



# glossary

## with feeling

EMOTIONAL INTELLIGENCE THROUGH THE ARTS

**Collage:** An art form that brings together paper and other matter to form a new, unique whole.

**Comfortable:** Having positive or neutral emotions.

**Complementary Colors:** Colors directly opposite each other in the color spectrum, such as red and green or blue and orange, that when combined in the right proportions, produce white light.

**Composition:** An arrangement of artistic components to form a final body of work.

**Draft:** A version of an artwork that is created before the final version.

**Emotions:** Feelings.

**Emotions Cards:** Set of flashcards that are printable through this curriculum demonstrating a face to go with different emotion words.

**Ensemble:** A group that works and creates together.

**Gesture:** A movement of part of the body, especially a hand or the head, to express an idea or meaning.

**Norms:** Rules to which everyone in the class agrees to adhere.

**Portrait:** A work of art that represents a human or animal.

**Sculpture:** The art of making three-dimensional representative or abstract art forms.

**Shape:** Areas in two-dimensional spaces defined by their edges. Examples include squares, rectangles, rhombuses, circles, and so on.

**Talking Piece:** An object used during an opening or closing circle to indicate whose turn it is to speak. The talking piece can be anything, but try to use something that is unique and special to your heart, like a stuffed animal received as a present about which you can tell a brief story. When a person has the talking piece, that is her chance to speak. When she does not have the talking piece, that is her chance to listen.

**Three-Dimensional:** Having or appearing to have length, breadth, and depth.

**Think Pair Share:** An activity where students take a moment to think about something, find a partner, and take turns sharing their thoughts.

**Thought Journal:** Made during the first lesson of the first unit, thought journals may be used for written extensions throughout the units.

**Uncomfortable:** Having negative emotions.

**Unfinished Object Day (UFO Day):** A single day at the end of a unit to complete unfinished work. One day in the unit--usually the lesson before the last one, but it's up to you--where students can revisit all their work and spend an entire work period finishing what they have not yet finished. If they are done with everything, offer students an opportunity to make a portfolio (usually out of parchment paper) to hold their work.

**Unique:** All one's own.

**"Would you rather" question:** A simple question that involves asking a child which of two options he would prefer. Used during circles.

# emotion list



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abandoned	bubbly	desire	exhausted	humiliated	longing
acceptance	calamitous	despair	expectation	humored	love
adoration	calm	determined	exuberance	hurt	lovesick
affection	camaraderie	devastated	fascinated	hyper	loyal
aggravated	cautious	disappointed	fear	hysterical	lust
agitated	cheerful	discouraged	flabbergasted	indignation	mad
alert	cold	disgust	fight-or-flight	infatuation	mean
amazed	collected	disheartened	foolish	infuriated	melancholic
ambitious	comfortable	dismal	frazzled	inner peace	mellow
amused	compassionate	dispirited	frustrated	innocent	mercy
anger	concerned	distracted	fulfillment	insanity	merry
animosity	confident	distressed	furios	insecure	mildness
annoyed	confused	dopey	giddy	insecure	miserable
anticipation	contempt	down	gleeful	inspired	morbid
anxiousness	content	dreadful	gloomy	interest	mourning
appreciative	courageous	dreary	goofy	intimidated	needed
apprehensive	cowardly	eager	grateful	invidious	needy
ardent	crafty	ecstatic	gratified	irate	nervous
aroused	cranky	embarrassed	greedy	irritability	obscene
ashamed	crazy	emotional	grief	irritated	obsessed
astonished	cruel	empathic	grouchy	jaded	offended
attraction	crummy	emptiness	grudging	jealousy	optimistic
awed	crushed	enchanted	guilty	joy	outraged
betrayed	curious	enigmatic	happy	jubilant	overwhelmed
bewildered	cynical	enlightened	hate	kind	pacified
bitter	dark	enraged	heartbroken	lazy	pain
bliss	dejected	enthralled	homesick	left out	panicky
blue	delighted	enthusiastic	hopeful	liberated	paranoia
boastful	delirious	envy	hopeless	lively	passion
bored	denial	euphoric	horrified	loathsome	pathetic
breathless	depression	excited	hostile	lonely	peaceful

