular curricular programs
- Standards correlations
- Writing journals
- Information on providing motivation to students through participation in the annual National Essay Contest and/or local contests in your area.

Do I have to launch or participate in a contest to use Foundations for Life?

No. Participating in any Foundations for Life contest is optional. We strongly encourage schools and organizations to participate in at least the annual National Essay Contest because it's a great way to motivate students and to recognize them for their efforts.

How do I submit essays to the annual National Essay Contest?

Five essays per grade per school can be submitted for consideration in the National Contest (see Appendix for the official entry form). Local contests that take place at the school, district, community or state level can be sponsored by local businesses, civic groups and/or individuals. A list of potential sponsors is included in the *Local Opportunities* available online. Visit www.FFL-essays.org for more information.

Does my organization have to be involved with **CHARACTER COUNTS!** to participate in Foundations for Life?

No. Any school, district, community or organization can take advantage of this program regardless of whether it is affiliated with a character-education system. We do, however, encourage you to learn more about **CHARACTER COUNTS!** and the many benefits it offers. Visit www.charactercounts.org for details.

How did Foundations for Life get started?

*The words opera es o spiri a a ora pri ip es s as i oes o e aws of p si s
a ra i is p o s o ear w a ose aws of ife are a e o i e e*

Those are the words of Sir John Templeton, the renowned financier who established a student essay contest in his home state of Tennessee in 1987. He called it Laws of Life to impress upon students that moral principles guide our existence and that one must reflect on the wisdom of the ages to live a purposeful life.

Foundations for Life is adapted from the Laws of Life contest and is funded by the John Templeton Foundation with the hope that more youth across the country will learn the importance of living value-driven lives.

Ways to Use Foundations for Life

- **An in-class or homework essay assignment**

Regardless of whether your organization chooses to participate in or hold a contest Foundations for Life is an excellent resource for teachers and helps promote students' reading critical thinking and writing skills. Strategies for active reading curricular integration and standards-based instruction are listed throughout this resource.

- **A prompt for class or group discussion**

The maxims (quotes) are tremendous vehicles for encouraging students to think about and discuss the meanings historical contexts and current applications of the authors' words. These discussions often create opportunities for relating character education to real-world examples.

- **An individual or group activity**

See page for a list of ideas.

- **A parent-child activity**

Foundations for Life is an excellent way for parents to dialog with their children about important life issues. The quotes provide an avenue for parents to learn more about their children's views on things like success happiness temptation and discipline (to name a few). Parents can read a quote or ask their children to read a quote and together learn about the author what they each think the author meant and whether that meaning still applies.

- **An organization-wide character consciousness-raising program**

The program is a great way to introduce character through the back door into students' lives. Activities that encourage the character consciousness-raising process include

- having a student read one quotation each day during morning announcements then discussing how the quote applies to students' lives and the world around them
- inserting a quotation in parent newsletters and/or encouraging parents to talk with their children about the quote its author and its implications in the world
- posting quotations around the classroom or campus
- conducting a quote identification contest. Read a quote during morning announcements and ask students to guess the author. Guesses are submitted to homeroom teachers on index cards. Those students who guess correctly get to choose the next quote or are given a small prize.

- **A school, district, community or state contest**

An essay contest in your school district community or state can emphasize shared values and spark excitement around the Foundations for Life program. For more information on implementing a contest look in the *notes* area.

- **A national maxim-based essay contest**

There are numerous benefits to participating in the National Foundations for Life Essay Contest including

- opportunities for National Scholarship Awards
- recognition certificates in Summa Cum Laude, Magna Cum Laude and Cum Laude categories
- commendations for participation
- enhancement of college applications and student resumes
- potential media recognition for students and schools

Judges for the National Foundations for Life Essay Contest consider *originality* as the most important criterion. ***We strongly recommend that teachers or administrators allow students to choose their own personally meaningful maxim (quotation) from the handouts provided.*** This will facilitate more insightful essays that truly reflect students' experiences in life and their understanding of character.

All essays submitted are divided by grade for judging purposes. The top 10 percent of essays per grade receive Summa Cum Laude certificates of recognition, the next 15 percent receive Magna Cum Laude certificates of recognition and the next 25 percent receive Cum Laude certificates of recognition. One essay per grade is chosen from the top 10 percent to receive a National Scholarship Award (*in honor of a teacher's career achievement*).

- \$1,000 9th through 12th grades
- \$ 500 6th through 8th grades
- \$ 200 3rd through 5th grades

All other participants will receive certificates of commendation. If you have any questions about our National Foundations for Life Essay Contest don't hesitate to call our national office at (800) 711-2670.

National Contest Rules:

Up to five essays per grade/per school may be submitted.

- Each essay must have a completed and signed *National Contest Entry Form* attached (located in the Appendix and at www.FFL-essays.org).
- Essays must relate to one of the Foundations for Life maxims.
- Maximum length of essays is:
 - 500 words for 3rd through 5th grades
 - 1000 words for 6th through 12th grades
- The DEADLINE for postmarking submissions to the 2007 National Contest is MARCH 16, 2007.

Part I

Thought and Discussion

About Maxims

What Are Maxims? What Makes Them Worth Studying?

Technically, a maxim is a kind of quotation, but we use the two terms interchangeably in this resource. (See the glossary in the Appendix for definitions of these and other terms.) A good maxim is a crystal of wisdom reflecting truth. Hard and clear, good maxims illuminate through time what is important in life.

A collection of quotations tells stories of their own as the bits of wisdom conjure up memories, prompting reflection on the story of your life, your choices, your values.

Some of the best quotations are short, pithy statements that convey lofty thoughts and ideals. Because quotes are often clever and easy to remember, they can sometimes reach students more easily — and teach them more — than a long passage in a book.

Who Said It?

The Internet has provided fertile ground for the proliferation of quotations (if not wisdom). Countless personal homepages display maxims, and many even list quotes on various topics. Quotations are also a staple of online bulletin boards and mass e-mail messages. Inevitably, this speeds the mutation of quotes and leads to widespread misattributions, making it challenging to confirm the sources of some quotes.

But in the world of maxims there has always been plenty of borrowing. Robert I. Fitzhenry, editor of the Harper Book of Quotations, notes:

Sir Isaac Newton (1642-1727) implied this when he said, “If I have seen farther, it is by standing on the shoulders of giants.” Even as he said this he was standing on the shoulders of Robert Burton (1577-1640) who had said, “A dwarf standing on the shoulders of giants sees farther than a giant himself.” And the Roman poet Marcus Lucan (39-65) wrote, “Pygmies placed on the shoulders of giants see more than the giants themselves.” Was this original with the ancient poet? Anyhow, not much change in 1,600 years!

We have done our best to confirm sources and the exact phrasing of maxims in this resource (but if you think you’ve caught an error, please bring it to our attention!). To avoid misattributions, especially when we have a name and no other information about a source, we have labeled several quotes as “unknown.”

Of course, the most important part of a maxim is not who said it but what it says. Encourage your students to focus on the truths and lessons that these words offer — and to use them to stand tall and see far.

Discussion Guide

Before assigning an essay or other quote-based exercise, you may find it useful to have a discussion with your students about quotes in general or about a few specific quotes. Ask questions like the following:

1. **What do you think this quotation means?**
2. What are the most important ideas and values expressed in the quote?
3. **How would you rewrite this quotation?**
4. Is the quote making a comparison? What is it comparing?
5. Does the quote contain symbolism? Does something stand for something else? What could _____ represent?
6. Does knowing more background information about **who, when and where it was said** make any difference in what the quote means to you?
7. Give a “real life” example of what this quote is about.
8. What do you think could have been going on in the speaker’s life when he/she said **this**?
9. What do you know about the speaker that might give you a clue about why he/she **said this**?
10. Why do you suppose this quotation is famous or at least notable?
11. **If this quote doesn’t apply to you directly, what kind of person or situation would it apply to?**
12. Is there something you can learn from this quote about how you should live your life?
13. **What is the key word in this quotation?**
14. How would the world be different if everyone lived by this quotation?
15. How would the world be different if no one lived by this quotation?
16. Can you see yourself thinking of this quotation in a certain situation? Would it change **how you act**?
17. Can you think of a situation when this quote would **not be good advice**?
18. Does this quote describe how things really **are in the world, how they should be or somewhere in between**?

Activity Ideas

1. Distribute copies of the “Contradicting Proverbs” handout (see Appendix G) and have students complete the exercise individually or in small groups.
2. Have students find five quotes about one topic, such as honesty or success, or about one of the Six Pillars.
3. Have students research and write a short biography of the person who said their favorite quote.
4. Have students rewrite five quotes in their own words.
5. Use a quotation as a journal prompt at the beginning (or end) of class. Students can then pick out their favorite journal entry to expand into a full essay.
6. Have students memorize two or three of their favorite quotes and recite them for the class.
7. Have students find and explain one quote that uses a metaphor.
8. Have students find and explain one quote that uses symbolism.
9. Present students with two quotes that complement or contradict each other and have a compare/contrast discussion. Here are some sample pairings to get you started.
 1. Admitting that you were wrong is just another way of saying that you are wiser today than yesterday. — Unknown
 2. The secret of success is not avoiding mistakes but learning from them. — Michael Josephson
 1. The grass is always greener on the other side of the fence. — American proverb
 2. If we had no winter, the spring would not be so pleasant. — Anne Bradstreet
 1. You can really change the world if you care enough. — Marian Wright Edelman
 2. Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not. — Dr. Seuss
 1. Never look down on people unless you’re helping them up. — Jesse Jackson
 2. When one helps another, both gain in strength. — Ecuadorian proverb
 1. If at first you do not succeed, try, try again. If at first you do succeed, try something harder. — Unknown
 2. Do or do not. There is no try. — Yoda
 1. The here and now is all we have, and if we play it right it’s all we’ll need. — Ann Richards
 2. Most people see what is and never see what can be. — Albert Einstein

TIP: Some students may have difficulty finding commonalities or differences between quotes. Help them make a list of all the words they think of after reading the first quote. Have them repeat the process on their own with the second quote. Students then compare the two lists to see what connections they can make.
10. Give students the first part of a quote and have them think of different endings. For example, “With great power comes _____.” (The original quote, from the movie Spider-Man, ends with “great responsibility.”)

11. List 10 quotes for students and have them find the one with the most or least syllables, vowels, silent e's, etc. **Have them identify the subjects and objects, nouns and verbs, adjectives and adverbs, present tense and past tense, suffixes and prefixes, synonyms and antonyms, alliteration and rhyme, etc.**
12. Present students with two quotes and ask them to vote on which is better. You can let them define "better" or give them specific criteria. Then have students volunteer to explain why they chose one or the other.
13. **Select a quotation and write it on the board. Have students copy it, write what it means in their own words and give an example from their own lives.**
14. If you are not having students write a Foundations for Life essay as a regular assignment, **consider offering it as an extra-credit assignment. You can require students to relate their essay to any subject you teach — for instance, how good character applies in math, science or P.E.**
15. As a twist on the traditional "current events" assignment (in which students pick a news article and write out the 5W's and a summary), have students select a quote that **relates to the news story and explain why it is relevant to that current event.**
16. Have students organize a list of quotes by the Six Pillars of Character (trustworthiness, respect, responsibility, fairness, caring and citizenship). **Ask them to explain how each quote relates to the Pillar category in which they placed it.**
17. Assign a group of three or four students a particular maxim (or let them choose one from a hat) and **have them prepare a one- to two-minute skit to illustrate the essential message of the quotation.**
18. Cut the quotes into strips of paper and have students draw a maxim from a hat or box. **Then for homework direct them to express the message of the quote in a poster, poem, essay or song.**
19. **Have students think about the advice their parents are always giving them. Tell students to write down at least three things they have heard their parents say over and over that would qualify as maxims.**
20. Tell the class to pretend they are publishing their own maxim collection that can only be 20 quotes long. Challenge them to find powerful quotes not already in one of our Issues and **defend why their quotes should make the cut. You can be the judge or students can vote. Send the final list home to parents and post it in the classroom.**
21. Have students ask their parents and three other adults what their favorite maxim is and **how it has affected their lives.**
22. Have students pick a quote and write a story that uses that quote either as the moral of the story or as a line in the dialogue.
23. Follow one of the "best practices" described on pages 13-14.

