

# CELBRATE CHARACTER DEVELOPMENT!

**Grade Level or Special Area:** 6<sup>th</sup>-8<sup>th</sup> Grade Language Arts, Math, and History combined with Character Education

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**Length of Unit:** Seven forty-five minute lessons (this unit can be used inside the classroom, as a supplemental unit, or as an after-school club elective)

## I. ABSTRACT

The goal of this unit is to cultivate an understanding and appreciation of character development in middle school students. This exciting and creative unit will promote basic moral, intellectual, and civic responsibilities. Through interactive lessons and activities, this unit will make connections across grade levels and Core Knowledge content areas.

## II. OVERVIEW

### A. Concept Objectives

1. Understand the process of character development and acquire a perspective that respects the dignity and worth of all people.
2. Understand that the values people profess affect their behavior and realize the importance of basic moral, intellectual, and civic responsibilities.
3. Understand how Core Knowledge poems, phrases, vocabulary and spelling words support the development of excellent moral character.

### B. Content from the *Core Knowledge Sequence*

1. Kindergarten-8<sup>th</sup> grade Core Knowledge Language Arts, History and Math. (See lesson plans for specific grade level content.)

### C. Skill Objectives

1. Students will recognize the importance of personal beliefs, character traits and value systems of historical figures and the significant role they play in society. (CO History Standard 6)
2. Students will show respect for themselves and others. (CO 6<sup>th</sup> grade PE Standard)
3. Students will apply skills in analysis, synthesis, evaluation, and explanation to their writing and speaking. (CO Writing Standard 8<sup>th</sup> grade, point 4, standard 2)
4. Students will collectively interpret graphically displayed data to determine their group's core values. (*Core Knowledge Sequence* 6<sup>th</sup> grade Math, Probability and Statistics pg. 150)
5. Students will research and develop a better understanding for how and when values are acquired by conducting a survey and evaluating the results. (adapted from CO 5<sup>th</sup> grade Writing Standard 5)
6. Students will consider consequences when confronted with behavior choices and apply their values to ethically resolve conflicts with sensitivity to others. (adapted from CO 7<sup>th</sup> and 8<sup>th</sup> grade PE Standards)
7. Students will analyze and evaluate their school to determine if it is a physically and psychologically safe environment. (adapted from CO 5<sup>th</sup> grade Writing Standard 5)
8. Students will write for the purpose of drafting a formal thank-you note to a community or school leader. (adapted from CO 6<sup>th</sup> grade Writing Standard 2.6)
9. Students will recognize, express, and defend a point of view orally in an articulate and persuasive manner. (adapted from CO 8<sup>th</sup> and 12<sup>th</sup> grade Writing Standards 4.4 and 2.3, respectively)
10. Students will be able to define 6<sup>th</sup>-8<sup>th</sup> grade Core Knowledge vocabulary and spelling words directly related to unit topic.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. *Realms of Gold* volumes I, II, and III (have available for reference)
  - 2. *Core Knowledge Sequence*, E.D. Hirsch (have available for reference)
  - 3. *Core Knowledge Grader Books*, E.D. Hirsch (have available for reference)
- B. For Students
  - 1. General knowledge of test taking skills
  - 2. General knowledge of how to speak properly in front of a group
  - 3. General knowledge of proper writing, reading and research skills

### IV. RESOURCES

- A. *The Bully-proofing Series "Safe and Civil Schools"* Sopris West (On-line).  
[www.sopriswest.com](http://www.sopriswest.com)
- B. Core Knowledge Foundation, *Core Knowledge Sequence*. Charlottesville, VA: Core Knowledge Foundation. 1999. ISBN 1-890517-20-8 [www.coreknowledge.org](http://www.coreknowledge.org)
- C. Hirsch, E.D. Jr., *Realms of Gold Volumes I, II, and III*. Canada: Core Knowledge Foundation Co. 2000. [www.coreknowledge.org](http://www.coreknowledge.org)
- D. Hirsch, E.D. Jr., *What Your Kindergartener Needs to Know, What Your Fourth Grader Needs to Know, What Your Fifth Grader Needs to Know, What Your Sixth Grader Needs to Know*, New York, NY: Dell Publishing Group Inc., 1992.
- E. Klee, M.B., *Core Virtues*. Redwood City, CA: The Link Institute, 2000. ISBN 0-9679626-0-9 [www.linkinstitute.org](http://www.linkinstitute.org)
- F. Lankford, D. & McKay, L., *License to Lead*. Reston, Virginia: National Association of Secondary School Principals, 1996. ISBN 0-88210-309-1
- G. Merriam, G.& M. *Webster's Elementary Dictionary*. Springfield, Massachusetts: G.& C. Merriam Co., Publishers 1966.

### V. LESSONS

#### **Lesson One: Looking Into The Past / Key Virtue: Respect** (45 minute lesson)

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Understand that the values people profess affect their behavior and realize the importance of basic moral, intellectual, and civic responsibilities.
    - b. Understand how Core Knowledge poems, phrases, vocabulary and spelling words support the development of excellent moral character.
  - 2. Lesson Content
    - a. *Core Knowledge Sequence*, Speaking and Listening, 6<sup>th</sup>-8<sup>th</sup> grade, pg. 133 (Participate civilly and productively in group discussions. Demonstrate an ability to use standard pronunciation when speaking to groups and in formal circumstances.)
    - b. *Core Knowledge Sequence*, 2<sup>nd</sup> grade, Harriet Tubman and Clara Barton, pg. 50.
    - c. *Core Knowledge Sequence*, 4<sup>th</sup> grade, Sojourner Truth, Patrick Henry, Joan of Arc, pp. 89 and 92
    - d. *Core Knowledge Sequence*, 5<sup>th</sup> grade, Abraham Lincoln and Martin Luther, pp. 111 and 114
    - e. *Core Knowledge Sequence*, 6<sup>th</sup> grade, Jesus Christ and Julius Caesar, pg. 139

- f. *Core Knowledge Sequence*, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades selected spelling and vocabulary words, pp. 134, 158, and 182
  - g. “The Golden Rule”: Do unto others as you would have them do unto you, *Core Knowledge Sequence*, Kindergarten, Sayings and Phrases, pg. 10
  - h. “The Road Not Taken” by Robert Frost, *Core Knowledge Sequence*, 5<sup>th</sup> grade Poetry, pg. 110
3. Skill Objective(s)
- a. Students will recognize the importance of personal beliefs, character traits and value systems of historical figures and the significant role they play in society. (CO History Standard 6)
  - b. Students will apply skills in analysis, synthesis, evaluation, and explanation to their writing. (CO Writing Standard 8<sup>th</sup> Grade)
- B. *Materials*
- 1. White board and markers
  - 2. *What Your Fourth Grader Needs to Know*, E.D. Hirsch
  - 3. *What Your Kindergartner Needs to Know*, E.D. Hirsch
  - 4. Student notebook and pencil/pen
  - 5. Handout “Leadership Characteristics” (Appendix A-adapted from *License to Lead*)
  - 6. Any kind of indoor ball to be tossed in a circle
  - 7. Rubric for Lesson One (Appendix B)
- C. *Key Vocabulary*
- 1. **Key Virtue-Respect: worthy of high regard, well thought of**
  - 2. Characteristic: a distinguishing trait, quality or property
  - 3. Success: favorable or desired outcome, the gaining of wealth or fame
  - 4. Achievement: gain by work or effort
  - 5. Recognize: to acknowledge with appreciation, to take notice of
  - 6. Extraordinary: notably unusual or exceptional
  - 7. Leader: to guide someone by teaching, showing or commanding
  - 8. Heroism: courageous life and deeds that make a person remembered and honored
- D. *Procedures/Activities*
- 1. The teacher will write the phrase “Do unto others as you would have them do unto you” along with the vocabulary words and definitions on the board. The teacher will need to have a copy of the poem “The Road Not Taken” by Robert Frost. (\* Teacher can use *What Your 5<sup>th</sup> Grader Needs to Know* and *What Your Kindergartener Needs to Know* for further information on the saying and poem.)
  - 2. List the vocabulary words and definitions as well as the following names on the board: Harriet Tubman, Clara Barton, Sojourner Truth, Patrick Henry, Joan of Arc, Abraham Lincoln, Martin Luther, Jesus, and Julius Caesar.
  - 3. When the students arrive, the teacher will need to begin the lesson by reading the poem and phrase aloud to the class. Once the poetry and saying have been read to the class, the teacher will then give a brief summary of their importance to this lesson. The teacher will be sure to point out that the harder paths in life frequently lead to greatness, and your treatment of others along the way needs to reflect respectable personal qualities.
  - 4. Teacher will refer to the vocabulary list on the board and have the students write the words and definitions in their Character Notebooks. The teacher will read definitions aloud and check to make sure that students have recorded the words and definitions properly. These notebooks will be collected at the end of each class period for the teacher to evaluate.

5. In their Character Notebooks, students will write one historical leader of their choice from the list provided and record the characteristics they think make that person great (e.g. rich, smart, cute, well-dressed, funny). Students should briefly explain why they chose their particular leader.
  6. Pass out “Leadership Characteristics” handout (Appendix A). Have students compare their historical figure list to the handout observing how many character traits they already listed, and which ones they might add to their list.
  7. Each student will have the opportunity to share with the class why they chose their leader and explain in detail the qualities that make that person a respectable hero.
  8. Collect Character Notebooks to assess for learning.
  9. If time allows, get everyone in a big circle. Play a Characteristic Memory A-B-C Name Game. Teacher begins by holding the ball, and saying, “I know a leader who is Awesome!” The teacher then throws the ball to any student who then must say, “I know a leader who is \_\_\_\_\_(name any respectable characteristic beginning with a “B”). Continue on through the alphabet until everyone has had a turn, beginning with “A” again, if necessary. Encourage students to use vocabulary words. Allow students to help out anyone that gets stuck or has an improper response.
- E. *Assessment/Evaluation*
1. Evaluate students work using Rubric 1 (Appendix B)

**Lesson Two: Looking in the Mirror / Key Virtue: Self-Control** (45 minute lesson)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand that the values people profess affect their behavior and realize the importance of basic moral, intellectual, and civic responsibilities.
  - b. Understand how Core Knowledge poems, phrases, vocabulary and spelling words support the development of excellent moral character.
2. Lesson Content
  - a. *Core Knowledge Sequence*, Speaking and Listening, 6<sup>th</sup>-8<sup>th</sup> grades, pg. 133 (Participate civilly and productively in group discussions. Demonstrate an ability to use standard pronunciation when speaking to groups and in formal circumstances.)
  - b. “A Wise Old Owl” by Edward Hersey Richards, *Core Knowledge Sequence*, 5<sup>th</sup> grade Poetry, pg. 110)
  - c. “Well begun is half done,” *Core Knowledge Sequence*, 5<sup>th</sup> grade, Sayings and Phrases, pg. 111
  - d. *Core Knowledge Sequence*, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grades selected spelling and vocabulary words, pp. 134, 156, and 182
3. Skill Objective(s)
  - a. Students will apply skills in analysis, synthesis, evaluation, and explanation by reflecting upon, determining, and discussing their personal core values. (CO Writing Standard 8<sup>th</sup> grade)
  - b. Students will collectively interpret graphically displayed data to determine their class values.
  - c. Students will show respect for themselves and others. (CO 6<sup>th</sup> grade PE Standard)

