

DOING *the* RIGHT THING

A SIX-PART EXPLORATION OF ETHICS

CLASSROOM LESSON PLANS



DESIGNED FOR PUBLIC & PRIVATE SCHOOLS



1. **The Basis for Your Ethics**
2. **Does Might Make Right? The Need for Ethical Foundations**
3. **If We Know What Is Right, Can We Do It?**
4. **Being Human — Ethics and Medical Decisions**
5. **Ethics and Success at Work**
6. **Ethics, Civics, and Gratitude**

A Project of *the Chuck Colson Center for Christian Worldview* and *Gateways to Better Education*



the Chuck
Colson Center
for Christian Worldview



Doing the Right Thing: Classroom Lesson Plans

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A SIX-PART EXPLORATION OF ETHICS

Introduction

The United States is facing a serious crisis of ethics. Perhaps the most obvious examples can be seen in the problems of corporate greed and unethical conduct on Wall Street. However, ethical problems permeate every area of life, including government, education, charities, and personal relationships.

According to the Josephson Institute of Ethics 2010 survey of 43,000 young people, 92 percent of students were satisfied with their personal ethics and character. However:

While 89 percent of students believe that being a good person is more important than being rich, almost one in three boys and one in four girls admitted stealing from a store within the past year. Moreover, 21 percent admitted they stole something from a parent or other relative, and 18 percent admitted stealing from a friend.

On lying, more than two in five said they sometimes lie to save money (48 percent of males and 35 percent of females). While 92 percent of students believe their parents want them to do the right thing, more than eight in ten confessed they lied to a parent about something significant.

Rampant cheating in school continues. A majority of students (59 percent) admitted cheating on a test during the last year, with 34 percent doing it more than two times. One in three admitted they used the Internet to plagiarize an assignment.¹

In its 2008 report on the relationship between unethical behavior in school and unethical behavior as adults, the Josephson Institute of Ethics reported:

Regardless of current age, people who cheated on exams in high school two or more times are considerably more likely to be dishonest later in life. Compared to those who never cheated, high school cheaters are:

Three times more likely to lie to a customer (20% vs. 6%) or inflate an insurance claim (6% vs. 2%) and more than twice as likely to inflate an expense claim (10% vs. 4%).

Twice as likely to lie to or deceive their boss (20% vs. 10%) or lie about their address to get a child into a better school (29% vs. 15%) and one-and-a-half times more likely to lie to spouse or significant other (35% vs. 22%) or cheat on taxes (18% vs. 13%).²

Junior Achievement found similarly disturbing results from a national sample of 750 teens comprising 375 males and 375 females 12 to 17 years of age. In its report on *Teens' Ethical Readiness for the Workforce*:

Eighty percent of teens either somewhat or strongly agree that they are prepared to make ethical business decisions when they join the workforce, yet more than a third (38 percent) think that you have to break the rules at school to succeed.

Nearly half (49 percent) of those who say they are ethically prepared believe that lying to parents and guardians is acceptable, and 61 percent have done so in the past year.³

Helping Young People Live Ethical Lives

Determining what ought to be and building a consensus around setting some ethical standards becomes essential for a healthy society. The lesson plans that follow are designed to adapt the video series, *Doing the Right Thing*, for classroom use.

The lesson plans break the videos into bite-sized segments with worksheets and handouts so you can use as much or as little as you'd like depending on the amount of time you have. Each session includes a set of vocabulary words related to ethics. The handouts and worksheets will challenge students to contemplate the topic of ethics and apply it to their own lives.

Cross-Curricular Application

The topic of ethics can apply across the curriculum. It relates to Civics/Government, Language Arts (as in, the motives and actions of characters in novels), History, Economics, Current Affairs, Science (as in, ethical research), Sociology, and Health (as in, our relationships with others).

1. Josephson Institute of Ethics, www.josephsoninstitute.org

2. Ibid.

3. *Teens' Ethical Readiness for the Workforce Studied in New Poll*, February 11, 2009; www.ja.org.

When the Topic of Religion Enters the Discussion

The subject of ethics addresses your students' deepest values and those are often rooted in their religious upbringing. *Doing the Right Thing* is unique in that it causes students to think about their *foundational* values as well as *functional* values. It emphasizes the "why" not just the "what."

A panel of thirty-three leading children's doctors, neuroscientists, research scholars and youth service professionals, in conjunction with the Institute for American Values, Dartmouth Medical School and the YMCA USA, drew upon a large body of research examining how to help students avoid at-risk behavior. In its report *Hardwired to Connect*, the panel stated:

"Denying or ignoring the spiritual needs of adolescents may end up creating a void in their lives that either devolves into depression or is filled by other forms of questing and challenge, such as drinking, unbridled consumerism, petty crime, sexual precocity, or flirtations with violence."

They went on to conclude:

"We recommend that youth-serving organizations purposively seek to promote the moral and spiritual development of children, recognizing that children's moral and spiritual needs are as genuine, and as integral to their personhood, as their physical and intellectual needs..."

...finding new ways to strengthen, and not ignore or stunt, children's moral and spiritual selves may be the single most important challenge facing youth service professionals and youth-serving organizations."¹

As a public school educator, it is important to create an environment that is faith-friendly and allows students to feel comfortable expressing their religious values as they relate to their ethical decisions. As a teacher, you can *acknowledge* and *affirm* a student's beliefs without *endorsing* it. For instance, when a student shares that a particular ethical decision is rooted in her religious faith, you can acknowledge and affirm her statement without endorsing it by using statements such as: "Thank you for explaining that," or "That's really interesting," or "I can see how that belief shapes your decision on that topic."

It is important to allow students to freely express their religious values in class. According to the U.S.

Department of Education's guidelines on students' religious liberties, your students have the right to freely express themselves regarding their personal beliefs.² However, as moderator of a class discussion on this topic, you should emphasize that every student be respectful regarding their classmates' comments. No student should be made to feel excluded for expressing belief or disbelief.

Another practical way to address religious topics is by attributing faith statements to their source. For instance, when addressing religious motivations expressed in the civil rights movement, you can attribute them to their source. You might say, "Martin Luther King said his faith was the foundation for his fight for justice when he wrote..." You, as the teacher, are not saying that faith should be the foundation for justice; you are explaining that Martin Luther King said this.

1. *Hardwired to Connect*, 2003, www.americanvalues.org

2. *Guidance on Constitutionally Protected Prayer in Public*

Elementary and Secondary Schools, February 7, 2003 (www.ed.gov)

DOING *the* RIGHT THING

A SIX-PART EXPLORATION OF ETHICS

Session 1—The Basis for Your Ethics

OVERVIEW

In this lesson, students will look at how ethics and values are formed in the individual and society as a whole. (Note: the video segments in this lesson start eleven minutes into the video. The first eleven minutes of the video deals with the technicalities of the economic crisis of 2008.)

Many in our society today reject the idea that ethics are something that is either objective or universal. Instead, many have embraced the idea of moral and ethical relativism. This view holds that ethics are not based on transcendent truths, but are instead dependent on the situation and the people involved. Since there is no objective standard of right and wrong, all cultures are equal, all individual values are valid, and we cannot judge the choices other people make.

Relativism is a common view of ethics in many influential circles today, including business schools, academia in general, medical research labs, law schools, and halls of government. In our pluralistic world, it seems to many to be the only option. The problem is, it doesn't work.

First, it is obvious that ethical failures occur. The outrage against unethical Wall Street executives is ample evidence that we recognize wrongdoing. Yet if there is no objective ethical standard by which we can measure people's behavior, how can we even talk about unethical actions? There is no basis for judging anyone's actions as wrong or inappropriate. At best, we can only say they are illegal.

This leads to the second problem. In a world that believes in relativism, when obvious ethical lapses occur, the only recourse is laws and government regulation. Yet regulations have loopholes and boundaries, whether by accident or design. No matter how carefully crafted regulations are, unethical people will find a way around the letter of the law and thus will not be restrained by themselves. As philosopher Albert Camus wrote, "A man without ethics is a wild beast loosed upon the world."

Objectives

- Students will learn vocabulary related to ethics
- Students will reflect on the role of ethics in society.
- Students will discuss the causes for why people develop different ethics in society.

Strategies and Skills

Analyzing oral histories, brainstorming, connecting the past to the present, critical thinking, debating, forming opinions, historical understanding, group discussions, reading skills, and writing skills.

Vocabulary¹

(Use the “Ethics Vocabulary 1” handout as part of this unit)

- Bribery**to promise, offer, or give something, usually money, to a person to procure services or gain influence, esp. illegally
- Ethics**distinguishing between good and evil in the world, between right and wrong human actions, and between virtuous and nonvirtuous characteristics of people
- Incoherence**lacking in clarity or organization; disordered
- Integrity**firm adherence to a code of moral values; incorruptible; undivided
- Mandate**an official or authoritative instruction or command
- Moral absolutes**the idea that there is a fundamental, Natural Law of constant values and rules, and which judges all persons equally, irrespective of individual circumstances or cultural differences.
- Moral relativism**the idea that right and wrong are not absolute values, but are personalized according to the individual and his or her circumstances or cultural orientation
- Subscribe**to give one’s consent; sanction
- Objective morality** ...not influenced by personal feelings, interpretations, or prejudice
- Consensus**general or widespread agreement
- Deliberation**thoughtful, careful, or lengthy consideration
- Tyrannize**to exercise absolute power or control, especially cruelly or oppressively

Can You Simply Follow Your Conscience? *The conflict between moral relativism and moral absolutes*



Video Segment: 11:11—16:36 (Length: 5 min., 25 sec.)

- Use handout “Can You Simply Follow Your Conscience?”

Relativism is a common view of ethics in many influential circles today, including business schools, universities, medical research labs, law schools, and in the halls of government. In our pluralistic world, for many people, it seems to be the only option.

Business school graduate and former Marine officer Donovan Campbell talks about the problem of moral relativism in business schools. The panel then expands on the issue. Michael Miller comments on the problem of following our conscience (“What if you’re a jerk!”).



Video image at 11:11



Classroom Activity

Before watching the video segment, have students read the handout “Can You Simply Follow Your Conscience?” Then, have them think about their answers as they watch the video.



