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## Portrayal of Character Pillars Defined by Character Counts! in Children's Bestselling Literature 1950-1999

Stephanie J. Stocks  
*University of Northern Iowa*

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## Portrayal of Character Pillars Defined by Character Counts! in Children's Bestselling Literature 1950-1999

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Portrayal of Character Pillars Defined by Character Counts!  
in Children's Bestselling Literature 1950-1999

The Graduate Research Paper

Submitted to the

Department of Curriculum and Instruction

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in Partial Fulfillment of the Requirements for the Degree

Master of Arts

University of Northern Iowa

by  
Stephanie J. Stocks  
May, 2001

This Research Paper by: Stephanie J. Stocks

Titled: Portrayal of Character Pillars Defined by Character Counts! in  
Children's Bestselling Literature 1950-1999

has been approved as meeting the research requirement for the Degree, Master of Arts.

Barbara R. Safford

May 3, 2001  
Date Approved

\_\_\_\_\_  
Graduate Faculty Reader

Victoria L. Robinson

5-3-01  
Date Approved

\_\_\_\_\_  
Graduate Faculty Reader

Rick Traw

5/2/01  
Date Approved

\_\_\_\_\_  
Head, Department of Curriculum and Instruction

## Abstract

Becoming a person of character is an individual responsibility, yet society uses institutions and media to help guide future generations to obtain virtues and moral values. The purpose of this study was to determine whether the pillars of character depicted in children's literature published in the United States from 1950-1999 reflect the renewal in character education programs for schoolchildren.

A content analysis was used to analyze twenty-five best-selling children's picture books from 1950-1999 that were randomly selected to be in the sample population. This researcher looked for positive and negative instances of the six pillars, trustworthiness, respect, responsibility, fairness, caring, and citizenship, promoted by the character education program Character Counts! A primary pillar was also identified for each book when one was evident and given an intensity rating of very significant, significant, or not significant. Analysis of the data found that only 46% of the books in the study exhibited a primary pillar that was either very significant or significant thus refuting the first hypothesis that stated that the majority of the books would exhibit at least one of the six pillars. The second hypothesis stated that the books in the study published within the last twenty years would exhibit more total instances of pillars of character than those books published in the previous thirty years. Since 64% of the total instances of the pillars were found in the books published in the 1980s and 1990s, the second hypothesis was accepted. The final hypothesis stated that the majority of the identified instances of the pillars would be presented positively, yet the negative instances outnumbered the positive instances 2 to 1 thus rejecting the final hypothesis.

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## Chapter 1

### Introduction

#### Background

The role of values within a society structures the ways in which people conduct themselves. Today's American society faces a dilemma since contemporary values are competing with society's traditional values. The media, peers, and schools bombard children and teenagers with messages encouraging them to adopt values such as fame/notoriety, athleticism, sexual attractiveness, popularity, and making money which includes going to a good college and getting a good job. These values compete with more traditional values such as respect, responsibility, citizenship, trust, fairness, and caring. Many groups within society also adhere to their own values thus creating religious and civic values as part the values of the society as a whole, but what values does a society as a whole adopt as the most important? Does everyone have the same definition of values, or do some people only consider values to be good behavior or good character? The literature often refers to views, values, and virtues, but the distinctions between these three are usually unclear. According to Ryan and Bohlin, “[v]iews are simply intellectual positions, and values evoke neither a moral commitment nor the promise of leading a good life” (p. 45). These authors go on to describe virtue as “both the disposition to think, feel, and act in morally excellent ways, and the exercise of this disposition” (p. 45). In this sense, individuals define their own values, yet this is problematic as no universality is found. Because of this, common moral values that enable people to live together in harmony are needed, and virtue is needed to live according to these values (Ryan & Bohlin, 1999, p. 48-52).



For the purposes of this paper, common social values included the moral values that enable people to live together in harmony and “make up the good that we propose students to come to know, love, and do” (Ryan & Bohlin, 1999, pp. 49 & 52). This concept of moral values intertwines with Lickona’s definition of character, which consists of understanding core values (know), caring about them (love), and acting upon them (do) (Lickona, 2001). These common moral values encompass society’s traditional values and allow people to act in the right manner no matter what the consequences to themselves rather than encompassing society’s contemporary values, which focus people’s actions on doing right only for themselves.

Ryan and Bohlin also stress the importance for a society to make sure that it teaches its children the necessary virtues and common moral values to continue advancing the society's goals (p. 52). Since societies have values and find values to be important in daily living, they have several means for teaching children these values. American society uses two methods to pass morals and values on to its children, formal education and literature published for and read by children. This study investigated the inclusion of values in popular literature for children.

#### History of Children’s Literature's Instruction in Social Values

One tool for socializing children has been literature written specifically for them, and this socializing includes moral upbringing. Children’s literature has had an enormous impact on children’s perceptions of the world and how they should conduct themselves in the world. Throughout American history, “Literature for children was produced by and sold to adults to teach, persuade, convince, and solidify social values and establish mores for the rising generation” (Murray, 1998, pp. 1-2). Since English

immigrants established American society, the history of children's literature in England also influenced the social upbringing of children in America.

During the 18<sup>th</sup> century, John Newbery of London pioneered a new kind of children's literature designed to entertain as well as to teach. The characters in the books Newbery printed and sold helped define middle class values while his books also became one of the main vehicles through which John Locke's ideas about child rearing were introduced to America. Although originally published in England, many of Newbery's books were also printed in America as they embodied the values of proper social behavior, hard work, and reward which lead to upward social mobility, an important part of what the colonists wanted to become (Murray, 1998, p. 15).

Locke believed children were empty vessels awaiting instruction, but he also believed children should enjoy learning rather than considering it burdensome. Newbery's books were appealing to Americans in this sense because they provided children with moral instruction in an entertaining fashion (Murray, 1998, p. 17).

After the American Revolution in the United States, parents focused on raising the Republican child, and because of this, the literature for young people focused on civic virtue. In the first half of the nineteenth century, Samuel Goodrich did more than any other American to develop children's literature as a separate genre. His personal style for writing came from his ability to write just as he would speak to children. During this period, other American authors emerged to rival the popularity of British authors. "Their ability to conflate a nondenominational Christian moral theology into behavioral instructions, couched in story form, became the hallmark of most literature for children in the early Republic. Their construction of childhood

still posited Locke's rational child, but they also incorporated a generic Protestant moral code into everything they taught. Good behavior received its just rewards" (Murray, 1998, p. 34). These authors believed deeply that their stories lead to a moral lesson thus providing children with a model for living a virtuous life (MacLeod, 1994, p. 90). The first half of the 19<sup>th</sup> century saw a tremendous amount of social reform activity in the United States. Although aimed at adults, social reform was also found within children's books and magazines. "In fact, advocacy of peace over war, temperance over drunkenness, and abolition over slavery were the chief social reforms to appear frequently in children's literature" (Crandall, 1969). During the antebellum period, juvenile periodicals helped reveal childhood as a distinct stage in life and provided a dependable source of instruction in the emerging value system (Murray, 1998, p. 48).

The golden age of American children's books occurred after 1850. During the romantic Victorian era in American history the domestic novel for girls and the escapist adventures for boys emerged from the perception of childhood innocence (Murray, 1998, p. 53). Even though children's literature was becoming its own genre at this time, children often read whatever they could find in the home whether it was intended for adults or children. Families also read aloud to one another, so children experienced listening to the written word as well as reading it (MacLeod, 1994, pp. 114-116). At the turn of the century, series books became popular as publishers found they could market children's fiction by developing an ongoing series of books that continued familiar characters, settings, and plots (Murray, 1998, pp. 84-85). Different series books were marketed toward boys and girls. The protagonists in the

boys' series books was "usually between 14 and 17 years of age, athletic, high spirited, courageous, self-confident, enthusiastic about new and challenging situations, pleasantly dispositioned, respectful of parents and coaches, and protective of girls and younger boys" (Murray, 1998, p. 90). Likewise, the protagonists in the girls' series books possessed many virtuous characteristics including determination, good character, cleverness, compassion, intuition, assertiveness, and ambition (Murray, 1998, p. 90). The positive characteristics of these protagonists in the widely marketed series books provided easy access to good role models for readers needing guidance in developing proper morals and values. Just as gender stereotypes were depicted in children's literature, racial and regional stereotypes also emerged in literature intended for children.

Whether intentional or not, beginning in the mid-nineteenth century American literature including children's literature started depicting racial and regional stereotypes. "Because nineteenth-century authors for children continued both to view literature as a way of shaping moral character and to image children as innocent guides in a corrupt world, they constructed settings and dialogues that conformed to America's growing preoccupation with a whiteness reinforced by racial and ethnic hierarchies" (Murray, 1998, p. 117). Stereotypes of African-Americans continued even after the Civil War, and the most influential novels dealing with race and childhood after 1850 were not aimed at children but soon became children's classics. Even though *Uncle Tom's Cabin* (1852) and *The Adventures of Huckleberry Finn* (1885) question the worst forms of discrimination, they still perpetuate cultural stereotypes believed in at that time (Murray, 1998, p.122). Well into the twentieth

century, very few children's stories whether fiction or series books portrayed African-Americans in a positive light. If African-Americans were depicted as characters, they were seen in subservient roles with a heavy dialect (Murray, 1998, pp. 134-135).

Rather than promoting tolerance and respect of all people, children's literature of this time encouraged racial segregation. The gender, regional, and racial stereotypes depicted in children's literature eventually made way for an idealized view of childhood in children's literature.

Idealized realism worked its way into children's literature during the period from 1920-1950. These years saw an increase in professional interest in children's literature with the creation of several awards including the John Newbery award in 1922 to honor the best American children's book and the Randolph Caldecott award in 1937 to honor the best children's book illustrations. Children were no longer seen as naturally innocent as they were during the Victorian era, but an idealized view of childhood and especially the nuclear family still existed in children's books. During this dark and somber period of depression and war, authors such as Laura Ingalls Wilder and Carol Ryrie Brink wished to return their readers to simpler and happier times of pioneer life (Murray, 1998, pp. 147-151). The Great Depression worried many, but books such as *The Little Engine That Could* (1930) taught children of the importance of optimism as one slowly worked toward his goal (Murray, 1998, p. 160). Series books saw a transformation by the end of this period to include mysteries, travel adventure, and sports in the plot, but they continued to portray only a white, privileged culture.

World War II shattered America's sense of idealism and innocence and set in motion the powerful political and cultural determinants known as the Cold War (Murray, 1998, p. 175). The urgent need for Americans to protect themselves and their children was reflected in children's literature of the 1950s with a protection of traditional gender roles and the isolated nuclear family. The problem novel emerged in the 1960s and 1970s depicting contemporary issues and the disappearance of the nuclear family. Many of these novels crossed the boundaries of children's and young adult literature. While intended for young adults, these problem novels became popular even with eight to ten year old readers. Like the problem novel for young adults, children's literature of the time began to see a disappearance of the typical nuclear family and the emergence of more complex personal and family problems. Authors of children's literature avoided stories of the Vietnam conflict during this time, but they did produce some serious reinterpretations of previous American wars (Murray, 1998, p. 195). After the civil rights movement of the 1950s and 1960s, attention in children's literature focused on how characters of other races and cultures were presented as well as who was qualified to write those stories. Efforts to develop characters of various cultures or races seemed to have been designed to please a white audience first thus continuing to perpetuate some of the stereotypes advocates were trying to dispel (Murray, 1998, pp. 202-203). The debate continues to this day about whether an author of one race or culture can write a story with characters from another race or culture thus making readers question whether they really can have empathy and tolerance for other cultures through what they read.