B. *Materials*

1. Students’ Character Notebooks, pencils or pens

2. “Looking in the Mirror” and “Characteristic Sheet” (Appendices C and D - adapted from *License to Lead*)
  3. Transparency of “Characteristic Sheet” (Appendix D)
  4. White board and markers
  5. Overhead projector, markers, and eraser
  6. *What Your Fifth Grader Needs to Know*, E.D. Hirsch
- C. *Key Vocabulary*
1. **Key Virtue-Self-control: stopping to think about your actions before you enact them**
  2. Integrity: moral soundness and honesty
  3. Temperance: moderation in your appetite, passions, and desires
  4. Believe: to have faith or confidence, as in the existence or truth of something
  5. Value: to hold as important, to appreciate
  6. Conscience: a feeling that one ought to do what is right and to avoid what is wrong
- D. *Procedures/Activities*
1. Teacher will list the vocabulary words and definitions on board as well as the phrase “Well begun is half done.”
  2. When students arrive, the teacher will read the phrase and poem “ A Wise Old Owl” by Edward Hersey Richards aloud to the class. (See *What Your 5<sup>th</sup> Grader Needs to Know* for further information on the poem and what this saying means.) The teacher will be sure to point out that the effort students put into developing their character as young people will have an enormous impact on their lives as adults.
  3. Return Character Notebooks and have students write the new vocabulary words and definitions in them. The teacher will orally read the definition of each word and check to make sure that each student has written the words and definitions properly. Take a few minutes to orally review vocabulary words from previous lesson that are recorded in notebooks.
  4. Pass out “Looking in the Mirror” handout (Appendix C). Have students read the directions and complete task.
  5. After all students have finished with the handout, pass out “Characteristic Sheet” handout (Appendix D). Students should complete this sheet based on responses to their previous “Looking in the Mirror” handout (Appendix C). When all students have identified their top five character values, use the overhead transparency “Characteristic Sheet” to tally the group’s top five values. Teacher will ask one student at a time to chart their personal top five values on the transparency using tally marks beside listed characteristics. When everyone has finished, discuss the characteristics that are most important to your class as a whole. Remind students that as representatives of your school, they should always try to reflect these characteristics.
  6. Collect handouts (Appendices C and D) as well as Character Notebooks to assess learning.
  7. Assign a parent survey to be completed as homework. Students will take a copy of Appendices C and D to be completed by an adult family member.
- E. *Assessment/Evaluation*
1. Evaluate students work using Rubric 2 (Appendix E)

### **Lesson Three: Looking At My Family/ Key Virtue: Generosity (45 minute lesson)**

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand the process of character development and acquire a perspective that respects the dignity and worth of all people.
  - b. Understand how Core Knowledge poems, phrases, vocabulary and spelling words support the development of excellent moral character.
2. Lesson Content
  - a. *Core Knowledge Sequence*, Speaking and Listening 6<sup>th</sup>-8<sup>th</sup> grades, pg. 133 (Participate civilly and productively in group discussions. Demonstrate an ability to use standard pronunciation when speaking to groups and in formal circumstances)
  - b. “Through thick and thin,” *Core Knowledge Sequence*, 4<sup>th</sup> grade Sayings and Phrases, pg. 90
  - c. *Savoir-faire*: the ability to say or do the right thing in any situation, *Core Knowledge Sequence*, 8<sup>th</sup> grade Foreign Phrases, pg. 185
  - d. *Core Knowledge Sequence*, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grades selected spelling and vocabulary words, pp. 134, 158 and 182
3. Skill Objective(s)
  - a. Students will research and develop a better understanding for how and when values are acquired by conducting a survey and evaluating the results.
  - b. Students will consider consequences when confronted with behavior choices and apply their values to ethically resolve conflicts with sensitivity to others. (Adapted from CO 7<sup>th</sup> and 8<sup>th</sup> grade PE Standards)

#### B. *Materials*

1. White board and marker
2. Students’ Character Notebooks and pencils/pens
3. Teacher will need a copy of “Looking in the Mirror” (Appendix C) and “Characteristic Sheet” (Appendix D) from previous lesson
4. A copy of the tallied top five class values from previous lesson
5. Students will need to come to class with the parent characteristic survey results (Appendices C and D) that they had for homework
6. Short Answer Test for Lesson Three (Appendix F)
7. *What Your Fourth Grader Needs to Know*, E.D. Hirsch
8. Role playing worksheet (Appendix G)

#### C. *Key Vocabulary*

1. **Key Virtue-Generosity: giving without thinking about getting**
2. Empathy: trying to understand another’s thoughts and feelings
3. Service: helping others with a cheerful heart
4. Sacrifice: the giving up of one thing for another, an unselfish giving up
5. Offense: an attack, an assault, a wrongdoing

#### D. *Procedures/Activities*

1. Teacher will write the phrase, “Through thick and thin” on the board and the Latin phrase *savoir-faire*. (\* Look in *What Your 4<sup>th</sup> Grader Needs to Know* for further information on what the first saying means.) Teacher will also need to write the vocabulary words and the definitions on the board before the students arrive.
2. When the students arrive, the teacher will begin class by reading the sayings. The teacher will be sure to mention how important it is to stick together as a

family and to make a concerted effort to do the right and virtuous thing in any given situation.

