

Frederick

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(Gardiner, ME: Tilbury House, 2008)

SUMMARY:

While the other mice gather supplies for the winter, Frederick seems to dream away the summer. When winter comes and all the food is gone, however, the other mice are grateful to Frederick, who helps them forget their hunger by reciting the poems he created. The power of expression is clear.

LINKS TO STATE/DISTRICT GOALS

Common Core Standards in English Language Arts:

Reading: Key Ideas and Details

2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text

Speaking and Listening: Comprehension and Collaboration

1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

Chicago Public Schools Social Science Goal 14F:

A1: Describe what freedom means.

B5: State reasons why people benefit from basic rights such as freedom of speech.

Chicago Public Schools Social Emotional Learning Standards:

1A: Identify and manage one's emotions and behavior.

2A: Recognize the feelings and perspectives of others.

2C: Use communication and social skills to interact effectively with others.

3C: Contribute to the well-being of one's school and community.

STRATEGIES

- Brainstorming
- Discussion/Deliberation

TIME REQUIRED

- 45-60 Minutes

INITIATING ACTIVITIES

Activity One: Prominently display several birthday cards in the room. Ask students why we send birthday cards (*To wish the person a happy birthday, to show the person we care about him or her*) What are some other ways in which we wish people “Happy Birthday”? (*Say it, sing it, send a telegram, give a gift, have a party, give a hug*). Tell students that these are all ways of expressing our feelings about the person’s birthday.

Note: Be sensitive to students in your class who do not celebrate birthdays for religious reasons.

Activity Two: Write the word *expression* on the board and explain that *expression* means telling our thoughts and feelings or sharing information. Ask students why it is important that we have freedom of expression—that is, we can freely say, draw, sing, or write our ideas. Accept all answers. Explain that they are going to listen to a story that shows one reason why freedom of expression is important.

Discussion Questions

1. Why were the mice—except Frederick—working so hard?
2. What was Frederick doing while the other mice worked? Why was he doing that?
3. What happened when winter came? How did Frederick help the other mice?
4. How does Frederick’s story show the importance of freedom of expression?

FOLLOW-UP ACTIVITY

Activity One: Encourage students to “gather words” for the winter. Give each student a piece of paper, folded in half crosswise. Inside, they can write their words; on the front, they can illustrate what they have written. When they finish, they will have created cards they can use to express their feelings to a friend or family member.

Activity Two: Create a bulletin board display called “Forms of Expression.” Put up a few examples of different ways of expressing yourself—a song, a poem, a protest sign, a bumper sticker, a T-shirt, etc. Ask students to look for different forms of expression and add them to the bulletin board as they find them.