



Saskatchewan Catholic Schools Curriculum Permeation

REVEALING CHRIST IN ALL WE TEACH

English Language Arts B10

2013

“Revealing Christ In All We Teach”

“Revealing Christ in All We Teach”

A Curriculum Permeation initiative of the Saskatchewan Catholic School Boards Association

Introduction:

“The Gospel spirit should be evident in a Christian way of thought and life which permeates all facets of the educational climate. Prime responsibility for creating this unique Christian school climate rests with the teachers, as individuals and as a community.” (The Religious Dimension of Education in a Catholic School, 1988 #25 -26.)

Teachers in Saskatchewan are mandated by the Ministry of Education to implement provincial curricula. Teachers in Saskatchewan Catholic Schools are further charged to utilize the “Revealing Christ in All We Teach” resources to permeate the Ministry curriculum with the Catholic world view.

Our Catholic schools seek to create a learning environment that reflects the identity and character of the Catholic Church. In each of our Catholic schools throughout Saskatchewan, we strive to become learning environments in which the uniqueness of our Catholic faith is expressed in all we do.

We believe that teaching in our Catholic schools is a ministry in which all are called to witness their faith. The teaching that occurs within our Catholic schools ought to reflect more than the content and outcomes/indicators of the provincial curricula. In addition to these core fundamentals, we are called to infuse our Catholic beliefs and values in all subject areas.

In an ever-increasing secular world in which religious beliefs are dismissed, we must take up the challenge to see that the teaching of our Catholic values and beliefs are not limited to Religion and Christian Ethics classes alone, but are taught across the entire curricula. Our Catholic faith must permeate all subject areas! This undertaking is critical to the distinctiveness of Catholic education in Saskatchewan.

As Catholic educators, how do we permeate our Catholic teachings across the curricula? How do we, for example, discuss our church’s teachings on respect for the environment in science classes? How do we promote social justice in our studies of the humanities? How do we critique literary works through the eyes of our faith? In biology, how do we promote the sanctity of all human life, indeed, all of creation?

At the direction of the Saskatchewan Catholic School Boards Association, the following resource has been produced to assist teachers in the permeation of our Catholic faith across the curricula. A number of dedicated Catholic teachers in Saskatchewan have contributed to this resource by developing and sharing a variety of activities, lessons, and units for this purpose.

Please note: Teachers are invited to submit feedback and/or suggestions for additional faith permeation ideas to their Religious Education coordinator/consultant.

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English Language Arts B10
Unit Theme: The World Around Us and Within Us
The Natural and Constructed World And
Stewardship

Introduction

The world is a difficult text and learning takes place in all areas of life. This unit focuses on both the constructed and natural environment, as well as stewardship of this environment. Students live in an information-rich world where the answers to life's questions are a click away. This unit is intended as an inquiry unit. Inquiry is prompted through questions for deeper understanding, questions that facilitate and guide the learning process. Students are encouraged to generate inquiry questions throughout the unit, to use a range of search strategies and tools to find different types of information needed to address these questions, and to use multiple angles to find solutions to these questions.

Possible Questions for Deeper Understanding

- What are our relationships and responsibilities to the communities and environments of which we are a part? How are we related to and responsible for natural and constructed environments? For technology?
- Why is it important to be in touch with the world?
- The world is a difficult text: how can we read it and respond to it critically?
- How can I have a positive influence upon the world?
- How must we show respect and care for the community of life?
How are we related to and responsible for natural and constructed environments?
- How do I interact with the world around me?
- How and why must we learn to understand the world we live in?

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NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning

The seventh commandment enjoins respect for the integrity of creation. Animals, like plants and inanimate beings, are by nature destined for the common good of past, present and future humanity. Use of the mineral, vegetable and animal resources of the universe cannot be divorced from respect for moral imperatives. Man's dominion over inanimate and other living beings granted by the Creator is not absolute; it is limited by concern for the quality of life of his neighbour, including generations to come; it requires a religious respect for the integrity of creation. (CCC #2415)

Catholic Faith Big Ideas

Students will understand that:

Even though the Bible uses verbs like subdue and have dominion, that doesn't mean God wants us to use nature and other creatures selfishly and destructively. It really means the opposite, that we have a special responsibility, called stewardship, to honour and preserve creation. God is counting on us to make wise use of the earth's resources and creatures and to protect them from destruction. (The Catholic Faith Handbook for Youth, p. 51)

One of the foundations of the Church's social doctrine is that God gave human beings stewardship of the earth. That means we have the will and intelligence to be in charge – not to dominate or overpower, but to create a just and reasonable society, using the earth's resources. It is up to us to see that the goods of the earth are distributed, in just and charitable ways, to every person in the world. (The Catholic Faith Handbook for Youth, p. 280)

Catholic Faith Essential Skills

Students will know where to turn to discover answers about the church, and also will learn which documents and websites can give guidance regarding the Church's position on matters relating to the natural and constructed world.

Catholic Faith Essential Questions

- How can I be a better steward of creation?
- Are my daily actions keeping within the guidelines of the Catholic Church in relation to the constructed and natural environment?
- How can I use my knowledge or stewardship to be a positive influence on my peers?

Description of Culminating Task - Integrating Catholic Faith

The culminating task of this unit is a problem-solving essay. Once students have chosen their problem to solve, they will use the knowledge gained throughout the unit to state:

- why this would be a problem as seen by the Catholic Church.
- what guidelines would the Catholic Church give for solving this problem.

Students would use all of the resources used in the unit, texts and online resources.

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English Language Arts B10 Goals and Outcomes Overview*

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:

- identity (e.g., Diversity of Being);
- social responsibility (e.g., Degrees of Responsibility); and
- social action (agency) (e.g., Justice and Fairness).

CR B10.2 View, interpret, and report on ideas and information from more than one source to develop and support positions on various topics related to the course including identity, social responsibility, and personal agency.

CR B10.3 Listen to, comprehend, interpret, and summarize information and ideas presented in a variety of literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talkback show about a topic or issue being studied.

CR B10.4 Read, interpret, and summarize a wide variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries, memoranda, electronic communications) texts.

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

CC B10.1 Compose and create a range of visual, multimedia, oral, and written texts to explore:

- social responsibility (e.g., Degrees of Responsibility); and
- social action (agency) (e.g., Justice and Fairness).

CC B10.2 Create and present a visual or multimedia presentation supporting a prepared talk on a researched issue, using either digital or other presentation tools.

CC B10.3 Use oral language to express a range of information and ideas in formal (including a prepared talk on a researched issue, an interview, an oral reading of prose or poetry, and an explanation and defence of a personal point of view) and informal (including discussion and group work) situations.

CC B10.4 Create a variety of written informational (including a business letter, biographical profile, problem solution essay) and literary (including fictionalized journal entries and a short script) communications.

Assess and Reflect (AR). Students will extend their abilities to assess and reflect on their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.

AR B10.1 Establish and apply criteria to evaluate own and others' work.

AR B10.2 Set personal language learning goals and select strategies to enhance growth in language learning.

**Throughout this Unit, Lesson Outcomes will use the above abbreviations.*

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Unit Instruction Plan/Lesson Sequence

INTRODUCTION

Strands: viewing, listening, writing

Outcomes:	CR B10.1	CC B10.2	AR B10.1
	CR B10.2		AR B10.2

In small groups have students discuss and write down where they seek out the answers to their frequently asked questions (FAQs). From where does the information come? How has seeking information changed over time? How does acquiring information affect how we interact with the world around us?

Have a large group discussion about where and how FAQs are answered, include the questions, “If I want to find out answers about the Catholic Church, where would I look?” and “If I want to find out what the Catholic Church says about a particular issue, where would I look?”

Introduce the following books (these can all be accessed on line).

- Catechism of the Catholic Church (Canadian Conference of Catholic Bishops)
- Compendium of the Catechism of the Catholic Church (Canadian Catholic Conference of Bishops)
- The Catholic Faith Handbook for Youth (St. Mary’s Press)
- YOUCAT – Youth Catechism of the Catholic Church (Ignatius Press, San Francisco)

These books will be a part of this Unit, along with websites and local publications which can help to educate about our faith, and our call to be disciples interacting with the rest of the world.

Tell students that generating questions is a key element in learning and identify that learning is no longer restricted to the walls of the classroom, nor is it restricted to the school day. Learning occurs in our day-to-day practices of building questions and fostering relationships with the world in which we live.

Create a question wall (SMART board, Graffiti wall, etc.). Throughout the unit, create a time or space where questions are generated and answered. Create environments or examples where students will seek out information (school announcements, web pages for events, newspapers) and have small-group discussions about the skills needed to understand the information in the different styles and formats. Take time to analyze and synthesize the responses and the source(s) that students use. Use the students’ examples to understand where, how, and why students are interacting with information.

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LESSON 1:

Strands: speaking, writing,

Outcomes: CR B10.1 CR B10.2 AR B10.1

BEFORE

Tell students that within each lesson, they will examine the natural and constructed worlds that are represented through informational texts including magazine articles, photos, news stories, etc. Explain to students that the learning and texts will facilitate an individual’s learning via inquiry that identifies our relationship to natural and constructed worlds.

State the big question:

How are we related to and responsible for natural and constructed environments?

Choose one of the following statements to put into an It Says, I Say, And So chart, with the And So part being: And So... What is my responsibility as a practicing Catholic to the environment? (Appendix A)

It Says...	I Say...	And So... What is my responsibility as a practicing Catholic to the environment?
<p>The seventh commandment enjoins respect for the integrity of creation. Animals, like plants and inanimate beings, are by nature destined for the common good of past, present and future humanity. Use of the mineral, vegetable and animal resources of the universe cannot be divorced from respect for moral imperatives. Man’s dominion over inanimate and other living beings granted by the Creator is not absolute; it is limited by concern for the quality of life of his neighbour, including generations to come; it requires a religious respect for the integrity of creation. (CCC#2415)</p>		

- The glory of God consists in the realization of this manifestation and communication of his goodness, for which the world was created. God made us “to be his sons through Jesus Christ, according to the purpose of his will, to the praise of his glorious grace,” for “the glory of God is many fully alive; moreover man’s life is the vision of God: if God’s revelation through creation has already obtained life for all the beings that dwell on earth, how much more will the Word’s manifestation of the Father obtain life for those who see God.” The ultimate purpose of creation is that God “who is the creator of all things may at last become ‘all in all’, thus simultaneously assuring his own glory and our beatitude. (CCC #294)
- We believe that God created the world according to his wisdom. It is not the product of any necessity whatever, nor of blind fate or chance. We believe that it proceeds from God’s free will; he wanted to make his creatures share in his being, wisdom and goodness: “For you created all things, and by your will they existed and were created.” Therefore the Psalmist exclaims: “O Lord, how manifold are your works! In wisdom you have made them all”; and “The Lord is good to all and his compassion is over all that he has made.” (CCC#295)
- With creation, God does not abandon his creatures to themselves. He not only gives them being and existence, but also, and at every moment, upholds and sustains them in being, enables them to act and brings them to their final end. Recognizing this utter dependence with respect to the Creator is a source of wisdom and freedom, of joy and confidence: For you love all things that exist, and detest none of the things that you have made; for you would not have made anything if you had hated it. How would anything have endured, if you had not willed it” Or how would anything not called forth by you have been preserved? You spare all things, for they are yours, O Lord, you who love the living.(CCC #301)
- The beauty of the universe: The order and harmony of the created world results from the diversity of beings and from the relationships which exist among them. Man discovers them progressively as the laws of nature. They call forth the admiration of the scholars. The beauty of creation reflects the infinite beauty of the Creator and ought to inspire the respect and submission of man’s intellect and will. (CCC #341)

DURING

Provide opportunity for discussion and interpretation of this question. Create a Carousel Learning Strategy.

Four specific topics:

- ✓ Constructed environment (social media)
- ✓ Natural environment (water sources)
- ✓ Related to and responsible for a natural environment (recycling)
- ✓ Related to and responsible for a constructed environment – (justice systems)

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Divide the class into four groups. Each group member should/must take a turn either recording or presenting the information. Each topic will be placed on big sheet of paper and the initial stage of the carousel will be to write down as much information or prior knowledge regarding the initial designated topic. Each group will circle and stop at the topic pages to add, check ideas already stated, or expand on the answers of the previous group(s) before them.

AFTER

Take the last part of the class for an open forum on the chosen topics:

- What is the consensus of the group?
- Did a group or group member disagree with some of the definitions or suggestions?
- Was there new learning?

Provide an Exit Slip or similar strategy and have students complete and submit the slip before exiting the classroom:

- 1) One thing I learned . . .
One thing I would like to know more about .

LESSON 2:

Strands: viewing, reading, representing, writing

Outcomes:	CR B10.1	AR B10.1
	CR B 10.2	AR B10.2
	CR B 10.3	

Suggested Resource:

- “Junkosphere” by Nicola Hawkins, iLit
- See-Think-Wonder strategy (*Making Thinking Visible* p. 55)

BEFORE

The Big Question: How do I SEE responsibilities and relationship to the natural and constructed environment in visual representation?

From: The Catholic Faith Handbook for Youth – p. 280,

The Catholic Church is deeply concerned about the environment. The last several popes have consistently talked about taking care of the environment as an important responsibility of Christians. Following are some of the themes mentioned by the bishops and the popes:

- We must limit pollution.

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- Corporations and businesses must take responsibility for repairing any ecological damage their businesses cause.
- Theologians, scientists, economists, politicians and environmentalists must work together to find solutions to the environmental problems we face.
- Families must take responsibility to take delight in God's creation and do what is in their power

Think, Pair, Share. (6-8 minutes)

On a sheet of loose-leaf, answer the following three questions. Discuss your answers with your elbow partner, and then share with another set of elbow partners.

1. Are there different ways to recycle besides getting money for empty bottles and cans?
2. How many different ways does your family recycle?
3. How are you fulfilling your call as a disciple of Christ by recycling?

Ask them to See, Think, and Wonder (*Making Thinking Visible*, p. 55)

The routine of See, Think, and Wonder (STW) can be used to initiate an inquiry because questions arise that may guide future inquiry.

The resource can be any object/artifact that evokes thinking and wondering: video clip, excerpt of text, photo, or a political cartoon as suggested in the above resource list.

STW Steps:

1. Set up – View and allow sufficient silent time for students to observe detail of object/artifact.
2. See – Write down observations. Ask students to avoid interpretations. Debrief using a Think, Pair, Share, and begin large-group discussion with sharing observations that were not similar.
3. Think – Lead the observations into interpretative questions. “What does the object/text make you think about?” “What else is happening?” What do you see that makes you say that?”
4. Wonder – Explain to students that wondering is about asking broader questions that push beyond basic, surface-level interpretations. Wondering looks at issues and ideas raised by the whole image and the possible interpretations of the pieces of the image.

Have students identify which strategies they used to help them interpret the works of art (visual texts):

- Making connections
- Asking questions
- Identifying similarities and differences
- Monitoring comprehension (Do you see the big picture, the details?)

Viewing and Representing: Have students create their own visual representation from found (recycled, materials around the school, or natural items) materials. Students explain their choices of materials and the message they wished to convey with their chosen materials or pictures.

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Questions to Consider:

What is the visual representing? What assumptions, interests, beliefs, biases, and values will be portrayed in the representation? What is the projected reaction to the representation? Is the presentation evoking humour? Conflict?

Use a RAFT prompt to guide students and identify ‘how’ the visual representation is going to evolve and transform:

R- Role

What is the purpose of the visual?

A-Audience

Who is going to be viewing my visual?

F-Format

What are found materials?

T-Topic

What is the main idea?

S- Strong Verb

Have students think of a strong verb that could guide the message and purpose of the visual.

Prompt: Create a three-dimensional visual to persuade teens to recycle garbage.

Peer Evaluation using a DVTA (Directed Viewing-Thinking Activity)

Step 1: Activate Background Knowledge by looking at the title and visual cues.

Step 2: Make predictions about the content of the work (Guess the strong verb chosen by your peer) Support predictions with examples

Step3: Keeping purpose and prediction in mind, examine work closely

Step4: Confirm or reject predictions by providing proof of and written reasons

Step 5: Discuss the initial reaction and final conclusion with the peer who created the three dimensional piece.

Digital Extension: Create a short video that highlights a questionable environmental practice within your school or community with a complete explanation of why the practice is questionable.

Resource and Video Extension: “Environmental Hero” Sheila Watt-Cloutier (*Interface* V1.1)
“Climate Refugees”

LESSON 3:

Strands: viewing, speaking, writing

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Outcomes: CR B10.1 CC B10.4 AR B10.1
CR B10.3 AR B10.2

Suggested Resource:

- *Interface* V 2.1 (“Sherman’s Lagoon”, ”A Growing Thirst”)
- *Sightlines 10*, p.46, p.110 (newspaper column, instructions)

BEFORE

The Big Question: How do I interact with the world around me? How do I interpret how I construct meaning and context in the world around me?

Did you know that the Pope has over 2 million followers on Twitter? If you go to Google, and then type in Twitter Pontifex, you will be on the Pope’s Twitter page.

What can we learn about the Pope and how he is connected to the world from the following tweets?

Mar 19, 2013 – *Let us keep a place for Christ in our lives, let us care for one another and let us be loving custodians of creation.*

April 26, 2013 – *Dear young people, do not bury your talents, the gifts that God has given you! Do not be afraid to dream of great things!*

April 27, 2013 – *Join me in praying for the victims of the tragedy in Dhaka, Bangladesh, that God will grant comfort and strength to their families.*

April 29, 2013 – *How marvellous it would be if, at the end of the day, each of us could say: today I have performed an act of charity towards others!*

July 25, 2013 – *May sports always be a means of exchange and growth, never of violence and hate.*

July 29, 2013 – *I am back home (from World Youth Day in Rio, Brazil), and I assure you that my joy is much greater than my exhaustion.*

How can I respond when I hear people saying that the Catholic Church is out of touch and old-fashioned?

The world is a difficult text. Why is it important to be able to read it critically and identify perspectives in a variety of forms?

Have students examine a variety of informational text: interview, photo essay, magazine article, etc., and identify the message and techniques used to represent the ideas.

As a class, walk through one of the informational texts and identify how perspective is represented. For example, in the cartoon “Sherman’s Lagoon,” use a strategy that Notes Key Ideas and What Supports Them (p.25):

- The important ideas in what I am looking at are...
- Here is why (supporting ideas)...
- I think the author is really trying to make us think...

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Tell students that our prior experiences frame how we receive information. Explain that connections are needed to understand context and meaning in written and visual texts. In small groups, students identify the contexts of the cartoon needed to construct and understand meaning.

Have students in pairs or small groups walk through a few more examples using the strategy used as a whole class or a different strategy like Connect and Construct meaning.

DURING

As a class, examine the photo essay, “A Growing Thirst.” Model to students the thinking process and strategy: **3-2-1 Bridge (p.86)**

Thinking about the key concept or topic, identify:

Initial Response	New Response
3 words	3 words
2 questions	2 questions
1 metaphor/simile	1 metaphor/ simile

Bridge

Identify how your new responses connect to or shifted from your initial response. There may be students who will not have a reply; support these students with suggestions.

The 3-2-1 Bridge is a mini pre-assessment that can indicate the students’ thinking and how new information is framed. Using this strategy at the beginning and end of a unit can identify how students synthesize new information, and it also teaches students about revisiting new and old information.

AFTER

In the last part of class, ask students to work individually. Each student will be asked to identify an informational text that best or closely represents his/her ideas or beliefs about how she/he connects to the world around her/him.

Have students write a brief explanation regarding their choice.

Student reflection:

- I can relate to...
- A “golden line” for me is...
- The word/part/sentence stands out for me because...
- I like how the presenter/author uses...to show...
- The thing I could relate to the most was... because...

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LESSON 4:

Strands: viewing, listening, reading, speaking, writing

Outcomes:	CR B10.1	CC B10.3	AR B10.1
	CR B10.2	CC B10.4	AR B10.2
	CR B10.3		
	CR B10.4		

Suggested Resource(s):

- newspapers, online news sites
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts*, 4-12. Portland, ME: Stenhouse Publishers (teacher resource).

How and why must we learn to interact with the world around us?

As the Catholic Church works to interact with the world around us, there are many forms of media where everyday Catholics can find out the Church's opinion and teachings on everyday matters. We have already seen that the Pope has a Twitter account and is very aware of what is happening in the world. Check out these options as well:

-visit www.catholic.org to find out what the Church is doing internationally, for movie reviews, prayers, information on saints, and ways that you can be more connected to your faith. (this is an American website)

-visit www.cccb.ca to find out about our Church in Canada and the world, CCCB publications, encyclicals from the Pope

-read *The Prairie Messenger*, published in Muenster, Sask., for more local news about the Church in action, movie and song reviews, and articles about youth having impact on the Church. (by contacting the editor ahead of time, you can receive a class set of *Prairie Messengers*)

BEFORE

First step in modelling inquiry is examining our own perspectives and assumptions that create and connect us to the world around us. Development of an inquisitive and creative mind requires development and understanding of what the questions determine.

Questions can:

- Excite interest or curiosity
- Direct thinking in a particular way
- Focus attention on a topic
- Challenge
- Encourage reflection
- Assess
- Clarify
- Model thinking
- Help make connections
- Motivate

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(Adapted from *Out of the Question*, by Sally Goding and Jeni Wilson)

Select a few of the questions generated and ask students to identify the questions generated. Teachers can provide question examples or have a brainstorm snowball fight (students write a question on a scrap piece of paper, ball up the paper, throw it to a classmate, each student picks up a snowball, and responds to the question; repeat procedure for 2-3 snowball fights). Focus the class on the purpose of each question:

- Does the question challenge? How or what?
- Does the question encourage reflection? How?
- Does it help make connections? How?

Explain to students that there are four reasons to engage in inquiry and to develop questioning skills:

- To think for themselves
- To explore their thinking
- To facilitate their understanding
- To encourage higher-level thinking.

Use a variety of news articles/news sites (Dependent on each student's familiarity with newspapers/newspaper sites, teachers might have students participate in a scavenger hunt prior to using the news articles (as a question-generating resource). *Deeper Reading: Comprehending Challenging Texts, 4-12*, p.181 (Gallagher, K. 2004), models and has examples of a newspaper scavenger hunt that can be adapted).

Invite students to identify a current affair or trending topic that is in the news. Tell students that they will be seeking an article that connects them personally to the world around them. The article chosen requires a personal response and defence of their point of view. The focus is on the development of questions and interaction with a medium that communicates worldviews. Invite students to reconsider the question for deeper understanding: **How and why must we learn to interact with the world around us?**

The first part of the lesson focuses on how we learn to interact with information by generating questions for further inquiry. The second part of the lesson requires students to form their own opinions about why we must learn to interact with world around us.

DURING

Ask students to determine what kind of question they want to generate: question to challenge, question to connect, question to assess, question to clarify. Have students generate a list of questions on one or two articles. Teachers should model and demonstrate think alouds through this process. Generate potential questions that students can use, but have students determine what comes out of the question being asked. The demonstration of question generation is crucial in allowing students to understand how questions are formed from content, prior experiences, new knowledge, or emotional responses.

Tell students they will be expressing a personal point of view and writing an explanation and defence of their point of view based on the chosen article. Model a sample defense or synthesize

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a response to an article. An analysis of letters to the editor is one way to find examples and synthesize questions raised by other readers.

Using the questions the students have formed, have students outline a response to their chosen news article and present that response in class. The questions should guide their writing process and reflection.

Have students present their chosen article and personal point of view in class. Create a digital or physical space where students can respond to the articles presented. A holistic rubric (p.68) may be used to assess the writing and speaking.

Language Extension: Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts, 4-12*. "Loaded' Language" p.169

Digital Extension: Explore the comment section of editorials online. Have students read and write responses to other people's comments. Open a group discussion on comment etiquette and ask students to think about how words and ideas written in different ways can be powerful or misconstrued. Co-construct a rubric on comment etiquette and use it to evaluate editorial sites for faulty reasoning.

Language Study Extension: A lesson on faulty reasoning (see *Crossroads 10*)

LESSON 5:

Strands: reading, listening, speaking

Outcomes: CR B10.1 CR B10.4

Suggested Resource:

- "Alice and the Fawn" *Interface V 2.1*

How and why must we learn to interact with the world around us? How do we identify the difference between natural and constructed worlds? Are we always aware of the constructs of the world in which we live?

Building from the previous lesson, use the personal views of students to determine natural and constructed perspectives. In a large group, discuss how students believe constructed perspectives come to be.

BEFORE Reading:

Using "Alice and the Fawn," examine the layout of the excerpt. Have students identify the features of the text that are unusual. Think Pair Share strategy could be used to analyze the features of the excerpt. For example: the graphics are from 1872, which contrasts with the

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modern lay-out of a web page. Other features include the use of a definition and the question that frames the text. What are other features of the text? What is unique about taking a passage out of its original context?

Newspapers/bloggers often use/quote a passage out of its original context to devise a particular slant.

Have students examine and read the information surrounding the excerpt.

DURING Reading: Use the strategy Note Key Ideas and What Supports Them (*ELA 10 curriculum*, p. 25)

- The important ideas in what I listened to, read, or viewed are...
- Here is why (supporting ideas)...
- I think the author is really trying to make us think...

AFTER Reading: Have students pair and share their key ideas and supporting evidence. How do Alice and the Fawn live in a constructed world? What or who could Alice represent? The Fawn?

Read Zoom Out that accompanies the selection, and, in small groups, have students complete and discuss the text-provided section of questions. During discussion, add:

With a partner, explain how your personal loyalties and traditions shape you. Discuss how these contribute positively to your identity:

- What religion does your family consider itself to be?
- What traditions from this religion are the most important to you?
- Do others around you identify YOU with a particular church community?
- How has your church community had a positive impact on you, your school, your city or town?

Ask the students what the text suggests about the construction of identity.

Connect the discussion and questions about natural and constructed worlds to the previous lesson. How is personal opinion constructed and shaped by the world around us?

LESSON 6:

Strands: reading, writing, speaking, representing, listening, viewing

Outcomes: CR B10.1 AR B10.1
 CR B10.4 AR B10.2

Suggested Resource: "What a Waste" by Bonny Rechert, *Interface*, V 2.1

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BEFORE (Activate Prior Knowledge):

Have students build on the previous lesson that examined constructed environments by examining a household practice and constructed environments in day-to-day practices. The subject matter can be substituted, but it is important that it be a practice that goes unquestioned. Have students examine how/what they think about their daily practices. Prior to this lesson, students can journal, for a week, their daily routines and analyze similar and different patterns of their peers (How much TV is watched? When are meal times? When are bed times? Interaction with caregivers and other family members).

Prior to reading the selections, have students go into small groups and generate a list of food(s) that have expiry dates (meat, dairy, produce, etc.) Have students discuss household beliefs around expiry dates on food. Scaffold the lesson from development of questions to providing students with templates on how to respond to contested paradigms.

Questions to guide the exploration:

- Are expiry dates for the seller or the consumer?
- Should people throw items out before, on, or after the expiry date?
- What are the possible ideas or beliefs around food that “has gone off”?
- Do different households have different beliefs regarding food shelf life?

Responses to conflicting viewpoints:

- Have you considered...
- Another way to look at this topic is...
- Yes, but what would you think if...
- That is a good point, but what about...

DURING:

Look, Ask, and Read: “What a Waste” by Bonny Rechert

Look: Invite students to identify the make-up/layout/format of the magazine article (pictures, title, writings in bold or italics, brochure, etc.). (Textual Cues and Conventions)

Ask: What stands out in this text? What is distracting and/or appealing about the format? What is the purpose for the extra pieces of information?

Read: Ask students to think about the following points while reading the article:

- Develop a solution to the problem identified in Rechert’s article
- Is there a question that examines the issue in a different way? From a different perspective? If so, what and/or how?

AFTER:

Have students return to their small “expiry date” groups. Connect the article the students read to the summary of their small-group discussion. In their small groups, students create a perception list around the topic of food that expands beyond the context of the essay: (e.g., food is

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dangerous and unhealthy; food is plentiful and disposable; food shortages are imminent; food is spiritual, etc.).

Even in Jesus’ time, food – and the lack of it – is prominent in Jesus’ teachings. We are told to feed the hungry and this is such an important instruction for Catholics, it is the first of the Corporal Works of Mercy. From the Catechism of the Catholic Church 2447:

The works of mercy are charitable actions by which we come to the aid of our neighbour in his spiritual and bodily necessities. Instructing, advising, consoling, comforting are spiritual works of mercy, as are forgiving and bearing wrongs patiently. The corporal works of mercy consist especially in feeding the hungry, sheltering the homeless, clothing the naked, visiting the sick and imprisoned, and burying the dead. Among all these, giving alms to the poor is one of the chief witnesses to fraternal charity: it is also a work of justice pleasing to God.

“He who has two coats, let him share with him who has none’ and he who has food must do likewise. If a brother or sister is ill-clad and in lack of daily food, and one of you says to them, ‘Go in peace, be warmed and filled,’ without giving them the things needed for the body, what does it profit?”

Jesus lived by these words and works, and was able to feed thousands with very little, and have leftovers! Read an account of Jesus feeding 5000 (Matt 14:13-21, Mark 6:31-44, Luke 9:10-17, John 6:1-14) or Jesus feeding 4000 (Matt 15:32-39, Mark 8:1-9). In your small group, discuss how there could have been leftovers in these situations. Are we called to give more than our leftovers? Reflect on the following scripture passage: (Appendix B)

It Says...	I Say...	And So... how can I feed the hungry?
<p>1 John 3:17-18 How does God’s love abide in anyone who has the world’s goods and sees a brother or sister in need and yet refuses help? Little children, let us love, not in word or speech, but in truth and action.</p>		

Discussion Extension: Explore the subject of Freegans and Dumpster Dive people.

Have students connect the perceptions about food to a larger paradigm. Have students compare and share their answers:

- self-
- family-
- community-
- national level-
- global level-

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Students prepare a written problem-solution paragraph that they believe addresses “What a Waste” and present it to the class.

A problem-solution text structure explains how a difficult situation, puzzle, or conflict develops, and what was or can be done to solve the problem or work through the situation.

Signal (transition) words include because, therefore, as a result, so that, accordingly, thus, consequently, this led to, and nevertheless (Semantic and Textual Cues and Conventions). These word signal relationships among and between ideas.

Revisit the structure of a problem-solution text structure. See *Content Area Reading and Literacy: Succeeding in Today’s Diverse Classrooms, 6th ed.* (p.223-232) for more ideas and graphic organizer suggestions.

Resource Extension: Locate a text that satirically highlights a social issue/crisis (e.g., “A Modest Proposal” by J. Swift, is a satirical approach to food shortages in Ireland. **NOTE: This is text is not for use in ELA 10; it is listed at ELA B 30 level; however, it provides an example of the content you are looking for if you explore this extension.**)

Scaffold from previous lessons, questions and paradigms and move beyond the paradigm of food and juxtapose the concept of a constructed environment with a social construct. Use a socially created construct such as race or gender:

- www.pbs.org/race
- <http://starsusask.blogspot.ca>
- <http://www.understandingrace.org/home.html>
- www.mediasmarts.ca
- <http://www.pflagcanada.ca/>
- <http://www.glsen.org>

Discuss with students how, when we reflect on the important issues of our world, it can help to think in terms of layers. Reflection may begin with self, but understanding is heightened if we push beyond self and think in terms of the larger world. To think beyond immediate personal concerns to larger connections is taking a step to become a more informed and engaged world citizen.

- How does this idea/message/text connect in terms of me and my family?
- What does this idea/message/text mean for my peers?
- How does this idea/message/text affect the neighbourhood and different communities?
- What does this idea/message/text mean when thinking about my country and the nation as a whole?
- How does this idea/message/text connect to the human condition?

(adapted from Gallagher, 2004)

Video Extension: *Homophobia* (29:00 min)

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LESSON 7:

Strands: reading, listening, viewing, writing, speaking

Outcomes: CC B10.3 AR B10.1
 CC B10.4 AR B10.2

Natural and Constructed Worlds

- What are beliefs and criticisms of natural and constructed environments? How are these beliefs and criticisms effectively communicated in the form of poetry?

Suggested Resources:

- “The Forecast” pg 9, *Interface 2.2/ Crossroads*
- “Grandmother” pg 26, *Interface 2.2*
- “It is No Surprise that I am an Indian” Tala Tootoosis (*iLit*)
- “How to Write a Poetry” in *Crossroads 10*, p. 186
- *ResourceLines*, pp. 123-127

Poetry is used to express a writer’s observations and ideas. Writers use language to create pictures through the use of comparison and contrast, metaphor, descriptions, images, and irony. Each poem that is read or listened to conveys an observation, an idea, or a belief about the world in which we live.

Characteristics/Features of Poetry:

- A unique treatment of an ordinary topic
- Poetic use of descriptive language
- Focus on the sounds of language as well as the meaning
- Repetition of sounds, words, and phrases for effect
- Sometimes a formal structure

BEFORE

Tell the students that they will study three poems. Each of the poems expresses beliefs about the natural and constructed world. Tell students to create a table, or provide one similar to the one below with headings for each of the poems studied.

Poem	Natural World Examples	Beliefs/ Ideas	Constructed World Examples	Beliefs/ Ideas
“The Forecast”				
Reflection				

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Review the language and sound of poetry. Divide class into groups of three and provide each group member with copies of all three poems. Provide terminology and explanations to each group regarding literary devices in poetry, and give the students time to read “Grandmother” and “The Forecast” aloud in their groups. Have students analyze both the sound and the language of the two poems.

Explain to students that as one reads and listens to poetry, one thinks about:

- Who is the speaker in the poem?
- What is the emotion(s) or tone being conveyed in the language of the poem? How does the speaker feel?
- What makes you aware of the emotion (metaphor, imagery)?
- How does the voice of the speaker support the communication of ideas?
- Are there literary devices being used (comparison/contrast, metaphors, allusions)?
- What is the effect of or reason for those devices in this text?

NOTE: As you are discussing these poems, include the following faith permeation.

- “Grandmother”:

-“the great tree” (Tree of Knowledge), where she gets her stories from, and where the whole story of Christianity originates, because of Adam and Eve and this tree, it was necessary for Christ to redeem the world to his Father.

-“foreign language”, “everyone speaks Anishinabe/there is no confusion/no lapses into English” – Genesis 11:1-9, story of the Tower of Babel. When man attempted to reach heaven and achieve equality with God, he confused everyone’s language, and scattered them all over the earth. Acts 2:1-13, at Pentecost, the Holy Spirit descended upon the apostles, and they began to speak different languages.

In “Grandmother”, is she having a Babel or a Pentecost experience with communicating?

- “The Forecast”:

In this poem, “our age” has us retreating into semi-dark rooms, and relying on the constructed technological world to find out information. Read one of Matt 5:14-15, Mark 4:21-25 or Luke 8:16-18 (Parable of the Lamp under the Bushel Basket) to find the contrasting way that Jesus wants us to live in the world.

Student self-assessment:

- Can you identify strategies you use when reading words?
- Can you identify strategies you use when listening to spoken words?
- How do you know the strategies are working?

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As a whole class listen to “It’s No Surprise that I am an Indian.” Invite students individually to identify the examples of a constructed and natural world from the poem and record their examples on a chart.

Reflection

Do you prefer to listen to a poem read aloud or to read silently the poem?

Digital Extension: Youtube “Tonight it’s Poetry” and have students view some of the Spoken Word Poetry Finalists from Saskatchewan: Charles Hamilton, Aline Siegfried, Khodi Dill. Extend the search. Include artists like Zaccheus Jackson from Vancouver.

Speaking Extension: Create and perform spoken word poetry on a topic related to the inquiry.

Graphic Extension: Interpret a poem through graphic representation

LESSON 8:

Strands: representing, listening, reading, writing

Outcomes:	CR B10.1	CC B10.1	AR B10.1
	CR B10.2	CC B10.4	
	CR B10.4		

Suggested Resources:

- “Generation Google” By Daniel J Solove *Interface V2.2*, p. 36
- “Dear Birth Mother Please Hit Reply” *Interface V2.2*, p. 20-21
- “Burke Lauded For Support of Gay Son” *Interface V2.1*, p. 35
- “Early to Rise” *Interface V2.1*, p. 48
- “Smile and Say ‘NO’ to Photoshop” *Interface V2.1*, p. 76
- ***attached to “Generation Google – Zoom Out is “The Piece of String” *Interface V2.2*, p. 28

Divide students into inquiry groups of five. Each group receives the five stories to examine and explore with the class. Review, the reading and comprehending strategies used, and inform them they will need to decide as a group, how many and which strategy they will use with the chosen reading assignment.

Inquiry question for Deeper Understanding: How are we related to and responsible for natural and constructed environments?

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Divide class into groups of five with the inquiry question as the focal point of discussion. In their groups students will initiate before-reading strategies. Model and draw attention to previous strategies used in the classroom.

Invite each group to concentrate their inquiry on one of the selections and guide your students through the stages of an inquiry. Each group will be responsible for sharing their findings.

Model a Mini-Inquiry (adapted from p.144, *Comprehension and Collaboration*).

Stage	Teacher	Student
Immerse	<ul style="list-style-type: none"> • Invite questions and curiosity • Share and model questions • Collaborate • Facilitate small group formation • Confer with small groups and individuals 	<ul style="list-style-type: none"> • Express curiosity • Ask questions
Investigate	<ul style="list-style-type: none"> • Model strategies to read, listen and view • Share ways to get questions answered • Support students in group-work roles and responsibilities • Confer with groups and individuals 	<ul style="list-style-type: none"> • Develop questions • Read, listen, view and answer questions • Search in multiple sources. Is more information needed? Dictionaries, web sites, teacher as a resource? • Divide the workload
Coalesce	<ul style="list-style-type: none"> • Support students in synthesizing information and building knowledge • Share how to evaluate sources 	<ul style="list-style-type: none"> • Target key ideas and information • Synthesize information to answer questions • Work together and share responsibilities
Go Public	<ul style="list-style-type: none"> • Build in time for students to share findings • Support students to share learning 	<ul style="list-style-type: none"> • Demonstrate learning and responsibility by sharing the answer • Share additional information related to their question for further research • Take action if motivated (share ideas for others to take action)

In the investigation phase of the inquiry, students will develop questions about the text. Questions can be inferences about characters or events, generalizations from text to society at large, writer's craft or literary technique, evaluation, emotion that students have in response,

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purpose of a particular event, and personal connections (adapted from *Teaching English by Design*, p. 210). Facilitate group roles and division of the work amongst the students. A written plan of work division and accountability for work needs to be completed and assessed by both students and teacher through a checklist and a follow-up assessment.

In the coalesce phase of the inquiry, students target key ideas and information and connect information to the original inquiry question. Collaboratively, have students synthesize and record the information that answers the inquiry question: how are we related to and responsible for natural and constructed environments?

The presentation of information could be done in small groups, in a jigsaw format, or presented to the whole class. Another option would be for the student to create centres of their findings that could be presented at later dates.

Students ultimately decide how to share the information:

- ✓ Letters
- ✓ Picture books
- ✓ Journals/diaries
- ✓ PowerPoint
- ✓ Script
- ✓ Other representations

Tell students to include an “I wonder” section when they share the information that needs further investigation or raised more questions for deeper understanding. The “I wonder” can serve as a conclusion or springboard for further inquiries.

During/After:

Catholic Connections to the Question for Deeper Understanding (Appendix C)

It Says...	I Say...	And So...
You shall not bear false witness against your neighbour. (8 th Commandment)		According to Generation Google, why is this such a dangerous commandment to break?
Honour your father and mother (4 th Commandment)		In Dear Birth Mother, is the narrator honouring her mother by cyberstalking her?

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<p>The number of men and women who have deep-seated homosexual tendencies is not negligible. They do not choose their homosexual condition; for most of them it is a trial. They must be accepted with respect, compassion and sensitivity. Every sign of unjust discrimination in their regard should be avoided. These persons are called to fulfill God's will in their lives and, if they are Christians, to unite to the sacrifice of the Lord's Cross the difficulties they may encounter from their condition. CCC #2358</p>		<p>In Burke Lauded for Support of Gay Son, how is Brian Burke living out his Christian calling?</p>
<p>But the LORD said to me, "Do not say, 'I am too young.' You must go to everyone I send you to and say whatever I command you. Jeremiah 1:7</p>		<p>How are the entrepreneurs in Early To Rise doing exactly what God would expect of them?</p>
<p>We all have to make daily choices about truthfulness. When you are a person of integrity, telling the truth is your default – a good habit that will serve you well. Jesus said to those who believed in him, "If you continue in my word, you are truly my disciples; and you will know the truth, and the truth will make you free" (John 8:31-32). (The Catholic Faith Handbook for Youth p. 292)</p>		<p>Does Photoshopping promote truthfulness?</p>

***The Piece of String p. 30 mentions The Angelus.

See Appendix A for the Angelus. Make a plan for when it would be logical to say the Angelus as a class.

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Digital Extension: Introduce students to prezi.com or other software tools to present their findings.

LESSON 9:

Strands: writing, speaking, listening

Outcomes: CC B10.1 CC B10.2 AR B10.1

Nonsense Script

Use a script lesson to explore sentence structure. Review parts of speech, and word choice. Have students in pairs or partners, complete the following:

BEFORE: How does understanding parts of speech, and word choice affect comprehension in different types of writing?

DURING:

CHOOSE A WORD THAT FITS THE FOLLOWING: (Appendix E)

Once students complete the list, give them a dialogue or script with an explanation like:

This is a conversation between two neighbours who are meeting for the first time. With a partner, fill in the blanks using words that make the sentences make sense. When you are finished, read the story aloud to the rest of the class with the partner that you worked with.

Neighbours

Pat: Hi, did you just move into this apartment building? I haven't seen you around before.

Joe: No, I've lived here for (1)_____ years. I thought *you* were new to the building.

Pat: No, I'm not new here. I've lived here for (1) _____ years too.

Joe: You're kidding. How come I haven't seen you before?

Pat: I don't know. Are you married?

Joe: No, I live with my (2) _____ (3) _____ cousins. How about you?

Pat: No, I'm not married either, but I have a (4)_____ pet (5) _____.

Joe: What's its name?

Pat: (6) _____.

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Joe: That's an interesting name. By the way, I've always wanted to ask you why you have a (7) _____ (8) _____ outside your door?

Pat: Oh, my (5) _____ keeps trying to eat it, so I have to keep it outside. I also was wondering something about you. Why did you paint your door (9) _____ ?

Joe: I didn't paint it. My (3) _____ did.

Pat: Well, they did it very (10) _____.

Joe: Yes, they did. Well, I'd better run. It was nice to meet you.

Pat: Nice to meet you too. So long.

Joe: Bye.

AFTER: Have students read in pairs the script and identify the key parts of speech that changed the meaning of the dialogue. **Have students fill in the script using as many religious words as they can.**

LESSON 10:

Strands: viewing, listening, reading, representing, speaking, writing

Outcomes: CR B10.1 CR B10.3 CC B10.1
CR B10.2 CC B10.4

Suggested Resource:

- “The Power of Documentary Film” by Wendy Melnick, *Interface* V2.2
- *8th Fire: Whose Land Is It Anyway?* CBC Television Series:
<http://www.cbc.ca/player/Shows/Shows/Doc+Zone/8th+Fire/ID/2215907560/>

Questions for Deeper Understanding of Stewardship

- The world is a difficult text: how can we read it and respond to it critically?
- How can I have a positive influence upon my world?
- How must we show respect and care for the community of life?

Create a working definition of the word documentary using any resources in the classroom prior to reading the “The Power of Documentary Film” by Wendy Melnick. Discuss the differences between documentary films and other types of films.

BEFORE: Set the focus for reading by creating a purpose: What are the key elements of a documentary film?

Interview Analysis:

Prior to students reading the text, note the key features that define an interview.

DURING: Ask students to note the voice in the writing. The words are written verbatim—meaning written exactly as the interviewee spoke the words. Ask students to wonder about

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editing and writing of an interview while reading the text: do they believe this informational text was edited?

AFTER: Extend this discussion to include speaking skills and/or view an interview. Have students observe the body language and extra words that are used in real speech. Discuss why the written interview might have been modified.

Media producers have a responsibility toward media consumers. Above all they must truthfully inform. In both the gathering and the publication of real news, the rights and dignity of individuals must be observed (CCC 2493-2499). The means of social communication should contribute to the establishment of justice, freedom, and solidarity in the world. (YOUCAT 459)

How has this article followed or not followed the teachings of the Catholic Church?

Read/listen to the informational interview and, as suggested, use a Venn diagram or a Compare/Contrast T-chart to record the defining qualities of a documentary shared by Yvonne Drebert to the definition created by the class. As a class, create a broad definition and build on the documentaries that students within the class are familiar with or use the examples in *Interface 2.2*.

In the Zoom Out section accompanying the selection, the quotation “find something you are passionate about—beyond filmmaking” suggests students reflect on the things, ideas, and/or issues they are passionate about and could be made into a documentary. Documentaries can often be framed in a problem-solution framework.

Compose and Create: Writing

BEFORE: Have students “find something they are passionate about.” Have them write a problem-solution essay that they believe would make a good documentary.

Have students “find something they are passionate about”. Have them write a problem solution paragraph that they believe would make a good documentary.

Consider:

- Is there anything in the world that is confusing or difficult to understand? (e.g Shell Global—A petroleum industry focused on environmental rights, unsafe drinking water in Canada—the land of freshwater lakes)
- How is it possible to make a difference or be the difference? (e.g Shannon marching on parliament)
- How do the identification of my actions and the actions of others create change?

DURING: Have students devise a question that identifies a problem? (Canada is known for its vast land and multitude of lakes yet there are still places that do not have water that is safe to

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drink. What are the social, political, environmental factors that contribute to this problem? Will this become a more serious threat in Canada?)

AFTER: Write a short script that interviews or demonstrates a dialogue that represents a solution or suggestion to the proposed question. How does your solution follow Catholic Church guidelines? Find proof in one of the books discussed in the introduction to this Unit, or from a Catholic online source.

Digital Extension: khanacademy.com—listen to a dialogue or lecture where to experts compare viewpoints on literature, photos, art, etc.

LESSON 11:

Strands: viewing, writing, speaking,

Outcomes: CR B10.1 AR B10.1
 CR B10.3 AR B10.2

Watch the CBC documentary 8th Fire Whose Land is it Anyway? (Or use a selection of TED talks where a variety of experts, speak on their expertise in certain areas.) Focus the Before Viewing strategy on how argument requires supporting evidence. An argument implies there is a problem that needs to be investigated. The documentary *Whose Land is it Anyway?* is designed as a multi-media essay that incorporates many different elements.

BEFORE: Invite students to complete a KWL to activate what students know about Canadian land.

DURING: Have students complete a VSPP (Viewing Split Page Procedure) or have students create a list of twenty questions on the video. Note that questions can be specific to content in the video, but students can also connect their questions to the broader community in which they live. Questions can also be technical in regard to the film techniques and graphics used in the documentary. Suggest students record actual statements made from the different speakers in the video. Model and record the quality of questions that is expected of them:

- “I would like to know more about some of the graphics used
- “When I saw the section of the documentary, that discussed Shannon marching on parliament, I wondered how old she was and how she got there.”
- “I had never heard of Attakwapiscat. Why was that nation in the news?”
- “I noticed the comparison of different Nations, I wonder does that contrast exists in Saskatchewan.”

AFTER: Discuss, as a class or in small groups, the questions generated from the viewing. Media producers have a responsibility toward media consumers. Above all they must truthfully inform. In both the gathering and the publication of real news, the rights and dignity of

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individuals must be observed (CCC 2493-2499). The means of social communication should contribute to the establishment of justice, freedom, and solidarity in the world. (YOUCAT 459)

How has this documentary followed or not followed the teachings of the Catholic Church?

Writing: Have students complete the KWL and indicate what they learned from the documentary. Students can then complete a double entry journal for the documentary. In the top left hand corner, students record the most memorable moment in the documentary and complete the column on the right with a synopsis of why it was memorable.

LESSON 12:

Strands: viewing, reading, writing, listening, speaking,

Outcomes: CR B10.1 CR B10.3 CR B10.4

Suggested Resource:

- “The Cove’s A Dangerous Dilemma” *Interface* V2.2
- “Avatar: A Blissful Fantasy” *Interface* V2.2

Questions for Deeper Understanding:

- How can I have a positive influence upon my world?
- How must we show respect and care for the community of life?

The critical thinking skill of evaluating what you hear, read, and write will help you to recognize logical reasoning and emotional appeals. Both can be positive factors in your communication as you are alerted to how such appeals are being used to make you think or act in a certain way.

BEFORE

Tell students to pair up and create a list of environmental groups or causes about which they are familiar. Ask your students to circle or star the ones about which they feel strongly. Discuss if there is a cause or group for which they would risk their life.

Explain that effective communicators are problem solvers who adapt their writing to the purpose, the audience, and the context. Students can adapt the writing process and communicate effectively by using a strategy like a RAFTS(English Language Arts 10 curriculum p. ___) framework as a reminder about decisions made Before writing begins:

R - Role of the Writer: Who is telling the story?

A - Audience: Who is going to be reading, listening, and responding to this?

F - Format: What form will I choose?(Essay, poetry, letter, journal...)

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T - Topic: What is the main idea?

S - Strong Verb: What is the purpose for writing, entertain, to amuse, to persuade?

DURING: Read the “The Cove” out loud to students and ask them in pairs to record a reverse RAFT to summarize the article.

- What role did the writer play?
- Who was the audience?
- What was the format?
- What was the main idea?
- What the verbs show the purpose of the writing?

AFTER: What is missing? Effective writers use language in a purposeful manner which means that as readers we need to be able to identify the missing elements.

Give students the task of wondering about the rest of the story: Students can write down three pieces of information that may be missing in the news article about “The Cove” (fisheries perspective, the effect the video had on Taiji locals, Louie Psihoyos).

Write two paragraphs that explain how the RAFTS would have been transformed by including one or more of the missing pieces of information. Do you believe it would have made the text better or worse? Explain.

Connect the teaching to the broader questions:

Did Krack and Cruickshank have a positive influence upon the world despite their moral dilemma?

It Says...	I Say...	And So...
Even though the Bible uses verbs like subdue and have dominion, that doesn't mean God wants us to use nature and other creatures selfishly and destructively. It really means the opposite, that we have a special responsibility, called stewardship, to honour and preserve creation. God is counting on us to make wise use of the earth's resources and creatures and to protect them from destruction. (The Catholic Faith handbook for Youth, p. 51)		Did Krack and Cruickshank demonstrate stewardship in their pursuit of this story? Explain your answer.

(Appendix F)

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“Avatar - A Blissful Fantasy” (*Interface V2.2*)

The film review compares and contrasts the good and questionable qualities of the film. With your partner identify in either a VENN diagram or a T-Chart all of the qualities listed in the review.

From the list can you identify what James Cameron “missed” in the film? What perspective may have been overlooked?

It Says...	I Say...	And So...
<p>One of the foundations of the Church’s social doctrine is that God gave human beings stewardship of the earth. That means we have the will and intelligence to be in charge – not to dominate or overpower, but to create a just and reasonable society, using the earth’s resources. It is up to us to see that the goods of the earth are distributed, in just and charitable ways, to every person in the world. (The Catholic Faith handbook for Youth, p. 280)</p>		<p>Based on the review of Avatar, is stewardship being demonstrated in Avatar? Explain your answer.</p>

(Appendix F)

LESSON 13: Compose and Create

Strands: writing

Outcomes: CC B10.1 AR B10.1
 CC B10.2 AR B10.2

Introduce students to the problem-solution essay.

Effective writers are problem solvers who adapt their writing to the purpose, the audience, and the context. The process that is used and the basic formats that are familiar like paragraphs, letters, memos, and poems can be adapted to address different situations. Students grow as they make connections between parts and the whole, between cause and effect, between problem and solution.

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Purpose dictates the type of writing done, but behind most writing, there is text structure that becomes familiar. The telling of events takes the form of a narrative, while expositions are used to explain. In a problem-solution framework there are also key features:

1. Understand the problem or task - I can explain the problem.

- Clarify the concepts and language
- Understand the vocabulary
- Restate the problem in your own words
- Identify the question to be answered
- Gather data and check resources
- Write down any important information.
- Why would the Catholic Church consider this a problem?

2. Plan how to solve the problem – Brainstorm possible means of solution.

- Review the possible problem solving strategies and pick the one most appropriate for your problem, “What would Jesus do?”, what are the Church guidelines for solving this problem?
- Draw a diagram
- Work backward
- Act It out
- Find a pattern
- Make a model
- Make connections to prior experiences.

3. Solve the problem – “Give it a go!”

- Put your plan to work
- Modify and adjust plans/strategies as needed.

Write your answer in clear problem-solution structure.

Problem Solution Essay

(*Content Area Reading and Literacy*, p. 223-232)

Pre-writing:

Consider audience and purpose

- Brainstorm
- Free-write
- Mind map
- Writing leads
- Use a T-chart

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- Make similes and metaphors

Purposes

- To reflect
- To express understanding
- To state an opinion, evaluate, convince
- To experiment
- To Explain, inform, instruct, report

Audiences

- Specific person
- Specific group
- General audience

Organization and Development of Ideas

- Chronological order
- Spatial order
- Common Logic

Consider a graphic organizer like a map, an outline to organize the main ideas and supporting details:

- Drafting
- Editing
- Revision

Self-reflection:

How can I have a positive influence upon my world?

- How do I show respect and care for the community of life?
- **How am I demonstrating stewardship in my daily life activities?**

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What have I learned about teaching this unit?

Subject: Gr. 10 English

Unit:

What permeation ideas worked well in this unit?

How well did the permeation prompts engage the students?

Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.

As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.

It would have been good to have...

If I adapted / modified this unit I would...

General Comment:

Please share these comments with your religion coordinator.

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APPENDIX A

It Says...	I Say...	And So... What is my responsibility as a practicing Catholic to the environment?
<p>The seventh commandment enjoins respect for the <u>integrity</u> of creation. Animals, like plants and inanimate beings, are by nature destined for the common good of past, present and future humanity. Use of the mineral, vegetable and animal resources of the universe cannot be divorced from respect for <u>moral imperatives</u>. Man's dominion over inanimate and other living beings granted by the Creator is not absolute; it is limited by concern for the quality of life of his neighbour, including generations to come; it requires a religious respect for the integrity of creation. (CCC#2415)</p>		

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APPENDIX B

It Says...	I Say...	And So... how can I feed the hungry?
<p>1 John 3:17-18 How does God's love abide in anyone who has the world's goods and sees a brother or sister in need and yet refuses help? Little children, let us love, not in word or speech, but in truth and action.</p>		

APPENDIX C

It Says...	I Say...	And So...
<p>You shall not bear false witness against your neighbour. (8th Commandment)</p>		<p>According to Generation Google, why is this such a dangerous commandment to break?</p>
<p>Honour your father and mother (4th Commandment)</p>		<p>In Dear Birth Mother, is the narrator honouring her mother by cyberstalking her?</p>
<p>The number of men and women who have deep-seated homosexual tendencies is not negligible. They do not choose their homosexual condition; for most of them it is a trial. They must be accepted with respect, compassion and sensitivity. Every sign of unjust discrimination in their regard should be avoided. These persons are called to fulfill God's will in their lives and, if they are Christians, to unite to the sacrifice of the Lord's Cross the difficulties they may encounter from their condition. CCC #2358</p>		<p>In Burke Lauded for Support of Gay Son, how is Brian Burke living out his Christian calling?</p>

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<p>But the LORD said to me, “Do not say, ‘I am too young.’ You must go to everyone I send you to and say whatever I command you. Jeremiah 1:7</p>		<p>How are the entrepreneurs in Early To Rise doing exactly what God would expect of them?</p>
<p>We all have to make daily choices about truthfulness. When you are a person of integrity, telling the truth is your default – a good habit that will serve you well. Jesus said to those who believed in him, “If you continue in my word, you are truly my disciples; and you will know the truth, and the truth will make you free” (John 8:31-32). (The Catholic Faith Handbook for Youth p. 292)</p>		<p>Does Photoshopping promote truthfulness?</p>

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THE ANGELUS



Do you perhaps recognize the picture above? It's a famous painting about a famous prayer: the Angelus! In this 19th century work by the French painter Jean-Francois Millet, a farming couple prays the Angelus at dusk.

Leader: The Angel of the Lord declared unto Mary.

All: And she conceived of the Holy Spirit.

Hail Mary, full of grace,

The Lord is with Thee;

Blessed art thou among women,

And blessed is the fruit of thy womb, Jesus.

Holy Mary, Mother of God,

Pray for us sinners,

Now and at the hour of our death. Amen

Leader: Behold the handmaid of the Lord.

All: Be it done unto me according to thy word.

Hail Mary, etc.

Leader: And the Word was made Flesh.

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All: And dwelt among us.

Hail Mary, etc.

Leader: Pray for us, O holy Mother of God.

All: That we may be made worthy of the promises of Christ.

LET US PRAY

Pour forth, we beseech Thee, O Lord, Thy grace into our hearts, that we to whom the Incarnation of Christ Thy Son was made known by the message of an angel, may by His Passion and Cross be brought to the glory of His Resurrection. Through the same Christ Our Lord. Amen.

This wonderful prayer evolved from a recitation of three Hail Mary's following an evening bell around the 12th century to its present form (with morning and midday recitations) in the 16th century.

When prayed in a group setting a leader recites the verses and everyone recites both the responses and the Hail Mary's in between each verse, as shown above.

Although the Angelus has been traditionally said three times daily, at 6 am, noon and 6 pm, you can pray it at anytime! It is still accompanied by the ringing of a bell (the Angelus bell) in some places such as Vatican City and parts of Germany and Ireland. The Regina Coeli prayer (which may also be sung as a hymn) replaces the Angelus during the Easter season.

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APPENDIX E

Neighbours

This is a conversation between two neighbours who are meeting for the first time. With a partner, fill in the blanks using words that make the sentences make sense. When you are finished, read the story aloud to the rest of the class with the partner that you worked with.

Pat: Hi, did you just move into this apartment building? I haven't seen you around before.

Joe: No, I've lived here for (1) _____ years. I thought *you* were new to the building.

Pat: No, I'm not new here. I've lived here for (1) _____ years too.

Joe: You're kidding. How come I haven't seen you before?

Pat: I don't know. Are you married?

Joe: No, I live with my (2) _____ (3) _____ cousins. How about you?

Pat: No, I'm not married either, but I have a (4) _____ pet (5) _____.

Joe: What's its name?

Pat: (6) _____.

Joe: That's an interesting name. By the way, I've always wanted to ask you why you have a

(7) _____ (8) _____ outside your door?

Pat: Oh, my (5) _____ keeps trying to eat it, so I have to keep it outside. I also was wondering something about you. Why did you paint your door (9) _____ ?

Joe: I didn't paint it. My (3) _____ did.

Pat: Well, they did it very (10) _____.

Joe: Yes, they did. Well, I'd better run. It was nice to meet you.

Pat: Nice to meet you too. So long.

Joe: Bye.

CHALLENGE: Fill in the script once again, but this time use as many Biblical words as possible.

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APPENDIX F

It Says...	I Say...	And So...
<p>Even though the Bible uses verbs like subdue and have dominion, that doesn't mean God wants us to use nature and other creatures selfishly and destructively. It really means the opposite, that we have a special responsibility, called stewardship, to honour and preserve creation. God is counting on us to make wise use of the earth's resources and creatures and to protect them from destruction. (The Catholic Faith handbook for Youth, p. 51)</p>		<p>Did Krack and Cruickshank demonstrate stewardship in their pursuit of this story? Explain your answer.</p>

It Says...	I Say...	And So...
<p>One of the foundations of the Church's social doctrine is that God gave human beings stewardship of the earth. That means we have the will and intelligence to be in charge – not to dominate or overpower, but to create a just and reasonable society, using the earth's resources. It is up to us to see that the goods of the earth are distributed, in just and charitable ways, to every person in the world. (The Catholic Faith handbook for Youth, p. 280)</p>		<p>Based on the review of Avatar, is stewardship being demonstrated in Avatar? Explain your answer.</p>

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Unit II: Stewardship: Relationships and Responsibilities to the Environment

1. Journal/Table – (Nov. 18-24) Keep track of daily routines in your house (ex. how long is everyone’s shower, who gets up first, regular mealtimes, amount of homework/homework time, tv/screen time and/or limits, family activities, bedtimes, various chores...whatever has a set time or established order)
2. The Sacred Rac – read, note key points that identify a “rac”. What is a rac? What does it say about the culture?
3. Review the Ten Commandments and put into “It says...I say...and so...” table.

No.	Exodus 20:2-17	Deuteronomy 5:6-21
1	2 I am the LORD your God, which have brought you out of the land of Egypt, out of the house of bondage. 3 You shall have no other gods before me.	6 I am the LORD your God, which brought you out of the land of Egypt, from the house of bondage. 7 You shall have none other gods before me.
2	4 You shall not make unto you any graven image, or any likeness of any thing that is in heaven above, or that is in the earth beneath, or that is in the water under the earth: 5 You shall not bow down thyself to them, nor serve them: for I the LORD your God am a jealous God, visiting the iniquity of the fathers upon the children unto the third and fourth generation of them that hate me; 6 And showing mercy unto thousands of them that love me, and keep my Commandments.	8 You shall not make you any graven image, or any likeness of any thing that is in heaven above, or that is in the earth beneath, or that is in the waters beneath the earth: 9 You shall not bow down thyself unto them, nor serve them: for I the LORD your God am a jealous God, visiting the iniquity of the fathers upon the children unto the third and fourth generation of them that hate me, 10 And showing mercy unto thousands of them that love me and keep my Commandments.
3	7 You shall not take the name of the LORD your God in vain; for the LORD will not hold him guiltless that taketh his name in vain.	11 You shall not take the name of the LORD your God in vain: for the LORD will not hold him guiltless that taketh his name in vain.
4	8 Remember the sabbath day, to keep it holy. 9 Six days shall you labour, and do all your work: 10 But the seventh day is the sabbath of the LORD your God: in it you shall not do any work, you, nor your son, nor your daughter, nor your manservant, nor your maidservant, nor your cattle, nor your stranger that is within your gates: 11 For in six days the LORD made heaven and earth, the sea, and all that in them is, and rested the seventh day: wherefore the LORD blessed the sabbath day, and hallowed it.	12 Keep the sabbath day to sanctify it, as the LORD your God has commanded you. 13 Six days you shall labour, and do all your work: 14 But the seventh day is the sabbath of the LORD your God: in it you shall not do any work, you, nor your son, nor your daughter, nor your manservant, nor your maidservant, nor thine ox, nor thine ass, nor any of your cattle, nor your stranger that is within your gates; that your manservant and your maidservant may rest as well as you. 15 And remember that you were a servant in the land of Egypt, and that the LORD your God brought you out thence through a mighty hand and by a stretched out arm: therefore the LORD your God commanded you to keep the sabbath day.
5	12 Honour your father and your mother: that your days may be long upon the land which the LORD your God giveth you.	16 Honour your father and your mother, as the LORD your God has commanded you; that your days may be prolonged, and that it may go well with you, in the land which the LORD your God giveth you.
6	13 You shall not kill.	17 You shall not kill.
7	14 You shall not commit adultery.	18 Neither shall you commit adultery.
8	15 You shall not steal.	19 Neither shall you steal.
9	16 You shall not bear false witness against your neighbour.	20 Neither shall you bear false witness against your

		neighbour.
10	17 You shall not covet your neighbour's house, you shall not covet your neighbour's wife, nor his manservant, nor his maidservant, nor his ox, nor his ass, nor any thing that is your neighbour's.	21 Neither shall you desire your neighbour's wife, neither shall you covet your neighbour's house, his field, or his manservant, or his maidservant, his ox, or his ass, or any thing that is your neighbour's.

4. **Possible Questions for Deeper Understanding** (to present to the class as things to think about as we go through the unit...the end product will be based on these)

- What are our relationships and responsibilities to the communities and environments of which we are a part? How are we related to and responsible for natural and constructed environments? For technology?
- Why is it important to be in touch with the world?
- The world is a difficult text: how can we read it and respond to it critically?
- How can I have a positive influence upon the world?
- How must we show respect and care for the community of life?
How are we related to and responsible for natural and constructed environments?
- How do I interact with the world around me?
- How and why must we learn to understand the world we live in?

5. Read “Catholic Faith Big Ideas” document and find key words.

6. It Says...I Say...and so... - document about respect and care for creation.

7. Exit Slip re: recycling and responsibility

8. Entry slip re: old-fashioned church?

9. Check out “Twitter Pontifex” via Google. (This should take us to the Pope’s twitter account.) Did you know that the Pope has over 2 million followers on Twitter? If you go to Google, and then type in Twitter Pontifex, you will be on the Pope’s Twitter page.

10. What can we learn about the Pope and how he is connected to the world from the following tweets?

Mar 19, 2013 – *Let us keep a place for Christ in our lives, let us care for one another and let us be loving custodians of creation.*

April 26, 2013 – *Dear young people, do not bury your talents, the gifts that God has given you! Do not be afraid to dream of great things!*

April 27, 2013 – *Join me in praying for the victims of the tragedy in Dhaka, Bangladesh, that God will grant comfort and strength to their families.*

April 29, 2013 – *How marvellous it would be if, at the end of the day, each of us could say: today I have performed an act of charity towards others!*

July 25, 2013 – *May sports always be a means of exchange and growth, never of violence and hate.*

July 29, 2013 – *I am back home (from World Youth Day in Rio, Brazil), and I assure you that my joy is much greater than my exhaustion.*

11. Read Sherman’s Lagoon. Make a t-chart with these headings:

Note Key Ideas / What Supports Them

12. Reflective Journal (4-6 sentences): “Based on the key ideas and the information that supports them, I think what the author is really trying to make us think is...”

13. Prior experiences frame how we receive information. Connections are needed to understand context and meaning in written and visual texts. Looking back at Sherman’s Lagoon, what prior knowledge did you need in order to understand it?

14. Look at the photo essay A Growing Thirst (on smart board). Do the 3-2-1 Bridge journal entry.

15. Art of Conversation: Regarding Sherman’s Lagoon and A Growing Thirst, which best represents your ideas or beliefs about how you connect to the world around you? Start with one of these:

- I can relate to...
- A golden line for me is...
- The word _____ (or part/sentence) stands out for me because...
- I like how the presenter/author uses...to show...
- The thing I could relate to the most was... because...

16. How and why do we need to learn to interact with the world around us?

As the Catholic Church works to interact with the world around us, there are many forms of media where everyday Catholics can find out the Church’s opinion and teachings on everyday matters. We have already seen that the Pope has a Twitter account and is very aware of what is happening in the world. Check out these options as well:

-visit www.catholic.org to find out what the Church is doing internationally, for movie reviews, prayers, information on saints, and ways that you can be more connected to your faith. (this is an American website)

-visit www.cccb.ca to find out about our Church in Canada and the world, CCCB publications, encyclicals from the Pope

-read The Prairie Messenger, published in Muenster, Sask., for more local news about the Church in action, movie and song reviews, and articles about youth having impact on the Church. (by contacting the editor ahead of time, you can receive a class set of Prairie Messengers)

17. Find 5-10 newspaper/magazine articles. In pairs, generate a list of questions for 2 articles. (Questions that you wonder about, questions about the author’s bias, questions about the validity of the article...) Art of Conversation – discuss the questions and give your opinions. Write a journal response.

18. Alice and the Fawn. Discuss the layout first (1872 text in modern web-page set-up). Why? Online bloggers often take information out of context to use it to their advantage.

19. Read Alice and the Fawn. Note Key Ideas / What Supports Them. Discuss. Journal.

20. Refer to your week-long journal of “Household practices”. What do you think of your daily practices? Compare with 4 classmates: similarities, differences, surprises... Which ones are “natural” and which ones were “constructed” to keep the peace/help the family get along?

21. Brainstorm a list of foods that have expiry dates. What does your family believe about expiry dates?

22. Art of Conversation:

- Are expiry dates for the seller or the consumer?
- Should people throw items out before, on, or after the expiry date?

- What are the possible ideas or beliefs around food that “has gone off”?
- Do different households have different beliefs regarding food shelf life?

Responses to conflicting viewpoints:

- Have you considered...
- Another way to look at this topic is...
- Yes, but what would you think if...
- That is a good point, but what about...

23. Read “What a Waste”. Discuss the lay-out, distractions, what you like about it... Connect this article with the “expiry dates” discussion. Read the info re: Food in Jesus’ day and do the “It Says...I Say...And so....” Develop a solution to the problem in the article and write a paragraph using some of the questions/responses used in the Art of Conversation.

24. Read two poems about the natural and constructed world. Use a table to take notes.

25. How are we related to and responsible for natural and constructed environments? Split into groups to read 5 short texts. Read, ask questions, seek some answers, note key ideas, share information. Read: Generation Google, Dear Birth Mother Please Hit Reply, Burke Lauded for Support of Gay Son, Early to Rise, Smile and Say No to Photoshop.

26. Catholic connections for deeper understanding. (It Says...I say...and so...)

27. Watch CBC documentary 8th Fire Whose Land is it Anyway?

DURING: Have students complete a VSPP (Viewing Split Page Procedure) or have students create a list of twenty questions on the video. Note that questions can be specific to content in the video, but students can also connect their questions to the broader community in which they live. Questions can also be technical in regard to the film techniques and graphics used in the documentary. Suggest students record actual statements made from the different speakers in the video. Model and record the quality of questions that is expected of them:

- “I would like to know more about some of the graphics used
- “When I saw the section of the documentary, that discussed Shannon marching on parliament, I wondered how old she was and how she got there.”
- “I had never heard of Attakwapiscat. Why was that nation in the news?”
- “I noticed the comparison of different Nations, I wonder does that contrast exist in Saskatchewan.”

AFTER: Discuss, as a class or in small groups, the questions generated from the viewing. Media producers have a responsibility toward media consumers. Above all they must truthfully inform. In both the gathering and the publication of real news, the rights and dignity of individuals must be observed (CCC 2493-2499). The means of social communication should contribute to the establishment of justice, freedom, and solidarity in the world. (YOUCAT 459)

How has this documentary followed or not followed the teachings of the Catholic Church?

28. Make a list of environmental problems/causes. Do some brainstorming, research, mind-map, then write...

29. Problem-solution essay! (Use sources from this unit as well as Catechism, etc.)

R - Role of the Writer: Who is telling the story?

A - Audience: Who is going to be reading, listening, and responding to this?

F - Format: What form will I choose?(Essay, poetry, letter, journal...)

T - Topic: What is the main idea?

S - Strong Verb: What is the purpose for writing, entertain, to amuse, to persuade?

1. **Understand the problem or task** - I can explain the problem. (Clarify the concepts and language, Understand the vocabulary, Restate the problem in your own words, Identify the question to be answered, Gather data and check resources, Write down any important information. Why would the Catholic Church consider this a problem?)
2. **Plan how to solve the problem** – Brainstorm possible means of solution. (Review the possible problem solving strategies and pick the one most appropriate for your problem, “What would Jesus do?”, what are the Church guidelines for solving this problem? Draw a diagram, Work backward, Act It out, Find a pattern, Make a model, Make connections to prior experiences.)
3. **Solve the problem** – “Give it a go!” (Put your plan to work, Modify and adjust plans/strategies as needed)

Pre-writing:

Consider audience and purpose

- Brainstorm
- Free-write
- Mind map
- Writing leads
- Use a T-chart
- Make similes and metaphors

Purposes

- To reflect
- To express understanding
- To state an opinion, evaluate, convince
- To experiment
- To Explain, inform, instruct, report

Audiences

- Specific person
- Specific group
- General audience

Organization and Development of Ideas

- Chronological order
- Spatial order
- Common Logic

Consider a graphic organizer like a map, an outline to organize the main ideas and supporting details:

- Drafting
- Editing
- Revision

Self-reflection:

How can I have a positive influence upon my world?

- How do I show respect and care for the community of life?
- How am I demonstrating stewardship in my daily life activities?

The Sacred Rac - Patricia Hughes

An Indian anthropologist, Chandra Thapar, made a study of foreign cultures which had customs similar to those of his native land. One culture in particular fascinated him because it reveres one animal as sacred, much as the people in India revere the cow.

The tribe Dr. Thapar studied is called the Asu and is found on the American continent north of the Tarahumara of Mexico. Though it seems to be a highly developed society of its type, it has an overwhelming preoccupation with the care and feeding of the rac—an animal much like a bull in size, strength, and temperament. In the Asu tribe, it is almost a social obligation to own at least one if not more racs. Anyone not possessing at least one is held in low esteem by the community because he is

too poor to maintain one of these beasts properly. Some members of the tribe, to display their wealth and social prestige, even own herds of racs.

Unfortunately the rac breed is not very healthy and usually does not live more than five to seven years, for it has a tendency to throw its shoes often. There are rac specialists in each community, perhaps more than one if the community is particularly wealthy. These specialists, however, due to the long period of ritual training they must undergo and to the difficulty of obtaining the right selection of charms to treat the rac, demand costly offerings whenever a tribesman must treat his ailing rac. At the age of sixteen in many Asu communities, many youths undergo a puberty rite in

which the rac figures prominently. The youth must petition a high priest in a grand temple. He is then initiated into the ceremonies that surround the care of the rac and is permitted to keep a rac.

Although the rac may be used as a beast of burden, it has many habits which would be considered by other cultures as harmful to the life of the society. In the first place the rac breed is increasing at a very rapid rate and the Asu tribesmen have given no thought to limiting the rac population. As a consequence the Asu must build more and more paths for the rac to travel on since its delicate health and its love of racing other racs at high speeds necessitate that special areas be set aside for its use. The cost of smoothing the earth is too costly for any one individual to undertake, so it has become a community project and each

tribesman must pay an annual tax to build new paths and maintain the old. There are so many paths needed that some people move their homes because the rac paths must be as straight as possible to keep the animal from injuring itself. Dr. Thapar also noted that unlike the cow, which many people in his country hold sacred, the excrement of the rac cannot be used as either fuel or fertilizer. On the contrary, its excrement is exceptionally foul and totally useless.

Worst of all, the rac is prone to stampedes in which it runs down anything in its path, much like stampeding cattle. Estimates are that the rac kills thousands of the Asu in a year.

Despite the high cost of its upkeep, the damage it does to the land, and its habit of destructive stampedes, the Asu still regard it as being essential to the survival of their culture. ■

Eng B10 PROBLEM/SOLUTION ESSAY

Objectives of this essay:

- Research a topic and read for key information.
- Paraphrase (put things into your own words).
- Learn where to find answers about the church, including documents/websites regarding the Church's position on the natural and constructed world.
- Learn to be a better steward of creation and to use knowledge of stewardship to be a positive influence.
- **Write a problem-solution essay that will include why the issue would be seen as a problem by the Catholic Church and what guidelines the Catholic Church would give to help solve the problem.**
- Use resources from class, as well as reference materials from the library and online, in the essay.
- Include a complete bibliography of all resources used.

Reference materials

- *Catechism of the Catholic Church (Canadian Conference of Catholic Bishops)*
- *Compendium of the Catechism of the Catholic Church (Canadian Catholic Conference of Bishops)*
- *The Catholic Faith Handbook for Youth (St. Mary's Press)*
- *YOUCAT – Youth Catechism of the Catholic Church (Ignatius Press, San Francisco)*
- www.catholic.org
- www.cccb.ca
- *The Pope's twitter account* – (search: **twitter pontifex** to find it)

Problem/Solution Essay Process

1. As a class we will brainstorm a list of problems with our natural environment AND a list of problems about our constructed environment.
2. Choose one topic.
3. Brainstorm /Make jot-notes to describe “what” your topic is about. (i.e. a definition of the topic)
4. Make a mind-map about your topic, asking some key questions. (Note: one question MUST be “Why would the church see this as a problem?”)
5. Research your topic (what, why it is a problem, perhaps where, statistics, quotes...) and make jot-notes!!
6. Brainstorm some possible solutions to the problem.
7. Write your essay, **DOUBLE-SPACED**. (You will have an outline/guide and we will write it paragraph by paragraph.)
8. Edit process (for each paragraph)
9. Revise and do final copy, including references and bibliography.
10. Essay outline:
 - **Introduction** (4-6 sentences) – general statement about either the natural or constructed environment, topics to discuss (usually a hint of a key idea from each paragraph), and a thesis statement.
 - **Paragraph 1 – What/Where/Who** is your topic (7-10 sentences) – define/explain what it is
 - **Paragraph 2 - Why it is a problem** to both you and to the church (7-10 sentences). You will need to explain your reasons AND give examples.
 - **Paragraph 3 – Solution and benefits to society** (7-10 sentences). You will need to explain your solution, how it could be achieved, and give 2-3 benefits to our society.
 - **Conclusion– Wrap it up and convince me!!** (3-5 sentences)
 - **References and Bibliography -**
 - *Include 3-5 **transition words** per paragraph – use a variety from your yellow page!

An excellent essay will have the following characteristics (according to SK Education):

- *Explain with precise and expansive details the writer's beliefs about an important subject*
- *Skillfully identify focus in opening paragraph*
- *Organize ideas in a skillful, original sequence*
- *Provide a complex and convincing conclusion*

ESSAY: Edit the rough copy

NAME : _____

For each part of the essay, you must have **TWO EDITORS**. Each editor must verify (and check off) that you have all of the necessary criteria. ***If the editor signs but there are things missing, the editor will lose marks from his/her own essay, so pay attention! Edit carefully, please.* (Make check marks and sign legibly please.)

introduction

editor#1 _____

editor #2 _____

- _____ general phrase about problems and the environment (natural/constructed) _____
- _____, _____, _____ topics to discuss _____, _____, _____
- _____ thesis _____

para (topic #1) – THE PROBLEM

editor#1 _____, editor #2 _____

- _____ who/what/where _____
- _____ proof (statistics, quotes, precise examples with references) _____
- _____ transition words (3-5) _____ - _____ thesis _____

para (topic #2) – WHY is it a PROBLEM?

editor#1 _____, editor #2 _____

- _____ your opinion with example #1 and proof/references _____
- _____ your opinion with example #2 and proof/references _____
- _____ the Church’s opinion, with proof/references _____
- _____ transition words (3-5) _____ - _____ thesis _____

para (topic #3) – SOLUTION and BENEFITS

editor#1 _____, editor #2 _____

- _____ solution (what, how) _____
- _____ benefit #1(explained) _____
- _____ benefit #2 (explained) _____
- _____ transition words (3-5) _____ - _____ thesis _____

Conclusion

: editor#1 _____, editor #2 _____

- _____ summary of key points _____
- _____ general comment about the environment and a prediction for the future _____
- _____ thesis _____

*Please attach the following in this order, behind your good copy, as the writing PROCESS is worth marks:

- bibliography (the complete real one, not just the list from research time)
- this page
- rough copy
- mind map
- research notes