



word

generation

UNIT 4.12

**WHY DO WE VALUE
WHAT WE VALUE?**

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Action News

Why do we value what we value?

What do we mean by “values” anyway?

PAIGE REIDER: Good day, student viewers! In previous newscasts, we’ve learned a lot about the perspectives that people have on many different issues, including what’s fair, what languages we speak, what we eat, what we wear, and what we buy. We also learned that events and people from our past shape these perspectives and therefore shape who we are and what we **value**. For example, my mother came from Lebanon. She **transmitted** the **values** of hard work, kindness, and family (and great food!) to me and my brothers and sisters. But are there other ways **values** get **transmitted**? What about the **media** – television, radio, the internet? We’ve learned that children are **bombarded** with commercials and advertisements that persuade them to buy certain things or even to act a certain way. It sounds to me like the **media** are having a big **impact** on kids’ **values**. But what about friends, teachers, and other people kids encounter? Do they have an **impact** on what kids **value**? To investigate this multi-dimensional topic, we asked trusted reporter Justin Thyme to investigate what he could find out about why kids **value** what they **value**! Justin, are you there?

JUSTIN THYME: Well, Paige, you’ve caught me at just the right time. I’m here at Clearwater Elementary School where they’re having an end of the year family celebration. The purpose of this event is so that the families and teachers can share with each other what kids have learned, what their concerns are, and how to make next year better. It’s also an opportunity for the whole school community to learn about one another’s **values**.

PAIGE: So Justin, can you explain to our student viewers what you mean by “**values**”? When we buy something on sale, or get it for a good price, it’s “a good **value**.” But can you explain what we mean about *having values*?

JUSTIN: That’s a good question, Paige. “**Value**” has many meanings. The **values** that I’m talking about are beliefs about what’s important in people’s lives. Your mother **transmitted** to you her **values** of kindness and hard work. My grandfather **transmitted** to me the **value** of curiosity.

PAIGE: Curiosity? That’s a **value**?

JUSTIN: I think so. My grandfather who loved to learn made me interested in the world, which is probably why I became a reporter. He taught me to ask questions. Oh! Which is what I did at the family event! I asked kids and their parents about their **values**.

PAIGE: So, Justin, what did you learn?

JUSTIN: What was interesting, Paige, is how students said that they learned, or developed, these **values**. For example, Len said that he now **values** classical music after his teacher took his class to Symphony Hall. It was his first live orchestra concert, and he said it opened a whole new world to him.

PAIGE: So **values** aren’t just **transmitted** by our families or by the **media**, but also by teachers and positive experiences?

JUSTIN: That’s right. But on the other hand, Paige, several parents were concerned that what their kids see on TV and on the internet is having an **impact** on their **values**. For example, Elliot’s father was saying that he worries about his son thinking so much about wanting to become rich and own expensive shoes and big cars because he sees ads for these items on television. He says that his son only thinks about **material** things.

PAIGE: I keep hearing about the influence of advertising! Did you talk to anyone who hasn’t been **impacted** by the **media**?

Action News continues on the next page.

Action News, continued

Why do we value what we value?

- JUSTIN:** I found Charleen, a fourth grader, who told me that going to college is important to her. Even though her parents didn't get much education themselves, they **transmitted** to her the **value** of education. They said that with a good education, Charleen will be able to get a job that she loves someday – a better job than they were able to find.
- PAIGE:** That's great news. But did any families express concerns about the **values** that schools are **transmitting** to children through their experiences in school?
- JUSTIN:** As a matter of fact, I listened to Teresa translate her parents' concerns that the school is not promoting the **value** of respect. Her parents appreciate all the school is doing to educate Teresa, but they think there is more the school can do to support what they believe is an important **value**.
- PAIGE:** How did the principal and teachers react to this suggestion?
- JUSTIN:** They welcomed the suggestions and said they'd form a committee of school staff and families to examine this issue more closely. I was impressed by the respect the school and families displayed for one another.
- PAIGE:** Well, it sounds as though it was a valuable event for everybody. Thanks for that report, Justin.
- Because this is the last newscast of the Word Generation program this year, we here at the studio want to thank you for all your hard work this year discussing and debating issues of great importance to everyone no matter what their age! You have shown others what it means to be an active and informed citizen of our democracy. Good luck in the fifth grade!



