

## Teaching Character Education Through Literature Awakening The Moral Imagination In Secondary Classrooms

In this book Peter Smagorinsky and Joel Taxel analyze the ways in which the perennial issue of character education has been articulated in the United States, both historically and in the current character education movement that began in earnest in the 1990s. The goal is to uncover the ideological nature of different conceptions of character education. The authors show how the current discourses are a continuation of discourse streams through which character education and the national purpose have been debated for hundreds of years, most recently in what are known as the Culture Wars--the intense, often passionate debates about morality, culture, and values carried out by politicians, religious groups, social policy foundations, and a wide range of political commentators and citizens, in which the various stakeholders have sought influence over a wide range of social and economic issues, including education. The centerpiece is a discourse analysis of proposals funded by the United States Department of Education's Office of Educational Research and Improvement (OERI). Discourse profiles from sets of states that exhibit two distinct conceptions of character are examined and the documents from particular states are placed in dialogue with the OERI Request for Proposals. One profile reflects the dominant perspective promoted in the U.S., based on an authoritarian view in which young people are indoctrinated into the value system of presumably virtuous adults through didactic instruction. The other reflects the well-established yet currently marginal discourse emphasizing attention to the whole environment in which character is developed and enacted and in which reflection on morality, rather than didactic instruction in morality, is the primary instructional approach. By focusing on these two distinct regions and their conceptions of character, the authors situate the character education movement at the turn of the twenty-first century in the context of historical notions about the nature of character and regional conceptions regarding the nature of societal organization. This enlightening volume is relevant to scholars, practitioners, policymakers, and students across the field of education, particularly those involved in character education, moral development, discourse analysis, history and cultural foundations of education, and related fields, and to the wider public interested in character education.

A comprehensive reference to 50 titles that will help children cultivate ethics, assume personal responsibility, and practice moral judgment in unfamiliar cultural contexts.

Presents lessons and instructional aides that cover character, point of view, setting, and theme.

Run away to the Metropolitan Museum of Art with E. L. Konigsburg's beloved classic and Newbery Medal-winning novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*—now available in a deluxe keepsake edition! Claudia knew that she could never pull off the old-fashioned kind of running away...so she decided to run not from somewhere but to somewhere. That was how Claudia and her brother, Jamie, ended up living in the Metropolitan Museum of Art—and right in the middle of a mystery that made headlines. Celebrate the legacy of the Newbery Medal-winning classic with this special edition.

This book provides a fresh way of teaching children the importance of values and good character. It is a gold mine for educators and parents looking for material they can use in discussions regarding character traits they want to help young citizens develop. Grades K-5 (adaptable for higher grades)

What could be the point of teaching such works of bygone cultural and literary inheritance as Cervantes' *Don Quixote* and Shakespeare's *The Merchant of Venice* in schools today? This book argues that the narratives and stories of such works are of neglected significance and value for contemporary understanding of human moral association and character. However, in addition to offering detailed analysis of the moral educational potential of these and other texts, the present work reports on a pioneering project, recently pursued by the Jubilee Centre for Character and Virtues, concerned precisely with the use of these and other stories for moral and character education in schools. The success of the 'Knightly Virtues' project is an inspiring story in its own right and should therefore be of enormous interest to all schools, teachers and parents rightly concerned with this all-important aspect of their children's educational development. Using the powerful bucketfilling messages found in Carol McCloud's first book, *Have You Filled a Bucket Today?: A Guide to Daily Happiness for Kids*, author Sherry Hoffman crafts exciting and ingenious ways to use reading strategies, vocabulary instruction, and extended activities which encourages students to develop excellent character traits. This activity workbook can be used for all elementary and middle school classrooms and offers many positive ways to instill bucketfilling into the lives of the readers.

A biography of the African-American woman who overcame crippling polio as a child to become the first woman to win three gold medals in track in a single Olympics.

Helps student examine the choices made by literary characters in the context of novels to explain moral growth and development.

There is widespread agreement that schools should contribute to the moral development and character formation of their students. In fact, 80% of US states currently have mandates regarding character education. However, the pervasiveness of the support for moral and character education masks a high degree of controversy surrounding its meaning and methods. The purpose of this handbook is to supplant the prevalent ideological rhetoric of the field with a comprehensive, research-oriented volume that both describes the extensive changes that have occurred over the last fifteen years and points forward to the future. Now in its second edition, this book includes the latest applications of developmental and cognitive psychology to moral and character education from preschool to college settings, and much more.

This book about teaching virtues is based on a fundamental American Indian view that sees the universe as intimate relationships of living things that are vitally affected by attributes called universal virtues. These virtues cross all boundaries and cannot be "taught" in isolation. They are woven into all subjects that are worth learning. Part 1 provides

psychological perspectives that underpin the book's approach. Part 2 shows how various pedagogical strategies can turn subject matter into significant relationships. Since teaching virtues is ultimately about relationships, a natural way to embed awareness of virtues unfolds when there is a consistent commitment to teaching virtues daily. Chapters introduce the lesson plan format and the conceptual model, explore the meanings of vital terminology, and discuss assessment strategies. Part 3 realizes the actual interconnections between virtues and content knowledge, with chapters that address social studies, language arts, science, physical education, mathematics, and the arts. These chapters show how the process works to truly integrate content and character education. Part 4 offers an opportunity for profound reflection on the issues and challenges surrounding effective character education. (Contains 75 references.) (TD)

Business returns to a once prosperous restaurant when a mysterious stranger pays for his meal with a magical paper crane that comes alive and dances.

Argues reading can develop positive values, and evaluates 300 books

The establishment of citizenship education as a compulsory subject has recently been accompanied by the government's policy of 'promoting education with character.' Schools are identified as having a crucial role to play in helping to shape and reinforce basic character traits that will ultimately lead to a better society. This radical new policy is explicitly linked to raising academic standards and to the needs of the emerging new economy. This book provides an introduction to character education within the British context by exploring its meanings, understandings, and rationale, through the perspective of a number of academic disciplines. The author examines character education from a philosophical, religious, psychological, political, social and economic perspective to offer a more detailed understanding of character education and what it can offer. He also considers how British schools can implement character education successfully and what lessons we can draw from the American experience. This book will be of interest to academics, researchers, policy makers and teachers with responsibility for citizenship education in their schools.

The book that set the standard for those working toward certification in special education has been revised and updated to meet the needs of a new generation of teachers and students. A cross-categorical emphasis that makes it suitable for a broad number of courses-including those aimed at teaching students with related disabilities and those teaching students on the Autism Spectrum. The authors describe the characteristics of learning disabilities as well as other disabilities, and offer practical teaching strategies for general education and special education teachers, school psychologists, administrators, and related professionals. Pre-service and in-service classroom teachers, who are increasingly responsible for teaching students with special needs within general education or inclusive classrooms, will find **LEARNING DISABILITIES AND RELATED DISABILITIES: STRATEGIES FOR SUCCESS**, 13th Edition, especially helpful. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Discusses the use of children's and adolescent literature in the classroom for helping to develop moral behavior in students.

Presents an illustrated biography of the Jewish heroine, Luba Tryszynska, who saved the lives of more than fifty Jewish children in the Bergen-Belsen concentration camp during the winter of 1944/45.

The journal of a 14-year-old girl, kept the last year she lived on the family farm, records daily events in her small New Hampshire town, her father's remarriage, and the death of her best friend.

Literature and Character Education in Universities presents the potential of literary and philosophical texts for character education in modern universities. The book engages with theoretical and practical aspects of character development in higher education, combining conceptual discussion of the role of literature in character education with applied case studies from university classrooms. Character education within the academic context of the university presents unique challenges and opportunities. Literature and Character Education in Universities presents perspectives from academics in Europe, the USA and Asia, offering unique insights into the ways that engaged reading and discussion of core texts can promote the development of intellectual and moral virtues. Chapters draw on a wide range of texts from Confucius' Analects to J. D. Salinger's *The Catcher in the Rye*, focusing on themes such as truthfulness, self-knowledge, prudence, tolerance, friendship, and humility. Literature and Character Education in Universities will be of real use to researchers, academics and postgraduates in the fields of higher education, philosophy, and literature. It should be essential reading for university educators interested in character development and advocates of literary education in modern universities.

"Teaching Character in the Primary Classroom provides an excellent and very accessible overview of the emerging field of character education. It covers, in detail, the theory of character education as well as advice and guidance about how this should be applied in practice in primary schools." Professor James Arthur, University of Birmingham Character matters. As more and more schools are choosing to teach Character Education, trainee and beginning teachers need to know more. What is Character Education? Can it really be 'taught'? How does children's learning benefit from discussions around character in the classroom? How do I teach it? What does good teaching of Character Education look like in the classroom? Teaching Character Education in Primary schools tackles these questions, and many more. This is a practical guide to why and how we can teach character in primary schools. It begins by exploring why character matters and considers what 'character' is and (importantly) what it is not. It goes on to discuss the place for teaching character in primary education and includes practical guidance on how it can be taught. The text also looks at character beyond the classroom, how parents and the wider community can be included in the teaching of character and how outdoor learning and education can contribute. This book is written for all those who are new to teaching character.

Understanding Character Education introduces readers to the key ideas, practices and concepts that are shaping character education in schools today. The book explores the principles underpinning character education and the pedagogical practices which ensure it comes alive in schools. Each chapter includes a variety of features to help



navigate through the ideas, themes and practices examined. These include: -Chapter objectives to help readers understand the core focus and intentions of each chapter -Reflective activities to help readers to think more deeply about particular ideas and issues, and to consider how practices described are, or could be, applied in their own contexts -Case studies to help readers to understand how character education is approached and implemented by educators in and beyond schools -Annotated further readings to help readers take a closer and more detailed look at the methods, applications and issues covered This book is essential reading for all those involved in the teaching and learning of young people, as well as those studying this vital topic on education studies, teacher education and postgraduate level courses. "Highly recommended for all leaders and practitioners dedicated to enabling children and young people to flourish through the development of good character." Tom Haigh, CEO, Association for Character Education "I wish Chapter 2: The Character of the Teacher was made a compulsory read for every person working in a UK school; that would be transformational." Nat Parnell, Regional Director, United Learning "A must read for all trainee teachers of any phase." Catherine Carden, Director of Learning and Teaching, Faculty of Arts Humanities & Education, Canterbury Christ Church University, UK Paul Watts is a Lecturer at the Jubilee Centre for Character and Virtues, University of Birmingham, UK. He has worked closely with school leaders and teachers in the research and development of character education. Michael Fullard is a Research Fellow at the Jubilee Centre for Character and Virtues, University of Birmingham, UK, having previously been a primary school teacher in the UK for 9 years. Andrew Peterson is Professor of Character and Citizenship Education at the Jubilee Centre for Character and Virtues, University of Birmingham, UK. He has worked with a number of schools to develop their approaches to character education.

In PRIMED for Character Education, renowned character educator Marvin W Berkowitz boils down decades of research on evidence-based practices and thought-provoking field experience into a clear set of principles that leaders, administrators, and teacher-leaders can implement to help students thrive. The author's original six-component framework offers a comprehensive guide to shaping purposeful learning environments, healthy relationships, core values and virtues, role models, empowerment, and long-term development in any PreK-12 school or district. This engaging and heartfelt book features tips for practice, anecdotes from award-winning schools, and straightforward tenets from moral education, social-emotional learning, and positive psychology.

Shows different ways for young children to be responsible.

Guide students from young learners to more effective citizens with Daily Character Education Activities for students in grades 2 to 3. Each character trait chapter contains daily lessons, literature selections, skits and role plays, discussion questions, and reproducible activities.

This book is part of a series which is concerned with teaching techniques and problems at a practical level, providing teachers with guidance and assistance in the classroom. This volume examines the place of literature in the EFL classroom and contains suggestions for activities designed to stimulate an interest in literature among the students. Both beginners and advanced classes are catered for, and there is a section on the place of literature in the curriculum, and suggestions on the way in which texts should be chosen and courses structured in order to evoke the most positive and interested response from pupils.

This resource gives secondary teachers and counselors 95 ready-to-use lessons with reproducible activity sheets to promote healthy character development in students. The lessons are drawn from First-Class, a successful program initiated by students and teachers at Mundelein (IL) High School and can be used as is or adapted to fit the particular needs in any junior or senior high school. Major topics covered include: \* the nature of good character \* student behavior and the related issues of motivation, communication and family involvement \* anger management, stress reduction, dealing with failure and impulse control \* social issues such as family roles, violence and the impact of TV \* prejudice, discrimination, stereotyping and sexual harassment \* self-understanding and self-acceptance \* caring about the school, using appropriate language, maintaining personal appearance, and volunteering

Calls for renewed moral education in America's schools, offering dozens of programs schools can adopt to teach students respect, responsibility, hard work, and other values that should not be left to parents to teach.

This book shows how secondary and post-secondary teachers can help students become more responsive to the ethical themes and questions that emerge from the narratives they study. It helps teachers to integrate character education into the classroom by focusing on a variety of ways of drawing instructive insights from fictional life narratives. The case studies and questions throughout are designed to awaken students' moral imagination and prompt ethical reflection on four protagonists' motivations, aspirations, and choices. The book is divided into two parts. The first provides a theoretical approach while the second features case studies to apply this approach to the study of four literary characters: Sydney Carton from Tale of Two Cities Jay Gatsby from The Great Gatsby Elizabeth Bennet from Pride and Prejudice Janie Crawford from Their Eyes Were Watching God The questions, ideas and approaches used in these case studies can also be applied to protagonists from other narrative works in the curriculum. The Formation of Character: From Aristotle to the 21st Century offers an introduction to the foundations, practices, policies and issues of character formation historically. Following a chronological order, it charts the idea of character formation in the Western tradition by critically examining its precursors, origins, development, meanings and uses. The book is based on the premise that current conditions and debates around character formation cannot be fully understood without knowledge of the historical background. It introduces many of the debates character formation has generated in order to offer different perspectives and possibilities and uses Aristotle as a lens to gain a better understanding of some of these positions, particularly the theoretical goals of character formation. Chapters explore character education from the classical period through the medieval, early modern, enlightenment and Victorian eras to 20th century influences, ending with a discussion of contemporary policies and themes relating to character education. This book will appeal to academics, researchers, and post-graduate students in the fields of character and virtue education as well as the history of education.

This encouraging book covers the character traits of citizenship, compassion, fairness, honesty, integrity, perseverance, responsibility, respect, self-discipline and trustworthiness. It includes curriculum-based activities, art projects, patterns, worksheets, and much more to help students develop a strong foundation for lifelong character.

Brian has always felt invisible at school, but when a new student, Justin, arrives, everything changes.

When Ruben, who longs to have a bike like his friend Sergios that his family cannot afford, finds money in a grocery store, he has to make a tough decision about what to do with it.

The New York Times best-selling book exploring the counterproductive reactions white people have when their assumptions about race are challenged, and how these reactions maintain racial inequality. In this “vital, necessary, and beautiful book” (Michael Eric Dyson), antiracist educator Robin DiAngelo deftly illuminates the phenomenon of white fragility and “allows us to understand racism as a practice not restricted to ‘bad people’ (Claudia Rankine). Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.

Explains how anti-bullying education can and should start on day one of kindergarten and recommends a series of read aloud books that focus on our shared humanity.

This book provides a reconstruction of Aristotelian character education, shedding new light on what moral character really is, and how it can be highlighted, measured, nurtured and taught in current schooling. Arguing that many recent approaches to character education understand character in exclusively amoral, instrumentalist terms, Kristjánsson proposes a coherent, plausible and up-to-date concept, retaining the overall structure of Aristotelian character education. After discussing and debunking popular myths about Aristotelian character education, subsequent chapters focus on the practical ramifications and methodologies of character education. These include measuring virtue and morality, asking whether Aristotelian character education can salvage the effects of bad upbringing, and considering implications for teacher training and classroom practice. The book rejuvenates time-honoured principles of the development of virtues in young people, at a time when ‘character’ features prominently in educational agendas and parental concerns over school education systems. Offering an interdisciplinary perspective which draws from the disciplines of education, psychology, philosophy and sociology, this book will appeal to researchers, academics and students wanting a greater insight into character education.

Teaching Character and Virtue in Schools addresses the contemporary issues of quantification and measurement in educational settings. The authors draw on the research of the Jubilee Centre at the University of Birmingham in order to investigate the concern that the conventional wisdom, sound judgement and professional discretion of teachers is being diminished and control mistakenly given over to administrators, policymakers and inspectors which in turn is negatively effecting pupils’ character development. The books calls for subject competence to be complemented by practical wisdom and good character in teaching staff. It posits that the constituent virtues of good character can be learned and taught, that education is an intrinsically moral enterprise and that character education should be intentional, organised and reflective. The book draws on the Jubilee Centre’s expertise in support of its claims and successfully integrates the fields of educational studies, psychology, sociology, philosophy and theology in its examination of contemporary educational practices and their wider effect on society as a whole. It offers sample lessons as well as a framework for character education in schools. The book encourages the view that character education is about helping students grasp what is ethically important and how to act for the right reasons so that they can become more autonomous and reflective individuals within the framework of a democratic society. Particularly interested readers will be educational leaders, teachers, those undertaking research in the field of education as well as policy analysts with a keen interest in developing the character and good sense of learners today.

Includes seven plays, dealing with respect, honesty, responsibility, commitment, love, courage and incorporates acting, music, visual arts, communication skills and fun to help reinvent morals for elementary age children.

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