Book of Virtues
by
William J. Bennett

WORK

- Introduction
- The Ants and the Grasshopper
- The Little Red Hen & The sheep and the Pig build a house
- Mr. Meant-To
- The Shoemaker and the Elves
- Dust Under the Rug
- Robinson Crusoe builds a Boat
- It’s plain hard work that will do it
- Kill Devil Hill
- Elias

Unit Projects:
Career Development E-Manual
Build a house!
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Unit Projects:
Career Development E-Manual
Build a house!
UNIT 5: Work

Unit 5: work has a project of course; however this is not one that I can create worksheets on. This is a project that will help your child plan for the future. The project is a career assessment e-manual.

http://www.cdm.uwaterloo.ca/index2.asp

Though this is online, there are many forms that you can download for your child to work on (PDF format or word format for them to work on the computer with). Please note, this is a heavy project and is not to be taken by the faint of heart. Choosing a career is a hard decision. This is just a tool. Please let your children know that they don’t have to make their decision this week. This is only to give them an idea of what it will take in a chosen interest field.

This is the only project for your student this week. It is in depth and will take a considerable amount of time. You also may want to start this project on day 1 of week 1 instead of day 3. This will give your children more time to accomplish this.

Here is a checklist of the forms that you should require for the project. Feel free to cut it off and provide it to your child so they can easily keep track.

<table>
<thead>
<tr>
<th>Step</th>
<th>Form #</th>
<th>Title of form</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1.1</td>
<td>My Pride List</td>
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<tr>
<td>1</td>
<td>Word Doc</td>
<td>Pride experiences (Stories—used for future forms **Must do!)</td>
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<tr>
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<td>Personality Checklist</td>
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<td>1</td>
<td>1.3.1</td>
<td>Your Values</td>
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<tr>
<td>1</td>
<td>1.4.1</td>
<td>Your Skills</td>
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<td>1</td>
<td>1.5.1</td>
<td>Your Career Interests</td>
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<td>1</td>
<td>1.5.2</td>
<td>Understanding Career Clusters</td>
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<td>1</td>
<td>1.6.1</td>
<td>Identifying your style</td>
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<tr>
<td>1</td>
<td>1.8.1</td>
<td>Integrating your self Assessment</td>
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<tr>
<td>2</td>
<td>2.4.1</td>
<td>Occupational research Form</td>
<td></td>
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<tr>
<td>2</td>
<td>2.6.1</td>
<td>Informational Interviews Form</td>
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<tr>
<td>2</td>
<td>2.6.2</td>
<td>Informational Interviews Questions</td>
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</tr>
<tr>
<td>3</td>
<td>3.3.1</td>
<td>My Objectives</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.4.1</td>
<td>Learning Plan Chart (can be a high school focus instead of college)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.4.2</td>
<td>Graduate School (can be a general college/graduate school requirements needed rather than a detailed plan)</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 5: Work

However there is an alternative project should your child be too young or if they feel an overwhelming need to hide under the desk when presented with this! This is a fun project that will also take quite a bit of time—and supplies. But it will show the physical side of work. In a fun and not so boring way! I recommend working together as a family on this as it is quite in depth and can provide a great bonding experience! I envision lots of laughter in creating this dream!

They will be building a model house—complete with “plumbing” (aka straws) and “wiring” (aka craft wire). They will create a foundation, a frame work with walls, and roofing, and will create an interior. This can be as elaborate or as simple as your child can envision.

➢ The first step is to create the blueprints! Basically we need a floor plan, for this project I recommend a one story, but please do what you would like to do!! Using copy paper, construction paper, or cardstock create your floor plan. You will want to add in measurements. Use a 1/2 inch to represent a foot. So if you have a room you want it to be 8 feet by 10 feet you will actually draw it to be 4 inches by 5 inches. This is called a ½ inch scale. This is also the scale you are going to build in, so it’s really important to keep all the measurements in the same scale! Be as creative as you want. (If you have the supplies and the room to do it, you can increase the scale to 1 inch!)