perturbed	puzzled	scorn	sorrow	tense	unhappy
pessimistic	rage	selfish	sorry	terrified	upset
petrified	regretful	sensual	spirited	threatened	vengeful
pity	relief	sensitive	stressed	thrilled	vicious
playful	remorse	shame	strong	tired	warm
pleased	resentment	sheepish	submissive	tranquil	weary
pleasure	resignation	shocked	superior	troubled	worn-out
possessive	resolved	shy	surprised	trust	worried
pride	sadness	sincerity	sweet	tormented	worthless
provoked	satisfied	solemn	sympathetic	uncertainty	wrathful
proud	scared	somber	temperamental	uneasiness	yearning
					zesty

emotions  
cards



with feeling  
EMOTIONAL INTELLIGENCE THROUGH THE ARTS





SCARED



SAD



JOYFUL



DISGUSTED





These games are intended to be played five weeks in a row so students can build confidence in them. Before each game, always make sure to have a conversation about what a good ensemble does to take care of each other, and how to ensure everyone feels safe and comfortable.

Sometimes, the games are disasters at first. This can be a wonderful learning opportunity. A game is never over until we can talk about what went well and what didn't go well. If there was a problem (usually children shouting at each other about getting the game wrong), brainstorm ways to be a better ensemble when we play next time.

Conversation is just as important as the games themselves. The skills that are built in these games are foundational for everything in this curriculum. Give students the opportunity to know what they're working on; they deserve to know that learning can be fun! An ensemble is like a muscle: You have to work on it diligently to become strong. Sometimes we make mistakes, and good ensembles are forgiving of one another and open to change. It can be helpful to talk about sports teams and television crews that work well together. Working as a group is one of the most important skills we can build in our lives.

## Game 1 (Unit 1): Build a Song

### Level 1

Students sit or stand in a circle. One person makes a noise, and everyone echoes the noise back. Go around the circle until everyone has made one noise.

### Level 2

Students sit or stand in a circle. One person makes a noise (noise 1), and everyone echoes the noise back. Another person makes a noise (noise 2), and everyone echoes the noise back, then adds the first noise as well, so we hear:

Person 1: Boom.

All: Boom.

Person 2: Clack.

All: Clack. Boom.

Repeat with three noises in a row. Then "wipe the sound board clean" and start again. We hear:



Person 1: Boom.

All: Boom.

Person 2: Clack

All: Clack. Boom.

Person 3: Blam.

All: Blam. Clack. Boom.

Leader: WIPE THE SOUND BOARD CLEAN!

Person 4: Peep!

All: Peep!

Person 5: Plip.

All: Plip. Peep.

### Level 3

Repeat all the steps in Level 2, but get to five noises in a row.

### Level 4

Just like Level 3, but add motions to the sounds.

### Level 5

Students break into small groups of five. They each go through the process of building a song together (Level 4), without a teacher leader. Small groups each present their songs to the class.

## Game 2 (Unit 2): Build a Machine

### Level 1

One person stands on the stage and creates a sound and a motion that can be repeated (for example, saying “bam” and raising and lowering a hand repeatedly). Another person joins the first person on stage and creates another sound and motion to add to “the machine.” The only requirement is that the second person must be somehow touching the first person, to make sure the machine remains a unit. While the two people are moving as a machine, ask a third person to join as a new part of the machine. Add a third person. Then “wipe the stage clean” (stop the machine and have everyone on stage return to their seats) and build another machine.

### Level 2

Build a machine with five people instead of three before wiping the stage clean and starting again.

### Level 3

Begin with Level 2. Have the audience observe the machine and offer suggestions as to what this machine might do or be for. After that, the audience may make suggestions about what the machine might change to make it more interesting. Allow the machine to adjust according to the constructive criticisms of the audience.

### Level 4

Try to create a machine that involves more than half the class. Allow the rest of the students to observe the machine, and then walk up to specific parts of the machine and suggest changes. The machine may adjust. Then the audience must collaborate to come up with a name for the machine.

### Level 5

Have students create machines in groups of five. Give them five minutes to decide what their machine does, what it is called, and how it moves. Small groups present their machines to the class.

## Game 3 (Unit 3): Zip Zap Zop

### Level 1

Students stand in a circle. Student 1 says, “Zip.” Student 2 says, “Zap.” Student 3 says, “Zop.” Go around in a circle saying these words as fast as you can, taking turns. Students should look to the student next to them when saying their word, like they are “passing” the word around the circle. See how fast you can get around the circle saying “Zip,” “Zap,” and “Zop.”

### Level 2

Students stand in a circle. This time, instead of passing the words “Zip,” “Zap,” and “Zop” around the circle, have students make eye contact with each other and pass the words ACROSS the circle. They can clap in the direction of the person they are passing the word to.