A review of the history of children's literature in the United States has shown the ways adults (including authors and parents) attempt to influence the moral upbringing of the country's children. The morals and values deemed important during any era of American history reflect the events and changes taking place in this country or affecting the people of this country at that time.

### History of Formal Education's Instruction of Social Values

Just as literature written for and read by children provides a means for teaching them morals and values, formal education also provides a means for teaching those morals and values. Educators in the United States have long attempted to teach morals and values to the next generation through what has come to be known as character education. According to Thomas Lickona current director for the Center for the 4<sup>th</sup> and 5<sup>th</sup> Rs, good character “consists of moral knowing, moral feeling, and moral action: [u]nderstanding core ethical [moral] values, caring about them, and acting upon them”; therefore, character education “is the deliberate effort to help people understand, care about, and act upon core ethical [moral] values” (Lickona, 2001). Teaching children values and morals in the public school setting has at times, however, been an issue of controversy.

In its beginnings, a primary purpose of public schools in America was to teach its students to read thus allowing them to read the Bible in order to know which doctrines and creeds to embrace (Perkinson, 1995, p. 8). Reading the Bible and other religious texts gave children experiences with moral upbringing within the setting of formal education. By the 1840s, schools were increasingly given the task of forming character in children. Leaders and theorists of the day “felt that education could

inculcate republican principles, create affectionate ties among individuals, and instill the moral restraint essential for citizenship” (Reinier, 1996, p. 102).

Formal training in morals and values known as character education emerged in the twentieth century. Character education remained a central part of the public school’s mission until the middle part of the twentieth century. During the 1950s character education was part of the curriculum and daily life of the school; however, under the surface a decline in the teaching of morals and values was forming for several reasons. The rise of logical positivism and moral relativism questioned the existence of a definitive moral truth. Increasing personalism suggested that each person should be free to choose his own values, and increasing pluralism asked whose values should be taught. Finally, the secularizing of society brought about the fear that teaching morals meant schools were in effect teaching religion. For these reasons, “[s]chool officials began to shy away from moral education altogether as a way of avoiding controversy and potential litigation” (Baumgartner, 1997, p. 35).

During the 1960s and 1970s, character education emerged as values clarification as it shifted from emphasizing moral content to emphasizing thinking skills (process) teaching children to clarify values and reason about values through the decision making process. Teachers were seen as value-neutral facilitators helping students define their own values rather than promoting a prescribed set of values. The 1970s saw teachers focusing less on moral matters and more on being dispensers of information. During the 1980s, the country saw a renewal in the interest in character education for schoolchildren; and with the increased attention to deaths from school violence during the past decade, the American public is concerned with



the values students learn throughout the school day and schools are once again returning to character education to try to give students moral direction and character formation (DeRoche & Williams, 1998, p. 6-9; Lickona, 2001). Today's character education programs in some public schools revolve around pillars or building blocks of character in an attempt to define universally accepted values that are neither dependent on religious belief nor offensive to minority cultures. A *Time* magazine article from May 1999 described the use of character education in schools and outlined one character education program called Character Counts! promoted by the Josephson Institute. Character Counts! promotes the development of six pillars of character. The six pillars include trustworthiness, respect, responsibility, fairness, caring, and citizenship (Ferguson, 1999, p. 69).

#### Description of Problem

Becoming a person of good character is an individual responsibility as no one can force character upon someone else (Ryan & Bohlin, 1999, p. 120). Although personal character is an individual responsibility, it is the task of society to guide its children to obtain virtues and moral values. History has shown that various people, institutions, and forms of media can have an influence on the character traits adopted by individuals; therefore, the books published for children in any era of American history reflect the common acceptable character traits that the society of that era wishes to transfer to its children. Books published in the last 50 years should reflect society's changing ideas about character education.

### Hypotheses

1. The majority of the books studied will exhibit at least one of the pillars of character promoted by Character Counts!
2. The books in the study published within the last twenty years will exhibit more total instances of pillars of character than those books published in the previous thirty years.
3. The majority of the identified instances of the pillars will be presented positively.

### Purpose Statement

Today values are often reflected in the media, but books have been the one source available consistently throughout American history. The purpose of this study was to determine whether the pillars of character depicted in children's literature published in the United States from 1950-1999 reflect the renewal in character education programs for schoolchildren.

### Definitions

According to Thomas Lickona **character** consists of moral knowing, moral feeling, and moral action: understanding core ethical values, caring about them, and acting upon them. In other words, people know what is right and wrong and choose what is right no matter what the consequences to themselves. **Character education** "is the deliberate effort to help people understand, care about, and act upon core ethical [moral] values" (Lickona, 2001).

**Moral values** enable people to live together in harmony and "make up the good that we propose students to come to know, love, and do" (Ryan & Bohlin, 1999,

pp. 49 & 52). Also according to Ryan and Bohlin, **virtue** “is both the disposition to think, feel, and act in morally excellent ways, and the exercise of this disposition” (p. 45). It takes virtue to live according to moral values (p. 52).

Character Counts! defines six values that are their six pillars of character.

Those values are defined as follows:

**Trustworthiness:** Be honest; don't deceive, cheat or steal; be reliable--do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal--stand by your family, friends and country.

**Respect:** Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements.

**Responsibility:** Do what you are supposed to do; persevere; keep on trying!; always do your best; use self-control; be self-disciplined; think before you act--consider the consequences; be accountable for your choices.

**Fairness:** Play by the rules; take turns and share; be open-minded--listen to others; don't take advantage of others; don't blame others carelessly.

**Caring:** Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need.

**Citizenship:** Do your share to make your school and community better; cooperate; stay informed--vote; be a good neighbor; obey laws and rules; respect authority; protect the environment (Josephson Institute, 2000).

### Assumptions

This researcher assumed that children's literature is an influencing factor in a child's moral development and that moral content of some form would be evident in the sample population. Further, this researcher assumed that a significant number of works would exist for analysis.

### Limitations

Limitations in this research included the number of books analyzed as well as the availability of the books. The sample population represented only a small number of the books published for and read by children during the period from 1950-1999. Although the content analysis methodology provided objectivity, this researcher's perspective as an adult to identify the values in the literature may differ from a child's perspective of the values thus causing another limitation.

### Significance

This research will make the audience aware of how the literature written for children in the United States helps shape the moral values considered most important at the time. The audience will find evidence of the influence of adults' attitudes on the moral character of children. With this information school personnel will recognize the relationships between today's literature for children and the moral values and virtues they want students to develop through the character education programs in schools. Understanding the relationship between children's literature and the values it portrays will help teachers and library media specialists choose literature to use within the character education programs.

## Chapter 2

### Review of Literature

While becoming a moral person is an individual responsibility, throughout history, society has guided future generations to help them strive for virtues and moral values. Adults have sought to influence children by the written word, and the books written for children during any era of American history reflect the common values of society during that era. The purpose of this study was to determine if the values depicted in children's literature published within the past fifty years in America reflect the renewal of pillars of character identified in character education programs for schoolchildren. Much research exists about the depiction of values in children's literature, and this research is divided into the following categories for the purposes of this paper: historical perspective, multicultural perspective, and adult and children's perceptions.

#### Historical Perspective

Even by the mid-21<sup>st</sup> century, researchers began conducting studies to determine the way values were depicted in literature written for children. Chambers (1965) analyzed the content (text and illustrations) of one year's publication yield from Viking Press and Harcourt, Brace and World. Only fiction books published for the year 1963-64 for children ages five to nine from these two companies were analyzed (p. 7). Chambers conducted a content analysis in order to determine the presence of social values, their frequency of appearance, and the intensity of their treatment in the sample population (p. 41). Based on his literature review, Chamber's data gathering instrument categorized social values under the following seven major

areas by asking to what extent the book offers the reader an opportunity to explore: (1) aspects of himself as an individual, (2) selected social values, (3) aspects of peer group relations, (4) aspects of family living, (5) aspects of neighborhood and community living, (6) aspects of national and world living, and (7) aspects of time passage and social change (pp. 41-42). The intensity of the social value was measured using a rating scale that determined if the book extensively, frequently, sometimes, seldom, or never dealt with the particular value (p. 43). While Chambers found cooperation (which fell under the selected social values category) to be the most prevalent value represented in the sample, overall, he found that although the social values identified in his study were deemed important by cited experts for the developing child, they were presented in a uniformly weak manner in the sample population (p. 81).

Three years after his first study, Chambers teamed with Heath Lowry (1968) to analyze the presence of values in the Newbery Medal Award winning books from 1922 through 1965. The content analysis gathered data to determine whether American middle-class moral and ethical values were present and to what degree of frequency and intensity. The researchers also studied what variations could be measured in the presence, frequency, and intensity of the values as seen in five-year spans during the forty-five year period (p. 21). After a review of the literature, the researchers determined the following to be fifteen important values of the American society: civic and community responsibility, cleanliness and neatness, importance of education, freedom and liberty, good manners, honesty in all things, initiative and achievement, justice and equality, loyalty, sanctity of marriage, responsibility to a

church, responsibility to family, self-reliance, sexual morality, and thrift and hard work (pp. 21-22). A modified version of the data-gathering instrument designed by Chambers (1965) was used. This instrument asked to what extent each book gave the reader the opportunity to explore each of the fifteen values by using the following scale: very often, frequently, sometimes, seldom, or never (p. 23). Analysis of the study's data found that each of the fifteen values was present in some of the books and were generally treated in a positive manner; however, the intensity of treatment was only moderate throughout the books (p. 27). The two values portrayed with the most frequency and intensity included good manners and loyalty (p. 29). The trending analysis found that the periods from 1927-1931 and 1962-1966 had the lowest intensity of values while the periods from 1932-1936 and 1957-1961 had the highest intensity of values (p. 30).

While the current direction of values teaching uses children's fictional literature to teach values, children are so exposed to textbooks that the values represented in them must also be analyzed. In her 1993 study, Andrews analyzed textbooks used within the past two hundred years in order to identify the values represented in the texts. Her sample included the top seven basals in use in United States public schools through 1995. A rare books collection at a university library was the major source of data, which included the McGuffey Readers. As the primary researcher and two assistants read the reading basals, they determined a value label for each selection; however, this label was only applied if the value was a major thrust of the piece. Following this step, similar values categories were collapsed before an additional team of raters also provided two intercoder reliability scores.

