

# Cleanliness

## Syllables

clean•li•ness

## Pronunciation

klen-lee-nis

## Definition

Being free of dirt, offensive behavior, and offensive language.

*(Nathan wears freshly laundered clothing every day because cleanliness is important to him.)*

**Simply put:** Keeping it clean.

## Related Terms

Neat: In order.

## Fundamental Question:

**Is cleanliness strictly a personal matter?**

**Students will investigate the idea that** cleanliness plays a role in combating illness, decreasing environmental pollution, and curtailing foul language and offensive behaviors. Because of its impact on society as a whole, cleanliness transcends personal boundaries.

## Objectives

Each student will:

1. Identify personal and/or societal ills (see samples above) that would likely be changed for the better through cleanliness;
2. Research a topic related to the effects of applying rules of cleanliness; and
3. Evaluate whether or not cleanliness is strictly a personal matter.

## Before you begin

- Review the steps and rules of brainstorming; and
- Print out a copy of *Clean It Up!* for each student.

## Suggested Sidebars:

### Speaking of Cleanliness (Discussion Idea)

Is cleanliness a strictly personal choice? Why or why not?

### Taking It to the Next Level

Celebrate cleanliness with a bubble bath after school today!

# Cleanliness

## Procedure

1. Divide the class into two groups, each group having a recording secretary and access to chart paper and a marker. At the top of one group's paper write the word "*Clean.*" At the top of the other group's paper write "*Dirty.*"
2. Instruct the groups to think of many, varied, and unusual things that relate to the words at the top of their charts. Each suggestion should be recorded (without judgment) by the secretary. Encourage responses that cover a wide range of ideas. "Hands" or "sheets" are likely to appear on either list. Out-of-the-Box ideas like "A whistle" (e.g., "clean as a whistle" showing up on the *Clean* list). Allow at least 20 minutes for brainstorming.
- 3a. Prepare a chart with the heading *Conclusions*. Reconvene the group and review the lists together. Say: "Tell us how some of the words on the *Dirty* list make you feel and explain why. (Allow for responses.) Now tell us how some of the words on the *Clean* list make you feel and explain why. (Allow for responses.) What conclusions can we draw as a class? (Record the conclusions on the appropriate chart.)"

OR

- 3b. Refer back to the *Dirty* chart and ask the students to reach a class consensus about which five items bother them the most. Ask: "Can these things be corrected by using cleanliness in some way? Explain your answers." Discuss.
4. **Follow Up:** Instruct the class to select one of the correctable issues they selected in 3b ... and to carry out a plan to correct it;

AND/OR

Distribute the *Clean It Up!* pages and review the directions with your students. Because of the nature of the assignment (research), outside-of-class time may be required for completion.

Research reporting methods might include: video-taped reports, written or oral reports, charts and illustrations, puppet shows ... be creative (and encourage you students to do the same)!

Name \_\_\_\_\_

**Reminder:** Cleanliness means being free of dirt, offensive behavior, and offensive language.

## Clean It Up!

Pick *one* of the following statements to investigate.

Use books, the Internet, interviews, newspapers, and other materials to help you search for answers. When you are satisfied that you know everything there is to know about your subject (just kidding), prepare a report to share what you have learned with your class.

\_\_\_ Germs on dirty hands can be the cause of many sicknesses.

\_\_\_ Soapmaking took place as early as 2800 B.C.E.

\_\_\_ Standards of cleanliness are not the same everywhere in the world.

\_\_\_ Early Greeks cleaned their bodies with blocks of clay, sand, pumice, and ashes.

\_\_\_ A *strigil* is an instrument used to scrape oil and dirt off of the body.

\_\_\_ Years ago, a clean school environment helped students develop good habits of cleanliness.

\_\_\_ Some industries pollute the environment, but there are things we can do to help clean it up.

\_\_\_ The co-founder of the Johns Hopkins University's Civility Project says that the use of foul language may be one reason for less civility (respect and consideration) in our world.

Today's Thought: *If you go long enough without a bath, even the fleas will let you alone.*

— **Ernie Pyle, journalist**