Turn and Talk: When you **value** something, you believe that it is really important. Which do you **value** more: friends that tell the truth or friends that give you presents? Explain your choice.



wordgen.serpmedia.org/action_news

Reader's Theater

Why do we value what we value?

What do you value?

Line

1



Ms. Cassell: For the past few months, we've been studying some of the great speeches delivered by Dr. Martin Luther King, Jr. A lot of Americans are familiar with the "I have a dream" speech, but today I want to focus on another speech that he gave about **valuing** people instead of **valuing** things. What do you think Dr. King meant when he said, "We as a nation must undergo a radical revolution of **values**. We must rapidly begin the shift from a thing-oriented society to a person-oriented society"?

2



Sarah: Well, I think that Dr. King was talking about making sure that we **value** each other more than we **value material** things, like money and phones. We all know the **media** always tells us we should have more things, but I agree with him. I'd rather have great friends and be with my family than have expensive things.

3



Ms. Cassell: Right on, Sarah. So what are some other **values** that have been **transmitted** to you guys?

4



Shaquille: I **value** hard work. My father has taught me that if you are disciplined, you can achieve your dreams. I want to be a doctor so that I can have a positive **impact** in the community. Learning to be a doctor requires a lot of school, and a lot of hard work!

5



Ben: Working hard can get you far, but how will people know if they can trust you? Honesty is an important **value**. Last week I knocked a glass of water onto my mother's computer. She blamed the cat until I told her the truth. I still got in major trouble, but my mother said she **valued** my honesty.

6



Celine: Ben, you say you **value** honesty, but you lied to me about being invited to Ozzie's birthday party.

7



Ben: I did that to protect you! I knew it would hurt your feelings if you found out that I was invited and you weren't. Who told you anyway?

8



Sarah: I did. Celine and I are BFFs. When I broke my leg and couldn't play at recess, Celine sat with me every day. If she knew a secret about me I would want her to tell me, and that's why I told her that you went to Ozzie's party. I'll always be loyal to Celine and she'll be loyal to me. That's why we're BFFs.

9



Ben: You might be loyal, but you can't be trusted with a secret. You promised you wouldn't tell!

Reader's Theater continues on the next page.

- 10  **Ms. Cassell:** This is a great example of conflicting **values**. Sometimes we find that we have to choose what is most important to us. Sarah had to choose between her honesty to Ben and her loyalty to Celine. Celine, why don't you share one of your **values**?
- 11  **Celine:** You guys know I **value** the environment. I know you're all sick of me **bombarding** you with my so-called "recycling mumbo-jumbo," but if you don't **value** the environment, we'll all be running to Dr. Shaquille's office because we can't breathe and the water we drink is making us sick. You know I speak the truth.
- 12  **Shaquille:** I never said it's mumbo-jumbo. But I don't understand how making posters on paper is helping to save the trees.
- 13  **Celine:** I only use 100% post-consumer recycled **materials**!
- 14  **Ms. Cassell:** Well, I **value** all of you because you make the world a better place. I'm sure Dr. King would admire your hard work, honesty, loyalty, and devotion to our planet.



Discussion question: How would the world change if we stopped **valuing material** things?

Characters' Perspectives

Why do we value what we value?

Celine, Shaquille, Ben, and Sarah

Directions: Check the box next to the sentence that correctly describes the position of each character. Go back to the Reader's Theater to look for evidence to support your answer.

What does **Celine** think?