Best Practices

The Carney Method

Robert Carney was a teacher in Ventura, California, who taught writing skills to seventh and eighth grade students for more than 20 years. He developed an intensive writing program that incorporated words of wisdom like those in Foundations for Life. Carney's colleague Kerry Roscoe shared the details with us.

Mr. Carney started every class with a Quotation Reflection. Three students who had each selected a quote of interest would present a concise analysis of how this quote applied to them personally as well as to youth today. To encourage focused and disciplined writing, the presentations could not exceed one minute, and every student presented a minimum of three per quarter. According to Ms. Roscoe, who dubbed her colleague's approach the Carney Method, "The results were astounding.... I can always spot his former students by their clarity of writing, poise in presentation, camaraderie in the classroom and the respect with which they treat each other." Ms. Roscoe states that over time students improved their ability to "analyze and connect ... wisdom to their lives."

The Quotation Reflection format was very structured. Each student's presentation began with a recitation of the quote and the name of the source. Then the student interpreted the quote's meaning in his or her own words. After restating the quote and attribution, the student shared an instance in his or her life when this quote was applicable. Next, the student explained how the quote related to the lives of young people today. The presentation ended with the student repeating the quote and attribution one last time.

Many of the best Reflections were showcased from memory before an audience of 300-400 during three evening programs each year.

The Quotation Reflection activity encourages students to search for quotes meaningful to them. At three quotes a day, by the end of the school year, students have heard more than 500 quotes in class alone, not to mention countless other quotes students come across in their quest for just the right one to present. Since the presentations are only one minute each, the activity takes up hardly any time during class, even if the teacher adds a few minutes for discussion after the Reflections. Nonetheless, it can have a powerful and enduring impact not only on students' analytical and writing skills, but on their character.

Developing Foundations for Life in Boys and Girls Clubs

Numerous Boys and Girls Clubs across the country have embraced the Foundations for Life program and are utilizing it in several ways. Below are several best practices used with their permission.

Many of the Clubs that implemented the program this year did so during their "Power Hour" as a prompt for students who have writing assignments but are having difficulty choosing a topic. The process of having students read and choose quotes to write about also provides

opportunities for discussion since students often ask what it means. “Power Hour” leaders encourage students to think about what the author stated, what the quote means to them (the students) and how it applies today in their world.

Various Boys and Girls Clubs pique the interest of students by posting quotes in a variety of visible places throughout the clubs. For example, Anne Beckelman, director of operations at the Boys and Girls Club of Greater Kingsport in Tennessee, places a different weekly maxim on her office door. Kids passing by her office often stop and ask her questions about the quotes’ meanings, as well as about the authors — who they were, what they did, etc. She takes advantage of these opportunities, explaining the authors’ lives and history and then asking the kids what they think the authors meant by the quotes.

Their “Keystone” and “Torch Club” programs also use Foundations for Life maxims to initiate their discussion times. The Boys and Girls Club of Marion County in Ocala, Florida, had the kids read the quotes, define difficult terms, discuss what the quotes meant in relation to their lives and select a quote that represented their group. The quote they selected together became the slogan for the group. Executive director Rob Bennerman stated that the activity “really built trust and camaraderie among the members.”

Discussing Foundations for Life

Rugby High School in Rugby, North Dakota, creatively embraced the Foundations for Life program this past spring by:

- including a maxim selected and read by a different student each morning in their morning announcements
- displaying a poster with the maxim written in large letters on one of the school’s walls
- allowing time in homeroom periods for students to discuss what they felt the author meant by the quote and the students’ thoughts about the quote (whether they liked it, whether it had meaning in their lives, whether its meaning transcends time)

The purpose is to get the entire school community to think about the values that the maxims communicate. This process reinforces the importance of character both in individuals and among groups. The maxims posted throughout the halls serve as constant reminders of what has been discussed and encourage students to think further about the messages presented.

If you have knowledge of or experience with innovative teaching methods using Foundations for Life, please share them with us at FFL@jethics.org.

Part II

Writing Essays

Motivating Students

If you assign a Foundations for Life essay for class work or homework, many students may complete it without giving the exercise much thought. But if they just take it a little more seriously — if they devote some quiet time to reflecting, expressing and committing — they will get much more out of the exercise.

Below are three ways you can deepen student interest in writing a Foundations for Life essay. See “Teaching Tips” on pages 20-21 for additional suggestions for helping your students.

- **SAT and ACT Preparation** – The new SAT that debuted in March 2005 requires students to write an essay in response to a quotation or brief passage. The ACT also offers an optional essay portion. Writing a Foundations for Life essay, therefore, is a perfect way to help students prepare for these tests. Students will gain the most if they follow the entire writing process, starting with a rough draft and progressing through teacher corrections and suggestions, followed by student revisions. Although the SAT allows only 25 minutes to plan and write the essay, students need the initial feedback to improve. Then students can follow up their official Foundations for Life essay with additional practice essays based on different quotes, limiting themselves to the 25 minutes.
- **Local Recognition** – A local contest lets students earn recognition for their work. A simple ceremony and certificate can go a long way toward encouraging serious participation. And if the contest offers monetary prizes, motivation skyrockets. (For complete information on how to launch a local essay contest, see the Contest Manual.)
- **National Recognition** – Up to five essays per grade/per school may be submitted to the National Foundations for Life Essay Contest. These submissions go into a national pool. All receive certificates of commendation and the top half earn special designations. The highest 10 percent receive Summa Cum Laude Awards, the next 15 percent receive Magna Cum Laude Awards and the next 25 percent receive Cum Laude Awards. One top essayist per grade will receive a National Scholarship Award. Imagine the pride students and their parents will feel when the young people are recognized for their achievement at an award ceremony or graduation. See the Appendix for the official entry form. Award results will be announced in May to accommodate end-of-the-year scheduling.

Additional tips for encouraging and motivating your students

- Many students will write about sensitive personal experiences. Students will be more inclined to share them with teachers whom they trust and respect.
- Reassure students about confidentiality. Tell them that while you will read all the essays, if they are submitting their essay for a contest and win, they can opt not to be publicly announced as the author. Students might feel freer to write about personal experiences if they are confident their essays will remain anonymous.
- Tell students that while the essay may be an academic assignment, it is also an opportunity for personal growth, one that encourages them to examine and articulate their beliefs.

Informing Parents

Get parents involved. Provide them with photocopies of “What Is Foundations for Life and Why Should My Child Participate?” (see Appendix).



Introducing the Essay Assignment

A Sample Dialogue

Text in italics applies to those participating in a contest and is optional.

“Today you’re going to learn about a very important subject — yourselves.”
(Wait for reactions.)

“Here’s the deal. With everything going on in your lives — part-time jobs, athletics, homework — sometimes you don’t have the time to examine what is important to you, what you value, what you appreciate, what ideals you hold deep in your heart. Or, you don’t take the time to compliment yourself for the things you do well. Don’t we all need to take the time to reflect on what is really important in our lives?

“So how are you going to figure out what your values are, what matters to you?” (Wait for some ideas.)

“Have you ever kept a journal or diary? If you have, you probably know that writing is a powerful tool that helps us reflect on what is meaningful to us. It helps us figure out what is important to us. It helps identify who we are.

“You all have written essays in the past, but this essay is an opportunity to write about what **YOU** think is important in life. This essay will be submitted to a contest. The best news is that you are going to be judged more on what you have to say than on how you say it. That is what makes this contest unique!

“The essay you will be writing is called a Foundations for Life essay.” (If there will be a local contest, identify the contest sponsor in your community and the prizes.)

“OK, here’s what the essay is about. Just like a house built on a solid foundation can make it through violent storms, if our lives are built on the solid foundation of good values, we can meet life’s challenges better. Men and women throughout history have written and spoken about these foundations, and you may have even read or heard a quote from one of them. Quotes can be powerful. Think of this one, by Sir Walter Scott, a novelist from Scotland: ‘Oh what a tangled web we weave/ When first we practice to deceive!’ He lived from 1771-1832. Do you think his message still applies today?” (Listen to responses.)

“I’m going to give you a handout with a selection of great quotes to help inspire you for this essay. When you’re reading the quotes, imagine how they apply to your life. Think about the people and experiences that have helped you form your foundations for life. Search the quotes for one that is especially meaningful to you. You’re looking for one to spark a memory or an idea of something you want to write about.

Once you’ve picked your quote, think deeply and express yourself. What does the quote mean to you? Does it illustrate a value that you feel is especially important in your life or one that is missing?

“Pick a quote. Isolate the value or values it illustrates in your life or your dreams. And whatever you do, write from the heart. I know you all have so much to say. This is a chance to be heard!”

Teaching Tips

Helping your students get started

- Be sure students understand the Foundations for Life program and the extent to which your school or organization is participating (e.g., classroom assignment, school-wide essay contest, national-level essay contest). Also, explain the meaning of the phrase “foundations for life.”
- Whether the maxims are used as the basis of an essay, class discussion, homework assignment or other activity, try to ensure that students read and reflect on the meaning of all quotations on the handout (though not necessarily in one sitting). They will thus experience a wide array of authors from different eras as well as a variety of ideas and styles of expression. (See page 11 for activity suggestions.) Do NOT pre-select a quote for all students to respond to; this would defeat the purpose of reflection and self-exploration.
- Encourage students to ask for your help with their essays. However, be mindful of your involvement if there is a contest with prizes.
- Encourage students to find a quotation on the list that is inspiring and personally meaningful to them. If students have difficulty, encourage them to think about significant events in their lives and about favorite books and movies. Have them complete the Student Questionnaire (see Appendix) and review the quotations to see if something strikes them.
- Confer one-on-one with students who are having difficulty coming up with ideas for their essays. Some students may need a little prodding to arrive at a meaningful topic. Be patient!
- Avoid reading sample essays. Students may be tempted — even subconsciously — to copy their style and content. Also, hearing or reading exemplary essays may discourage less confident students. However, teachers can suggest general topics and experiences that students might include in their essays.
- Encourage students to use their personal experiences (either positive or negative) to generate ideas for their essays. Students can use role models and historical or literary figures to personify their “foundations for life.”
- Encourage students to discuss their essays with family and friends throughout the writing process. But emphasize trustworthiness and honor above all — students must submit their own work.

