Life Is Precious
A CULTURE OF LIFE UNIT STUDY FOR ELEMENTARY STUDENTS

SAMPLE

AMERICAN LIFE LEAGUE’S CULTURE OF LIFE STUDIES PROGRAM
About the contributors

Laura Kizior graduated with a degree in English Writing and French from North Central College and spent a year in France teaching English to primary school students and learning the language. She works as a freelance writer and curriculum developer.

Mary Kizior is a freelance writer from Chicago. After earning a BA in English and French from North Central College, Mary taught English in Eastern France as part of the TAPIF program.

Christine Bilot lives and works as an artist in Newark, Illinois. Her artwork has been sold at local festivals, plays, and by commission. Currently, she is a student at Joliet Junior College, working toward her associate degree in art. She hopes to continue to study art after college and one day become a renowned commission artist.

Dr. Dianne Irving is a former biochemist and biologist at the National Institutes of Health. She did extensive graduate work in biology at Georgetown University, where she earned her doctorate. Dr. Irving has taught biology, biochemistry, the history of philosophy, natural law ethics, and medical ethics at the collegiate level. She has also published, lectured, and debated widely in academia on bioethics, medical and research ethics concerning human embryo research, human cloning, and human embryonic stem cell research.
Life Is Precious

A CULTURE OF LIFE UNIT STUDY FOR ELEMENTARY STUDENTS

Picture Book Unit Study (Recommended for Grades K-2)

Life Is Precious is part of ALL’s Life Primer primary school supplements, which are intended for children in grades K-3. Life Primer supplements provide students with an early understanding of the value of human life from the very beginning. These specially formulated supplements guide teachers and students through popular picture books with life-affirming themes as well as provide appropriate creative activities to assist student learning.

Written by:
Laura Kizior
Mary Kizior

Illustrations by:
Christine Bilot

In consultation with:
Prof. Dianne N. Irving, MA, PhD

All contents copyright © 2015 by American Life League, Inc. All rights reserved.

This material may not be reproduced or republished without the express written consent of American Life League, Inc. Requests for permission to reproduce or republish any material from Life Is Precious or the Culture of Life Studies Program should be sent to clsp@all.org. Permission is granted for the original purchaser to make copies of the appendices for use within their immediate family or class only.
Dear Teachers,

Welcome!

Life is precious. That is precisely why we created this four-week unit study for early elementary students. Children already know that every human being’s life is precious. If you asked them, they’d likely tell you that, when a mother is pregnant, there is a baby in her belly. It’s not until we become adults, or sometimes teens, that we begin to question absolute truths, which are written on the heart of everyone.

We have worked very diligently, in cooperation with teachers and parents alike, to ensure that this unit study will provide your children with a solid foundation in culture-of-life principles.

Our hope is that, by using this unit study, children will become familiar with language and attitudes that will help guide them as they grow so that they never lose sight of the beautiful truth that each and every human being’s life is precious from the very first moment of his or her creation.

Forces in our culture are determined to rob our children of innocence and fill their minds with erroneous facts in an attempt to draw them away from God. By incorporating this unit study into your lesson plans, you have taken an important step toward instilling in each child a love and respect for every human being’s life.

God bless you and guide you as you instruct these most precious little children!

Judie Brown, President
American Life League
# Table of Contents

Program Overview .......................................................... page 6  
Books Used in this Unit Study ............................................. page 7  
Supply List ........................................................................ page 8  

**Lesson 1** Overview — *Angel in the Waters* .......................................................... page 9  
Day 1: Who Am I? ............................................................... page 11  
Day 2: Mother ..................................................................... page 14  
Day 4: Guardian Angel .......................................................... page 19  

**Lesson 2** Overview — *On the Night You Were Born* ............................................... page 20  
Day 1: I Am Unique ............................................................. page 22  
Day 2: The Sound of Your Name Is Wonderful ....................... page 24  
Day 3: Don’t Forget How Special You Are ............................ page 26  

**Lesson 3** Overview — *Horton Hears a Who* ............................................................. page 29  
Day 1: Everyone Deserves Protection .................................... page 31  
Day 2: Protecting Small Persons ............................................ page 34  
Day 3: Stand Up for What You Believe .................................. page 35  
Day 4: Every Voice Counts .................................................. page 37  

