

THE
*Pursuit of
Happiness*

K-12 CHARACTER EDUCATION

resource information

The 1975 Code of Alabama mandates that ten minutes per day of character education are required for all k-12 students. The 1995 Accountability Law mandates character education.

The Founding Fathers believed that a healthy government starts with healthy leaders who address their own flaws so that everyone can be a healthy citizen. With that idea in mind, this resource was created to address twelve of Benjamin Franklin's Necessary Virtues.

Each lesson is not contained to a ten minute limit, but can be modified to fit the needs of your classroom. Each lesson also contains a primary source such as Benjamin Franklin's daily schedule in the Order lesson, which may help address some state standards that focus on the usage of primary sources.

background information

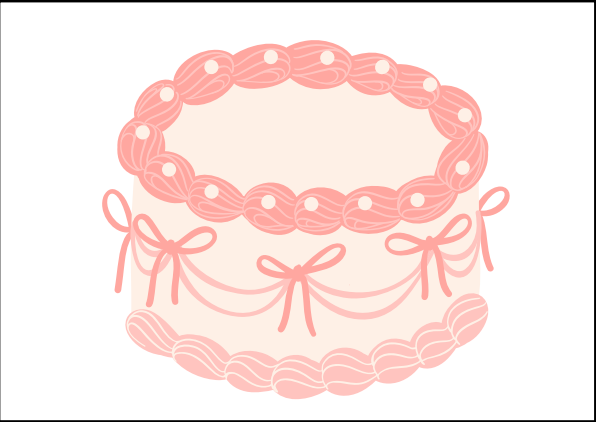
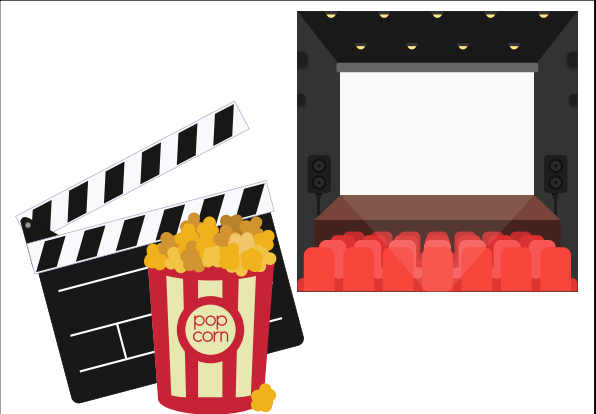
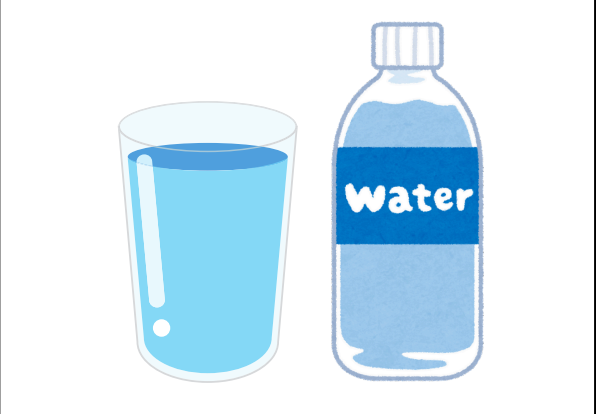
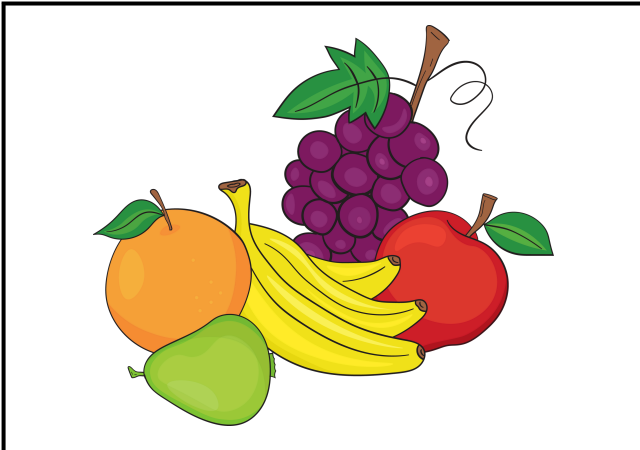
FRUGALITY

“Make no expense but to do good to others or yourself; i.e., waste nothing.” – Benjamin Franklin

While many of the founding fathers died with debt, frugality doesn't only apply to financial affairs. This also applies to your time, priorities, and choices that you make on a day to day basis.

LESSON PLAN 1: FRUGALITY

- Targeted Grade Levels: Kindergarten through Third Grade
- Engage:
 - Ask students why it's important to be aware of their or their family's spending
- Explore:
 - Card Sort - Have students work in small groups to sort needs and wants.
- Explain:
 - Choose a read aloud.
 - Suggested Titles:
 - *You Can't Buy a Dinosaur with a Dime* - Harriet Ziefert
 - *Earn It!* - Cinders McLeod
 - *It's Not Fair* - Caryn Rivadeneira
 - *Those Shoes* - Maribeth Boelts
 - Discuss with students why frugality is important in everyday life.
 - Why should we be careful with our money, time, etc.?
 - Does wasted money or time benefit you or your future goals?
- Elaborate:
 - Writing Activity
 - Prompt:
 - What can you do to save money instead of spending it?
 - I can save money by....?
 - I can use money or time wisely by.....
- Evaluate:
 - Have students come up with a way to keep each other accountable when it comes to frugality.