Integrating the essay into your teaching strategies

- Prior to and during the time your students are writing their essays, familiarize them with Foundations for Life by pointing out core values (trustworthiness, respect, responsibility, fairness, caring and citizenship) as they come up in your regular teaching activities. For instance, a character in a novel may demonstrate honesty or the school may sponsor a food drive for charity. Always be on the lookout for teachable moments in which you can highlight students or other people who exemplify these values.
- Have students work on their essays in class whenever possible. Students are much more likely to complete their essays in an environment where help is immediately available.
- Allow time for students to volunteer to read aloud or exchange their working drafts. This process promotes understanding, empathy and cooperative learning among students.
- Consider providing extra credit (if the essay is optional) or a completion grade (if the essay is required) for students who hand in an essay.
- Remind your students that they are honor-bound to write their own essays. Some teachers have their students sign honor statements.
- Please do not betray the trust that students place in you. Students discuss personal experiences with their teachers in confidence. Your compassion, sensitivity and professionalism are essential.

Writing a Foundations for Life Essay: 10 Steps for Teachers

- Step One: Announce the Assignment and/or Contest
- Step Two: Distribute the Maxim Handouts
- Step Three: Discuss the Opening Paragraph
- Step Four: Students Write the Introduction
- Step Five: Explain the Supporting Paragraphs
- Step Six: Students Write the Supporting Paragraphs
- Step Seven: Explain the Concluding Paragraph
- Step Eight: Students Write the Rough Draft
- Step Nine: Students Write the Final Draft
- Step Ten: Debrief

NOTE: These steps provide students with direction and experience in writing a multi-paragraph essay. Some students may lack confidence and skill in their writing, so it can help to have them write most of the essay in class. If you check their progress regularly throughout the writing stages, the final drafts will be relatively free of errors and, therefore, easier to check.

Step One: Announce the Assignment and/or Contest

Give students background on the Foundations for Life program and point out that this exercise will help them identify what is important in their lives. Give examples of “foundations for life” found in students’ personal experiences and beliefs, as well as examples from famous personalities and well-known literary characters. Briefly describe appropriate topics. Explain that sometimes the best essays come from students who at first think they have nothing to write about. Finally, ask students to begin thinking about their topics.

If your students will be participating in a contest: Point out that the contest provides the opportunity to improve their writing skills and possibly to win prizes. Identify and describe your contest sponsor. Emphasize your commitment to the contest and reassure students that they have the right to keep their essays confidential.

Teacher Tip: Point out examples of “foundations” from current events or a recent reading assignment.

Step Two: Distribute the Maxim Handouts

Tell students to read the maxims and look for one that inspires them. If necessary, explain what you mean by “inspire” — sparking a thought or bringing to mind a memory of an event or person who helped shape the student’s principles. Allow at least 45 minutes for students to look through all the quotes. Encourage students to highlight or copy quotes they like and jot down quick notes about the person or event the quote reminds them of.

Step Three: Discuss the Opening Paragraph

Ask students to take notes for potential introductory paragraphs. Give examples to illustrate how each approach can be developed into an essay, and encourage them to decide on a topic. Tell students you will have an individual conference with each of them before they start writing. The following types of introductions would work well for the Foundations for Life essay:

- Personal Anecdote or Example (“Although my brother is severely retarded, he has been my teacher.”)
- Role Model Character Sketch (“My grandmother has taught me many things.”)
- Analogy (“Good values are like a strong foundation for a tall building.”)
- Direct Statement of Topic (“My essay is about having hope, faith and charity.”)
- Use of a Maxim (“Life is making steppingstones out of stumbling blocks.”)
- Comment on a Story or Parable (e.g., The Boy Who Cried Wolf; The Good Samaritan)

Step Four: Students Write the Introduction

Ask students to get out their handouts of maxims. Then tell those who have ideas to begin writing their introduction while you confer with each undecided student. Have the undecided fill out a questionnaire (see Appendix for a sample) to help them identify their “foundations for life.” After the students have focused on the topic it should be easier for them to go back to the handout and pick a quote. Direct the students to complete their introductory paragraphs for homework.

Teacher Tip: Be patient. This may be the hardest step for some of your students. A winning idea may be born today in your classroom!

Step Five: Explain the Supporting Paragraphs

Review the use of transitions and the mechanics for incorporating quotes. Suggest the following methods for developing the supporting paragraphs. Each supporting paragraph can:

- describe a different point
- illustrate the importance of the Foundations for Life value in different areas of a student’s life
- discuss different experiences or famous individuals who exemplify a Foundations for Life value
- continue the development of an analogy

Advanced students may use other methods. While students are writing, check completed introductions and work with students who need help. Ask students to complete their first supporting paragraph by the next time you plan to have them work on their essays.

Teacher Tip: Point out grammatical and mechanical errors as you check. You will significantly reduce errors on the rough draft.

Step Six: Students Write the Supporting Paragraphs

Briefly review pronoun-antecedent agreement and pronoun case and remind students to avoid the impersonal “you.” Tell students to check their papers for pronoun errors. While they continue to work on their supporting paragraphs, circulate and help students on a one-on-one basis.

Step Seven: Explain the Concluding Paragraph

Remind students that the concluding paragraph should parallel the introduction. Students can refer again to the quote, role model, experience or analogy mentioned in the first paragraph. They can also make a concluding statement about each of the supporting paragraphs. Remind students to be thinking of titles for their essays. Have students write their conclusions while you continue to check for errors and offer suggestions.

Step Eight: Students Write the Rough Draft

To allow yourself room to make corrections, have students write their rough drafts on every other line (or to double space, if typing).

Teacher Tip: Allow yourself plenty of time between steps eight and nine to check papers.

Step Nine: Students Write the Final Draft

Return the rough drafts on which you have marked errors and suggested improvements. Direct students to type or rewrite the final draft and submit it for a grade.

If your students are participating in a contest: Instruct them to type the final draft or rewrite it in blue or black ink (note that national submissions must be typed). Tell them to write on every line, to number each page after the first and NOT to write on the backs of pages or put their names anywhere on their essay. Inform students once again of the contest deadline.

Teacher Tip: Ask students to hand in their essays three to five days before the actual contest deadline to avoid late entries.

Step Ten: Debrief

Discuss the writing experience. Ask students to share what it meant to them and what they learned from writing about their “foundations for life.” Urge students to think about the ways in which writing about their values will impact their behavior and their relationships with others.

If your students are participating in a contest: Have them complete the Foundations for Life National Contest Entry Form (see Appendix) and staple it to their essays. Most students will have worked hard on their essays, and you should commend them for their efforts.

Personal Narrative Planning

Associate Foundations for Life maxims with various character traits to guide your class assignments. These traits might include: the Six Pillars of Character (trustworthiness, respect, responsibility, fairness, caring and citizenship), courage, altruism, humility and leadership.

For instance, you could present the maxim below on courage and discuss it with the class. Then have students write about how it applies to an event in their lives that required them to show courage. (See the sample essay below.)

*You gain strength, courage and confidence by every experience
in which you really stop to look fear in the face. You must
do the thing which you think you cannot do.*

— Eleanor Roosevelt, American diplomat, humanitarian and First Lady (1884-1962)
Foundations for Life Middle and High School Edition, Issue 3, #14

Sample Personal Narrative: “Courage at the Arcade”

Though I’m not the bravest person in the world, I do know that at times in my life, I’ve had to step up to the plate and be courageous. One such time was when I was at the arcade with my friends.

On a hot and humid Saturday evening, I walked with my two friends, Dianne and Joyce, to the arcade. Although I had just showered, I was drenched with sweat. We were looking forward to playing at the air-conditioned arcade.

When we arrived at the arcade, Dianne dug into her pockets and realized that she had forgotten the gift certificate. Without Dianne’s gift certificate, we had no money to play the games. “I know,” suggested Joyce, “We don’t need money.” Joyce had something up her sleeve.

Joyce dragged us over to the change machine and motioned me to stand watch. She slipped a nail file from her pocket and began picking the lock. I couldn’t believe my eyes. I knew what we were doing was wrong, but if I spoke up, Joyce and Diane would think I was a sissy. However, if I didn’t stop her, I would feel guilty for the rest of my life.

I looked at Diane and then at Joyce. “I can’t be a part of this. I’m sorry,” I muttered and began walking away. Joyce yelled for me to come back, but I just couldn’t. I ran out of the arcade and into the sweltering heat. With each step, tears streamed down my face.

The next day, Joyce was waiting for me. “About last night,” Joyce whispered, “you did the right thing. Thanks for having the guts to walk away.” She went on to say how she and Dianne left the arcade right after me, dropping the nail file on the way out.

I guess I learned a valuable lesson. Sometimes when you have the guts to show courage, others will do the same.

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(www.sopriswest.com)

Quotation and Response

“Quotation and Response” gives students an opportunity to select quotations and reflect on what they are reading.

The process is simple: Fold a piece of paper in half. Tell students to find a quotation and write it on the left half, and then write their response on the right.

Maureen E. Auman, author of the Step Up to Writing teaching manual, explains how she has used this approach: “To help students learn this strategy, I model with quotations I have selected. We also work together in class. We select quotations together and practice responses. Students learn a great deal throughout the year as they share quotations and responses.” Here is an adaptation of how she explains the assignment to students:

Quotation	Response
On this side, copy the quotation.	On this side, write your response. The response is not a right or wrong answer. Just write what you feel, like, dislike or agree with. If you think the quote poses a problem, offer a solution.

What should I quote? Select something that:

- Makes you mad
- Surprises you
- You disagree with
- You agree with
- You feel is incorrect
- Is expressed in an unusual, catchy way
- Is important for other people to know
- You would like to talk about
- Reminds you of a similar situation

Note: Quoting from what you are reading does not mean that you have to find something with quotation marks around it. It means finding a complete sentence or part of a sentence (with or without quotation marks) that you copy word-for-word.

Adapted with permission from Sopris West Educational Services
(www.sopriswest.com)

Note Cards for Quoted Material

Maxims — as well as all quoted material — enrich biographical sketches, research papers and newspaper articles. But they must be properly attributed, and students should learn an effective, systematic way of doing that.

Use the sample below as a model for how students can collect quotations and keep track of them on 3 x 5 index cards.

Code the note cards with numbers, letters or the author's name in a corner at the top of the card.

	Author: Jane Smith
"All reptiles have their place in nature."	
Source: The Big Book of Reptiles	
Page: 17	

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(www.sopriswest.com)

6+1 Trait® Writing Continuum

Foundations for Life uses the 6+1 Trait® Writing framework as the assessment rubric for its annual National Essay Contest. These traits, outlined below, are also addressed in the weekly writing prompts and monthly lesson plans at www.FFL-essays.org.

The section below is reprinted from the Northwest Regional Educational Laboratory's website, which offers extensive information on this writing model.

The 6+1 Trait Writing framework is a powerful way to learn and use a common language to refer to characteristics of writing as well as create a common vision of what good writing looks like. Teachers and students can use the 6+1 Trait model to pinpoint areas of strength and weakness as they continue to focus on improved writing.

Ideas

The Ideas are the heart of the message, the content of the piece, the main theme, together with all the details that enrich and develop that theme. The ideas are strong when the message is clear, not garbled. The writer chooses details that are interesting, important, and informative—often the kinds of details the reader would not normally anticipate or predict. Successful writers do not tell readers things they already know; e.g., “It was a sunny day, and the sky was blue, the clouds were fluffy white ...” They notice what others overlook, seek out the extraordinary, the unusual, the bits and pieces of life that others might not see.