**Lesson 4** Overview — *One* ................................................................................ page 38  
Day 1: Personalities .............................................................. page 40  
Day 2: Being Bullied ............................................................. page 42  
Day 3: Standing Up for Others .............................................. page 43  
Day 4: Forgiveness .............................................................. page 45  

Bibliography. ........................................................................ page 47  

**Appendices** (available on the companion DVD included with this unit study  
or at CultureOfLifeStudies.com/appendices, using code CLSP)  
A: Language Matters  
B: Miracle of Life Flipbook Images  
C: Miracle of Life Poster Images  
D: Guardian Angel Prayer Card  
E: Human Development Timeline  
F: Take-Home Sheets
Program Overview

Based on popular picture books and designed for children in kindergarten through second grade, this unit study will point out the key elements of a culture-of-life understanding, as well as incorporate fun and creative activities related to the books. This unit study focuses on the beauty inherent in each individual human being’s life, taking a positive approach to the pro-life movement rather than focusing on the details of abortion and the culture of death. In fact, we are firm believers in protecting the innocence of children, so we will never directly touch upon topics which may take away from that innocence.

This study is broken into four lessons.

Lesson 1: Angel in the Waters (studies human development from creation until birth)
Lesson 2: On the Night You Were Born (studies the beauty and wonder of each and every single person God has created)
Lesson 3: Horton Hears a Who (studies the necessity to defend and protect all persons, no matter how small)
Lesson 4: One (studies the importance of standing up for what is right, even when it’s not easy to do)

Each lesson takes about four days (or class periods) to complete. Each week, students will read a different book and perform various activities related to the book and the unit themes. Possible activities include games, art, crafts, cooking, drama, science, and presentation skills. Ideas for how to explain various concepts are also included to make the study even easier for parents and teachers.

The weekly structure of this unit study is designed to be flexible, depending on the particular needs of the class or homeschool. You may lengthen or shorten lessons to suit your needs.

Some activities contained in this study relate to the mother/child bond. If you are using this study in a classroom setting, please be aware that you may have children who come from very diverse backgrounds and may not live with their mothers. Adopted children and children from single-parent households may require additional support and encouragement. We have tried to remain sensitive to this fact and provide guidance where necessary.

Even though these picture books were intended to be read aloud to a young audience, children of all ages can enjoy them. You may choose to read the book in its entirety every day of the week, or only read a portion each day. Because picture books are meant to be read many times, the students will benefit from multiple readings and will gain a deeper understanding from each reading of the story.

For use in the homeschool setting

Homeschooling gives the student the benefit of learning at his own pace. Homeschool teachers can use and adapt this unit study to suit the needs of each individual child. If a child is interested in a particular topic, you can spend more time on that section of the unit.

Notes on crafts

Full instructions are given for the more difficult crafts included in this unit study. Teachers should encourage students to use their own imaginations and to be creative. Crafts in this unit study are designed to help the students fully engage with both the text and themes presented in each of the books.
Books Used in this Unit Study

These titles are either available for purchase online or can be found in your local library system. The educational beauty of picture books is that children love to hear the same stories over and over, so you might seriously consider adding some of these books to your personal collection.

1. **Angel in the Waters by Regina Doman**
   In order for children to fully understand the value of every human being’s life, they need to be able to have a basic understanding that the growing baby is alive, and they must see how he grows and develops from the first moment of his creation forward. Doman’s wonderfully illustrated book makes the miracle of life accessible for even very young children. (This title is also available to read online.)

   **About the author**
   Regina Doman is a Catholic fiction writer, publisher, and author of several books for teens, including *The Fairy Tale Novels*, *John Paul II High* series, and *Catholic Philosopher Chick*. Owner of Chesterton Press, Doman has created several graphic novels based on the lives of the saints as well as on the lives of several recent popes. She lives in Virginia with her family.

2. **On the Night You Were Born by Nancy Tillman**
   Although more of a bedtime story than a school book, Tillman’s book reminds children of their uniqueness. Aimed at younger children, *On the Night You Were Born* is a refreshing change from some of the more difficult books used in this unit study.

