

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

This flexible resource combines character education with analogies to powerful stories from nature. The heart of each of the book's twenty-five lessons is an engaging story, written to kids, describing a particular animal or plant and its distinctive qualities. Busy classroom teachers will like this book's accessibility and flexibility. Kids can read a story individually or in groups, or follow along as the teacher reads it aloud. Accompanying each story, teachers will find several activities—most of them quick, easy, and requiring few supplies—that further investigate animals or plants and the connections between their qualities and human behaviors. Every lesson examines several main character traits, providing starting points and sample questions for discussing and exploring analogies between events in nature and human acts of character. Features include a chart cross-referencing lessons to specific character traits and a list of further resources. Digital content contains all of the book's reproducible forms, including a color photo of each plant and animal, plus a complete bonus lesson. A bestselling modern classic—both poignant and funny—narrated by a fifteen year old autistic savant obsessed with Sherlock Holmes, this dazzling novel weaves together an old-fashioned mystery, a contemporary coming-of-age story, and a fascinating excursion into a mind incapable of processing emotions. Christopher John Francis Boone knows all the countries of the world and their capitals and every prime number up to 7,057. Although gifted with a superbly logical brain, Christopher is autistic. Everyday interactions and admonishments have little meaning for him. At fifteen, Christopher's carefully constructed world falls apart when he finds his neighbour's dog Wellington impaled on a garden fork, and he is initially blamed for the killing. Christopher decides that he will track down the real killer, and turns to his favourite fictional character, the impeccably logical Sherlock Holmes, for inspiration. But the investigation leads him down some unexpected paths and ultimately brings him face to face with the dissolution of his parents' marriage. As Christopher tries to deal with the crisis within his own family, the narrative draws readers into the workings of Christopher's mind. And herein lies the key to the brilliance of Mark Haddon's choice of narrator: The most wrenching of emotional moments are chronicled by a boy who cannot fathom emotions. The effect is dazzling, making for one of the freshest debut in years: a comedy, a tearjerker, a mystery story, a novel of exceptional literary merit that is great fun to read.

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. As *The Giving Tree* turns fifty, this timeless classic is available for the first time ever in ebook format. This digital edition allows young readers and lifelong fans to continue the legacy and love of a classic that will now reach an even wider audience. "Once there was a tree...and she loved a little boy." So begins a story of unforgettable perception,

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beautifully written and illustrated by the gifted and versatile Shel Silverstein. This moving parable for all ages offers a touching interpretation of the gift of giving and a serene acceptance of another's capacity to love in return. Every day the boy would come to the tree to eat her apples, swing from her branches, or slide down her trunk...and the tree was happy. But as the boy grew older he began to want more from the tree, and the tree gave and gave and gave. This is a tender story, touched with sadness, aglow with consolation. Shel Silverstein's incomparable career as a bestselling children's book author and illustrator began with *Lafcadio, the Lion Who Shot Back*. He is also the creator of picture books including *A Giraffe and a Half, Who Wants a Cheap Rhinoceros?*, *The Missing Piece*, *The Missing Piece Meets the Big O*, and the perennial favorite *The Giving Tree*, and of classic poetry collections such as *Where the Sidewalk Ends*, *A Light in the Attic*, *Falling Up*, *Every Thing On It*, *Don't Bump the Glump!*, and *Runny Babbit*. And don't miss the other Shel Silverstein ebooks, *Where the Sidewalk Ends* and *A Light in the Attic!*

Teaching Character and Virtue in Schools

How Our Schools Can Teach Respect and Responsibility

The Invisible Boy

Tell the Truth, B.B. Wolf

Education with Character

Handbook of Moral and Character Education

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)

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.

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.

