

Template for Lesson Plans
Classroom Activities
Ethics Curriculum Project Modules

Activity # 4, What I Lived For and Conclusion: What Does it Mean to Live “Deliberately” Module Name: <i>Walden</i> : A Case Study in Virtue and Environmental Ethics
Class type: ESOL ESE Regular Gifted Honors Inclusion All
Objectives for activity: <ul style="list-style-type: none"> 1. Students will understand the concept of virtue ethics. 2. Students will understand environmental ethics. 3. Students will be able to discuss <i>Walden</i> as a text which questions and explores personal ethics, the good life, and our relation to the environment. 4. Students will be able to discuss their own conceptions of the good life, a good character, and the value of the natural world.
Materials Needed (texts, props, special supplies) <ul style="list-style-type: none"> 1. a copy of relevant selections of <i>Walden</i> for each student 2. paper and pen or computer for writing assignment
Procedures for Teachers- <i>What You Need to Know/Do</i> <ul style="list-style-type: none"> 1. Read and review the What I Lived For and Conclusion chapters from <i>Walden</i> 2. Review the material on What I Lived For and Conclusion chapters from <i>Walden</i> in the Background for Teachers included in the main module. 3. Lead a discussion on these two chapters with the students. 4. Ask students to list some of Thoreau’s virtues and values in the class discussion. 5. Ask students to write an essay defining what Thoreau meant by “living deliberately” (See Activity #4 in the main module for details.).
Activity Type -Discussion Questions, Compositions, Small Group, etc.- <i>What Students Need to Do</i> <ul style="list-style-type: none"> 1. Classroom discussion. 2. Completion of writing assignment.
Assessment <ul style="list-style-type: none"> 1. Student completion of the What I Lived For and Conclusion chapters from <i>Walden</i> 2. Evaluation of student participation in classroom discussion. 3. Evaluation of student writing project.