   **About the author**
   Nancy Tillman is best known for her children’s books that celebrate the love that parents have for their children. As both an author and an illustrator, Tillman has written several bestselling books, including *Wherever You Are: My Love Will Find You; The Crown on Your Head*; and *I’d Know You Anywhere, My Love*. Nancy Tillman lives in Portland, Oregon.

3. **Horton Hears a Who by Dr. Seuss**
   Because of the phrase “A person’s a person, no matter how small,” *Horton Hears a Who* has been adopted as one of the most popular life-affirming books for children. Dr. Seuss himself was probably not pro-life (given his political leanings), but his simple message of “A person’s a person, no matter how small” strongly resonates throughout the pro-life community. *Horton* gives a basic understanding of the value of each member of the human race, including the preborn, the disabled, the elderly, and those who cry out for our protection.

   **About the author**
   Theodor Seuss Geisel was born in 1904 in Springfield, Massachusetts. Growing up, Dr. Seuss learned nursery rhymes from his mother, which led him to create his wonderful, poetic stories for children. Dr. Seuss wrote and illustrated over 40 books for children, including *The Cat in the Hat, The Lorax, Green Eggs and Ham*, and *How the Grinch Stole Christmas*. Dr. Seuss’ books have been translated into 15 languages and have sold over 200 million copies worldwide. *Horton Hears a Who* was first published in 1954 and has since been made into a full-length animated film.
4 One by Kathryn Otoshi

While not specifically a pro-life book, One teaches the value of standing up for what you believe in, even if you are the only one defending your friends and your values. The adage “everyone counts” makes it clear that all it takes is one voice to stop a bully in his tracks. It reinforces the need to look out for “the least of these” in a fun and creative way. It’s a simple, cheerful book that your children will want to read over and over again!

About the author
Kathryn Otoshi is also known for her book Zero, which focuses on finding value in yourself. Her forthcoming book, Two, focuses on friendship and loss. Otoshi lives in the Bay Area of San Francisco where she works in the film and media industry.

Life Is Precious Supply List

This comprehensive list of supplies covers the entire unit study.

Art supplies:
- 2 sheets of poster board
- Construction paper
- Crayons
- Stamp pad
- Plastic wrap
- Dried pasta
- Feathers
- Buttons (optional)
- Ruler
- Glue/glue sticks
- White card stock
- Felt
- Colored pencils
- Glitter
- Popsicle sticks
- Ribbon
- Leaves (artificial)
- Rubber stamps (optional)
- Hole punch
- Laminating paper
- Colored card stock
- Markers
- Paint
- Pink and red tissue paper
- Pipe cleaners (red and pink)
- Yarn
- Googly eyes (optional)
- Scissors
- Compass or other object to trace circle

Musical instruments:
Bells, horns, pots, pans (anything that makes noise)

Other supplies:
Newborn picture (or any picture) of each child, nuts or Cheerios, dried fruit, chocolate chips, coconut flakes, small ziplock bags, 4 small bowls, 4 spoons
Lesson 3

_Horton Hears a Who_
By Dr. Seuss
Ages 4 and up, Grades K-2

When Horton the elephant discovers a city of small people living on a speck of dust, he promises to protect them because “A person’s a person, no matter how small!” Even when the other animals laugh at him, Horton still stands up for the Whos in Who-ville. In order to prove they exist, the Whos must make a great enough noise for the jungle animals to hear them. Every voice must be heard if the Whos are to save their city.

Lesson overview
This study covers four days and consists of one class session each day which should take no more than 30-45 minutes to complete. A Take-Home Sheet is also included for each day (see Appendix F on the companion DVD) so that parents can help reinforce concepts at home.

Topics covered include learning the stages of human development from embryo to senior citizen. Also covered is the need to protect and defend the least of these.

Lesson objectives:
• Apply Dr. Seuss’ famous line, “A person’s a person no matter how small,” to the preborn baby.
• Help children understand what it means to be loyal and how to love their neighbor.
• Reinforce the importance of standing up for the least of these.