- Celine thinks that **valuing** the environment will have a positive **impact** on our future.
- Celine thinks that students shouldn't exclude others when planning birthday parties.
- Celine thinks that we should **bombard** advertisers with petitions about saving the environment.

What does **Shaquille** think?



- Shaquille thinks that his father **transmits** the message of family loyalty.
- Shaquille thinks that working hard can help you achieve your dreams.
- Shaquille thinks that doctors affect the community by saving the environment.

What does **Ben** think?



- Ben thinks that cats are clumsy and often damage **material** possessions.
- Ben thinks that honesty is more important than discipline.
- Ben thinks sharing secrets with friends is a symbol of trust.

What does **Sarah** think?



- Sarah wishes she had been able to hear Dr. King deliver his "I have a dream" speech.
- Sarah thinks that sometimes we have to make difficult choices about what we buy when we try to follow our **values**.
- Sarah cares more about friends and family than money and **material** things.

Which character do **you** agree with? _____

Why?

Word Study

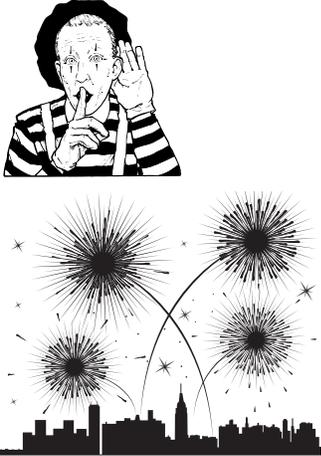
Why do we value what we value?

A Closer Look at Our Focus Words

	value	media	material
<p>Definition</p> 	<p>(noun) a belief about what is important; what something costs or is worth</p> <p>(verb) to believe that something is important</p>	<p>(noun) ways of sharing information, such as television, radio, the internet, newspapers, and magazines</p>	<p>(adjective) having the quality of something you can touch; physical</p> <p>(noun) fabric</p>
<p>Sample Sentence</p> 	<p>Well, I think that Dr. King was talking about making sure that we value each other more than we value material things.</p>	<p>We all know the media always tells us we should have more things, but I agree with him.</p>	<p>Mr. Williams cannot wear anything made out of wool because he is allergic to that material.</p>
<p>Another Example</p> 	<p>I value her friendship very much because she is so helpful!</p>	<p>I learn a lot about the presidential election from the media that I watch and listen to.</p>	<p>Spending time with my friends is more important to me than owning material things!</p>
<p>Turn and Talk</p> 	<p>What do you value most about a teacher?</p>	<p>What are three examples of media?</p>	<p>Can you base your happiness on material things?</p>
<p>Choose a picture</p> 	<p>Circle the sign that expresses a value.</p>  	<p>Circle the item that is an example of media.</p>  	<p>Which is a material item?</p>  

Word Study, continued

Why do we value what we value?

	impact	bombard	transmit
<p>Definition</p> 	<p>(noun) an effect (verb) to have an effect on</p>	<p>(verb) to keep sending or transmitting large amounts of something; to attack</p>	<p>(verb) to give to someone or to pass on something</p>
<p>Sample Sentence</p> 	<p>I want to be a doctor so that I can have a positive impact in the community.</p>	<p>I know you're all sick of me bombarding you with my so-called "recycling mumbo-jumbo."</p>	<p>So what are some other values that have been transmitted to you guys?</p>
<p>Another Example</p> 	<p>Being bilingual has an impact on the way people see the world.</p>	<p>My little brother was bombarding my mother with requests for a new puppy!</p>	<p>Our teacher is transmitting his beliefs about the value of exercise and healthy eating.</p>
<p>Turn and Talk</p> 	<p>Who has had the greatest impact on your life?</p>	<p>Describe one of the messages that television has bombarded you with.</p>	<p>If you were a parent, what is one value you'd like to transmit to your children? Why?</p>
<p>Choose a picture</p> 	<p>Which of these headlines could have a big impact on a farmer?</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>More People are Using Computers Than Ever Before!</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Scientists Predict a Hot, Dry Summer</p> </div>	<p>Which of these could bombard you with noises?</p> 	<p>Which of these signs is trying to transmit a value?</p> <div style="border: 1px solid black; background-color: yellow; padding: 10px; margin-bottom: 10px;"> <p>Saving energy can save the earth!</p>  </div> <div style="border: 1px solid black; border-radius: 15px; background-color: #2c4e60; color: white; padding: 10px; text-align: center;"> <p>Homework assignments are due tomorrow!</p> </div>

Activity

Why do we value what we value?

More Values

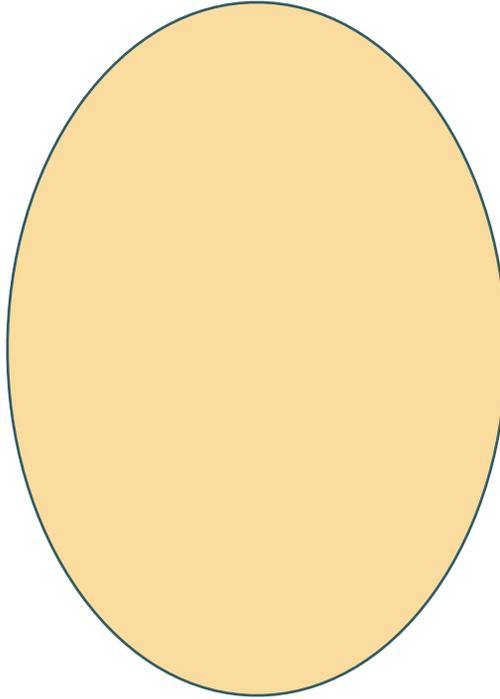
In the Reader's Theater, Sarah, Shaquille, Ben, and Celine discussed their **values**. In this activity you will explore some other **values**.

Directions: Rewrite each of the words in the word bank into the ovals labeled **MATERIAL** and **NON-MATERIAL**.

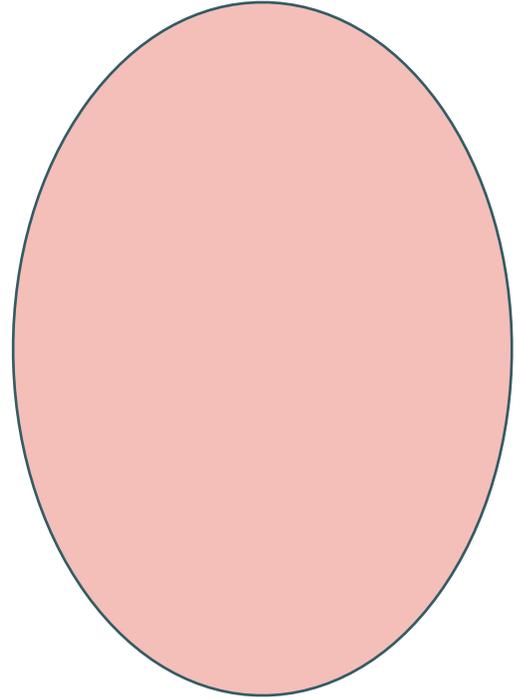
Word Bank

<input type="checkbox"/>	video games
<input type="checkbox"/>	honesty
<input type="checkbox"/>	smartphones
<input type="checkbox"/>	patience
<input type="checkbox"/>	independence
<input type="checkbox"/>	Cheetos
<input type="checkbox"/>	manners
<input type="checkbox"/>	relationships
<input type="checkbox"/>	money
<input type="checkbox"/>	Air Jordans
<input type="checkbox"/>	nature
<input type="checkbox"/>	learning

MATERIAL



NON-MATERIAL



Non-material **values impact** people's actions in many ways. Look at the sentences below and determine which non-material **value** each student is demonstrating.

- Jayela does her homework by herself, even though her mother offers to help. Jayela **values** _____ .
- When a classmate offers to tell Parker what is on the test, Parker refuses. Parker **values** _____ .
- Tanya is waiting until she turns 10 to open the present that her grandparents sent in the mail. Tanya **values** _____ .
- Norman chooses to spend every Sunday with his parents and grandparents instead of playing video games. Norman **values** _____ .



Turn and Talk: Some people say that children today **value material** things more than their parents do. Do you think this is true? Explain your thinking.

Math

Why do we value what we value?

Values in Your Classroom

You might have different **values** than the classmate sitting beside you. You might even have different **values** than your best friend! **Values** can be **transmitted** from parent to child. The fairytales we hear as children also have an **impact** on our **values**. Sometimes your **values** change as you get older. But overall, people who live in the same country share some similar **values**.

Researchers asked parents in three different countries about their babies. American parents marveled about their babies' intelligence. Dutch parents praised their babies for their long attention spans. Swedish parents celebrated their babies' happiness. So, are babies different in each country? Not really. But **values** are different. Americans **value** intelligence and achievement. Dutch people **value** focus. Swedish people **value** enjoying life.

*So what about your classmates? Take a survey to see what your classmates **value** most: intelligence, **material** things, or relationships. Use tally marks to keep track of their answers.*

intelligence

material things

relationships

Now write the fraction of your classmates that chose each **value**:

$$\frac{\square}{\square}$$

intelligence

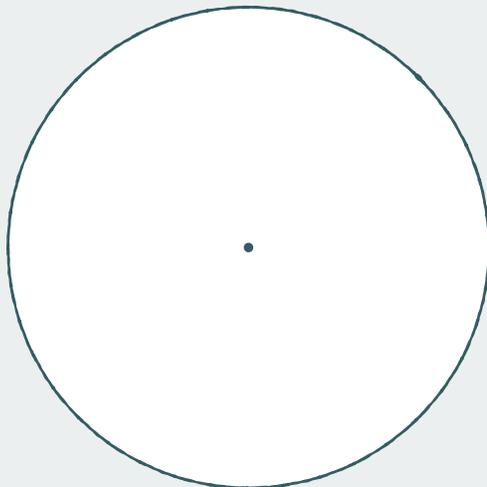
$$\frac{\square}{\square}$$

material things

$$\frac{\square}{\square}$$

relationships

Using the fractions, create a pie chart to show your classmates' **values**.



intelligence

material things

relationships

Turn and Talk: Imagine that someone was going to write a magazine article about you. What would they say about your **values**? What **values** do you think you **transmit** to others?

Article

Why do we value what we value?

Fourth Graders Speak for the Trees

When fourth graders in Brookline, Massachusetts, learned that the trailer and website for *The Lorax* movie said nothing about saving the earth, they were surprised and disappointed. The whole message of Dr. Seuss' book had been lost! In the book, when a factory owner chops down all the trees, the Lorax speaks up for the **value** of saving them. The fourth graders decided that they needed to speak up too.

They learned about Change.org, a social **media** website where people can start petitions and gather signatures. About 10,000 new petitions on all kinds of issues from people across the world appear on the website every month! Together, the class created a petition on Change.org to ask Universal Studios to change the movie's website so that it would **transmit** the book's message of saving the earth.

Their petition included these statements:

The Lorax movie, with its millions of dollars in advertising and massive audience has the potential to help heal the Earth. This movie can show the world we should not take our sky, water, trees, and animals for granted.

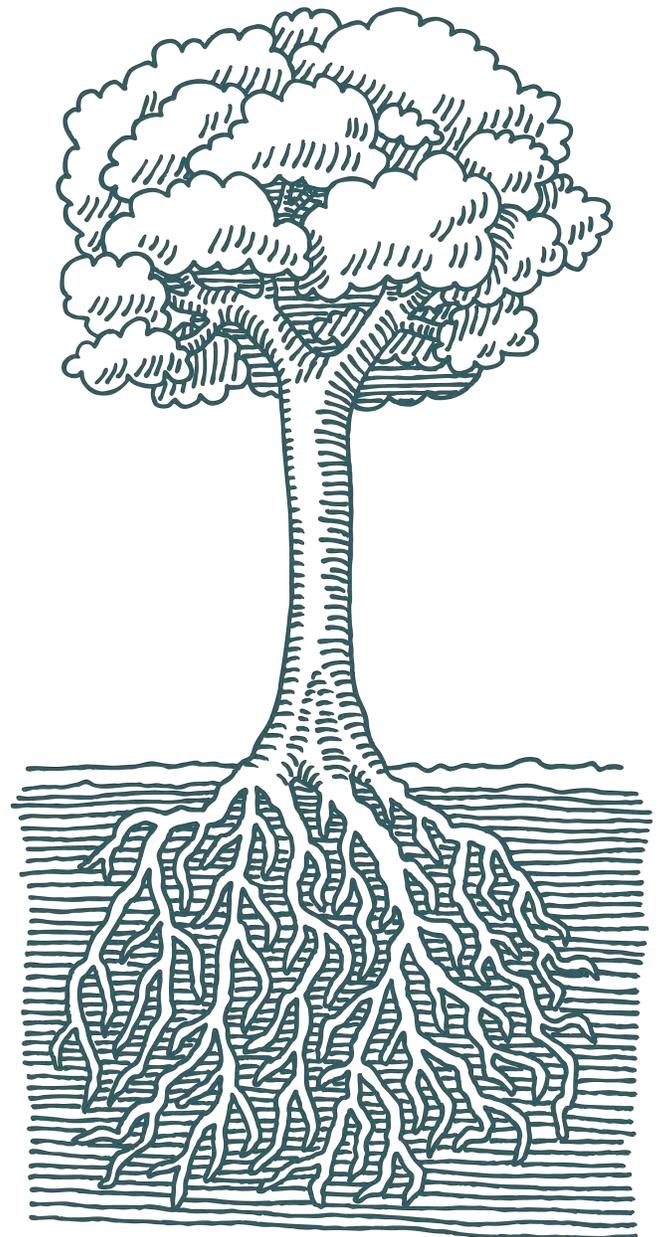
Please know The Lorax has power and that this movie could start a movement of kids helping the planet. The movie website and promotions should do what the book does and help the planet. This is possible with a few simple changes such as adding a "Lorax Tips" button.

They concluded their petition by quoting from Dr. Seuss' book:

"Unless someone like you cares a whole awful lot, nothing's going to get better, it's not." Please consider this line from the book; it is also true for the world.

Their petition got 57,239 signatures! This made an **impact** on Universal Studios. The company changed the website by adding activities and tips on saving the earth. From what her class was able to accomplish, Mikayla, one of the fourth-graders, learned this lesson: "We're not just kids; we can be really powerful in many different ways."

On the next page, create your own petition.



Science

Why do we value what we value?

How quickly would you quit?

You're smart! Didn't that make you feel good? When people compliment our intelligence, we might feel special and proud. But that same compliment could actually hurt us. This is because ideas about intelligence have an **impact** on how we learn. Carol Dweck is a professor of psychology at Stanford University. She says that there are two mindsets, or ways of thinking, about intelligence.



Fixed Mindset

The first mindset is the fixed mindset. Fixed means unchanging. The fixed mindset says that we are born with a certain level of intelligence. In other words, there is nothing we can do to become smarter. People with a fixed mindset don't like to struggle. They think that struggling makes them look dumb. They avoid taking risks because they think that failing means they are not smart.



Growth Mindset

The second mindset is the growth mindset. The growth mindset says that we control our intelligence. People with a growth mindset think that trying makes you smarter. They are not afraid of failure because they view it as a chance to learn something new! Having a growth mindset makes you more likely to take risks and try new things.

Stop and summarize:

People with a fixed mindset believe that _____
 _____, but people with a growth
 mindset believe that _____.

In the United States, we generally have a fixed mindset. We **value** getting the correct answer and getting it quickly. But in Asian countries, people tend to have a growth mindset. Hard work and struggle are **valued** over finding the correct answer. Jim Stigler, a professor at UCLA, gave American and Japanese students an impossible math problem to solve. The American kids gave up after 30 seconds. The Japanese children kept working on the problem until the teacher stopped them—almost an hour had passed!

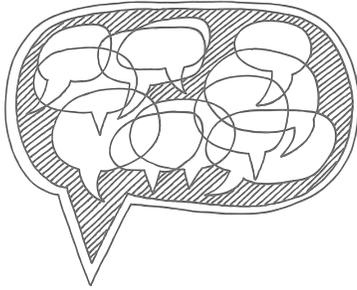
Dr. Dweck says that when we call a person smart, we create a fixed mindset. We are telling the person that getting the right answer is the same as being smart. But we can change our mindsets. Instead of telling your friends that they are smart, try one of these compliments:



Turn and Talk: Is it better to have a growth mindset or fixed mindset? Which mindset do you have?

Debate

Why do we value what we value?



Would you rather be graded on effort or test scores?

This week you will debate about two schools: the Mendel School and the Curie School. Each school **values** learning in a different way.

- ➔ The Mendel School **values** effort and struggle. Students are **bombarded** by posters with encouraging messages like, “Nothing is impossible, the word itself says ‘I’m possible!’” Students must take on difficult challenges and prove to their teachers that they tried their best, even if they don’t succeed. They don’t receive grades. Students are responsible for their own education by documenting their efforts to learn and challenge themselves. In order to advance to the next grade, students must present a portfolio that shows the **value** that they placed on their learning throughout the year.
- ➔ The Curie School **values** correct answers. Posters in the hallway **transmit** messages like, “Take each opportunity to show how smart you are!” To get good grades, students have to do well on tests. They don’t have to seek extra challenges or show effort, but they need to get the right answer. Teachers help students who struggle to learn, but they don’t reward them for trying. In order to advance to the next grade, students must pass a test to prove that they are at grade level.

Which school would you rather attend: the Mendel School or the Curie School?

Use the chart below to gather arguments for the debate.

School	Reasons for	Reasons against
The Mendel School		
The Curie School		

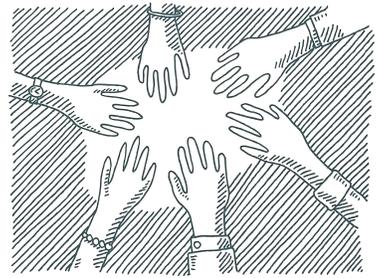
PSA

Why do we value what we value?

Create a Public Service Announcement

In 1967, Dr. Martin Luther King Jr. said we needed to change from being a society that cares about things to a society that cares about people. The experts in the past few units have also used their voices to promote the **values** they believe in, such as friendship, play, protecting the environment, and creativity.

For a final project, you will be using your own voice to promote a person-oriented **value** that's important to you. You will **transmit** your **value** by designing a PSA (public service announcement) that could persuade others to do something positive. Tomorrow, you will write an argument about why your PSA should appear on bus stops around town.



STEP ONE:

Study this sample PSA by reading and discussing the notes below.

Why the PSA is important:
Music inspires, calms,
makes the world beautiful,
brings people together.

Main image:
A drawing of a monster
being tamed by a little
girl playing a flute.

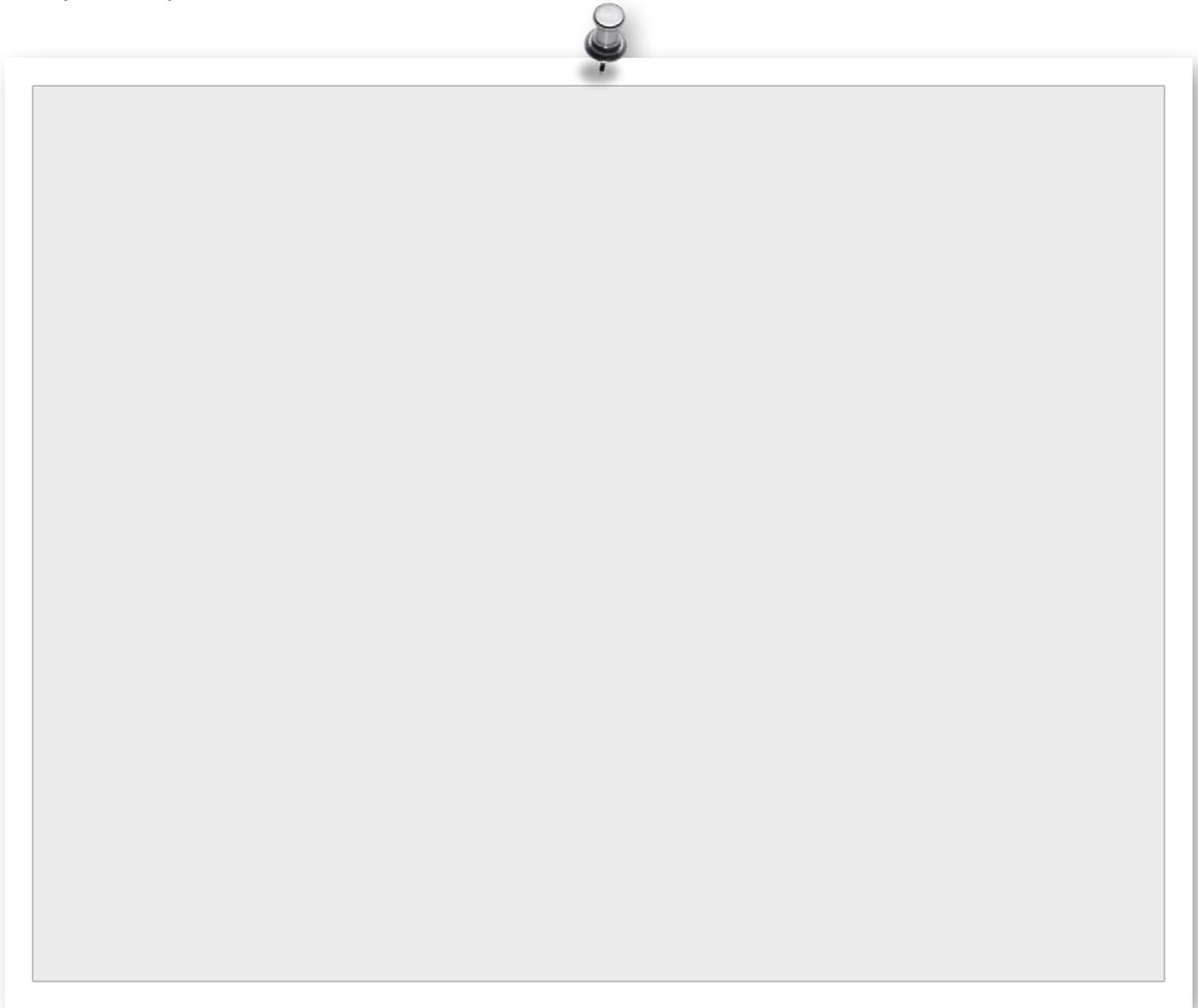
How to make it really
happen:
Sing with friends, sing
in the shower, join the
glee club, sing at
church, play an
instrument, make your
own instrument, sing
to little children, sing
to your grandmother.

Value:
Peace

Create music to create peace.

STEP TWO:

Create your PSA poster.



Answer these questions about your PSA.

What value are you transmitting? _____

Why is this PSA important? _____

What is your main image? _____

How can you make it really happen? _____

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