On your next sheet you will want to decide where you will need your pipes! Re-Draw the outline of your plan. This time instead of drawing internal walls, you will add in pipes. You will need to bring in water from the “street” to your water heater and then where your sinks will be. Color the pipes on your page BLUE.

On the same sheet, decide where you will keep your circuit breaker (usually in a utility room or laundry room). Draw this in RED. Now you will need to add in wiring to each of your rooms. Try to keep this neat and tidy! Your wires should be colored RED as well.

If you would like a gas stove, you will need to add in a gas line. Color this line YELLOW. It will need to come in from the street as well.

➢ After you have your blue prints (layout) figured out, then you need to lay your foundation. The foundation is what gives the house stability. Without it, the house would sink into the ground (much like the leaning tower of Pisa). To create your foundation you will use Plaster of Paris. You will add in your pipes coming from the street and have them going up into the house (bendy straws are the best for this). Here is an outline for it:

- Draw foundation plan
- lay-out plumbing, use small drinking straws
- make a mixture that will harden (Plaster of Paris)
- in a plastic (or waterproof) top, follow plan allowing students to complete the group’s foundation.
UNIT 5: Work

Foundation Materials:

- Plaster of Paris*
- Plastic straws
- Waterproof containers
- Cardboard as a base blow the foundation

* This could be done using sand, but will not have a harden effect.

After the foundation is laid you will need to develop your frame work. You will need to build up the outer walls frame and the interior walls. Try to follow your plan as closely as possible, keeping in mind your pipes are already set “in stone”!

Here is your outline:

- Construct an outer frame using pipe cleaners.
- Create openings for doors and windows as you go.
- Construct framing that is needed throughout the interior.
- Construct the frame for your roof as well, however make it separate so that it will “sit” on top, but it can come off.
- Add materials used on the roof, plywood—this can be milk carton sides or other sturdy material, and shingles—this can be construction paper cut into the proper shape.

Framing/Roofing Materials:

- Glue
- Construction paper
- Scissors
- Milk cartons (cut to proper size)
- Pipe cleaners
- Popsicle sticks

At this point your house will begin to look like a skeleton. This is the perfect time to pull out the second sheet of your blueprint. Remember those wires and pipe? It’s now time to add those in. Use straws to lay pipes running to the bathrooms and the kitchen. Add your craft wire for your wiring. Etc. (Note: these will go between the walls and will not be seen in the finished product. So if your family would like to skip this part—that is fine!)

Here is your Outline:

- Add in pipes for plumbing
- Add in wire for wiring
- Add in gas line

Wiring/Plumbing Materials:

- Bendy straws
- Craft wire
Now you will add in the walls, doors and windows!! AND floors! There is much to do. You can
do this a few different ways. My suggestion is to cut your walls to the right size. Cover with contact paper—Wall paper!!—and THEN add your walls in to your frame. Your floor I would do the same way. Cut it to the right size, decorate it/contact paper etc. Then add it in. This will cause you a lot less stress!!

So here is your walls and floor check list:

- Choose your material for your walls. I suggest cardstock, but you can use milk cartons or any other sturdy material.
- Cut it down for the inside walls. Cover it with contact paper, paint etc. to make it look nice.
- Choose an exterior wall covering; wood, siding, brick, etc. Decorate it by coloring it, printing it or with contact paper. Leave openings for windows and doors.
- Tape Saran Wrap to the inside over the window openings.
- Create doors; panel, flush, and glaze.
- Decide on flooring; wood, carpet, vinyl, ceramic, etc. Add in the visual on your cardstock.

**Walls/Flooring Materials:**

- milk cartons
- contact paper
- markers/Paint
- pictures of doors
- Construction paper
- scissors
- samples of flooring—or pictures

Add your roof to your house! At this point, your house should look like a house!
CONGRATULATIONS! Now the only thing left is to “gussy” it up. Add in any landscaping that you would like, any flower pots, a porch, anything you would like to add to make it look yours! Have fun with this and the only limitations are the materials you have and your imagination!

Don’t forget to take a picture or two! Make a scrapbook page for your notebook!
Work Unit 5
Introduction

Vocabulary:
- Applied
- Flourish
- Grudgingly
- Menial

Questions:
What is the opposite of work?