Her research found that the number of values depicted in textbooks have decreased over the past two hundred years and that today's values are also qualitatively different from the values of the past (Andrews, 1993, p.2).

### Multicultural Perspectives

Just as research has discovered that the values found in children's literature do change over time, different ethnic and religious perspectives on values are also evident within children's literature. Madison (1972) studied the value content and social actions identified and analyzed in 32 children's books containing interracial and intercultural settings and situations. The values portion of this study found that 40 values categories were present in the episodes with traditional values of happiness, family love, and friendship, and more contemporary values of aggression, emotional security, and self-regard found most often. Of the 40 value categories, 29 contained negative expressions of the value.

Looking for more specific comparisons between American children's literature and multicultural literature, Knafle, Rodriguez-Brown, and Budinsky (1989) studied and assessed the values in American and Hispanic children's literature. Their content analysis was based upon a values scale including categories of positive behavior, positive feelings, negative behavior, negative feelings, traditional values, Judeo-Christian religious values, other religious values, and neutral values (p. 5). Knafle, Wescott, and Pascarella developed this scale in a prior study in 1988. The values scale was applied to two widely used basal reader series, Scott Foresman and Houghton Mifflin, grades one through four and to seven Hispanic basal reader series of variable grade level through grade four presently used in the Chicago area (p. 6).



Three of the Hispanic basal reader series were printed outside the United States. An examination of the findings revealed noticeable differences between the two American series in the categories of neutral values, positive feelings, positive behavior, and negative feelings (p. 8). The stories found in the Hispanic basal readers included values containing religious and traditional moralistic overtones along with very idealistic family values and roles and were very much in accord with Hispanic culture especially concerning Judeo-Christian religious values and traditional values (p. 13). American publishers seem to have gone to great lengths not to represent the values of any group in a pluralistic society, but such is not the case with the Hispanic basal readers (p. 13). This study reinforces the difficulties in defining whose values should be taught in schools.

While Knafle, et al found Judeo-Christian values more prevalent in Hispanic rather than American basal readers, Sullivan and Yandell (1990) completed a study to investigate what religious and spiritual values are in selected children's books. Thirty realistic fiction books that won, or were honor books for the John Newbery Medals for 1974-1988 were selected (p. 4). A modified version of the Knafle et al. values category scale was developed and included five categories: negative religious, non-religious, humanistic, Christian-Judeo religious, and other religious (pp. 5-6). A panel of five experts in children's literature, three educational library media specialists and two children's literature professors read and independently evaluated all thirty books (p. 6). During analysis, the humanistic and non-religious categories were collapsed into one category called non-religious when it became evident that the raters had difficulty differentiating between the original two categories (p. 7). Results

of the study indicated that 24 of the books had non-religious content while only seven of the books had Christian-Judeo content exceeding 25% (p. 8). Findings also indicated that historical fiction works were more likely to contain religious values than contemporary fiction works, and since the number of historical fiction books being written is decreasing, the religious values messages being conveyed through award winning books are also on the decrease (pp. 9-10). The second part of this study analyzed the differences in the values perceived by adults and children in the Newbery books. Studies of Newbery books will be discussed in the next section.

#### Adult and Children's Perceptions

Even if values are represented within children's literature, are these values that are written by adults perceived in the same way by children? Several studies have been conducted to try to answer this question. In 1972, Carmichael randomly selected eight students and four experts in the field of children's literature to read E. L. Konigsburg's *About the B'nai Bagels* (also randomly selected) and judge it against a list of the basic characteristics of a good democratic citizen (Carmichael, 1972, p. 996-997). Carmichael modified the values used in a study by Ralph K. White (1951) to identify the four following themes: (1) All people should have the same chance, (2) A person has certain duties because of what he is, (3) In certain environments there are sometimes different rules, and (4) Learning is important (pp. 997-998). Participants each chose two of the themes to look for as they read. The correlation between the findings of the author and children and author and experts was then determined. Results found that the perceptions of the children in this study were close or identical to those of an adult for a given book or set of circumstances (p. 999).

Due to its limitations, this study defines a framework for further comparisons between adult and children's perceptions of values depicted in literature.

The second portion of the Sullivan and Yandell (1990) study compared adult and children's perceptions of spiritual values in the Newbery Award books. Thirty-five third-through-sixth grade students voluntarily read a total of 21 of the titles chosen by eight children's librarians. The students were then interviewed to discover what spiritual values they recognized and whether they identified the same values as the librarians (p. 14). Results indicated that (1) the librarians and the children were able to identify a wide range of spiritual values in the books, (2) librarians chose stories emphasizing family relationships, love of parents, family unity, or the need for children to experience a loving and supportive, traditional or non-traditional, family unit, and (3) in those books conveying spiritual values which adults interpret as having religious significance, child readers focused only on the value in a non-religious connotation (pp. 15-16). The librarians and children agreed very little on the specific values, but the values identified by the two groups still appeared to fall into the same groupings or categories (p. 18). This study concluded that "[n]ot only can such material [quality literature] be used to practice reading skill, but as a mirror of society, children's literature can convey spiritual values and promote development of critical thinking skills" (p. 20).

Using the Knafle et al. values scale, Bush (1994) conducted a descriptive study to investigate whether adults can identify and fifth grade children can recognize the values in a selection of books. Ten Newbery Award books, Honor books or books appearing on the state's Children's Choices List were selected for the adult

analysis. Raters read and analyzed the ten books for decision points and the values categories were applied at these points. Five of these ten books were used in the investigation of children's recognition of values. One of these books was chosen to pilot a questionnaire. The remaining four books were read by ten children who were then interviewed using the revised questionnaire. These interviews were analyzed for recognition of values using the values scale. In the analysis of the adult and children's data, results indicated that adults could identify values categories from decision points and children could recognize the values considered in the study. Some values were recognized with more frequency than others, for example: positive behavior and positive feelings, and both the adult analysis and the analysis of children's interviews concurred that the books studied did contain positive values with more frequency than other values.

Examining the value content recognition in not only the text but also the illustrations of children's books is also important. Leal (1999) examined the text and pictures of the Caldecott Medal books for character traits as perceived by adults and children. Two adult females read and evaluated the 62 books for instances of eight positive character traits: compassion, respect, discipline, loyalty, courage, responsibility, forgiveness, and justice and their negative counterparts. Five children (ages 8-11) also read and evaluated five Caldecott books. The perceptions of the adult readers indicate that respect and lack of respect are the leading positive and negative character traits in terms of frequency. Based on frequency counts, positive traits outnumber negative traits by four to one. The data from this study indicate that, in contrast to the adult readers, the children are more visually-based than text-based in

their perceptions of character traits in picture books. The child participants often perceived character trait instances that were bypassed by the adults. Character trait analysis of picture books is a flexible framework to assist children to discern and discuss perceived messages in texts and illustrations; it may also help adults to better understand how children construct meaning in books. The process can serve to intersect character education and children's literature while respecting children's perceptions.

### Summary

In conclusion, research by Chambers and Lowry (1968) and Andrews (1993) demonstrates that literature for children (both fiction and textbooks) has seen a decrease in its moral content. Several studies, Carmichael (1972), Sullivan and Yandell (1990), and Bush (1994) indicate that adults and children do recognize at least the same value categories presented in literature if not some of the same specific values. Differences in the opinions of adults and children in regard to the importance of certain values compared to others may be due to differences in the importance society placed on those values during the person's moral upbringing. The values deemed as important to American society at any one time may differ between eras as demonstrated by Andrews (1993), but Knafle, et al. (1988) provide a framework for analyzing those values found in children's literature by grouping them in a more simple positive/negative framework. Even though many of the studies included in this chapter refer to specific values such as loyalty, respect, responsibility to family and community, self-reliance, importance of education, and justice, this author used the more overarching positive/negative framework outlined in several of the studies

as part of her research. The positive/negative framework included positive behavior, negative behavior, positive feelings, and negative feelings.

### Chapter 3 Methodology

Historically, adults have tried to influence children in the development of values and morals through several means, including literature. The purpose of this study was to determine if the values depicted in children's literature published within the last fifty years in America reflect the renewal of the pillars of character identified in character education programs for schoolchildren.

#### Methodology

Simply trying to define what is meant by the terms values and morals becomes a difficult process; therefore, attempting to analyze the specific values depicted in children's literature also becomes difficult. Because of the subjectivity in analyzing the values, this researcher used content analysis as her methodology. This form of analysis "offers a sound approach to research on children's books because it is an objective, systematic, and quantitative method of describing content" (Berelson, 1952, p.18). While one of the purposes of content analysis is to "reveal the focus of individual, group, or societal attention," the use of this methodology allowed this researcher to analyze and describe the trends of values found in children's literature over a fifty year time period (Weber, 1985, p. 9). As Tekla Bekkedal (1973) pointed out, "If children do gain ideas and impressions about the world around them from the books they read, as is generally believed, it is surely important for adults to know what kind of world the books portray" (p. 124). Using content analysis allowed this researcher to determine the values presented in children's literature from 1950 to 1999.

## Population

Children's books chosen for this study were limited to best-selling books published in the United States between 1950 and 1999 since these were the books most likely to be in the hands of children. The first tool to select the books for this study was the article printed in *Publishers Weekly* in 1996 entitled All-time best-selling hardcover children's books. The list of best-selling books in this article was based on actual sales from the original publication date through the end of 1995 as reported by the publishers (All-time best-selling hardcover children's books, 1996, pp. 27-28). This is the most inclusive list of best-selling children's books from the twentieth century. In order to include books published between 1996 and 1999 the children's hardcover bestseller list as reported in Bowker Annual Library and Book Trade Almanac each year was used. This source contains the newest information about the challenges, research, legislation, and statistics related to the fields of librarianship and book trade. The rankings for the best-selling books listed within Bowker Annual are determined by sales figures provided by publishers to *Publishers Weekly*. The figures reported generally do not include the total number of returns for books purchased that year, but these figures still represent a fairly accurate indication of the best-selling books in the United States for that year. These selection tools are Appendix A.

## Data Gathering Instrument

The literature review revealed the analysis of overall positive and negative feelings, behaviors, and values as used within children's literature. As the introduction and literature review make clear, the conceptual framework of values is



broad and subject to many interpretations. One specific character education program has identified trustworthiness, respect, responsibility, fairness, caring, and citizenship as important character values for people to possess; therefore, the Josephson Institute and their Character Counts! program was used as the base criteria in the data-gathering instrument. The research by Knafle, et al. (1988) indicated the importance of identifying both positive and negative feelings and behaviors of the values presented in children's literature; therefore, positive and negative occurrences in both behaviors and feelings in regard to the six pillars of good character promoted by Character Counts! were evaluated in the instrument. The intensity of the primary pillar of character identified was also determined by adapting the rating scale devised by Lowry and Chambers (1968) which included the indicators: very often, frequently, sometimes, seldom, and never. Because of the fine line in determining the difference between these indicators, this researcher limited the rating scale to three indicators: very significant, significant, and not significant. This researcher considered the pillar to be very significant if the story was written with the goal to promote that particular pillar. The pillar was significant if it was important but not the heart of the story, and the pillar was not significant if it was depicted but not relevant to the story. The change in wording of the indicators allowed the researcher to look at the pillars exhibited in each book in a more general overall sense rather than each specific detail because trying to identify each detail becomes too subjective. Identifying the use of both the positive and negative instances of the six pillars of good character of Character Counts! within the sample population as well as the intensity of each pillar answered the research questions. These questions addressed whether or not the

pillars of good character were even exhibited within the sample set of books, whether or not an increase existed within the past twenty years in the number of instances the pillars were exhibited, and whether or not the majority of the instances of the pillars were positive in best-selling children's picture books.

### Procedures

Criteria for inclusion of books in the research sample population included children's picture books published in hardcover and published from 1950 through 1999 in the United States. In determining the sample population, this researcher filtered all books from the All-time best-selling hardcover children's book list that did not fit the criteria for the sample population. The remainder of the books in the list were then divided into the following decade groupings: 1950-1959, 1960-1969, 1970-1979, 1980-1989, and 1990-1999. Since the article did not include books published after 1995, each *Bowker Annual* with publishing information from 1996 to 1999 was used to determine the three best-selling children's hardcover fiction books for the year. These books were then added to the 1990-1999 decade grouping. After all eligible book titles had been placed in the proper decade grouping, random selection was used to draw the titles of five best-selling books from each decade that were used in this research. Once identified, these books were obtained through various sources including Donald O. Rod Library Youth Collection at the University of Northern Iowa; Independence Public Library in Independence, Iowa; and interlibrary loan.

The data-gathering instrument was tested using books not included in the sample population. After these tests, the instrument was modified as deemed necessary. The content of each selected book was then analyzed in light of the values

included on the data-gathering instrument. Descriptions of the context in which the values were depicted were also recorded. The data-gathering instrument is Appendix C.

## Chapter 4

### Data Analysis

Ultimately, building personal character is an individual responsibility, but throughout history, society has guided future generations to help them strive for virtues and moral values. Adults have attempted to influence the development of these virtues and morals in children through several means including the written word, and the books written for children during any era of American history reflect the common values of society during that era. The purpose of this study was to determine if the values depicted in children's literature published within the past fifty years in America reflect the renewal of pillars of character identified in character education programs for schoolchildren.

A content analysis of twenty-five best selling children's picture books published in the United States from 1950-1999 was conducted with the belief that these books would most likely be available to children. Possible books to be analyzed were chosen through a random sampling of books listed in a *Publishers Weekly* article in 1996 entitled All-time best-selling hardcover children's books as well as best selling children's books listed in Bowker Annual Library and Book Trade Almanac for the years 1996-1999. The random sampling selected five books from each of the five decades for a total of twenty-five books analyzed.

The data-gathering instrument recorded the instances that each pillar of character promoted by Character Counts! was identified in the book by the researcher and labeled the instance as either positive or negative behavior or positive or negative feeling. Once the instances of each pillar were recorded for the book an overall

primary pillar was identified and rated using the rating scale of very significant, significant, or not significant. Some books were also labeled as *none* meaning that no evidence of any of the pillars was found in the book. The completed data-gathering instruments are Appendix D.

The content analysis of the randomly selected twenty-five best-selling picture books for children from 1950-1999 was conducted in order to demonstrate that the pillars of character depicted in children's literature reflect the renewal in character education programs for schoolchildren.

The first hypothesis stated that the majority of the books would exhibit at least one of the six pillars of character promoted by Character Counts! For the pillar to be considered important to the book, the primary pillar had to be rated as either very significant or significant. A primary pillar that was very significant such as **respect** in *The Sneetches* (Seuss, 1961) was the heart of the story as the Star-Belly Sneetches and the Plain Belly Sneetches learned to accept their differences and treat each other with respect. Table 1 shows the percentage of the books under each intensity level.

Table 1: Primary Pillar Intensity

	No.	%
Very Significant	6	25
Significant	5	21
<b>Total:</b>	<b>11</b>	<b>46%</b>
Not Significant	7	29
None	6	25
<b>Total:</b>	<b>13</b>	<b>54%</b>

Only eleven of the twenty-five books studied exhibited at least one pillar as a very significant or significant theme. Therefore, hypothesis one is rejected. Another seven books contained a primary pillar that was not significant while six books contained none of the pillars at all. The primary pillar was considered not significant when the book exhibited a particular pillar that was not relevant to the story. This was the case in *Go, Dog. Go!* (Eastman, 1961) where the female dog, expecting an honest answer, asked the male dog if he liked her hats. While this happened four times during the story, the pillar of **trustworthiness** was not relevant to the story being told.

Hypothesis two stated that the books in the study published within the last twenty years would exhibit more total instances of pillars of character than those books published in the previous thirty years.

Table 2: Pillar Instances Per Decade

	No.	%
1950s	16	22
1960s	9	13
1970s	1	<1
<b>3 Decade Total:</b>	<b>26</b>	<b>36%</b>
1980s	12	17
1990s	34	47
<b>2 Decade Total:</b>	<b>46</b>	<b>64%</b>

While this does not compare an equal number of years, Table 2 shows that the 1980s and 1990s still exhibited a higher percentage of instances of the pillars. Therefore, hypothesis two is accepted.

The final hypothesis stated that the majority of the identified instances of the pillars would be presented positively. An example of a positive instance of **responsibility** occurred in *The Cat in the Hat Comes Back* (Seuss, 1958) as the kids knew they must get all of the snow shoveled before they could play; however, a negative instance of **responsibility** occurred in *The Mitten* (Brett, 1989) when Nicki lost one of his mittens even after Baba's warnings not to lose them. A total of seventy-four instances of the pillars were identified. Of these instances, only 35% were positive while 65% were negative. Therefore, the final hypothesis is rejected. Table 3 shows the breakdown of the instances identified.

Table 3: Positive/Negative Instances

	No.	%
Positive	24	33
Negative	48	66
<b>Total:</b>	72	100

## Chapter 5

### Summary, Conclusions, Recommendations

#### Summary

Over the course of history, society has been concerned with guiding future generations to embrace the values and morals that constitute good character. While becoming a person of good character is an individual responsibility, society has influenced the development of good character in children through several means including various people, institutions, and forms of media. Books published for children are one way society helps children adopt acceptable character traits; therefore, the books published for children in any era of American history reflect the common acceptable character traits that the society of that era wishes to transfer to its children.

A review of the related literature found that the literature for children including both fiction and textbooks has seen a decrease in moral content. Several studies indicated that a majority of the time children and adults do recognize at least the same value categories exhibited in the literature if not the same specific values. Differences in the importance of certain values identified by children and adults may result from differing values being considered important during the person's upbringing. While the values deemed important to American society may differ between eras, identifying the values in a positive/negative framework provides a simpler way to analyze the values depicted in children's literature.

Values are still important to today's society, yet in a multicultural society no one can expect everyone else to be willing to universally accept their values. Because

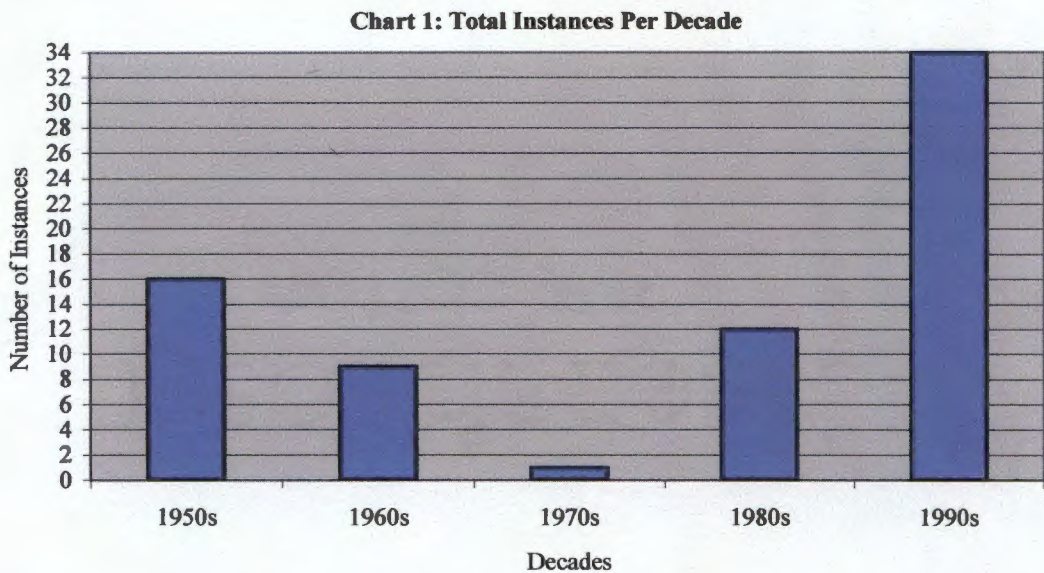


of this, today's character education programs in some public schools revolve around pillars or building blocks of good character in an attempt to define universally accepted values that are neither dependent on religious belief nor offensive to minority cultures. Even though the values considered important to a society vary over a period of time, this research chose to analyze best-selling children's picture books published in the United States from 1950-1999 to see the ways in which the six pillars of character (trustworthiness, respect, responsibility, fairness, caring, and citizenship) promoted by Character Counts! were presented. The best-selling picture books were the most likely to be in the hands of children and continue to still be the most consistently available to children today.

Analysis of the data gathered found that two of the three hypotheses were rejected. While a majority (75%) of the books did contain at least one of the pillars of character, only 46% of the books used the primary pillar to influence the characters in the book in a significant or very significant way; therefore, the first hypothesis was rejected. The second hypothesis tested whether or not more total instances of the pillars would be found in the past twenty years as compared to the previous thirty years. Since 64% of the total number of instances of the pillars was exhibited during the 1980s and 1990s, the second hypothesis was accepted. The final hypothesis stated that a majority of the total instances of the pillars would be positive in nature; however, the negative instances outnumbered the positive instances 2 to 1 thus refuting the final hypothesis.

## Conclusions

Because of the history of character education and the renewal of its programs during the past twenty years, this researcher believed that more instances of the pillars would be found in the ten books from the past twenty years than in the fifteen books from the previous thirty years despite the uneven number of books in the comparison. This was found to be true as the number of instances exhibited in the ten books from the 1980s and 1990s constituted 64% of the total number of instances. Chart 1 below shows the number of instances per decade and these numbers are consistent with the rise and fall of the importance of teaching character and values to school children.

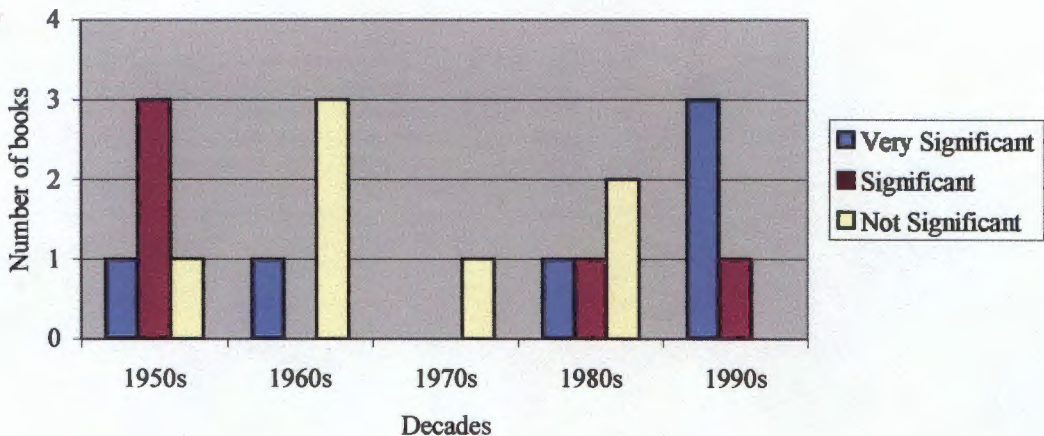


During the 1950s, character education began a decline in the schools that continued throughout the 1960s and 1970s. Values clarification emerged in the 1960s and 1970s allowing children to clarify values and reason about values through the decision making process. Only one of the books in the sample population from this twenty-year time period (*The Sneetches*) was written with the sole purpose of promoting any particular character pillar. Five of the remaining nine books contained

none of the pillars at all while the other four books during these twenty years contained a pillar that was considered not significant.

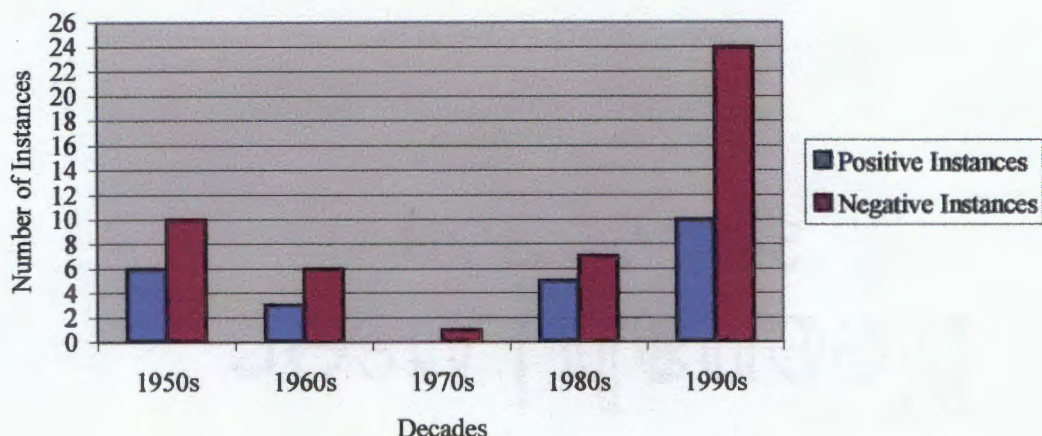
Just as the total number of instances of the pillars changed during the fifty-year time period studied, the intensity of the primary pillars that were identified also fluctuated in accordance to the rise and fall of character education during the decades. Less than half of the primary pillars found in the sample population were significant or very significant in nature. Those books that did have a very significant or significant primary pillar were generally found in the 1950s and 1990s when character education programs were strongest in this country. The 1980s showed the tide turning for the resurgence in the intensity in the 1990s. Chart 2 shows the differences seen between each decade. For the decades when less than five books are shown, the missing books contained no primary pillar.

**Chart 2: Primary Pillar Intensity by Decade**



Negative instances of the pillars found in the sample population outnumber the positive instances in every decade at an average rate of 2 to 1.

**Chart 3: Postive and Negative Instances per Decade**

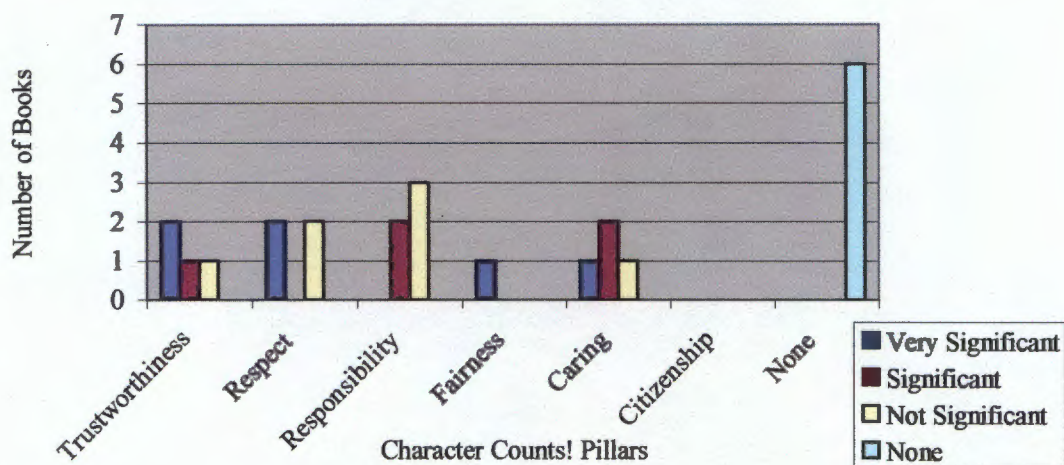


In some cases, the occurrence of the negative instances of the pillars allows the reader to see the transformation of the characters during the story as the characters realize the errors of their ways and begin conducting themselves in a positive manner. This transformation took place in *How the Grinch Stole Christmas* (Seuss, 1957). The Grinch's negative examples of **trustworthiness** as he steals the Who's Christmas trimmings turns into positive examples of **caring** as he has a change of heart and returns everything in the end. While adults can easily identify the negative instances of the pillars and understand why they are negative, do children always recognize the differences between the positive and negative instances of the character pillars? This researcher believes that their recognition and understanding of the differences between the instances would improve after having a character education program implemented at school.

This study identified a primary pillar for each book in the sample population when one was present. Of the 18 books in the study that did contain a primary pillar, none exhibited the pillar of **citizenship**. The characters in many children's picture

books are animals, toys, or other imagined creatures, so aspects of the **citizenship** definition such as staying informed to vote or make your school a better place simply do not apply. Other fine lines exist between the definitions of the various pillars so that one instance this researcher identified as **responsibility** may be considered an example of **respect** by another observer and so on. An example of this was found in *The Rainbow Fish* (Pfister, 1992) as Rainbow Fish learned to **care** about the other fish by sharing his special scales. Because the word share was used in the book and is also used in the definition for **fairness** by Character Counts!, this researcher used the **fairness** pillar to categorize some of the instances in this book rather than using the **caring** pillar that someone else including a child might have identified. The book, *It's Not Easy Being a Bunny* (Sadler, 1983) did not have a pillar; however, this book deals with P.J. Funnybunny's self-respect and self-esteem. While the Character Counts! definition of **respect** addresses **respecting** others, it does not include **respecting** oneself. This researcher did not categorize any possible instances of the pillars unless they fit the specific definition from Character Counts!; however, she believes that self-respect should be included under the definition of **respect**. Chart 4 on the following page shows how the primary pillars were identified in the books according to their intensity. **Trustworthiness** and **caring** had the strongest intensities represented in the sample population with three books each, but **trustworthiness** had the highest intensity with two of its books labeled as very significant.

**Chart 4: Primary Pillar Intensity**



Teachers and librarians often want students to read books that teach them lessons whether those lessons relate to classroom material or living life in general. While a myriad of books exist on hundreds of topics that will help a student learn a particular lesson on that topic or issue, books also exist for pure enjoyment. Rather than being written in the hopes of promoting any particular character pillar, several of the books in the sample population were created to simply provide entertainment and/or inspire imagination in the reader. Because authors create books for many different purposes, books do not have to have a lesson associated with them such as good character. Furthermore, the enjoyment, creativity, and fun found within books is considered a value by many even though it may not be considered necessary for good character. Many of the Dr. Seuss books that were a part of the sample population did not contain any primary pillar of character. Instead, these books allowed the reader to stretch his imagination. Because of the various roles that books serve, it is quite acceptable that this researcher did not find primary pillars in all of the books in the sample population.

While the books in the sample population were best sellers during their decade, many of the books are still very popular and easy to find in libraries and bookstores today. Dr. Seuss wrote ten of the books in the sample population. His books seem to stand the test of time due to his unusual characters and the imagination they invoke in readers. Of his ten books in this sample, only three attempted to address pillars of character while all of them appealed to the creativity or imagination of the reader. At least two other books in the sample, *Where the Wild Things Are* (Sendak, 1963) and *The Polar Express* (Van Allsburg, 1985), also continue their popularity today because of the way they allow the reader to use their imagination. This means that approximately one-third of the books in the sample population were written more with the goal of fun and imagination rather than teaching a lesson and because of this, they have withstood the test of time.

### Recommendations

As character education programs continue their resurgence, this researcher believes more research is needed to find evidence of literature's part in building character in children. Do children better identify the pillars or building blocks found in literature after character instruction? Do they understand the important differences between the positive and negative instances of the pillars portrayed in the literature? Another interesting way to test children's development of character using literature would be to analyze the children's perceptions of the pillars found in certain books both before and after character instruction to see if any growth occurred.

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## Appendix A

## Selection Sources for Books Used in the Study

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## Selected Books Used in the Study

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Seuss (1979). Oh say can you say. New York: Beginner Books.

Seuss (1975). Oh, the thinks you can think! New York: Beginner Books.

Seuss (1961). The sneetches and other stories. New York: Random House.

Seuss (1974). There's a wocket in my pocket. New York: Beginner Books.

Van Allsburg, C. (1985). The polar express. Boston: Houghton Mifflin Company.

## Appendix C

## Data Gathering Instrument

Title: \_\_\_\_\_

Author: \_\_\_\_\_ Illustrator: \_\_\_\_\_

Publisher: \_\_\_\_\_ Date of Publication: \_\_\_\_\_

Annotation: \_\_\_\_\_

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**Character Counts! The Six Pillars of Character:**

1. **Trustworthiness:** Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. **Respect:** Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. **Responsibility:** Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. **Fairness:** Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. **Caring:** Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. **Citizenship:** Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** \_\_\_\_\_**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is *significant* to this book.
3. This pillar is *not significant* to this book.

**Trustworthiness:**

Instance 1: Positive/Negative Behavior

Positive/Negative Feeling

Instance 2: Positive/Negative Behavior

Positive/Negative Feeling

Instance 3: Positive/Negative Behavior

Positive/Negative Feeling

Instance 4: Positive/Negative Behavior

Positive/Negative Feeling

Instance 5: Positive/Negative Behavior

Positive/Negative Feeling

Instance 6: Positive/Negative Behavior

Positive/Negative Feeling

Instance 7: Positive/Negative Behavior

Positive/Negative Feeling

Instance 8: Positive/Negative Behavior

Positive/Negative Feeling

Notes:

**Respect:**

Instance 1: Positive/Negative Behavior

Positive/Negative Feeling

Instance 2: Positive/Negative Behavior

Positive/Negative Feeling

Instance 3: Positive/Negative Behavior

Positive/Negative Feeling

Instance 4: Positive/Negative Behavior

Positive/Negative Feeling

Instance 5: Positive/Negative Behavior

Positive/Negative Feeling

Instance 6: Positive/Negative Behavior

Positive/Negative Feeling

Instance 7: Positive/Negative Behavior

Positive/Negative Feeling

Instance 8: Positive/Negative Behavior

Positive/Negative Feeling

Notes:

**Responsibility:**

Instance 1: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 2: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 3: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 4: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 5: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 6: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 7: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 8: Positive/Negative Behavior

Positive/Negative Feeling

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Notes:

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**Fairness:**

Instance 1: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 2: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 3: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 4: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 5: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 6: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 7: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 8: Positive/Negative Behavior

Positive/Negative Feeling

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Notes:

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**Caring:**

Instance 1: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 2: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 3: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 4: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 5: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 6: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 7: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 8: Positive/Negative Behavior

Positive/Negative Feeling

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Notes:

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**Citizenship:**

Instance 1: Positive/Negative Behavior

Positive/Negative Feeling

Instance 2: Positive/Negative Behavior

Positive/Negative Feeling

Instance 3: Positive/Negative Behavior

Positive/Negative Feeling

Instance 4: Positive/Negative Behavior

Positive/Negative Feeling

Instance 5: Positive/Negative Behavior

Positive/Negative Feeling

Instance 6: Positive/Negative Behavior

Positive/Negative Feeling

Instance 7: Positive/Negative Behavior

Positive/Negative Feeling

Instance 8: Positive/Negative Behavior

Positive/Negative Feeling

Notes:

**Other:**

Instance 1: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 2: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 3: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 4: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 5: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 6: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 7: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 8: Positive/Negative Behavior

Positive/Negative Feeling

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Notes:

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## Appendix D

## Individual Data Gathering Instrument

Title: Tawny Scrawny Lion

Author: Kathryn Jackson                      Illustrator: Gustaf Tenggren

Publisher: Western Publishing Company      Date of Publication: 1952

Annotation: Lion chases the big animals to eat, so they ask little rabbit to talk to lion. Rabbit invites lion home for supper. Lion goes with rabbit thinking of all the rabbits he can eat, but he finds carrot stew is more filling and he enjoys the company of rabbit's family.

**Character Counts! The Six Pillars of Character:**

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** Caring

**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is ***significant*** to this book.
3. This pillar is *not significant* to this book.

**Trustworthiness:**

Instance 1: Positive/**Negative** Behavior                      Positive/Negative Feeling  
All the other animals were scared of lion eating them, so they tricked Rabbit into talking with lion to get him to stop chasing and eating them. Rabbit believed the animals were giving him a job with responsibility so he felt proud rather than scared.

Instance 2: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Lion accepted Rabbit's invitation to supper only because he wanted to eat Rabbit and his brothers and sisters.

Instance 3: Positive/**Negative** Behavior                      Positive/Negative Feeling  
After supper, Lion is extremely full but he asks rabbit if he can stay awhile hoping he will be hungry again soon so he can eat all of Rabbit's family.

Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

Notes:  
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\_\_\_\_\_

**Caring:**

Instance 1: **Positive**/Negative Behavior                      Positive/Negative Feeling  
Rabbit could tell how hungry and scrawny Lion was, so he invited Lion over for  
supper.

Instance 2: **Positive**/Negative Behavior                      Positive/Negative Feeling  
Lion realizes he is no longer hungry for the big animals and would rather have  
Rabbit's stew, so he returns to Rabbit's house bearing gifts and ingredients for the  
stew.

Instance 3: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

**Notes:**

By caring, we can make friends out of our enemies.

## Appendix D

## Individual Data Gathering Instrument

Title: Scuffy the Tugboat and His Adventures Down the River

Author: Gertrude Crampton                      Illustrator: Tibor Gergely

Publisher: Western Publishing Company      Date of Publication: 1955

Annotation: Scuffy no longer wants to sit on the toy shop shelf, so the owner takes him home to his son. When they put him in the brook, he sails off to the sea with adventures along the way until the owner and son find him again. He decides the bathtub is his place to be.

**Character Counts! The Six Pillars of Character:**

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** Responsibility

**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is *significant* to this book.
3. This pillar is ***not significant*** to this book.



**Responsibility:**

Instance 1: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Scuffy is not responsible when he floats away from the man and the boy.

Instance 2: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 3: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

Notes:

## Appendix D

## Individual Data Gathering Instrument

Title: How the Grinch Stole Christmas

Author: Dr. Seuss

Illustrator: Dr. Seuss

Publisher: Random House

Date of Publication: 1957

Annotation: Because his heart is too small, the Grinch hates Christmas and tries to steal it from the Whos, but when he hears them singing, he realizes Christmas isn't about material things and has a change of heart.

**Character Counts! The Six Pillars of Character:**

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** Caring

**Rating Scale:**

1. This pillar is ***very significant*** to this book.
2. This pillar is ***significant*** to this book.
3. This pillar is ***not significant*** to this book.

**Trustworthiness:**

Instance 1: Positive/Negative Behavior                      Positive/Negative Feeling  
The Grinch stole the Who presents, stockings, trees, and food.

Instance 2: Positive/Negative Behavior                      Positive/Negative Feeling  
The Grinch lied to Cindy-Lou Who who caught him stealing the Christmas tree.

Instance 3: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

Notes:

**Caring:**

Instance 1: Positive/Negative Behavior                      Positive/**Negative** Feeling  
Because of his mean feelings, the Grinch plots to stop Christmas in Whoville.

Instance 2: **Positive**/Negative Behavior                      Positive/Negative Feeling  
The Grinch has a change of heart when he hears the Whos singing and realizes Christmas isn't about the material things, so he returns everything to the Whos.

Instance 3: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

Notes:

## Appendix D

## Individual Data Gathering Instrument

Title: *The Cat in the Hat Comes Back*

Author: Dr. Seuss

Illustrator: Dr. Seuss

Publisher: Beginner Books

Date of Publication: 1958

Annotation: The Cat in the Hat's silly antics get his red ring spot from the bathtub all over the house and snow outside, but he finally manages to get everything clean again.

**Character Counts! The Six Pillars of Character:**

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** Responsibility

**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is ***significant*** to this book.
3. This pillar is *not significant* to this book.

**Responsibility:**

Instance 1: **Positive**/Negative Behavior                      Positive/Negative Feeling

Kids know they must get all of the snow shoveled before they can play.

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Instance 2: Positive/**Negative** Behavior                      Positive/Negative Feeling

The Cat in the Hat doesn't consider the consequences of his actions as he eats cake in the bathtub and gets the red ring from the bathtub all over the house.

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Instance 3: **Positive**/Negative Behavior                      Positive/Negative Feeling

The Cat in the Hat keeps trying and gets his Little Cat friends to help him get rid of the red spot.

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Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

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Notes:

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## Appendix D

## Individual Data Gathering Instrument

Title: *A Fly Went By*

Author: Mike McClintock      Illustrator: Fritz Siebel

Publisher: Beginner Books Random House      Date of Publication: 1958

Annotation: A little boy tries to figure out why a fly, frog, cat, dog, pig, cow, little cow, fox and a man with a gun are all chasing each other.

**Character Counts! The Six Pillars of Character:**

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** Caring

**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is ***significant*** to this book.
3. This pillar is *not significant* to this book.

**Respect:**

Instance 1: Positive/**Negative** Behavior                      Positive/Negative Feeling  
During the chase the animals show no concern as they run through someone's tent, a house, a brick wall, and a bank.

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Instance 2: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 3: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

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Notes:

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**Caring:**

Instance 1: Positive/**Negative** Behavior                      Positive/Negative Feeling

Boy says he'll whip the fox if he doesn't stop chasing the cow. The boy didn't threaten the others like this.

Instance 2: **Positive**/Negative Behavior                      Positive/Negative Feeling

Boy wants to help the others throughout the story and especially when he finds the lamb that caused the chase because he needs help getting the can off his foot. Because the boy helps the lamb, he ends the entire chase.

Instance 3: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

Notes:

## Appendix D

## Individual Data Gathering Instrument

Title: Go, Dog. Go!

Author: P.D. Eastman

Illustrator: P.D. Eastman

Publisher: Beginner Books

Date of Publication: 1961

Annotation: A repetitive concept book in which dogs bring the ideas of color and space (up, over, down, under, etc.) to life.

**Character Counts! The Six Pillars of Character:**

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** Trustworthiness

**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is *significant* to this book.
3. This pillar is *not significant* to this book.

**Trustworthiness:**

Instance 1: **Positive**/Negative Behavior                      Positive/Negative Feeling  
Three times a female dog asks the male dog if he likes her hat and he honestly tells her no. Finally, the fourth time she asks about her new hat, he likes this one.

Instance 2: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 3: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

Notes:

## Appendix D

## Individual Data Gathering Instrument

Title: *The Sneetches and Other Stories*

Author: Dr. Seuss

Illustrator: Dr. Seuss

Publisher: Random House

Date of Publication: 1961

Annotation: This book includes 4 short stories, but this researcher only gathered data from the first story *The Sneetches*. In the story, the Star-Belly Sneetches think they are better than the Plain Belly Sneetches.

**Character Counts! The Six Pillars of Character:**

1. **Trustworthiness:** Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. **Respect:** Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. **Responsibility:** Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. **Fairness:** Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. **Caring:** Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. **Citizenship:** Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** Respect

**Rating Scale:**

1. This pillar is ***very significant*** to this book.
2. This pillar is ***significant*** to this book.
3. This pillar is ***not significant*** to this book.

**Trustworthiness:**

Instance 1: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Sylvester McMonkey McBean tricks the Plain Belly Sneetches into putting stars on their bellies. Then, he tricks the Star-Belly Sneetches into removing their stars. This continues until he cheats all of the Sneetches out of all of their money.

Instance 2: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 3: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

Notes:

**Respect:**

Instance 1: Positive/**Negative** Behavior                      Positive/Negative Feeling  
The Star-Belly Sneetches think they are better than the Plain Belly Sneetches  
because they have Stars. They bragged they wouldn't talk to the Plain Belly  
Sneetches or let them play ball or invite them to frankfurter roasts.

Instance 2: Positive/**Negative** Behavior                      Positive/Negative Feeling  
The Star-Belly Sneetches still brag they are the best even after the Plain Belly  
Sneetches have stars put on their bellies.

Instance 3: **Positive**/Negative Behavior                      Positive/Negative Feeling  
After McBean cheats them out of all of their money, the Sneetches all realize that  
Sneetches are Sneetches with none better than the rest.

Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

Notes:

## Appendix D

## Individual Data Gathering Instrument

Title: Dr. Seuss's Sleep Book

Author: Dr. Seuss

Illustrator: Dr. Seuss

Publisher: Random House

Date of Publication: 1962

Annotation: In this bedtime story, all of Dr. Seuss's characters have a unique place to sleep or a unique way of going to bed.

**Character Counts! The Six Pillars of Character:**

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** Responsibility

**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is *significant* to this book.
3. This pillar is *not significant* to this book.

**Responsibility:**

Instance 1: **Positive**/Negative Behavior                      Positive/Negative Feeling

Many of the characters remember to do what they are supposed to do before going to bed such as brushing their teeth and putting things away.

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Instance 2: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 3: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 4: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 5: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 6: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 7: Positive/Negative Behavior

Positive/Negative Feeling

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Instance 8: Positive/Negative Behavior

Positive/Negative Feeling

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Notes:

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## Appendix D

## Individual Data Gathering Instrument

Title: Where the Wild Things Are

Author: Maurice Sendak

Illustrator: Maurice Sendak

Publisher: Harper Collins

Date of Publication: 1963

Annotation: A naughty little boy, sent to bed without his supper, sails to the land of the wild things where he becomes their king.

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**Character Counts! The Six Pillars of Character:**

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** Respect

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**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is *significant* to this book.
3. This pillar is *not significant* to this book.

**Respect:**

Instance 1: Positive/ <b>Negative</b> Behavior	Positive/Negative Feeling
<u>One night Max made plenty of mischief by chasing the dog and threatening his mother telling her, "I'll Eat You Up!"</u>	

Instance 2: Positive/ <b>Negative</b> Behavior	Positive/Negative Feeling
<u>Max, king of all wild things, sent them to bed without supper for no reason.</u>	

Instance 3: Positive/Negative Behavior	Positive/Negative Feeling
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Instance 4: Positive/Negative Behavior	Positive/Negative Feeling
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Instance 5: Positive/Negative Behavior	Positive/Negative Feeling
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Instance 6: Positive/Negative Behavior	Positive/Negative Feeling
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Instance 7: Positive/Negative Behavior	Positive/Negative Feeling
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Instance 8: Positive/Negative Behavior	Positive/Negative Feeling
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Notes:

**Responsibility:**

Instance 1: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Max sailed off without telling his mother where he was going.

Instance 2: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 3: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

Notes:

## Appendix D

## Individual Data Gathering Instrument

Title: *The Very Hungry Caterpillar*

Author: Eric Carle

Illustrator: Eric Carle

Publisher: Philomel Books

Date of Publication: 1969

Annotation: Follows the progress of a hungry little caterpillar as he eats his way through a varied and very large quantity of food until, full at last, he forms a cocoon around himself and goes to sleep.

**Character Counts! The Six Pillars of Character:**

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** None

**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is *significant* to this book.
3. This pillar is *not significant* to this book.

## Appendix D

## Individual Data Gathering Instrument

Title: Mr. Brown Can Moo! Can You?

Author: Dr. Seuss

Illustrator: Dr. Seuss

Publisher: Random House

Date of Publication: 1970

Annotation: Mr. Brown is an expert at imitating all sorts of noises and encourages the reader to do the same.

**Character Counts! The Six Pillars of Character:**

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** None

**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is *significant* to this book.
3. This pillar is *not significant* to this book.

## Appendix D

## Individual Data Gathering Instrument

Title: *There's a Wocket in My Pocket*

Author: Dr. Seuss

Illustrator: Dr. Seuss

Publisher: Beginner Books

Date of Publication: 1974

Annotation: A household of unusual creatures help beginning readers recognize common "household" words.

**Character Counts! The Six Pillars of Character:**

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** None

**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is *significant* to this book.
3. This pillar is *not significant* to this book.

## Appendix D

## Individual Data Gathering Instrument

Title: *Oh, the Thinks You Can Think!*

Author: Dr. Seuss

Illustrator: Dr. Seuss

Publisher: Beginner Books

Date of Publication: 1975

Annotation: The story relates in verse some of the unusual thinks you can think if only you try.

**Character Counts! The Six Pillars of Character:**

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** None

**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is *significant* to this book.
3. This pillar is *not significant* to this book.

## Appendix D

## Individual Data Gathering Instrument

Title: *I Can Read with My Eyes Shut*

Author: Dr. Seuss

Illustrator: Dr. Seuss

Publisher: Beginner Books

Date of Publication: 1978

Annotation: The Cat in the Hat takes Young Cat in tow to show him the fun he can get out of reading.

**Character Counts! The Six Pillars of Character:**

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** None

**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is *significant* to this book.
3. This pillar is *not significant* to this book.



## Appendix D

## Individual Data Gathering Instrument

Title: Oh Say Can You Say

Author: Dr. Seuss

Illustrator: Dr. Seuss

Publisher: Beginner Books

Date of Publication: 1979

Annotation: A collection of nonsensical tongue twisters.

**Character Counts! The Six Pillars of Character:**

1. **Trustworthiness:** Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. **Respect:** Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. **Responsibility:** Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. **Fairness:** Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. **Caring:** Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. **Citizenship:** Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** Respect

**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is *significant* to this book.
3. This pillar is ***not significant*** to this book.

**Respect:**

Instance 1: Positive/Negative Behavior                      Positive/**Negative** Feeling

In one scene, each Beach Beast thinks he's better than the other.

Instance 2: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 3: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

Notes:

## Appendix D

## Individual Data Gathering Instrument

Title: *It's Not Easy Being a Bunny*

Author: Marilyn Sadler

Illustrator: Roger Bollen

Publisher: Beginner Books

Date of Publication: 1983

Annotation: Unhappy being a bunny, P.J. Funnybunny tries living with bears, birds, beavers, pigs, moose, possums, and skunks before deciding being a bunny is best.

**Character Counts! The Six Pillars of Character:**

1. **Trustworthiness:** Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. **Respect:** Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. **Responsibility:** Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. **Fairness:** Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. **Caring:** Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. **Citizenship:** Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** None

**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is *significant* to this book.
3. This pillar is *not significant* to this book.

## Appendix D

## Individual Data Gathering Instrument

Title: *The Polar Express*

Author: Chris Van Allsburg

Illustrator: Chris Van Allsburg

Publisher: Houghton Mifflin Co.

Date of Publication: 1985

Annotation: A magical train ride on Christmas Eve takes a boy to the North Pole to receive a special gift from Santa Claus.

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**Character Counts! The Six Pillars of Character:**

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** Responsibility

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**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is *significant* to this book.
3. This pillar is *not significant* to this book.

**Responsibility:**

Instance 1: Positive/**Negative** Behavior                      Positive/Negative Feeling

The boy gets on the train without knowing who the conductor is and without telling his parents where he is going.

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Instance 2: Positive/**Negative** Behavior                      Positive/Negative Feeling

The boy lost the silver bell (the first gift of Christmas) given to him by Santa Claus.

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Instance 3: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

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Notes:

While this pillar appears in the story, this book is really about a child's imagination.

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## Appendix D

## Individual Data Gathering Instrument

Title: *The Jolly Postman or Other People's Letters*

Author: Janet & Allan Ahlberg      Illustrator: Janet & Allan Ahlberg

Publisher: Little, Brown and Company      Date of Publication: 1986

Annotation: The Jolly Postman delivers cards and letters to everyone's favorite nursery rhyme and folktale characters.

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**Character Counts! The Six Pillars of Character:**

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** Caring

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**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is *significant* to this book.
3. This pillar is ***not significant*** to this book.

**Respect:**

Instance 1: Positive/**Negative** Behavior                      Positive/Negative Feeling

Mr. Wolf's letter from Harold Meeny (attorney) informs him his harassment of Riding-Hood's grandmother must stop. Pictures show wolf in grandma's clothes and grandma tied up. Letter also tells Wolf the 3 Little Pigs will sue for damages to their properties.

Instance 2: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 3: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

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Notes:

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**Responsibility:**

Instance 1: **Positive**/Negative Behavior                      Positive/Negative Feeling  
In Goldilock's letter to the 3 Bears, she apologizes for going into their house, eating  
their porridge, and breaking Baby Bear's chair. She also invites Baby Bear to her  
birthday party.

Instance 2: Positive/**Negative** Behavior                      Positive/Negative Feeling  
In Cinderella's little book she loses track of time and forgets to be home by  
midnight.

Instance 3: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

Notes:



**Caring:**

Instance 1: **Positive**/Negative Behavior Positive/Negative Feeling

Whenever the Postman stops to deliver a piece of mail he is invited in for some refreshments. This occurs at 5 places plus Goldilock's party.

Instance 2: Positive/**Negative** Behavior Positive/Negative Feeling

In the little book about Cinderella, the Peter Piper Press hoped to publish Cinderella's stepmother and sisters were cruel as they thought only of themselves as they got ready for the ball and left Cinderella behind.

Instance 3: Positive/Negative Behavior Positive/Negative Feeling

Instance 4: Positive/Negative Behavior Positive/Negative Feeling

Instance 5: Positive/Negative Behavior Positive/Negative Feeling

Instance 6: Positive/Negative Behavior Positive/Negative Feeling

Instance 7: Positive/Negative Behavior Positive/Negative Feeling

Instance 8: Positive/Negative Behavior Positive/Negative Feeling

Notes:

The Jolly Postman being invited in for refreshments at each house could also go under Respect as everyone showed good manners. This is a fine line.

## Appendix D

## Individual Data Gathering Instrument

Title: *The True Story of the 3 Little Pigs!*

Author: Jon Scieszka

Illustrator: Lane Smith

Publisher: Viking Kestrel

Date of Publication: 1989

Annotation: The Wolf gives his own outlandish version of what really happened when he tangled with the three little pigs.

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### Character Counts! The Six Pillars of Character:

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** Trustworthiness

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### Rating Scale:

1. This pillar is very significant to this book.
2. This pillar is significant to this book.
3. This pillar is not significant to this book.

**Trustworthiness:**

Instance 1: **Positive**/Negative Behavior                      Positive/Negative Feeling  
The whole story is about trying to discover the truth about what really happened  
between the Wolf and the 3 Little Pigs by hearing the Wolf's side of the story.

Instance 2: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 3: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

Notes:

**Respect:**Instance 1: Positive/**Negative** Behavior

Positive/Negative Feeling

The third little pig answers Wolf rudely when he knocks on the door to ask for a cup of sugar.

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Instance 2: Positive/Negative Behavior

Positive/Negative Feeling

Instance 3: Positive/Negative Behavior

Positive/Negative Feeling

Instance 4: Positive/Negative Behavior

Positive/Negative Feeling

Instance 5: Positive/Negative Behavior

Positive/Negative Feeling

Instance 6: Positive/Negative Behavior

Positive/Negative Feeling

Instance 7: Positive/Negative Behavior

Positive/Negative Feeling

Instance 8: Positive/Negative Behavior

Positive/Negative Feeling

Notes:

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## Appendix D

## Individual Data Gathering Instrument

Title: *The Mitten*

Author: Jan Brett

Illustrator: Jan Brett

Publisher: G.P. Putnam's Sons

Date of Publication: 1989

Annotation: Several animals sleep snugly in Nicki's lost mitten until the bear sneezes.

