



## March's Key to Character

### Definitions

**Elementary:** Tolerance is getting along with people who are different.

**Secondary:** Tolerance is openness and respect for the differences that exist among people

### Related Words

understanding	conflict	fairness	multicultural
prejudice	ethnic	diversity	acceptance



### Long-Leg Lou and Short Leg Sue

By Shel Silverstein

Long -Leg Lou and Short-Leg Sue,  
Went for a walk down the avenue,  
Laughin' and jokin' like good friends do,  
Long-Leg Lou and Short-Leg Sue.

Says Long -Leg Lou to Short-Leg Sue,  
"Can't you walk faster than you do?  
It really drives me out of my mind  
That I'm always in front, and you're always behind."

Says Short -Leg Sue to Long-Leg Lou,  
"I walk as fast as I'm meant to do.  
Then I'll go walking with someone new,"  
Says Long-Leg Lou to Short-Leg Sue.

Now Long-Leg Lou, he walks alone,  
Looking for someone with legs like his own.  
And sometimes he thinks of those warm after-  
noons,  
Back when he went walkin' with Short-Leg Sue.

And Short-Leg Sue strolls down the street,  
Hand in hand with Slow -Foot Pete.  
And they take small steps and they do just fine,  
And no one's in front and no one's behind.

#### Questions

1. Explain your interpretation of this poem.
2. What moral lesson does it teach?
3. How and why is it an important subject?
4. Discuss differences other than physical ones.
5. Why is it important to tolerate differences?

### Tolerance in Action : What Makes a Person Tolerant?

#### Tolerant people:

- realize there is more than one way to do things.
- are willing to share the pain or joy of others.
- are sensitive and concerned about the feelings of others—they don't make ethnic jokes or criticize cultural issues.
- include those less skillful in group activities.
- keep their values.
- are willing to learn about the culture of others.



"People are different. Expect it. Respect it." People are People Program

# suggested Reading List



## Elementary

**A is for Asia** Trade Operation. An alphabet book that introduces different Asian countries, foods, traditions and cultural traditions.

**A Days Work** Houghton Mifflin. When Francisco tells a lie to get a job, he finds more work than he bargained for. This book teaches honesty and respect while showing the life of Latino day laborers.

**A Lesson My Cat Taught Me** by Saul Weber. Jennifer learns a lesson about disabilities when she brings home a cat with one eye even though her family has a healthy cat at home.

**The Skin You Live In** by Michael Tyler. This book is a picture book that emphasizes the importance of the "you" that is within" rather than how you look "without."

**We're Different, We're the Same"** by Bobbi Kates. This book takes each part of a person and shows how they are both the same and different.

**When You Reach Me** by Rebecca Stead. Through solving a mystery sixth grade Miranda learns the consequences for her choices to mean or kind. (Newberry Award book)

**Herb the Vegetarian Dragon** by Jules Bass. This book teaches acceptance, loyalty and respect for the choices of others. Befriended by a little girl, Herb the vegetarian dragon resolves conflict with the meat eating dragons in the forest of Nogard and the humans at Castle Dark who also hunt meat.

**The Fat Camp Commandos** by Daniel Pinkwater. Ralph and Sylvia, escape from the fat camp they hate and plan revenge on their parents for sending them there. Readers learn to avoid stereotypes.

## Middle and High School

**Tangerine** by Edward Bloor. Twelve year old Paul fights for a right to play soccer in spite of his loss of vision. He lives in the shadow of his football star brother.

**Winning** by Robin Brancato. Paralyzed as the result of a football accident, a high school student struggles to accept the reality of his condition and the effect it will have on his friendships and his future.

**My Louisiana Sky** by Kimberly Holt. A twelve year old struggles with a stern grandmother and mentally disabled parents.

**Postcard to Father Abraham** by Catherine Lewis. Meghan's anger over loosing her leg to cancer and her brother to Vietnam is expressed to her idol Abraham Lincoln in postcards.

**Stranded** by Ben Mikaelson. Twelve year old Koby, who lost his foot in an accident, sees a chance to prove her self-reliance to her parents when she tries to rescue two stranded pilot whales near her home in the Florida Keys.

**Danger Zone** by David Klass. When he joins a predominately black "Teen Dream Team" representing the U.S. in an international basketball tournament in Rome, Jimmy discovers some unexpected prejudice, racism and politics.

**Children of the River** by Linda Crew. Having fled Cambodia four years earlier to escape the Khmer Rouge army, seventeen-year-old Sundra is torn between remaining faithful to her own people and enjoying life in her Oregon high school as a "regular" American.

**Walk the Dark Streets** by Edith Baer. Eva and her parents experience daily tensions as they consider the possibilities of escape from Nazi Germany.

**Bat 6** by Virginia Wolff. Twenty one sixth grade girls recount a girl's bigotry in their annual softball game in a small town in Oregon.



## Websites

[www.bullying.org](http://www.bullying.org)— interactive games

[www.tolerance.org](http://www.tolerance.org)—school wide projects articles and lesson plans

[www.mixitup.org](http://www.mixitup.org)—instructions for mix it up activities and dialogue groups—free handbook

[www.kidshealth.org](http://www.kidshealth.org)—articles for parents, teens, kids and research news

[www.goodcharacter.com](http://www.goodcharacter.com)—lesson plans and articles

[www.educationworld.com](http://www.educationworld.com)—coloring pages, and activities

[www.diversitycouncilors/eActivitiies.shtm](http://www.diversitycouncilors/eActivitiies.shtm).—early elementary multicultural lesson plans and links to other sites to spotlight selected activities.



## Spotlight on Schools

Bartow elementary schools are fortunate to have teachers from Character Education of Bartow to come into their classrooms weekly to teach character education lessons. Character Education of Bartow serves more than 1,800 public school students in Bartow, grades K-5. This program presents good character traits and moral values, using stories, DVD's and visual aids. The Keys to Character and the Auto B Good DVD series are used as resources for the curriculum. Each class is taught for twenty-five minutes by private teachers provided by Character Education of Bartow. The program has excellent support from the schools and community. Thank you to the Bartow community for supporting and encouraging character education for Bartow students.

# LESSONS FOR TEACHING ABOUT TOLERANCE

*"The highest result of education is tolerance." -- Helen Keller*

Helen Keller's words serve as a reminder of the key role educators play in teaching tolerance. Education World provides five lessons focused on messages of tolerance. Click each of the five lesson headlines below and those in the additional resources section for a complete teaching resource. (Appropriate grade levels for each lesson appear in parentheses.)

## **"Bursting" Stereotypes**

Balloons serve as the conduit for this lesson in which students "burst" stereotypes. (Grades 2-12)

## **How Tolerant Are Kids in Your School?**

Students graph results of a survey of attitudes and tolerance in their school. (Grades 6-12)

## **Those Tear-Me-Apart, Put-Me-Back-Together, Never-Be-the-Same-Again Blues**

This powerful activity illustrates how unkind words can hurt. (Grades Pre-K-8)

## **Teaching About Tolerance Through Music**

Invite students to analyze the lyrics of Peter, Paul and Mary songs that express themes of tolerance. (Grades 3-12)

## **Everybody Is Unique: A Lesson in Respect for Others' Differences**

Teach about respect for others' unique qualities in this lesson that combines art and language arts. (Grades K-8)

## ADDITIONAL LESSON RESOURCES:

[Looking at Ourselves and Others](#) (All grades)

[Triangles Are Not Bad](#) (Grades 4-9)

[Unite the School](#) (Grades 6-8)

[Culture Is Like an Iceberg](#) (Grades 5-12)

[A New Friend: A Personalized Storybook](#) (Grades K-3)

[Dear Teacher: Letters on the Eve of the Japanese American Imprisonment](#) (Grades 6-12) *[pdf]*

[Mix It Up at Lunch](#) (Grades 6-12)

[The Tolerance Project: Lessons and Materials](#) (Grades 7-12)

[Speaking Up for Each Other](#) (Grades 9-12)

[Small Steps: A Tolerance Program](#) (Grades 9-12)

[Circles of My Multicultural Self](#) (Grades 6-12)

[Multicultural Pavilion Awareness Activities](#) (All grades)

[Multicultural Lessons from Scholastic](#) (Grades K-8)

[Character Education Lesson Plans](#) (Click the appropriate grade level link; all grades)

["Kickin' It" with Kids from Other "Kultures"](#) (Grades 6-12)

[Changing Attitudes in America](#) (Grades 9-12)

[Character Education Handbook](#) (See lesson plans starting on page 17 of the handbook, page 27 of the pdf)

[Getting To Know Each Other \(Lunch Day Mixer\)](#)

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[http://www.educationworld.com/a\\_lesson/lesson/lesson294.shtml](http://www.educationworld.com/a_lesson/lesson/lesson294.shtml) and

[http://www.educationworld.com/a\\_lesson/lesson/lesson294b.shtml](http://www.educationworld.com/a_lesson/lesson/lesson294b.shtml)

Expository:



**FCAT Writes**

1. Think about the quote, “Thou shalt not be a victim, thou shalt not be an oppressor, but most of all, thou shalt not be a bystander” by Yehuda Bauer, Jewish historian. Why is the bystander the worst role to take? Write to explain what you think he means.
2. Have you observed someone being treated with prejudice? Write to discuss three things that you can do to show tolerance rather than prejudice.

Persuasive:

1. Age is often a factor in society’s acceptance of people in certain roles. Think of some adjectives associated with certain age groups and write to persuade others why they are not true.
2. Your friend told a funny joke at lunch that hurt the feelings of someone sitting with you. Write a note to persuade your friend that he/she should be more tolerant.

Narrative:

1. Often people are judged and treated differently because of how they look.. Describe an experience that you observed or read about when this was true.
2. Think about the challenges of being a new student in a school that is in a very different part of the country. Describe what your first day could be like if the students did not respect you and were intolerant of differences that you might have.



## Are You a Bucket Filler or a Bucket Dipper?

You have heard of the cup that overflowed. This is a story of a bucket that is like the cup, only larger. It is an invisible bucket. Everyone has one. It determines how we feel about ourselves, about others, and how we get along with people. Have you ever experienced a series of very favorable things which made you want to be good to people for a week? At that time, your bucket was full.

A bucket can be filled by a lot of things that happen. When a person speaks to you, recognizing you as a human being, our bucket is filled a little. Even more, if he calls you by name, especially if it is the name you like to be called. If he compliments you on your dress or a job well done, the level in your bucket goes up still higher. There must be a million ways to raise the level in another’s bucket. Writing a friendly letter, remembering something that is special to him, knowing the names of his children, expressing sympathy, conversation, or, perhaps more important, listening to him. When your bucket is full that emotional support allows you to express warmth and friendliness, toleration and understanding to others and fill their buckets.

But what about the dipper? Other people have dippers that can dip into your bucket and lower the level. Some people have a “red pencil” mentality and have to tell you about every mistake you make. You know you make the mistake—it doesn’t help for them to point it out. For instance, at dinner you spill a drink on the table and it rolls onto your friend’s shirt and best pair of jeans. You feel terrible and try help clean it up, but your other friend keeps making a big deal about it.

Buckets are repeatedly filled and emptied—many times emptied because people do not really think about what they are doing. When a person’s bucket is empty they act differently than when it is full. They may be defensive or angry when you are giving them a compliment or asking a simple, courteous question. Some people have holes in their buckets and irritates a lot of people by trying to use his/her dipper to get into their bucket. At this point they really need someone to pour into their buckets!

Everyone has both a bucket and a dipper and the story of our lives is the interplay between them. The secret is that when you fill another’s bucket it does not take anything out of your own bucket. The level in our bucket gets higher when we fill another’s and when we dip into someone else’s bucket we do not fill ours, we lose a little.

Unfortunately, some people feel it is brown-nosing, it sounds “fakey” or the other person will be suspicious if they fill someone else’s bucket. They miss out on the joy, fun, happiness, and satisfaction connected with making another person happy.

Therefore, let us put aside our dipper and resolve to touch someone’s life in order to fill their bucket and the world will be a better place.

Source: Unknown—Author Unknown

## How Can Parents Teach Tolerance?

# Parent Power

Parents can teach tolerance by example — and in other ways, too. Talking together about tolerance and respect helps kids learn more about the values you want them to have. Giving them opportunities to play and work with others is important as well. This lets kids learn firsthand that everyone has something to contribute and to experience differences and similarities.

Things parents can do to help kids learn tolerance include:

1. Notice your own attitudes. Parents who want to help their kids value diversity can be sensitive to cultural stereotypes they may have learned and make an effort to correct them. Demonstrate an attitude of respect for others.
2. Remember that kids are always listening. Be aware of the way you talk about people who are different from yourself. Do not make jokes that perpetuate stereotypes. Although some of these might seem like harmless fun, they can undo attitudes of tolerance and respect.
3. Select books, toys, music, art, and videos carefully. Keep in mind the powerful effect the media and pop culture have on shaping attitudes.
4. Point out and [talk about](#) unfair stereotypes that may be portrayed in [media](#).
5. Answer kids' questions about differences honestly and respectfully. This teaches that it is acceptable to notice and discuss differences as long as it is done with respect.
6. Acknowledge and respect differences within your own family. Demonstrate acceptance of your children's differing abilities, interests, and styles. Value the uniqueness of each member of your family.
7. Remember that tolerance does not mean tolerating unacceptable behavior. It means that everyone deserves to be treated with respect — and should treat others with respect as well.
8. Help your children feel good about themselves. Kids who feel badly about themselves often treat others badly. Kids with strong [self-esteem](#) value and respect themselves and are more likely to treat others with respect, too. Help your child to feel accepted, respected, and valued.
9. Give kids opportunities to work and play with others who are different from them. When choosing a school, day camp, or [child-care](#) facility for your child, find one with a diverse population.
10. Learn together about holiday and religious celebrations that are not part of your own tradition.
11. Honor your family's traditions and teach them to your kids — and to someone outside the family who wants to learn about the diversity *you* have to offer.

When parents encourage a tolerant attitude in their children, talk about their values, and model the behavior they would like to see by treating others well, kids will follow in their footsteps.

Reviewed by: [D'Arcy Lyness, PhD](#)

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## How Would You Have Treated Him? Trait: Tolerance

As a child he began talking later than normal. In school, he was regarded as a freak by his classmates because of his lack of interest in sports. His teachers considered him dull because he was poor at memorizing by rote. One teacher told him in exasperation that he wouldn't amount to anything, was wasting everyone's time, and should drop out of school immediately.

Would you have looked down on him? If so, you would have snubbed **young Albert Einstein**. (© Copyright 2002 Steve Miller - All Rights Reserved. Source: *Albert Einstein: A Life*, by Denis Brian, 1996, John Wiley and Sons, Inc.) [For Discussion:](#)

- 1) *How is it possible to be so smart, yet not recognized as intelligent by teachers or fellow students? (All of us have strengths and weaknesses. Some types of intelligence don't work well with school systems and don't translate into high grades.)*
- 2) *How do you think young Einstein would have fit in at our school? Would he have found a group of friends here, or would he have been an outcast?*
- 3) *How can understanding Einstein's background guard us from putting people into boxes?*
- 4) **Personal Reflection:** *What types of people that you snub and put into boxes? How can you overcome this lack of tolerance?*



## The Little Crabs Who Walked Zig Zag

An Aesop Fable retold by Rose Owens

A mother crab was watching her young son walk. "Why do you walk sideways like that?" she asked. "You should always walk straight forward with your toes turned out."

The little crab tried to walk straight forward but only succeeded in walking sideways again. "Show me how to do it, Mother," he cried. "I want to learn how to do it right."

So the old mother crab demonstrated how to walk sideways. She tried and tried to walk sideways and could not do it. When she tried to turn her toes outward, she stumbled and fell on her face.

**Moral:** *Do not tell others how to act unless you can set a good example.*

### Sunshine State Standards

#### PreK-2

HE.A.1.1 - The student comprehends concepts related to health promotion.

HE.B.1.1 - The student knows health-enhancing behaviors and how to reduce health risks.

HE.B.3.1 - The student knows how to use effective interpersonal communication skills that enhance health.

#### Grades 3-5

HE.B.1.2 - The student knows health-enhancing behaviors.

HE.B.3.2 - The student analyzes the influence of culture, media, technology and other factors on health.

#### Grades 6-9

HE.A.1.3 - The student comprehends concepts related to health promotion.

HE.A.2.3 - The student knows how to access valid health information and health-promoting products and services.

HE.B.3.3 - The student knows how to use effective interpersonal skills that enhance health.

#### Grades 9-12

HE.B.1.4 - The student knows health enhancing behaviors and how to reduce health risks.

HE.B.2.4 - The student analyzes the influence of culture, media technology, and other factors on health.

HE.B.3.4 - The student knows how to use effective communication skills that enhance health.



## Tolerance Bulletin Board Ideas

**"I am Special"**— Precut silhouettes of a person's head and let students fill them with pictures clipped from magazines that relate to their interests, families, and things that make them special. Place the silhouettes on the bulletin board under the title.

**"We Are Unique"** - Give each student a colored circle on which to write their favorite things (to do, to eat, favorite people, etc.). Add strings to the circles to create a bunch of balloons tied together and place under the heading.

**"We are all in the Same Boat"** - Place a large boat named Tolerance in the center of the bulletin board under the title. Place small pictures of each student (or a paper cut out that the student has colored and made to look like them) in the boat.

**"The Space Race"** - Create a space ship on one side of the bulletin board and another planet on the other side. Mark ten slashes to represent stations between the two. Create enough paper astronauts for each student in the class. As a students show understanding and tolerance of each other, they can begin the race and advance a station with each tolerant and kind act.

### The Lion and the Mouse

An Aesop Fable retold by Rose Owens

A lion was sleeping one day. A small mouse ran up and down upon him. The lion woke up and pinned the mouse beneath his paw.

"Oh please, lion," pleaded the mouse. "I am sorry I disturbed you. Please forgive me this one time. I may be small but someday I may be able to help you."

The lion laughed. How could a little mouse hope to help a strong animal like him? But he lifted his paw and let the mouse go.

Some time later the lion was walking through the forest and walked into a hunter's trap. Try as he might, he could not free himself from the rope net. Just then the little mouse happened by and saw the lion. He wasted no time but set about gnawing the ropes of the net and the lion was soon free. "Was I not right?" said the little mouse.

**Moral:** *Little friends may prove to be great friends.*

# Tolerance Quotes

## Week 1

"Our most common link is that we all inhabit this planet. We all breathe the same air."

President John F. Kennedy

"The rain falls on every roof, the sun shines upon all alike."

African Proverb

"You must look into people as well as at them."

Lord Chesterfield

"I have seen gross intolerance shown in support of tolerance."

Samuel Taylor Coleridge

"Minds are like parachutes— they only function when open."

Sir James Dewar

## Week 2

"Not the power to remember but its very opposite, the power to forget is a necessary condition for our existence." Sholem Asch

"Neutrality helps the oppressor, never the victim." Elie Wiesel

"Never look down on someone else unless you are helping them up."

Jesse Jackson

"Share our similarities; celebrate our differences."

M. Scott Peck

"Success in life has nothing to do with what you gain in life or accomplish for yourself. It's what you do for others."

Danny Thomas

## Week 3

"If men would consider not so much where they differ as where in they agree, there would be far less of uncharitableness and angry feeling in the world" Joseph Addison

"Trust people as if they were what they ought to be and you help them to become what they are capable of being." Johan Wolfgang Goethe

"I always prefer to believe the best of everybody - it saves so much time." Rudyard Kipling

"Everybody can be great, because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and verb agree to serve. You only need a heart full of grace. A soul generated by love." Martin Luther King

"Judge a tree from its fruit, not from its leaves." Euripides

## Week 4

"When you meet a man, you judge him by his clothes. When you leave him, you judge him by his heart." Russian Proverb

"People take different roads seeking fulfillment and happiness. Just because they're not on your road doesn't mean they've gotten lost."

H. Jackson Brown

"No act of kindness, no matter how small, is ever wasted."

Aseop

"The only way to have a friend is to be one."

Ralph Waldo Emerson

"Attack another's right and you destroy your own."

John Jay Chapman

## Teacher's Corner



The Teaching Tolerance program is seeking nominations for a new award that will honor educators who excel at teaching students from diverse racial, ethnic and cultural backgrounds. The Teaching Tolerance Award for Excellence in Culturally Responsive Teaching has been created both to recognize these teachers and to promote their practices in the nation's schools. Five winners will be selected to receive \$1,000 at an awards ceremony in Washington, D.C., in December. They also will be videotaped in their classrooms to allow educators across the nation to learn from their teaching.

"Quite simply, it's easier to understand how to do something when you can see it being done by others," said Teaching Tolerance Director Maureen Costello. "This award not only will recognize the talented teachers who are reaching students from diverse backgrounds, it will provide many other teachers with the tools to enhance their expertise."

The award is supported by a generous grant from [The Richard W. Riley College of Education and Leadership](#) at Walden University. The Riley College, the leading provider of quality online education degrees, prepares educators as scholar-practitioners who can inspire and impact their diverse learning communities.

"Our college is committed to increasing educator effectiveness and student achievement, and we are proud to sponsor this award recognizing teachers making an important difference in the lives of their students from diverse backgrounds," said Dr. Kate Steffens, dean of Walden's Riley College of Education and Leadership.

An expert panel of scholars and National Board Certified teachers will pick the winners. The SPLC is administering the contest in collaboration with professional organizations, including the National Education Association. The *Education Week Teacher* channel on [www.edweek.org](http://www.edweek.org) is providing media support. The award is part of Teaching Tolerance's professional development initiative, which aims to help teachers become more effective.

## The Power of Put Downs

You'd think that Drew Barrymore had it all. Her acting success began by appearing on TV before her first birthday, then again at ages 2 and 4. She hit stardom at age 7 playing the little girl in Spielberg's smash hit, "E.T." At 7 years, she was the youngest person to ever host *Saturday Night Live*.

You'd think she was living every child's dream. She had talent. She was famous. But inside, the little star was hurting. Like a lot of us, she let the put downs of others, both at school and at home, make her see herself as worthless. When she botched up an in-class assignment, her teacher called her stupid and said she would never amount to anything. Like most of us, she acted like it didn't bother her. But in her own words,

*"I wanted to crawl inside myself and die. But there was no escape. I vowed not to show any emotion though. I sat there, stone-faced, crying on the inside and completely humiliated."*

The words of the insensitive teacher were reinforced by a group of cruel students who delighted in tormenting her. They hit her with books and called her names like pig, fatso, or saying her nose looked like Porky Pig's.

She countered by trying like everything to fit in. One day she got some surfer shorts with a spaceman design that she thought everyone would like. Instead, they burst out laughing when she walked into class, calling her a "cosmic cow." Rather than realizing that she was important and could make something of her life, she believed their cutting words. In her own words,

*"I just took their cutting remarks until, eventually, I let them completely undermine everything I knew to be true." (p. 99) She ended up "feeling like the lowliest, homeliest, and dumbest creature at the place." (p. 124)*

Let's reflect for a minute on what happened to Drew's picture of herself. Although she had a gift for acting and achieved fame by age 7, she believed people's cutting remarks to the point that she felt totally worthless. With the people around her as her only mirror to see herself, she felt dumb and ugly. Was her impression right? Not at all.

Ironically, this little girl who saw herself as a worthless failure, a "cosmic cow," "pig" and "fatso" would later be chosen by "People" magazine as one of the 50 most beautiful people in the world. The girl that the teacher called "stupid" and "headed for failure" would be paid \$26 million to star in the movies "Ever After" and both "Charlie's Angels" movies.

But at the time, she couldn't see her bright future. So, she turned to drugs to numb the pain. Big mistake. According to Drew, "The higher I got, the happier I imagined myself, the more miserable I actually was." Alcohol and cocaine put her in a rehabilitation facility by the age of 13. (pp. 5,6,10,124)

**What can we learn from Drew? Here are some thoughts.**

**First, don't believe people's put-downs. Your conception of yourself may look nothing like you really are. Some of the most successful people in the world were put down mercilessly during their school years.**

**Second, drugs and drinking only make things worse.**

**Third, don't ever put students or teachers down, even if on the outside they seem to not care.**

**(Written by Steve Miller, Copyright May 6, 2002. Sources: Drew Barrymore with Todd Gold, *Little Girl Lost*, Pocket Books: New York, 1990; <http://us.imdb.com/Bio?Barrymore,+Drew> )**

For Discussion:

1. Why do we put others' down? What could motivate us to stop?
2. Do you think most people are really hurt by put downs, even if they act like they're not? Why or why not?
3. Why don't they tell people if it hurts?
4. What are some ways you see people putting others down at school or in your neighborhoods?
5. How did Drew allow the putdowns to make her feel like a hopeless failure?
6. How can we keep from letting putdown's ruin our self-esteem, making us feel like worthless failures?

Source: [http://www.character-education.info/resources/free\\_stories\\_illustrations.htm](http://www.character-education.info/resources/free_stories_illustrations.htm)