For example, if the circle included, in order, Abby, Britney, Carl, Deante, Evan, Faye, and Gene, this might happen:

Gene (looking across the circle at Deante): Zip.

Deante (looking across the circle at Britney): Zap.

Britney (looking at Evan): Zop.

See how quickly you can pass the word, and remember, eye contact matters. It’s easy to get confused when you’re standing across from each other.

### Level 3

Incorporate “Elephant.” Students may still send “Zip,” “Zap,” or “Zop” across the circle, but at any given time, they may also send “Elephant.” If a person receives an “Elephant” command from across the circle, they must put their hands in front of them like a trunk, and the people on either side of the trunk must each become ears (by stretching their arms over their heads). The elephant trunk then gets to decide if she would like to send a “Zip,” “Zap,” “Zop,” or “Elephant.”

### Level 4

Incorporate “Racecar,” “Bunny,” and “Palm Tree”:

Racecar: The middle person is the driver, the people on either side are the wheels on the car.

Bunny: The middle person is the bunny face and legs, the people on either side are the tall ears.

Palm Tree: The middle person is the trunk, the people on either side are swaying leaves.

Now the middle person may choose to send “Zip,” “Zap,” “Zop,” “Racecar,” “Bunny,” “Palm Tree,” or “Elephant.”

### Level 5

Allow a few students to invent their own additions to the game and add them to the options of things to send around the circle. Our students have come up with everything from “Gym Teacher” to “Pokemon,” so the sky’s the limit. As long as they can teach their idea to

everyone, anything's game. We recommend adding just three, or having students break into small groups and inventing their own version of the game to play with each other.

## Game 4 (Unit 4): Freeze

### Level 1

Two students pantomime doing an activity (like raking leaves) on the stage. The teacher yells, "FREEZE!" The two students on stage freeze. Students in the audience raise their hand to volunteer. One volunteer is called onstage and taps one of the frozen students on the shoulder. The student who has been tapped sits back down, and the third student assumes the second students' position on stage. The teacher comes up with another activity that the students look like they might be doing (like dancing). She yells, "UNFREEZE!" The students begin pantomiming the new activity, as if that's what they'd been doing all along.

### Level 2

Level 2 is the same as Level 1, except that instead of having the teacher pick the new activity, the third student picks the activity. It should look like this:

(Shondra and Keisha pantomime bowling.)

Teacher: FREEZE! (Looking around) Kelly, what do you think they could be doing instead of bowling?

Kelly: They could be monkeys in a zoo!

Teacher: Great!

(Kelly walks up to Shondra and taps her on the shoulder. Shondra sits down. Kelly takes her exact position.)

Teacher: UNFREEZE!

(Kelly and Shondra pretend to be monkeys at the zoo.)

### Levels 3–5

Now, add words; begin to create short scenes. By the fifth class, allow students to go onstage without telling you what they're going to do. They are improvising scenes at this point, and trusting each other that they will give each other gifts. For example:

(Ben and Matt are cutting each others' hair.)

Ben: Your hair is going to look so good.

Matt: Totally. I can't wait to see it.

Teacher: FREEZE! (They freeze.) Tonya, go for it.

(Tonya taps Matt out.)

Teacher: UNFREEZE.

Tonya: Wow, Dad, thanks for this great massage.

(Ben starts to give Tonya a massage.)

Ben: You deserve it, kid!



vocabulary  
burst  
lessons

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## How These Work

These lessons are designed for small groups or to be done in short bursts of time. They can be done in any order (although they build on each other) and with any vocabulary words. They can be done just once per activity or repeated for different words. Students find it liberating to do the same project with different words about three times. This allows them to master the art skill and get less frustrated as time goes on, reflect on their growth, and prevent boredom with an activity. You can try these lessons with groups as small as one or as big as 30. The sky's the limit.

Below is the lesson structure, the elements of each lesson, and a breakdown of all the activities. Feel free to mix and match or use as you wish. Time limits have not been assigned to these lessons because they can take as long or as short as you need. Some of the art projects are very simple and can be done quickly and repeatedly. One (the final one) will require at least 45 minutes of time. But overall, use your discretion. Use these lessons in whatever way is most helpful to you.