3. Hand out student notebooks and have students enter the vocabulary words and definitions. The teacher will orally read the meanings of the words and check to make sure that the words and definitions have been entered properly in their notebooks. Take a few minutes to review words from previous lessons by having students take turns reading the definitions and review the top five group values.
4. The teacher will tell the students that today's lesson will focus on our interactions with our family members and realize the importance of service and generosity in our daily living.
5. Teacher will need to discuss that VALUES are inner standards where you receive the motivation to act as you do and by which you judge your behavior and others. MORALS are inner standards of right and wrong that make you act the way you do. ETHICS are a set of beliefs about conduct based on moral values. (*License to Lead* pg. 3)
6. Explain to the students that we get our values in stages. When we are small children, we are influenced by what our parents believe and what our older siblings believe (for example, honesty). Another stage is when you start school and begin to find other people you admire, heroes. (Share with students who your hero was/is and how you tried to be like them.) (How does the media fit into this category?) The third stage is where the students are now, early teens. Their "group" is the greatest influence, being with the right people and wearing the right clothes. Ask the students to share some examples if they are willing. Briefly touch on the final stage, which is late teens and early twenties (adapted from *License to Lead* pg. 5). Explain how they will test their values against those of the world and how eventually through testing, those values will cement into place and make them who they are. It is critical that students understand the goal they are trying to achieve. We want them to leave this class with a firm foundation and understanding that they should respect the worth and dignity of all people and that they realize the importance of their moral, intellectual, and civic responsibilities.
7. Teacher will spend a few minutes discussing with the students how they could serve and be generous to members of their family. See if anyone would be willing to share ways that they have shown generosity or service to family members. The teacher should ask questions, give encouragement and positive feedback for appropriate responses. Inappropriate responses should be handled by referring students back to the core values THEY picked for themselves.
8. In their Character Notebooks, students will answer the questions on the Short Answer Test provided (Appendix F) using their parent survey results.
9. Collect Character Notebooks to assess learning.
10. If time allows, read one of the dilemmas from the "Role Playing Activity" (Appendix G). Have volunteers consider a problem and suggest an ethical solution based on their identified value system. \*There may be a variety of ethical solutions to the same problem. A role-play or charade may be used depending upon the time available.

E. *Assessment/Evaluation*

1. Evaluate students using Short Answer Test (Appendix F)

**Lesson Four: Looking At My School / Key Virtue: Compassion** (45 minute lesson)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand the process of character development and acquire a perspective that respects the dignity and worth of all people.
  - b. Understand how Core Knowledge poems, phrases, vocabulary and spelling words support the development of excellent moral character.
2. Lesson Content
  - a. *Core Knowledge Sequence*, Speaking and Listening, 6<sup>th</sup>-8<sup>th</sup> grades, pg. 133 (Participate civilly and productively in group discussions. Demonstrate and ability to use standard pronunciation when speaking to groups and in formal circumstances.)
  - b. “Monday’s Child is Fair of Face” (traditional) *Core Knowledge Sequence*, 4<sup>th</sup> grade Poetry, pg. 88
  - c. “Mending Wall” by Robert Frost, *Core Knowledge Sequence*, 8<sup>th</sup> grade Poetry, pg. 183
  - d. *Modus Vivendi*: getting along, *Core Knowledge Sequence* 7<sup>th</sup> grade Foreign Phrases, Latin, pg. 161
  - e. *Core Knowledge Sequence*, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grades selected spelling and vocabulary words, pp. 134, 158, and 182
3. Skill Objective(s)
  - a. Students will analyze and evaluate their school to determine if it is a physically and psychologically safe environment.

B. *Materials*

1. The teacher will need to have a copy of “Monday’s Child” and “Mending Wall”
2. List of the top five core vales of the class
3. Teacher will need to have student copies of “Bully-Proofing Our School” (Appendix H) as well as an overhead transparency to chart collective data
4. White board and markers
5. Overhead projector and markers
6. Students’ Character Notebooks and pencils/pens
7. One large black trash bag filled with various trash items that are yucky (the cafeteria trash can would be a great place to start ☺)
8. One sealed Ziploc bag filled with enough candy bars for everyone
9. One pair of plastic gloves
10. *What Your Fourth Grader Needs to Know*, E.D. Hirsch
11. *Realms of Gold*, volumes II and III

C. *Key Vocabulary*

1. **Key Virtue-Compassion: feeling what others are feeling and trying to help with their troubles**
2. Argument: a dispute or debate
3. Cooperate: to join others in doing something; to work together
4. Courtesy: showing respect through kindness, politeness, and consideration of others

D. *Procedures/Activities*

1. Teacher will write the 7<sup>th</sup> grade Latin phrase, *modus vivendi* (getting along) on the board as well as the vocabulary words and definitions. The teacher will need to have a copy of “Monday’s Child,” a 4<sup>th</sup> grade poem and “Mending Wall,” an 8<sup>th</sup> grade poem. (\* These poems and phrases can be found in *What Your 4<sup>th</sup> Grader Needs to Know* and *Realms of Gold*, volumes II and III.)

2. When the students arrive, the teacher will begin class by reading the poetry and discussing the Latin word. The teacher will be sure to mention how every person has certain qualities, good and bad, and how important it is that we accept each other COMPLETELY. Discuss boundaries and how they are helpful and needed in healthy relationships.
3. The teacher will hand out Character Notebooks. Students will enter the vocabulary words and definitions. Teacher will check to make sure that the words and definitions have been entered properly in the notebook. Take a few minutes to review words from previous lessons by orally quizzing the students. Collect notebooks.
4. The teacher will review the top five group values of the class and remind them of our focus: We want them to leave this class with a firm understanding that they should respect the worth and dignity of all people and they realize the importance of their moral, intellectual, and civic responsibility.
5. The teacher will tell the class that today's lesson will focus on our interactions with our peers at school. Have an oral discussion with students about how they can show compassion to others at school. See if someone would be willing to share an experience.
6. The teacher will discuss the serious nature of bullying. Begin by defining bullying as one who targets a child for repetitive negative actions. It is an imbalance of power so the victim cannot defend him/herself. As leaders in our school, we need to try and stop bullying in every way we can. (\*See Website reference [www.sopriswest.com](http://www.sopriswest.com).)
7. Pass out the "Bully-Proofing Your School" handout (Appendix H) and have the students thoughtfully complete it. Collect completed handouts as class discusses ways to make our school safer.
8. If time allows, play "Trash and Treasure." Have a large bag of trash at the front of the classroom. Show and tell the students about some of the undesirable contents. Inform the students that somewhere in the middle of the trash bag is a treasure they would all love to discover. Have a student volunteer to dig for the treasure. Provide gloves for them as they dig for a Ziploc bag filled with enough candy bars for everyone. Thank the volunteer and have them wash hands thoroughly. As students are enjoying their treat, ask how the trash bag might represent a person that looks or acts ugly on the outside. What about the rest of us? Could you find negative characteristics in anyone if you wanted to? But you can also find the treasure and personal value that lies within everyone you meet. A leader should always seek for the treasure!

E. *Assessment/Evaluation*

1. Assess students' skills in analysis and evaluation by grading completed "Bully Proofing Our School" handouts (Appendix H)

**Lesson Five: Looking At My Community / Key Virtue: Duty** (45 minute lesson)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand that the values people profess affect their behavior and realize the importance of basic moral, intellectual, and civic responsibilities.
  - b. Understand how Core Knowledge poems, phrases, vocabulary and spelling words support the development of excellent moral character.

2. Lesson Content
    - a. *Core Knowledge Sequence*, Speaking and Listening, 6<sup>th</sup>-8<sup>th</sup> grades, pg. 133 (Participate civilly and productively in group discussions. Demonstrate an ability to use standard pronunciation when speaking to groups and in formal circumstances.)
    - b. “All for one and one for all,” *Core Knowledge Sequence*, 6<sup>th</sup> grade Saying s and Phrases, pg. 136)
    - c. “I Hear America Singing” by Walt Whitman, *Core Knowledge Sequence*, 5<sup>th</sup> grade Poetry, pg. 110
    - d. *Core Knowledge Sequence*, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grades selected spelling and vocabulary words, pp. 134, 158, and 182
  3. Skill Objective(s)
    - a. Students will write for the purpose of drafting a formal thank-you note to a community or school leader. (adapted from CO 6<sup>th</sup> Grade Writing Standard 2.6)
- B. *Materials*
1. Teacher will need a copy of “I Hear America Singing” (*Core Knowledge Sequence* pg. 110)
  2. White board and markers
  3. Students’ Character Notebooks and pencils/pens
  4. *What Your Fifth Grader Needs to Know*, E.D. Hirsch
  5. *What Your Sixth Grader Needs to Know*, E.D. Hirsch
  6. Selection of popular music for 6<sup>th</sup>-8<sup>th</sup> grade students on compact discs; provide music that has clear messages about moral and immoral societal values
  7. CD player
  8. Paper for students to write thank-you notes
  9. Rubric for grading (Appendix I)
- C. *Key Vocabulary*
1. **Key Virtue-Duty: doing our part, living up to our obligations**
  2. Responsibility: the quality of being trustworthy
  3. Environment: surroundings, the conditions or influences that effect the growth and development of a person
  4. Control: the power or authority to control or command
- D. *Procedures/Activities*
1. Teacher will write the vocabulary words and definitions as well as the phrase “All for one and one for all” on the board (Look in *What Your 6<sup>th</sup> Grader Needs to Know* for further information.)
  2. When the students arrive, the teacher will begin by having a student read “I Hear America Singing.” Discuss as a group how this poem and the phrase “All for one and one for all” are relevant to today’s discussion of community and the key virtues of duty and responsibility. The teacher will mention that everyone needs to do his or her part for the common good. We all have the responsibility and duty to be active and voting participants in our community.
  3. Hand out Character Notebooks and have students enter vocabulary words and definitions. Read the definitions orally and check to see that the words have been entered accurately. Collect notebooks.
  4. Activity: Tell the students that you will play several selections of popular music. Their job is to listen with a critical ear and see what societal values are being communicated through the lyrics. After each selection, record on the board key words that students feel sum up the values emphasized in the song.

5. Write the top five group values on the board. Discuss whether or not the values of the class match the values of the music. Discuss what other values students might be bombarded with through the media, books, commercials, etc.
  6. Discuss with students their duty and responsibility to stand up for their personal beliefs and values. Tell students that they should stand firm against the pressures that society and others will try to force on them.
  7. Discuss with students the importance of showing support and appreciation for our community and school leaders. Have students write a formal thank-you letter.
  8. Collect notebooks and letters. Once the letters have been graded (Appendix I) have the students write a final copy and mail.
  9. If time allows, have the students participate in a community project such as picking up trash or helping with a community event. Contact your local Chamber of Commerce for suggestions.
- E. *Assessment/Evaluation*
1. Evaluate students using Rubric for thank-you notes (Appendix I)

**Lesson Six: Looking At My World / Key Virtue: Justice** (45 minute lesson)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand that the values people profess affect their behavior and realize the importance of basic moral, intellectual, and civic responsibilities.
  - b. Understand how Core Knowledge poems, phrases, vocabulary and spelling words support the development of excellent moral character.
2. Lesson Content
  - a. *Core Knowledge Sequence*, Speaking and Listening, 6<sup>th</sup>-8<sup>th</sup> grades, pg. 133 (Participate civilly and productively in group discussions. Demonstrate an ability to use standard pronunciation when speaking to groups and in formal circumstances.)
  - b. “Ask not what your country can do for you” (John F. Kennedy’s Inaugural Address), *Core Knowledge Sequence*, 8<sup>th</sup> grade Speeches, pg. 184
  - c. *Pro bono publico* – for the public good (*Core Knowledge Sequence* 7<sup>th</sup> grade Foreign Phrases, Latin, pg. 161
  - d. *Core Knowledge Sequence*, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grades selected spelling and vocabulary words, pp. 134, 158 and 182
3. Skill Objective(s)
  - a. Students will recognize, express, and defend a point of view orally in an articulate and persuasive manner. (Adapted from CO 8<sup>th</sup> and 12<sup>th</sup> grade Writing Standards)

B. *Materials*

1. Students’ Character Notebooks and pencils/pens
2. White board and marker
3. \*A podium for students to address the class (\*optional)
4. *Realms of Gold* vol. III

C. *Key Vocabulary*

1. **Key Virtue-Justice: is giving the other his or her due**
2. License: legal permission to do something
3. Prejudice: a favoring or dislike of one over another without good reason

4. Hypocrisy: the act or practice of pretending to be what one is not; to feel what one does not feel
5. Privilege: a right or liberty not granted always or to all
6. Exercise: a putting into action, use, or practice
7. Criticize: to examine and judge as a critic, to find fault with

D. *Procedures/Activities*

1. The teacher will write the phrase *pro bono publico* (for the public good) on the board as well as the vocabulary words and definitions. (Check the *Core Knowledge Sequence* 7<sup>th</sup> grade Foreign Phrases for more information.) The teacher will need to have a copy of “Ask Not What Your Country Can Do For You” (*Realms of Gold, vol. III* pp. 292-296).
2. When students arrive, pass out Character Notebooks and have students enter the vocabulary words and definitions. The teacher will read the words orally and walk around to make sure that the students are entering the words correctly. (The notebooks will not be taken up today due to the vocabulary test that will be assigned for the next lesson.)
3. The teacher will read “Ask not what your country can do for you” and explain that while it may be a familiar quote, perhaps they don’t know where it comes from. Explain that it is an excerpt from John F. Kennedy’s inaugural address that was delivered January 20, 1961.
4. Tell the students that today’s lesson will focus on our world, freedom and justice. Emphasize that one of our greatest privileges in America is democracy and the freedom to vote. Remind students that Americans are protected under laws and that those laws ensure justice. Remind students from the previous lesson about some of our duties as Americans.
5. Activity: Explain to students that they will have the opportunity to vote for or against year-round schooling today. Students may only vote once. Have the students vote on a piece of paper, fold it, and turn it in to be tallied by the teacher on the board. The teacher will inform the students of the result of the vote and discuss that it was probably hard to vote without having enough information to make a logical, educated decision. Now provide a forum for the students to address the class to debate/discuss the pros and cons of year round schooling. Remind students that they need to be persuasive, speak articulately, use good posture and vocal variety as they address the class. Vote again after everyone has had the opportunity to speak and ask questions. (If time allows, have the students research information on the Internet to locate statistics, etc.) Remind the students that it is their right, privilege, duty, and responsibility to vote.
6. Assign Vocabulary Test for next lesson.

E. *Assessment/Evaluation*

1. Evaluate students’ oral defense using Rubric for Lesson Six (Appendix J)

**Lesson Seven: Looking At My Future/ Key Virtue: Wisdom** (45 minute lesson)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand that the values people profess affect their behavior and realize the importance of basic moral, intellectual, and civic responsibilities.
  - b. Understand how Core Knowledge poems, phrases, vocabulary and spelling words support the development of excellent moral character.

2. Lesson Content
    - a. *Core Knowledge Sequence*, Speaking and Listening, 6<sup>th</sup>-8<sup>th</sup> grades, pg. 133 (Participate civilly and productively in group discussions. Demonstrate an ability to use standard pronunciation when speaking to groups and in formal circumstances.)
    - b. “He who hesitates is lost,” *Core Knowledge Sequence*, 6<sup>th</sup> grade Sayings and Phrases, pg. 136
    - c. I Have A Dream; “Letter from Birmingham Jail” (Martin Luther King, Jr. *Realms of Gold vol. III* pp. 297-302)
    - d. *Core Knowledge Sequence*, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades selected spelling and vocabulary words, pg. 134, 158, and 182
  3. Skill Objective(s)
    - a. Students will be able to define 6<sup>th</sup>-8<sup>th</sup> grade Core Knowledge vocabulary and spelling words related to unit topic.
- B. *Materials*
1. White board and marker
  2. *Realms of Gold vol. III*, E.D. Hirsch
  3. Student Character Notebooks and pencil/pens
  4. Teacher will need to create a vocabulary test using words from Lessons One-Six
  5. A large, mural sized piece of paper for students to draw on
  6. Various art mediums and miscellaneous craft supplies for the collage
- C. *Key Vocabulary*
1. **Key Virtue-Wisdom: is knowledge of the things that matter**
  2. Persuade: to win to a belief by argument or earnest request
  3. Prudence: practical wisdom. It is choosing the right means to a good end
  4. Excellent: extremely good
  5. Believe: to accept as true, to have faith or confidence
- D. *Procedures/Activities*
1. The teacher will write the phrase “He who hesitates is lost” (for further information on this saying, see the *Core Knowledge Sequence* 6<sup>th</sup> grade Sayings and Phrases, pg. 136), the vocabulary words, and definitions on the board. The teacher will need to have a copy of “I Have A Dream” (see *Realms of Gold* vol. III for more information).
  2. When the students arrive, have them get out their Character Notebooks and enter the new words and definitions. (Take a few minutes to review some of the previous words randomly. This will be a short review for the test that they will take at the end of today’s lesson.)
  3. Explain to students that today’s lesson will focus on looking at our future using wisdom. Reinforce that we have spent many lessons getting to this final stage. The ultimate goal is to be able to approach the future with confidence and a strong moral foundation. Teacher will review the group’s top five goals once more and encourage the students to carry on in the path that they have defined. Teacher will emphasize that all of the lessons we have studied to this point have required wisdom, and wise choices will be required for success in the future. Thank the students for a job well done. (Some type of celebration is encouraged. Perhaps a certificate of some sort to honor their efforts.)
  4. The students will take a unit vocabulary test to assess the knowledge and understanding of the words presented.
  5. Activity: The class will create a group mural/collage. Each student is encouraged to participate creatively by drawing, painting, and writing core values

and unit phrases. Suggest that students draw themselves as they would like to be in the future. Display the mural in a public location for best exposure.

E. *Assessment/Evaluation*

1. Assess students' mastery of vocabulary words using teacher created test.

**VI. CULMINATING ACTIVITY**

- A. Students will write an essay entitled "Character Development" using neat cursive handwriting or single-spaced typing. The essay is to be approximately 500 words. Essays will be scored on the following criteria: Use of five correctly used vocabulary words, use of at least three communal core values, inclusion of one unit saying or poem, content, neatness, and mechanics. A rubric is provided in Appendix K.

**VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Leadership Characteristics
- B. Appendix B: Rubric for Lesson One
- C. Appendix C: Looking In The Mirror
- D. Appendix D: Characteristic Sheet
- E. Appendix E: Rubric For Lesson Two
- F. Appendix F: Rubric For Lesson Three
- G. Appendix G: Role Playing Activity
- H. Appendix H: Bully-Proofing Your School
- I. Appendix I: Rubric for Thank You Note
- J. Appendix J: Rubric for Lesson Six
- K. Appendix K: Rubric For Culminating Activity:

**VIII. BIBLIOGRAPHY**

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## Appendix A

# LEADERSHIP CHARACTERISTICS

1. A respectable leader is trustworthy/trustful.
2. A respectable leader is a good communicator and a good teacher.
3. A respectable leader will provide a vision of where they are going.
4. A respectable leader is able to motivate others.
5. A respectable leader is a hard worker.
6. A respectable leader will have a positive attitude.
7. A respectable leader is committed.
8. A respectable leader will stand up for what they believe in.
9. A respectable leader will manage their time well.
10. A respectable leader will be a good listener.
11. A respectable leader is enthusiastic.
12. A respectable leader will be open-minded.
13. A respectable leader will take responsibility for their actions.
14. A respectable leader has a good sense of humor.
15. A respectable leader will take care of other people.
16. A respectable leader will give others credit.
17. A respectable leader will believe in his/herself.
18. A respectable leader will be physically, spiritually and emotionally strong.
19. A respectable leader will treat everyone alike.
20. A respectable leader will be informed and knowledgeable.

## Appendix B

### Rubric For Lesson One

1. Student neatly and accurately entered key vocabulary words and definitions in the Character Notebook. \_\_\_\_\_ 10 points
2. Student selected a Core Knowledge historical figure and listed at least three admirable traits. \_\_\_\_\_10 points
3. Student completed Leadership Characteristic handout (Appendix A). \_\_\_\_\_20 points
4. Student briefly explained why they selected their particular leader. \_\_\_\_\_10 points.

Total points allowed for Lesson One: 50 points

## Appendix C

### Looking In The Mirror

Take a few minutes to think about the following characteristics. Indicate which items are important to you by circling the number.

1. A beautiful/handsome appearance
2. To graduate with honors
3. To be honest
4. To have political power
5. Being “real”
6. To have meaningful relationships with others
7. To be trustworthy
8. To be loved by a few special people
9. To have healthy self-confidence and grow personally
10. To have a secure and safe environment
11. To enjoy nature and beauty
12. To give of myself unselfishly to others
13. To continue learning
14. To have perseverance in my activities
15. An equal opportunity for all people
16. Being sexy
17. To have a good relationship with my parents and a pleasant home life
18. Freedom to live life as you want
19. To be rich
20. Unlimited travel, entertainment, good food, and recreation
21. To speak up for my beliefs
22. To be needed
23. Have religion as a major part of my life
24. To get things changed for the better
25. To have purpose in my life, feeling fulfilled
26. Having a job I like and being successful

Now underline the five items that are most important to you. Refer to the “Characteristics Sheet” handout and write the appropriate characteristics based on the numbers selected.

## Appendix D

### Characteristic Sheet

Match the characteristics listed below with the five items you selected on your “Looking in the Mirror” sheet. Write your top five characteristics in the spaces provided. These are reflective of your personal values.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Characteristic	Numbers
Sincerity _____	5
Honesty, integrity _____	3, 7
Emotional well-being, stability _____	9
Artistic appreciation _____	11
Perseverance _____	14
Courage _____	21
Power, achievement _____	4, 24
Education, wisdom _____	2, 13
Pleasure, material satisfaction _____	20
Friends, close relationships _____	8, 22, 6
Spirituality _____	23
Family, love, emotional security _____	17
Fulfillment, achievement in work _____	25, 26
Financial security _____	19
Personal Freedom, Independence _____	18
Health and safety _____	10
Beauty/appearance _____	1, 16
Compassion/justice _____	12, 15

## Appendix E

### Rubric for Lesson Two

1. Student neatly and accurately entered key vocabulary words and definitions in their Character Development notebook. \_\_\_\_\_ 10 Points
2. Student completed “Looking in the Mirror” handout (Appendix C) neatly and accurately. \_\_\_\_\_ 10 Points
3. Student accurately identified his/her top five values by analyzing and evaluating the “Characteristic Sheet” (Appendix D). \_\_\_\_\_ 10 Points
4. Student accurately tallied and graphed their values to the communal graph (Characteristic Sheet Appendix D class overhead copy). \_\_\_\_\_ 10 Points

Total points allowed for Lesson Two: 40 points

## Appendix F

### Short Answer Test-Lesson Three

In your Character Notebook, write short answers to the following questions. Make sure you write in cursive, use complete sentences, and use correct grammar and spelling in your answers.

1. Were your values the same as the adult in your home that you interviewed? Were you surprised by the similarities or differences? (10 points)
2. What do your findings tell you about your personal value system? Explain your answer. (10 points)
3. If you had surveyed every member of your family, do you feel that the results would have all been similar or different? Explain your answer. (10 points)
4. Do you feel that the answers would be different or similar if you took this assessment five years from now? Explain your answer. (10 points)
5. Based on today's lesson, where do you think values come from? Explain your answer. (10 points)
6. Ethical conflict-resolution skills observed by teacher during role playing activity. (50 points)

## Appendix G

### Role Playing Activity

**Situation #1:** You have been asked by the most popular boy/girl in school to meet them at a certain location to attend a party. Your parents have made it clear that you are not to date until you are in high school. You can spend the night at a friend's house and your parents will never know.

**How do you handle it?**

**Situation #2:** You and your friends are at the mall. You see this great CD that you wanted to get for your brother for his birthday. You don't have enough money, so your friend suggests that since it is a "gift" it would be all right if you just took it this one time.

**How do you handle it?**

**Situation #3:** Your mom has had a terrible week at work and your dad is out of town. She comes home and tells you that she has a horrible headache and needs to go to bed early. She asks you to make dinner and get your brother bathed and into bed. You had made plans to go out with a few friends to a ball game tonight.

**How do you handle it?**

**Situation #4:** When you go to the pool, your friends comment that you look like you've put on a little weight. They tell you about some "diet pills" that someone was selling on the corner that several people have taken and had great results with. They offer some to you.

**How do you handle it?**

**Situation #5:** Your grades have been going down in science class and your parents are on your back to get on the honor roll this semester. You know that your privileges will come to a screeching halt if you get a C on your report card. A very smart friend offers to angle their test so that you can see their answers.

**How do you handle it?**

**Situation #6:** You walk into the kitchen and hear your little sister talking back to your mother in a very disrespectful way. She stomps off and slams her door. Later you see her out in the back yard sulking because she has been grounded for her behavior.

**How do you handle it?**

## Appendix H

### Bully-Proofing Our School

Check the ONE box that best describes our school:

	Never/hardly ever true	Sometimes true	Often true	Almost always/ always true
Kids help if they see someone being bullied or picked on.				
Students let a teacher know when other kids are being bullied or picked on.				
If someone is alone at lunch or recess, others will invite them to join in.				
Students encourage other kids to do their very best in school.				
The people at our school try to make everyone feel important and included.				
At our school, the discipline is consistent.				
The staff helps if a student is being picked on or bullied.				
Kids that misbehave take up a lot of valuable time at school.				
The people that work in the office help me deal with other students.				
Teachers here show respect for each other and try to work together.				
Adults really care that students do the best schoolwork they can.				
For the most part, people at our school are kind.				
I like attending, learning, and working at my school.				
I feel safe at my school.				

## Appendix I

### Thank-You Note Grading Rubric

1. Capitalization \_\_\_\_\_5 points
2. Punctuation\_\_\_\_\_5 points
3. Spelling\_\_\_\_\_5 points
4. Format\_\_\_\_\_5 points
5. Complete Sentences\_\_\_5 points
6. Neatness \_\_\_\_\_5 points
7. Content\_\_\_\_\_20 points

Total points allowed for Lesson Five: 50 points

## Appendix J

### Rubric for Lesson Six Oral Defense of Student Position/Opinion

1. Eye contact \_\_\_\_\_ 5 points
2. Vocal variety \_\_\_\_\_ 5 points
3. Posture/body language \_\_\_\_\_ 5 points
4. Articulation \_\_\_\_\_ 5 points
5. Content \_\_\_\_\_ 15 points
6. Persuasiveness \_\_\_\_\_ 15 points

Total points available for Lesson Six (50 points)

## Appendix K

### Conclusion Essay

1. Student included a minimum of five correctly used vocabulary words \_\_\_\_\_20 points.
2. Student included at least three of the core communal values \_\_\_\_\_20 points.
3. Student mentioned at least one unit saying or poem \_\_\_\_\_20 points.
4. Content of student essay \_\_\_\_\_20 points.
5. Neatness \_\_\_\_\_10 points.
6. Mechanics \_\_\_\_\_10 points.

Total points allowed for essay: 100