Complete this sentence: Life’s greatest joys are not what one does __________ __________ the work; but __________ the work of one’s life.

What is the first step in doing something?

Write the following phrase; then memorize it.

There are no menial jobs – only menial attitudes.
Work Unit 5
Introduction

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Work Unit 5
The Ants and the Grasshopper

Vocabulary:

➢ Industriousness
➢ Principles

Questions:

What were the ants doing? ________________________________

What did the Grasshopper want? ________________________________

Why didn’t the grasshopper prepare for winter? ________________

Like all of Aesop’s Fables, this one has a moral. What is it?

Do you sometimes put off what you should do? ________________

Think of your tasks. Which is your least favorite? Go do it and get it done so that you can move on to something you enjoy more.
Work Unit 5
The Ants and the Grasshopper

________________________________________________________________________
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Work Unit 5
The Little Red Hen & The Sheep and the Pig who Built a House

Vocabulary:

➢ Reap
➢ Hewed

After reading both stories; compare them using the Venn diagram below. Separate what is different from what is the same between the two stories.

Different

Different

Same
Work Unit 5
The Little Red Hen & The Sheep and the Pig who Built a House
Work Unit 5
Mr. Meant-To

Vocabulary: comrade

Question

What is this poem about? 

Explain:

• Mr. Meant-to 

• Didn’t-do 

• Never-win 

• Might-have-been 

Why would Might-have-been be considered a ghost? 

Work Unit 5
Mr. Meant-To
Work Unit 5
The Shoemaker and the Elves

Question

Why was the shoemaker out of money? __________________________
________________________________________________________________

Even though the shoemaker was barely well enough to walk, what did he do with this time?______________________________
________________________________________________________________

Who helped the shoemaker?____________________________________
________________________________________________________________

What did the wife suggest they should do for the helpers?______________________________
________________________________________________________________

Why do you think they did this?____________________________________
________________________________________________________________

Why do you think the helpers didn’t return? ________________
________________________________________________________________
Vocabulary:

- Diligently
- Lame
- Faithful

Question

Why was Minnie looking for work? __________________________________________________

What work did she find? __________________________________________________________

On her last day of work what happened to make her rush through her work? __________

Why couldn’t Minnie sleep that night? _____________________________________________

What did she do to resolve her dilemma? __________________________________________

What was her payment for her work? _____________________________________________
Work Unit 5
Dust under the rug
Work Unit 5
Robinson Crusoe builds a boat

Vocabulary:
- Surmount
- preposterous
- Faithful

Question

Describe what Robinson was building his boat out of?_____
________________________________________________________________________

How long did it take him to build his boat?____________
________________________________________________________________________

What problem did he encounter when he was done building his piraguas?________________________
________________________________________________________________________

Did he ever resolve the problem?____________________
________________________________________________________________________

How could he have avoided the problem?_______________
________________________________________________________________________

________________________________________________________________________
Work Unit 5
Robinson Crusoe builds a boat
Work Unit 5
It’s Plain Hard work that does it

Vocabulary:

<table>
<thead>
<tr>
<th>Addled</th>
<th>Prodigious</th>
<th>Patent</th>
</tr>
</thead>
</table>

Question

Who was this written about? __________________________
_________________________________________________

How many inventions did he have patented? __________
_________________________________________________

Name 5 inventions you use often? ________________
_________________________________________________

What did he compare to a drug? __________________
_________________________________________________

How did he respond to failure? ____________________
_________________________________________________

What does his advice to youth? ____________________
_________________________________________________

What can YOU learn from this “Giant of a Man”? ______
_________________________________________________
Work Unit 5
It’s Plain Hard work that does it
Work Unit 5
Kill Devil Hill

Vocabulary:

➢ Oscillations  ➢ Askew

Question

What were the brothers names? ____________________________
________________________________________________________________________

What contraption did they build? ____________________________
________________________________________________________________________

How long did the contraption work? ________________________
________________________________________________________________________

What did they use to send out the message? ______________
________________________________________________________________________
________________________________________________________________________

What error did the message contain? ______________________
________________________________________________________________________