NAME:

DIRECTIONS: WRITE A SENTENCE AND DRAW A PICTURE GO WITH IT.



LESSON PLAN 2: FRUGALITY

- Targeted Grade Levels: Third through Eighth Grades
- Engage:
 - Ask students what they think frugality is. Have them brainstorm a list of ideas. .
- Explore:
 - Time Budget Challenge
- Explain:
 - Choose a read aloud.
 - Suggested Titles:
 - A Chair for My Mother – Vera B. Williams
 - Those Shoes – Maribeth Boelts
 - Lemonade in Winter – Emily Jenkins and G. Brian Karas
 - Alexander, Who Used to Be Rich Last Sunday – Judith Viorst
 - Discuss with students why industry is important in everyday life.
 - Create a classroom matrix. Have students prioritize things that need to be done in the classroom and where they would fall on the Eisenhower Matrix.
- Elaborate:
 - Reflection – How do you plan to set yourself up for success with both your money and your time?
- Evaluate:
 - Have students come up with a way to keep each other accountable when it comes to frugality.

Name: _____

TIME BUDGET CHALLENGE

Directions:

You have 12 time bucks to spend between 4:00 PM and 10:00 PM on a Tuesday afternoon during the school year (6 hours). Using the choices below, plan out how you would send your time bucks!

- Homework - 2 bucks
- Chores - 1 buck
- Playing Video Games - 3 bucks
- Reading - 1 buck
- Helping a family member - 1 buck
- Watching TV - 2 bucks
- Practicing a hobby - 2 bucks
- Going outside - 2 bucks
- Getting ready for bed - 1 buck

Time Spent	Activity	Amount Used
<i>Example: 4:00-4:30</i>	<i>Playing Video Games</i>	<i>3 bucks</i>

Name: _____

TIME BUDGET CHALLENGE

Reflection:

- What did you choose to spend the most time on? Why?

- Did you have enough time for everything you wanted to do?

- What would you change to use your time more wisely?

LESSON PLAN 3: FRUGALITY

Frugality – The Wisdom and Virtue of George Mason, Locke, and the Foundation of American Liberty

Objectives:

- Analyze primary sources by Cicero, George Mason, John Locke, and Thomas Jefferson.
- Understand the civic virtue of frugality in classical and Enlightenment thought.
- Compare phrasing and ideas in the Virginia Declaration of Rights and the Declaration of Independence.
- Explore Locke's concept of natural rights and how it informed our Founding documents.

Outline:

- Introduction
 - Introduce George Mason and his role in drafting the Virginia Declaration of Rights.
 - Define frugality as a civic virtue and its importance in maintaining liberty.
 - Explain that ideas about government and virtue came from both ancient thinkers (like Cicero) and Enlightenment philosophers (like Locke).
- Possible Prompt Question:
 - What responsibilities do public officials have when it comes to spending public money?
- Primary Source Analysis
 - Read & Discuss: Key Texts (please adapt and add more of these selections or additional sources)
 - Cicero – *On Duties* (c. 44 BCE):
 - "The welfare of the people is the highest law... the public funds must not be squandered."
 - George Mason – *Virginia Declaration of Rights* (1776):
 - Section 1: "All men are by nature equally free and independent..."
 - Section 3: Governments are for the "common benefit" and may be altered if they fail.
 - Section 15: "No free government... can be preserved but by a firm adherence to justice, moderation, temperance, frugality, and virtue..."

LESSON PLAN 3: FRUGALITY

- John Locke – *Second Treatise of Government*, Ch. 5 on Property (1689):
 - "Every man has a property in his own person... The labor of his body, and the work of his hands, we may say, are properly his. ... For no government can have a right to obedience from a people who have not freely consented to it."
 - Possible Discussion Questions: (please adapt and add your own)
 - What does Locke mean by "property in his own person"? How does that idea relate to liberty?
 - How do Locke's ideas about government and consent appear in Mason's writing?
- Jefferson and Mason Comparison (5 minutes)
 - Compare the Wording:
 - Mason (Sec. 1)
 - "All men are by nature equally free and independent..."
 - "...have certain inherent rights..."
 - Jefferson (Declaration
 - "All men are created equal..."
 - "...are endowed by their Creator with certain unalienable Rights..."
 - Then Ask:
 - Why do you think Jefferson reworded Mason's declaration? See if you can find any explanation for why he did.
 - Which words feel stronger or more universal? Why?
- Closing Reflection & Discussion
 - Possible Discussion or Written Questions:
 - Why might frugality be essential in a society that values personal liberty and limited government?
 - How do ancient (Cicero), Enlightenment (Locke), and American (Mason, Jefferson) thinkers agree or differ on what makes a government just?
- Optional Homework/Extension:
 - Write a paragraph: "Should modern governments embrace frugality as a founding virtue? Why or why not?"
 - Group activity: Create a discussion between Cicero, Locke, and Mason on civic virtue.