

VIRTUE, VICE & VERSE



Teacher's Pack

The purpose of this pack is to reaffirm and develop pupils' knowledge and understandings of the character virtues, with particular reference to the virtues of temperance, honesty, kindness and compassion, love and friendship, and courage. This teacher's pack and pupil anthology use poems by well known poets as tools whereby pupils can develop their virtue literacy, virtuous feeling and poetic knowledge.

To accompany this teaching pack, an anthology and pupils workbook is available via the Jubilee Centre for Character and Virtues website (www.jubileecentre.ac.uk/virtueviceandverse).

Virtues in focus: *Temperance, Honesty, Kindness and Compassion, Love and Friendship, Courage*

Vices: *Greed, Excess, Vanity, Anger, Arrogance, Lying, Cheating, Dishonesty, Unkindness, Hatred, Animosity, Apathy, Selfishness, Indifference, Cowardice*

Lesson One: Introduction to Virtue, Vice & Verse

The Shooting of Dan McGrew

'The Shooting of Dan McGrew' is a narrative poem by Robert Service, first published in 1907. The poem is set during the Yukon Gold Rush of the late nineteenth century, and tells the tale of three characters, Dangerous Dan McGrew, his sweetheart 'Lou' and a mysterious stranger, who wanders into the saloon where McGrew drinks. The poem has received mention in a variety of different places since its publication, including many pop culture references. Two films (1915 and 1924) have been made about the poem, and the poem is quoted in Alisa Craig's (Charlotte MacLeod's) 1988 novel *The Grub-and-Stakers Pinch a Poke*.

Suggested activity:

Read the poem aloud with the class. Spend time encouraging the pupils to identify examples of vices and virtues present in the poem.

The poem:

Attached is a suggested lesson plan for teaching 'The Shooting of Dan McGrew'. The poem is long, and may benefit from either spending more than one lesson discussing it, or focussing only on particular passages. One extension activity could be to get the class to re-enact the poem as a dramatic performance. The poem is included in the Virtue, Vice and Verse Pupil Poetry Anthology on pages 5-6.

'The Shooting of Dan McGrew' Lesson Plan

Title	Year Group 7
Robert Service 'The Shooting of Dan McGrew'	Curriculum links: Literacy, History, Media
Learning Objectives	<ol style="list-style-type: none">1. To demonstrate sustained attention to an extended poetic narrative and answer relevant questions accurately;2. To challenge pupils to consider their emotional reaction to the poem;3. To be able to retrieve evidence (imagery, figures of speech, word choice) accurately from the poem which illustrates an answer or supports a point of view.4. To identify accurately vocabulary within the poem 'The Shooting of Dan McGrew' which illustrate different virtues and/or vices.

Learning Outcomes	<ol style="list-style-type: none"> To be able to identify and describe virtues and vices portrayed in the poem; To begin to relate the virtues discussed to our own lives today. 	
Resources Related resources are available via www.jubileecentre.ac.uk	Provided <ul style="list-style-type: none"> 'The Shooting of Dan McGrew' (abridged version) 'The Shooting of Dan McGrew' Teacher's Notes 'The Shooting of Dan McGrew' Resources 	Not Provided <ul style="list-style-type: none"> Interactive White Board Flipchart Pens
Introduction (15mins)	Introduce the meaning of character and virtue ('Poetry, Character and Virtue' Introduction PowerPoint); introduce poetry as a medium for expression of emotion and education of emotion; introduce the poem, its background and what the lesson is about.	
Main Narrative (25mins)	Ask pupils to read the poem aloud (by splitting them into groups, or taking it in turns to read stanzas); provide pupils with the opportunity to clarify understanding.	
Activity (15mins) Virtues in Poetry	Ask pupils to write down how the poem made them feel; Split the class into small groups, and ask them to focus on a section of the poem. Ask each group to complete Activities 2 and 3 (provided).	
Plenary (10mins)	Bring the group together to discuss the virtues and/or vices present in the poem; invite them to share their examples; introduce the extension/homework task.	
Progression/Homework Virtues in Poetry	Read the extended (full) version of the poem. If you were Robert Service, how would you have ended the poem?	

Lesson Two: Temperance

Goblin Market

Definition: To demonstrate self-control or moderation in tempting or demanding circumstances. Temperance is usually defined by what someone does not do, or refrains from doing, rather than what they do. It is the virtue of restraint. Restraint can also be demonstrated in the form of forgiveness, non-violence, modesty, humility and self-discipline.

Related Virtues: Humility, Prudence, Forgiveness, Self-discipline

Vices: Greed, Excess, Vanity, Anger, Arrogance

Suggested introductory classroom activities:

Ask pupils to speak about their own experience of temptation. Ask them to describe a time in their lives when they have experienced temptation. Ask them how showing temperance helped them, and what may have been different if they hadn't shown it.

Goblin Market

'Goblin Market' is a narrative poem by Christina Rossetti, composed in April 1859 and published in 1862. Whilst writing in a letter to her publisher that she didn't believe the poem suitable for children, Rossetti often stated in public that the poem was intended for a younger audience. The poem tells the tale of two sisters, Laura and Lizzie, and of their encounters with the goblin merchants in the market. The goblins sell wondrous fruits in great abundance, designed to entice and corrupt the sisters. The poem can be used to discuss many virtues and their corresponding vices, including self-discipline, courage, greed and temptation. The poem has a number of different and varying interpretations, with many distinguished critics commenting on its themes of feminist politics, Victorian social mores, religion, marriage and capitalism. The following lesson plan is designed to challenge pupils to think about how the poem makes them feel, and how the virtues and vices are portrayed.

Suggested activity:

Place multiple items of fruit around the classroom before pupils enter. As they walk in, ask them to pick one piece each. Ask them to discuss what drew them to that one piece of fruit over any others, and what virtues they used in selecting only one piece.

The poem:

Attached is a suggested lesson plan for teaching 'Goblin Market'. The poem is long, and may benefit from either spending more than one lesson discussing it, or only focussing on the passages in the Anthology pages 9-11. The full version of the poem can be found on pages 24-31, Vice & Verse Pupil Poetry Anthology.

'Goblin Market' Lesson Plan

<p>Title</p> <p>Christina Rosetti 'Goblin Market'</p>	<p>Year Group 7</p> <p>Curriculum links: Literacy, History, Media</p>	
<p>Learning Objectives</p>	<ol style="list-style-type: none"> 1. To demonstrate sustained attention to an extended poetic narrative and answer relevant questions accurately; 2. To challenge pupils to consider their emotional reaction to the poem; 3. To be able to retrieve evidence (imagery, figures of speech, word choice) accurately from the poem which illustrates an answer or supports a point of view. 4. To identify accurately vocabulary within the poem 'Goblin Market' which illustrate different virtues and/or vices. 	
<p>Learning Outcomes</p>	<ol style="list-style-type: none"> 1. To be able to identify and describe the virtues or vices portrayed in the poem; 2. To relate the virtues discussed to our own lives today. 	
<p>Resources</p> <p>Related resources are available via www.jubileecentre.ac.uk</p>	<p>Provided</p> <ul style="list-style-type: none"> • 'Goblin Market' (abridged version) • 'Goblin Market' Teacher's Notes • 'Goblin Market' Resources 	<p>Not Provided</p> <ul style="list-style-type: none"> • Interactive White Board • Flipchart • Pens
<p>Introduction (10mins)</p>	<p>Introduce the meaning of character and virtue ('Poetry, Character and Virtue' Introduction PowerPoint); introduce the poem, its background and what the lesson is about.</p>	
<p>Main Narrative (20mins)</p>	<p>Ask pupils to read the abridged version of 'Goblin Market' presented in the Anthology aloud (by splitting them into groups, or taking it in turns to read stanzas); provide pupils with the opportunity to clarify their understanding.</p>	
<p>Activity (15-20min)</p> <p>Virtues in Poetry</p>	<p>Ask pupils to write down how the poem made them feel; Split the class into small groups, and ask them to focus on the sections of the provided poem. Ask each group to complete Activities 1 and 2 (provided).</p>	

Plenary (15mins)	Bring the group together to discuss the virtues and/or vices present in the poem; invite them to share their examples; introduce the extension/homework task.
Progression/Homework Virtues in Poetry	Read the extended (full) version of the poem. Write your own poem in a similar style about one of the virtues and/or vices discussed during the lesson.

Lesson Three: Honesty

Mirror

Definition: To face the truth about yourself and other people and not be taken in by what is false. Honesty is facing the truth about oneself and other people and not deceiving oneself with what is not true. Honesty is a moral virtue demonstrated by telling the truth, showing sincerity and humility, and not indulging in theft or cheating.

Related Virtues: Integrity, Truthfulness, Trust, Loyalty, Fairness

Vices: Lying, Cheating, Dishonesty

Suggested introductory classroom activities:

Ask pupils whether they think being honest is an important thing to be. Can they describe an occasion when being honest lead to a negative consequence? Is it good to be honest all of the time, or are there occasions when one shouldn't be totally honest?

Mirror

'Mirror' is a poem by Sylvia Plath, written from the perspective of a mirror, set on a dresser in a room in a house. It tells of the gradual ageing of the mirror's owner. The mirror is reflected in the poem's structure, sharp and clear. It is an interesting presentation of truth and illusion, in poetic form. The following lesson plan is designed to challenge pupils to think about how the poem makes them feel, and how the virtues and vices are portrayed.

Suggested activity:

Ask each pupil to take a 'selfie' photo, draw a picture of themselves, or use a mirror to look at themselves. Encourage pupils to think about the virtues that they have studied so far, and write down 5 virtues (or vices) that they see in themselves. Then ask them to swap with a partner, and ask them to write down 5 virtues (or vices) that they see in their friend. Are they the same? What is different?

The poem:

Attached is a suggested lesson plan for teaching 'Mirror'. The poem can form a wider discussion about identity and self-hood. The poem is included in the Virtue, Vice & Verse Pupil Poetry Anthology on page 13.

'Mirror' Lesson Plan

<p>Title</p> <p>Sylvia Plath 'Mirror'</p>	<p>Year Group 7</p> <p>Curriculum links: Literacy, History</p>	
<p>Learning Objectives</p>	<ol style="list-style-type: none"> 1. To demonstrate sustained attention to an extended poetic narrative and answer relevant questions accurately; 2. To challenge pupils to consider their emotional reaction to the poem; 3. To be able to retrieve evidence (imagery, figures of speech, word choice) accurately from the poem which illustrates an answer or supports a point of view. 4. To identify accurately vocabulary within the poem 'Mirror' which illustrate different virtues and/or vices. 	
<p>Learning Outcomes</p>	<ol style="list-style-type: none"> 1. To be able to identify and describe the virtues or vices portrayed in the poem; 2. To begin to relate the virtues discussed to our own lives today. 	
<p>Resources</p> <p>Related resources are available via www.jubileecentre.ac.uk</p>	<p>Provided</p> <ul style="list-style-type: none"> • 'Mirror' • 'Mirror' Teacher's Notes • 'Mirror' Resources 	<p>Not Provided</p> <ul style="list-style-type: none"> • Interactive White Board • Flipchart • Pens
<p>Introduction (10mins)</p>	<p>Introduce the meaning of character and virtue ('Poetry, Character and Virtue' Introduction PowerPoint); introduce poetry as a medium for expression of emotion and education of emotion; introduce the poem, its background and what the lesson is about.</p>	
<p>Main Narrative (25mins)</p>	<p>Read the poem as a class. Discuss the messages within the poem – particularly the representation of 'truth' and 'illusion'.</p>	
<p>Activity (20mins)</p> <p>Virtues in Poetry</p>	<p>Ask pupils to write down how the poem made them feel. Read the poem again individually. Ask pupils to write down what they think the messages of the poem are. Ask them to consider what 'truth' (or 'illusion') means in the context of the poem.</p>	

Plenary (10mins)	Bring the class together to discuss the concepts of truth and illusion in the poem and their moral implications; invite them to share their examples; introduce the extension/homework task.
Progression/Homework Virtues in Poetry	It is important to be truthful. Being truthful builds trust. In relation to the poem discussed in the lesson, what are the difficulties of being truthful? Write about an occasion where being truthful may not be an advantage.