Materials needed for this lesson:
• _Horton Hears a Who_
• Coloring page from Appendix E (on the companion DVD)
• White paper or card stock
• Markers, colored pencils, or crayons
• Nuts or Cheerios (take care to note any nut allergies and alter recipe)
• Dried fruit (raisins, cranberries, etc.)
• Chocolate chips or candy
• Shredded coconut
• Resealable sandwich bags
• 4 bowls to hold ingredients
• 4 spoons to use for scooping

Optional items:
• Playground ball
• Baby-themed wrapping paper or a basket to hold baby items
Procedure

1) Read the story aloud each day for the students. Make sure the students can see the illustrations as you read.
   • If you want to change it up a bit, there are a few videos on YouTube of someone reading the text aloud.
   • There is a 1970 cartoon version of the story which is available from Warner Home Video. This would work well on Day 3.
   • For younger students, the story can also be read in sections for each day, making sure to recap what happened in the story the day before. Follow each reading with a short discussion on the themes from the book and the assigned activity for the day. After the first day, have the children retell the story to see how much they remember. Make sure to do a revision session so they remember the discussion from the previous day.

2) Utilize discussion questions to help engage students.

3) Complete the activity or project for the day.

4) End with a prayer.

Evaluation

Evaluation of the children’s understanding will be based on their ability to answer discussion questions, the ability to articulate that every preborn baby is a human being no matter how small, and participation in the class project.

Final project

Collect gifts for moms and babies in need.
• Before you begin, you may want to contact a local pregnancy care center and see if you can drop off donations.
• Have the children, with their parents’ help, collect baby items to be wrapped nicely at the end of the week for moms and babies in need.
Horton Hears a Who

Day 1: Everyone deserves protection

Materials needed:
- Coloring pages from Appendix E (on the companion DVD)
- Crayons, colored pencils, or markers
- Optional: playground ball

Read the story aloud

Teacher to children: You are a child of God, a person to be treasured. But what makes you a person? In this story, Horton discovers that being a person is not based on how big or small you are, how old you are, where you live, or how much you need someone to protect you. Every person, even the smallest, needs to be cherished and protected.

Discussion questions to engage students:
The discussion questions for today are wrapped up in a fun exercise!

Have the students line up in order of size. Ask:
- Is the tallest person more important than the shortest person?
- Is the person in the middle more important than the tallest or the shortest?

Have the tallest person sit down. Ask:
- Is that person now less important than everyone else because he is shorter?

Have the shortest person stand on a chair. Ask:
- Is that person now more important than everyone else?

Ask: Who is the oldest person in the class? Who is the youngest?
- Are either of them better than anyone else?

Teacher to children:
Imagine the tallest person you know (like your mom or dad). Now imagine the smallest person you know (like your little brother or sister or a baby cousin). They are all special people, right? Does size make you better than everyone else? Are big people better than small people? According to Horton, “Little folks have as much right to live as us bigger folks!”

Think about your grandma or grandpa. They are old; you are young. Are they better than you because they are old? Are you better than your grandparents because you are young? What about very tiny preborn babies? Are they people too? Anyone of any age (even a very young baby not yet born) is still a person who needs protecting.

What about people who are handicapped? People who can’t walk? People who can’t talk? Are they any less important than people who can? Of course not. God made them to be loved, just like you.

What about place? Are the Whos who live on the speck less important than the animals in the Jungle of Teachers may want to bring the fetal models back to class to remind the students how small they were when they started life. Then review the different stages of fetal development.
Nool? Are people in Alaska or Florida better than people in Texas? Are people on the left side of the room better than the people on the right side of the room? Of course not. Regardless of where you live, you are a valuable person. What about a tiny baby not yet born and already born? Is one more valuable than the other because of where they are?

Your mom and dad give you warm clothes, a nice bed, toys, and food. You depend on them to be happy. The Whos depend on Horton to keep them safe and trust him to do whatever he can to save them. Because the Whos need Horton to protect them, does that mean they are any less valuable? A tiny baby, before he is born, needs his mother for food and shelter. Does that make a preborn baby any less of a person?

A person’s a person, no matter how small, no matter how old he is, no matter where he lives, and regardless if he needs someone to help keep him safe.*

**Activity for reinforcement:**
Color and discuss the timeline of human development. The timeline illustrations can be found in Appendix E (on the companion DVD). They span two sheets of paper that will need to be taped together.

Children begin by coloring the person in the embryonic stage of development and move through to the senior citizen. Read the labels aloud to the children and focus on the fact that every person on this page is just as valuable as the next.