Organization

Organization is the internal structure of a piece of writing, the thread of central meaning, the pattern, so long as it fits the central idea. Organizational structure can be based on comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns. When the organization is strong, the piece begins meaningfully and creates in the writer a sense of anticipation that is, ultimately, systematically fulfilled. Events proceed logically; information is given to the reader in the right doses at the right times so that the reader never loses interest. Connections are strong, which is another way of saying that bridges from one idea to the next hold up. The piece closes with a sense of resolution, tying up loose ends, bringing things to closure, answering important questions while still leaving the reader something to think about.

Voice

The Voice is the writer coming through the words, the sense that a real person is speaking to us and cares about the message. It is the heart and soul of the writing, the magic, the wit, the feeling, the life and breath. When the writer is engaged personally with the topic, he/she imparts a personal tone and flavor to the piece that is unmistakably his/hers alone. And it is that individual something—different from the mark of all other writers—that we call voice.

Word Choice

Word Choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. In good descriptive writing, strong word choice clarifies and expands ideas. In persuasive writing, careful word choice moves the reader to a new vision of things. Strong word choice is characterized not so much by an exceptional vocabulary that impresses the reader, but more by the skill to use everyday words well.

Sentence Fluency

Sentence Fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye. How does it sound when read aloud? That's the test. Fluent writing has cadence, power, rhythm, and movement. It is free of awkward word patterns that slow the reader's progress. Sentences vary in length and style, and are so well crafted that the writer moves through the piece with ease.

Conventions

Conventions are the mechanical correctness of the piece—spelling, grammar and usage, paragraphing (indenting at the appropriate spots), use of capitals, and punctuation. Writing that is strong in conventions has been proofread and edited with care. Handwriting and neatness are not part of this trait. Since this trait has so many pieces to it, it's almost a holistic trait within an analytic system. As you assess a piece for convention, ask yourself: "How much work would a copy editor need to do to prepare the piece for publication?" This will keep all of the elements in conventions equally in play. Conventions is the only trait where we make specific grade level accommodations.

Presentation

Presentation combines both visual and verbal elements. It is the way we "exhibit" our message on paper. Even if our ideas, words, and sentences are vivid, precise, and well constructed, the piece will not be inviting to read unless the guidelines of presentation are present. Think about examples of text and presentation in your environment. Which signs and billboards attract your attention? Why do you reach for one CD over another? All great writers are aware of the necessity of presentation, particularly technical writers who must include graphs, maps, and visual instructions along with their text.

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(www.nwrel.org)

Make Foundations for Life the Focus of Your Standards-Based Writing Instruction

Research shows that teachers who shift from focusing on the surface features of writing in preparation for standardized tests to focusing on underlying writing skills actually increase their students' success on tests*.

Go beyond the surface by emphasizing critical thinking and character education in maxim-based writing activities.

- Examine your scope and sequence and determine which writing genre needs to be addressed.
- Choose a Foundations for Life quotation and discuss various interpretations of it with students.
- Discuss how one or more of the Six Pillars of Character might be related to the quotation.
- After the class discussions, have the students focus on the maxim in a writing activity.

Here are some examples, reprinted from the Weekly Writing Prompts section of the Foundations for Life website:

Story

*Unless someone like you cares a whole awful lot,
nothing is going to get better. It's not.*

— Dr. Seuss, pen name of Theodor Seuss Geisel, American author
and illustrator of children's books (1904-1991) (from *The Lorax*)
[Foundations for Life, Volume 1, Issue 2, #24]

Focus Pillar: Caring

An alien has landed from outer space and enrolled in your class. During the Valentine's Day party, you notice there aren't any cards in his box because the other kids think he is different. Write a story about the party and how you will solve the problem. Include the following:

- Characters, setting, plot
- Problem, rising action, solution
- Descriptive language

*See J. Anderson's "Helping Writers Find Power," *Educational Leadership* 63 (2006), pp. 70-73.

Friendly Letter

*Kind hearts are the gardens,
Kind thoughts are the roots,
Kind words are the flowers,
Kind deeds are the fruits.
Take care of your garden
And keep out the weeds.
Fill it with sunshine,
Kind words and kind deeds.*

— Henry Wadsworth Longfellow, American poet (1807-1882)
[Foundations for Life, Volume 1, Issue 2, Maxim #26]

Focus Pillar: Caring

Write a letter to a friend, teacher or family member thanking them for the nice things they do for you. Include the following:

- Heading
- Greeting
- Body
- Closing
- Signature

Expository

No one has ever become poor by giving.

— Anne Frank, young Jewish girl who maintained a diary about her family's experience hiding from the Nazis during World War II (1929-1945)
[Foundations for Life, Volume 1, Issue 1, #13]

Focus Pillar: Citizenship

This year a large group of refugees enrolled in your school. Other students often make fun of them and the kids don't feel like they belong. You are in charge of the school tolerance club. Your job is to come up with activities to help all the students get along and have fun at school. You will need to present these ideas at the next student council meeting. Write your ideas in the following format:

- A persuasive paragraph explaining why the school needs these activities
- A list of three activity ideas including a brief description of how and where they will take place

Suggestions for Using Foundations for Life With Popular Reading Programs

“Unless we help students develop critical thinking skills and see the connections to other contexts, they will merely be skimming the surface of a story.”

— Jane Gilness, author of “How to Integrate Character Education Into the Curriculum”
(Phi Delta Kappan, v. 85, 2003, pp. 243-245)

The regular use of maxims in the classroom encourages students to analyze stories and other texts and to connect them with timeless truths. When examining your reading curriculum, focus on the critical thinking components. Tell students to locate Foundations for Life maxims that correspond with the actions and events expressed in each piece of literature.

The following is a sampling of popular programs and strategies you can use to integrate Foundations for Life into your reading and writing curricula.

Houghton Mifflin Reading

Examining Themes

Associate maxims with themes of instruction. Allow students to relate the maxims to the actions of characters in the story. For example, when introducing the grade 6 “Courage” unit, highlight relevant Foundations for Life maxims for discussion.

To ignore evil is to become an accomplice to it.

— Martin Luther King, Jr., African-American Baptist minister and leader of the civil rights movement (1929-1968)

The strong man is not the good wrestler; the strong man is only the one who controls himself when he is angry.

— Muhammad, founder of Islam (c. 570-632)

Responding

While completing the “Connecting/Comparing” critical thinking component, allow students to choose a maxim that exemplifies characters from both of the designated stories. Allow them to briefly explain why they chose the quotation.

For more information on Houghton-Mifflin Reading, visit www.hmco.com.

SRA Open Court Reading

Concept/Question Board

Use maxims on your Concept/Question Board. This allows students to categorize their interpretations of the words of others and to relate them to the assigned weekly story. While discussing a particular unit, tell students to choose quotations that are most relevant to the topic. Ask students to explain their choices. Example:

FRIENDSHIP Grade 3

Concept	Question
<p>The only way to have a friend is to be a friend. – Ralph Waldo Emerson, American essayist, philosopher and poet (1803-1882)</p> <p>It takes a great deal of courage to stand up to your enemies, but a great deal more to stand up to your friends. – Professor Dumbledore in Harry Potter and the Sorcerer’s Stone</p> <p>You have brains in your head. You have feet in your shoes. You can steer yourself Any direction you choose. – Dr. Seuss, pen name of Theodor Seuss Geisel, American author and illustrator of children’s books (1904-1991) (from Oh! The Places You’ll Go!)</p>	

Theme Connections

When examining the critical thinking components of the story, allow students to incorporate maxims into their responses, especially when recording items in their writing journals.

For more information on SRA Open Court Reading, visit www.sraonline.com.

Harcourt Trophies

Making Connections

When comparing the focus text with other pieces of literature throughout the unit, have students pull a maxim relative to the theme being explored. For example, the “Distant Voyages” grade 5 edition examines the topic of protecting the planet. Integrate maxims connected to environmentalism into the critical thinking component of the lesson. For example:

If you're not part of the solution, you're part of the problem.
— Eldridge Cleaver, civil rights activist and writer (1935-1998)
[Foundations for Life, Volume 1, Issue 2, #30]

Vocabulary-Writing Connection

Pick a maxim that is appropriate for the “Vocabulary-Writing Connection” assignment. Read it with students and allow them to provide their interpretations. This will encourage critical thinking before students work on the specified genre independently. For example:

Beauty is in the eye of the beholder.
— Margaret Wolfe Hungerford, Irish writer (1855-1897)

“Vocabulary-Writing Connection,” Harcourt Trophies Distant Voyages, Grade 5 —
Iditarod Dream by Ted Wood

Some pets resemble their owners. What kind of pet would most resemble you? List your reasons.

For more information on Harcourt Trophies, visit www.harcourtschool.com.

Part III

Appendix

Timeless Truths for Everyday Living

Teacher's Maxim Reference

Volume E-1, Issue 1

- E1.1.1 **1** *Most people see what is, and never see what can be.* -
- Albert Einstein, German-born physicist, Nobel Prize-winning formulator of the theory of relativity, and peace advocate (1879-1955)
- E1.1.2 **2** *When life gets you down do you wanna know what you've gotta do? Just keep swimming. Just keep swimming, swimming, swimming.* -
- Dory from Finding Nemo
- E1.1.3 **3** *Admitting that you were wrong is just another way of saying that you are wiser today than yesterday.* -
- Unknown
- E1.1.4 **4** *When one helps another, both gain in strength.* -
- Ecuadorian proverb
- E1.1.5 **5** *You really can change the world if you care enough.* -A
- Marian Wright Edelman, African-American lawyer, civil rights activist, and founder of the Children's Defense Fund (b. 1939)
- E1.1.6 **6** *No matter how much you know, there's always more to learn.* -A
- Michael Josephson, American ethicist, author, radio commentator, and founder of CHARACTER COUNTS! and the Josephson Institute (b. 1942)
- E1.1.7 **7** *Actions speak louder than words.* -
- American proverb
- E1.1.8 **8** *Beauty is in the eye of the beholder.* -
- Margaret Wolfe Hungerford, Irish writer (1855-1897) (from Molly Bawn)
- E1.1.9 **9** *Plenty of people miss their share of happiness, not because they never found it, but because they didn't stop to enjoy it.* -
- William Feather, American writer (1889-1981)
- E1.1.10 **10** *Action is the antidote to despair.* -
- Joan Baez, American folk singer (b. 1941)
- E1.1.11 **11** *Don't cry because it's over. Smile because it happened.* -A
- Dr. Seuss, pen name of Theodor Seuss Geisel, American author and illustrator of children's books (1904-1991)
- E1.1.12 **12** *Hope for the best and prepare for the worst.* -
- Thomas Norton, English poet and politician (1532-1584)
- E1.1.13 **13** *No one has ever become poor by giving.* -
- Anne Frank, Jewish girl who kept a diary while hiding from the Nazis during World War II (1929-1945)
- E1.1.14 **14** *It matters not what someone is born, but what they grow to be!* -
- Professor Dumbledore, in Harry Potter and the Goblet of Fire