The contraption crashed, do you think they considered it a failure? _____________________________
________________________________________________________________________
________________________________________________________________________
Work Unit 5
Kill Devil Hill

[Image of a Wright brothers' early flight]

[Additional text or images related to the topic of the work unit could be added here]
Work Unit 5
Elias

Vocabulary:

➢ Envied
➢ Dwindled

Question

Why did everyone envy Elias? ___________________________
_________________________________________________

What happened to his children when he became rich?
_________________________________________________
_________________________________________________

Who helped the old couple? __________________________
_________________________________________________

Compare the differences that Sham-Shemagi gave for the question asked.

<table>
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<tr>
<th>Rich</th>
<th>Poor</th>
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</table>
Work Unit 5
Elias
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<td>Principles</td>
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</table>
### Unit 5: Work ~ Vocabulary Definitions

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>put into practice or put to use</td>
</tr>
<tr>
<td>Flourish</td>
<td>a display of ornamental speech or language</td>
</tr>
<tr>
<td>Grudgingly</td>
<td>unwillingly</td>
</tr>
<tr>
<td>Menial</td>
<td>used of unskilled work (especially domestic work)</td>
</tr>
<tr>
<td>Industriousness</td>
<td>persevering determination to perform a task</td>
</tr>
<tr>
<td>Principles</td>
<td>a personal or specific basis of conduct or management</td>
</tr>
<tr>
<td>Reap</td>
<td>get or derive</td>
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<td>Hewed</td>
<td>trike with an axe; cut down, strike</td>
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<td>Comrade</td>
<td>a person who is frequently in the company of another</td>
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<td>Diligently</td>
<td>quietly and steadily persevering especially in detail or exactness</td>
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<tr>
<td>Lame</td>
<td>deprive of the use of a limb, especially a leg</td>
</tr>
<tr>
<td>Faithful</td>
<td>steadfast in affection or allegiance</td>
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<tr>
<td>Surmount</td>
<td>get on top of; deal with successfully</td>
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<td>Preposterous</td>
<td>completely devoid of wisdom or good sense</td>
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<td>declevity</td>
<td>a downward slope or bend</td>
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<td>Addled</td>
<td>confused and vague; used especially of thinking</td>
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<td>Patent</td>
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<td>Prodigious</td>
<td>so great in size or force or extent as to elicit awe</td>
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<td>Oscilations</td>
<td>to move repeatedly from one position to another</td>
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<td>Askew</td>
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<td>a feeling of grudging admiration and desire to have something possessed by another</td>
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<td>Dwindled</td>
<td>become smaller or lose substance</td>
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</table>

Make 2 copies. 1 for the student notebook. The second for matching. Cut words and definitions apart and then match the vocabulary word with its definition.
# Unit 5: Work Vocabulary

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Unit 5: Work

Complete the crossword. Not all vocabulary words will be used.

The first one has been done for you.
CLUES

Across

2. A DISPLAY OF ORNAMENTAL SPEECH OR LANGUAGE
3. GET OR DERIVE
4. A PERSON WHO IS FREQUENTLY IN THE COMPANY OF ANOTHER
6. COMPLETELY DEVOID OF WISDOM OR GOOD SENSE
7. UNWILLINGLY
10. A FEELING OF GRUDGING ADMIRATION AND DESIRE TO HAVE SOMETHING POSSESSED BY ANOTHER
12. AN OFFICIAL DOCUMENT GRANTING A RIGHT OR PRIVILEGE
13. A DOWNWARD SLOPE OR BEND
14. DEPRIVE OF THE USE OF A LIMB, ESPECIALLY A LEG
15. CONFUSED AND VAGUE; USED ESPECIALLY OF THINKING
17. PERSEVERING DETERMINATION TO PERFORM A TASK
18. TURNED OR TWISTED TOWARD ONE SIDE
19. GET ON TOP OF; DEAL WITH SUCCESSFULLY

