Saskatchewan Catholic Schools Curriculum Permeation

REVEALING CHRIST IN ALL WE TEACH

ENGLISH LANGUAGE ARTS 5

2014

"Revealing Christ in All We Teach"

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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 objectives 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.

Saskatchewan Catholic Schools Curriculum Permeation

Gr. 5 English Language Arts - Faith Permeation Essential Connections

Unit Theme: What is Fair?

The use of this unit will help students achieve Outcomes of the provincial Gr. 5 English Language Arts Curriculum.

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:
God wants human beings to deal fairly with others, recognizing the equality and dignity of all. We are all created in the image of God, and we are called to protect and respect all of His creations.

Catholic Faith Big Ideas:
Students will understand that …

- God wants us to do what is right and to stand up for what He wants.
- Everyone wants to be treated fairly, and we need to remember to treat others fairly.
- Jesus was always an instrument for justice in his work.

Catholic Faith Essential Skills:
Students will understand that . . .

- God asks us to be virtuous in all that we do.
- We are all created in the image of God.
- Justice is extended to people, animals, the environment, and the whole universe.

Catholic Faith Essential Questions:
What is fair? How can we act justly in the face of injustice? How can we work to build a just, peaceful, and compassionate society for all?

Description of Culminating Task: Persuasive Presentation
Persuasive Presentation Re: Catholic Social Teachings (Appendix 1)

Additional Resources:

- *Catholic Social Teachings*

- *Toronto Catholic District School Board - Virtues of the Month*
- *Bible*
- *Suggested Texts Throughout Lessons (Appendix 2)*
- *Teaching Strategies: "Beyond Monet: The Artful Science of Instructional Integration," Barrie Bennet & Carol Rolheiser (2001).*

Important Notes about Culminating Task/Permeation

At this point, you will promptly need to decide which Catholic Social Teachings (Appendix 1) you want your students to focus on for this unit. You may choose all seven as an option for the students, however, choosing all seven would require exposing students to texts/background knowledge in all seven areas. Therefore, **it is recommended that you choose one or two** of the teachings. These teachings may be based on your students' interests/knowledge and allow students to guide their own inquiries. Or, you may choose to focus on only one related to another curricular area.

Possible Cross-Curricular Connections to Catholic Social Teachings:

Social Studies:
IN 5.2 Canada as a Multicultural Nation (Refugees, Immigrants, Treatment of Various Groups of Immigrants) - *Life & Dignity of Human Persons, Solidarity, Love of Poor & Vulnerable*

DR 5.2 Impact of the Environment (Use of Resources) - *Care for God's Creation*

PA 5.3 Treaty Relationships - *Rights & Responsibilities, Solidarity*

RW 5.1 Sustainable Management of Environment (Resources & Sustainability) - *Care for God's Creation*

Science:
HB 5.1 Maintaining a Healthy Body - *Rights & Responsibilities, Love of Poor & Vulnerable*

Health Education:
USC 5.3 Infectious Diseases (HIV & Hepatitis C) -*Life & Dignity of Human Persons, Love of Poor & Vulnerable, Rights & Responsibilities*

USC 5.4 - Identity (Prejudice, Stereotypes, Discrimination, Privilege/Lack of Privilege) - *Life & Dignity of Human Persons, Solidarity*

USC 5.5 Violence/Abuse - *Life & Dignity of Human Persons, Solidarity, Family, Community & Participation*

USC 5.6 Peer Pressure (Substance Abuse, Bullying) - *Life & Dignity of Human Persons*

You will notice that the culminating task provides the *option* of having the students present their persuasive presentations to a panel of guests (parents, community members, clergy, members of your local parish, other teachers, etc.). You may choose to do this, or just have the students present to their classmates. The thought of having a panel of guests is to give the students an authentic audience, who would then assess the students' persuasive arguments. Something you may want to consider is having the panel help you choose the most compelling arguments, which could then become options for class social action projects. However, there should be an opportunity for students to pursue any project of passionate interest.

Culminating Task

THAT'S NOT FAIR! What Should I Do?

ESSENTIAL QUESTION: What is fair/unfair? How can we act justly in the face of injustice? How can we work to build a just, peaceful, and compassionate society for all?

TASK:

A new organization called, "Act for Justice!" is looking for talented people to work for them. Their motto is: "Take Action Now: Act justly in the face of injustice. Create a peaceful and compassionate world for everyone!" The person who gets the job will travel the world motivating people to start justice projects in their communities.

You are interested in the job. As a part of the interview process, they have asked you to create a persuasive presentation on an issue that you are passionate about, and that applies to the Catholic Social Teaching you are exploring in class. On presentation day, you will present your argument and try to convince a panel of guests that your issue is one that needs their attention and that they should offer you the job.

CRITERIA FOR YOUR PRESENTATION:

What's the Issue?

* Introduce an injustice and present your position to your audience
* Send a clear message to your audience and stick to the topic
* Include details or examples as evidence to support your argument

What Should We Do About it?

* Suggest at least **ONE** action to address the injustice

Why Should We Do Something About it?

* Refer to the Catholic Social Teaching and how God's desire for justice (acting to ensure all of His Creation is respected) influences your argument and/or your ideas for action

Other:

* Consider how one of the persuasive techniques we studied in class might be appropriate for your presentation (Flattery, Comparisons, Promises, or Dares)
* Orally deliver your presentation to the guest panel. Use your voice, facial expressions and gestures to engage them, and convey your message.

Note: Students may choose the most effective way to present their argument (e.g. letter, multi-media presentation, poster, song, video, podcast, speech, or other ideas presented to or suggested by teacher).

"THAT'S NOT FAIR!"
ELA 5 - CULMINATING TASK ASSESSMENT RUBRIC

OUTCOME	1 **"Little Evidence"** With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 **"Partial Evidence"** I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 **"Sufficient Evidence"** I understand the more complex ideas and can master the complex skills that are taught in class. **I achieve the outcome.**	4 **"Extensive Evidence"** I have a deep understanding of the complex ideas, and can apply the skills I have learned to situations that were not taught in class.
Catholic Social Teachings/Virtue of Justice How does my argument connect to one of the Catholic Social Teachings?	*I need help to develop a point of view.	* I can choose a point of view and develop it with some details.	* I can choose a clear point of view and develop it with specific details that make my ideas clear.	* My point of view is clearly evident and supported with extensive details.
Comments:				
CC 5.2 - I can communicate my thoughts and understanding using a multimedia presentation.				
Position What is it I'm trying to convince my audience?	* My position is unclear.	* My position is there, but it needs refining.	* My position is clear and focused.	* My position is crystal clear and well developed.
Evidence Why is what I'm saying so important?	* I need help to support my argument with details or examples.	* I use limited details or examples to support my argument.	* I use appropriate details or examples that support my argument.	* I use extensive details AND examples to support my argument.
Comments:				

OUTCOME	1	2	3	4
CC 5.4 - I can use the writing process to write a clear and developed persuasive text.				
Introduction How can I grab my audience's attention?	* There is no real introduction to my presentation.	* I write a predictable introduction.	* I write an effective introduction.	* I write an engaging and unique introduction.
Conclusion Why does God say this is important? What should we do about it?	* I have no real conclusion.	* I have a forced ending.	* I write a clear conclusion.	* I write an effective and appropriate conclusion.
Comments:				
CR 5.2 - I can identify persuasive techniques including promises, flattery, and comparisons used to influence or persuade an audience.				
Persuasive Techniques Which persuasive techniques might support my argument?	* I need help to recognize persuasive techniques.	* I can recognize persuasive techniques such as promises, dares, flattery or comparisons.	* I can recognize persuasive techniques including promises, dares, flattery and comparisons.	* I can recognize persuasive techniques including promises, dares, flattery and comparisons AND effectively use one in my presentation.
Comments:				
CC 5.3 - I can speak for particular audiences and for particular reasons.				
Oral Presentation How can I use my voice, expressions or gestures to support my argument?	* I use some appropriate verbal cues, facial expressions OR gestures.	*I use appropriate verbal cues, facial expressions OR gestures.	* I use appropriate verbal cues, facial expressions, AND gestures.	* I independently use effective verbal cues, expressions AND gestures.
Comments:				

Guest Panel Criteria

Thank you for coming to view our persuasive presentations! We have been studying issues of fairness and the virtue of fairness that calls us to action in the face of injustice. We look forward to convincing you that the world needs our help!

Please assess each of our presentations on the following criteria:

Criteria	1	2	3	4

"That's Not Fair" Persuasive Presentation Planner

TOPIC/POSITION (What is the issue? What am I trying to convince my audience?):	
CONNECTION TO CATHOLIC SOCIAL TEACHING:	
EVIDENCE 1:	**TEXT SUPPORT:**
EVIDENCE 2:	**TEXT SUPPORT:**
EVIDENCE 3:	**TEXT SUPPORT:**
CALL TO ACTION (What should we do about it?):	
CATHOLIC SOCIAL TEACHING (Why should we do something about it? What does God teach us?):	

Unit Instruction Plan/Lesson Sequence

Introduction Lesson: If The World Were Our Classroom

Outcomes:

CC5.2 **Indicator b.** *Express and explain findings on a topic, question, problem, or issue in an appropriate visual, multimedia, oral, and written format using inquiry.*

CR 5.3 **Indicator g.** *Listen purposefully to instructions and procedures and decide the best way to carry them out.*

CC 5.3 **Indicator j.** *Fulfill role as group member and respect and respond sensitively to the ideas, opinions, and interpretations of others.*

Required Materials:

* Small squares of paper in **3** different colours (pink, purple, blue)
  - Give about 70% of your class one colour (e.g. pink) - Make sure there are more pieces of this colour than any other colour
  - Give about 20% of your class another colour (e.g. purple)
  - Give about 10% of your class another colour (e.g. blue)

For example, if there are 20 participants - 14 would be pink, 4 would be purple & 2 would be blue.

* Number the squares of paper on the backside (one through five) depending on the number of students in your class. This will be used later to group students together, and you will want groups of four or five.

Optional Resources:

If the World Were a Village: A Book About the World's People - David J. Smith
This Child, Every Child: A Book About the World's Children - David J. Smith
I Have the Right to Be a Child - Alain Serres

Note: The statistics in this lesson are based on www.miniature-earth.com and http://100people.org. The intent is to get students to understand the general and differing statistics of world populations. More recent statistics may be available on the web.

Lesson:

a. Have students line up in two lines facing each other, with a few feet of distance between them. Hand each student a coloured card, and tell them that for this first activity, they will need to focus on the COLOUR of their card. You will explain what the number is for later.

b. Explain that you have just boiled the whole world down to the number of students in your classroom. The students' job is to listen carefully to the instructions and respond accordingly. After each statement, they should wait a few moments and then step back into their original lines.

c. Read the following statements (or choose the ones you wish to use), and have students respond accordingly. Throughout the process, have students engage in "think-pair-share" (Appendix 3) with a partner beside them to discuss their reaction to what they have just learned.

* *If you have a purple or blue card step forward. You represent the number of people in the world that are non-white. The rest of you are white.*

* *If you have a purple card, step forward. You live without basic sanitation. You have no toilets, clean water, etc.*

* *If you have a pink card step forward. You have clean water, the rest of you spend most of your day, every day, getting clean water.*

* *If you have a purple card, and half of the people with blue cards step forward. You have no electricity.*

* *If you have a pink card step forward. You live on less than $10 a day. Now, a few of you step back, you who are still in the middle (50%), live on less than $2 a day.*

* *If you have a purple card, step forward. You live in fear each day of death by an armed attack, land mines, or being kidnapped by armed groups.*

* *Purple cards, stay in the middle; blue, please join them. You are living in wars.*

* *If you have a pink card, step forward. You are lucky enough to breathe clean air every day. The rest of you are breathing in polluted air.*

* *If you have a purple or blue card step forward. You represent the number of children in the world. Now half of you step back. Those who are still in the middle are children who live in poverty.*

* *If you have a pink or blue card, step forward. You can read. Those who are still on their lines, cannot.*

* *If you have a purple card step forward. You have no electricity. Now a few of you step back. Those of you who are still in the middle have electricity, but do not use it during the day. You only use it for light at night.*

* *Half of the blue cards, please step forward. You are children who are working in slavery conditions.*

* *If you have a pink card step forward. You have access to health care (doctors, nurses, hospitals, medicine). The rest of you do not.*

* *If you have a purple or blue card step forward. You always have enough to eat.*

** Almost all of the pink cards step forward (50%), you don't have a reliable source of food, and you are hungry some or all of the time.*

** If you have a purple step forward. You have a computer and the internet, the rest of you do not.*

** If you have a blue card step forward. You have an internet connection.*

** If you have a purple card step forward. You represent the number of people in the world who have food in your fridge, clothes in your closet, a bed to sleep in, and a roof overhead.*

d. Now, have students keep the paper in their hand, but ask students to respond based on their lives and experiences for the following statements. (Note: Only use the prompts that you feel are appropriate/sensitive to your group of students. If some students do not step forward for these prompts, make note of discussion questions that may be necessary.)

** Step forward if you have basic sanitation and toilets in your home.*
** Step forward if you have access to clean water in your home and/or community.*
** Step forward if you have electricity.*
** Step forward if your family spends more than $2/day.*
** Step forward if your family spends more than $10/day.*
** Step forward if you live in fear of an armed attack, land mines or being kidnapped by armed groups.*
** Step forward if you are living in a war.*
** Step forward if you breathe clean air each day.*
** Step forward if you can read, write and count.*
** Step forward if you are not allowed to attend school, and instead need to work in slavery conditions.*
** Step forward if you have a doctor, or have been to the hospital, or have taken medicine when you are sick.*
** Step forward if you have a reliable source of food.*
** Step forward if you have a computer.*
** Step forward if you have internet access in your community/home.*
** Step forward if you have food in your fridge, clothes in your closet, a bed to sleep in, and a roof overhead.*

e. Challenge the students to look silently at the numbers on the back of their cards, and without speaking make a group of students from 1-4, or 5. Each group should have one member for each number (1 through 4, or 5, depending on the number of students in your class).

f. Explain to the students that you will call out a question and that they will need to huddle and discuss that question as a group and decide on an answer. When the time is up, you will call out a number. The group member with that number will quickly stand up and share their

group's thoughts. (Note: Do not call on the first person who pops up unless you intend to promote competition).

g. Pose the following questions to the students and call on numbers 1-5 to create a classroom discussion:

Questions:
** What reactions do you have to this activity? What surprised you?*
** Which "step forward" statements were the most memorable for you? Why?*
** How did your perspective on your own or others' lives change as a result of this activity?*
** What does this activity make you think about the idea of fairness?*

h. For the final questions, you will want to record (a class chart, smart board file, etc.) the students' responses, as you are going to come back to them later in the unit.

* What does it mean if something is fair?
* What does it mean if something is unfair?

i. At this point, you may choose to post & introduce the unit's essential questions to the students, explaining that you will be embarking on an inquiry to answer the following: **What is fair/unfair? How can we act justly in the face of injustice? How can we work to build a just, peaceful, and compassionate society for all?**

j. Ensure the students are familiar with the terms: justly, injustice, just, compassionate.

Lesson 1: Thinking About Fairness
Reading Visual Texts and Thinking About the Big Ideas

Outcome(s):

CC5.3 **Indicator j**. *Fulfill role as group member and respect and respond sensitively to the ideas, opinions, and interpretations of others.*

CR 5.2 **Indicator a. -** *Gather information from a variety of media (e.g. photographs, websites, maps, diagrams, posters, videos, advertising, double bar graphs, maps).*
Indicator g. *- Analyze visual texts as sources of information*

Important Note: Please read the notes above about the culminating task/permeation. You will want to be very clear about your focus for the inquiry and which Catholic Social Teaching(s) (Appendix 1) you have chosen for the purposes of this unit. These will guide your teaching and the texts you choose.

Reading Skills: Building Schema, Activating Background Knowledge, Metacognition, Drawing Inferences

Materials:

* Engaging Images AND visual texts (Graphs, charts, maps, etc.) based on the inquiry topic/Catholic Teaching(s) you have chosen to focus on (Appendix 2)

Note:

* A Valuable Resource for Images are Unicef's Photo Essays: http://www.unicef.org/photoessays/index-pe.html
* Sample Visual Texts:
  - Poverty in Canada: http://tvo.org/sites/default/files/Poverty-in-Canada-infographic.pdf
  - Aboriginal Poverty: http://tvo.org/sites/default/files/Aboriginal-Poverty-infographic.pdf

* Explanation/Quotes on chosen Catholic Social Teaching (Appendix 1).
* Prepared Classroom Chart & Sticky Notes for Students:

What I See/Read...	What That Makes Me Think...

*

Lesson:

a. If you haven't already, you will want to introduce students to essential questions for the unit: **What is fair/unfair? How can we act justly in the face of injustice? How can we work to build a just, peaceful, and compassionate society for all?** (Ensure the students are familiar with the terms: justly, injustice, just, compassionate). Make sure that the essential questions, as well as the 'what is fair/unfair' chart you created last lesson, are posted in a visible area so that you can constantly refer to them throughout the unit.

b. Refer back to yesterday's activity, and discuss with students that while they were listening to the prompts, there was probably a lot of thoughts going on in their head.

We call this our "inner conversation" - our brain is talking to us. For example, they might have thought: "Wow, I didn't know that!", "I wonder why that is?", "That reminds me of that show I watched on ...", or "That doesn't make sense." You may choose to re-read a few prompts from yesterday, and model what your inner conversations were and/or ask students to share theirs.

c. Explain to students that when we read, listen to, or view a text, it is a very effective reading and comprehension strategy to listen to that inner conversation. Introduce them to the following prepared chart. Share with the students that this is one way you can organize your thoughts - it's not enough just to read/look, but we also must do something with that new information we're learning: react!

What I See/Read...	What That Makes Me Think...

d. Show them a variety of images, and first **MODEL** for the students how *you* would react (internal conversation and thoughts) as you acquire new information. (e.g. I notice that in this picture, the water the children are drinking is very dirty. That is making me wonder about their access to food and clean water. Does that contribute to them getting sick?). If you are viewing pictures, ensure that you explain to students that you "read" pictures as well, paying particular attention to details of the photos, and listening to your internal reaction. You might:

- Ask a question
- Draw a conclusion (make an inference)
- Be surprised
- Make a connection to something else you read/saw/experienced

e. As you continue to work through the images, have students use the "think-pair-share" strategy (Appendix 3) to discuss/compare/share what they are thinking as they acquire new information when viewing the images.

f. Next, you will want to model the same process for using other visual texts (charts, graphs, maps, diagrams, etc.). Model for students how you take in what you are reading/seeing and pay attention to your reaction.

g. As you move on with the images **OR** choose a new text/photo essay, you may choose to use sticky notes, have students add their thoughts to the class chart, and discuss these together. **OR** you may choose to have students create their own charts and individually keep track of their thoughts.

Note: Glancing through the students' thinking/reactions to the text will be helpful to guide the future texts you choose and/or how you choose to group them based on their connections, understandings, questions and reactions to the text/images.

h. Set students up in partners with individual non-fiction texts. Individually students should look for images AND visual text features, you may have them jot down their reactions/thinking or just orally sharing/comparing with a partner. Call on random students to share their images and thoughts aloud with the whole class.

i. Once students have had time to practice the strategy on their own. Introduce what the Catholic Social Teachings are: (the Catholic Church has chosen seven areas/themes to focus on to emphasize fairness and how we should act to respect all of God's creations). Introduce each of them, and have students predict, based on the images/visuals you viewed today, which Teaching(s) that you will be focusing on for the purposes of this unit. (Appendix 1).

j. Have students discuss how today's text/pictures relate to the teaching you will be focusing on. Using your chart from last lesson, discuss how the ideas 'fair/unfair' might relate to that teaching.

k. Create a classroom resource area/library that will contain all of the texts you study together as a class, and hang any visual texts/images you can in this area for future reference.

Lesson 2: Summarizing Informational Texts Using my Own Words & Thinking About the Big Ideas

Outcomes:

CR 5.1 **Indicator b. -** *View, listen to, and read a variety of texts related to the theme or topic of study and show comprehension by:*
- Understanding, retelling, and explaining the ideas and information presented in the texts

CR 5.4 **Indicator b**. *- Select and flexibly use appropriate strategies (before, during, and after) to construct meaning when reading.*

CC5.3 **Indicator j**. *Fulfill role as group member and respect and respond sensitively to the ideas, opinions, and interpretations of others.*

Reading Skills: Summarizing, Synthesizing

Materials:

* Short Informational Text (or an excerpt) to model strategy (based on your inquiry topic/Catholic Social Teaching)
* Copies of Informational Texts (or an excerpt) for students to independently practice strategy (based on your inquiry topic/Catholic Social Teaching) (photocopies so that students can write on them)

  Note: You may choose one article for the whole class, or multiple articles on similar topics, keeping students reading levels a priority.
* Three sizes of sticky notes, large, medium & small, one set for teacher modelling and another set for each group of students
* Bulletin board or area of the classroom to begin collecting texts/resources based on the inquiry topic/Catholic Social Teaching
* Information on Catholic Social Teachings (Appendix 1)

Lessons:

a. Refer to yesterday's conversation about paying attention to our inner conversation. Explain that when we are viewing images/visual texts, our eyes often *catch* on something. We get so focused on it that we forget to look around and take in the rest of the details of the picture. Reading informational texts can sometimes be like that too, our brains catch on one small fact or interesting tidbit, and we often forget to take in the rest of what the text is mostly about. If someone were to ask us what we just read was about, we would have a hard time answering because we only focused on that one part.

b. Share with readers that when they encounter a new text, it is important to stop along the way, just as we did with images, and pay attention to what our brains are thinking.

We need to put what we've just read into our own words, as if we were having a conversation with someone.

c. Introduce the read-aloud text to the students. Highlight any titles, subtitles, text features or images, and model how these features immediately get your brain thinking and reacting even before you begin reading.

d. Continue to model for the students as you begin to read the article. Read a small section and then stop, paraphrasing what you have just read. Model this process by asking yourself, "What is this section mostly about?" and then jot down on the article, or on a sticky note, a brief summary of that section (See example Appendix 4). Emphasize to students the difference between summarizing what is important vs. what is interesting. Don't get caught on the small facts. Instead, think bigger and ask yourself, **"What is this *section* MOSTLY about?"**

e. Continue to read the rest of the article aloud, stopping at the next section, and have students think-pair-share what that section was mostly about. Continue until the text is completed.

f. Once you have completed the article, re-read the mini-summaries. Model for students how they can use the mini-summaries they noted while reading to think bigger: **"What is this whole text mostly about?"**

g. Take the largest sticky note, and re-reading through your smaller summaries model summarizing in your own thoughts and words what the article was most about:

E.G. (From article in Appendix 6) "The U.S. White House has made new rules that non-healthy foods like Coca Cola, cannot be advertised in schools. This is part of a bigger plan, led by Michelle Obama, which is working to have only healthy foods in schools reduce obesity in children."

h. Next, show the students the medium-sized sticky note. Challenge students to take the previous summary, and reduce it, asking themselves the same question: "What is this text mostly about?"

E.G. "Unhealthy foods can no longer be advertised in U.S. Schools. Michelle Obama is working towards having only healthy foods in schools and reducing childhood obesity."

i. Last, show students the smallest sticky note, and challenge them once more to take the previous summary and reduce it one last time, asking themselves the same question: "What is the text mostly about?"

E.G. "US Schools want to be a good example for kids and are making rules to only have healthy foods available and advertised."

j. After modelling, have students break off into partners or groups of three with copies of short informational texts, or excerpts (based on your chosen inquiry topic/Catholic Social Teaching), and three sizes of sticky notes.

k. Have them number off 1, 2, 3: Number 1 is the reader who reads the texts aloud. Number 2 is the conversation leader and presenter who asks the questions: What is this section mostly about? They make sure everyone's voice is heard, and will present their group's ideas to the whole class. Number 3 is the recorder who writes down the agreed-upon summaries of the group.

- If groups of two, 1: Reader 2: Recorder (Choose a presenter)

l. In their groups, students are to read aloud the text, stopping after short sections and summarizing that section on the text asking, "What is this *section* mostly about?" Once they have done that for the entire text, they are to read through all of their summaries and summarize the whole text on the largest sticky note, asking: "What is this *text* mostly about?" The group then reduces the summary to the medium and finally to the smallest sticky note.

m. Before you call students back together, have them discuss the following question together: How does the article you read today relate to the inquiry topic/Catholic Social Teaching we are studying?

n. Once students have completed their summaries, have them join the rest of the class. Model for the students how to present their article to the class: Title, summary and how it relates to the inquiry topic/Catholic Social Teaching.

o. Share with students that you will begin a bulletin board/library of resources that relate to the inquiry topic/Catholic Social Teaching you are studying, show them where this will be located. If possible, have some of the images/visuals from yesterday's lesson already available in this area. Add today's texts to the resource area.

Lesson 3: Reading with Questions in Mind

Outcome(s):

CR 5.1 **Indicator b.** *View, listen to, and read a variety of texts related to the theme or topic of study and show comprehension by:*
- Understanding, retelling, and explaining the ideas and information presented in the texts
- analyzing the texts and developing responses with evidence from the texts, personal experience, and research.

CR5.3 **Indicator a.** *Listen purposefully to a range of texts from a variety of cultural traditions identify and summarize main ideas, supporting details, and opinions heard.*

CR 5.4 **Indicator b.** *Select and flexibly use appropriate strategies (before, during, and after) to construct meaning when reading.*

Reading Skills: Questioning, Inferring

Materials:

* Carefully chosen read-aloud that addresses an issue of fairness [based on your inquiry topic/Catholic Social Teaching(s)], and that will engage students in a discussion about an injustice and how it was handled. (Appendix 2)

Note: You may choose to begin this lesson with a fiction picture book read aloud to engage the students in the lesson, or you may instead choose to use a non-fiction informational read. You also may choose to repeat the lesson twice, once with fiction and another with non-fiction to show the universality of this strategy and the issue of fairness.

* Prepared chart/smart board document and a copy for each student. (Appendix 5). Note: Be sure to fill in the last column with your inquiry topic/Catholic Social teaching.

Text	What isn't fair?	Why is this an injustice?	What was done about it?	How does this relate to...?

* Brainstorming from the introduction lesson on the question - What is fair? What is unfair?

Lesson:

a. Introduce today's read aloud: show the students the cover and pictures, query them if they have any predictions about what the book is going to be about, activate their

background knowledge about the topic chosen, and/or raise any questions that they are wondering before reading.

b. Review with students that, as readers, we have learned that stopping and summarizing what we read in our own words is one way we can make sure we are understanding what the text is mostly about.

c. Explain that another way we can make sure we are grasping the bigger ideas of a text is to have a question(s) in mind that we want to answer before we start reading. A question or questions help us to approach the text looking for specific information. As we know, sometimes we will find the answers to these questions right in the text (What is unfair? What are they doing about it?). Sometimes we will have to use what we are reading and our background knowledge to answer the questions the best we can (Why is this an injustice? How does this relate to...?).

d. Introduce students to today's chart & the questions that you will use to guide your reading of today's text: What isn't fair? Why is this an injustice? What was done about it? How does this relate to ... (Catholic Social Teaching)?

e. Begin reading the text aloud. You will first want to **MODEL** for the students how to use this strategy. As you come to a part of the text that refers to one of the questions (What isn't fair? How are they addressing the issue?), you will want to stop and jot down notes on the chart of what you are reading. Explain to students that as you were reading with those questions in mind, you noticed the answers right away as you read them in the text.

f. As you continue to read aloud, you will want to be aware of and model aloud when you make inferences based on what you are reading. For example, WHY is this an injustice? How does this relate to your topic/Catholic Social Teaching? You will want to model the thinking language of inferring for the students: I think ... Maybe ... Perhaps ...

g. As you finish up the text, you may choose to continue filling out this chart together, stopping at strategic places that address any of the questions and asking students to "think-pair-share" with a partner about their thoughts. **OR** you may choose to give them each their own handout of the chart and have students begin jotting down their own thinking about the posed questions as you read aloud to them.

Note: As you read aloud, be aware of students who agree/disagree on whether something is or is not fair - expand these conversations & refer to your brainstorming chart (from the introductory lesson), pushing students to deepen their thinking on what fairness means.

h. Before you conclude the lesson, discuss the following questions: How did today's text add to /change/ revise your idea of what is fair/unfair? (Add/delete from your brainstorming chart on Day 1. How did today's lesson address the Catholic Social Teaching we are exploring? Add texts to the library/resource area.

Lesson 4: Exploring Issues of Fairness in our Own Texts

Outcome (s):

CR 5.1 **Indicator b.** *View, listen to, and read a variety of texts related to the theme or topic of study and show comprehension by:*

- *understanding, retelling, and explaining the ideas and information presented in the texts*
- *analyzing the text structures and features*
- *analyzing the texts and developing responses with evidence from the texts, personal experience, and research.*

CR 5.4 **Indicator b.** *Select and flexibly use appropriate strategies (before, during, and after) to construct meaning when reading.*

CC5.3 **Indicator j**. *Fulfill role as group member and respect and respond sensitively to the ideas, opinions, and interpretations of others.*

Reading Skills: Questioning, Inferring

Required Materials:

* Carefully chosen texts, **at a variety of reading levels**, (fiction/or non-fiction) that address fairness issues that correspond with the Catholic Social Teaching(s) on which you are focusing. You may choose to have a variety of texts on ONE topic, or you may have texts that address a VARIETY of topics. However, **it is critical that you choose texts that are at an appropriate reading level for your students.** You may choose to group students based on the text level or on their questions/interests/reactions to previous texts.
* 'Reading with a Question in Mind' Chart from last day - you will need room to add on to this chart (you may need to prepare a new one if it there isn't enough room)
* Brainstorming Chart, "What is fair/unfair?"

Optional Materials: (Based on strategies chosen)

* A copy of the "Reading with a Question in Mind" chart for each student. (Appendix 5)
* Place mats on large pieces of chart paper, with the guiding questions (Appendix 6)

Lesson:

a. Refer to yesterday's lesson and the chart created. Discuss the strategy modelled yesterday and how you can focus your understanding of a text by reading to answer specific questions. However, remember that not all answers can be found in texts. Therefore, students must use their background knowledge and what they are learning from the text to infer the answers to some questions.

b. Review the questions that are guiding the student's reading today:
   - What is unfair?
   - Why is this an injustice?
   - What was done about it?
   - How does this relate to ... (topic/Catholic Social Teaching)?

b. You have a choice of how you group students for this lesson: **Option A** - Split students in small groups (ideally groups of 3-4) with one common text; **Option B** - pair the students with a common text; or **Option C** - have students work individually with a common text, or a variety of texts.

c. **Option A or B**: **Placemat** (Students working in Pairs/Groups):

- If you group students to work on this strategy cooperatively, *it is important that you ensure you have a text that is at an appropriate level for ALL students in the group.* This might mean different texts for each group, but the same topic for the whole class OR it might be a variety of levels of texts and topics.

- Provide each student with a copy of the text AND one placemat (on large chart paper - See Appendix 6) for each group.

- Assign one section of the placemat to each student in the group, have students place their name in corner of their section (Appendix 6).

- Print the name of the text in the center of the placemat. In the middle section, list the guiding questions: 1. What is unfair? 2. Why is this an injustice? 3. What was done about it? 4. How does this relate to... (topic/Catholic Social Teaching)?

- Have each student split their section into 4 equal parts and label 1, 2, 3, 4.

- Provide each group with time for students to first work **individually** to read the text. As students are reading, they will record their thinking on each question in their section of the place mat.

- When each student has responded to all 4 questions, they will then share their thinking with the rest of the group using a Round Robin technique: starting with the first question, students circle around the group, sharing their thoughts/answers to that particular question; once each student has shared, they may then have a discussion.

Option: You may choose to have each group share aloud their thoughts/text with the rest of the class.

d. **Option C: Jigsaw** (Students working Individually)

- *If you have students reading a text individually, it is important that you have chosen a text that is at an appropriate reading level for every student in the class*. You may choose to have students in the class all working on the same text, a variety of texts on the same topic, OR you may choose to have a variety of texts on different topics.
- Students will work individually to read the text they have been given, then record their thoughts on the "Reading with a Question in Mind" chart (Appendix 5).

- Once students have completed their work individually, group them together to discuss their responses with partners/groups. Possible groupings:
  - Group with someone who had the same text and discuss/compare responses.
  - Group with someone who had a different text, but on the same topic and compare issues/responses.
  - Group with someone who had a different text, on a different topic, and compare issues/responses.

e. Once students have discussed their texts in groups, reconvene as a whole class, and add to your class "Reading with a Question in Mind" chart. Ask students/representatives to share their thoughts with the whole class and compile a list of texts/issues/responses

Text	What isn't fair?	Why is this an injustice?	What was done about it?	How does this relate to...?

f. How did today's lesson/texts address the Catholic Social Teaching we are exploring? Add today's texts/resources to the inquiry library/resource area.

Lesson 5: So What Does God Think of All This? (Virtue of Justice)

Generating Topic Ideas

Outcomes:

CC5.3 **Indicator j**. *Fulfill role as group member and respect and respond sensitively to the ideas, opinions, and interpretations of others.*

CC 5.4 **Indicator b.** *Select and flexibly use appropriate before strategies to communicate meaning when writing.*

Required Materials:

* Original brainstorming chart from Introduction Lesson - What is fair/unfair?
* Essential Questions for Unit: What is fair? How can we act justly in the face of injustice? How can we work to build a just, peaceful, and compassionate society for all?
* Prepared quotes/scripture to discuss
* Idea generating chart for each student (Appendix 7) OR Students' Writer's Notebooks
* Prepared Class chart to model idea generating:

SCHOOL	
COMMUNITY	
CANADA	
WORLD	
Other Issues/Ideas	

Possible Quotes/Scripture References:

- "Charity is when you give someone assistance, but justice is changing unfair rules." - Tom Turner
- "I used to pray that God would feed the hungry, or do this or that, but now I pray that he will guide me to do whatever I'm supposed to do what I can do. I used to pray for answers, but not I'm praying for strength. I used to believe that prayer changes things, but now I know that prayer changes us and we change things." - Mother Teresa
- "If you want peace, work for justice." Henry Louis Mencken
- "The first step to achieving justice is to do what is right and stand up for what we know God wants." - Toronto Catholic District School Board
- "Let your actions be guided by the idea that even in the face of injustice (death on the cross) Jesus always acted with dignity." - Toronto Catholic District School Board
- "According to the Christian message ... man's relationship to his neighbour is bound up with his relationship to God ... Christian love of neighbour and justice cannot be separated. For love implies an absolute demand for justice, namely a recognition of the dignity and rights of one's neighbour. Justice attains its inner fullness only in love." - Synod of Bishops, **Justice in the World**, 1971
- "Be the change you wish you see in the world." - Gandhi

- Isaiah 1:17, 42:1-4, Micah 6:8, Amos 5:14-15, 24, Matthew 5:6, Matthew 6:33, Luke 6:29-31, 34-35

Lesson:

a. Have students relate their explorations of fairness from the past few lessons back to their brainstorming chart from the first day "What is fair/unfair?" Is there more they need to add/delete? Can the definition be compressed? Does it need to be expanded?

b. Explain to students that they have explored deeply the issues of fairness surrounding the Catholic Social Teaching you are focusing on. They have already undertaken the first step of the **Virtue of Justice**: recognize injustice. Explain that this is only the first step.

c. Refer students to the Guiding Essential Questions for the Unit: *What is fair? How can we act justly in the face of injustice? How can we work to build a just, peaceful, and compassionate society for all?* Explain to students that the second step of justice is to ACT: to do something about injustices, to work to ensure ALL of God's creation (people, animals, and the environment) is respected and treated fairly.

d. Discuss with students that the ultimate act of justice was Jesus dying for our sake, and that justice is an important part of Catholic teaching. Because we are all created in God's image, we are obliged to respect all of His creation. This means that we must not just feel bad, we must do something about injustices.

e. Have students move around the room to music. When the music stops, have students move toward someone who is close to them. Groups should be no larger than two.

f. Once students are paired up, display a selected quote/scripture passage relating to justice. Have pairs of students discuss together what they think that quote/passage means and how it relates to creating a fair world for all of God's creation. Call on random groups of students to share their thoughts with the rest of the class.

g. Give students each a copy of the Idea Generating Chart (Appendix 7) OR have them quickly copy the chart into their Writers Notebooks.

Note: From this point on in the unit, the students will need to have a place (folders/writer's notebooks/binders) to keep the information they are working on as it will all be needed for them to complete the final project.

h. Explain to students that they have explored several issues of fairness, some of which have probably surprised them, some of which maybe have made them feel angry or upset or mad, some of which they maybe new or didn't know about before. As you are beginning to embark on the second part of this unit, **taking action**, they will need to choose a topic, an injustice, based on the Catholic Social Teaching you've been

exploring. This topic needs to be something they feel strongly about, something they feel needs to change. However, choosing a topic when put on the spot, can be challenging.

i. Introduce the class chart, and model for the students how you can generate ideas based on different locations. Ensure that students understand that the topic they choose must be based on the Catholic Social Teaching you have been exploring as a class. Thinking aloud, model how to use the chart by generating a few examples of injustices in your school. Then have the students jot down their ideas. Have the students think-pair-share with someone beside them, giving them time to add more ideas to their list if they choose.

i. Repeat for community, Canada, the world and other ideas/issues. Model for the students, giving them time to generate ideas, share with a partner, and then jot some more.

j. Once students have completed their charts, explain to them that they need to start thinking about which topics/injustices are standing out to them. Write the following questions for students to see:
   - Which of these topics are really standing out to me?
   - Which of these topics do I have a lot to say about?
   - Which of these topics do I have strong reactions to?
   - Which of these topics do I have lots of ideas about how to change?
   - Which of these topics mean a lot to me?

k. Model going through some of your generated topics. Thinking aloud, share your answers to the above questions, highlight topics that are possibilities for the final task, and then have students do the same.

Optional:

l. Once students have highlighted topics that they are interested in, have them (in their notebooks or on the back of the chart) do a quick write about one that is really sticking out for them. You may choose to model for students how to take one topic, and write a few sentences about your thoughts and feelings about that topic. This may or may not end up as the students' final topic, however, it gets them to begin thinking deeper about the arguments they would like to make.

m. Add today's quotes/scriptures to the inquiry library/resource area.

Lesson 6: Thinking about the Author's Message

Outcome(s):

CR 5.1 **Indicator b. -** *View, listen to, and read a variety of texts related to the theme or topic of study and show comprehension by:*
- analyzing the texts and developing responses with evidence from the texts, personal experience, and research.

CC 5.4 **Indicator b. -** *Select and flexibly use appropriate before strategies to communicate meaning when writing.*

CC5.3 **Indicator j**. *Fulfill role as group member and respect and respond sensitively to the ideas, opinions, and interpretations of others.*

Required Materials:

* Guiding Questions for Viewing written in a place where all students can see them
**** THREE*** Engaging videos/texts in which the author's message/purpose is strongly evident (be aware to choose resources that address local issues as well as world-wide issues, related to the Catholic Social Teaching on which you are focusing)

* Possible Video Sources:

World Wildlife Foundation: https://www.youtube.com/user/WW

World Vision:

Salissou's Story: https://www.youtube.com/watch?v=3io9_-c4Eic

Child Labour: https://www.youtube.com/watch?v=BcI4l3arrHI

Walking in Sabina's Shoes: https://www.youtube.com/watch?v=-bEtqZoD4V4

Other:

Mary's Meals: https://www.youtube.com/watch?v=EowuHMxIrxk

Poverty in Canada:

Treasure: http://tvo.org/video/183498/treasure

Losing Power: http://tvo.org/video/193459/losing-power

No Place Like Home: http://tvo.org/video/183531/no-place-home

*Possible Print Sources:

Poverty in Canada: http://tvo.org/whypoverty/info/poverty-in-canada

* Three Step Interview Forms (Appendix 8)
* List of possible topics generated yesterday

Lesson:

a. Explain to students: we must remember that authors/creators always have a clear message they want us (the audience) to gain from reading/viewing their texts. As we are reading/viewing, it is our responsibility to be paying attention to the details that they included and to ask ourselves: (Write these questions where they are visible to students)

- What is the author trying to tell me here? What position are they taking?
- What am I supposed to think/feel during reading/viewing this?
- What am I supposed to think/feel after reading/viewing this?
- Why did the author include the details they did? What are they trying to tell me through the choice of what they included/didn't include?

b. Split students up into groups of three. If necessary, a few groups of four will work too. Explain to students that they will watch/read **THREE** texts. While they are viewing, they should be thinking about the above questions, paying particular attention to the message the author is sending.

d. Explain the Three-Step Interview process (Appendix 8) to students. Each student is assigned a role based on the letter beside their name (A, B or C) : Interviewer, Responder, or Recorder. The role of the interviewer is to ask the above questions to the responder, who will answer the questions based on the text just read/viewed. The role of the recorder is to jot down their responses. You will need to decide on a length of time for each interview. Also, explain to students that the job of the interviewer and responder is to discuss the text until the time is up.

e. Watch/Read the first text and have students participate in Round 1.

f. Watch/Read the second text. Students will switch roles, and participate in Round 2.

g. Watch/Read the third text. Students will switch roles and participate in Round 3.

h. After the three rounds, students will do a round robin. In this round, students will share the key information that they recorded in all three rounds, discussing what the author's did to get their message across. What was effective? How did they make their message clear?

i. Have students go back to the list of possible topics they generated yesterday. Thinking about the message they want to send, have students narrow down their list, **choosing a topic** for their persuasive presentation.

j. Have students share in their groups of three what topic they have chosen and what the message is they want to send to their audience. What might be an effective way to get this message across? What format of presentation might be most effective?

k. Add today's texts/resources to the inquiry library/resource area.

Lesson 7: What Makes a Good Persuasive Argument?

Outcome:

CC 5.3 **Indicator j.** *Fulfill role as group member and respect and respond sensitively to the ideas, opinions, and interpretations of others.*

CR 5.1 **Indicator a.** *View, listen to, read and respond to a variety of visual, multimedia, oral, and print texts that examine the diverse range of personal identities, perspectives, and backgrounds.*

Indicator b. *View, listen to, and read a variety of texts related to the theme or topic of study and show comprehension by:*

- Analyzing the texts and developing responses with evidence from the texts, personal experience, and research.

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Required Materials:

* Culminating Task Description/Rubric
* Examples of Persuasive Presentations

Video:

3 Year Old Persuades Mom for Cupcakes: https://www.youtube.com/watch?v=TP8RB7UZHK

Persuasive Clips from Movies: http://www.wingclips.com/themes/persuasion

Text:

http://www.timeforkids.com/files/homework_helper/aplus_papers/PersuasiveSampler.pdf

* Sample Prepared Culminating Task (pdf) or teacher prepared sample of the culminating task

Lesson:

a. Ask students to recall the last time they tried to convince their parents of something. Have students Think-Pair-Share with a partner about what it is they wanted and how they went about trying to "persuade" their parents. Discuss as a class and explain to students that they are already masters of persuasion!

b. Discuss that the meaning of persuade is to: convince someone to do someone or believe something by asking, arguing or giving reasons.

c. View/Read examples of persuasive arguments. Have students discuss the following questions relating to each sample they viewed/read:
   - What is the topic? What is the position taken?
   - How does the argument begin? How does it end?
   - What did you notice about the argument?
   - Was the argument effective, why or why not?
   - What might you change?

d. Ensure each student has an individual copy culminating task and the corresponding rubric. Have students read the explanation of the task independently, then think-pair-share with a partner. Have partner (A) share with partner (B) what they understand about the task while the partner (B) listens. Inform students it is time to switch partners. This time, Partner B will talk about their understanding of the task, but **must not repeat anything Partner A has already said.**

e. Discuss any student questions/misunderstandings regarding what the task is asking and/or the requirements.

f. Give students each a copy of the sample completed task (pdf) or display on SMART Board/Projector for all students to view. Note: The culminating task is set up so that students choose the format. Therefore, the sample poster is just one way students might choose to demonstrate their knowledge. If there is a preferred format, or you want to show the students a variety of formats, it is suggested that you prepare an example for students to view.

g. Using the sample, tell students they are to take the place of the teacher. Together with a partner, they will go through each of the required criteria one at a time and assess where the sample would fall on the rubric. *Please note*, the sample task does not necessarily meet all criteria.

h. Begin with the introduction. Once student partners have placed it on the rubric, have them discuss what they would add/change/delete to have it meet at least a level 3 for each element. Select students to share aloud, and anticipate disagreement, ensure that each group has evidence as for **WHY** they would place it where they did.

i. Move through each element of the rubric in the same way: partners discuss and place it on the rubric, share as a class, suggest changes/revisions.

Note: Students will most likely be unable to comment on the persuasive techniques. You can come back to this after they have studied those techniques in an upcoming lesson.

j. Once students have gone through the rubric and assessed the sample task, brainstorm together possible formats (letters, multi-media, speeches, posters, etc.) for persuasive presentations, keeping the requirements of the task in mind.

k. Have students share their top two format choices with a person beside them.

l. Ensure students keep the task description/rubric in a folder for future reference.

Lesson 8 - Taking a Position

Outcomes:

CR 5.3 **Indicator g**. *Listen purposefully to instructions and procedures and decide the best way to carry them out.*

CC 5.2 **Indicator b.** *Select and flexibly use appropriate before strategies to communicate meaning.*

CC 5.3 **Indicator j.** *Fulfill role as group member and respect and respond sensitively to the ideas, opinions, and interpretations of others.*

CC 5.4 **Indicator i.** *Write persuasive compositions that state a clear position.*

Required Materials:

* Signs to label the four corners (or areas) of your classroom: Strongly Agree, Agree, Strongly Disagree, Disagree
* Brainstorming evidence handout (Appendix 9) or writer's notebook to copy down chart
* Position statements suggested in this lesson OR prepare statements based on the Catholic Social Teaching on which you are focusing.
* Chosen topic to model (based on the Catholic Social Teaching) for the students the process of confirming a position on a topic and brainstorming supporting evidence.

Possible Statements/Topics:

- School Issues: (e.g. Students should be allowed to wear hats in school; We should get rid of summer holidays, and school should be year round with shorter breaks; All students should wear school uniforms.)
- Environmental: (e.g. People who cut down trees are destroying our planet; It should be illegal for farmers to use chemicals on their crops; We should all have electric cars; We should only eat organic foods.)
- Dignity of Humans: (e.g. Students who have HIV/AIDS should not be able to attend school; Schools should provide free breakfast and lunch for all students)
- Current Events: (e.g. Students who have not been vaccinated should not be able to attend school; Fighting should not be allowed in hockey)

Lesson:

a. Explain to students that one of the most important parts of persuasion is having strong evidence to support your position. For example, if you want your Mom to buy you a new pair of jeans, you can't just tell her you want her to; you have to tell her why she should do that. If you do not have a lot of evidence, it is going to be hard to convince your audience.

b. Explain the "Four Corners" activity to the Students: The teacher will call out a position statement. Students are to silently consider the statement and make a decision (on their own without discussion) as to whether they strongly agree, agree, strongly

disagree or disagree (corners should be appropriately labelled) with that statement. Once they have decided, they silently move to the corner that represents their position on that statement.

Notes: You will want to clarify the difference between strongly agree and agree, and strongly disagree and disagree. Encourage students to choose corners based on their thoughts and opinions, not to be influenced by who is in the corner.

c. Once every student in the classroom is in a corner, students will get into groups of two or three (no larger) to share why they chose that corner.

d. At this point, you may choose to allow some debate among the whole class **OR** you might ask groups to pair with another group from a differing corner. For example: Disagree groups, find a group from Agree and compare your thoughts. Strongly Disagree, find a group from Strongly Agree and compare your thoughts.

e. You may want to introduce/reinforce statements of agreement/disagreement to guide respectful debate such as:
   - I agree/disagree with ...
   - Can you say more about ...
   - Why do you feel that ...
   - What if ...
   - Have you thought about ...

e. Once students have had an opportunity to discuss with a group that has a differing opinion, randomly identify pairs of students to share their thinking.

f. Once students have completed the activity, you will want to reconvene and discuss what students noticed they were doing to try to convince others that their opinion was the correct one? What did they find to be effective? What was ineffective? What did they notice they felt/did when someone disagreed/challenged their argument?

g. Review with students what it means to take a position on a topic.

h. Remind students that the most important element of a persuasive task to try to convince your audience that they should agree with you. The more effective and well-researched your evidence, the more convincing you will be.

i. Have a topic ready that you can use to model the process of brainstorming evidence (E.g. from sample culminating task - *Topic:* Child Poverty in Canada

Position/Argument: Child Poverty is too high in Canada and we can do things in our own communities to help).

i. Give each student a copy of the Brainstorming Handout (Appendix 9) or have them quickly jot the chart in their writer's notebooks.

j. Model for students how to clarify the difference between the TOPIC and their POSITION. Refer them back to the activity they just completed. The TOPIC was uniforms in schools. Their POSITION is that they should or should not be implemented. Discuss more examples from the activity if students need more clarification.

k. Have students complete the topic/position section of the handout.

j. Explain that once their position is chosen, they need to brainstorm evidence that will support this argument. Explain that evidence is the reasons they feel they are right. Model for students how to brainstorm evidence. Be sure to have several examples, some stronger than others, and students to record all of their ideas:

- Canada has a higher poverty rate than you might think.
- Poverty impacts a lot of Canadians, even those who have jobs and work hard.
- Child poverty affects the whole family.
- Children who come from low income families don't have access to healthy food.
- Canada is a country where many people have a lot and we must do something for those who have little.
- Many Canadians living in poverty have full time jobs.

k. Using the handout, students can now brainstorm as many good reasons as they can think of about why the audience should agree with their position.

Note: You may notice at this time that some students are struggling to come up with any reasons. This might be good time for those students to revise/change their topics.

l. Once students have brainstormed as many ideas as they can, model how you go through your evidence and choose the three arguments which you are going to include in the presentation, asking yourself questions such as:

- Is this related to my argument?
- Do I have a lot to say about this?
- Do I have information to back up this argument?

- Is this an argument that's going to help convince the audience?

m. Have students review their brainstormed list, starring the pieces of evidence that they feel will be the most effective in supporting their position and ultimately narrowing it down to three.

n. Once they have chosen their top three pieces of evidence, have students Think-Pair-Share their topic/position with a partner, discussing which three pieces of evidence they have chosen and why.

o. Have students keep today's handout in folder for future reference.

Lesson 9 - Using Sources to Support our Arguments

Outcome:

CC 5.4 **Indicator b.** *Select and flexibly use appropriate before strategies to communicate meaning when writing.*
Indicator i. *Write persuasive compositions that state a clear position and support that position with relevant evidence.*

Required Materials:

* Culminating Task Planner (Appendix 10) for each student
* Large class copy of culminating task planner
* Copies of previously read/viewed texts based on inquiry topic/Catholic Social Teaching
* Access to Computers/Internet
* Additional texts based on inquiry topic/Catholic Social Teachings (ask your librarian for help!)
* Texts/Information on the Virtue of Justice
* A list of reliable internet resources, web pages, etc. based on the Catholic Social Teachings you have been exploring
* Bibles
* List of Scripture References (Virtue of Justice/Catholic Social Teaching) to assist students

Lesson:

a. Review the previous lesson with the students, emphasizing the importance of having a clear message/position (not just a topic) and evidence to convince the audience.

b. Explain that today students will work on developing their arguments by adding support from texts and/or visuals.

c. Hand each student a copy of the Culminating Task Planner (Appendix 10), and model filling in your topic/argument and the three reasons you chose in the last lesson as evidence to support your argument. Have students do the same.

d. Explain to students that their task today is to build up their evidence with support from texts that they have read/watched in class throughout this unit AND/OR texts that they research on their own. Highlight that the more evidence one has from multiple sources, the more credible their argument is.

e. Refer back to the rubric and discuss what appropriate details/examples might look like as compared to limited. Model for the students how to use a text that you have already viewed/read in class to support one of your arguments and add the information to your organizer.

f. Have students Think-Pair-Share with a partner how any texts you have read/viewed as a class might support their argument. Give them an opportunity to jot any notes down on their planner.

g. Review with students previous lessons and discuss how they might be beneficial for those who need to do some additional research on their topic: thinking and wondering about images and visuals (choosing appropriate/effective visuals for presentation), summarizing in your own words (reading new informational text on a topic), reading with a question in mind (reading new informational texts, looking for specific information) & questioning the author's message (finding texts that fit with your argument).

f. Explain to students that if they choose to do independent research on their own, it is imperative that they find sources that support their position and are appropriate for who they are as readers. Model how to put a text back if it is not at appropriate level or does not directly support position. Review that the point of using other sources is to SUPPORT your argument (it would be like saying, "well my friend says..." when arguing with your parents), not just find random information. (Note: We are hoping to avoid students just writing down random facts from a website. You will also need to establish rules for printing).

g. Before you send students off to work independently, have them look at their planner, and the evidence they have listed. Working with a partner, have each student think-pair-share:

- What is your plan for today?
- What sources have we already read do I need to look at again?
- What might you need to research for today?

h. At the end of the work period, call students back to their organizers. Have them reflect on the sources/support they gathered for the day and reflect on the sources they were/were not able to find. If they were not able to find what they were looking for, what is the next step? Do they need to revise their argument/pieces of evidence? Do they need help?

Lesson 10 - Concluding our Arguments with a Call to Action!

Outcomes:

CC 5.3 **Indicator j.** *Fulfill role as group member and respect and respond sensitively to the ideas, opinions, and interpretations of others.*

CC 5.4 **Indicator b.** *Select and flexibly use appropriate before strategies to communicate meaning when writing.*
Indicator i. *Write persuasive compositions that state a clear position, support that position with relevant evidence, follow a simple organizational pattern, and address the reader's need for clarity.*

Required Materials:

* Sample Culminating Task (PDF)
* Introductions/Conclusions Organizer (Appendix 11) OR chart created in writer's notebooks
* Culminating Task Rubric
* Culminating Task Planner (Appendix 10)
* Bibles
* List of Scripture References (Virtue of Justice/Catholic Social Teaching) to assist students

Lesson:

a. Ask students to recall the last movie they watched and think specifically about the ending. Were they satisfied? How did it make them feel? Was it easy or hard to remember the ending of the movie?

b. Explain to students that while the position and evidence they use to support their argument is critical for an effective persuasive presentation, the conclusion is the last thing the audience hears. Discuss: How do they want their reader to feel as they say the last words of your presentation? What do they want their audience to remember?

c. Refer students to their Project Planner and the "Call to Action" section. Remind students that the Virtue of Justice tells us we cannot just feel bad about injustices, but we need to DO something about it. We are called to ACT.

d. Model, using the organizer, **possible actions** to address your issue (e.g. Child Poverty in Canada: More money to homeless shelters, before/after school programs for kids, free food programs, cheaper housing) AND how this connects to what God want us to do. (e.g. Love of the Poor and Vulnerable, all people are children of God regardless of how much money they have, "Blessed are the poor...")

e. On their individual planners, have students brainstorm possible actions to address the injustice they are addressing in their argument and jot them down in the "call to action section" AND connections to Catholic Social Teaching/Virtue of Justice.

f. Explain to students that for the purposes of this task, their call to action will be their last word, or their conclusion. This will be their last chance to convince their audience.

g. Review the conclusion in the sample task:

"Let's act justly, show that we are all children of God, and work together to start a FREE Before & After School Program at our school. This program would provide students a safe place to be, so their parents don't have to worry about their kids and can focus on working and making the money they need to support their families. This will definitely reduce behaviour problems on the playgrounds and help these students to focus better at school."

h. Have students think-pair-share what they notice about this conclusion: (e.g. call to action, reasons why we should do this, benefits of this action, restating argument). Emphasize to students that for the purposes of this assignment, they must include a **call to action** in their conclusion.

i. Have the students assess the conclusion using the Culminating Task Rubric, and suggest any revisions/changes:
- Is there a clear call to action?
- Does it address the virtue of justice?

j. Hand out the Introductions/Conclusions Handout (Appendix 11) or have students draw chart in their writer's notebooks and have students draft one option for their conclusion. When they are done, have them think-pair-share with a partner, and discuss:
- Where would you place this conclusion on the rubric?
- What does this conclusion make you feel?
- Is my call to action clear?

k. Model for students how you could try the conclusion in another way, but still including a call to action (it may be the same action, or a different one):

e.g. **"If parents who are working are still living in poverty, what can we do to help? As Catholics, we must not ignore what is happening around us, we must do something! But what? A FREE before and after school program, with snacks, homework help, and a safe, welcoming place for kids would be a huge help to them. Then, they could focus on their jobs, and not worry about their kids. A before and after school program sounds simple, but it will make a HUGE difference not only for the parents, but also for the kids. They need our help!"**

l. Using the Introductions/Conclusions handout, students can draft a second option for their conclusion. Once again, have them discuss with a partner. The partner offers advice on which one is most effective, but each student should choose which conclusion they feel is most effective.

m. Have students store handout in their folder.

Lesson 11 - Introductions

Outcomes:

CC 5.3 **Indicator j.** *Fulfill role as group member and respect and respond sensitively to the ideas, opinions, and interpretations of others.*

CC 5.4 **Indicator b.** *Select and flexibly use appropriate before strategies to communicate meaning when writing.*
Indicator i. *Write persuasive compositions that state a clear position, support that position with relevant evidence, follow a simple organizational pattern, and address the reader's need for clarity.*

Required Materials:

* Sample Culminating Task (PDF)
* Culminating Task Rubric
* Introductions/Conclusions Organizer (Appendix 11) OR Introductions/Conclusions chart in writer's notebook
* Culminating Task Planner (Appendix 10)
* Bibles
* List of Scripture Reference to assist students
* Prepared Class Chart:

"Catchy Introductions!"	
Strategy	**Example**

Lessons:

a. Remind students of the purpose of their presentations. "On the day of the presentations, the guest panel will be interviewing several candidates and listening to many presentations. You are going to want to stand out. One of the ways you can do that is by catching their attention right away."

b.Review the introduction from the culminating task:

Too Many Canadian Kids are Living in Poverty!

The Church calls us to help the poor and the vulnerable ... we help those suffering in countries all over the world. But what about those right in our own backyards? Campaign 2000 noted 1 out of every 10 Canadian children were living in families that were struggling to make ends meet. They need our help!

c. Assess the introduction using the Culminating Task Rubric:
- Are you engaged?
- Are you clear on what my message is?

- Have I addressed the Catholic Social Teaching?

d. Using the Culminating Task Planner (Appendix 10), have students review their argument, and brainstorm how this connects to the Catholic Social Teaching.

e. Explain to students that there are several strategies to introduce a topic. Simply saying, "Hello my name is Colin and today I am going to talk about child poverty in Canada, which is important, because Jesus calls us to care for the poor," is NOT going to engage your audience or make you stand out. Today, they will study and practice several strategies, and draft a few introductions on their topic.

f. Choose a few or all of the following strategies to study with the students. Read the students an example, then have students Think-Pair-Share possible revisions to the sample introduction above, using the strategy studied. Call on random partners to share their suggestions and write these revisions onto the class chart.

Possible Strategies:

- *Questions:* What if you only had enough money to either buy groceries for your family or pay the rent? What would you do?

- *Scene Description*: Imagine you wake up on a cold hard mattress that is lying on the floor. There are twelve people living in the one bedroom apartment which you live in. Your stomach is growling, but you already know there is nothing to eat and the milk that was in the fridge from last week has gone sour. You'll have to wait until lunch. Maybe your classmates will believe that you forgot your lunch again and share a few things with you. You hear your stomach once more. Only four hours to go.

- *Important Facts:* There are 3 million Canadians that live in poverty. Look around your school. One out of every ten of the people you see are living in families that are struggling to make ends meet. What are you doing to help?

- *Exaggeration:* Our community has a serious problem with poverty. Housing is expensive, food is expensive and most families can barely pay their bills.

- *An Exclamation:* As God's children, we must do something to stop poverty now!

- *Appeal to Emotions:* Children everywhere are alone, cold and hungry.

g. Have students take out the Introductions/Conclusions Handout from yesterday (or writer's notebooks) and choose one strategy they like. Individually, have students draft

one option for their introduction. When they are done, have them Think-Pair-Share with a partner, and discuss:

- Where would you place this introduction on the rubric?
- Does it catch your attention?
- Is your message clear?
- Have they addressed the Catholic Social Teaching?

h. Choosing a second strategy, have students draft another option for their introduction. Once again, have them discuss with a partner. The partner offers advice on which one is most effective, but each student should choose which introduction they feel is most effective.

i. Have students store handout in their folder. Explain that they will choose the introductions/conclusions they prefer as they work on their presentation.

Lesson 12: Persuasive Techniques

Outcome:

CR 5.2 **Indicator f. -***Identify the values underlying visual messages and recognize persuasive techniques and purposes in various media (e.g., promises, dares, flattery, comparisons).*

CR 5.4 **Indicator b.** *Select and flexibly use appropriate strategies (before, during, and after) to construct meaning when reading.*

Required Materials:

* Persuasive Techniques Concept Forms (Appendix 12-15)
    * Answer Key: "Which of the following show examples of ..."
        * Flattery: #1, 3
        * Promises: #1, 2
        * Comparisons: #1,2
        * Dares: #2, 3
* Classroom Chart:

Technique	Flattery	Promises	Comparisons	Dares
Definition:				
Example:				

* Culminating Task Rubric
* Sample Completed Culminating Task (Attached PDF)
* Culminating Task Planner (Appendix 10)

Lesson:

a. Present the following situation to your students: *A friend of yours just told you at lunch today that she has two tickets to a (concert/sports game, etc.) that you've been dying to go to. Her older brother was supposed to go with her, but now he has a basketball game that he can't miss, and so she has an extra ticket. She asks you if you want to come along and use the ticket. It's a school night, and there will be no parents going along with you. What strategies might you use to convince your parents to let you go?*

b. In pairs, have students Think-Pair-Share what strategies they would use. Choose groups of students to role play the conversations they would have with their parents. Be aware of the persuasive strategies students are using, especially if they are using promises, flattery, dares and/or comparisons.

c. Explain to students that while it is important to have strong arguments when we are developing a persuasive presentation, there are also specific techniques that you can use to help the effectiveness of your argument.

d. Share with students that today they will learn about FOUR different types of persuasive techniques: Promises, Dares, Flattery and Comparisons.

e. Number students from 1-4 and place them in groups. Each group needs to have one student of every number 1 through 4.

f. Each student in a group will be responsible for ONE of the Persuasive Techniques (based on their number). They will become the experts in that technique, responsible for teaching the other group members about their assigned persuasive technique:

1: Flattery 2: Promises 3: Comparisons 4: Dares

g. Have individual students in each group study their forms (Appendix 12-15). Explain to them that each form contains YES examples of what their technique is, and NO examples of what their technique IS NOT. They must first study the YES examples, to see what they all have in common. Then, they will compare them to the NO examples, with the ultimate goal of defining their persuasive technique. Give students time to work on this.

h. Next, have students see if they can use the characteristics they identified to:

- Correctly identify examples of the technique
- Propose a definition based on what they understand of the technique
- Create their own example of the technique

i. Once students have had an adequate amount of time to complete their form, have them join together with the other EXPERTS of that same technique (Students of the same number).

j. With a partner, or group of three in the expert group, have student discuss/review/revise their thoughts on what the technique is, what it is not, and how to define it.

k. Students will then return to their original groups (1-4). Starting with Student 1, the group members teach the others about that technique. Reinforce that it is the expert's job to ensure each student understand the concepts, and the other member must ensure they are listening/asking questions so they are knowledgeable in all four techniques.

Option: You may have students complete a definition/example chart in their notebooks for each technique **OR** you may just collect a class composite to post for all to see.

Technique	Flattery	Promises	Comparisons	Dares
Definition:				
Example:				

l. Randomly ask students to share their understanding of each technique and complete the classroom chart for each technique. Discuss with students when it might be most effective to use each strategy and why you might use it.

Note: Depending on the class-time, this might be a possible place to have students break for today, and discuss the following in a separate lesson.

m. Once students have an understanding of the four persuasive techniques, have them go back to the Sample Completed Culminating Task and look for the persuasive techniques that were used.

<u>Comparison:</u>
"Poverty affects 3 million Canadians ... 1 out of 5 of those are Children. Compared to other countries, Canada is well below the World Average."
- Graph

<u>Promises:</u>
This will definitely reduce behaviour problems on the playgrounds and help these students to focus better at school.

n. Have students use the rubric and to assess the use of persuasive techniques in the sample.

o. Next, have students discuss how/where they might revise the current techniques AND/OR use the other two techniques (dares and flattery) to increase the effectiveness of the presentation

p. Reflecting on their own presentations/arguments. Have students think-pair-share with a partner:
   - Which techniques could be the effective for my argument/presentation?
   - Where in my presentation could I incorporate these techniques?

Lesson 13: Reflecting and Making a Work Plan

Note: It is now time for the students to work independently to complete their presentations. You will want to set a presentation date, confirm the members of your guest panel, as well as determine how many work periods students will be allowed to complete this task. You may need to give students the opportunity to visit the library and/or access computers in order to research texts that support their argument and/or to work to complete their presentations.

Outcome:

AR 5.2 *Set goals to enhance the development and improvement of the skills and strategies in writing, and other forms of representing and take steps to achieve goals.*

Required Materials:

* Copy of "Project Work Plan" (Appendix 16) for each student.

Lesson:

a. Explain to students that they should now be ready to work on completing their presentations. All of the information they have stored in their folders, as well as the texts you have read/viewed together and are in the resource area of your classroom, will be very beneficial for them.

b. Confirm with students the presentation date and how many work periods will be available for them to complete their task. You will also want to share the dates they will have access to computers (if this is necessary for their chosen presentation format).

c. Give each student a copy of the "Project Work Plan" (Appendix 16) and explain that each one of them will develop a unique plan for their own project to: 1) Ensure their presentation contains all the required criteria 2) Ensure they have enough time to complete each element.

d. Read the guiding questions at the top, and then give students individual work time to complete the chart.

e. Have students Think-Pair-Share with someone beside them:
   - What is your plan? Where are you going to start?
   - What areas do you think will need the most work?
   - What areas are you confused/not sure about?
   - Where do you need help? Who can you ask for help?

f. Have students keep this work plan in the front of their charts/writers' notebooks. As you move forward in the upcoming work days, use this chart as a focus to begin each day's class. Have students reflect on what they have completed, what they are going to work on next, how they are doing in regards to time, and to problem solve/offer support wherever necessary.

Lesson 14 - Saying it Out Loud!

Outcome:

CC5.3 **Indicator a. -** *Deliver focused and coherent presentations that engage the audience with appropriate verbal cues, facial expressions, and gestures; that convey ideas clearly; and that relate to the background and interests of the audiences.*

Required Materials:

* Oral Presentation (CC5.3) Section of the Rubric
* Sample Culminating Task (PDF)
* Completed Student Presentations

Lesson:

a. Compliment students on their work/effort to complete their presentations, and remind them that the final element of this task is that it will need to orally present to the guest panel.

b. Ask students to think about the last time the teacher taught something and they found they were really engaged and interested (not a topic, but how it was taught). Discuss as a class the qualities of that teaching. Explain to students that today, they will use what they know about engaging presentations to practice convincing others to agree with their argument and that they are the right person for the job!

c. Using the sample culminating task, model for the students how you would orally present your information to the panel.

d. Using the oral presentation section from the rubric, have students assess your oral presentation, highlighting that the presentation should: engage the audience and effectively use voice, facial expressions and gestures.

d. Have students Think-Pair-Share and discuss where they would place you and why. Have students make suggestions to how you might change/improve your presentation.

e. Discuss the difference between the effective/ineffective use of voice, facial expressions and gestures (how not using them or using them too much can be distracting).

f. Remind students who the members of the panel will be, and discuss how this might impact their presentation.

g. With a partner students can now practice their presentations, ensuring the role of the partner is to compliment what the student is doing well and to make constructive suggestions based on the elements of the rubric.

Lesson 15: Presentation Day!
Assessing my Own Task

Outcome:

CC5.2	**Indicator c.** *Use inquiry to explore a problem, question, or issue related to a topic being studied in English language arts or a topic of personal interest*
CC5.3	**Indicator a. -** *Deliver focused and coherent presentations that engage the audience with appropriate verbal cues, facial expressions, and gestures; that convey ideas clearly; and that relate to the background and interests of the audiences.*
CC5.4	**Indicator i.** *Write persuasive compositions that state a clear position, support that position with relevant evidence, follow a simple organizational pattern, and address the reader's need for clarity.*
AR 5.1	*Identify strengths in viewing, listening, reading, speaking, writing, and other forms of representing.*

Required Materials:

* Students' Completed Persuasive Presentations
* Copy of the Rubric for Each Student
* Reflection Sheet for Each Student (Appendix 17)
* Essential Questions from Beginning of Unit: What is fair/unfair? How can we act justly in the face of injustice? How can we work to build a just, peaceful, and compassionate society for all?

Notes on Presentation:

You will want to decide how you want your panel to "assess" the presentations. Will you have them use a rubric? As a class, will you generate a list of criteria? Do you want them to only give comments? They, of course, will not choose one person for the job. However, they may each list those students whose arguments were really compelling and why. Ensure that each student receives some sort of feedback from the panel.

Lesson:

a. Celebrate with students as they have completed the task & made their presentations to the guest panel.

b. Give each student an individual copy of the "It's Not Fair - Reflection."

c. Have students reflect on their work/completed task, assess themselves on each element of the rubric, and give reasons for why they would place themselves where they did.

d. You may choose to have students use one colour to highlight their assessment of themselves on the rubric, and use another colour on the same rubric when you assess the presentations so they can later reflect again.

e. You may choose to have additional reflection questions for students to complete, such as:

- What is one thing you feel very proud of? Why?
- What is one area you feel was difficult /challenging for you? Why?
- Can you suggest any changes/additions to this task for future use?
- How have your thoughts on fairness changed?
- What aspects of the Catholic Social Teaching will you carry with you?
- Reflect on your thoughts about the questions we started with:
  - **What is fair? How can I act justly in the face of injustice? How can I work to build a just, peaceful, and compassionate society for all?**
- How has this unit inspired to you "take action" against injustice in your life?
- Which actions could you see yourself/your friends/our class undertaking as an actual project?

Additional Optional Lessons:

- Checking our sources: Ensuring we are using valid/reliable resources
- Annotating Sources
- Summarizing/Synthesizing information when researching
- Anticipating counter-arguments
- Fact vs. Opinion
- Using visuals to enhance our presentations

Appendix 1: Catholic Social Teachings

Adapted from Catholic Campaign for Human Development Archdiocese of Baltimore, United States Conference of Catholic Bishops, Washington, D.C., 200 & Archdiocese of Seattle

"The social mission of the Church is at the heart of our faith. It is founded on the mission and ministry of Jesus Christ who came "to bring good news to the poor... release to captives ... recovery of sight to the blind" (Lk.4:18-19), and who identified himself with "the lease of these," the hungry, the thirsty, and the stranger (Mt.25:45)."

Life & Dignity of the Human Person: The main lesson is to love and respect other humans. Every person is created in God's image, and as a result is worthy of respect. It doesn't matter who we are, what we own, or what we look like, because God made us all.

Our world often harms human life, but we should promote life (from conception to death) instead. Instead of wars, have peaceful ways to solve arguments. Instead of harmful medicine & science, find alternatives that care for people. Instead of the death penalty, have programs to reform criminals and help those in trouble. We are all people with value and should care for each other.

Topics: War, Genocide, Suicide, Death Penalty, Bullying, Racism, Discrimination, Sexism, Prejudice, Respecting Others, Abortion, Euthanasia, Cloning, Torture

Support: Genesis 1:26-27,31 Matthew 22:37-39, Deuteronomy 30:19, Psalm 8:5-7, Psalm 139:15, Jeremiah 1:5, Catechism #1944, 2319, 2258

Call to Family, Community & Participation: People are social, we need other people. How we shape society affects everyone in it. We need our families, friends, and neighbours, and we must help them too. We must support healthy marriage and family life. We should be sure laws and economics are fair for everyone. Everyone should get a chance in society.

Topics: Marriage, Divorce, Domestic Violence, Dating Violence, Human Rights,

Support: Matthew 28:19-20, Catechism #2255

Rights & Responsibilities: People need food, clothing, shelter, healthcare and education, but not all people have them. All humans have a right to these things. We must protect these rights. We have a responsibility to help each other, it is not enough to feel badly, it is our responsibility to see that others' rights are met.

Topics: Access to Food, Shelter, Healthcare, Housing, Education, Human Rights, Children's Rights

Support: Leviticus 25:35, Proverbs 31:8-9, 2 Corinthians 9:6-15

Option for the Poor & Vulnerable: We need to consider how the most vulnerable members in our community are doing. There is a gap between the rich and the poor. It is up to us to put the needs of the poor and vulnerable first and close this gap.

Topics: Homelessness, Fair Trade, HIV/AIDS, Food Banks, Starvation, Poverty, Food Security

Support: Matthew 25: 31-46, Catechism #2444, 2461

The Dignity of Work & the Rights of Workers: People need to work to make a living. Their work is also a way to participate in God's creation. Workers' rights must be protected. These include safe conditions, getting paid a fair amount, and being able to talk about and fix problems at their jobs.

Topics: Child Labour, Wages, Safe Workplaces, Sweatshops, Fair Trade, Conditions of Work, Slavery, Worker's Rights

Support: Eccles.3:9-13, Exodus 3:7-10,

Solidarity: We are one human family regardless of what we look like, think, or where we come from. We are all brothers and sisters and must love our neighbour on a global level. Even though there are huge differences among us, we are still one family - the family of God. Solidarity means promoting peace in a world of fighting.

Topics: Helping Others in Other Parts of the World (Unicef, Peace Corps, Catholic Relief Services, Red Cross, Catholic Community Service, etc.), Global Citizenship

Support: Jeremiah 22:3, Leviticus 25:35-38, Catechism #1941, 1947, 1948

Care for God's Creation: Love your neighbour. We show respect for God by taking care of His creation (people, animals, plants). We are called to protect the planet and its people. We must live in harmony with all of God's creation. Caring for the environment is an ethical issue, not just for Earth Day.

Topics: Environmental Destruction, Protecting Resources, Endangered Animals, Waterways, Agricultural Practices, Recycling, Non-Renewable Resources, Consumerism, Pollution, Conservation

Support: Genesis 1:26, 28-31, Catechism #2456, 2415

Appendix 2: **Possible Text Suggestions**

Fiction Texts	Non Fiction Texts
"Four Feet, Two Sandals," Karen Lynn Williams "Beatrice's Goat," Page McBrier "The Librarian of Basra," Jeanette Winter "Nasreen's Secret School," Jeanette Winter "The Other Side," - Jacqueline Woodson "Henry's Freedom Box," Ellen Levine "Freedom Summer," Deborah Wiles. "White Socks Only," Evelyn Coleman "Teammates," Peter Golenbock "Cheyenne Again," Eve Bunting "Baseball in April," Gary Soto. "The Hundred Dresses," Eleanor Estes "Gleam & Glow" - Eve Bunting "Fly Away Home" - Eve Bunting "A Day's Work" - Eve Bunting "Smoky Night" - Eve Bunting "The Royal Bee" - Frances and Ginger Park "Rain School" - James Rumford "One Hen: How One Small Loan Made a Big Difference." - Katie Smith Milway "Miss Rumphius" - Barbara Cooney "Thunder Cake" - Patricia Polacco "Dogger" - Shirley Hughes "The Doorbell Rang" - Pat Hutchins "Baseball Saved US" - Ken Mochizuki "Hope" - Isabell Monk "Amazing Grace," Mary Hoffman "Mrs. Katz and Tush" - Patricia Polacco "A Baker's Portrait" - Michelle Edwards "Sadako and the 1000 Paper Cranes" - Eleanor Coerr "The Yellow Star: The Legend of King Christian X of Denmark" - Carmen Deedy "The Lorax," Dr. Seuss "The Giving Tree" - Shel Silverstein "Freedom on the Menu: The Greensboro Sit-Ins" - Carole Weatherford "Bully," Patricia Polacco "Tight Times," Barbara Shook Hazen	"Our Rights: How Kids are Changing the World" - Janet Wilson "Somewhere Today - A Book of Peace" - Shelley Moore Thomas "I Have the Right to be A Child" - Alain Serres "Off to Class: Incredible and Unusual Schools" - Susan Hughes "Our Earth: How Kids are Saving the Plant" - Janet Wilson "A Little Peace," - Barbara Kerley "One World, One Day" - Barbara Kerley "A Cool Drink of Water," - Barbara Kerley "If the World Were a Village: A Book About the World's People" - David J. Smith "This Child, Every Child: A Book About the World's Children." - David J. Smith http://www.timeforkids.com/

Appendix 3: Strategy - "Think-Pair-Share"

Information adapted from: "Beyond Monet: The Artful Science of Instructional Integration," Barrie Bennet & Carol Rolheiser (2001).

What is it?

Think-pair-share is a strategy that gathers students into groups of two to four. Students are asked to first think to themselves about a particular question posed by the teacher, then share with a partner.

How does it work?

Sounds simple, but often one student does all of the talking. How do you know that students are listening to one another and actually engaging in a conversation/discussion around the posed question? Are students paraphrasing what the other student said before moving on in the conversation?

Teachers may choose to include more accountability/scaffolding into this strategy by assigning students a role (A & B). By asking A to start, and having B to paraphrase, reversing the process (B share and A paraphrase), and then calling on random groups to share their group's thoughts with the class, you are encouraging more active listening/discussion.

Things to consider:

Ensure that you are using an appropriate amount of wait-time, especially as the complexity of the questions increase.

Make sure students are aware if they will be called on to share publicly or just with their partners, and your classroom culture allows for safe sharing of information.

Ensure ALL students are engaged in conversation. Consider the needs of your ELL students, your socially isolated students or if you have an odd number of students.

Appendix 4: **Summarizing**

Keeping Schools Healthy

The White House sets new limits on advertisements for unhealthy snacks and drinks in schools

FEB 25, 2014 | **By Denver Nicks & David Winograd for TIME, with AP reporting**

MANDEL NGAN—AFP/GETTY IMAGES

On Tuesday, the White House and the U.S. Department of Agriculture laid out new limits for promoting junk food and sugary drinks in schools. The rules ban advertisements for unhealthy foods on school grounds during the school day. The ad ban includes sugary drinks that account for more than 90 percent of unhealthy ads in school. An ad for regular Coca-Cola, for example, would be banned from a scoreboard at a high school football game. But, ads for Diet Coke and Dasani water, owned by the same company, would be allowed.

TEACHER SUMMARY: **The US has introduced new rules to ban advertisements for unhealthy foods in schools.**

The new rules are part of the first lady's "Let's Move" campaign to fight childhood obesity. Her goal is to get kids to eat healthier—like the new rules that require healthier cafeteria food. The marketing limits come after new USDA regulations that put a limit on the calorie, fat, sugar, and sodium in most school food items. The healthier food rules are criticized by people who think the government should not control what kids eat and by some students who don't like the healthier foods.

TEACHER SUMMARY: **The new rules are part of a bigger plan to fight obesity and get kids to eat healthier at school. They have also started to have healthier food items in schools**

"The idea here is simple—our classrooms should be healthy places," First Lady Michelle Obama said in a statement. "Because when parents are working hard to teach their kids healthy habits at home, their work shouldn't be undone by unhealthy messages at school."

TEACHER SUMMARY: **Michelle Obama believes that schools should be place that promote healthy eating.**

Appendix 5

?? Reading with a Question in Mind??

Text:
What's the Fairness Issue?
Why is this an injustice?
What was done about it?
How does this relate to...?

Appendix 6 *(Corresponds with Lesson 4)*

PLACEMAT ACTIVITY

Notes on Placemat Strategy:

a. Assign one section to each student in the group. Have students place their name in corner of their section
b. Print the name of the text in the center of the placemat
c. In the middle section, list the guiding questions: 1. What is unfair? 2. Why is this an injustice? 3. What was done about it? 4. How does this relate to...? (Topic/Catholic Social Teaching)
d. Have each student split their section into 4 equal parts and label 1, 2, 3, 4.
e. Students will write their responses to each question in the corresponding numbered section.

Appendix 7

"That's Not Fair! "
IDEAS

SCHOOL	
COMMUNITY	
CANADA	
WORLD	
OTHER ISSUES/ IDEAS	

Appendix 8 *(corresponds to Lesson 6)*

Three-Step Interview - Groups of 3

Names: A: B: C:

Round 1 A = Interviewer B= Responder C= Recorder	
Round 2 A = Recorder B= Interviewer C= Responder	
Round 3 A = Responder B= Recorder C= Interviewer	
Round Robin: Key Ideas from Interviews. What are you taking away?	

Appendix 8 **Three Step Interview Groups of 4**

Names: A: B: C: D:

Round 1 A = Interviewer B= Responder C= Recorder D= Responder	
Round 2 A = Responder B= Interviewer C= Responder D= Recorder	
Round 3 A = Recorder B= Responder C= Interviewer D= Responder	
Round Robin: Key Ideas from Interviews - What are you taking away? B= Recorder	

Appendix 9

Brainstorming Evidence for My Position

Topic:	
Position:	
Evidence to Support your Position: (Reasons you are taking this Position)	

Appendix 10 **"That's Not Fair" Persuasive Project Planner**

TOPIC/POSITION (What is the issue? What am I trying to convince my audience?):	
CONNECTION TO CATHOLIC SOCIAL TEACHING:	
EVIDENCE 1:	**TEXT SUPPORT:**
EVIDENCE 2:	**TEXT SUPPORT:**
EVIDENCE 3:	**TEXT SUPPORT:**
CALL TO ACTION (What should we do about it?):	
CATHOLIC SOCIAL TEACHING (Why should we do something about it? What does God teach us?):	

Appendix 11

Introductions & Conclusions

	Option 1	Option 2
Introduction (Catch your Reader's Attention)		
Conclusion (Call to Action)		

Appendix 12 Group 1 - **Persuasive Technique: FLATTERY**

The following ARE examples of flattery:

1. "You work very hard, you deserve this."
2. "You are always doing nice things for others, this reminded me of you."
3. "You are such a good person, this is something that you'd be really good at."

The following are NOT examples of flattery:

1. "I am really excited about this idea!"
2. "This is something that is going to help a lot of people."
3. "I can't wait to tell you about this idea!"

Which of these are examples of flattery?

1. "You deserve to be recognized for all you do."
2. "Do you think you can help us?"
3. "Your skills and experience are exactly what we need to make this a huge success!"

So, what's your definition of flattery?

Can you come up with your own example?

Appendix 13 Group 2 - **Persuasive Technique: PROMISES**

The following ARE examples of promises:

1. "Eating organic food means you will be much healthier"
2. "Your donation will help over one hundred children."
3. "Helping us will make you feel better."

The following are NOT examples of promises:
1. "Organic foods are healthy."
2. "Every donation is helpful."
3. "Your help means a lot to us."

Which of these are examples of promises?

1. "Healthy breakfasts will help the students do better in school."
2. "Watching this video with your kids will reduce bullying."
3. "Donations to our local food bank are appreciated."

So, what's your definition of promises?

Can you come up with your own example?

Appendix 14 Group 3 - **Persuasive Technique: COMPARISONS**

The following ARE examples of comparisons:
1. "The poverty rate in Canada is much higher than most countries in the world."
2. "Our school ranks eighth out of all the schools in the city."
3. "All organic fruits are much better for your health than regular fruits."

The following are NOT examples of comparisons:
1. "The poverty rate in Canada is quite high."
2. "Our school will join a group of other schools who have tried this program."
3. "Eating organic fruits is a good choice."

Which of these are examples of comparisons?
1. "This organization has provided more clean water to people who need it than any other."
2. "Our province has more pollution from vehicles than any other."
3. "Recycling is a good way to help the environment."

So, what's your definition of comparisons?

Can you come up with your own comparisons?

Appendix 15 Group 4 - **Persuasive Technique: DARES**

The following ARE examples of dares:
1. "Will you step up and do something about poverty in our community?"
2. "There is no doubt, your time to do something is now ... join us!"
3. "Are you ready to do your part by starting your own recycling program?"

The following are NOT examples of dares:
1. "Poverty is not only in other countries, it is in our community too."
2. "We could really use your help."
3. "We'd like to start a recycling program at our school."

Which of these are examples of dares?
1. "Please help us by hanging up these posters."
2. "One person can make a huge difference, so sign up today!"
3. "Are you going to let your neighbours' kids go hungry?"

So, what's your definition of dares?

Can you come up with your own dares?

Appendix 16

Project Work Plan

Presentation Date:

Dates to Work on in Class:

Questions to ask yourself:

* Am I clear on my argument/message that I want to send?
* Have I made up my mind on the format of my presentation?
* Am I finding the information that I need?
* Do I need any help? From who?

Task:	What do I need to do?	When am I going to do this?	Completed ✓
Choose Topic How does it relate to the Catholic Social Teaching?			
Clarify My Position What is it I'm trying to convince my audience?			
Evidence What evidence can I give to support my position? Did I read/watch something that can help support my argument?			
Introduction How can I grab the audience's attention?			

Task:	What do I need to do?	When am I going to do this?	Completed ✓
Conclusion Why does God say this is important? What should we do about it?			
Persuasive Technique - Which technique might I use? - Where could I use the techniques in my presentation?			
Work on my Presentation What type of presentation will be most effective? What will I need to complete it?			
Practice my Presentation with a Partner How can I use my voice, expressions or gestures to support my argument?			

Appendix 17 **"It's Not Fair" Presentation REFLECTION**

1. Read through the assessment rubric for this task. Assess yourself on each element of the rubric and complete the chart below, be sure to give reasons & evidence for your assessment.

Remember:
1 = **Starting** Out, 2= **Approaching** Standards, 3= **Meeting** Standards, 4= **Exceeding** Standards

Outcome	Self-Assessment	Why?
Catholic Social Teaching		
CC5.2 **Position**		
Evidence		
CC5.4 **Introduction**		
Conclusion		
CR 5.2 **Persuasive Techniques**		
CC 5.3 **Oral Presentation**		

2. After completing this unit, reflect on your thoughts about the questions we started with: What is fair?

3. How can we act justly in the face of injustice? How can we work to build a just, peaceful, and compassionate society for all?

4. How has this unit inspired to you "take action" against injustice in your life?