## Lesson Structure

1. Check-in
2. Introduce Emotional Vocabulary
3. Role-Play Emotional Vocabulary
4. Introduce Visual Arts Vocabulary
5. Independent Art Practice (Art Project)
6. Close Out

## Check-In

- Sit in a circle or in a way that feels comfortable to everyone.
- Say: “We are meeting today to do some art projects about our feelings. How are you feeling today? Pick a number between one and ten that captures how you’re feeling today. One is the worst, and ten is the best.”
- You might practice doing decimals, using feeling words, or whatever else makes sense for the group. Any check-in is fine. Just get the group centered in the objective of being able to define, describe, and apply emotional vocabulary to day-to-day life.

## Emotional Vocabulary Options

■ Any of these lessons can work with any emotion word you wish to explore for the class. Maybe you've noticed a lot of your students are feeling frustrated lately, and you'd like them to be able to describe that. Below is a list of emotional vocabulary words you can choose from. Plug them into this lesson template as you see fit.

■ Some teachers like to take pictures of their students making a face to show the emotion they've learned that day, and have the pictures printed. That way, the class can revisit the vocabulary throughout the week.

■ To introduce the vocabulary word, describe it, put it on your face and have students copy, and solicit examples from the group. Engage in a group discussion as students are ready and able.

Joyful	Tenderness	Helpless	Defeated	Rageful	Hurt	Worried	Disappointed
Cheerful	Sympathy	Powerless	Bored	Outraged	Contempt	Sorrow	Compassionate
Content	Adoration	Dreading	Rejected	Hostile	Brave	Jealous	Self-conscious
Proud	Fondness	Distrusting	Disillusioned	Bitter	Eager	Lust	Shamed
Satisfied	Receptive	Suspicious	Inferior	Hateful	Lonely	Scared	Aggravated
Excited	Interested	Cautious	Confused	Scornful	Weary	Uncertain	Infatuated
Amused	Delighted	Disturbed	Grief-Stricken	Spiteful	Comfortable	Envious	Shocked
Elated	Shocked	Overwhelmed	Helpless	Vengeful	Hesitant	Aroused	Embarrassed
Enthusiastic	Exhilarated	Uncomfortable	Isolated	Disliked	Regretful	Anguished	Restless
Optimistic	Dismayed	Guilty	Numb	Resentful	Bored	Annoyed	Concern
Angry	Amazed	Hurt	Regretful	Trusting	Safe	Tender	Panicked
Delighted	Confused	Lonely	Ambivalent	Alienated	Fearful	Rejected	Grumpy
Calm	Stunned	Melancholy	Exhausted	Love	Depressed	Horrified	Trust
Relaxed	Interested	Depressed	Insecure	Insulted	Preoccupied	Humiliated	Afraid
Relieved	Intrigued	Hopeless	Disgusted	Indifferent	Happy	Irritated	Disgraced
Hopeful	Absorbed	Sad	Pity	Confident	Anxious	Caring	Awkward
Pleased	Curious	Guilty	Revulsion	Anticipating	Hopeless	Alarmed	Liking
Nervous	Exasperated	Attraction	Disoriented	Neglected	Frustrated		

## Role-Play Emotional Vocabulary

- Start with a scenario in which a student might feel whatever emotion you are teaching that day. (Example: Frustrated. “Let’s pretend that Mauricio borrowed Megan’s pen without asking, and it made Megan feel frustrated. Can we improvise a short play about that?”)
- Students can either pair up and role-play as small groups, or students can volunteer to act in front of the class.
- After the short play has been improvised, pause the actors. Ask questions:
  - How did Megan respond when she was feeling frustrated?
  - What did her face look like? What did her body do?
  - What are some actions she can take that might be safe to deal with her frustrations?
  - What are some actions that might be unsafe to deal with her frustration?

## Introduce Visual Arts Vocabulary

- There are five lessons listed below, each with an artistic vocabulary word.
- Show examples if possible, or reference the word throughout the lesson.

## Independent Art Practice

See lessons listed below.

## Close Out

- Have students share their work if they feel safe.
- You may choose a close-out activity where students put the emotion they learned on their face and body.
- Some teachers like to close out by asking the same question they checked in with to get a temperature gauge of how students are feeling after the class.

## Lesson One: What Does Color Feel Like?

**Materials:** Small quantities of acrylic paints, paper plates, paper

**Art Vocabulary Word:** Color. “Artists use color to convey meaning. They can make color brighter or darker, they can pick just one kind of color (maybe all different shades of yellow, for example), or they can choose not to use color at all. Colors can feel many different ways; when I look at a bright yellow crayon, I feel really excited and happy. When I look at brown I feel sad and dismal.”

**Directions:**

1. Show a color wheel. Model (using a teacher supply of paint) how colors can be mixed to create new colors. Combine blue and yellow to make green; combine red and yellow to make orange. Show what happens when white is added.
2. Students each receive a paper plate palette with several dots of yellow, blue, red, and white acrylic paint around the edges.
3. Students close their eyes and think about the emotion word they are learning about. What color does that make them think of? Don’t say it out loud, just think about it.

4. Using a paintbrush, students combine colors to try to mix a color that matches the emotional vocabulary word for them.
5. Once they have found a color that matches pretty closely, they can paint a face that represents that emotion on the white paper.

**Keep in Mind for This Lesson:**

1. Acrylic paint is what real artists use to make paintings, and it DOESN'T come out of clothes. Make sure students have smocks, paper is laid down, and mess recon has been considered.
2. Discuss ahead of time what can be done if students feel frustrated that their color has been mixed too much and is now too far gone. How can they feel better about this? What can they do to fix it?
3. Go over giving and receiving compliments for share-out. How can you say something nice about someone else's work? How does that make them feel?

## Lesson Two: Emotion Lines

**Materials:** Crayons, watercolors, water, paintbrushes, paper

**Art Vocabulary Word:** Line. "A line is a basic element of art, referring to a continuous mark, made on a surface, by a moving point. A line is long relative to its width. It can define a space, create an outline or pattern, imply movement or texture, and allude to mass or volume. Lines can express different feelings. Smooth, curvy lines might show comfortable emotions, and jaggedy zig-zags might show uncomfortable ones."

**Directions:**

1. Model this full activity before beginning, but model with a different emotion word than the one you are teaching so students don't copy you.
2. Students close their eyes and think about what kinds of lines the emotion word makes them think of.
3. Students each receive a piece of paper and a set of crayons. They fill the paper with lines that match the emotion to them (be sure to explain that lines will look different for everyone, and that's okay).
4. When they are done, students receive a watercolor set. They select a color that goes with the emotion word and paint over the whole paper with the watercolor.
5. The oil in the crayon will repel the watercolor, so the lines will pop out.

**Keep in Mind for This Lesson:**

1. Although this composition is mostly just abstract lines, it still requires students to be careful. How can they ensure the lines are what they want them to be and not work too fast?
2. Discuss which of the elements of this project are different and similar to the previous lesson. They can draw on prior knowledge.
3. Spend some time discussing the wonderful differences in students' work. Our unique portrayals should be celebrated!

## Lesson Three: Warm or Cool Portraits

**Materials:** Pastels sorted into sets of warm and cool tones, heavy paper, mirrors

**Art Vocabulary Words:** Warm and Cool Tones. “We know how color can be used to convey an emotion. Generally, colors can be broken into warm and cool tones. Warm colors are on one side of the color wheel and cool colors are on the other [show]. Warm colors are orange, yellow, and red; cool colors are green, blue, and purple. Some people feel a lot of joy when they see cool colors; some feel sadness. Warm and cool colors can be a nice way to show how we feel.”

### Directions:

1. Have students make a face that shows the emotion you are learning that week.
2. Students look in the mirror to see what their face looks like when they are feeling that way. Pay attention to creases and lines. Where is their face scrunched up? Where is it stretched wide? Have students make observations about each others' faces.
3. Have students decide whether the emotion word feels warm or cool to them. There are no wrong answers here; everyone might pick the same thing or something different.
4. While looking at the mirror, students create a pastel portrait that only uses one color palette, warm or cool. They may want to use red lips on a cool portrait, but challenge them to resist that impulse and work just in this palette for the emotion.

### Keep in Mind for This Lesson:

1. This is the first time we have created a work in this group that “should” look a certain way. That will be frustrating to some students, so make sure they know that the portrait is not supposed to look exactly like their face.
2. You may want to model face shapes; eyes are particularly tricky.
3. Discuss what to do if students want to use mixed color palettes. Why might it be helpful to use just one?

## Lesson Four: Feelings Flag

**Materials:** Tissue paper, scissors, heavy white paper, gesso or gel medium, paintbrushes, water, glue sticks, pens

**Art Vocabulary Word:** Abstract. “Some artists make work that doesn't necessarily look like anything you'd see in the real world, but it represents something to them. They use lots of shapes and colors to convey their ideas.” Show examples of abstract art and ask what students see in them. Discuss how everyone sees something different.