Down

1. STEADFAST IN AFFECTION OR ALLEGIANCE
2. THE SKY, VIEWED POETICALLY AS A SOLID ARCH OR VAULT
5. PUT INTO PRACTICE OR PUT TO USE
8. BECOME SMALLER OR LOSE SUBSTANCE
9. USED OF UNSKILLED WORK (ESPECIALLY DOMESTIC WORK)
11. QUIETLY AND STEADILY PERSEVERING ESPECIALLY IN DETAIL OR EXACTNESS
12. SO GREAT IN SIZE OR FORCE OR EXTENT AS TO ELICIT AWE
16. STRIKE WITH AN AXE; CUT DOWN, STRIKE

WORD BANK

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2
Unit 5: Work

Complete the crossword. Not all vocabulary words will be used.
CLUES

Across
2. A DISPLAY OF ORNAMENTAL SPEECH OR LANGUAGE
3. GET OR DERIVE
4. A PERSON WHO IS FREQUENTLY IN THE COMPANY OF ANOTHER
6. COMPLETELY DEVOID OF WISDOM OR GOOD SENSE
7. UNWILLINGLY
10. A FEELING OF GRUDGING ADMIRATION AND DESIRE TO HAVE SOMETHING POSSESSED BY ANOTHER
12. AN OFFICIAL DOCUMENT GRANTING A RIGHT OR PRIVILEGE
13. A DOWNWARD SLOPE OR BEND
14. DEPRIVE OF THE USE OF A LIMB, ESPECIALLY A LEG
15. CONFUSED AND VAGUE; USED ESPECIALLY OF THINKING
17. PERSEVERING DETERMINATION TO PERFORM A TASK
18. TURNED OR TWISTED TOWARD ONE SIDE
19. GET ON TOP OF; DEAL WITH SUCCESSFULLY

Down
1. STEADFAST IN AFFECTION OR ALLEGIANCE
2. THE SKY, VIEWED POETICALLY AS A SOLID ARCH OR VAULT
5. PUT INTO PRACTICE OR PUT TO USE
8. BECOME SMALLER OR LOSE SUBSTANCE
9. USED OF UN Skilled WORK (Especially Domestic Work)
11. QUIETLY AND STEADILY PERSEVERING ESPECIALLY IN DETAIL OR EXACTNESS
12. SO GREAT IN SIZE OR FORCE OR EXTENT AS TO ELICIT AWE
16. STRIKE WITH AN AXE; CUT DOWN, STRIKE
Unit 5: Work

Can you find the hidden words? Not all of the vocabulary will be used.

The first one has been done for you.
CLUES

1. COMPLETELY DEVOID OF WISDOM OR GOOD SENSE
2. TO MOVE REPEATEDLY FROM ONE POSITION TO ANOTHER
3. USED OF UNSKILLED WORK (ESPECIALLY DOMESTIC WORK)
4. SO GREAT IN SIZE OR FORCE OR EXTENT AS TO ELICIT AWE
5. GET ON TOP OF; DEAL WITH SUCCESSFULLY
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Unit 5: Work

Can you find the hidden words? Not all of the vocabulary will be used.
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*****NOTE: There is a mistake in #12 Across. Patent is spelled wrong and I have not yet figured out how to fix it. I will as soon as possible.
Unit 5: Work

Can you find the hidden words? You will not use all the vocabulary.
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22. GET OR DERIVE

ANSWER KEY (Starting letter: x,y)

1. PREPOSTEROUS(14,7) 9. DECLEVITY(2,8) 17. ASKEW(5,12)
2. OSCILATIONS(1,14) 10. FLOURISH(15,11) 18. COMRADE(14,15)
3. MENIAL(9,9) 11. LAME(9,11) 19. ENVIED(14,10)
4. PRODIGIOUS(5,1) 12. APPLIED(13,15) 20. GRUDGINGLY(3,6)
5. SURMOUNT(1,10) 13. PATENT(2,10) 21. PRINCIPLES(1,13)
6. DILIGENTLY(4,3) 14. FIRMAMENT(15,2) 22. REAP(15,7)
7. FAITHFUL(3,5) 15. ADDLED(1,2)
8. DWINDLED(9,4) 16. HEWED(8,11)
Work is either fun or drudgery. It depends on your attitude. I like fun.

