

### GED 2002 Teachers' Handbook of Lesson Plans

Content Area Language Arts, Reading	Lesson Title <i>"The moral of the story is..."</i>	Correlation to Framework 04.01/04.04/04.05	Lesson Number 35
<p><b>Objectives/Learner Outcomes</b></p> <p>At the end of this lesson, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• Understand and restate information (Comprehension)</li> <li>• Make inferences and draw conclusions (Comprehension)</li> <li>• Use information and ideas from a text in personal situations (Application)</li> <li>• Recognize hidden or unstated meaning (Analysis)</li> <li>• Draw conclusions, understand consequences, and make inferences (Analysis)</li> <li>• Interpret point-of-view, overall tone and purpose of work (Synthesis)</li> <li>• Respond to a work of literature by interpreting selected phrases, sentences, passage and applying information to modern life</li> <li>• Recognize the role that values play in beliefs and decision making (Evaluation)</li> </ul>		<p><b>Materials/Resources/Internet Sites/Handouts/Worksheets</b></p> <ul style="list-style-type: none"> <li>• Personal journals</li> <li>• Proverbs or sayings books</li> <li>• Internet Resources               <ul style="list-style-type: none"> <li>◦ The Virtues Project <a href="http://www.virtuesproject.com">http://www.virtuesproject.com</a></li> <li>◦ Moral Virtues Quiz <a href="http://www.memorare.com/fb/quizfbvirtue.html">http://www.memorare.com/fb/quizfbvirtue.html</a></li> <li>◦ Andrew Heenan's Quotations <a href="http://www.wordskit.com/quotes/">http://www.wordskit.com/quotes/</a></li> <li>◦ The Virtues – A Creative Project for Goodness <a href="http://www.thevirtues.org">www.thevirtues.org</a></li> <li>◦ Moral Intelligence <a href="http://www.moralintelligence.com">www.moralintelligence.com</a></li> <li>◦ PBS Kids <a href="http://www.pbskids.org">www.pbskids.org</a></li> </ul> </li> <li>• Handout – <b><i>Identifying and Prioritizing Personal Virtues</i></b></li> <li>• Handout – <b><i>Graphic Organizer</i></b></li> </ul>	
<p><b>Pre-Requisite Knowledge</b></p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>• Determine the main idea</li> <li>• Answer "wh" questions</li> <li>• Use strategies to analyze words in context</li> <li>• Identify language that shapes reactions, beliefs, and perceptions</li> </ul>		<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>• Virtue – <i>Teacher may want to discuss and use dictionary skills to have students further understand the meaning of virtuous words, see first handout.</i></li> <li>• Character traits</li> <li>• Standards</li> <li>• Morals</li> <li>• Habits</li> <li>• Values</li> </ul>	

### Anticipatory Set/Introduction

**Say:** Life is full of questions. Most of us spend time thinking about the ones that are relatively unimportant, such as: Does this shirt go with my outfit? What is for dinner? Will I get what I want for my birthday? These questions of daily living are natural. We need to spend time thinking about questions that will lead to a better life and better living. We need to ask questions about the virtues and morals that direct our behavior and set our standards.

Many of our choices involve matters of right and wrong. You cannot choose the right thing without possessing some virtues. It is important to set some standards for yourself and then do everything you can to live up to them in your everyday activities. When virtues are a matter of habit for you, you are well equipped for life.

### Preview Questions for Lesson

To introduce the lesson,

**Ask:**

- What are virtues?
- How do you get them?
- Why do you need them?
- What virtues are most important to you?

### Instructional Outline

**Say:** Life is full of questions, and most of us spend time thinking about the ones that are relatively unimportant, e.g., What is for dinner? Will I get what I want for my birthday? etc. We need to spend time thinking about questions that will lead to a better life and better living. We need to ask questions about the virtues and morals that direct our behavior and set our standards. Ask for sample questions from the group.

**Say:** Many of our choices involve matters of right and wrong. You cannot choose the right thing without possessing some virtues. It is important to set some standards for yourself.

**Ask:** What standards/virtues direct your lives? List them on the board

**Ask/Discuss:** What stories, books, music, movie, or television shows do you like best? Do they represent any morals/virtues?

Sample TV shows:

- Crosby Show
- Full House
- Touched by an Angel
- Father Knows Best

**Say:** Many virtues direct our lives. The degree of importance and priority is an individual decision. There is no wrong or right conclusion.

**Handout: *Identifying and Prioritizing Personal Virtues.*** Have students prioritize the virtues according to their own value system by listing the most important to least important.

**Read:** Choose one of the assigned stories and read aloud to the class. Discuss the virtue represented. To identify the virtue, ask sample questions: *Who is the story about? What happened to the main character? How do you think that made the main character feel? What did the main character do in the situation? Why do you think the main character did what he/she did? Which virtue did the main character represent by his/her actions?*

<b>Process/Activities</b>			
<p>Read passages aloud while students follow along with their copy.</p> <p>Assign one of the reading passages as a silent reading activity or timed reading activity</p> <ul style="list-style-type: none"> <li>• Captain! My Captain! by Walt Whitman (poetry) Virtue ⇒ Compassion</li> <li>• The Story of My Life by Helen Keller (biography) Virtue ⇒ Friendship</li> <li>• Rosa Parks by Kai Friese (biography) Virtue ⇒ Courage</li> </ul> <p>Given the graphic organizer provided, ask comprehension questions and elicit class discussion. Students should fill in the graphic organizer as the discussion proceeds. This is a group activity and shared information is encouraged and required.</p>			
<b>Product/Evaluation/Summary</b>			
<ul style="list-style-type: none"> <li>• Have students tell or write a personal story encompassing the virtue identified in the passage read.</li> <li>• Have students pick another story that demonstrates the same virtue as the one being discussed.</li> <li>• Have students tell of another book, television show, movie, and/or song that demonstrate the same virtue being discussed.</li> </ul>			
<b>Teaching to Different Types of Learners</b>			
	<b>Visual</b>	<b>Auditory</b>	<b>Kinesthetic/Tactile</b>
<b>Learning Activity</b>	<p>Provide graphics to interpret virtues.</p> <p>Show news clips, movie segments, or pictures to demonstrate the virtue being discussed.</p> <p>Watch a television show with your children that demonstrates virtues.</p>	<p>Read story/passage aloud to students.</p> <p>Have students listen to a book on tape representing the virtue.</p> <p>Listen to a song that represents the virtue being discussed.</p>	<p>Have students draw a picture or diagram that represents the virtue being discussed.</p> <p>Have a small group act out a skit representing the virtue.</p> <p>Go on the Internet and play games that demonstrate virtues being discussed.</p>
<b>Special Differentiation Strategies</b>	<p>Use an overhead transparency with a graphic on it and let students verbally interpret and identify the virtue being represented.</p>	<p>Have students orally present their story/passage and justify the virtue being targeted.</p> <p>Repeat the procedure with those students who have picked out a song.</p>	<p>Have students display their artwork.</p> <p>Have students perform a skit.</p> <p>Have students show how to play the games on the Internet and ask them to describe the action steps and the process to complete the games.</p>

<p><b>Evaluation</b></p>	<p>Allow students to display their work in a group setting and justify what they have created in written format.</p>	<p>Have students pick out and listen to a story/book on tape that relates to the virtue being discussed. Have students comment on their interpretations.</p>	<p>Have students create a collage of pictures from magazines that represent the virtue being discussed.</p>
<p><b>The Family and Adult Literacy Connection</b></p> <p>Have students read stories to their children and discuss the moral. Have students either journal the experience or tell fellow students the highlights and the conclusions that their children identified.</p> <p>Sample questions to ask children could include: <i>Who is the story about? What happened in the story? Why did the (main character) do what he/she did? Was that a good or bad thing? Did it help others? Would you do the same thing? What would you do?</i></p> <p>With their children, have students watch TV shows on public broadcasting channels or regular TV that reflect virtues discussed in class.</p> <p>For further activities that can be done at home with the family, log on to <a href="http://www.pbskids.org">www.pbskids.org</a> and click on the parent link. Have students journal their findings and the activities they did with their children and report back to class.</p> <p>Have adult students journal the programs watched and record their children's comments to questions asked by adults. Sample television shows for view: Crosby Show, Full House, Touched by an Angel, Father Knows Best, etc.</p>		<p><b>ESE/ESOL Accommodations</b></p> <ul style="list-style-type: none"> <li>● Provide a taped oral reading of the story.</li> <li>● Allow students to work in small groups and report out orally the moral and value identified.</li> <li>● Shorten stories that are being used in the classroom.</li> <li>● Have students highlight key words that lead to the virtue being identified.</li> <li>● Provide a dictionary in the student's native language.</li> </ul>	



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**Graphic Organizer to Identify Virtues**

*Who is the story about? What happened to the main character? Where did it take place? When did the situation take place? How do you think that made the main character feel? What did the main character do in the situation? Why do you think the main character did what he/she did? Which virtue did the main character represent by his/her actions?*

**Supporting Details**

Who  
\_\_\_\_\_  
Where  
\_\_\_\_\_  
How  
\_\_\_\_\_  
Why  
\_\_\_\_\_  
\_\_\_\_\_

**Virtue**

**Supporting Details**

What  
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When  
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What  
\_\_\_\_\_  
Which  
\_\_\_\_\_  
\_\_\_\_\_