“A Purposeful Life”
A lesson plan to accompany “The Color of Conscience”

High School level
Approximately two one-hour class periods are required to complete this lesson.

I. Content: I want my students to:

A. understand the meaning of “living a purposeful life” by viewing the IdahoPTV broadcast of *The Color of Conscience*.
B. apply the idea of “living a purposeful life” to their own life.

II. Prerequisites: Students should be familiar with:


III. Instructional Objective: The students will:

A. discuss the meaning of the Norm Gissel’s quote concerning “leading a purposeful life.”
B. watch the video *The Color of Conscience*.
C. list issues or topics for “Living My Own Purposeful Life” and write an individual action plan outlining how to implement one of these topics.

IV. Materials and Equipment:


Smart board with internet access or a television and DVD player

V. Instructional Procedures:

A. Introduce the following Norm Gissel quote, “To be given the honor of leading a purposeful life is a precious thing.” This quote may be written on the whiteboard and be posted for the length of the lesson.

B. Lead a brief class discussion over the meaning of the quote. Answers might include: having a goal, being focused, determined, firm, resolute and passionate. Students should identify examples of well-known persons who have led such a purposeful life.
Sample responses might include: Anne Frank, Gandhi, Mother Theresa, Martin Luther King, Nelson Mandela, Cesar Chavez, Aung San Suu Kyi, and Angelina Jolie. Encourage discussion about the inspiration and impact that each identified person had on society as well as any influence in Idaho and/or on students individually. Consider whether the person was aware of his/her influence. Think about the importance of his/her impact while living and after their death. Speculate on common traits among the persons the students identified. Does leading a purposeful life always equate to positive actions?

C. Show the Color of Conscience DVD or access the computer link:
   http://idahoptv.org/productions/specials/colorofconscience/
or http://video.idahoptv.org/video/1949293974/ NOTE: It is recommended that the teacher preview this documentary for suitability of all content.

D. Discuss the Color of Conscience by responding to any new questions generated by the students. Direct the focus of the classroom back to the Norm Gissel quote, “To be given the honor of leading a purposeful life is a precious thing.” Re-discuss the meaning of the quote. Talk about the inspiration and impact that each of the persons featured in the video had on society, as well as any influence in Idaho or on a student individually. Speculate on common traits among the people discussed, or on the idea that there may not be any common traits.

E. On a piece of paper, ask each student to list two to three ideas or concepts or issues on which he/she is passionate. That is, on what proposals or ideals could he/she “lead a purposeful life”? You may wish to include a brainstorming session before assigning “Living My Own Purposeful Life” task.

F. On this same paper, have the students write an action plan for living their own purposeful life based on one of their listed topics or concepts.

G. Students may share their purposeful life proposals and actions plan with the classroom.

H. The teacher will collect and store these papers and return them to the students in one month, asking the students to re-examine his/her action plan. Sample questions for the students to consider when they re-read these ideas might include: “Are their proposals the same? Has their passion for this subject remained the same, increased or decreased? Did they experience any successes in their action plan? Did they think of new ways to implement their plan?”

I. It is suggested that the students revisit their list and action plan again at the end of the school year. Encourage the students to return to this idea over the course of their lifetime to note modifications and accomplishments.

VI. Assessment/Evaluation: Using your preferred or school-approved rubric,

A. Evaluate each student on class participation and discussion.
B. Assess each student on the completion of “Living My Own Purposeful Life” and the writing of an accompanying action plan.

VII. Idaho Content Standards:

Language Arts:
  Standard 1: Reading Process Goal 1.2.1 Acquire Concepts about Text: Analyze the structure and format of various informational documents. (752.05c)
  Standard 2: Comprehension/Interpretation Goal 2.1.1: Acquire Strategies and Skills for Comprehending Text: Synthesize the content from several sources on an issue; paraphrase ideas, compare and contrast ideas to demonstrate comprehension. (752.02 c)
  Standard 2: Comprehension/Interpretation Goal 2.3.2 Acquire Skills for Comprehending Literary Text: Analyze characters’ traits by what they characters say about themselves in narration, dialogue and soliloquy. (752.03b)
  Standard 6: Communication Goal 6.1.5 Acquire Listening Skills: Analyze the types of arguments used by a speaker (causation, analogy, authority, logic). (754.03.a)

VIII. Follow-up Activities:

A. Read some of the interviews Marcia Franklin conducted for the filming of Color of Conscience. Assign students to read a transcript interview of one person. The list of persons and their interviews are found at:
   http://idahoptv.org/productions/specials/colorofconscience/index.cfm

   Reading 1 Phil Batt
   Reading 2 Cherie Buckner-Webb
   Reading 3 Norm Gissel
   Reading 4 Amy Herzfeld
   Reading 5 Marshall Mend
   Reading 6 John and Idaho Purce
   Reading 7 Tony Stewart
   Reading 8 Marilyn Shuler

   Or watch the June 7, 2001 interview with philanthropist Greg Carr or the May 10, 2001 interview with lawyer Morris Dees on the website at:
   http://idahoptv.org/productions/specials/colorofconscience/additionalVideo.cfm

B. Complete an interview assignment worksheet, “Optional Activity Template 1: Interview Investigation Assignment.” Each student will complete this worksheet while reading his/her assigned interview transcript.

C. Report interview findings to the classroom. Each student will report to the class and share his/her findings about the interviewed person using “Optional Activity Template 1” as a guide. Allow time for continued class discussion of the individuals.

D. Another suggested activity might have students “role play” the interviewer and selected persons. Read these transcripts using a reader’s theatre format.
Optional Activity Template 1

Interview Investigation Assignment

My person is __________________________

1. After reading the interview, briefly describe your person including introductory background information and listing mentioned accomplishments:

2. Explain why or how this person is leading or has led a purposeful life?

3. Was there a defining moment in the life that led him/her to that purpose? Describe.

4. Consider any impact he/she have had and speculate on any future impact he/she may have on society, Idaho, or you.

5. Write an inspirational or meaningful quote you gained from reading this interview.
6. Based on the reading of this interview, list two to four adjectives you would use to describe this person:

7. Share several additional interesting/surprising/unexpected facts you learned about this person’s life and experiences by reading the interview. What new insights were gained? Did your impressions of this person change after this interview from your initial exposure to this person in the video? Explain why or why not?

8. Do you think that you must be famous or well-known to lead a purposeful life? Explain. Relate this concept back to the introductory examples of Anne Frank, Gandhi, Mother Theresa, Martin Luther King, Nelson Mandela, Cesar Chavez, Aung San Suu Kyi, and Angelina Jolie. Can anyone lead a purposeful life? Explain why or why not.