Lesson Four: Kindness and Compassion

To You

Definition: Being sympathetic, generous and considerate to others, particularly when they suffer misfortune.

Related Virtues: Humility, Integrity, Sympathy, Love

Vices: Unkindness, Hatred, Animosity

Suggested introductory classroom activities:

Show pupils the image on slide 1 of the 'Kindness and Compassion' PowerPoint. Ask them to discuss in small groups how the image makes them feel; what their reaction to the image is; and how they may go about showing compassion or kindness in response.

To You

'To You' is a 1900 poem by Walt Whitman, published posthumously in *Leaves of Grass*. The posthumous collection contained over 400 poems, loosely connected around Whitman's philosophies of life and humanity.

'To You' appears in *Inscriptions in Leaves of Grass*. It was one of the later poems to be added to the collection. The narrator expresses his desire that if a stranger passes him, and they have the desire to speak to one another, then they should converse, regardless of society's expectations or rules.

Suggested activity:

Are there people you speak to every day? Who are they? Are there people that you know that you don't speak to regularly? Why not? Is it important to be kind to everyone that you speak to? Can you think of an occasion when you wouldn't be kind to someone you are talking to? Discuss in small groups and share with the class.

The poem:

Attached is a suggested lesson plan for teaching 'To You'. The poem can form a wider discussion about kindness and compassion, as well as citizenship. The poem is included in the Virtue, Vice & Verse Pupil Poetry Anthology on page 15.

'To You' Lesson Plan

<p>Title</p> <p>Walt Whitman – 'To You'</p>	<p>Year Group 7</p> <p>Curriculum links: Literacy, History, Citizenship</p>	
<p>Learning Objectives</p>	<ol style="list-style-type: none"> 1. To demonstrate sustained attention to an extended poetic narrative and answer relevant questions accurately; 2. To challenge pupils to consider their emotional reaction to the poem; 3. To be able to retrieve evidence (imagery, figures of speech, word choice) accurately from the poem which illustrates an answer or supports a point of view. 4. To identify accurately vocabulary within the poem 'To You' which illustrate different virtues and/or vices. 	
<p>Learning Outcomes</p>	<ol style="list-style-type: none"> 1. To be able to identify and describe the virtues portrayed in the poems; 2. To begin to relate the virtues discussed to our own lives today. 	
<p>Resources</p> <p>Related resources are available via www.jubileecentre.ac.uk</p>	<p>Provided</p> <ul style="list-style-type: none"> • 'To You' • 'To You' Teacher's Notes • 'To You' Resources 	<p>Not Provided</p> <ul style="list-style-type: none"> • Interactive White Board • Flipchart • Pens
<p>Introduction (10mins)</p>	<p>Introduce the meaning of character and virtue ('Poetry, Character and Virtue' Introduction PowerPoint); introduce poetry as a medium for expression and education of emotion; introduce the poem, its background and what the lesson is about.</p>	
<p>Main Narrative (10mins)</p>	<p>Read the poem as a class.</p>	
<p>Activity (30mins)</p> <p>Virtues in Poetry</p>	<p>Ask pupils to write down how the poem made them feel; read the poem again individually. Introduce the definition of 'kindness' and 'compassion' provided in the PowerPoint. Ask each pupil to speak to someone in class who they do not normally speak to. How does this make them feel? Why do they not usually talk to that person, and what would stop them from speaking to that person again? Ask pupils to spend 10mins speaking to another person in class that they do not usually speak to.</p>	

Plenary (10mins)	Bring the group together to discuss the concepts of kindness and compassion; how do they relate to pupils' real life experiences? Introduce the extension/homework task.
Progression/Homework Virtues in Poetry	'To You' is from the <i>Inscriptions</i> section of <i>Leaves of Grass</i> collection. Using the selected poems provided in the Anthology or from elsewhere, ask pupils to compare and contrast two poems on the representation of kindness. How effective (or not) are the poems selected at conveying kindness?

Lesson Five: Love and Friendship

The Clod and the Pebble Love & Friendship

Definition: To feel and to show great affection for another person or group of people; a settled disposition to do good for others.

Related Virtues: Charity, Service, Compassion, Kindness

Vices: Hatred, Apathy, Selfishness, Indifference

Suggested introductory classroom activities:

Who do you love? Why do you love them? What do the people that you love do to gain your love and friendship? Encourage pupils to discuss the answers to these questions as a class.

The Clod and the Pebble & Love and Friendship

'The Clod and the Pebble' is a 1794 poem by William Blake, published in *Songs of Innocence and of Experience*. It shows two contrary types of love, a soft, innocent, unselfish state of love (the clod) and a hard, selfish state of love (the pebble).

'Love and Friendship' by Emily Bronte, was published in 1846. It is a poem that compares and contrasts states of being in love and being friends, by personifying a wild rose-briar (love) and holly (friendship). Both poems contemplate the different types of affection, or the different ways in which love can be considered, and challenge readers to consider them too.

Suggested activity:

Do you do 'good' things for the people you love more than those who you don't? Why? Ask pupils to discuss in pairs or small groups.

The poem:

Attached is a suggested lesson plan for teaching 'The Clod and the Pebble' & 'Love and Friendship'. The poem can form a wider discussion about different types of love and of friendships. The poem is included in the *Virtue, Vice & Verse Pupil Poetry Anthology* on page 17.

'The Clod and the Pebble' & 'Love and Friendship' Lesson Plan

<p>Title William Blake – 'The Clod and the Pebble' & Emily Bronte – 'Love and Friendship'</p>	<p>Year Group 7 Curriculum links: Literacy, History</p>	
<p>Learning Objectives</p>	<ol style="list-style-type: none"> 1. To demonstrate sustained attention to an extended poetic narrative and answer relevant questions accurately; 2. To challenge pupils to consider their emotional reaction to the poems; 3. To be able to retrieve evidence (imagery, figures of speech, word choice) accurately from the poems which illustrates an answer or supports a point of view. 4. To identify accurately vocabulary within the poem 'The Clod and the Pebble' & 'Love and Friendship' which illustrate different virtues and/or vices. 	
<p>Learning Outcomes</p>	<ol style="list-style-type: none"> 1. To be able to identify and describe the virtues portrayed in the poems; 2. To begin to relate the virtues discussed to our own lives today. 	
	<p>Provided</p> <ul style="list-style-type: none"> • 'The Clod and the Pebble' & 'Love and Friendship' • 'The Clod and the Pebble' & 'Love and Friendship' Teacher's Notes • 'The Clod and the Pebble' & 'Love and Friendship' Resources 	<p>Not Provided</p> <ul style="list-style-type: none"> • Interactive White Board • Flipchart • Pens
<p>Introduction (10mins)</p>	<p>Introduce the meaning of character and virtue ('Poetry, Character and Virtue' Introduction PowerPoint); introduce poetry as a medium for expression and education of emotion; introduce the poems, their background and what the lesson is about.</p>	
<p>Main Narrative (25mins)</p>	<p>Read the poems as a class.</p>	

<p>Activity (20mins) Virtues in Poetry</p>	<p>Ask pupils to write down how the poem made them feel; read the poems again in small groups. Introduce the definition of 'love' and 'friendship' provided in the PowerPoint. Ask each group to discuss how this definition of love fits with each of the two poems.</p>
<p>Plenary (10mins)</p>	<p>Bring the group together to discuss the concepts of love in each poem; invite them to share their examples; introduce the extension/homework task.</p>
<p>Progression/Homework Virtues in Poetry</p>	<p>There are other definitions and concepts of love that can be seen in the Blake poem. What are these, and how do they differ from the definition discussed during the lesson? Write your own version of 'Love and Friendship' comparing and contrasting the two.</p>

Lesson Six: Courage

Dulce Et Decorum Est

Definition: Having the strength and will to know what you should do even though you may be afraid. Courage is standing up for what you believe in, or doing what you know you should do, even when you face opposition and challenge.

Related Virtues: Fortitude, Bravery, Justice, Fearlessness, Integrity

Vices: Cowardice, Selfishness, Indifference

Suggested introductory classroom activities:

Ask pupils to name a time when they have shown bravery or courage. What did they do and how did they feel?

Dulce et Decorum Est

'Dulce Et Decorum Est' is a poem by Wilfred Owen, written during World War I and published posthumously in 1920. The Latin title translates as 'it is sweet and fitting to die for one's country' and is taken (in part) from the Roman poet, Horace. The title was often quoted by supporters of the war, and was inscribed on the wall of the chapel of the Royal Military Academy Sandhurst. Owen refers to it as 'the old lie', giving the poem an ironic twist. The poem became well-known for its horrifying imagery and criticism of the war. The following lesson plan is designed to challenge pupils to think about how the poem makes them feel, and how the virtues and vices are portrayed.

Suggested activity:

Plato defined courage as '...a man willing to remain at his post and to defend himself against the enemy without running away...'. With reference to 'Dulce Et Decorum Est', ask pupils how far this definition applies to the speaker of the poem as showing courage.

The poem:

Attached is a suggested lesson plan for teaching 'Dulce Et Decorum Est'. The poem can form a wider discussion both about integrity and identity, and about the poetry of the Great War more widely. The poem is included in the *Virtue, Vice & Verse Pupil Poetry Anthology* on page 19.

'Dulce Et Decorum Est' Lesson Plan

<p>Title</p> <p>Wilfred Owen – 'Dulce Et Decorum Est'</p>	<p>Year Group 7</p> <p>Curriculum links: Literacy, History, War</p>	
<p>Learning Objectives</p>	<ol style="list-style-type: none"> 1. To demonstrate sustained attention to an extended poetic narrative and answer relevant questions accurately; 2. To challenge pupils to consider their emotional reaction to the poem; 3. To be able to retrieve evidence (imagery, figures of speech, word choice) accurately from the poem which illustrates an answer or supports a point of view. 4. To identify accurately vocabulary within the poem 'Dulce Et Decorum Est' which illustrate different virtues and/or vices. 	
<p>Learning Outcomes</p>	<ol style="list-style-type: none"> 1. To be able to identify and describe the virtues or vices portrayed in the poem; 2. To begin to relate the virtues discussed to our own lives today. 	
<p>Resources</p> <p>Related resources are available via www.jubileecentre.ac.uk</p>	<p>Provided</p> <ul style="list-style-type: none"> • 'Dulce Et Decorum Est' • 'Dulce Et Decorum Est' Teacher's Notes • 'Dulce Et Decorum Est' Resources 	<p>Not Provided</p> <ul style="list-style-type: none"> • Interactive White Board • Flipchart • Pens
<p>Introduction (10mins)</p>	<p>Introduce the meaning of character and virtue ('Poetry, Character and Virtue' Introduction PowerPoint); introduce poetry as a medium for expression of emotion and education of emotion; introduce the poem, its background and what the lesson is about.</p>	
<p>Main Narrative (20mins)</p>	<p>Read the poem as a class. Discuss the implications of Owen's irony.</p>	
<p>Activity (20mins)</p> <p>Virtues in Poetry</p>	<p>Ask pupils to write down how the poem made them feel; read the poem again in small groups. Ask each group to focus on each of the following virtues and discuss how each is treated in the poem; 'courage', 'humility', 'honesty'.</p>	

Plenary (10mins)	Bring the group together to discuss the virtues and/or vices present in the poem; invite them to share their examples; introduce the extension/homework task.
Progression/Homework Virtues in Poetry	Ask pupils to source and read other war poems, either by Owen, or by peers such as Sassoon, Hardy, or others. Ask pupils to source poems that have a moral message, and to write down the moral meaning of two other poems.