Since 1991, many persons have been concerned with teaching students moral values in public schools. One popular approach to teaching values has been a literature-based character education program. This study examined the effectiveness of a literature-based character education program in a special education class. Following the collection of baseline data from two elementary school Special Day Classes, the program class (Class A) was taught the moral values of honesty, caring, hard work, and sharing for four weeks using a literature-based approach. The control class (Class B) had no formalized character education program. The classes were then compared by examining changes on three scales: the number of disciplinary referrals, student examples of living out the values, and teacher surveys about student behavior. During the testing period, students in Class B reduced their rate of disciplinary referrals by a greater amount than the students in Class A. On the other hand, the students in Class A showed a greater improvement than the Class B students in their ability to write personal examples of the moral values, demonstrating that the Class A students learned to relate knowledge about the four character values to their personal lives. The teacher surveys documented that student behaviors, especially honesty, were positively changed by the character education program in Class A. The daily reinforcement of character-based literature, conversation, role-playing, and writing helped the students

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Class A to improve their behavior. Overall, the results of the study were mixed, indicating the need for further research about how best to teach character values to students in a Special Day Class.

The Angel of Bergen-Belsen

Learning about Honesty, Integrity, and Trustworthiness

Crispin: The Cross of Lead

The Discourse of Character Education

Teaching Character Education Through Literature

Books That Build Character

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.

In this rhyming picture book, children learn about accepting others who may be different than yourself.

Increasingly, schools are faced with the necessity of finding ways to shoulder a greater share of the burden of producing respectful, responsible citizens. Along with traditional academic subjects, schools must teach acceptable standards of conduct and the attitudes and attributes that foster them. This book provides ways to help teachers instill moral values deliberately and directly through the curriculum. Created for grades 1-8, each unit contains 10 or more activities (many implemented through the use of cooperative learning strategies) designed to help build student character. The activities within each unit, which include stories, discussions, and role plays, are arranged in a logical and somewhat developmental sequence, but most can be presented independently. When activities are linked, it is so indicated. Suggested adaptations for younger students are included with many of the activities. Following an introduction and an overview of a process known as the "sharing circle," the book presents seven units of activities that help develop trustworthiness, respect, responsibility, justice and fairness, caring, citizenship, and moral reflection. An annotated bibliography of 65 books with themes that address these values is included. (TJQ)

The book that set the standard for those working toward

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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.

Educating for Character

Teaching Character Education Through Characters Kids Love

Building Good Character with C.S. Lewis

How to Teach what Really Matters about Character, Setting, Point of View, and Theme

Luba

Sheila Rae, the Brave

A gentle story that teaches how small acts of kindness can help children feel included and allow them to flourish, from esteemed author and speaker Trudy Ludwig and acclaimed illustrator Patrice Barton. A simple act of kindness can transform an invisible boy into a friend... Meet Brian, the invisible boy.

Nobody in class ever seems to notice him or think to include him in their group, game, or birthday party . . . until, that is, a new kid comes to class. When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine. Any parent, teacher, or counselor looking for material that sensitively addresses the needs of quieter children will find *The Invisible Boy* a valuable and important resource.

Includes a discussion guide and resources for further reading.

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

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

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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.

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

Telling the Truth

The Paper Crane

Elementary Level

Character Education Book of Plays

Portrait of a Moral Agent Teacher

Learning About Acceptance

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

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field of education as well as policy analysts with a keen interest in developing the character and good sense of learners today.

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.

Argues reading can develop positive values, and evaluates 300 books

An at-a-glance, ready-reference guide for teachers, counselors, and librarians who have been charged with character education in the classroom, this book provides detailed analysis of seven fundamental character traits modeled in 111 award-winning children's books.

Winners of state Child Choice Book Awards since 2005 in each of the 50 states are examined for core interpersonal character qualities, including courage, creativity, undeterred, self-motivated. Detailed charts for each award-winning book identify which SUCCESS traits are displayed, on which pages, and by which characters---along with lesson-plan tips, analyses, and comparisons. "The most extensive analysis of character traits in children's literature," notes Marvin Berkowitz, pioneering national character education leader. With this resource at their fingertips, teachers can easily develop lesson plans using popular literary characters from kids' favorite books---lesson plans that are dynamic, multidisciplinary, easy to implement, and compliant with the national mandate on character education in the classroom.

Character Education in America's Schools

A Guide to Teaching Your Child Moral Values Through Stories

The Honest-to-Goodness Truth

Teaching Character Education through Literature

The Giving Tree

***When Big Bad Wolf, who now lives at the Villain Villa Retirement Residence, is invited to tell his story at the library, he faces the truth about what he did to the three little pigs and decides to make amends.***

***Teaching Character Education Through Literature Awakening the Moral Imagination in Secondary Classrooms Psychology Press***

***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.***

***Teaching morally and teaching morality are understood as mutually dependent processes necessary for providing moral education, or the communication of messages and lessons on what is right, good and virtuous in a student's character. This comprehensive and contextualized volume offers anecdotes and experiences on how an elementary schoolteacher envisions, enacts, and reflects on the ethical teaching and learning of her students. By employing a personally developed form of moral education that is not defined by any particular philosophical or theoretical orientation, this volume relates that classroom-***

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*based moral education can, therefore, be conceived of and promoted as moral agency. Accentuated by the teacher's voice to offer the experience of being in the classroom, this volume enables others to transfer relevant practices to their own teaching contexts.*

*A to Z Character Education for the Classroom*

*Teaching Character in the Primary Classroom*

*Books and Activities for Character Education*

*Character Education*

*Teaching Second Graders Character Education Through Literature Based Instruction*

*Culture Wars in the Classroom*

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

If telling the truth is the right thing to do, why is the whole world mad at Libby?

Simple text and illustrations help children learn positive character traits.

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.

*Character Education Through Children's Literature*

*Six Design Principles for School Improvement*

*Teaching Me SUCCESS!*

*Implementing a Literature-based Character Education Program in a Special Day Class*

*For the Children's Sake*

*180 Lessons for Each Day of the School Year*

**Provides a Christian perspective on how to make education a meaningful experience at home or at school, for parents, students, and educators.**

**Newbery Medal winner *The Cross of Lead* is "a page-turner from beginning to end... full of adventure, mystery, and action" (School Library Journal). "Avi's plot is engineered for maximum thrills, with twists, turns, and treachery aplenty. . . . A page-turner to delight Avi's fans, it will leave readers hoping for a sequel."-Publishers Weekly (starred review) " . . . [T]he book is a page-turner from beginning to end . . . [A] meticulously crafted story, full of adventure, mystery, and action." -School Library Journal (starred review) "Historical fiction at its**

**finest."-VOYA**

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

**"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.**

**PRIMED for Character Education**

**Core Virtues**

**Learning Disabilities and Related Disabilities: Strategies for Success**

**A Book Guide for Teachers, Librarians, and Parents**

**Everyone Is Special and Unique**

**Character Builders**

*Sheila Rae is not afraid of anything. She walks backwards with her eyes closed, steps on every crack, growls at stray dogs, and bares her teeth at stray cats. But when Sheila Rae becomes lost on the way home from school, it is her "scaredy cat" sister, Louise, who shows her a thing or two about bravery and sibling love.*

*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.*

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*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.*

*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.*

*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.*

*The Curious Incident of the Dog in the Night-Time*

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*Building Character with True Stories from Nature*  
*Daily Character Education Activities, Grades 2 - 3*  
*A Curriculum Project*  
*Narnian Virtues*

*Fresh Takes on Teaching Literary Elements*

*In this engaging and practical book Mark Pike and Thomas Lickona show how C.S. Lewis' wisdom for nurturing good character, and his much-loved Chronicles of Narnia, inspire us to virtue. Drawing upon the Judeo-Christian virtues of faith, hope and love and 'Narnian' virtues such as courage, integrity and wisdom, they present an approach to contemporary character education validated by recent research. An introduction to C.S. Lewis' thought on character and faith is followed by practical examples of how to use well-known passages from the Narnia novels as a stimulus for rich character development at home and in the classroom.*

*Literature and Character Education in Universities*

*Foundations of Education for Home and School*

*Awakening the Moral Imagination in Secondary Classrooms*

*Theory, Method, and Text Analysis*

*A Literature-based Program in Character Education, K-6*

*Teaching Morally and Teaching Morality*