### Directions:

1. Have students close their eyes and think about the emotion they are learning about. What shapes come to mind? Challenge them not to picture a face, but just to think about shapes. Share out.
2. Have students write the emotion word they are studying on the blank white “flag.” When all the paper is glued and gel medium has been applied, people will be able to see through the tissue paper to the word.
3. Show how to cut up shapes from the tissue paper. Demonstrate how tissue paper is tricky and delicate.



4. Students can use any colors they wish. They receive tissue paper and scissors.
5. They cut out shapes that make them feel like the emotion that we are working on and arrange them on the paper accordingly.
6. Students should lightly glue down the shapes before applying gel medium.
7. Using a paintbrush, students apply gel medium across the entire flag. It will look goopy and opaque at first, but it will dry beautifully.

**Keep in Mind for This Lesson:**

1. This is a complicated and messy project. Make sure students talk about ways to be safe, respectful, clean, and to share the materials.
2. Model exactly how to use everything in this project.
3. Regardless of discussion, this can still be messy. Lay down paper.
4. Engage in conversation about these abstract works. The abstract works students make around emotions are often the most powerful and complex. Be sure they explain to you and to each other why they make their choices.

# booklist



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### Children's Books for Supplemental Use with Each Unit

#### Unit 1: Who Am I?

Title	Author	Grade Level	The Gist
<i>Ish</i>	Peter Reynolds	1–3	Sometimes your art doesn't look exactly the way you want it to; but in the end, that's OK.
<i>Beautiful Oops</i>	Barney Saltzberg	K–2	Mistakes can lead to creative adventure.
<i>The Story of Ferdinand</i>	Munro Leaf	1–3	Ferdinand is a special bull; he doesn't want to fight. But what's different about him ultimately makes him beautiful.
<i>I Like Myself</i>	Karen Beaumont	K–2	"I like myself, I'm glad I'm me."
<i>I Love My Hair</i>	Natasha Anastasia Tarpley	K–3	A story for making African American girls feel proud of their hair and heritage.
<i>Amazing Grace</i>	Mary Hoffman	1–3	Grace wants to be in the school play, but they say she can't because she's black, and a girl.
<i>Only One You</i>	Linda Kranz	K–2	You're unique! And that's cool.

#### Unit 2: How Do I Feel?

Title	Author	Grade Level	The Gist
<i>When Sophie Gets Angry—Really, Really Angry</i>	Molly Bang	K–2	Sophie gets mad and goes for a walk to deal with it.
<i>Wemberly Worried</i>	Kevin Henke	K–2	A mouse gets anxious about starting kindergarten, but it's actually not so bad in the end.
<i>My Many Colored Days</i>	Dr. Seuss	K–4	Different feelings and different colors to go with them.
<i>Have You Filled A Bucket Today?</i>	Carol McCloud	K–4	The way you act affects the way others feel.
<i>Alexander and the No Good, Terrible, Horrible, Very Bad Day</i>	Judith Viorst	K–3	Sometimes everyone has a bad day. That just happens.
<i>The Pout Pout Fish</i>	Deborah Diesen	K–3	This is just the saddest fish. Can he be cheered?

**Unit 3: How Can I Solve My Problems?**

Title	Author	Grade Level	The Gist
<i>Freedom Summer</i>	Deborah Wiles	2–4	Two friends (one white, one black) face racial tension in their town.
<i>Moses: When Harriet Tubman Led Her People to Freedom</i>	Carol Boston Weatherford	2–4	The story of Harriet Tubman
<i>What If Everybody Did That?</i>	Ellen Javernick	1–4	Lots of problems, and hypothetical outcomes if everyone perpetuated them.
<i>The Three Questions</i>	Jon J. Muth	1–4	A tale about how difficult it can be to know whether you are doing the right thing or not.
<i>A Terrible Thing Happened</i>	Margaret M. Holmes	K–4	This is about something really bad happening (they don't say what), and how to deal with the pain of it.

**Unit 4: How Do I Work with Others?**

Title	Author	Grade Level	The Gist
<i>Mine!</i>	Shutta Crumb	K–2	This kid just won't share—it affects everyone.
<i>Rainbow Fish</i>	Marcus Pfister	K–4	One fish has all the cool scales—until he realizes he won't be happy until he can share.
<i>Liam Wins the Game Sometimes</i>	Jane Whelen Banks	K–2	Sometimes you win, sometimes you don't.
<i>Llama Llama Time To Share</i>	Anna Dewdney	K–3	Llama doesn't want to share! But it's time.
<i>The Potato Chip Champ</i>	Maria Dismundy	K–4	This book uses a potato chip contest to teach tolerance around people from different economic backgrounds.