- E1.1.15 *A friend in need is a friend indeed.* -
- Quintus Ennius, Roman poet (239-169 B.C.)
- E1.1.16 *Everyone has an opportunity to be great because everyone has an opportunity to serve.* -A
- Martin Luther King, Jr., African-American minister and leader of the civil rights movement (1929-1968)
- E1.1.17 *If we had no winter, the spring would not be so pleasant.* -
- Anne Bradstreet, American poet (c. 1612-1672)
- E1.1.18 *Do or do not. There is no try.* -
- Yoda, in Star Wars: The Empire Strikes Back
- E1.1.19 *Don't judge a book by its cover.* -
- English proverb
- E1.1.20 *If at first you don't succeed, try, try again. If at first you do succeed, try something harder.* -
- Unknown
- E1.1.21 *You can't unscramble eggs.* -
- John Pierpont Morgan, American financier (1837-1913)
- E1.1.22 *Think forward! Concentrate on who you want to be and where you want to go, not on who you were or where you've been.* -
- Michael Josephson, American ethicist, author, radio commentator, and founder of CHARACTER COUNTS! and the Josephson Institute (b. 1942)
- E1.1.23 *Honesty is the best policy.* -A
- Miguel de Cervantes, Spanish author (1547-1616) (from Don Quixote)
- E1.1.24 *When spider webs unite they can tie up a lion.* -
- Ethiopian proverb
- E1.1.25 *I meant what I said, and I said what I meant. An elephant's faithful, one hundred percent.* -A
- Dr. Seuss, pen name of Theodor Seuss Geisel, American author and illustrator of children's books (1904-1991) (from Horton Hatches the Egg)
- E1.1.26 *Don't count your chickens before they are hatched.* -
- Aesop, legendary Greek author of fables (6th century B.C.)
- E1.1.27 *We hate some persons because we do not know them, and will not know them because we hate them.* -
- Charles Caleb Colton, British clergyman and author (c. 1780-1832)
- E1.1.28 *An ant on the move does more than a dozing ox.* (2-C)
- Mexican proverb
- E1.1.29 *There's a hero in all of us, that keeps us honest, gives us strength, makes us noble, and finally allows us to [live] with pride.* (2-B)
- Aunt May Parker, in Spider-Man 2
- E1.1.30 *It takes less time to do a thing right than to explain why you did it wrong.* (1-B)
- Henry Wadsworth Longfellow, American poet (1807-1882)

GLOSSARY

antidote – cure

beholder – person who looks

despair – misery, gloom

dozing – sleeping

noble – dignified

opportunity – chance

Timeless Truths for Everyday Living

Teacher's Maxim Reference

Volume E-1, Issue 2

E1.2. **1** Fall seven times, stand up eight. (1-C)
– Japanese proverb

E1.2. **2** *Character is doing the right thing even when it costs more than you want to pay.* (2-C)
– Michael Josephson, American ethicist, author, radio commentator, and founder of CHARACTER COUNTS! and the Josephson Institute (b. 1942)

E1.2. **3** Our prime purpose in this life is to help others. And if you can't help them, at least don't hurt them. (2-A)
– The Dalai Lama, Tibetan religious leader (b. 1935)

E1.2. **4** *One of the things I learned the hard way was that it doesn't pay to get discouraged. Keeping busy and making optimism a way of life can restore your faith in yourself.* (2-B)
– Lucille Ball, American actress (1911-1989)

E1.2. **5** What is wrong today won't be right tomorrow. (1-A)
– Dutch proverb

E1.2. **6** *Trust yourself. Think for yourself. Act for yourself. Speak for yourself. Be yourself.* (1-A)
– Marva Collins, African-American educator (b. 1936)

E1.2. **7** The best advice is a good example. (1-B)
– adapted from Ossie Davis, African-American actor, film director, and activist (1917-2005)

E1.2. **8** *The here and now is all we have, and if we play it right it's all we'll need.* -
– Ann Richards, former governor of Texas (b. 1933)

E1.2. **9** *Quitters never win, and winners never quit.* -A
– Unknown

E1.2. **10** *It takes a great deal of courage to stand up to your enemies, but a great deal more to stand up to your friends.* -
– Professor Dumbledore, in Harry Potter and the Sorcerer's Stone

E1.2. **11** *The grass is always greener on the other side of the fence.* -
– American proverb

E1.2. **12** *Success is 10 percent inspiration and 90 percent perspiration.* -
– Thomas Edison, American inventor (1847-1931)

LO A Y

a oiding – staying away from

deeds – actions

great deal – a lot

humanity – people

inspiration – brilliant idea

optimism – positive attitude

perspiration – sweat

prime – main, most important

restore – to put back; to repair

- E1.2.13
You have brains in your head.
You have feet in your shoes.
You can steer yourself
Any direction you choose. -A
– Dr. Seuss, pen name of Theodor Seuss Geisel, American author and illustrator of children’s books (1904-1991) (from Oh! The Places You’ll Go!)
- E1.2.14
Two wrongs don’t make a right. -
– English proverb
- E1.2.15
Fear is the path to the dark side. Fear leads to anger. Anger leads to hate. Hate leads to suffering.
– Yoda, in Star Wars: The Phantom Menace
- E1.2.16
Never look down on people unless you’re helping them up. *
– Jesse Jackson, African-American political activist and preacher (b. 1941)
- E1.2.17
It’s not enough to know how to ride — one must also know how to fall.
– Mexican proverb
- E1.2.18
The secret of success is not avoiding mistakes but learning from them.
– Michael Josephson, American ethicist, author, radio commentator, and founder of CHARACTER COUNTS! and the Josephson Institute (b. 1942)
- E1.2.19
If we want a love message to be heard, it has got to be sent out. To keep a lamp burning, we have to keep putting oil in it. -
– Mother Teresa, Albanian-born Indian missionary nun, recipient of the Nobel Peace Prize (1910-1997)
- E1.2.20
Harry: The Sorting Hat only put me in Gryffindor because I asked not to go in Slytherin.
Professor Dumbledore: Exactly. It is our choices that show what we truly are, far more than our abilities. -
– Harry Potter and the Chamber of Secrets
- E1.2.21
Parents can only give good advice or put them on the right paths, but the final forming of a person’s character lies in their own hands. -
– Anne Frank, Jewish girl who kept a diary while hiding from the Nazis during World War II (1929-1945)
- E1.2.22
An important part of who you are is what you want to be. -
– Unknown
- E1.2.23
Knowledge itself is power. -
– Francis Bacon, English statesman, writer, and philosopher of science (1561-1626)
- E1.2.24
Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not. -A
– Dr. Seuss, pen name of Theodor Seuss Geisel, American author and illustrator of children’s books (1904-1991) (from The Lorax)
- E1.2.25
You find what you look for: good or evil, problems or solutions. -
– Sir John Templeton, American-born British financier (b. 1912)

* We have modified this maxim slightly so that it applies to boys and girls.

E1.2. **26** *Kind hearts are the gardens,
Kind thoughts are the roots,
Kind words are the flowers,
Kind deeds are the fruits.
Take care of your garden
And keep out the weeds,
Fill it with sunshine,
Kind words and kind deeds.* (2-B)
– Henry Wadsworth Longfellow, American poet (1807-1882)

E1.2. **27** Everybody thinks of changing humanity and nobody thinks of changing oneself.* (2-B)
– Leo Tolstoy, Russian novelist (1828-1910)

E1.2. **28** *With great power comes great responsibility.* (1-B)
– Uncle Ben to Peter Parker, in Spider-Man

E1.2. **29** One can never know enough. The unknown and its call lie even in what we know. (2-C)
– Eduardo Chillida, Spanish sculptor (1924-2002)

E1.2. **30** *When eating a fruit, think of the person who planted the tree.* (1-C)
– Vietnamese proverb

E1.2. **31** *You have been my friend. That in itself is a tremendous thing. I wove my webs for you because I liked you. After all, what's a life, anyway? We're born, we live a little while, we die. A spider's life can't help being something of a mess, with all this trapping and eating flies. By helping you, perhaps I was trying to lift up my life a trifle. Heaven knows anyone's life can stand a little of that.*
– Charlotte, in "Charlotte's Web" by E.B. White

E1.2. **32** Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal
– Abraham Lincoln, 16th U.S. president (1809-1865), Gettysburg Address on November 19, 1863

E1.2. **33** *I have seen that in any great undertaking it is not enough for a man to depend simply upon himself.*
– Lone Man (Isna-la-wica) Teton Sioux

E1.2. **34** *There is a world of experiences awaiting us if we take the time to take part in them...Age does not determine what we know.*
– Rosa Parks, American civil rights leader (1913-2005)

E1.2. **35** Anyone who wants to make a difference in the world can do it. There are many ways to serve.
– Songhai tribe proverb

* We have modified this maxim slightly so that it applies to boys and girls.



- E1.2. **36** *She was a girl who could not wait. Life was so interesting she had to find out what happened next.*
– Beverly Cleary on Ramona, in *Ramona the Pest*
-
- E1.2. **37** *It was true that many once-green areas were now black and gray. Yet it was also true that they were not ruined. Instead, they were beginning again, starting over, as they had many times in the past. Fire has always been part of the Yellowstone region. Wildfire has shaped the landscape and renewed it.*
– Patricia Lauber on the Yellowstone wildfire of 1988 (from “Summer of Fire”)
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- E1.2. **38** Leave nothing for tomorrow which can be done today.
– Abraham Lincoln, 16th U.S. president (1809-1865)
-
- E1.2. **39** No one knows the story of tomorrow’s dawn.
– Ashanti tribe proverb
-
- E1.2. **40** I would have been better pleased if you had never made such promises than that you should have made them and not performed them.
– Chief Shingwaukonse (“Little Pine”), Native American leader of the Ojibway community (1790-1854)

Key to Maxim Coding

Vocabulary/Syntax

- 1 – Vocabulary and sentence structure are relatively simple
- 2 – Vocabulary and sentence structure are more complex

Concepts

- A – Literal, no interpretation necessary, conveys a single concept
- B – Requires some interpretation, and/or draws comparison/contrast
- C – Requires subtle figurative interpretation, involves a greater cognitive leap

Short Biographies of Maxim Contributors



Aesop (6th century B.C.)

We know little about the life of Aesop himself, and in fact he may never have existed. What does exist is a collection of fables — short stories that teach a lesson about human nature. Most of them feature animals, such as “The Tortoise and the Hare” and “The Grasshopper and the Ant.” Whether Aesop wrote them or not, the fables are famous. Legend has it that Aesop lived during the 6th century B.C. on the island of Samos (near Greece), and was physically deformed but mentally quick. A slave, he supposedly earned his freedom by demonstrating his exceptional wit. [Adapted from <http://www.answers.com/topic/aesop>]



Francis Bacon (1561-1626)

Francis Bacon was an English philosopher, statesman, and essayist. He began his professional life as a lawyer, and later became an advisor to Queen Elizabeth I and solicitor to King James I. He was also a famed essayist and his terse, often aphoristic prose led some to believe he authored Shakespeare’s plays, a claim few take seriously today. But he is best known as a pioneer of the scientific method, laying out the careful steps scientists should take to discover truth. Ironically, he died from pneumonia after an experiment stuffing chickens with snow to see if the chill would preserve them. [Adapted from http://en.wikipedia.org/wiki/Francis_Bacon]



Joan Baez (b. 1941)

Joan Baez, one of the nation’s best-known folk singers, first won attention for her rich soprano voice at the 1959 Newport Folk Festival. Raised in a Quaker family, she became active in the antiwar and civil rights movements of the 1960s and 70s. She later became famous for songs like “We Shall Overcome” and “The Night They Drove Old Dixie Down.” Time put her on its cover in 1963, and as the Vietnam War intensified, the government arrested her for not paying the military portion of her income tax. She remains politically active and released her latest album in 2003. [Adapted from <http://www.sacbee.com>]



Lucille Ball (1911-1989)

Lucille Ball was best known as Lucy Ricardo in the TV series “I Love Lucy,” but she was also a pioneer for women in Hollywood. Raised in a small town in New York, she left school at 15 to study acting in New York City. Dying her hair blonde, she appeared in a string of movies and developed a knack for fast quips, but roles for female comics were scarce. She met and married Desi Arnaz in 1940, and in 1950 they formed Desilu Productions. “I Love Lucy” debuted in October of 1951, and they had full creative control over the show — an arrangement that was almost unheard of then. Desilu bought the studio RKO in 1957, and Ball became the first female executive to actively run her own production company. In a discussion on her work in comedy, she once noted, “I’m not funny. What I am is brave.” [Adapted from <http://obits.com/balllucille.html>]



Anne Bradstreet (c. 1612–1672)

Born in England, Bradstreet married at 16 and came to America in 1630 with her father and husband, who would both later become governors of Massachusetts. In addition to raising eight children and fulfilling all the duties of a good Puritan wife, Bradstreet found time to write poetry. Though her brother released her first book in England, she later became the first woman published in the colonies. Her early writings bore the heavy stamp of poetic standards of the time, but her later works, exploring religion and personal matters such as childbirth and the death of a grandson, are more original and heartfelt. [Adapted from <http://www.britannica.com/eb/article?tocId=9016126>]



Miguel de Cervantes (1547-1616)

Cervantes was born near Madrid, Spain, into a somewhat privileged family. He traveled to Italy and became a soldier at a time when the Ottoman Empire was gaining power in Europe. He suffered a wound in a famous sea battle, and his left hand never fully recovered. On his way home, pirates captured him and took him to Africa as a slave; he spent five years there until his family was able to ransom him. Upon his return to Spain, he began publishing novels, plays and poetry. He is most famous for the character Don Quixote, a mentally ill nobleman who gallivants across the Spanish countryside under the mistaken impression that he is a knight. Readers for centuries have seen Quixote as a tragic hero pursuing impossible dreams, and this sense of him inspired the Broadway play *The Man of La Mancha*. [Adapted from <http://www.online-literature.com/cervantes/>]



Eduardo Chillida (1924-2002)

Eduardo Chillida was one of the great abstract sculptors of the 20th century. Born in the Basque region of northern Spain, he wanted to be a professional soccer player and played goalie for his hometown team. When an injury ended this dream, he turned to sculpture, retaining a goalie's sense for space. His most famous work may be "The Comb of the Wind," a group of iron claws on rocks at one end of San Sebastian Bay. His monumental sculptures adorn such cities as Barcelona, Paris, Frankfurt, Berlin, Paris, Dallas, and Washington, D.C. [Adapted from <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/WBEUROPEEXTN/SPAINEXTN/>]

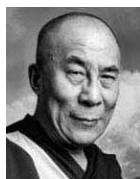


Marva Collins (b. 1936)

Marva Collins is a well-known educator. In 1961 she began teaching in the Chicago schools and quickly grew upset by their neglect of the largely black population of inner-city children. She set strict standards for her students, used traditional approaches like memorization, and challenged young people by assigning them classic works that others considered too hard for them. In 1975 she founded Westside Preparatory in Chicago, an alternative school for African-American children, where she further developed her methods. "60 Minutes" has twice profiled her, and in 1981 Cicely Tyson portrayed her on CBS in "The Marva Collins Story." She is also the coauthor of *Marva Collins' Way*. [Adapted from <http://www.chipublib.org/001hwlc/gisnotableafam.html> and http://search.eb.com/women/articles/Collins_Marva.html]

Charles Caleb Colton (c. 1780-1832)

Reverend Charles Caleb Colton wrote both poetry and prose that was quite popular in his time. He was highly intellectual but also eccentric, and not without flaws; he loved to gossip and gamble. Colton lived mostly in Britain but had to flee creditors and he spent the end of his life in Paris. He ultimately became ill both physically and mentally. Rather than succumb to an operation he was convinced would inflict endless pain, he took his own life. [Adapted from <http://charlescolton.org/bio1.html> and <http://charles-caleb-colton.biography.ms/>]



The Dalai Lama (b. 1935)

The Dalai Lama is the exiled spiritual and political leader of Tibet. Born Lhama Dhondrub in a small village, he won recognition at the age of two as the next Dalai Lama. The authorities trained him as a monk, and in 1950, after 80,000 Chinese troops swarmed into Tibet, the 15-year-old became its political leader. In 1954 he negotiated with Mao Zedong over the future of Tibet, and in 1959, after large anti-Chinese demonstrations, he fled to India with 100,000 refugees. He has since traveled the globe in support of peace and the liberation of Tibet, and has become an internationally renowned figure. He received the Nobel Peace Prize in 1989. [Adapted from <http://www.answers.com/topic/dalai-lama> and <http://library.thinkquest.org/26639/1024/dl.htm>]



Marian Wright Edelman (b. 1939)

After graduating from Yale Law School, Marian Edelman moved to New York City and became an attorney for the Legal Defense and Educational Fund of the National Association for the Advancement of Colored People (NAACP). She later returned to the South and became the first African-American woman to pass the bar in Mississippi. In private practice, she took on civil rights cases and fought for funding of one of the largest Head Start programs in the country. She moved to Washington, D.C., to start her own law firm specializing in the public interest. In 1973, Edelman founded and became president of the Children's Defense Fund (CDF), an organization highly effective in advocating children's rights. She has written several books about social issues and earned numerous humanitarian awards. [Adapted from <http://www.britannica.com/eb/article?tocId=9105740>]



Thomas Edison (1847-1931)

Thomas Edison was the greatest inventor in American history. He had only three months of formal schooling and was a newsboy and telegraph operator when young. Yet he was a famously hard worker, often sleeping only four hours a night, and his inventions altered life around the globe. He created the light bulb, phonograph, and stock ticker, and helped develop motion pictures, the microphone, the typewriter, and the first complete system for distributing electricity. By the end of his life Edison held over 1,300 patents and had grown wealthy from businesses he built on his inventions. His name survives in modern companies like Consolidated Edison ("Con-Ed"), and in 1892 his Edison General Electric Company merged with another firm to form General Electric (GE). [Adapted from <http://www.answers.com> and <http://www.infoplease.com>]



Albert Einstein (1879-1955)

Albert Einstein was the foremost scientist of the 20th century. Named Time magazine's Person of the Century, Einstein developed the revolutionary theory of relativity and his many other achievements earned him fame that was extraordinary for a scientist. Born in Germany, he later worked in the Swiss patent office evaluating applications. There in 1905 he wrote his Nobel Prize-winning paper on the photoelectric effect, as well as the article that introduced the equation $E=mc^2$. When Hitler came to power, Einstein, a non-practicing Jew, fled to the United States where he later became a citizen. He accepted a position at Princeton where he worked unsuccessfully to unify all the laws of physics under one theory. A pacifist, Einstein initially supported the creation of nuclear weapons to stop Hitler, but later called for disarmament. [Adapted from http://en.wikipedia.org/wiki/Albert_Einstein]



Quintus Ennius (239-169? B.C.)

Known as the father of Roman poetry, Ennius aspired to be the Latin equivalent of Greece's famous epic poet, Homer. He wrote the *Annales*, a narrative poem 18 books long about the history of Rome, just 600 lines of which survive. We know he also adapted at least 19 plays from the Greek originals, but only about 420 lines remain of those. Ennius was fluent in three languages: Oscan, Greek, and Latin. He earned a living as a teacher, was friends with leading men in Rome, and took part actively in the literary and intellectual movements of the time. In addition to poetry and plays, Ennius also wrote four books of practical wisdom, philosophy, and fables. Cicero and others admired his work, and his innovations in spelling and poetic meter had a lasting influence. [Adapted from <http://www.britannica.com/eb/article?tocId=9032688>]

William Feather (1889-1981)

William Feather was an American writer and the publisher of *William Feather* magazine.



Anne Frank (1929-1945)

No one has left quite as immediate and humane an account of the Nazi horror as Anne Frank. She was a German-Jewish teenager who, with her family and four others, hid for 25 months during World War II in rooms above her father's Amsterdam office. During this time she recorded her feelings and experiences in a diary. After a betrayal, the Nazis arrested Anne, her family, and the others and deported them to concentration camps. In March of 1945, nine months after arrest, Anne Frank died of typhus at Bergen-Belsen. She was 15. Her diary, saved during the war by a family helper, was published in 1947. Today, it has been translated into 67 languages and is one of the most widely read books on earth. [Adapted from <http://www.jafi.org.il>]



Margaret Wolfe Hungerford (1855-1897)

Margaret Wolfe Hungerford was an Irish author known mainly today for a single line: "Beauty is in the eye of the beholder." Daughter of a clergyman, she married a Dublin attorney and the couple had three daughters before he left for the United States. She then married Thomas Hungerford. His father disapproved of the union, so they moved to a tiny rural town and she took up writing to help bring in money. Her famous sentence appeared in her 1878 novel *Molly Bawn*. She died of typhoid fever in 1897. [Adapted from <http://www.askaboutireland.com/pilots/four/clon-museum.html>]



Jesse Jackson (b. 1941)

The Rev. Jesse Jackson is one of the major civil rights activists of our time. Raised by a single mother, he endured ridicule from classmates as "a nobody who had no daddy," and as a result he developed great perseverance and sympathy for the wronged. He became a Baptist minister and later an aide to Martin Luther King, Jr., and he was with Dr. King at his 1968 assassination in Memphis. Founder of the nonprofit PUSH (People United to Save Humanity), the Rev. Jackson has conducted several unofficial U.S. diplomatic missions. In 1999, for instance, he helped win freedom for three U.S. military prisoners in Yugoslavia. In his runs for president in 1984 and 1988, he gained more votes than any other African-American candidate in history. [Adapted from <http://www.answers.com/topic/jesse-jackson-sr>]



Michael Josephson (b. 1942)

Michael Josephson is a founder of the modern U.S. character-education movement and one of the nation's premier ethicists. After earning his law degree from UCLA he became the youngest tenured law professor in the country. He also launched a successful bar review company. But in the mid-1980s, seeking to go beyond success to significance, he left these careers and began a quest to improve ethical decision making in society. He founded the Joseph & Edna Josephson Institute of Ethics, named after his parents, and *CHARACTER COUNTS!* — today the most widely-implemented character education framework in the country. He also started the *CHARACTER COUNTS!* Coalition, an alliance of over 500 organizations including National 4-H, Little League, YMCA of the USA, and many others. His daily radio commentaries on ethics have won two Gabriel Awards and reach listeners all over the world. He is much sought after as a speaker and the major national media often call on him for interviews.



Martin Luther King, Jr. (1929-1968)

Martin Luther King, Jr. was the leader of the civil rights movement and one of the most eloquent orators in U.S. history. A Baptist minister, he earned his doctorate in theology the same year that the Montgomery bus boycott vaulted him to national prominence. Inspired by Gandhi's example of nonviolent resistance, he was arrested some 20 times for acts of civil disobedience. He led mass demonstrations in Birmingham, Alabama, and as a result President Kennedy proposed the Civil Rights Act, one of the most important statutes in our nation's history. It gave the federal government the power to override states and protect the rights of minorities. In 1963 Dr. King delivered his renowned "I Have a Dream" speech to 250,000 protesters on the Mall in Washington, D.C., and a year later he received the Nobel Peace Prize. As his power grew, more militant activists like Malcolm X challenged his methods and the FBI kept close watch on him. In 1968 a petty criminal assassinated him, triggering worldwide grief and riots in dozens of cities. Today his birthday is a national holiday. [Adapted from http://www.stanford.edu/group/King/about_king/]



Henry Wadsworth Longfellow (1807-1882)

Henry Wadsworth Longfellow was the most popular American poet of the 19th century, and in fact the first professional American poet. As a youth he wrote his Congressman father, "The fact is, I most eagerly aspire after future eminence in literature; my whole soul burns most ardently for it, and every earthly thought centers in it." His best-known work is "The Song of Hiawatha," famed for its jumpy singsong. A number of his phrases, such as "ships that pass in the night" and "the patter of little feet," have entered the language. In 1877, people in all corners of the nation celebrated his 70th birthday. [Adapted from <http://www.kirjasto.sci.fi/long.htm>]



John Pierpont Morgan (1837-1913)

Commonly known as J.P., Morgan was the most influential banker in American history. He created a vast financial and industrial empire, which included U.S. Steel, the first ever billion-dollar corporation. He was active in the manufacturing, mining, insurance, shipping, and communications sectors. In the financial world, he secured foreign investments that advanced the construction of railroads and enabled the United States to pay off its enormous debt from the Civil War. He was so powerful that he single-handedly brought together bankers from all over the country in 1907 to dispel a growing panic that threatened the entire economy. However, the government became concerned that he had too much control and soon after it created the central bank known as the Federal Reserve. Morgan was also famous as an art collector and philanthropist. He made generous donations to several museums, and on his death he left a large part of his art collection to the Metropolitan Museum of Art. It is now on display in its own wing. [Adapted from http://encarta.msn.com/encyclopedia_761569415/Morgan_John_Pierpont.html]

Thomas Norton (1532-1584)

Thomas Norton was the coauthor of the earliest English tragedy, *Gorboduc*, as well as a lawyer, politician, and censor. Educated at Cambridge, in 1555 he married the daughter of the Archbishop of Canterbury. He had written poetry since 18, and in 1561 actors performed *Gorboduc* before Queen Elizabeth. In 1562 Norton became a member of Parliament, and grew active politically. He was the official censor from 1581 onward and his eager persecution of Catholics earned him the nickname “Rackmaster-General.” Worried by his extreme Puritanism, the government threw him into the Tower, its main prison. He was released, but his health had deteriorated, and he died in 1584. [Adapted from http://48.1911encyclopedia.org/N/NO/NORTON_THOMAS.htm]

**Ann Richards (b. 1933)**

Ann Richards was the first female governor of a major U.S. state, Texas. She attended Baylor University on a debate scholarship and in the early 1970s, after raising four children, she launched her political career. Renowned for her folksy humor, Richards won election to the first of two terms as Texas state treasurer in 1982. She first entered the national spotlight with her keynote address at the 1988 Democratic National Convention. Richards became governor of Texas in 1990, but lost her reelection bid in 1994 to George W. Bush. She learned she had osteoporosis in 1996, after breaking her hand and ankle, and now frequently advises at-risk women how to avoid the condition. [Adapted from <http://www.answers.com/topic/ann-richards>]

**Dr. Seuss (1904-1991)**

Theodor Seuss Geisel worked as an illustrator and humorist for *Life*, *Vanity Fair*, and other publications. He served in the Army during World War II as a documentary filmmaker, and on his return he became an editorial cartoonist in New York City. In 1958 Geisel started his own company and would eventually publish 44 funny and educational children’s books, including *The Cat in the Hat* and *Green Eggs and Ham*. He made up nonsense words and drew wacky animal characters to amuse and teach in an appealing way. He often used repetition, which made his books well-suited for beginning readers. Geisel also designed and produced several cartoons for television based on his books. [Adapted from <http://www.nea.org/readacross/resources/seussbiography.html>]

**Sir John Marks Templeton (b. 1912)**

Sir John Marks Templeton is a pioneer in both financial investments and spiritual endeavors, and has spent a lifetime encouraging open-mindedness. A graduate of Yale and Oxford (where he was a Rhodes Scholar and has endowed Templeton College), he began his Wall Street career in 1937 and built some of the world’s largest and most successful investment funds. Known for his creativity and wisdom as an investor, Templeton promoted widespread stock ownership. He sold his funds in 1992 and is now a full-time philanthropist living as a naturalized British citizen in Nassau, the Bahamas. In 1987 he launched a student essay contest in his hometown of Winchester, Tennessee, to encourage young people to reflect and write about “laws of life,” indisputable principles that govern morality. The contest has spread to communities and schools around the world. Sir John is also the author or editor of more than a dozen books, including *Worldwide Laws of Life*, a collection of 200 spiritual principles drawn from thinkers ranging from Socrates to Benjamin Franklin. [Adapted from: http://www.templeton.org/sir_john_templeton/index.asp]



Mother Teresa (1910-1997)

Called “the saint of the gutters,” Blessed Mother Teresa of Calcutta has become a byword for charity and compassion. Born Agnes Gonxha Bojaxhiu in Macedonia, she donned a nun’s habit at 18. She taught at a Catholic high school in Calcutta for 17 years before dedicating her life to working with the poorest and sickest individuals. Lacking funds, she started an open-air school for slum children. Donors recognized her efforts, enabling her to continue and expand the reach of her aid. In 1950 she started her own order, the Missionaries of Charity, which grew from 12 people to thousands in 450 centers across the globe. Inspired by Mother Teresa’s example, members of this order provide help in near-hopeless circumstances created by the worst diseases and natural disasters. Mother Teresa continued her benevolent work well into her eighties and received the Nobel Peace Prize in 1979 for “bringing help to suffering humanity.” [Adapted from <http://nobelprize.org/peace/laureates/1979/teresa-bio.html> and <http://www.cnn.com/WORLD/9709/05/mother.teresa/>]



Leo Tolstoy (1828-1910)

Leo Tolstoy was perhaps the greatest novelist in history. Born into Russian nobility, he began writing fiction in the 1850s. He served as an army officer in the Crimean War, and his book *Sevastopol Sketches* was an insightful portrait of the conflict. After traveling in Europe, Tolstoy returned to the family estate, raised a family, and wrote his most famous novels, *War and Peace* and *Anna Karenina*. Tolstoy always promoted the cause of the peasant class, and from the 1880s on he flung himself into a quest for moral perfection, writing pamphlets criticizing the church, state, and private property. At his death, it is said, almost all of Russia mourned. [Adapted from <http://www.answers.com/topic/leo-tolstoy>]

Using PowerPoint Slides

You can use PowerPoint to present *Foundations for Life* maxims to your students. This multimedia approach can grab their attention and focus them on one quote at a time. Below are two sample slides at one-quarter size. You can download these slides and many others in full color from www.FFL-essays.org. If you don't have a projector, you can print the slides full size (8.5" x 11") and hang them around a room as mini-posters.

**Most people see what is,
and never see what can be.**



— Albert Einstein, German-born
physicist, Nobel Prize-winning
formulator of the theory of relativity
(1879-1955)



**Trust yourself.
Think for yourself.
Act for yourself.
Speak for yourself.
Be yourself.**



— Marva Collins,
African-American educator (b. 1936)



Slides may differ in appearance and color.

Interpreting Quotes

We are all unique, so how we interpret quotes and apply them to our lives will be unique, too. Some quotes will seem more powerful to us than others. Past experiences and current attitudes will affect how we see them.

Interpreting quotations can be challenging. Ask yourself the questions below, and you will find it easier to uncover the meaning of a quote and shed light on its timeless truths.

What Does Every Word Mean?

Because quotes come from throughout history, the language sometimes makes them difficult to understand. Use a dictionary to help you decode the words you don't recognize.

What Can I Tell From Who Said It?

Knowledge about the speaker can make a quote more meaningful. For example, consider this quote from Jim Ryun, former record-holder in the mile run and current member of Congress: "Dreams are what get you started. Discipline is what keeps you going."

Suppose a contestant on "Survivor" had said this. It wouldn't have much authority. But since Mr. Ryun was a champion runner, it is much more believable. And since he is a member of Congress, you can see that the quote applies beyond sports.

Does the Quote Use Symbolism?

Some quotations mean exactly what they say, like this one from Marian Wright Edelman: "You really can change the world if you care enough."

But other quotations are less obvious because they use symbols. A symbol is a word or idea that stands for something else. For instance, consider "Don't judge a book by its cover." Here, the book represents a person, and the cover represents the way the person looks on the outside. The quote means that you should not make decisions about someone based only on physical appearance.

Does the Quote Use Similes or Metaphors?

When symbols are used in a comparison, it is called a simile or metaphor. Similes always use like or as, so spotting them is easy. Here is one simile, from a Russian proverb: "A kind word is like a spring day." The word like tells you it is a simile. If you compare the two things, you see that both a kind word and a spring day are welcome and leave you feeling good.

Metaphors are like similes but they don't use the words like or as. You have to do some work to figure them out. It's not always easy but it can be a fun puzzle to solve. For instance, here is a metaphor, by the American poet Anne Bradstreet: "If we had no winter, the spring would not be so pleasant." On the surface, this statement is true. But if you look deeper — for a metaphor — it is much more powerful. Winter represents the dark and bleak times in life, while spring represents the bright, lively times. In other words, without the sad moments, it's hard to appreciate the happy ones.

The Six Pillars of Character:

T.R.R.F.C.C.

The Six Pillars of Character represent a common vocabulary of values that make it easier to communicate to others in our diverse world what we mean when we're talking about the qualities of a great person. You can easily remember them by the acronym that sounds like "terrific." That's T.R.R.F.C.C. — Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. These six embody other values. For instance, trustworthiness includes honesty, integrity, promise-keeping and loyalty. Personal responsibility includes pursuit of excellence, self-discipline and reliability. Respect includes tolerance and nonviolence. Courage could fit under trustworthiness, or even under caring. What do you think about these values and how they play out in your life?

Trustworthiness

- Be honest.
- Don't deceive, cheat, or steal.
- Be reliable — do what you say you'll do.
- Have the courage to do the right thing.
- Build a good reputation.
- Be loyal — stand by your family, friends, and country.

Respect

- Treat others with respect; follow the Golden Rule.
- Be tolerant of differences.
- Use good manners, not bad language.
- Be considerate of the feelings of others.
- Don't threaten, hit, or hurt anyone.
- Deal peacefully with anger, insults, and disagreements.

Responsibility

- Do what you are supposed to do.
- Persevere: keep on trying!
- Always do your best.
- Use self-control.
- Be self-disciplined.
- Think before you act — consider the consequences.
- Be accountable for your choices.

Fairness

- Play by the rules.
- Take turns and share.
- Be open-minded; listen to others.
- Don't take advantage of others.
- Don't blame others carelessly.

Caring

- Be kind.
- Be compassionate; show you care.
- Express gratitude.
- Forgive others.
- Help people in need.

Citizenship

- Do your share to make your school and community better.
- Cooperate.
- Stay informed; vote.
- Be a good neighbor.
- Obey laws and rules.
- Respect authority.
- Protect the environment.

Student Questionnaire (p. 1 of 3)

Use this questionnaire to help you determine a topic for your essay. Be honest in your responses.

1. Who is someone you admire? List three qualities that you admire about that person.

I admire _____ because:

a.

b.

c.

2. Briefly describe an event from which you learned a lesson “the hard way.”

3. What could you change about yourself to become a better person?

4. What three qualities do you value most . . .

. . . in a friend?

a.

b.

c.

. . . in a teacher?

a.

b.

c.

Student Questionnaire (p. 2 of 3)

... in a parent?

a. _____

b. _____

c. _____

5. Briefly describe a situation in which you went out of your way to help someone.

6. Briefly describe a situation in which someone went out of his or her way to help you.

7. What has been difficult in your life? Explain.

8. What has been good about your life? Explain.

9. Who has been most important in your life in helping you establish your values? Explain.

Student Questionnaire (p. 3 of 3)

10. Name three things for which you are thankful.

a. _____

b. _____

c. _____

11. Do you have a responsibility to help those who are less fortunate? Explain.

12. When you become a parent, what are the three most important values that you hope your children will have?

a. _____

b. _____

c. _____

Contradicting Proverbs

A proverb is a short and wise saying, a piece of practical advice that has been repeated so much, no one knows who said it originally. It just becomes part of the culture.

The proverbs below may seem confusing at first because they give opposite, or contradicting, advice. But remember that life itself is full of contradictions (we park in driveways and drive on parkways!). All of these proverbs are true, but only in certain situations. You have to use your judgment to know when each makes sense.

Activity: Pick a pair of contradicting proverbs. Write two paragraphs, one for each proverb, explaining a situation in which it would hold true.

- Opposites attract.
- Birds of a feather flock together.
- He who hesitates is lost.
- Look before you leap.
- Strike while the iron is hot.
- Good things come to those who wait.
- Too many cooks spoil the broth.
- Many hands make light work.
- Absence makes the heart grow fonder.
- Out of sight, out of mind.
- Good things come in small packages.
- The bigger, the better.
- The pen is mightier than the sword.
- Actions speak louder than words.
- Clothes make the man.
- Don't judge a book by its cover.
- Nothing ventured, nothing gained.
- Better safe than sorry.
- The more, the merrier.
- Two's company, three's a crowd.
- Knowledge is power.
- Ignorance is bliss.
- The only constant is change.
- The more things change, the more they stay the same.

What Is Foundations for Life and Why Should My Child Participate?

Foundations for Life (FFL) is a program designed to enhance student critical thinking and composition skills. By inviting young people to *reflect* on great quotations, express their values, and commit to living up to them, *Foundations for Life* launches students on a voyage of self-discovery that can help them for the rest of their lives.

Why should my son or daughter participate in Foundations for Life?

- Writing a *Foundations for Life* essay will help prepare your child for standardized testing required by No Child Left Behind. Reading quotations from various sources in history, literature, and philosophy will improve vocabulary and comprehension, two skills tested by the states. Students will be better prepared to tackle these annual exams after reading quotations, deciphering the sometimes difficult language, and figuring out what they really mean.
- Writing a *Foundations for Life* essay could earn your child local or even national recognition. If your area is holding a contest and your child enters an essay, he or she could win a certificate or cash prize and even have an essay published. There is also a national level of competition in which the top local essays from around the country are judged and the best ones earn special certificates at the Summa Cum Laude, Magna Cum Laude, Cum Laude, and Commendation levels. One top essayist from each grade level also wins a National Scholarship Award in the amount of \$200.
- Writing a *Foundations for Life* essay will help prepare your child to take the SAT or ACT. Although college entrance exams are still many years away for your child, it is necessary to be aware of what lies ahead, and it doesn't hurt to start exposing your child to the types of exercises he or she will eventually be tested on. The College Board recently revised the SAT to include an essay section worth one-third of the total score. The test requires students to respond to a quotation or brief passage in 25 minutes. Meanwhile, the ACT has an optional essay portion. Students can get a head start on practicing this format by writing *FFL* essays.
- Writing a *Foundations for Life* essay will help prepare your child for life. Being a child today is tough. It's easy to succumb to peer pressure and poor role models. Where can students turn for solid advice? The *Foundations for Life* maxims were carefully selected to represent a diverse array of sources, and they offer timeless wisdom and guidance for life's difficult decisions. When students read these quotations and reflect upon them, they can develop life strategies that will help them now and in the future.

Correlating Foundations for Life With Content Standards

Foundations for Life can help you meet state English language arts content standards. To demonstrate how to isolate which standards correlate with various *Foundations for Life* activities such as class discussions and essay writing, we have listed below the applicable fifth grade standards for California and the late elementary standards for Illinois. Of course, these are only samples from two states and two ages. The same correlation could be done with your own state's standards for the particular grade level you teach.

Note that although the National Contest does not put a heavy emphasis on correct spelling, grammar, and punctuation when judging essays, *Foundations for Life* essays do provide an opportunity for teachers to work on these areas of the standards if they so choose.

CALIFORNIA

Grade Five

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

1.3 Understand and explain frequently used synonyms, antonyms, and homographs.

2.0 Reading Comprehension (Focus on Informational Materials)

Students ... describe and connect the essential ideas, arguments, and perspectives of the text.

2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature.

3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.

3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.

3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students'

awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

1.1 Ask questions that seek information not already discussed.

The complete California standards for English language arts are available at:
<http://www.cde.ca.gov/be/st/ss/engmain.asp>

ILLINOIS

Late Elementary

STATE GOAL 1: Read with understanding and fluency.

A. Apply word analysis and vocabulary skills to comprehend selections.

1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.

1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.

C. Comprehend a broad range of reading materials.

1.C.2c Compare and contrast the content and organization of selections.

1.C.2d Summarize and make generalizations from content and relate to purpose of material.

1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

B. Read and interpret a variety of literary works.

2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.

2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.

STATE GOAL 3: Write to communicate for a variety of purposes.

A. Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).

3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.

C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

3.C.2b Produce and format compositions for specified audiences using available technology.

STATE GOAL 4: Listen and speak effectively in a variety of situations.

B. Speak effectively using language appropriate to the situation and audience.

4.B.2b Use speaking skills and procedures to participate in group discussions.

The complete Illinois state standards for English language arts are available at:

<http://www.isbe.state.il.us/ils/ela/standards.htm>

Further Resources

Online Quote Banks

The following resources, combining both contemporary and classic quotations, are available in a searchable database at www.bartleby.com/quotations.

- John Bartlett's *Familiar Quotations*, 10th ed. (1919)
Though not the most recent edition, this famous reference includes over 11,000 quotations.
- *The Columbia World of Quotations* (1996)
This resource of 65,000 quotations by 5,000 authors is divided into 6,500 subjects.
- *Simpson's Contemporary Quotations* (1988)
Comprised of the most notable quotations since 1950, Simpson's features over 9,000 entries from 4,000 sources organized into 25 categories and 60 sections.
- *Respectfully Quoted: A Dictionary of Quotations* (1989)
The 2,100 entries in this collection draw on the wit and wisdom of American political debate.

Books

- Bartlett, John, *Bartlett's Familiar Quotations* (17th Edition), Boston: Little, Brown and Company, 2002.
- Fitzhenry, Robert I., *The Harper Book of Quotations* (3rd Edition), New York: Harper Perennial, 1993.
- Knowles, Elizabeth, *The Oxford Dictionary of Quotations* (5th Edition), Oxford: Oxford University Press, 1999.

Glossary

Adage – A saying, often metaphorical, that embodies a common observation.

Aphorism – A terse saying that conveys a profound truth.

Analogy – A comparison based on likenesses between two things. People often use analogies to explain or illuminate a difficult concept with an easier one. Example: DNA is like a blueprint for an individual.

Epigram – A witty, pointed statement that often has a clever twist of thought.

Maxim – A concise statement of a general rule, fundamental principle, or rule of conduct.

Metaphor – A symbol expressed as an equality. Example: Unshared joy is an unlighted candle (Spanish proverb). Though this line literally means “Unshared joy is LIKE an unlighted candle,” it gains force by omitting “like.” Why? “Like” suggests there are differences as well as similarities. Omit the “like” and you imply there are no differences, and thereby focus attention more closely on the similarity.

Proverb – An often-repeated piece of practical wisdom expressed in homely, concrete terms.

Saying – Any pithy expression of wisdom or truth, more likely to be heard in spoken language than seen in print. Example: What are friends for?

Simile – An explicit comparison between things, events or actions, often between the abstract and concrete. Words such as like and as mark these comparisons as similes. Example: Worrying is like a rocking chair: it gives you something to do, but it doesn’t get you anywhere. A simile is a type of analogy.

Symbolism – Using one thing or idea to represent another. Analogies, metaphors, and similes all use symbolism. Example: *Habits are first cobwebs, then cables* (Spanish proverb).

Source: When Is a Pig a Hog?: A Guide to Confoundingly Related English Words, by Bernice Randall (Galahad Books, New York, 1991).

Foundations for Life National Contest Entry Form, 2007

ESSAYIST: Please complete this form and staple it on top of your essay. Incomplete information may disqualify your essay from the contest.

NAME: _____

AGE: _____

SCHOOL: _____

HOME ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

PHONE: () _____

TEACHER: _____ GRADE: _____

FFL MAXIM: Volume #: _____ Issue # _____ Maxim # _____

ESSAY TITLE: _____

Have you previously won this contest? (Please circle one.) YES NO

If so, when and what was your topic? _____

By signing this form, you (and your parent or legal guardian if you are under 18) give the local and national *Foundations for Life* contest committees permission to use your name, essay, and likeness at their discretion in print and electronic media to publicize and promote the contest.

Signature(s): Essayist _____ Date: _____

Parent or Guardian _____ Date: _____

If you prefer to remain anonymous, check below:

☐ If you use my essay, please do not include my name or likeness with it.

Foundations for Life National Contest Submission Cover Sheet, 2007

NATIONAL CONTEST REQUIREMENTS AND INSTRUCTIONS

- Complete one form for each grade level of essay submissions. Please write clearly.
- In addition, each individual essay must have a signed National Contest Entry Form attached.
- All submissions must be postmarked by March 16, 2007.
- Up to five essays per grade level per school may be submitted.
- Submitted essays are not returnable.
- The national office may reproduce submitted essays, in part or in full, on its website and/or in printed materials.
- Maximum length for elementary essays is 500 words; maximum length for middle school/high school essays is 1,000 words.
- Essays must be typed and double spaced.

CONTACT INFORMATION

(We will use this to notify you of results and to send recognition certificates.)

NAME (teacher or other adult): _____ DATE: _____

TITLE: _____ SCHOOL/ORGANIZATION: _____

SCHOOL DISTRICT: _____

STREET ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

PHONE: _____ E-MAIL: _____

STUDENT ESSAYISTS

List up to five essayists for one grade level on this sheet. Attach additional copies of this form if you are submitting essays from more than one grade level.

Grade Level: _____

NAME: _____

NAME: _____

NAME: _____

NAME: _____

NAME: _____

Foundations for Life

is a maxim-based essay and recognition program that enhances student reading, critical thinking and composition skills required by state and federal standards and “No Child Left Behind” proficiency testing. The program also provides students with the opportunity to reflect upon, express and commit to profound and enduring truths that will guide them in making ethical and effective choices throughout life.

ing solutions kindness change responsibility grow help opportunity succeed try forward behold yesterday citizenship
purpose learn courage tomorrow fairness trust think speak example play win side inspiration direction right path
important knowledge caring solutions kindness change responsibility grow help opportunity succeed try forward
noble right stand character purpose learn courage tomorrow fairness trust think speak example play win side Insp

licy noble right stand character purpose learn courage tomorrow
ample play win side inspiration knowledge caring solutions kindness
p opportunity succeed try forward behold yesterday citizenship



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