Colleen C. Barrett
Work is either fun or drudgery. It depends on your attitude. I like fun.

Colleen C. Barrett
Work is either fun or drudgery. It depends on your attitude. I like fun.

Colleen C. Barrett

Do you need to try again?

Check your work, is it neat? ________________
Genius is one percent inspiration and ninety-nine percent perspiration.

Thomas Alva Edison
Genius is one percent inspiration and ninety-nine percent perspiration.

Thomas Alva Edison
Work is either fun or drudgery. It depends on your attitude. I like fun.

Colleen C. Barrett

Do you need to try again?

Check your work, is it neat? ________________
“Work spares us from three evils: boredom, vice, and need”

Voltaire
“Work spares us from three evils: boredom, vice, and need”

Voltaire
Work spares us from three evils: boredom, vice, and need"

Voltaire
“One must work and dare if one really wants to live.”

Vincent van Gogh
“One must work and dare if one really wants to live.”

Vincent van Gogh
“One must work and dare if one really wants to live.”

Vincent van Gogh
“Every person I work with knows something better than me. My job is to listen long enough to find it and use it.”

Jack Nichols
“Every person I work with knows something better than me. My job is to listen long enough to find it and use it.”

Jack Nichols
“Every person I work with knows something better than me. My job is to listen long enough to find it and use it.”

Jack Nichols

Do you need to try again?

Check your work, is it neat? ________________
“We work to become, not to acquire.”

Elbert Hubbard
“We work to become, not to acquire.”

Elbert Hubbard
“We work to become, not to acquire.”

Elbert Hubbard

Do you need to try again?

Check your work, is it neat? _________________
“Far and away the best prize that life offers is the chance to work hard at work worth doing.”

Theodore Roosevelt
“Far and away the best prize that life offers is the chance to work hard at work worth doing.”

Theodore Roosevelt
“Far and away the best prize that life offers is the chance to work hard at work worth doing.”

Theodore Roosevelt
A human being must have occupation if he or she is not to become a nuisance to the world.

Dorothy L. Sayers
A human being must have occupation if he or she is not to become a nuisance to the world.

Dorothy L. Sayers
“A human being must have occupation if he or she is not to become a nuisance to the world.

Dorothy L. Sayers

Do you need to try again?

Check your work, is it neat? _________________
Plans are only good intentions unless they immediately degenerate into hard work.

Peter Drucker
Plans are only good intentions unless they immediately degenerate into hard work.

Peter Drucker
Plans are only good intentions unless they immediately degenerate into hard work.

Peter Drucker
A man ought to work. That's what he's here for. That's how he contributes to the welfare of the community.

W. Somerset Maugham
A man ought to work. That's what he's here for. That's how he contributes to the welfare of the community.

W. Somerset Maugham
A man ought to work. That’s what he’s here for. That’s how he contributes to the welfare of the community.

W. Somerset Maugham
Name 3 things that you find to be menial, but are willing to do anyways.

Explain what Menial is and why most people dread doing menial tasks.
Should you do your disliked tasks begrudgingly or with a happy heart?

Do you always like doing every task?

Why do you think the red hen had so much trouble getting others to help?

What is the main difference between the two stories?
Magical Round Tu it

How could getting a "round" to it help prevent you from becoming like Mr. Meant-To or his friends?

In order to earn the help from the Elves (or brownies) what did the Shoemaker have to do? What do you have to do, in order to receive help when you need it?

This question tab will be folded on the inside of the mini book.
By shirking her work once, Minnie almost didn’t get paid. How can shirking your work have an adverse effect on your life?

Explain this quote:

Failure to plan on your part, does not constitute an emergency on mine.
Why is the light bulb the symbol used for an idea as in this picture?

What does plain hard work actually get you?

How did the Wright Brothers go from here: to here: to here:
You will need a brad for this one!
This section is the unit wrap up. This is where your child can focus on the entire unit.

This wrap up includes 2 paper doll elves and their clothes. Have your child write ways they can work now. It can either be by being part of the family, or by being a contributing citizen of the community.

I suggest writing on the back of the outfit.
Ways I can work and be a contributing Citizen!