C. S. Lewis

1. Have students read, discuss, and write about the quote from C.S. Lewis’ book *The Abolition of Man*:
“In a sort of ghastly simplicity we remove the organ and demand the function. We make men without chests and expect of them virtue and enterprise. We laugh at honor and are shocked to find traitors in our midst.”
 - a. What is Lewis’ point?
 - b. How is Lewis using symbolism to make his point?
 - c. What are current examples of how some people might laugh at others who are acting honorably at school, at work, or in the community?
2. According to Michael Miller, why can’t you simply follow your conscience? Have students share the examples they gave of how “following your conscience” can lead to wrong actions. Write the examples on the board and discuss each example.
3. Have students form groups of three or four and discuss the examples that each gave for how bribery can cause injustice in a society. Have a spokesperson for each group share their examples with the class.
4. **OPTIONAL:** Have students write an essay on their personal reactions to the idea that there is an absolute standard of right and wrong that, as Donovan Campbell says, is true “outside of any context and which is translatable across cultures, times; it’s applicable everywhere.”

A Problem of Our Own Choices

Correcting criminal behavior



Video image at 21:07



Video Segment: 21:00—24:38 (Length: 3 min., 38 sec.)

This segment begins with Chuck Colson explaining, “When I started working in the prisons thirty-five years ago there were 229,000 people in prison. Today, there are 2.3 million.”

It is common in our culture to blame crime on poverty, racism, or some other form of institutionalized injustice. However, if this is true, wouldn’t everyone who experiences such things become a criminal? In this segment, Dr. Stan Samenow argues that criminal behavior is a result of wrong moral choices.

1. According to Dr. Samenow, choice is the key in living an ethical life. Have students individually write a list of excuses they have heard or read about for criminal behavior. Have them develop three points to explain how choice and not environment make the difference. Students should include their ideas for why the criminal often has a brother or sister raised in the same environment but who does not become a criminal. As a class, discuss their answers.

Agreeing On Moral Truths

The hope and caution of democracy



Video image at 27:16



Video Segment: 27:18—31:00 (Length: 2 min., 42 sec.)

- Use handout “Understanding the Roots of My Ethical Beliefs”

“Who’s got a question? Who’s got a thought?” asks moderator Brit Hume at the start of this segment. A student asks “If two or more people agree that objective moral truths do exist, how can they come to an agreement about what those truths are?” In this segment, Dr. Robert George and Michael Miller respond to the student’s question about coming to an agreement about ethics.

Classroom Activity

Before watching the video segment, have students read the handout “Understanding the Roots of My Ethical Beliefs.” Then, have them think about their answers as they watch the video.

One of the students in the video answers the question of how people can discuss what is ethical to do on a particular topic. He recommends that they should first discuss the “roots of their moral beliefs.” These “roots” may arise from one’s religious beliefs, family upbringing, or philosophical ideas.

1. When it comes to making right choices, what do you think comes first, beliefs or feelings? Give an example of how people can make very different decisions on moral issues depending on if those decisions are based on beliefs or based on feelings.
2. When someone states a position on an ethical issue, one way to have productive discussion is to ask the person to explain the “root belief” that is the basis for his or her position on the issue. As an exercise in doing this, briefly describe your foundational beliefs behind your own ethical positions on the topic of cheating at school. Jot your answers in the space below and write an essay answering all four questions:
 - a. What is your ethical position on the topic?
 - b. Why do you hold to that position?
 - c. What would you say is the “root belief” from which your position arises? (Remember, it could be your religious beliefs, your family upbringing, a pragmatic idea, or philosophical idea.)

- d. If everyone had the same ethical position on this topic as you do, what would be the results in society?

Example #1

- A. A student may believe that cheating is wrong.
- B. The reason he holds that position is because it is a form of lying (about what he knows of the subject).
- C. As a religious person, he believes that God says lying is a sin.
- D. If everyone held that same position, there wouldn't be as much cheating in school or in society.

Example #2

- A. A student may believe that cheating is wrong.
- B. The reason he holds that position is because it is a form of stealing what is not his. (In this case, a grade on the assignment.)
- C. As a non-religious person, he believes that stealing disrupts the social compact with others.
- D. If everyone held that same position, there wouldn't be as much cheating in school or in society.

3. **OPTIONAL:** Have students form groups of three or four and respond to the following statements from George and Miller by discussing the questions below.

Dr. Robert George states:

“We don't have to worry that if we say there is an objective moral truth somebody is going to be tyrannized by somebody else. Democracy is the remedy for that.”



Michael Miller adds and cautions:

“But consensus does not equal truth...If there is not objective truth, if truth does not exist and cannot be known, then justice becomes merely whoever has the power to enforce that. And that becomes very dangerous.”



- a. What do you think of Dr. George's statement that democracy is the remedy that guards people from being deprived of freedom?
- b. Does the majority determine what is right?
- c. Is there a difference between what is right and what is legal?

1. Sources for vocabulary definitions used are from *dictionary.com* and *merriam-webster.com* and include *Random House, Inc; Collins English Dictionary - Complete & Unabridged 10th Edition*. HarperCollins Pub.; *West's Encyclopedia of American Law, edition 2*. © 2008 The Gale Group, Inc.

Ethics Vocabulary 1

Key words used in Session One

1. Draw a line between the word or term and its definition.

Bribery	to give one's consent; sanction
Ethics	the idea that there is a fundamental, Natural Law of constant values and rules, and which judges all persons equally, irrespective of individual circumstances or cultural differences
Incoherence	to exercise absolute power or control, especially cruelly or oppressively
Integrity	general or widespread agreement
Mandate	distinguishing between good and evil in the world, between right and wrong human actions, and between virtuous and nonvirtuous characteristics of people
Moral absolutes	to promise, offer, or give something, usually money, to a person to procure services or gain influence, esp. illegally
Moral relativism	firm adherence to a code of moral values; incorruptible; undivided
Subscribe	the idea that right and wrong are not absolute values, but are personalized according to the individual and his or her circumstances or cultural orientation
Objective morality	lacking in clarity or organization; disordered
Consensus	an official or authoritative instruction or command
Deliberation	not influenced by personal feelings, interpretations, or prejudice
Tyrannize	thoughtful, careful, or lengthy consideration

2. On a separate paper, write the correct definition of each word or term.

Can You Simply Follow Your Conscience?

1. Read the quote from C.S. Lewis' book *The Abolition of Man*, and answer the questions below:

“In a sort of ghastly simplicity we remove the organ and demand the function. We make men without chests and expect of them virtue and enterprise. We laugh at honor and are shocked to find traitors in our midst.”

a. What is Lewis' point?

b. How is Lewis using symbolism to make his point?

c. What is an example of how some people might laugh at others who are acting honorably (1) at school, (2) at work, and (3) the community?

2. According to Michael Miller, why can't you simply follow your conscience? Think of an example of how “following your conscience” can lead to wrong actions.

3. Write one example of how bribery can cause injustice in a society.

EXTRA: Write an essay on your personal reaction to the idea that there is an absolute standard of right and wrong that, as Donovan Campbell says, is true “outside of any context and which is translatable across cultures, times; it's applicable everywhere.”

Understanding the Roots of My Ethical Beliefs

One of the students in the video answers the question of how people can discuss what is ethical to do on a particular topic. He recommends that they should first discuss the “roots of their moral beliefs.” These “roots” may arise from one’s religious beliefs, family upbringing, or philosophical ideas.

1. When it comes to making right choices, what do you think comes first, beliefs or feelings? Give an example of how people can make very different decisions on moral issues depending on if those decisions are based on beliefs or based on feelings.
2. When someone states a position on an ethical issue, one way to have productive discussion is to ask the person to explain the “root belief” that is the basis for his or her position on the issue. As an exercise in doing this, briefly describe your foundational beliefs behind your own ethical positions on the topic of cheating at school. Jot your answers in the space below and write an essay answering all four questions:
 - a. What is your ethical position on the topic of cheating?
 - b. Why do you hold to that position?
 - c. What would you say is the “root belief” from which your position arises? (Remember, it could be your religious beliefs, your family upbringing, a pragmatic idea, or philosophical idea.)
 - d. If everyone had the same ethical position on this topic as you do, what would be the results in society?

DOING *the* RIGHT THING

A SIX-PART EXPLORATION OF ETHICS

Session 2—Does Might Make Right? —The Need for Ethical Foundations

OVERVIEW

In order to understand Dr. Martin Luther King, Jr.’s struggle in the Civil Rights movement, students need to understand the concept that there is a moral law that is the essential foundation for ideas of human rights, civil equality, and justice. This was Dr. Martin Luther King, Jr.’s argument in this *Letter from a Birmingham Jail*. In it, he appealed to writers from the Christian natural law tradition to make the case that an unjust law does not bind the conscience, and that we have a moral responsibility to resist unjust laws.

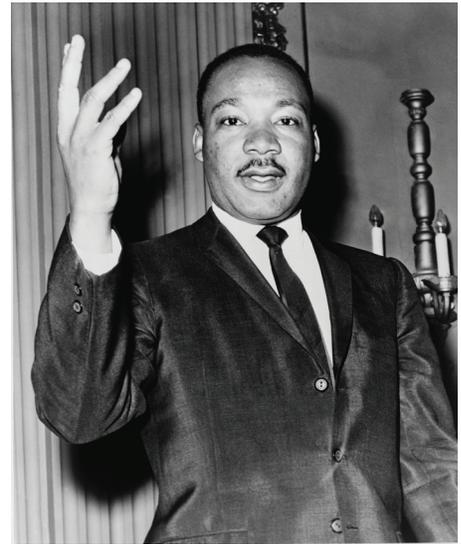
Natural law ethics teaches that there is a moral law that is binding on all people, and that this law is knowable to human reason. So, for example, all societies have laws for marriage or something resembling it; the details may vary from culture to culture, but there is no society without norms for sexual relationships and child rearing. All societies have laws against theft and against murder. Most societies recognize some version of the Golden Rule. All of these are reflections of people’s capacity to grasp what is good and to reason about their implications for behaviors and the organization of society.

At the heart of the Civil Rights movement – and as illustrated by Dr. King’s *Letter from a Birmingham Jail* — moral law must inform everything we do. Unjust laws must, therefore, be resisted and changed. Failure to live by moral truth invites chaos in society. It can result in the worst injustices, including slavery, apartheid, and genocide. If we do not govern ourselves according to the moral law, government will have no choice but to legislate morality for us in the form of ever tighter laws and regulations on all aspects of our behavior. As Benjamin Franklin once wrote “only a virtuous people are capable of freedom. As nations become corrupt and vicious, they have more need of masters.”¹

In this lesson, students will examine the *The Letter from the Birmingham Jail* by Dr. Martin Luther King and analyze what values, ethics, and morals Dr. King stood for in writing his letter. They will also look at the role of moral standards in government and how they relate to the use of political power.

Objectives

- Students will know the beliefs of Dr. King expressed in his *Letter from the Birmingham Jail*.
- Students will consider the premise “that might makes right” and the role it plays in American society today.
- Students will discuss if there are timeless truths or only relative truths and how they are valued in society today.



Strategies and Skills

Analyzing oral histories, brainstorming, connecting the past to the present, critical thinking, debate, forming opinions, historical understanding, group discussions, reading skills, and writing skills.

Vocabulary² (Use Vocabulary Worksheet for Session Two)

Divine Law	law understood from divine revelation as in Scripture
Judeo-Christian Tradition ...	having historical roots in both Judaism and Christianity
Natural Law	a body of law or a specific principle held to be derived from nature and binding upon human society in the absence of or in addition to positive law
Philosophy	a search for a general understanding of values and reality by chiefly speculative rather than observational means
Politically correct	avoiding vocabulary that is considered offensive, discriminatory, or judgmental, esp. concerning race and gender
Presuppose	to suppose beforehand; to assume
St. Augustine	(b.354 - d.430) lived in what is now Algeria and is considered to be one of the most significant Christian thinkers.
St. Thomas Aquinas	(b. 1224/25 – d. 1274) an Italian Dominican theologian who lived during the Middle Ages. Considered one of the greatest philosophers of Western civilization.
Truth	a correspondence between what we say and what is; being right about reality.

Higher Law

What is our basis for ethics?



Video image at 2:03



Video Segment - 2:03 - 10:45 (length: 8 minutes, 42 seconds)

- For student answers and discussion, use the handout “Understanding Martin Luther King, Jr.”
- To help students further understand Rev. King, use the handouts “Excerpts from Rev. Martin Luther King, Jr.’s *Letter from a Birmingham Jail*” and “Ancient Civil Disobedience.”

“Is there moral truth? Is there some foundation for ethical beliefs that all of us can agree to – a set of standards to regulate our behavior in society?” moderator Brit Hume asks at the beginning of this session. “That’s the question we will be dealing with today.” The video includes an interview with Alveda King, Rev. Martin Luther King, Jr.’s niece.

Alveda King explains about her uncle’s moral reasoning:

“If the law of the land is an oppressive law— if the law of the land was going to harm what he called ‘the least of these,’ then he would go to the higher law—the divine law, the Natural Law. So, looking at man’s laws and then God’s laws, then it takes courage—especially in our day and time—when there is so much question and division about what’s right and



what’s wrong, what’s morally correct, what’s ethically correct. But Dr. King would always say if a law is unjust, it is our moral responsibility to resist the unjust law. And that is the basis for the Civil Rights movement.”

Have students read the handout “Understanding Martin Luther King, Jr.” before watching the video. Then have them watch the video and listen for the answers to the questions below.

1. What did Dr. King say was the highest law? (Answer: Divine Law)
2. Why did you think Dr. King had the participants in the Birmingham campaign pledge to the things on the Commitment Card?
3. How did the three Hebrew men of Daniel, chapter 3 demonstrate what Dr. King referred to as the higher law?
4. Where did Dr. King get his idea of the dignity and equal worth of all people?
5. Martin Luther King, Jr. had great respect for the natural law tradition. If the law must be broken due to greater moral truths, what were the three elements that must be part of how the breaking of the law is done? Explain what he meant by these 3 elements. (Answer: openly, lovingly, and with a willingness to bear the consequences).
6. In his *Letter from a Birmingham Jail*, King referred to the Declaration of Independence. How does the Declaration reflect the idea of the equal worth of all people?

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

Written on the Heart or in the Genes?

Do dogs make free choices or only decisions?



Video image at 12:49



Video Segment - 12:49 - 21:13 (length: 8 minutes, 23 seconds)

This segment begins with commentary from Dr. Neal Plantinga on the necessity of truth for ordinary life. The panel discusses his comment. A student then asks whether the idea of moral truth is written on the heart or is, instead, rooted in our genetic make-up—a product of our evolutionary development.

1. According to Dr. Neal Plantinga, truth is a correspondence between what we say and what is; being right about reality. Have students develop a list of everyday activities that rely on truth. Write that list on the board. Then, ask students if they agree or disagree with Dr. Plantinga that there are timeless truths. Have them explain their reasoning.
2. Michael Miller uses the illustration of a dog to highlight the difference between mere decisions and free choices. Have students write a paragraph summarizing his illustration and include an explanation of how he uses this to refute the idea that humans are only genetically wired to act a certain way. Their explanation should include making the difference between decisions and moral choices.

3. Chuck Colson refutes the idea that the highest attainment is personal survival by saying “the world works just the opposite.” He uses two personal examples to illustrate selfless love motivating people rather than personal survival. Have students individually come up with an example from the news, from history, or even their own experience that illustrates his point about self-less acts overriding the idea of self-preservation. Then, have them share their answers with the rest of the class.

Governing by Truth or Power

The relationship between moral truth and democracy



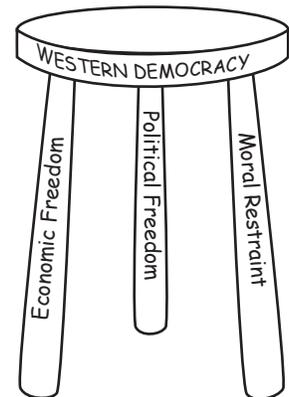
Video image at 26:13



Video Segment - 26:13 - 31:22 (length: 5 minutes, 9 seconds)

According to Dr. Robert George, if there is no truth, the only thing on which to run a government is power. If there is no truth, there is no moral argument to make about a leader’s injustice and authority to rule—might makes right. You have no ground on which to stand to say why something or someone is wrong.

1. Michael Miller says that some people do not like the idea of moral truth because truth makes demands on them. Have students individually come up with one example of how believing there are moral truths leads to moral restraint. Then, have the students meet in groups of three or four to share their answers. If someone in the group doesn’t have an example that involves government, have the group develop such an example. Write the students’ answers on the board and discuss why they chose them.
2. Chuck Colson refers to the three-legged stool of Western democracy: (1) Economic freedom, (2) Political freedom, (3) Moral restraint. Have students be creative in drawing a three-legged stool to illustrate this point. Next to each leg, have students write a paragraph explaining why it is essential for Western democracy to survive. Somewhere on the drawing, students should also give one example of how lack of moral restraint threatens economic and political freedom.



1. *The Writings of Benjamin Franklin*; collected and ed., with a life and introduction, by Albert Henry Smyth; New York, The Macmillan company, 1905-07. (vol. 9, page 569)

2. Sources for vocabulary definitions used are from *dictionary.com* and *merriam-webster.com* and include *Random House, Inc*; *Collins English Dictionary - Complete & Unabridged 10th Edition*. HarperCollins Pub.; *West’s Encyclopedia of American Law, edition 2*. © 2008 The Gale Group, Inc.

Ethics Vocabulary 2

Key words used in Session Two

1. Draw a line between the term and its definition.

Divine Law

a correspondence between what we say and what is; being right about reality

Judeo-Christian Tradition

a body of law or a specific principle held to be derived from nature and binding upon human society in the absence of or in addition to positive law

Natural Law

b. 1224/25 – d. 1274) an Italian Dominican theologian who lived during the Middle Ages. Considered one of the greatest philosophers of Western civilization

Philosophy

avoiding vocabulary that is considered offensive, discriminatory, or judgmental, esp. concerning race and gender

Politically correct

having historical roots in both Judaism and Christianity

Presuppose

to suppose beforehand; to assume

St. Augustine

law understood from divine revelation as in Scripture

St. Thomas Aquinas

(b.354 - d.430) lived in what is now Algeria and is considered to be one of the most significant Christian thinkers

Truth

a search for a general understanding of values and reality by chiefly speculative rather than observational means

2. On a separate paper, write the correct definition of each word.

Understanding Martin Luther King, Jr.

Discussion questions used in Session Two

Use the handouts “Excerpts from Rev. Martin Luther King, Jr.’s *Letter from a Birmingham Jail*” and “Ancient Civil Disobedience” to answer the following questions.

1. What did Dr. King say was the highest law?
2. Why did you think Dr. King had the participants in the Birmingham campaign pledge to the things on the Commitment Card?
3. How did the three Hebrew men of Daniel, chapter 3 demonstrate what Dr. King referred to as the higher law?
4. Where did Dr. King get his idea of the dignity and equal worth of all people?
5. Martin Luther King, Jr. had great respect for the natural law tradition. If the law must be broken due to greater moral truths, what were the three elements that must be part of how the breaking of the law is done? Explain what he meant by these three elements.
6. In his *Letter from a Birmingham Jail*, King referred to the Declaration of Independence. How does the Declaration reflect the idea of the equal worth of all people?

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”



Excerpts from Rev. Martin Luther King, Jr.'s "Letter from a Birmingham Jail"

"You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so diligently urge people to obey the Supreme Court's decision of 1954 outlawing segregation in the public schools, it is rather strange and paradoxical to find us consciously breaking laws. One may well ask: 'How can you advocate breaking some laws and obeying others?' The answer is found in the fact that there are two types of laws: There are just laws and there are unjust laws. I would be the first to advocate obeying just laws. One has not only a legal but moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with Saint Augustine that 'An unjust law is no law at all.'"

"Now what is the difference between the two? How does one determine when a law is just or unjust? A just law is a man-made code that squares with the moral law or the law of God. An unjust law is a code that is out of harmony with the moral law. To put it in the terms of Saint Thomas Aquinas, an unjust law is a human law that is not rooted in eternal and natural law..."

"...One who breaks an unjust law must do it openly, lovingly ...and with a willingness to accept the penalty. I submit that an individual who breaks a law that conscience tells him is unjust, and willingly accepts the penalty by staying in jail to arouse the conscience of the community over its injustice, is in reality expressing the very highest respect for law."

"Of course there is nothing new about this kind of civil disobedience. It was seen sublimely in the refusal of Shadrach, Meshach, and Abednego to obey the laws of Nebuchadnezzar because a higher moral law was involved..."

"...One day the South will know that when these disinherited children of God sat down at lunch counters they were in reality standing up for the best in the American dream and the most sacred values in our Judeo-Christian heritage, and thus carrying our whole nation back to great wells of democracy which were dug deep by the founding fathers in the formulation of the Constitution and the Declaration of Independence."

King was arrested and jailed for his participation in a non-violent protest against racial segregation in Birmingham, Alabama, in 1963. He wrote his letter on scraps of paper and gave it to his lawyers who delivered it to the movement's headquarters.

Brown v. Board of Education of Topeka
In 1954, the Supreme Court declared that "separate educational facilities are inherently unequal."

Saint Augustine
(b.354; d.430) lived in what is now Algeria as a bishop and was one of the most significant Christian thinkers in history.



St. Thomas Aquinas
(b.1224/25; d.1274) Dominican theologian who lived during the Middle Ages and is considered one of the greatest philosophers of Western civilization.



Birmingham Campaign Commitment Card

Volunteers in the Birmingham campaign were required to sign a "Commitment Card" that read in part:

I hereby pledge myself—my person and my body—to the nonviolent movement. Therefore I will...

1. MEDITATE daily on the teachings and life of Jesus.
2. REMEMBER always that the nonviolent movement in Birmingham seeks justice and reconciliation—not victory.
3. WALK and TALK in the manner of love, for God is love.
4. PRAY daily to be used by God in order that all men might be free.

From "The Martin Luther King We Remember,"
www.america.gov (U.S. Department of State)

Reference to Daniel, chapter 3, in the Bible

The three Hebrew men said, "If we are thrown into the blazing furnace, the God we serve is able to save us from it....But even if he does not, we want you to know, O king, that we will not serve your gods or worship the image of gold you have set up."

Judeo-Christian heritage

Western civilization has its historical roots in the beliefs and values of both Judaism and Christianity.

Declaration of Independence (1776)

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights..."

Ancient Civil Disobedience

From the book of Daniel, chapter 3, in the Bible

King Nebuchadnezzar made a gold statue ninety feet tall and nine feet wide and set it up on the plain of Dura in the province of Babylon. Then he sent messages to the high officers, officials, governors, advisers, treasurers, judges, magistrates, and all the provincial officials to come to the dedication of the statue he had set up. So all these officials came and stood before the statue King Nebuchadnezzar had set up.

Then a herald shouted out, "People of all races and nations and languages, listen to the king's command! When you hear the sound of the horn, flute, zither, lyre, harp, pipes, and other musical instruments, bow to the ground to worship King Nebuchadnezzar's gold statue. Anyone who refuses to obey will immediately be thrown into a blazing furnace."

So at the sound of the musical instruments, all the people, whatever their race or nation or language, bowed to the ground and worshiped the gold statue that King Nebuchadnezzar had set up.

Worship of Image Refused

But some of the astrologers went to the king and informed on the Jews. They said to King Nebuchadnezzar, "Long live the king! You issued a decree requiring all the people to bow down and worship the gold statue when they hear the sound of the horn, flute, zither, lyre, harp, pipes, and other musical instruments. That decree also states that those who refuse to obey must be thrown into a blazing furnace. But there are some Jews—Shadrach, Meshach, and Abednego—whom you have put in charge of the province of Babylon. They pay no attention to you, Your Majesty. They refuse to serve your gods and do not worship the gold statue you have set up."

Then Nebuchadnezzar flew into a rage and ordered that Shadrach, Meshach, and Abednego be brought before him. When they were brought in, Nebuchadnezzar said to them, "Is it true, Shadrach, Meshach, and Abednego, that you refuse to serve my gods or to worship the gold statue I have set up? I will give you one more chance to bow down and worship the statue I have made when you hear the sound of the musical instruments. But if you refuse, you will be thrown immediately into the blazing furnace. And then what god will be able to rescue you from my power?"

Shadrach, Meshach, and Abednego replied, "O Nebuchadnezzar, we do not need to defend ourselves before you. If we are thrown into the blazing furnace, the God whom we serve is able to save us. He will rescue us from your power, Your Majesty. But even if he doesn't, we want to make it clear to you, Your Majesty, that we will never serve your gods or worship the gold statue you have set up."

The Blazing Furnace

Nebuchadnezzar was so furious with Shadrach, Meshach, and Abednego that his face became distorted with rage. He

commanded that the furnace be heated seven times hotter than usual. Then he ordered some of the strongest men of his army to bind Shadrach, Meshach, and Abednego and throw them into the blazing furnace. So they tied them up and threw them

into the furnace, fully dressed in their pants, turbans, robes, and other garments. And because the king, in his anger, had demanded such a hot fire in the furnace, the flames killed the soldiers as they threw the three men in. So Shadrach, Meshach, and Abednego, securely tied, fell into the roaring flames.

But suddenly, Nebuchadnezzar jumped up in amazement and exclaimed to his advisers, "Didn't we tie up three men and throw them into the furnace?"

"Yes, Your Majesty, we certainly did," they replied.

"Look!" Nebuchadnezzar shouted. "I see four men, unbound, walking around in the fire unharmed! And the fourth looks like a god!"

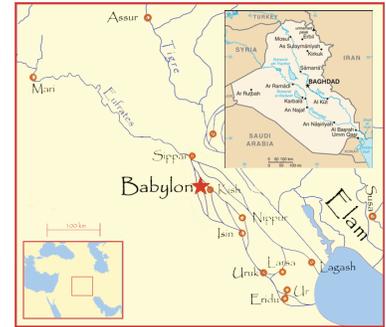
Then Nebuchadnezzar came as close as he could to the door of the flaming furnace and shouted: "Shadrach, Meshach, and Abednego, servants of the Most High God, come out! Come here!"

So Shadrach, Meshach, and Abednego stepped out of the fire. Then the high officers, officials, governors, and advisers crowded around them and saw that the fire had not touched them. Not a hair on their heads was singed, and their clothing was not scorched. They didn't even smell of smoke!

Nebuchadnezzar Honors the Hebrew Men

Then Nebuchadnezzar said, "Praise to the God of Shadrach, Meshach, and Abednego! He sent his angel to rescue his servants who trusted in him. They defied the king's command and were willing to die rather than serve or worship any god except their own God. Therefore, I make this decree: If any people, whatever their race or nation or language, speak a word against the God of Shadrach, Meshach, and Abednego, they will be torn limb from limb, and their houses will be turned into heaps of rubble. There is no other god who can rescue like this!"

Then the king promoted Shadrach, Meshach, and Abednego to even higher positions in the province of Babylon. ■



Babylon was located near the Euphrates river. Note, modern-day Bagdad sits on the Tigris river.

DOING *the* RIGHT THING

A SIX-PART EXPLORATION OF ETHICS

Session 3—If We Know What Is Right, Can We Do It?

OVERVIEW

Once we have an idea of right and wrong, we must also ask ourselves if we can do the right thing. Why is it that even when we know what is right, we sometimes choose to do the wrong thing? How can we change our actions so that they line up with what is right?

In this video, the panelists will discuss the idea of developing habits of the heart that lead to right behavior.

This requires a “conversion” – which isn’t necessarily religious, but is a conversion in wanting to change from doing the wrong thing to doing the right thing. In order for that to happen, both history and experience tell us that some form of community support is necessary.



When societies have a moral consensus, all the different community groups work to support and reinforce core moral messages. The first and most important group is the family. It provides the essential moral foundation for the child. These moral ideas are reinforced in schools and churches as well as in civic groups such as Boy Scouts, Girl Scouts, YMCA, the Knights of Columbus, or the Rotary Club.

We can learn to live ethically, but it requires several things of us. First, we must begin a process of education so that our hearts as well as our minds can be schooled in virtue. Second, we must make a firm commitment to live ethically and to make it a habit of our hearts to do the right thing. And to take these steps, we must find others who will work with us, to tell us the truth about ourselves and our choices, and support us in our efforts to live more ethically.

In this lesson, students will begin by examining the role of integrity in the Watergate scandal. They will also look at how integrity is established, how it is taught in society, and what institutions have been traditionally responsible for teaching it.

Objectives

- Students will learn vocabulary related to the discussion of ethics
- Students will see the moral shortcomings involved in the Watergate cover-up.
- Students will discuss what role integrity plays in society and in their own lives.
- Students will analyze how various institutions in society develop integrity and how some do not.

Strategies and Skills

Analyzing oral histories, brainstorming, connecting the past to the present, critical thinking, debate, forming opinions, historical understanding, group discussions, reading skills, and writing skills.

Vocabulary¹ (Use Vocabulary Worksheet for Session 3)

Conflict of interest.....a conflict between the private interests and the official responsibilities of a person in a position of trust

Compromisedto reduce the soundness, effectiveness, or perfection of

Integrityfirm adherence to a code of moral values; incorruptible; undivided

Obliviousnot informed about or aware of something

Puritan work ethica belief in and devotion to hard work, duty, thrift, self-discipline, and responsibility

Self-righteous.....having or showing an exaggerated awareness of one’s own goodness

Self-rationalization.....to give the reason for or cause of one’s choices; to excuse oneself; to explain away

Subsidiarygiving aid or support

Rationalizing Wrong Choices

Chuck Colson and the Watergate cover-up



Video image at 1:54



Video Segment - 1:54-5:03 (length: 3 minutes, 9 seconds)

- Use the handout “Rationalizing Wrong Choices”

Have students read the handout before watching this video segment. Then have them watch the video and listen for the answers to the questions below.

Summary of Watergate

On the night of June 12, 1972, five men were arrested at the Watergate Hotel after attempting to bug the headquarters of the Democratic National Committee, located within the hotel. As a result of the investigation into the burglary, it became apparent that high-level officials within the White House were involved in the planning, execution, and cover up of this event. Over the course of the next two years, media and grand jury investigations revealed that President Richard M. Nixon was instrumental in ordering the cover up. As a result, Nixon became the first President to resign from office. Before any criminal proceedings were initiated against the former President, President Gerald Ford pardoned him for any criminal offenses, including Watergate, that he may have committed while in office.

(From the website of the U.S. Courts – www.uscourts.gov)

1. Tell students to listen for the answer to why Chuck Colson failed to tell President Nixon that he was breaking the law with Watergate. (Answer: self-righteousness, self-rationalization)
2. In the video, Colson says “Human beings have an infinite capacity for self-rationalization.” Have students explain what he means and give an example of how this might be done by students at school and employees on a job.
3. Robert George talks about the relationship between reason and passion. Have students individually come up with an example of how passion over reason leads to wrong action and how passion, when guided by reason, can lead to right action. Then have them share their examples with the class.

The Belly, The Head, and the Chest

Taming our passions



Video image at 7:12



Video Segment - 7:12 – 9:20 (Length: 2 minutes, 8 seconds)

- Use the handout “The Belly, The Head, and the Chest

This video segment begins with Chuck Colson referring to psychologist Dr. Stan Samenow, author of *Inside the Criminal Mind*:

“Samenow talked about the fact that people have to be ‘converted.’ He said that crime is caused by people making wrong moral choices and the answer to crime is the conversion of the wrong doer to a more responsible lifestyle. So, how do you bring about that transformation?”

1. Michael Miller says that passions aren’t bad, but they must be guided by reason. Have students use the handout for this segment to explain the symbolism he uses.
 - a. What does the belly represent? (Answer: passions)
 - b. What does the head represent? (Answer: intellect)
 - c. What does the chest represent? (Answer: a deep love of goodness)
2. Have students form groups of three or four to think of and discuss a TV show or movie in which a character resisted passion by following a deep love of goodness.
 - a. What passion did the character resist?
 - b. What was the right outcome he or she sought?
 - c. What nobler cause or goodness motivated the right action of the character?

Having It Together

Forming integrity



Video image at 9:55



Video Segment - 9:55-11:40 (Length: 1 minute, 45 seconds)

This segment begins with Robert George asking “What does it mean to ‘have it together?’” He explains integrity. Before showing this segment, explain to students that you want them to watch for the answers to the following questions. Then, lead a brief discussion of the questions.

1. According to Robert George, how does one achieve integrity?
2. What are the secondary things necessary for an individual to achieve integrity?

The Problem of the Unrestrained Life

Freedom or Liberation?



Video image at 14:17



Video Segment - 14:17-16:22 (Length: 2 minute, 5 seconds)

- Use the handout “The Problem of the Unrestrained Life.”

Give students the handout for this segment to take notes during the video and respond to it. Students will need to answer the following questions regarding what panel member Michael Miller says about the irrationality of defining freedom as merely liberation.

1. What does Miller say must work with freedom in order for you to have true freedom?
2. Give an example of how this relates to freedom in our society and in school.
3. Do you agree or disagree with the Miller’s explanation of the difference between freedom and liberation? Be ready to explain your answer.

In this segment, Chuck Colson gives the example of his poor choices in the Watergate scandal to emphasize the importance of integrity over loyalty. After watching this video segment, have students respond by answering the questions below regarding a possible (but not necessarily current) situation they may face where loyalty to friends and integrity are at odds with one another. Students are to explain how they would choose to do the right thing even if it meant being disloyal to their friends.

1. How could loyalty cause you to do the wrong thing?
2. What would be the right thing to do?
3. How would you explain your disloyalty to your friends?

To extend the lesson, you could have students write a five-paragraph essay based on the answers to these three questions.

Doing Life Together

The importance of community in character formation



Video image at 19:52



Video Segment - 19:52-33:26 (Length: 13 minute, 34 seconds)

- Use the handout “Doing Life Together.”

The segment begins with the moderator saying “You mentioned courage...” It features a Marine Corps veteran talking about how unit cohesion and Marine Corps values are instilled in soldiers. The video then features four prison inmates who are now committed to living lives of good character.

1. Using the handout, instruct the students to listen



for the things that Donovan Campbell explains are important in shaping every soldier with Marine Corps values. Each student should be able to list at least four things.

(Answers: breaking them down, uniform, hair shaved, instilling the idea that by yourself you can do nothing, live for the mission and then fellow marines, there is a definite right and wrong, individual identity is lost, and build common foundation.)



Prison inmates choosing to live a different life.

2. Students should also listen for what Chuck Colson says is the reason prison inmates are transforming from having poor character to having good character.

David Miller suggests that vices can be replaced with virtues using three things that are also modeled in twelve-step programs (such as Alcoholics Anonymous).

1. On the handout, have students list the three things needed. (Answer: accountability group, acknowledge powerlessness, acknowledge a higher power)
2. Have students write about whether they agree or disagree with the importance of these three elements. Is one more important than another? Would they eliminate any elements or add others?

At the bottom of the handout, have students identify one community they know of that helps people learn what is right and live a life of good character. Have students share their answers and lead them in a discussion about how these communities help us shape our character

1. Sources for vocabulary definitions used are from *dictionary.com* and *merriam-webster.com* and include *Random House, Inc*; *Collins English Dictionary - Complete & Unabridged 10th Edition*. HarperCollins Pub.; *West's Encyclopedia of American Law, edition 2*. © 2008 The Gale Group, Inc.

Ethics Vocabulary 3

Key words used in Session Three

1. Draw a line between the term and its definition.

Conflict of interest	to reduce the soundness, effectiveness, or perfection of
Compromised	a conflict between the private interests and the official responsibilities of a person in a position of trust
Integrity	not informed about or aware of something
Oblivious	having or showing an exaggerated awareness of one's own goodness
Puritan work ethic	to give the reason for or cause of one's choices; to excuse oneself; to explain away
Self-righteous	a belief in and devotion to hard work, duty, thrift, self-discipline, and responsibility
Self-rationalization	giving aid or support
Subsidiary	firm adherence to a code of moral values; incorruptible; undivided

2. On a separate paper, write the correct definition of each word.

Rationalizing Wrong Choices

Chuck Colson and the Watergate Cover-up

On the night of June 12, 1972, five men were arrested at the Watergate Hotel after attempting to bug the headquarters of the Democratic National Committee, located within the hotel. As a result of the investigation into the burglary, it became apparent that high-level officials within the White House were involved in the planning, execution, and cover up of this event. Over the course of the next two years, media and grand jury investigations revealed that President Richard M. Nixon was instrumental in ordering the cover up. As a result, Nixon became the first President to resign from office. Before any criminal proceedings were initiated against the former President, President Gerald Ford pardoned him for any criminal offenses, including Watergate, that he may have committed while in office.



President Richard Nixon in the Oval Office

(From the website of the U.S. Courts – www.uscourts.gov)



Chuck Colson's Criminal Mug Shot

1. Why did Chuck Colson fail to tell President Nixon that he was breaking the law with Watergate?
2. In the video, Colson says “Human beings have an infinite capacity for self-rationalization.” Explain what he means and give an example of how this might be done by students at school and employees on a job.
3. Robert George talks about the relationship between reason and passion. Come up with an example of how passion over reason leads to wrong action and how passion, when guided by reason, can lead to right action. Be prepared to explain your example with the class.

The Belly, The Head, and the Chest

Taming our passions

This video segment begins with Chuck Colson referring to psychologist Dr. Stan Samenow, author of *Inside the Criminal Mind*:

“Samenow talked about the fact that people have to be ‘converted.’ He said that crime is caused by people making wrong moral choices and the answer to crime is the conversion of the wrong doer to a more responsible lifestyle. So, how do you bring about that transformation?”

1. Michael Miller says that passions aren’t bad, but they must be guided by reason. Label the diagram below and explain the symbolism he uses.



What does the head represent?

What does the chest represent?

What does the belly represent?

2. In a group of three or four, think of and discuss a TV show or movie in which a character resisted passion by following a deep love of goodness.
 - A. What is the name of the movie or TV show?
 - B. What passion did the character resist?
 - B. What was the right outcome he or she sought?
 - C. What nobler cause or goodness motivated the right action of the character?

The Problem of the Unrestrained Life

Freedom or liberation?

According to panel member Michael Miller, freedom defined merely as liberation is an irrational concept.

1. What does Miller say must work with freedom in order for you to have true freedom?
2. Give an example of how this relates to freedom in our society and in school.
3. Do you agree or disagree with Miller's explanation of the difference between freedom and liberation? Explain your answer.

In this segment, Chuck Colson gives the example of his poor choices in the Watergate scandal to emphasize the importance of integrity over loyalty. In the space below, write about a possible (but not necessarily current) situation you may face in your life where loyalty to your friends and integrity are at odds with one another. Explain how you would choose to do the right thing even if it meant being disloyal to your friends.

1. How could loyalty cause you to do the wrong thing?
2. What would be the right thing to do?
3. How would you explain your disloyalty to your friends?

Doing Life Together

The importance of community in character formation

The video segment features a Marine Corps veteran talking about how unit cohesion and Marine Corps values are instilled in soldiers. The video then features four prison inmates who are now committed to living lives of good character. Building a community of accountability is a common feature for both.

1. Listen for the things that Donovan Campbell explains are important in shaping every soldier with Marine Corps values. List the things he says go into shaping a Marine.

2. What does Chuck Colson say is the reason prison inmates are transforming from having poor character to having good character.

David Miller suggests that vices can be replaced with virtues using three things that are also modeled in twelve-step programs (such as Alcoholics Anonymous).

1. List the three things Miller talks about.
 - A.
 - B.
 - C.

2. Write why you agree or disagree with the importance of these three elements. Is one more important than another? Would you eliminate any elements or add others?

3. Identify a local community of people who help shape our character (places of worship, service and social clubs, etc.). Be ready to discuss how this community helps people learn what is right and live a life of good character.

DOING *the* RIGHT THING

A SIX-PART EXPLORATION OF ETHICS

Session 4—Being Human — Ethics and Medical Decisions

OVERVIEW

One of the most contentious and difficult areas of ethics today revolves around the fields of medical ethics and biotechnology. They involve many questions. On the medical front, how should we allocate medical resources? Should decisions be based on a patient's ability to pay or should we guarantee some standard of care to everyone? If we choose the latter, who determines what that minimum standard of care is? How should we handle shortages of medical supplies and personnel? Who makes end-of-life decisions? Who pays for treatment? These are critical questions that intersect ethics with economics, psychology, sociology, business, and politics.

In the biotech field, the questions are just as big. Is it ever right to take a life in order to create or save one? Because science can do something, should it? Is it appropriate to use genetic testing to determine whether or not a baby should be carried to term? If so, are there any limits to this testing? Can we select for gender, hair, and eye color, etc., or should we be limited to serious health issues? Is disability an adequate reason for abortion? If so, which disabilities?

Hovering over all these questions is the central question, what does it mean to be human? Are human beings fundamentally different from animals? Is there a difference between a human being and a person, and is so, who gets to decide what it is? Do human beings all have equal dignity and value, or are some more valuable and deserving of more rights (and medical care) than others?

Objectives

- Students will learn vocabulary related to the discussion of medical and bioethics.
- Students will become familiar with the ethical questions involved in medical decisions and bioethics.
- Students will examine the debate involving personhood.

Strategies and Skills

Analyzing oral histories, brainstorming, connecting the past to the present, critical thinking, debate, forming opinions, historical understanding, group discussions, reading skills, and writing skills.

Vocabulary¹ (Use Vocabulary Worksheet for Session 4)

Embryo	In humans, the pre-fetal product of conception from implantation through the eighth week of development.
Eugenics	The idea that one can improve the human race by careful selection of those who mate and produce offspring.
Fetus	In humans, the unborn young from the end of the eighth week after conception to the moment of birth.
Intrinsic	Of or relating to the essential nature of a thing.
Triage	A process for sorting injured people into groups based on their need for or likely benefit from immediate medical treatment.

Utilitarianism.....A system of ethics focused on the utility or usefulness of something. It determines the rightness or wrongness of an action by its consequences. The goal of utilitarian ethics is to promote the greatest happiness for the greatest number.

Triage and Ethical Choices

Battlefield decisions and the value of life



Video image at 2:03



Video Segment - 2:03-11:34 (length: 9 minutes, 31 seconds)

- Use the handout “Triage and Choices of Life and Death”

Have students read the handout before watching this video segment. Then have them watch the video and listen for the answers to the questions below.

“Today, we are going to be discussing the ethical implications of how we treat one another,” the moderator begins this video segment. Before students watch this segment of the video, give them the handout “Triage and Choices of Life and Death.” Read the three questions on the handout and tell them to listen for answers to the questions:

1. What does Dr. Ken Swan say was the basis for his decision to save the severely wounded soldier. (Answer: “His vital signs were intact and fairly normal.”)
2. Dr. Scott Rae points out that the panel is discussing two different uses of the term *triage*. One uses the term—the medical use of the term—has to do with how to allocate resources when you don’t have enough for everyone. What is the other way that people can make decisions about who to save and who not to save? (Answer: The value of a person.)
3. Dr. Sunshine says that the issue in the case of the wounded soldier did not have to do with *who* should benefit from limited medical resources, but what? Answer: Whether the soldier was *worth* saving at all.
4. What does Robert George assert is the essential question regarding the value of people? (Answer: Either we stick with the idea that everyone has profound, inherent and equal dignity, or we are going to abandon that.)

After watching this segment of the video, lead the class in a discussion of a utilitarian view of people versus an “intrinsic worth” view of people. Questions to consider:

1. Using a utilitarian view of people, what criteria determines the usefulness of another person?
2. Using a utilitarian view, who should determine the usefulness of another person?
3. What are potential problems that will be encountered by the “intrinsic worth” viewpoint?

1. Sources for vocabulary definitions used are from *dictionary.com* and include *The American Heritage New Dictionary of Cultural Literacy, Third Edition*. Houghton Mifflin Co., 2005; *The American Heritage Stedman’s Medical Dictionary*, Houghton Mifflin Co.

New Questions for Medical Ethics

Life, Humans, and Personhood



Video image at 20:37



Video Segments - 20:37 – 30:12 (Length: 9 minutes, 25 sec.)
12:56 – 14:33 (Length: 1 minute, 37 sec.)

- Use the handout “What Would You Do?”

The moderator introduces this video segment stating “Dr. Chris Hooks of the Mayo Clinic in Rochester, Minnesota, has a story about just how complicated medical ethics have become in an age when the unimaginable has become possible.”

Have students read the handout to anticipate how they will answer its questions. It may be necessary to review Session 1, “Agreeing on Moral Truths,” regarding the roots of our beliefs.

1. After listening to the story Dr. Hook tells, what would you do if you were the parent in his story? Think about the questions below and write brief notes for each. Then, incorporate your ideas in an essay that defends your answer to the question, “If you were the parent in Dr. Hook’s story, what would you do?”
 1. Do you think it is ethically right to create life and destroy life to save a life?
 2. Is your answer based on a *utilitarian* ethic or an *intrinsic worth* ethic?
 3. Defend your *utilitarian* or *intrinsic worth* position by explaining the root of your belief. (As explained in Session 1, “Agreeing on Moral Truths,” these roots may arise from one’s religious beliefs, family upbringing, or philosophical ideas.)
 4. When is a human being a person? Again, explain the basis or root of your belief. Is it from a religious, philosophical, or pragmatic perspective?
2. **For Class Discussion** (watch video segment 12:56 - 14:33)
Joni Erickson-Tada talks about how she dealt with her quadriplegia and her sense of self worth.
 1. What does she say that indicates her root belief about self worth?
 2. For Erickson-Tada, her faith is the basis for her self worth. What are other reasons people may have for valuing all human life?
 3. Erickson-Tada said, “The way we treat those who are weak is a reflection of what we value.” What values are demonstrated by the way some students treat classmates here at school?



Video image at 12:56

Ethics Vocabulary 4

Key words used in Session Four

1. Draw a line between the term and its definition.

Intrinsic

In humans, the prefetal product of conception from implantation through the eighth week of development. (*The American Heritage Stedman's Medical Dictionary*)

Embryo

A system of ethics focused on the utility or usefulness of something. It determines the rightness or wrongness of an action by its consequences. The goal of utilitarian ethics is to promote the greatest happiness for the greatest number.

Eugenics

In humans, the unborn young from the end of the eighth week after conception to the moment of birth. (*The American Heritage Stedman's Medical Dictionary*)

Fetus

A process for sorting injured people into groups based on their need for or likely benefit from immediate medical treatment.

Triage

The idea that one can improve the human race by careful selection of those who mate and produce offspring.

Utilitarianism

Of or relating to the essential nature of a thing.

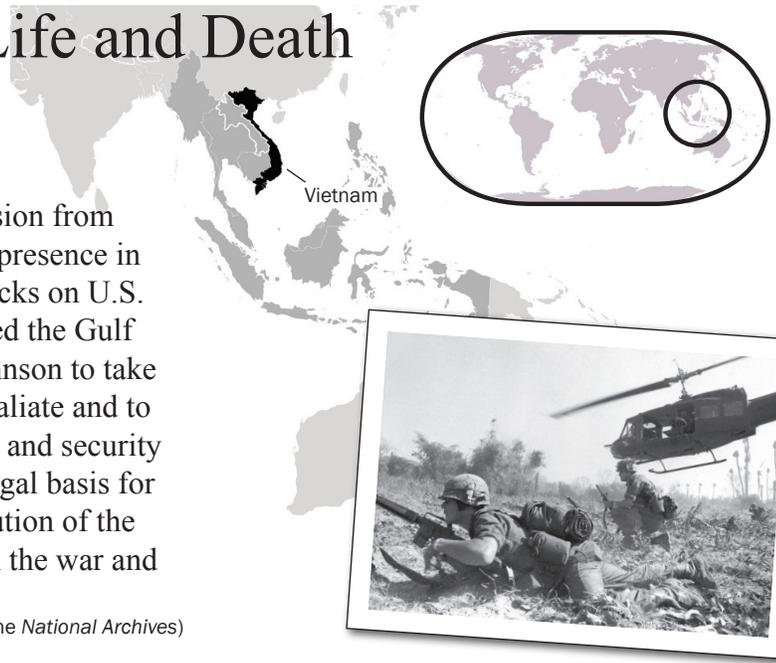
2. On a separate paper, write the correct definition of each word.

Triage and Choices of Life and Death

Vietnam and casualties of war

President Lyndon B. Johnson requested permission from the U.S. Congress to increase the U.S. military presence in Indochina in response to North Vietnamese attacks on U.S. naval ships. On August 7, 1964, Congress passed the Gulf of Tonkin Resolution, authorizing President Johnson to take any measures he believed were necessary to retaliate and to promote the maintenance of international peace and security in southeast Asia. This resolution became the legal basis for the Johnson and Nixon Administrations prosecution of the Vietnam War. Over 58,000 U.S. soldiers died in the war and troops withdrew from Vietnam in 1975.

(From the websites of the U.S. Department of State and the National Archives)



Write your own answers to each question, then share and compare your answers in a group.

1. What did Dr. Ken Swan say was the basis for his decision to save the severely wounded soldier?
2. Dr. Scott Rae points out that the panel is discussing two different uses of the term *triage*. One use of the term—the medical use of the term—has to do with how to allocate resources when you don't have enough for everyone. What is the other way that people can make decisions about who to save and who not to save?
3. Dr. Sunshine says that the issue in the case of the wounded soldier did not have to do with who should benefit from limited medical resources, but whether the soldier was worth saving at all. What is the difference between a utilitarian ethic and an ethic based on the equal worth of all people?

What Would You Do?

Dr. Chris Hooks of the Mayo Clinic in Rochester, Minnesota, tells a story about just how complicated medical ethics have become in an age when the unimaginable has become possible. After listening to the story Dr. Hook tells, what would you do if you were the parent in his story? Think about the questions below and write brief notes for each. Then, incorporate your ideas in an essay that defends your answer to the question, “If you were the parent in Dr. Hook’s story, what would you do?”

1. Do you think it is ethically right to create life and destroy life to save a life?
2. Is your answer based on a utilitarian ethic or an intrinsic worth ethic?
3. Defend your utilitarian or intrinsic worth position by explaining the root of your belief. (As explained in Session 1, “Agreeing on Moral Truths,” these roots may arise from one’s religious beliefs, family upbringing, philosophical, or pragmatic ideas.)
4. When is a human being a person? Again, explain the basis or root of your belief. Is it from a religious, philosophical, or pragmatic perspective? Is your answer based on a *utilitarian* ethic or an *intrinsic worth* ethic?

DOING *the* RIGHT THING

A SIX-PART EXPLORATION OF ETHICS

Session 5—Ethics and Success at Work

OVERVIEW

Nowhere is the ethical crisis in America more obvious than in business. Corporate corruption can lead to many ethical violations. Is the ethical crisis in business an inevitable result of an emphasis on greed peculiar to capitalism? What is the purpose of business? Is it simply to make money, or is there something more that it is supposed to do in society?

To answer this question, we need to look at the basics of free market economics. In a free market system, businesses exist to provide goods and services to people. People, in turn, are free to decide where and on what they will spend their money. They choose which goods and services they want and from whom they will buy them. Businesses compete for customers. The money a business makes is a measure of the value it provides to the public.

In other words, business does not exist purely to make money, but to provide products and services to the public, for which it is rewarded with a profit. It is thus a mistake to say that capitalism is built on greed. It is true that the profit motive is built into the system, but profit isn't (or shouldn't be) the sole driving force in business. In fact, free market systems can encourage the development of a variety of virtues such as the rule of law, trust, thrift, hard work, service, responsible risk, and perseverance.

Unfortunately, however, greed and selfishness are universal human problems that plague all political, social, and economic systems. As a result, problems with greed and lust for power can easily distort the free market system. For example:

- monopolies eliminate competition and lead to artificially high prices
- unsafe manufacturing practices can lead to inferior or dangerous products
- workers can be exploited to maximize profits
- government action can artificially prop up or penalize businesses; excessive regulation (often in response to abuses) can hurt competitiveness and drive up costs for consumers
- inadequate regulation can result in exploitation of employees, consumers, or the environment.

How do we avoid these problems? Theologian Michael Novak argues that Western liberal democracies are built on the three-legged stool of political freedom, economic freedom, and moral restraint. Remove any one leg and the stool will collapse. Without ethics, without moral restraint in the populace, in business, and in government, the system will collapse and we will lose our political and economic freedom.

Objectives

- Students will learn vocabulary related to the discussion of ethics in business.
- Students will become familiar with ethics involved in the work place.

Strategies and Skills

Analyzing oral histories, brainstorming, connecting the past to the present, critical thinking, debate, forming opinions, historical understanding, group discussions, reading skills, and writing skills.

Vocabulary¹ (Use Vocabulary Worksheet for Session 5)

- CEO**The initials for Chief Executive Officer. The corporate executive responsible for the overall operations of the company.
- CFO**The initials for Chief Financial Officer. The corporate executive with the authority to spend company money to advance the business.
- Greed**excessive or extreme desire, especially for wealth or possessions.
- Obsessive Individualism**.....Only looking out for one’s self interest.
- Selfish**Caring only for oneself; concerned primarily with one’s own interests, benefits, and welfare, regardless of others.
- Steward**a person who acts as a substitute for (or on behalf of) another or others, especially by managing property, financial affairs, an estate, etc.
- Trust**reliance on the integrity, strength, ability, etc., of a person or thing; confidence.

Obsessive Individualism
The problem of seeking selfish gain



Video Segment - 1:35-9:25 (length: 7 minutes, 50 seconds)

Video image at 1:35

- Use the handout “Selfishness and Trust in the Market Place”

Have students read the handout before watching this video segment. Then have them watch the video and listen for the answers.

1. What did Dr. Robert George say human beings are prone to be? (Answer: selfish)
2. Write at least three sentences explaining why you agree or disagree with him.
3. Dr. Scott Rae talked about business requiring and nurturing important character qualities. List them. (Answer: service, discipline, hard work, creativity, innovation, diligence, trust)

After watching this segment of the video, have students individually answer questions 4 and 5 regarding the affects of selfishness and trust in their own workplace. Then lead the class in a discussion of their answers.

4. Give one example of how your selfishness or greediness at your job can negatively affect you, your co-workers, and your customers.
5. Give one example of how being trustworthy at your job can positively affect you, your co-workers, and your customers.

1. Sources for vocabulary definitions used are from *dictionary.com* and include *The American Heritage New Dictionary of Cultural Literacy, Third Edition*. Houghton Mifflin Co., 2005; *The American Heritage Steadman’s Medical Dictionary*, Houghton Mifflin Co.

Being an Employee in Your Community

The role of stewardship in business



Video image just after 12:56



Video Segments - 12:56 – 15:35 (Length: 2 minutes, 39 sec.)

- Use the handout “Being an Employee in My Community”

Before watching the video, have students read the handout. After they have watched the video segment, have them individually answer the questions. Then, lead the class in a discussion of their answers.

1. Imagine your job is working at a local store. Write examples of how you could be a good steward of that business in the five dimensions of the workplace mentioned above.
 - I could be a good steward of the store’s *productivity (or profit)* by —
 - I could be a good steward of *the environment* around the store by —
 - I could be a good steward of the store’s other employees (my *co-workers*) by —
 - I could be a good steward of the store’s *suppliers* by —
 - I could be a good steward of the store’s *customers* by —

Optional Discussion/Essay Questions

For additional classroom discussion or essay assignments, consider these questions:

1. How does cheating at school relate to cheating at work?
2. If students justify cheating at school, will they use similar justifications for cheating at work?
3. What are signs that a person is moving from simply having a desire to being greedy?
4. What can a person do to change and become less greedy?

Ethics Vocabulary 5

Key words used in Session Five

1. Draw a line between the term and its definition.

CEO

A person who acts as a substitute for (or on behalf of) another or others, especially by managing property, financial affairs, an estate, etc.

CFO

The initials for Chief Executive Officer. The corporate executive responsible for the overall operations of the company.

Greed

Caring only for oneself; concerned primarily with one's own interests, benefits, and welfare, regardless of others.

**Obsessive
Individualism**

The initials for Chief Financial Officer. The corporate executive with the authority to spend company money to advance the business.

Selfish

Reliance on the integrity, strength, ability, etc., of a person or thing; confidence.

Stewardship

Excessive or extreme desire, especially for wealth or possessions.

Trust

Only looking out for one's self interest.

2. On a separate paper, write the correct definition of each word.

Selfishness and Trust in the Market Place

1. What did Dr. Robert George say human beings are prone to be?

2. Write at least three sentences explaining why you agree or disagree with him.

3. Dr. Scott Rae talked about business requiring and nurturing important character qualities. List them:

4. Give one example of how your selfishness or greediness at your job can negatively affect:
 - You

 - Your co-workers

 - Your customers

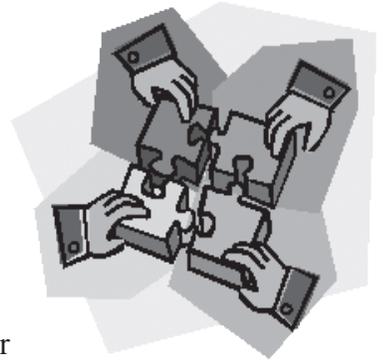
5. Give one example of how being trustworthy at your job can positively affect:
 - You

 - Your co-workers

 - Your customers

Being an Employee in My Community

In the video, Father Robert Sirico talked about the social and moral dimensions of work and of business. He pointed out that business always involves interaction between people and that few other things touch as many aspects of human life.



He spoke about the importance of seeing our role as stewards in the work place. A steward is someone who acts as a substitute for (or on behalf of) another or others, especially by managing property, financial affairs, an estate. This means a steward is responsible for caring for the work place like the owner would care for it.

He explained that stewardship responsibility in the workplace involves keeping an eye on all its dimensions: productivity, the environment, co-workers, suppliers, and customers.

1. Imagine your job is working at a local store. Write examples of how you could be a good steward of that business in the five dimensions of the workplace mentioned above.

- I could be a good steward of the store's *productivity (or profit)* by —

- I could be a good steward of *the environment* around the store by —

- I could be a good steward of the store's other employees (my *co-workers*) by —

- I could be a good steward of the store's *suppliers* by —

- I could be a good steward of the store's *customers* by —

DOING *the* RIGHT THING

A SIX-PART EXPLORATION OF ETHICS

Session 6—Ethics, Civics, and Gratitude

OVERVIEW

We are all familiar with problems of corruption and unethical behavior in government. British historian Lord Acton observed, “Power tends to corrupt, and absolute power corrupts absolutely.” Acton was applying the Christian belief of original sin – the idea that all people have a natural bent toward evil – in making his caution about government.

This reflected the thinking of some medieval philosophers who argued that no one could be trusted with absolute power, and there needed to be limited government with a system of checks and balances in place to hinder rulers from abusing their authority. Additionally, some argued that all people had certain God-given rights that preceded the institution of human government. Since these were given by God, government has no authority over them and cannot arbitrarily take them from anyone.

These ideas influenced the writing of the Declaration of Independence, which asserted that government exists specifically to defend our inalienable rights. The same idea also shaped the U.S. Constitution, with its separation of powers, its system of checks and balances, and its concept of limited government. To further drive home the point that our rights have their origin outside of government, the Bill of Rights was soon adopted to define certain rights that could not be abridged by the federal government.

What happens when a government makes unjust laws or tramples people’s inalienable rights? In a representative republic, we have a voice in government through our representatives, as well as a right to speak out, to petition the government, and to work to change laws.

In this lesson, students will examine a key portion of the Declaration of Independence and its relationship to ethical government. They will examine an example of how America’s view of inalienable rights affected international relations with the Soviet Union. They will also consider the moral courage of Dietrich Bonhoeffer.

Objectives

- Students will learn vocabulary related to the discussion of ethics in public life.
- Students will explore the difficult choices that individuals have to make in order to follow moral convictions.
- Students will reflect on how their own actions line up with their ethical values.

Strategies and Skills

Analyzing oral histories, brainstorming, connecting the past to the present, critical thinking, debate, forming opinions, historical understanding, group discussions, reading skills, and writing skills.

Vocabulary¹ (Use Vocabulary Worksheet for Session 6)

- Public Square**Originally a place of assembly for the people in ancient Greece; now meaning the public discussion of and interaction with ideas.
- Legislate**to make or enact a law.
- Endowed**to be provided with, to be furnished with, to be equipped with.
- Inalienable**incapable of being alienated, surrendered, or transferred. Sometimes written *unalienable* (as in the Declaration of Independence)

Inalienable Rights

The universal application of an American value



Video Segment - 2:00-7:12 (length: 5 minutes, 12 seconds)

Video image at 2:00

- Use the handout “Inalienable Rights and the Role of Government”

Have students read the handout and answer question 1 before watching this video segment. Then have them watch the video and answer questions two and three on the handout.

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness;—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed...”

(From the Declaration of Independence, July 4, 1776)

1. Analyze the above quote from the Declaration of Independence and answer the following questions:
 - A. Whom did the Founders believe gave people certain rights? (Answer: their Creator)
 - B. What are the three examples of unalienable rights they listed? (Answer: Life, Liberty, and the pursuit of Happiness)
 - C. According to the Declaration, is the role of government to give those rights or secure those rights? (Answer: the government secures those rights) Write a sentence or two that explains the difference between giving rights and securing rights. (Answer: Securing rights means that government protects the rights people have been given from their Creator. The Founders believed that government does not have the moral authority to take away certain rights.)

1. Sources for vocabulary definitions used are from *dictionary.com* and include *The American Heritage New Dictionary of Cultural Literacy, Third Edition*. Houghton Mifflin Co., 2005; as well as *Merriam-Webster.com*.

- Why did Chuck Colson use America’s Declaration of Independence to make his case to government officials in the Soviet Union so they would agree to allow Jews to leave Russia? (Answer: Governments have no moral authority to take away human rights of life, liberty, and the pursuit of happiness. By not allowing Jews to leave Russia, the Soviet Union was denying them the right to liberty and pursuing happiness.)
- James Madison writing in *The Federalist No. 51, The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments*

“If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary. In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself. A dependence on the people is, no doubt, the primary control on the government; but experience has taught mankind the necessity of auxiliary precautions.” (He then explains why competing offices in government are good.)

Write an essay that explains Madison’s point. Include answers to the following: (a) Why does he make a contrast between men and angels? (b) What are the two things government must control?

Dietrich Bonhoeffer

Civil Courage in the face of the anarchy of human values



Video image at 11:14



Video Segments - 12:18 – 17:06 (Length: 4 minutes, 48 sec.)

- Use the handout “Dietrich Bonhoeffer”

Before watching the video, have students read the handout. After they have watched the video segment, have them individually answer the questions. Then, lead the class in a discussion of their answers.

Write what you think Bonhoeffer meant by the following terms and be prepared to discuss them in class:

- “Dearth [lack] of civil courage”
- “Anarchy of human values”
- “A revival of wholesome reserve”

Optional Discussion/Essay Questions

For additional classroom discussion or an essay assignment, consider these questions:

- What do you think Bonhoeffer meant by the phrase “people with so little ground under their feet”? Give an example to illustrate your answer.
- Michael Miller talks about the importance of “resensitizing ourselves to evil and resensitizing ourselves to good.” What are two specific ways you go about doing that in your own life and thinking?

Recognizing we owe a debt

Living a life that honors the sacrifice of others



Video image at 27:54



Video Segments - 27:55 – 29:48 (Length: 1 minutes, 53 sec.)

- Use the handout “Recognizing I owe a debt”

Before watching the video, have students read the handout. After they have watched the video segment, have them individually answer the questions. Then, lead the class in a discussion of their answers. This can also be used as an essay assignment.

Summary of Saving Private Ryan

On June 6, 1944, American soldiers land on Omaha Beach as part of the Normandy invasion. They struggle against German machine gun nests which kill many of the men. Captain John Miller, (played by Tom Hanks) a company commander, survives the initial landing and is assigned to lead his men on a rescue mission.

He is ordered to find and retrieve Private James Ryan because Ryan, one of four brothers, is the only surviving brother after the other three brothers are killed in action within days of each other. General George Marshall orders that Ryan be found and sent home immediately.

Miller assembles seven men to accomplish the task. With no information about Ryan’s whereabouts, Miller and his men begin their search. After losing two men to enemy fire, Miller eventually finds Ryan who, along with two other soldiers, is getting ready to ambush a German vehicle.

He tells Ryan of his brothers’ deaths, the deaths of his two soldiers, and their mission to bring him home.

Ryan asks Miller to tell his mother “when you found me I was here, I was with the only brothers I have left.” As the German vehicle approaches Miller decides to take command and defend the bridge with what little manpower and resources are available.

The Germans arrive with a larger than anticipated force. Three more of the company are killed and Miller is mortally wounded. Ryan leans close to a dying Miller to hear him say with his last words, “James... earn this. Earn it.”

The scene shifts to the present day. Ryan, now an elderly veteran, visits the Normandy American Cemetery with his family. He stands at Miller’s grave in anguish, wondering if he is worthy of the sacrifice of Miller and the others. He asks his wife to confirm that he has led a good life and that he is a “good man.” The movie ends with Ryan saluting Miller’s grave.

(Summary adapted from Wikipedia)



1. What is meant by the term “owing a debt of gratitude?”
2. Name three people in your life to whom you owe a debt of gratitude for what you have and the opportunities you have had? Describe what they have done for you.
3. Write an essay explaining ways you can live your life right now — the good decisions you can make and the character you can demonstrate — that can be honoring to those people you described above.

Ethics Vocabulary 6

Key words used in Session Six

1. Draw a line between the term and its definition.

Public Square

To be provided with, to be furnished with, to be equipped with.

Legislate

Originally a place of assembly for the people in ancient Greece; now meaning the public discussion of and interaction with ideas.

Endowed

Incapable of being alienated, surrendered, or transferred. Sometimes written *unalienable* (as in the Declaration of Independence)

Inalienable

To make or enact a law.

2. On a separate paper, write the correct definition of each word.

Inalienable Rights and the Role of Government

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness;—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed...”

From the the Declaration of Independence, July 4, 1776

1. Analyze the above quote from the Declaration of Independence and answer the following questions:

A. Whom did the Founders believe gave people certain rights? _____

B. What are the three examples of unalienable rights they listed? _____

C. According to the Declaration, is the role of government to give those rights or secure those rights? _____ Write a sentence or two that explains the difference between giving rights and securing rights.

2. Why did Chuck Colson use America’s Declaration of Independence to make his case to government officials in the Soviet Union so they would agree to allow Jews to leave Russia?

3. James Madison writing in *The Federalist No. 51, The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments*

“If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary. In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself. A dependence on the people is, no doubt, the primary control on the government; but experience has taught mankind the necessity of auxiliary precautions.”
(He then explains why competing offices in government are good.)

Write an essay that explains Madison’s point. Include answers to the following: (a) Why does he make a contrast between men and angels? (b) What are the two things government must control?

Dietrich Bonhoeffer

Civil courage in the face of the anarchy of human values



Dietrich Bonhoeffer (February 4, 1906 – April 9, 1945) was a German Lutheran pastor, theologian and active member of the German resistance movement against Nazism.

He received a theology degree from the University of Berlin, and also spent a year in New York City studying at Union Theological Seminary.

Bonhoeffer returned to Germany in 1931 while Hitler was rising to power. A strong opponent of Nazism, he was involved in setting up the Confessing Church - a Christian resistance movement against Nazism.

After serving as a pastor in London, he returned to Germany to head an illegal seminary for Confessing Church pastors, which was closed at the outbreak of war. The Gestapo also banned him from preaching; then teaching; and finally any kind of public speaking. During this time, Bonhoeffer worked closely with numerous opponents of Adolf Hitler.

In 1939, Bonhoeffer joined a hidden group of high-ranking military officers based in the Military Intelligence Office, who wanted to overthrow the National Socialist regime by killing Hitler. He was arrested in April 1943 after money used to help Jews escape to Switzerland was traced to him. He was charged with conspiracy and imprisoned in Berlin for a year and a half.

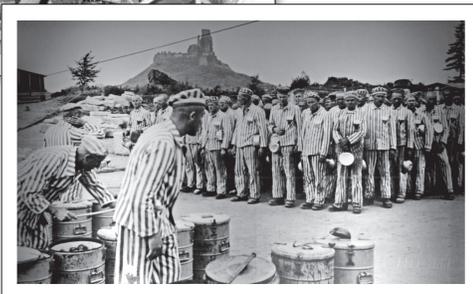


After an unsuccessful attempt to kill Hitler with a bomb in 1944, Bonhoeffer's connections to the conspirators were discovered. Here, he was eventually executed by hanging at dawn on April 9, 1945, just days before the liberation of the city.

(Source— Christianity.com)



Hitler's conference room after the explosion



Flossenburg concentration camp

Letters and Papers from Prison from Dietrich Bonhoeffer

“The great masquerade of evil has played havoc with all our ethical concepts. For evil to appear disguised as light, charity, historical necessity, or social justice is quite bewildering to anyone brought up on our traditional ethical concepts.”

“What lies behind the complaint about the dearth [lack] of civil courage?...Unless we have the courage to fight for a revival of wholesome reserve between man and man, we shall perish in an anarchy of human values.”

“One may ask whether there have ever before in human history been people with so little ground under their feet...”

Write what you think Bonhoeffer meant by the following terms and be prepared to discuss them in class:

1. “Dearth [lack] of civil courage”
2. “Anarchy of human values”
3. “A revival of wholesome reserve”

Recognizing I owe a debt

Living a life that honors the sacrifice of others

On June 6, 1944, American soldiers land on Omaha Beach as part of the Normandy invasion. They struggle against German machine gun nests which kill many of the men. Captain John Miller, (played by Tom Hanks) a company commander, survives the initial landing and is assigned to lead his men on a rescue mission.

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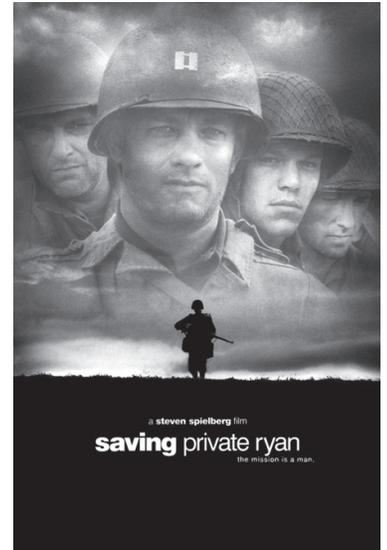
He tells Ryan of his brothers' deaths, the deaths of his two soldiers, and their mission to bring him home. Ryan asks Miller to tell his mother "when you found me I was here, I was with the only brothers I have left." As the Ger-

man vehicle approaches Miller decides to take command and defend the bridge with what little manpower and resources are available.

The Germans arrive with a larger than anticipated force. Three more of the company are killed and Miller is mortally wounded. Ryan leans close to a dying Miller to hear him say with his last words, "James... earn this. Earn it."

The scene shifts to the present day. Ryan, now an elderly veteran, visits the Normandy American Cemetery with his family. He stands at Miller's grave in anguish, wondering if he is worthy of the sacrifice of Miller and the others. He asks his wife to confirm that he has led a good life and that he is a "good man." The movie ends with Ryan saluting Miller's grave.

(Summary adapted from Wikipedia)



1. What is meant by the term "owing a debt of gratitude?"

2. Name three people in your life to whom you owe a debt of gratitude for what you have and the opportunities you have had? Describe what they have done for you.

3. Write an essay explaining ways you can live your life right now — the good decisions you can make and the character you can demonstrate — that can be honoring to those people you described above.

