

Student Handout: Unit 4 Lesson 3



Motivation

Suggested time: 1 Hour

What's important in this lesson:

- Considering the motives behind people's actions in order to understand people's behaviour
- Day 3 of reading about the lives of others
- Writing about one of your own past goals after deciding what your own motive was

Complete these steps:

1. Complete the "Motivation: Identifying Your Values" diagnostic. Ask your teacher for help if you need it.
2. Discuss with your teacher how what people value motivates their actions. (Your teacher may provide you with the Student Resource page "Notes on Motivation" for self-study.)
3. Read a third biographical selection for 30 minutes
4. Complete the Reading Log.
5. Complete the worksheet "Motivation and Action" Handout 1 about any one of the personalities you have read about so far.
6. Finally, in the Writer's Notebook Reflection Activity for Unit 4, Lesson 3, write about one of your own goals and the reason or reasons for wanting to achieve that goal.

Hand-in the following to your teacher:

1. Your completed worksheet "Motivation: Identifying Your Values"
2. Your Reading Log of today's reading.
3. Your completed "Motivation and Action" Handout 1.
4. Your Writer's Notebook Reflection Activity for Unit 4, Lesson 3. This will contain at least one paragraph.

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Questions for the teacher:

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Notes on Motivation

People do things for many reasons. In stories, both fiction and non-fiction, the underlying values of a subject may explain his or her actions. For example, a person who robs a bank may actually value family above all and want to save the family from being evicted from their home. Alternatively, a person may rob a bank because s/he values friendship and wants to impress peers through bravado. To understand a person, readers ought always to weigh the motives behind the actions, rather than the actions themselves.

The final assessment unit, “Graffiti”, requires awareness of all the varying values that lead to conflict.

Notes:

- When we speak of motives, we are really speaking of underlying personal values or beliefs.
- By understanding character motivations, we gain insight into the person and the events in a story.
- Values, actions, and goals are linked. All characters, even minor ones, have goals they wish to achieve, and their actions and goals are derived from their value system.
- Sometimes, the motives of characters may not be readily apparent and we may have to **infer** or read between the lines to discover the motives.
- Sometimes, a character’s motivations may be clear to the reader but not to the character.

Tolerance is really about recognizing and respecting different value systems.

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Motivation: Identifying Your Values

What are Values?

Values refer to what a person thinks is important in life. The people and conditions around us determine and influence our values. Some influences are:

family race culture religion media peers

Values are also influenced by our *gender, age, education, and economic* background. So, from time to time, our values may change as these conditions change.

A Value Inventory

From this inventory, identify a maximum of ten values you have. Circle your choices.

* Since values are personal choices there are no “right” answers.

cleanliness	competence	cooperation
competition	creativity	discipline
diversity	environment/nature	excitement
fairness/justice	family	fun/freedom from responsibility
health/fitness	helping others	independence
mental challenge	money/wealth	loyalty
peace	physical challenge	power/control
relaxation	respect/ status	responsibility
risk-taking	routine	security
self-esteem	solitude	variety/change

Values May Explain Our Actions - Values equal Motivations.

People’s actions may sometimes be understood if we understand the values that motivated those actions.

Choose any three of the values you circled above, and think of a specific action you took because of that value.

Example: someone who values the environment may make an extra effort to recycle or join a wildlife protection organization or fight with a friend who litters.

This Value	Led to this action or goal in my life:
1. _____	_____
2. _____	_____
3. _____	_____

Think: As you read about the lives of others in this biography unit, think about the underlying motives or value system behind their actions and goals.

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Motivation and Action

Name: _____

Date: _____

Directions: From your readings, choose one person. Examine that subject's motivation and action by answering the questions below. Use the back of this sheet if you need more space.

1. What is the person's name? _____

2. Use the chart to describe this person's values or motivations.

Note: You may see more than one motivation and more than one goal. Also, you may have to **infer** or **read between the lines** to decide.

Use your own words in Column 1. Then, in Column 2, quote words or phrases from the reading that helped you discover the motivation.

This person's motivations are:	The words or phrases that tell me so are:
<i>e.g., to gain acceptance from peers</i>	<i>e.g., "they called her chicken and laughed"</i>
1.	
2.	
3.	

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3. What was one goal of this person?
e.g., She wants to learn to sky dive.

4. What actions does the person take to attempt to achieve his or her goal?
e.g., She takes a part-time job to earn money for lessons. She decides to go to work instead of going to her friend's party, which is ironic since she values friendships. But to learn to skydive, and impress her friends, she needs money.

5. Does he or she achieve the goal? _____. Explain why or why not.