**Character Counts! The Six Pillars of Character:**

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** Responsibility

**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is ***significant*** to this book.
3. This pillar is *not significant* to this book.

**Responsibility:**

Instance 1: Positive/Negative Behavior                      Positive/Negative Feeling  
 Even after Baba's warnings, Nicki lost one of his snow-white mittens in the snow.

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Instance 2: Positive/Negative Behavior                      Positive/Negative Feeling  
 Nicki finds his mitten as it flies through the air after the bear sneezes.

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Instance 3: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

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Notes:

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**Fairness:**

Instance 1: **Positive**/Negative Behavior                      Positive/Negative Feeling  
Mole is the first to crawl in the mitten, but he and all of the other animals share the cozy mitten although more out of fear of what the more dangerous animals might do to them if they didn't share.

Instance 2: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 3: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

Notes:

## Appendix D

## Individual Data Gathering Instrument

Title: Oh, the Places You'll Go!

Author: Dr. Seuss

Illustrator: Dr. Seuss

Publisher: Random House

Date of Publication: 1990

Annotation: Advice in rhyme for proceeding in life; weathering fear, loneliness, and confusion; and being in charge of your actions.

**Character Counts! The Six Pillars of Character:**

1. **Trustworthiness:** Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. **Respect:** Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. **Responsibility:** Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. **Fairness:** Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. **Caring:** Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. **Citizenship:** Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** None

**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is *significant* to this book.
3. This pillar is *not significant* to this book.



## Appendix D

## Individual Data Gathering Instrument

Title: *The Rainbow Fish*

Author: Marcus Pfister

Illustrator: Marcus Pfister

Publisher: North-South Books

Date of Publication: 1992

Annotation: The most beautiful fish in the entire ocean discovers the real value of personal beauty and friendship.

**Character Counts! The Six Pillars of Character:**

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** Fairness

**Rating Scale:**

1. This pillar is ***very significant*** to this book.
2. This pillar is ***significant*** to this book.
3. This pillar is ***not significant*** to this book.

**Respect:**

Instance 1: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Rainbow Fish just ignores the other fish, who admire him and his beauty, when they invite him to play.

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Instance 2: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Rainbow Fish yells at the little blue fish who politely asked if he could have one of Rainbow Fish's special scales.

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Instance 3: **Positive**/Negative Behavior                      Positive/Negative Feeling  
By the end of the story, Rainbow Fish is friends with all of the fish and wants to play with them when he's invited.

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Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

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Notes:

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**Fairness:**

Instance 1: Positive/Negative Behavior

Positive/**Negative** Feeling

The wise octopus tells Rainbow Fish he must give his special scales to the other fish, but Rainbow Fish doesn't think he can share or be happy without the scales.

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Instance 2: **Positive**/Negative Behavior

Positive/Negative Feeling

It was difficult for Rainbow Fish, but when the little blue fish asked again for one of the special scales, Rainbow Fish gave him one.

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Instance 3: Positive/Negative Behavior

**Positive**/Negative Feeling

Rainbow Fish has a "peculiar" feeling as he watches the little blue fish with his new special scale.

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Instance 4: **Positive**/Negative Behavior

Positive/Negative Feeling

Rainbow Fish continues to share his special scales with all the other fish.

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Instance 5: Positive/Negative Behavior

Positive/Negative Feeling

Instance 6: Positive/Negative Behavior

Positive/Negative Feeling

Instance 7: Positive/Negative Behavior

Positive/Negative Feeling

Instance 8: Positive/Negative Behavior

Positive/Negative Feeling

## Notes:

Determining if these instances fell under the pillar of Fairness or Caring was difficult, but because the word "share" was specifically used in the book, the researcher decided Fairness was the best pillar to use since sharing is part of Character Counts! definition of Fairness.

## Appendix D

## Individual Data Gathering Instrument

Title: Disney's The Lion King

Author: Justine Korman

Illustrator: Don Williams & H.R. Russell

Publisher: Golden

Date of Publication: 1994

Annotation: Simba was born to become king of the Pride Lands, but when his Uncle Scar convinces Simba he caused his father Mufasa's death, Simba runs away and Scar becomes Lion King.

**Character Counts! The Six Pillars of Character:**

1. **Trustworthiness:** Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. **Respect:** Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. **Responsibility:** Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. **Fairness:** Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. **Caring:** Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. **Citizenship:** Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** Trustworthiness

**Rating Scale:**

1. This pillar is ***very significant*** to this book.
2. This pillar is ***significant*** to this book.
3. This pillar is ***not significant*** to this book.

**Trustworthiness:**

Instance 1: Positive/**Negative** Behavior                      Positive/Negative Feeling  
 Scar tricks Simba into wanting to go to the Shadow Lands even though Mufasa warned Simba not to go there.

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Instance 2: Positive/**Negative** Behavior                      Positive/Negative Feeling  
 Scar tricks Simba by telling him to wait on the rock for a wonderful surprise that turns out to be a herd of stampeding wildebeests.

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Instance 3: Positive/**Negative** Behavior                      Positive/Negative Feeling  
 Scar convinces Simba it was his fault that Mufasa died trying to save him from the stampede, and Scar convinces Simba to run away in shame.

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Instance 4: Positive/**Negative** Behavior                      Positive/Negative Feeling  
 Scar tries to attack Simba when he turns his back after telling Scar to run away.

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Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

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Notes:

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**Respect:**

Instance 1: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Simba returned to Pride Rock to confront Scar, but instead of dealing peacefully  
with his anger, he fought with Scar when Scar told him the truth about how Mufasa  
died.

Instance 2: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 3: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

Notes:

**Responsibility:**

Instance 1: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Simba disobeys his father Mufasa and takes his friend Nala to the Shadow Lands  
even though he knows he is forbidden to go there.

Instance 2: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 3: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

Notes:

## Appendix D

## Individual Data Gathering Instrument

Title: Pocahontas

Author: Justine Korman

Illustrator: Don Williams

Publisher: Golden

Date of Publication: 1995

Annotation: Based on Disney's movie with the same title, this books tells the story of Pocahontas and John Smith as they try to make peace between their fighting peoples.

**Character Counts! The Six Pillars of Character:**

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** Respect

**Rating Scale:**

1. This pillar is very significant to this book.
2. This pillar is significant to this book.
3. This pillar is not significant to this book.



**Respect:**

Instance 1: Positive/**Negative** Behavior                      Positive/Negative Feeling  
The settlers attack the Indians who come to spy to find out what the settlers were doing.

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Instance 2: Positive/**Negative** Behavior                      Positive/Negative Feeling  
The Indians plan to gather with the other villages to fight the settlers.

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Instance 3: **Positive**/Negative Behavior                      Positive/Negative Feeling  
Pocahontas and John Smith begin to communicate and become friends as they learn about their differences.

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Instance 4: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Kocoum attacks John Smith and Thomas, a settler, shoots Kocoum.

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Instance 5: **Positive**/Negative Behavior                      Positive/Negative Feeling  
Due to Pocahontas' plea for peace, Chief Powhatan decides not to kill John Smith, and the settlers put down their guns realizing they can deal peacefully with the Indians.

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Instance 6: **Positive**/Negative Behavior                      Positive/Negative Feeling  
John Smith jumps in front of Chief Powhatan to take the bullet that Governor Ratcliffe meant for the Chief.

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Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

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Notes:

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**Citizenship:**

Instance 1: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Governor Ratcliffe and the settlers cut down trees and dig up the land in search for gold.

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Instance 2: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 3: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

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Notes:

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## Appendix D

## Individual Data Gathering Instrument

Title: Disney's Hercules

Author: Lisa Ann Marsoli      Illustrator: Judith Clarke, Denise Holmes  
Shimabukuro, Scott Tilley, and Atelier Philippe Harchy

Publisher: Mouse Works      Date of Publication: 1997

Annotation: Based on the Disney animated film by the same title, "Hercules" tells the story of Zeus and Hera's son who was stripped of his godhood as a baby and must prove himself a hero to return to his true home on Mount Olympus.

**Character Counts! The Six Pillars of Character:**

1. Trustworthiness: Be honest; don't deceive, cheat or steal; be reliable—do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal—stand by your family, friends and country
2. Respect: Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements
3. Responsibility: Do what you are supposed to do; persevere: keep on trying!; always do your best; use self-control; be self-disciplined; think before you act—consider the consequences; be accountable for your choices
4. Fairness: Play by the rules; take turns and share; be open-minded—listen to others; don't take advantage of others; don't blame others carelessly
5. Caring: Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need
6. Citizenship: Do your share to make your school and community better; cooperate; stay informed—vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

**Primary Pillar:** Trustworthiness

**Rating Scale:**

1. This pillar is *very significant* to this book.
2. This pillar is *significant* to this book.
3. This pillar is *not significant* to this book.

**Trustworthiness:**

Instance 1: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Hades uses deceitful flattery to get the information he wants about Hercules from the Fates.

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Instance 2: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Pain and Panic plan to tell Hades that Hercules is dead even though Hercules gets away from them.

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Instance 3: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Pain and Panic transform themselves into two little boys needing saved from a rock slide in an attempt to get rid of Hercules when he tries to save them.

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Instance 4: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Meg spends the day with Hercules trying to discover his weaknesses, but Hercules thinks she wants to spend time with him because she likes him.

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Instance 5: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Pain and Panic transform themselves into a beautiful horse to lure Hercules' horse Pegasus into a trap.

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Instance 6: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Using Meg as incentive, Hades tricks Hercules into giving up his strength for one day, and then Hades reveals that Meg had been working for him the whole time.

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Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

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Notes:

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**Respect:**

Instance 1: Positive/**Negative** Behavior                      Positive/**Negative** Feeling  
Hades hates Zeus for making him god of the Underworld.

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Instance 2: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Hades orders Pain and Panic to kidnap and kill baby Hercules.

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Instance 3: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Town boys won't let Hercules play discuss with them because he is clumsy due to his strength.

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Instance 4: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Hades sends the Titans to destroy Hercules and the gods on Mount Olympus.

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Instance 5: Positive/**Negative** Behavior                      Positive/Negative Feeling  
Hercules fights back to defeat Hades and the Titans and save Thebes and the gods.

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Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

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Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

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Notes:

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**Caring:**

Instance 1: **Positive**/Negative Behavior                      Positive/Negative Feeling  
Hercules always tried to use his strength to help out such as the time he pulled the  
hay wagon when his family's donkey went lame.

Instance 2: **Positive**/Negative Behavior                      Positive/Negative Feeling  
Hercules tries to become the Hero of Thebes by saving the townspeople from  
various catastrophes.

Instance 3: Positive/Negative Behavior                      **Positive**/Negative Feeling  
Hercules realizes he cares so much for Meg that he wants to remain on Earth with  
her rather than becoming an immortal god on Mount Olympus.

Instance 4: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 5: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 6: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 7: Positive/Negative Behavior                      Positive/Negative Feeling

Instance 8: Positive/Negative Behavior                      Positive/Negative Feeling

Notes: