

REVEALING CHRIST
IN ALL WE TEACH

English Language Arts 20

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 outcomes/indicators of the provincial curricula. In addition to these core fundamentals, we are called to infuse our Catholic beliefs and values in all subject areas.

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

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

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

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

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Saskatchewan Catholic Schools Curriculum Permeation

English Language Arts 20 Faith Permeation Essential Connections

Unit Theme: Moving Forward

Introduction

“Moving Forward” is a multi-genre inquiry and interdisciplinary unit in the English Language Arts 20 curriculum. Students will be setting goals at the beginning of the unit that will guide them throughout the unit in personal reflection and growth. Specific outcomes are listed for each learning activity.

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning

“For I know the plans I have for you,” declares the LORD, “plans to prosper you and not to harm you, plans to give you hope and a future. Then you will call on me and come and pray to me, and I will listen to you. You will seek me and find me when you seek me with all your heart.”

Jeremiah 29: 11-13

Catholic Faith Big Ideas

Students will understand that...

1. Life comes with obstacles and challenges, and with Christ we are not alone.
2. God has a plan for us and will guide us on the right path.

Catholic Faith Essential Skills

Students will:

- apply our story, their story, and Jesus’s story to situations within literary studies and the world,
- demonstrate trust in God to guide them on the right path, and
- demonstrate personal growth through their own faith journey and goal setting.

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Catholic Faith Essential Questions

With all of the obstacles and temptations along our faith journey, how can we recognize that we have God to guide us along our faith journey with the obstacles and temptations present?

Description of Culminating Task - Integrating Catholic Faith

Essay of Reflection: "Moving Forward"

Students will set five goals at the beginning of the unit with a minimum of one relating to faith. Throughout the unit students will revisit the goals they have created to edit as they so choose. At the end of the unit, students will use these goals to guide them in the writing of their Essay of Reflection.

Note: Each of the following lessons has the handouts required to successfully complete the unit. As each school division has assessment requirements specific to said division, rubrics will have to be created by the teacher. Outcomes are listed for each lesson to assist with the creation of the required rubrics.

Unit Instruction Plan/Lesson Sequence

Lesson #1: Introduction

Strands: Listening, Reading, Writing

Outcomes:

CR 20.1: View, listen to, read, comprehend, and respond to a variety of grade appropriate First Nations, Metis, Saskatchewan, Canadian, and international texts.

AR 20.2: Establish goals and plans for personal language learning based on self-assessment of achievements, needs, and interests.

Procedure:

Reflect back on Unit 1: "Becoming and Beginning" or brainstorm where we began and God's role in our becoming and beginning.

Introduce Unit II: "Moving Forward" now that we have reflected and studied our beginning with the guided understanding of Christ being with us as we move forward.

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Have students write five goals they have for two months from now on Appendix i. These need to focus on personal (relationships, family), professional, educational, and faith. They do not have to complete the “Equipment for Attaining Goals” section, as it will be done in Lesson #2.

Distribute the poem “Footprints in the Sand”.

Read the poem along with students.

Distribute reflection questions (Appendix ii) to students. The After Reading question has students reflect on a time when God carried them through a troubling time in their lives. These could be used to guide a discussion or be collected for a CR assessment.

Resources: Goal Setting handout (Appendix i), “Footprints in the Sand” poem, “Footprints in the Sand” handout (Appendix ii)

Lesson #2: “How to be Old”

Strands: Reading, Speaking, Writing, Listening

Outcomes:

CR 20.1: View, listen to, read, comprehend, and respond to a variety of grade appropriate First Nations, Metis, Saskatchewan, Canadian, and international texts.

CR 20.2: View, comprehend, and develop coherent and plausible interpretations of informational and literary First Nations, Metis, Saskatchewan, Canadian, and international texts that use specialized visual features.

AR 20.2: Establish goals and plans for personal language learning based on self-assessment of achievements, needs, and interests.

Procedure:

Divide students into groups of three.

Distribute “How to be Old” handout (Appendix iii) and a copy of “How to Be Old” by Mary Swenson.

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Give students time to complete the Before Reading question on Appendix iii as a group. Members need to document their answers on their own sheet.

Discuss the Before Reading question as a class.

Choose one group member to read Stanza One from “How to Be Old” by Mary Swenson to their group.

Give students time to complete questions for Stanza One of During Reading on Appendix iii.

Discuss responses to the questions as a class.

Repeat the above process for the next two stanzas.

Read Stanza Four to the class and discuss the Big Idea: How will the symbol (doll) be found again once we grow old?

Distribute lyrics to the song “Leaving Town” (Appendix iv) by Dexter Freebish and have students follow along as it is playing (www.youtube.com/watch?v=GwgqfINyFu0). Have students call out everything they will take if/when they “leave town”. **Lead students into the more philosophical responses related to family, faith, personal experiences, emotions, etc.**

Read through the After Reading/Listening section with students and provide time for them to respond. The After Reading/Listening section requires students to focus on what they will need in order to attain the goals that were set the previous day. While focusing on what they need, the After Reading/Listening question has them reflect on the following:

It is when our hearts are tuned to the Word and our minds are filled with the Word, that we are best equipped to recognize God’s guidance. It works like this: As we learn more of the Word, we grow to think as God thinks, we learn to see things from his perspective. Our attitudes, our opinions, our goals, our ideals, and our values become more like his. When we face major decisions we are able to evaluate them with the mind of Christ rather than with the mind of the flesh. Alan Redpath, *Getting to Know the Will of God*, InterVarsity Press, 1954, p. 13.

Resources: Goal Setting handout (Appendix i), “How to be Old” poem, “How to be Old” handout (Appendix iii) , “Leaving Town” by Dexter Freebish lyrics (Appendix iv), “Leaving Town” by Dexter Freebish (www.youtube.com/watch?v=GwgqfINyFu0)
Lesson #3: Road Not Taken

Strands: Listening, Speaking, Reading, Representing, Viewing

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Outcomes:

CR 20.2: View, comprehend, and develop coherent and plausible interpretations of informational and literary First Nations, Metis, Saskatchewan, Canadian, and international texts that use specialized visual features.

CR 20.4: Read and demonstrate comprehension and appreciation of grade-appropriate informational and literary First Nations, Metis, Saskatchewan, Canadian, and international texts.

CC 20.1: Create a range of visual, multimedia, oral and written texts to explore identity, social responsibility, and social action.

CC 20.2: Create visual or multimedia presentations using dramatization or role play, including presentation of an interview of a literary character from a First Nations, Metis, Saskatchewan, Canadian, or international text.

CC 20.3: Speak to present ideas and information appropriately in informal and formal situations.

AR 20.1: Assess own ability to view, listen, read, speak, write, and use other forms of representing effectively.

Procedure:

Read in its entirety the poem “Road Not Taken” by Robert Frost.

Discuss with students their first impressions and interpretations. What is the message? What images really grab the reader? **How does this connect to God’s plan for us?**

Show the visual representation of the poem: <http://www.youtube.com/watch?v=KUaQgRiJukA>.

Discuss students’ own feelings about the poem. Do they share the same view as Frost? What are the benefits of a road less taken? What are the difficulties? Which path would the student take – the one less taken? **Direct the conversation to God’s plan for us.**

Distribute “The Road Not Taken” handout (Appendix v) for creating a blog post in response to the poem.

Resources: “Road Not Taken” poem, “Road Not Taken” blog post assignment (Appendix v), “Road Not Taken” visual representation (<http://www.youtube.com/watch?v=KUaQgRiJukA>)

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Lesson #4: “How to do Battle with Grown Ups” by James Lincoln Collier/ David and Goliath

Strands: Reading, Listening, Speaking

Outcomes:

CR 20.1: View, listen to, read, comprehend, and respond to a variety of grade appropriate First Nations, Metis, Saskatchewan, Canadian, and international texts.

AR 20.1: Assess own ability to view, listen, read, speak, write, and use other forms of representing effectively.

Procedure:

Distribute “How to do Battle with Grown Ups” handout (Appendix vi).

Provide time for students to do the Before Reading question with a Think-Pair-Share strategy
Discuss their responses.

Brainstorm details of the story of David and Goliath (1 Samuel 17) and discuss the story. Once the brainstorming is done, read the story of David and Goliath to the class to fill in details that were missed.

Students read “How to do Battle with Grown Ups” (www.bellsman.pbworks.com) individually.
Remind students to complete the During Reading question as they are reading.

Discuss student responses for the During Reading question and then proceed to the After Reading question. Students are being asked to connect tone and allusion to the story of David and Goliath, thus directing them to the details provided on the board/smartboard for them to refer back to.

Resources: “How to do Battle with Grown Ups” by James Lincoln Collier short story (www.bellsman.pbworks.com), “How to do Battle with Grown Ups” handout (Appendix vi)

Lesson #5: “Youth Sports Can Offer Lifelong Lessons” and “And May the Best Cheater Win”

Strands: Reading, Writing, Listening, Speaking

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Outcomes:

CR 20.1: View, listen to, read, comprehend, and respond to a variety of grade appropriate First Nations, Metis, Saskatchewan, Canadian, and international texts.

CR 20.3: Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate informational and literary First Nations, Metis, Saskatchewan, Canadian, and international texts, including spoken instructions, and argumentative and persuasive speeches.

CR 20.4: Read and demonstrate comprehension and appreciation of grade-appropriate informational and literary First Nations, Metis, Saskatchewan, Canadian, and international texts.

AR 20.2: Establish goals and plans for personal language learning based on self-assessment of achievements, needs, and interests.

Procedures:

Part 1:

Write the word “CHEATING” on the board and have students write down their first reaction to the word. Discuss students’ responses. There should be a variety of responses from relationships to games to athletics. Discuss why students reacted the way they did to the word and how they feel when they know they’ve been cheated in different areas of life.

Read “Youth Sports Can Offer Lifelong Lessons” by Emily Strahle together. Create a chart together on the board of all the benefits of sports focusing on how sports help one create healthy goals and values.

Read “And May the Best Cheater Win” by Harry Bruce together. On the other side of the chart list all negatives of sports that Harry Bruce gives in his essay.

For further permeation, teachers could use an example from the bible about cheating (i.e.: the story of Genesis 27: 1-46 (Jacob Steals the Blessing)).

Part 2:

Have students brainstorm a list of local sports heroes. Discuss with students some of their favourite sports heroes and why they think so highly of them.

Discuss with students Drew Albers story and his unwavering faith that God would lead him down the path that He chose for Drew. One article that has Drew discussing his faith that God

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would guide him can be found in an interview with CBCSports.ca (<http://www.cbc.ca/sports/baseball/mlb/5-questions-twins-andrew-albers-living-major-league-dream-1.1336088>).

Drew has since received the Lumen Christi Award from the Light of Christ Catholic School Division for his devotion to both his faith and John Paul II Collegiate while in his off season. A summary of the speech given of Albers can be found online on the News Optimist site (<http://www.newsoptimist.ca/article/20140530/BATTLEFORD0501/305309998/-1/battleford/sutton-albers-named-lumen-christi-recipients>).

Discuss the values that Albers displays as a sports hero, teacher, and steward and how he never faltered in his faith during his dad's health crisis, his injury that sidelined his dreams, and his dream of pitching in the MLB.

Have students then picture their favourite celebrity (sports, music, or film) and record what they think this person will be doing in 15 years. Is faith going to be a part of their journey? Does their favourite celebrity do the standard plug of "I'd like to thank God" when they've won a game or award or are they stewards of Christ in their daily life?

Have students provide the name of the celebrity they focused on and determine as a class which celebrities are stewards of Christ? How? Some celebrities who may be mentioned are Martin Sheen, Amy Grant, Angelina Jolie, Ashton Kucher, Carrie Underwood, Jared Stoll, Sylvester Stallone, Harry Connick Jr., Philip Rivers, Mike Piazza, Martin Sheen, Nicole Kidman, Stephen Colbert, Roger Federer.

Have students review the goals they established at the beginning of the unit and provide suggestions for alterations that may need to be made for some of the goals.

Resources: "Youth Sports Can Offer Lifelong Lessons" essay, "And May the Best Cheater Win" essay, "Jacob Steals the Blessing" (<http://www.essex1.com/pages/paul/bible25.html>), CBC Sports interview with Andrew Albers (<http://www.cbc.ca/sports/baseball/mlb/5-questions-twins-andrew-albers-living-major-league-dream-1.1336088>), summary of speech about Andrew Albers (<http://www.newsoptimist.ca/article/20140530/BATTLEFORD0501/305309998/-1/battleford/sutton-albers-named-lumen-christi-recipients>)

NOTE: This can also be done with a local faithful sports hero in your area.

Lesson #6: Persuasive Essay

Strands: Reading, Writing, Listening, Speaking

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Outcomes:

CC 20.4: Create a variety of written informational (including an essay of explanation of a process, an application letter and resume, and an argumentative or a persuasive essay) and literary (including a reflective or personal essay and an analysis of a literary text) communications.

AR 20.1: Assess own ability to view, listen, read, speak, write, and use other forms of representing effectively.

Procedure:

Review the list of celebrities who were determined to have faith enhance their life and journey.

Have students choose one of these celebrities to write a Persuasive Essay. The students' task is to persuade the reader how being faithful enhanced the celebrity's life. Here is a suggested time frame:

Day 1: Discuss assignment handout, rubric, and exemplars provided by SPDU (or another resource) with students and have them choose one celebrity about who they feel comfortable writing about.

Day 2 & 3: Provide the Persuasive Essay Outline (Appendix vii) and Research Handout (Appendix viii) and time for students to research online the celebrity's faith and examples of the celebrity being a true steward of Christ. Remind students to document any resources used for their work cited page.

Day 4 & 5: Provide class time to write their rough draft (double spaced for peer editing) ensuring that they follow the guide on the assignment sheet and the information on their research handout.

Day 6: Distribute Peer Editing Handout (Appendix ix) and have groups of 3 peer edit each other's work.

Day 7: Provide time for students to type their final draft.

Resources: Persuasive Essay Assignment Handout (Appendix vii), Persuasive Essay Outline and Research Handout (Appendix viii), Peer Editing Handout (Appendix ix)

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Lesson #7: Poetry Slam/ Dramatic Reading

Strands: Writing, Speaking, Listening, Representing, Viewing

Outcomes:

CR 20.3: Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate informational and literary First Nations, Metis, Saskatchewan, Canadian, and international texts, including spoken instructions, and argumentative and persuasive speeches.

