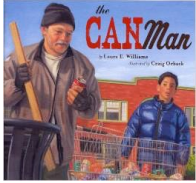


## The Can Man



**Story:** Laura E. Williams  
**Illustration:** Craig Orback  
**ISBN-13:** 978-1600602665  
**CCSS.ELA-LITERACY.RI.4.1;**  
**CCSS.ELA-LITERACY.RI.5.1**

### WORD WALL: EMPATHY

Benevolence, consideration, grace, heart, kindness, sympathy, tenderness.

### SYNOPSIS

The Can Man lived in Tim's building until his place of employment shut down. Unable to find a job, he becomes homeless and relies on the cash he gets from redeeming empty cans to survive. When Tim learns that his parents won't give him enough money to buy a skateboard for his birthday, he takes his cue from the Can Man and decides to earn money himself. However, while Tim amasses several bags of cans, the Can Man finds almost nothing since Tim has been collecting in his usual spots. The Can Man harbors no hard feelings. In fact, he helps Tim maneuver through the redemption center. Eventually, Tim finds that his desire for a skateboard is not equal to the Can Man's need for a winter coat and he gives his money to him.

### DISCUSSION

**Ask:** *Have you ever been hungry and heard your stomach growling because it needed food? Have you ever been cold and not had a coat or sweater with you? There are many people in our local communities that go without food or warm clothing in the winter. If each person would look at the amount of food and clothing we amass and then periodically provide these items to food banks and other outreach organizations for the poor, a difference could potentially be made. Empathy means placing ourselves in the shoes of another person, which can be difficult*

*to do—however, from empathy comes compassion.*

### GROUP ACTIVITY

**Say:** *Empathy means being able to tell how others are feeling—not just based on what they say, but sometimes by observing nonverbal cues. A century ago, people used to watch silent films and had to discern for themselves the feelings of the characters based on the actions of the actors.* **Select** an age-appropriate movie. **Write** the movie title and the names of characters students should be closely watching on the board. **Show** the first 10 minutes of the movie with the sound muted and without subtitles. **Ask** students to watch attentively and to complete the Social Information Processor Chart (included in this lesson plan). **Watch** the same segment again but now with sound and **assess** whether or not the students had made correct assumptions. **Discuss** what clues were most helpful in processing social and emotional information.

### AT-HOME ACTIVITY

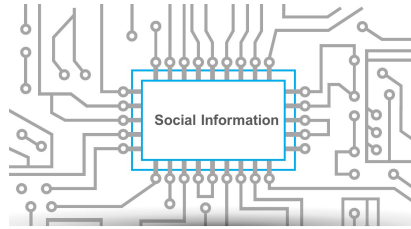
**Say:** *Find a local charity organization and identify the urgent needs of the population they serve. Together, we will select one and then have a donation bin in our classroom to give to that organization. Over the next week, invite students to bring in a needed item to put in the donation bin. After the week is over, coordinate delivery or pick up by contacting the charity organization and ask students how donating made them feel.*



### KINDNESS REQUIRES EMPATHY

Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

## Social Information Processor



Student name: \_\_\_\_\_

Name of movie: \_\_\_\_\_

Name of Movie Character	What Does He/She Think/Feel/Want?	What Information Did I Use as Clues?