As the children color their timeline of human development, make sure to ask questions like, “Is a fetus a human being, even though he looks different from a teenager?” “Can you believe how small you were when you were an embryo?” You can remind them that even Jesus’ life began with Him being as small as a poppy seed.

This would be a good time to introduce your class project and talk to the children about helping their parents to buy or collect items for moms and their little babies who need our love and help.

**Explanation for teacher:** Many labels are used to describe human beings during their various stages of development. We have chosen some of the more common terms for this activity. Scientists have other terms to describe children at the beginning stages of their creation (biological development), but we’ve chosen to list the two which are most familiar: “embryo” (the first eight weeks of development) and “fetus” (nine weeks of development through birth). The point you want to make with the children is that no matter where a person is in his development, no matter what he looks like, no matter what words people choose to use to describe human beings at various stages, they are all still human beings and still deserving of our love and protection. No one person is more important than another, regardless of his size, abilities, or status—and regardless of how/when he was first created. Remember, some babies are created using artificial means.

* This concept comes from the acronym SLED (size, level of development, environment, degree of dependency) from Stephen Schwarz in his book The Moral Question of Abortion. StandForLife.net/2008/10/defending-pro-life-view-with-sled-test.html.
Though you do not need to (nor would we encourage you to) overwhelm children with all of the ins and outs of different methods of reproduction, we encourage you to use this as an opportunity to really focus on the beauty inherent in each human being’s life from the very instant of his creation (or biological beginning). Planting this seed now will help children as they grow to value each human being’s life and become defenders of the “least of these.” When they are older and the world tells them that contraception, abortion, euthanasia, and other evils are okay, they will know that is not true because you have taken this most important step in educating them. “Before I formed you in the womb I knew you.” God knew us from the very instant of our creation—when we were no bigger than a grain of salt. He knew us as His children. And we are loved. Let us teach our children to love all human beings from the very instant of their creation.

It is important for young children to become familiar with terms like embryo and fetus and identify them with their own humanity. That way, when they are older and confronted with arguments like “It’s just an embryo—what’s the big deal in aborting an embryo?” they will remember that they were once human beings at the embryonic stages of development. Planting these seeds now and letting the Holy Spirit water them will serve our children well in the future.

Optional Game: Horton in the Middle (Monkey in the Middle)

Just as the monkeys—the Wickersham brothers—stole the speck from Horton, the object of this game is to keep the ball away from Horton. If he catches it, he wins. Make sure all of the children have a chance to be in the middle. You will need a beach ball (or several, for a more difficult game) and an open area to play.

Step 1: Form a large circle, leaving one student in the middle to play Horton (if the class is large, use two or three people in the middle).

Step 2: Throw the ball back and forth across the circle to keep it away from Horton.

Step 3: If Horton catches the ball, he or she switches places with the last person who touched the ball.

Step 4: Balls must be thrown, not passed, to classmates on either side.

Teacher to children: It’s hard when people pick on you or tease you in a group! Poor Horton!

End the lesson with a prayer:

Dear Jesus, help us to love and cherish all people. And help us to teach others to love and cherish all people, regardless of their size or abilities. Amen.
AMERICAN LIFE LEAGUE’S
CULTURE OF LIFE STUDIES PROGRAM

American Life League’s Culture of Life Studies Program is a comprehensive series of video presentations, written lesson plans, and classroom learning activities designed to educate and impassion a broad audience on culture-of-life issues.

The CLSP provides supplemental educational resources for grades K–12. In collaboration with teachers, homeschool parents, and subject-matter experts, ALL writes and produces these materials, providing age-appropriate instruction about culture-of-life concepts.

*Life Is Precious* is part of ALL’s Life Primer primary school supplements, which are intended for children in grades K–3. Life Primer supplements provide students with an early understanding of the value of every human being’s life from the very beginning. These specially formulated supplements guide teachers and students through popular picture books with life-affirming themes, as well as provide appropriate creative activities to assist student learning.

CultureOfLifeStudies.com

Click Here to Purchase
INTRO PRICE
$24.95

P.O. Box 1350, Stafford, VA 22555
540-659-4171 | ALL.org

American Life League is the nation’s largest grassroots, pro-life educational organization, with an absolute commitment to the defense of every innocent human being’s life. For more information, please visit ALL.org.