CR 20.4: Read and demonstrate comprehension and appreciation of grade-appropriate informational and literary First Nations, Metis, Saskatchewan, Canadian, and international texts.

CC 20.1: Create a range of visual, multimedia, oral and written texts to explore identity, social responsibility, and social action.

CC 20.2: Create visual or multimedia presentations using dramatization or role play, including presentation of an interview of a literary character from a First Nations, Metis, Saskatchewan, Canadian, or international text.

CC 20.3: Speak to present ideas and information appropriately in informal and formal situations.

Procedure:

On the first day, assemble your classroom like a coffee shop and have a trophy with “Poetry Slam” written on it sitting front and center.

Distribute the Poetry Slam handout (Appendix v) which outlines that students have a choice of selecting a poem that has a faith component to it, or writing their own poem based on their own faith journey. Give them 1-2 days to either find said poem or write said poem. Guidelines for the poetry selection/writing are included on the assignment sheet.

Note: there is an example of a poetry slam at the beginning of “So I Married an Ax Murderer” on youtube (<http://www.youtube.com/watch?v=GlkoQ4bUE5k>) that you may want to show your students to give them a visual for a poetry slam. However, you will want to review it yourself and determine if you want to show it in your class. Regardless, it is a tool to give you an idea of what a poetry slam looks like to assist you in guiding your students through this.

Note: there are also poetry slams at www.youtube.com/user/ButtonPoetry. Ensure that videos are previewed to ensure classroom acceptability.

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Once students have located or written their poem, they are to brainstorm to identify the main images, themes, issues, and so on contained within the text. You may want to review themes and literary devices commonly used in poetry and review any that may have been studied in previous lessons. Students should locate 7-12 devices in their poem, as these are going to guide the creation of their slide show presentation.

Next, have students turn in a one-page proposal for the slide show. Included in the proposal should be:

- the poem's title and author.
- questions the student has about the language or content of the poem.
- Seven to twelve themes/ elements from the poem that will be included in the PowerPoint/Prezi show. Each idea will become a separate slide, so students also should state how they plan to depict each. For example, if innocence is one theme, students might write, "I will represent the theme of innocence with a picture of a happy, young girl holding a flower." Remind students that they can use photos, art, sound, and other media.

Once you have read and approved each proposal, have students begin creating their PowerPoint/Prezi shows. Allow students to be creative, using whatever graphic or audio elements best apply to the poem. Remind them that slides cannot restate the actual text of the poem, but rather must represent, interpret, and extend the poem. Students should have as many slides as they have themes, and slides should be in the same order the themes occur within the poem. The idea is that the slideshow goes along with the student's reading of the poem they located or wrote.

On the day of the Poetry Slam, have snacks and beverages available – a coffee house vibe. Winner of the Poetry Slam is determined via ballot vote from the audience after all have been done.

Make sure students also include sources for photos, sounds, or other elements they do not create themselves.

Resources: PowerPoint/Prezi Presentation/ Dramatic Reading handout (Appendix x)

Lesson #8: "Two Kinds" – Literary Analysis

Strands: Reading, Speaking, Listening

Outcomes:

CR 20.1: View, listen to, read, comprehend, and respond to a variety of grade appropriate First Nations, Metis, Saskatchewan, Canadian, and international texts.

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CR 20.4: Read and demonstrate comprehension and appreciation of grade-appropriate informational and literary First Nations, Metis, Saskatchewan, Canadian, and international texts.

CC 20.3: Speak to present ideas and information appropriately in informal and formal situations.

CC 20.4: Create a variety of written informational (including an essay of explanation of a process, an application letter and resume, and an argumentative or a persuasive essay) and literary (including a reflective or personal essay and an analysis of a literary text) communications.

Procedure:

Read “Two Kinds” by Amy Tan (Appendix xi) (http://millbrookenglish.weebly.com/uploads/1/3/1/2/13127851/amy_tan_-_two_kinds.pdf) as a class.

Once the class had read through the short story together, have students work in pairs to complete an Informal Literary Analysis of the short story.

Instead of students stating their opinion of the text at the end of the literary analysis, the students will be asked to connect the lesson of the mother and daughter moving away from each other and their return to each other years later to their own faith journey and of a time or two when they found themselves moving away from their faith and God and their return to their faith and God days/months/years later.

Resources: “Two Kinds” by Amy Tan (http://millbrookenglish.weebly.com/uploads/1/3/1/2/13127851/amy_tan_-_two_kinds.pdf), An Informal Literary Analysis of “Two Kinds” by Amy Tan handout (Appendix xi)

Lesson #9: Personal Reflection Essay (Culminating Activity)

Strands: Reading, Listening, Speaking, Writing

Outcomes:

CR 20.1: View, listen to, read, comprehend, and respond to a variety of grade appropriate First Nations, Metis, Saskatchewan, Canadian, and international texts.

CR 20.3: Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate informational and literary First Nations, Metis, Saskatchewan, Canadian, and international texts, including spoken instructions, and argumentative and persuasive speeches.

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CC 20.1: Create a range of visual, multimedia, oral and written texts to explore identity, social responsibility, and social action.

CC 20.4: Create a variety of written informational (including an essay of explanation of a process, an application letter and resume, and an argumentative or a persuasive essay) and literary (including a reflective or personal essay and an analysis of a literary text) communications.

AR 20.2: Establish goals and plans for personal language learning based on self-assessment of achievements, needs, and interests.

Procedure:

Review students' personal goals (personal (relationships, family), professional, educational, and faith) created at the beginning of this unit with students. Have them reflect on any that they have accomplished or moved forward with.

Read "Mother Tongue" by Amy Tan (<http://blogs.law.harvard.edu/guorui/2008/02/06/mother-tongue-by-amy-tan/>) as an exemplar of a Personal Reflection Essay.

Have students reflect on their goals from the beginning of the unit, how they have grown as an individual, and lessons they may have learned without realized that they were learning from these goals. They may need to look at their goals critically and change portions of the goals to determine something that they have accomplished that they may not have realized until now.

Distribute Personal Reflection Essay handout (Appendix xii) and Personal Reflection Essay Outline (Appendix xiii) to students.

Have students choose their own topic for their Personal Reflection Essay keeping in mind the following criteria from the personal reflection essay assignment handout:

This essay should focus on lessons you have learned in this unit in regards to your faith journey. It should be a personal reflection of where you were and where you are now in regards to something specific or something as a whole with your faith journey.

Students will need to write a proposal and have it approved by the teacher in order for the teacher to know that they are meeting the requirements of the assignment. This is the time that the teacher can be providing them with tips for their writing and to ensure that they incorporate something in regards to their faith within their Personal Reflection Essay.

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Resources: “Mother Tongue” essay by Amy Tan
(<http://blogs.law.harvard.edu/guorui/2008/02/06/mother-tongue-by-amy-tan/>), Personal Reflection Essay handout (Appendix xii), Personal Reflection Essay Outline handout (Appendix xiii)

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What have I learned about teaching this unit?

Subject: English Language Arts 20

Unit: Moving Forward

What permeation ideas worked well in this unit?

How well did the permeation prompts engage the students?

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

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

It would have been good to have...

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

General Comment:

Please share these comments with your religion coordinator.

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Goal Setting for “Moving Forward” Unit

Your task is to establish five goals that you would like to accomplish in two months. You must create one goal for your personal life (relationships, family, friends), professional (classes that need to be completed for post-secondary education, a part time job that will assist you in the profession you have chosen, a part time job), educational, and faith. As there are only four categories that are necessary, you are able to choose two goals for one of the categories.

These goals will be reviewed throughout the unit, so if you feel you need to change something about your goals or refocus them somehow feel free to do so.

Category	Goal	Equipment for Attaining Goal
Personal		
Professional		
Educational		
Faith		
Choice of Category: _____		

“Footprints in the Sand” - Mary Stevenson

Before Reading:

1. How familiar are you with the poem “Footprints in the Sand”? What do you remember about the poem? If you have never heard of the poem before, what do you think it is going to be about?

During Reading:

Read the first two stanzas and respond to the following:

1. What are you able to visualize after reading the first two stanzas?

2. What is the tone of the poem?

Read the third stanza and respond to the following:

1. What is the tone of stanza three?

2. Have you ever felt that you are walking alone during a troubling time? Explain in a 5 sentence paragraph.

After Reading:

1. Have you ever felt that during a troubling time, you had God to “carry” you through? If you feel you haven’t, what was it that got you through? Reflect in a paragraph by trying to connect to the following:

Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths. Proverbs 3:5-6.

“How to Be Old” – May Swenson

Before Reading:

1. In order to ‘move forward’ what are we needing to do on a personal level?

During Reading:

Stanza One

1. Do you agree that “youth is given; age is achieved”? Why?

2. “One must work a magic to mix with time” – How does this relate to the idea that it is a privilege to grow old?

Stanza Two

1. What is the doll a symbol for? What does it relate to?

Stanza Three

1. “It is necessary to adore the doll/ to remember it in the dark on the ordinary” – What is Swenson reminding us to do?

2. "...and every day congratulate/ one's aging face in the mirror" – What is Swenson reminding us to do in these two lines?

After Reading

After discussing the poem "How to be Old" and listening to "Leaving Town", you should have a basic idea of what you are going to take along with you as you "move forward" in reaching your goals listed in the previous lesson. In order to reach our goals, we need to be properly equipped to attain them. On your handout from yesterday, complete the section in regards to what you will need/ need to do in order to attain your goals keeping the following in mind as you do so:

It is when our hearts are tuned to the Word and our minds are filled with the Word, that we are best equipped to recognize God's guidance. It works like this: As we learn more of the Word, we grow to think as God thinks, we learn to see things from his perspective. Our attitudes, our opinions, our goals, our ideals, and our values become more like his. When we face major decisions we are able to evaluate them with the mind of Christ rather than with the mind of the flesh. Alan Redpath, *Getting to Know the Will of God*, InterVarsity Press, 1954, p. 13.

"Leaving Town"

Oh your reputation is so golden
You're never lonely and you're never home
I know you've been talking about leaving
You've lost all your feelings for this town.
Paint your nails and put your lipstick
You don't want to miss your ticket out.
Just because you graduate from school
So high in the gene pool that's your point of view.

But when you're broke and down and no one else is around
You'll come running back to this town and
I'll be there, yeah I'll be there.

'Cause I remember how we drank time together
And how you used to say that the stars are forever.
And daydreamed about how to make your life better by
Leaving town, leaving town.

Pack your bags, your smokes in your pocket
You're wearing my locket around your neck
Take a drag and wait for the Greyhound
The world is your playground and you want to win.

But when you're broke and down and no one else is around.
You'll come running back to this town and
I'll be there, yeah I'll be there.

'Cause I remember how we drank time and
How you used to say that the stars are forever.
And daydreamed about how to make your life better by
Leaving town, leaving town.

Nothing in life will ever come that easy.
Doesn't mean it has to be that hard.
I know you will find out who you are
But when you're broke and down and no one else is around.
You'll come running back to this town and
I'll be there, yeah I'll be there.

'Cause I remember how we drank time together
And how you used to say that the stars are forever.
And daydreamed about how to make your life better by
Leaving town, leaving town.

Yeah I remember how we drank time together and
How you used to say that the stars are forever.
And daydreamed about how to make your life better by
Leaving town, leaving town.
You're leaving town, yeah

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“Road Not Taken” Blog Assignment

Now that we have read and discussed “Road Not Taken” by Robert Frost, you are to create a blog response. You are to choose **ONE** of the following to “post” to your blog. As we are not equipped to actually create blogs in the classroom, this will be handed in as any regular assignment with the intention that if you had a blog, what you submit to me would be on your blog.

1. Create your own visual representation of the poem. This could be a collage, drawing, or slideshow (email it to me).
2. Soundtrack: Choose a song you feel would be the perfect complementary song for the poem and describe why you chose the song.
3. Converse: What would you like to say to the author? Write a dialogue, or describe what you would say to him and why you would say it. It can be in an interview form, video (you could role play with a friend), or in a paragraph form.
4. Associate: How does this poem apply to your own life? Describe which details align with your own goals and write your association into a paragraph or create a video post (email to me).

“How to Do Battle with Grown Ups” – James Lincoln Collier

Before Reading

1. Discuss some of the things that parents and their children typically disagree about. Use the Think-Pair-Share strategy to discuss your ideas.

During Reading

1. Read the selection and outline the **four main points** (examples) presented by the author.

After Reading

1. Discuss the literary concepts of tone and allusion in reference to David and Goliath.

Tone: the general character or attitude of a place, piece of writing, situation, etc.

Allusion: an expression designed to call something to mind without mentioning it explicitly; an indirect or passing reference.

Persuasive Essay

What is a persuasive essay?

A **persuasive essay** is an essay used to convince a reader about a particular idea or focus, usually one that you believe in.

Your task:

Reflecting back on the previous class discussion on celebrities who had/have faith enhance their life, you are now to choose one celebrity and persuade the reader (me!) that they truly have/had faith to enhance their life through research you compile on their beliefs and examples of them demonstrating their faith.

Ensure that you review the exemplar(s) provided to you, as well as the rubric requirements.

You are being provided with a research handout that will assist and guide you through the writing process for your persuasive essay. Ensure that this is used and submitted with your rough and final drafts.

You must also remember to document all resources that you are including information from in your essay.

Persuasive Essay Outline and Research Handout

Introduction: Many people believe that your introduction is the most important part of the essay, because it either grabs or loses the reader's attention. A good introduction will tell the reader just enough about your essay to draw them in and make them want to continue reading.

- Start with an amazing hook. Your hook is a first sentence that draws the reader in. Your hook can be a question or a quotation, a fact or an anecdote, a definition or a humorous sketch. As long as it makes the reader want to continue reading, or sets the stage, you've done your job.
- Don't slack on your thesis statement (*An effective thesis statement states the purpose of the paper and therefore functions to control, assert and structure your entire*). Your thesis statement is a short summary of what you're arguing for. It's usually one sentence, and it's near the end of your introductory paragraph. Make your thesis a combination of your most persuasive arguments, or a single powerful argument, for the best effect.

Body Paragraph #1 will consist of what the celebrity has been quoted as saying about his/her faith. Provide 3 researched quotes below from the celebrity, along with the proper information for your work cited page.

	Direct quote	Resource Information
Quote #1		
Quote #2		
Quote #3		

Body Paragraph #2 will consist of one example of the celebrity being a true steward of their faith. Provide detailed information about the example in the space below. Nothing should be left to the imagination for the reader. The details of the example of stewardship are the convincing points from the writer to the reader.

Details of Example of Stewardship:

Resource(s) Information:

Body Paragraph #3 will consist of another example of the celebrity being a true steward of their faith. Provide detailed information about the example in the space below. Again, nothing should be left to the imagination for the reader. The details of the example of stewardship are the convincing points from the writer to the reader.

Details of Example of Stewardship:

Resource(s) Information:

Concluding Paragraph: As a general rule, it is a good idea to restate each of your main points and end the whole paper with a probing thought. If it is something your reader will not easily forget, your essay will have a more lasting impression.

Reminders:

This is a formal written essay, so....

- No first person. You can get your thoughts across without writing “I”, “me”, “my”, etc. Also “we”, “our”, etc. are not acceptable in a formal written essay. You are a part of the “we” and “our”, making it first person!
- No second person: “you”, “your”
- No contractions!

Persuasive Essay Peer Editing

Peer Editor #1:

- *Introduction:* Is the introduction interesting and does it grab your attention with the first sentence?
- *Thesis Statement:* Is the thesis statement at the end of the Introductory Paragraph? Does it clearly state what the writer is going to persuade the reader to believe?
- *Body Paragraph #1:* Does the paragraph SOLELY focus on the celebrity's faith and their beliefs? Does it include direct quotes to defend what the writer is writing?
- *Body Paragraph #2:* Does the paragraph SOLELY focus on one example of the celebrity being a true steward of God? Does it give enough detail for the reader to completely understand the example of stewardship?
- *Body Paragraph #3:* Does the paragraph SOLELY focus on one example of the celebrity being a true steward of God? Does it give enough detail for the reader to completely understand the example of the stewardship?
- *Concluding Paragraph:* Does the conclusion state one last time all of the main points of the argument? Does it leave the reader thinking about the argument?

Peer Editor #2:

- The individual teacher needs to outline what the second editor will be editing depending on the rubric provided by the individual teacher.

Poetry Slam/ Dramatic Reading

Your role in Poetry Slam 2014 is to either locate a poem that reflects your beliefs about faith or is a proper representation of your faith journey or write your own poem that focuses on your beliefs about faith or your faith journey. Here are the rules of the Poetry Slam:

- Must be school appropriate
- The words of the poem are only to be read – not included on the PowerPoint/Prezi
- Presentation should be a minimum of 1 minute and 30 seconds with 7-12 themes/literary devices in the presentation.
- Reading must be dramatic and reflect the mood and themes of the poem. You are being assessed on a Dramatic Reading!
- Sources must be properly cited (even pictures).

You will be provided with 2 days to locate your poem or write your poem. At this time you should also document any questions you may have for me regarding themes or literary devices used within the poem to better understand the poem.

You will then have to create a one page proposal and present it to me. This proposal must include:

- the poem's title and author.
- questions you may have about the language or content of the poem.
- Seven to twelve themes/ elements from the poem that will be included in the PowerPoint/Prezi show. Each idea will become a separate slide, so you also should state how you plan to depict each. For example, if innocence is one theme, you might write, "I will represent the theme of innocence with a picture of a happy, young girl holding a flower." *You can use photos, art, sound, and other media.*

Once I have approved your proposal, you can create your PowerPoint/Prezi Presentation (Poetry Slam). You need to create a new slide for each of the themes/ literary devices that are being represented as you are reading through the poem. These visual representations will assist your audience in understanding the poem better.

Remember to properly source all photos, art, sounds, and other media used to create your PowerPoint/Prezi Presentation!

You will be assessed on both your PowerPoint/Prezi Presentation and your Dramatic Reading of your poem, so ensure that you have the poem memorized or close to memorized so that you can focus on the dramatic part of your presentation.

“Two Kinds” - Amy Tan

An Informal Literary Analysis of a Short Story

A short story is a work of short, narrative prose that is usually centered around one single event. It is limited in scope and has an introduction, body, and conclusion. Although a short story has much in common with a novel, it is written with much greater precision.

With a partner, complete the following Literary Analysis of Tan’s “Two Kinds”. *Each of these elements of a short story need to be completed in paragraph form.*

Setting

Setting is a description of where and when the story takes place. In a short story there are fewer settings compared to a novel. The time is more limited.

- How is the setting created? Consider geography, weather, time of day, social conditions, etc.
- What role does setting play in the story? Is it an important part of the plot or theme? Or is it just a backdrop against which the action takes place?

Study the time period which is also part of the setting.

- When was the story written?
- Does it take place in the present, the past, or the future?
- How does the time period affect the language, atmosphere or social circumstances of the short story?

Characterization

Characterization deals with how the characters in the story are described. In short stories there are usually fewer characters compared to a novel. They usually focus on one central character or protagonist.

- Who is the main character?
- Are the main character and other characters described through dialogue – by the way they speak (dialect or slang for instance)?
- Has the author described the characters by physical appearance, thoughts and feelings, and interaction (the way they act towards others)?
- Are they static/flat characters who do not change?
- Are they dynamic/round characters who DO change?
- What type of characters are they? What qualities stand out? Are they stereotypes?
- Are the characters believable?

Plot and structure

The plot is the main sequence of events that make up the story. In short stories the plot is usually centered around one experience or significant moment

- What is the most important event?
- How is the plot structured? Is it linear, chronological or does it move around?
- Is the plot believable?

Narrator and Point of view

The narrator is the person telling the story.

Is the narrator and the main character the same?

By point of view we mean from whose eyes the story is being told. Short stories tend to be told through one character's point of view.

- Who is the narrator or speaker in the story?
- Does the author speak through the main character?
- Is the story written in the first person "I" point of view?
- Is the story written in a detached third person "he/she" point of view?
- Is there an "all-knowing" 3rd person who can reveal what all the characters are thinking and doing at all times and in all places?

Conflict

Conflict or tension is usually the heart of the short story and is related to the main character. In a short story there is usually one main struggle.

- How would you describe the main conflict?
- Is it an internal conflict within the character?
- Is it an external conflict caused by the surroundings or environment the main character finds himself/herself in?

Climax

The climax is the point of greatest tension or intensity in the short story. It can also be the turning point where events take a major turn as the story races towards its conclusion.

- Is there a turning point in the story?
- When does the climax take place?

Theme

The theme is the main idea, lesson or message in the short story. It is usually an abstract idea about the human condition, society or life.

- How is the theme expressed?
- Are any elements repeated that may suggest a theme?
- Is there more than one theme?

Style

The author's style has to do with the author's vocabulary, use of imagery, tone or feeling of the story. It has to do with his attitude towards the subject. In some short stories the tone can be ironic, humorous, cold or dramatic.

- Is his language full of figurative language?
- What images does he use?
- Does the author use a lot of symbolism? Metaphors (comparisons which do not use "as" or "like", similes (comparisons which use "as" or "like"))?

Most literary analysis of a short story will often ask for your opinions of the short story at the end. However, as this is an informal literary analysis you are to connect the lesson of the mother and daughter moving away from each other and their return to each other years later to your own faith journey and of a time or two when you found yourself moving away from your faith and God and your return to your faith and God days/months/years later.

Personal Reflection Essay

A Personal Reflection Essay is a brief paper where you describe an experience and how it has changed you or helped you to grow. Personal Reflection Essays often require students to reflect on their academic or personal growth from specific projects or assignments, and this is what you are going to do. You will focus on your goals that were created at the beginning of the semester and connect them to a lesson or lessons learned through the assignments we have done in this unit. By describing your overall experience for readers, discussing your current strengths and weaknesses as they relate to the lesson you wrote about and sharing your future plans for using this new information, you can paint a vivid picture of how you have grown and changed.

Just as Amy Tan reflects on lessons she has learned from her mother and the way she speaks English, you are now to reflect on your goals that were created at the beginning of the unit and choose a topic to write a Personal Reflection Essay. This essay should focus on lessons you have learned in this unit in regards to your faith journey. It should be a personal reflection of where you were and where you are now in regards to something specific or something as a whole with your faith journey.

Once you have decided on a topic, you are to write a small proposal that includes:

- Topic
- Outline of paragraphs (use the Personal Reflection Essay outline to assist you with this)
- The Grand Finale – the lesson you learned!

Personal Reflection Essay Outline

(Adapted from How to Write a Self-Reflective Essay by Kori Morgan)

Introduction

An introduction to a self-reflective essay is a preview of what you'll be discussing. Developing a thesis statement that illustrates the major points of your reflection can give the reader a preview of the content without giving too many of the details away in the beginning. A student writing an essay on his/her academic growth, for example, might write as a thesis, "Through my work on my final research paper, I've learned how to do stronger research and use an objective voice, but I still need to work on structure and transitions."

Personal Experiences

Here is where write about a specific way an experience changed your attitudes or actions, a significant challenge you faced or things you would do differently if given a second chance. Again, this needs to have a focus on your faith journey. You might start by considered what your experience taught you and how it has changed you as a student or person. Specific details and anecdotes from the experience will help to clearly demonstrate your areas of growth.

Strengths and Weaknesses

Self-reflective essays challenge you to think critically about what you are doing well and what needs to be changed as a result of the experience you're writing about. You can begin by talking about skills, responses and actions that have been strengthened by this experience, then move into a discussion of areas that need work. A student writing about being a camp counselor or doing community volunteer work might write about his/her strength in finding ways to relate to different kinds of people, and then discuss his/her need to work on his tendency to prejudge them when they first meet.

Conclusion

Throughout your reflection, you should make a case for how the experience has stimulated your personal growth. By the conclusion, readers should have a clear, specific idea of how the experience affected you and particular ways you have made progress. In a reflective essay, you can approach the conclusion by talking about how you plan to use what you learned from this experience in the future. For example, you can talk about how the knowledge and experiences you gained will be useful in future classes, jobs, relationships and other aspects of your life.

