Courage
Discussion Questions, Vocabulary and Activity
For Grades 3-5

Segment Summary

David Mullinax showed courage when he helped his bullies cope with their own personal problems.

David Mullinax’s peers often picked on him because he refused to fight back when provoked. Instead, David would report each bullying incident to the principal, which made his situation worse. Rather than acting out his anger on someone younger and smaller in order to cope with his frustration, David tried a different strategy. Over the course of several months, he and the boys who tormented him got to know each other better. David even acted as a pseudo therapist, helping his former bullies deal with some of their own personal issues. David’s courage to help his tormenters, rather than fight back, illustrates his desire to do the right thing, even in the face of adversity.

Discussion Questions:

1. How does David demonstrate courageous behavior?
2. Why would a victim of bullying want to fight back?
3. Why would it be difficult not to fight back when someone picks on you?
4. What advice would you give a friend who is being bullied?
5. Do you think that bullies have courage? Why or why not?
**Courage**

_Vocabulary Words and Definitions_

**Cinquain (n.)**
**Definition:** a five-line poem
**Context:** José only had three lines of his cinquain written when Mrs. Fabie asked her students to turn in their assignments.

**Courage (n.)**
**Definition:** bravery; the quality of being brave when a person is in danger, in pain or in a difficult situation
**Context:** Lifeguards must have a great deal of courage in order to pull drowning victims out of deep water.

**Syllable (n.)**
**Definition:** a word or part of a word that contains a single vowel sound
**Context:** When learning how to spell a new word, first try pronouncing each syllable.

Objectives:

Students will be able to
• Define courage in their own words
• Identify significant life experiences
• Follow multiple written and oral instructions
• Apply the basic steps in the writing process to produce a cinquain

Materials:

• Pens, pencils, crayons, markers
• Paper, construction paper, card stock, poster board
• Gift wrap, gift boxes or gift bags
• Chalkboard or overhead projector
• Simple Cinquains handout
• Gift of Courage Cinquain worksheet

Procedure:

1. Introduce the activity by sharing a personal experience in which you or someone you know demonstrated courage and by explaining why you think that particular act was courageous.

2. Ask a few students to provide their own definitions of courage, and write those definitions on the board or overhead. Discuss each definition as students respond.

3. Ask students to think about times when they demonstrated courage in their lives. Have them write a short paragraph about their experiences in their writing notebooks or on loose-leaf paper.

4. Explain to students that they will write poems, called cinquains, about their courageous experiences.

   Note: The format for a cinquain is outlined on the Simple Cinquains handout.

5. Pass out the Simple Cinquains handout, and read through the explanation and the example with your students. Review the basics of syllabication if necessary.

   Note: You may decide to reproduce the Simple Cinquains handout as an overhead transparency rather than photocopying it.

6. Distribute one Gift of Courage Cinquain worksheet to each student. Ask students to use the experiences they wrote about in Step 3 to create their cinquains.

7. Review students’ cinquains, or allow students to edit other students’ poems.

8. Tell students that they will publish their poems and give them as gifts to inspire their friends or relatives to be courageous.

9. Allow students to use art supplies to illustrate their poems, and have them use decorative wrappings to package their cinquains.
Examples: roll the poems up in wrapping paper (like scrolls) and tie with ribbon, fold the cinquains and put them in small boxes or tiny gift bags, etc.

10. Encourage students to give their poems to people who would benefit from the gift of courage.

Source: AHA! Poetry. www.ahapoetry.com
Simple Cinquains

Directions: Read the following information along with your teacher.

Poetry Question of the Day: What is a cinquain?

A cinquain is a five-line poem. Every line of a cinquain contains two more syllables than the previous line. The first line contains only two syllables. The second, third and fourth lines each contain two more syllables than the preceding line. The last line contains about as many syllables as the first line. Cinquains are fun to write – once you get the hang of it. Look at the example below:

Jumping
into the pond
I kick my fear away,
my arms pull down, my head pops up,
I breathe.

<table>
<thead>
<tr>
<th>First Line</th>
<th>Jump – ing</th>
<th>2 syllables – 1 word, presenting the title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Line</td>
<td>In – to – the – pond</td>
<td>4 syllables – describing the title</td>
</tr>
<tr>
<td>Third Line</td>
<td>I – kick – my – fear a – way,</td>
<td>6 syllables – expressing action</td>
</tr>
<tr>
<td>Fourth Line</td>
<td>My – arms – pull – down my – head – pops – up,</td>
<td>8 syllables – expressing a feeling</td>
</tr>
<tr>
<td>Fifth Line</td>
<td>I – breathe</td>
<td>2 or 3 syllables – ending the cinquain</td>
</tr>
</tbody>
</table>
Gift of Courage Cinquain

Name: _________________________

Directions: Use the courage paragraph you wrote earlier to help you create your own cinquain about courage. The **bold** hints under each line will help you remember what to write and how many syllables to use.

________________
2 syllables that give the title

________________    ________________
4 syllables that describe the title

________________    ________________    ________________
6 syllables that express an action

________________    ________________    ________________    ________________
8 syllables that express a feeling

________________
2 or 3 syllables that end the cinquain
Assessment

1. Individual assignments should be evaluated using a set standard offering letter grades or points.

2. Group assignments should be evaluated using guidelines that address individual student participation and contribution, as well as evaluating the group as a whole.

3. The Courage Evaluation Form serves as a guideline for assessing each student’s performance within the activities and lessons. Additional evaluations may be added to the table, such as writing assessments for grammar, syntax, punctuation, style, etc. Reports may be graded on accuracy and analysis. Students may also be evaluated on their use of technology within key activities that encourage using the Internet for research and for the creation of a Web page.

4. Students should receive a copy of the evaluation form at the beginning of the program so that they are aware of the assessment standards and the necessity of participation in order to fully benefit from the program.

<table>
<thead>
<tr>
<th>Lesson/Activity</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courage</strong></td>
<td>No participation</td>
<td>Participated in prewriting activity</td>
<td>Participated in prewriting activity and wrote draft of cinquain</td>
<td>Participated in prewriting activity, wrote draft of cinquain and revised and published cinquain</td>
<td></td>
</tr>
<tr>
<td><strong>The Gift of Courage</strong></td>
<td></td>
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Additional comments: