

REVEALING CHRIST
IN ALL WE TEACH

English Language Arts A10

2013

“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 A10 Faith Permeation Essential Connections

Unit Theme: Challenges of Life

Introduction

“Challenges of Life” is a multi-genre inquiry and interdisciplinary unit in the English Language Arts A10 curriculum. Specific outcomes are listed for each learning activity.

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning

Fortitude is the moral virtue that ensures firmness in difficulties and constancy in the pursuit of the good. It strengthens the resolve to resist temptations and to overcome obstacles in the moral life. The virtue of fortitude enables one to conquer fear, even fear of death, and to face trials and persecutions. It disposes one even to renounce and sacrifice his life in defense of a just cause. "The Lord is my strength and my song." "In the world you have tribulation; but be of good cheer, I have overcome the world." Catechism of the Catholic Church (CCC) #1808

Catholic Faith Big Ideas

Students will understand that...

1. Life comes with challenges, but with faith anything can be overcome.
2. With Jesus as our model, supporting what is right is possible.
3. One does not stand alone when supporting what is right, as Jesus walks beside us guiding us along our faith journey.

Catholic Faith Essential Skills

Students will:

apply our Church's story, their personal story, and Jesus's story to situations within literature studies,
demonstrate how faith can guide in overcoming challenges,
demonstrate stewardship in assisting others in overcoming challenges, and
stand for what is right, knowing Jesus is beside them.

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Catholic Faith Essential Questions

With all of the destruction in the world, how do Jesus's lessons continue to guide us in our own faith journey?

Description of Culminating Task - Integrating Catholic Faith

Inquiry Project: "Challenges of Life:

Students will choose an autobiography (novel) of a person who has overcome a challenge or challenges to by relying on his/her faith. Students will then write a Historical Persona Essay based on the person.

It is up to the individual teacher as to when he/she would like students to select a novel. There will not be any activities for the novel until Lesson 9, but students should be given Appendix xviii so they are aware of what is expected of them while reading the novel.

Note: Each of the following lessons has the handouts needed. However, assessment and creation of the rubric is the responsibility of the individual teacher, as each school division has their own requirements for assessment.

Note: Many of the following lessons include partner, group, and class discussions. As the opportunities for these discussions are provided, please refer to the lessons provided in the students' Christian Ethics 10 class with a focus on "My Story, Our Story and Jesus's Story".

Unit Instruction Plan/Lesson Sequence

Lesson 1: Introduction

Strands: reading, speaking

Outcomes:

CR A10.1: Comprehend and respond to a variety of visual, oral, print, and multimedia texts.

CR A10.3: Listen to, interpret, summarize, and draw conclusions about the ideals and information presented in a variety of literary and informational texts including group discussions and oral reading.

CC A10.3: Use oral language to express a range of information and ideas in informal situations.

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Procedure:

Divide class into groups of four and provide them with a challenge quote (Appendix A). Have them read the quote and discuss what the speaker is saying about meeting a challenge and overcoming it. Have a class discussion about each of the quotes.

Snowball fight: Divide the class into two even numbered groups. Have one side write their name on a piece of paper, crumple up the paper and throw it at the other side. Students on the other side pick up the piece of paper and find their partner. Once partners have been located, give them a biblical quote on human existence, decisions, obstacles, and destiny (Appendix B) to discuss and answer the following question:

1. What lesson is being taught about overcoming challenges?

Have pairs take turns reading their quote to the class and have a class discussion about each one. Direct discussion along the CCC 1808: “The virtue of fortitude enables one to conquer fear, even fear of death, and to face trials and persecutions.”

Exit Slip: How does our faith contribute to our ability to meet challenges and overcome them?

Resources: Appendix A and Appendix B

Lesson 2: Silent Beats (video)

Strands: reading, writing, viewing, speaking

Outcomes:

CR A10.1: Comprehend and respond to a variety of visual, oral, print and multimedia texts.

CR A10.2: View, interpret, summarize, and draw conclusions about the ideas and information presented in television, film, and video presentations.

Procedure:

Distribute “Silent Beats” handout. (Appendix C)

Give students time to complete the Before Viewing questions.

Discuss the Before Viewing questions as a class.

Show the video “Silent Beats” from Youtube
(http://www.youtube.com/results?search_query=silent+beats), reminding students to answer the
During Viewing questions. **May need to show video twice.*

Provide time to answer the After Viewing questions.

Discuss After Viewing Question #4 as a class:

4. Respond to the following in a five sentence paragraph, reflecting on the video “Silent Beats”
and your own personal experiences as the judge and the judged: Do not judge by appearances,
but judge with right judgment.” John 7:24

Resource: Appendix C, “Silent Beats” Youtube video

Lesson 3: “A Man Who Had No Eyes” (short story)

Strands: reading, writing, speaking, listening

Outcomes:

CR A10.1: Comprehend and Respond to print text that addresses identity, social responsibility,
and social action.

CC A10.3: Use oral language to express a range of information and ideas in formal and informal
situations.

CR A10.4: Read, interpret, and draw conclusions about ideas and information, concepts and
themes presented in a variety of literary and informational texts.

Procedure:

Part A:

Distribute the questions for “A Man Who Had No Eyes” (Appendix D) and have students do the
Before Reading section.

Begin reading the short story (Appendix E), stopping at the first line marked in the short story.
Have students answer the questions for Section I.

Continue reading the short story, stopping at the end of Sections II and III for students to answer
questions.

Provide time for students to do the After Reading question.

Part B: Destiny Biblical Quotes Jigsaw Activity:

Number students and have them join their group. Give them one of the quotes from Appendix D and have them answer the following questions:

1. What is your biblical passage saying about a person's destiny?
2. Our personal qualities and traits shape how we react to the conflicts we encounter, and in turn these challenges shape who we become. Who or what guides us in creating or strengthening our personal qualities and traits that, ultimately, determines how we react to a challenge and shapes us as an individual?

After groups have discussed and answered the questions, give each member of the group a new number and have them join their new group. Each member will take three minutes to discuss their biblical quote and the responses they created with their first group. There should then be an additional two minutes for the group to give their opinions or input.

Resources: Appendix D and E

Lesson 4: Aimee Mullins and her 12 Pairs of Legs (video)

Strands: viewing, speaking, writing

Outcomes:

CR A10.1: Comprehend and respond to a variety of visual, oral, print and multimedia texts.
CR A10.2: View, interpret, summarize, and draw conclusions about the ideas and information presented in television, film, and video presentations.

Procedure:

Distribute the handout “Aimee Mullins and Her 12 Pairs of Legs” (Appendix F)

Have students do the “Before Reading” prediction.

Show the TED video “Aimee Mullins and Her 12 Pairs of Legs” on Youtube (<http://www.youtube.com/watch?v=JQ0iMulicgg>). The video is about ten minutes. Remind students to do the During Viewing questions, as they are watching the TED video.

Do the After Reading questions in regards to stereotyping and being stereotyped and connecting them to the biblical quote provided on the handout.

Resources: Appendix F, “Aimee Mullins and Her 12 Pairs of Legs” Youtube video

Lesson 5: Review Writing Assignment

Strands: writing

Outcomes:

CR A10.1: Comprehend and Respond to a variety of visual, oral, print, and multimedia texts.

CC A10.1: Compose and create a range of visual, multimedia, oral, and written texts that explore: identity, social responsibility, and social action.

CC A10.2: Explain and present to a familiar audience the key ideas and events through an appropriate combination of charts, diagrams, sound, models, drama, and print.

CC A10.4: Compose and create a variety of written literary and informational texts attending to various elements of discourse.

AR A10.1: Establish and apply criteria to evaluate own and others’ work.

Procedure:

Review the past three selections: “Silent Beats”, “A Man Who Had No Eyes”, and “Aimee Mullins and Her 12 Pairs of Legs” as a class.

Distribute “Writing A Review” assignment handout (Appendix G) and go through instructions with students. Ensure that they understand that they are to incorporate a lesson that was learned or taught in regards to faith with the necessity of connecting it to at least 2 biblical verses. They may also create a review where the lesson that was supposed to be learned or taught was not done by the reviewer (student) and what was missing. If they are to do this type of review, they must still connect to a minimum of 2 biblical verses to defend their case.

Distribute exemplars of review writing from SPDU

(https://www.spdu.ca/pdf/resources/writing_samples/Grade10A-Review.pdf), along with the rubric that will be used to assess. Go through the exemplars with students and give examples of incorporating the lesson learned or taught in regards to faith along with 2 biblical verses.

Provide time for students to do the entire writing process:

Brainstorming: Read exemplars and plan writing with lesson learned or taught and biblical verses that will be used.

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Writing Rough Draft: Ensure that they do it double spaced to provide room for peer editing.

Peer Editing: Have editors follow Appendix H. Editing is done in groups of three to ensure two peers are editing rough drafts.

Final Draft (after Peer Editing or on their own)

Resources: Appendix G and Appendix H

Lesson 6: Half-Half Assignment

Strands: listening, viewing, speaking, representing

Outcomes:

CR A10.2: View, interpret, summarize, and draw conclusions about the ideas and information presented in illustrations.

CC A10.1: Compose and create a range of visual, multimedia, oral, and written texts that explore: identity, social responsibility, and social action.

CC A10.3: Use oral language to express a range of information and ideas in formal (including a prepared talk on a familiar topic).

Procedure:

Show students the novel *The Absolutely True Diary of a Part-Time Indian* and distribute a copy of a summary for both the author (Sherman Alexie) (Appendix I) and the novel (Appendix J).

On page 57 of the novel, there is a picture of half of a white boy contrasted with the image of half of a First Nations boy. Give a copy of the picture to students (Appendix K) and have a discussion around it being one-sided representations of two groups of people. Not every white boy wears fancy clothing, and not every First Nations boy carries his school supplies in a plastic bag.

Move the discussion towards the reality that we have to be careful not to stereotype people and assume that they are like everyone else and the biblical verses that we have already discussed.

From there, move the discussion towards “Me others can see” and “Me others do not realize” and our own faith journey.

Possible Discussion Questions:

*If students are apprehensive to answer in a class discussion, then these questions can be given as reflection questions before moving on to the Half-Half Assignment.

1. Where are you in your own faith journey?
2. Do you openly discuss where you are at in your own faith journey, or do you keep quiet for fear of being ostracized? Why?
3. Does your family have an open dialogue about faith or do you rely on discussions at school to better understand your faith? How does this make you feel?
4. Do you have an open dialogue about faith with your friends? Why or why not?
5. Are you comfortable talking about your own faith journey with family/friends/peers? Why or why not?
6. Do you have an inspirational quote or lyrics that personally connect to you.

**In your discussion, refer to the story of Saint Kateri Tekakwitha (search her story at www.catholic.org) to discuss her faith journey.

Distribute the Half-Half Assignment (Appendix L) and go through the instructions. Ensure that students understand that they are to focus on the two sides of themselves: the side others see and the side others do not realize. While doing this assignment they are to incorporate their own beliefs and faith journey. Remind them that they will be presenting this to their peers, so there should not be anything that will offend anyone.

Resources: Appendix I, Appendix J, Appendix K, Appendix L

Lesson 7: Interview/Inquiry Three Paragraph Essay

Strands: listening, speaking, writing

Outcomes:

CC A10.1: Compose and create a range of visual, multimedia, oral, and written texts that explore: identity, social responsibility, and social action.

CC A10.4: Compose and create a variety of written literary and informational texts attending to various elements of discourse.

AR: Establish and apply criteria to evaluate own and others' work

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Procedure:

Pair students in an appropriate activity that will ensure students paired together will be honest and open with each other.

Distribute “Interview 3 Paragraph Essay Writing” handout (Appendix M) and Interview questions (N). Go through the instructions with them and the questions. **Ensure students are aware that they are to connect their interview writing experience to a biblical verse and a lesson taught in one of the texts studied.**

Follow the schedule below:

Day One: Go through the interview questions and have students create 5 more questions that they would like to ask their partner. Have students interview their partner and determine what information they are going to include about their partner in the writing assignment. Remind them that this is as easy as going through the questions and answers. This will be part of the brainstorming process.

Day Two: Go through the brainstorming process for the following 3 paragraphs: (1) first impression of partner; (2) what was discovered about partner from the Q&A; and **(3) connect the interview writing experience to a biblical verse and lesson taught in one of the texts previously studied.**

Day Three & Four: Provide time for students to write their rough draft

Day Five: Go through Peer Editing handout (Appendix O), provide time to peer edit, and do good copy if time permits

Resources: Appendix M, Appendix N, and Appendix O

Lesson 8: “I’m Not the Indian You Had in Mind”

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

Outcomes:

CRA10.2: View, interpret, summarize, and draw conclusions about the ideas and information presented in a video presentation.

CR A10.4: Read, interpret, and draw conclusions about the ideas, information, concepts, and themes presented in literary texts.

CC A10.1: Compose and create a range of visual, multimedia, oral, and written texts that explore: identity, social responsibility, and social action.

CC A10.3: Use oral language to express a range of information and ideas in formal text.

CC A10.4: Compose and create informational text attending to various elements of discourse (e.g., purpose, speaker, audience, form).

Procedure:

Show the video “I’m Not the Indian You had in Mind” with Thomas King on the following site:
<http://www.nsi-canada.ca/2012/03/im-not-the-indian-you-had-in-mind/>.

Distribute the handout “I’m Not the Indian You Had in Mind” (Appendix P) for students to read over individually.

Discuss the video and the poem, using the following discussion questions as a guide:

- Why do you think King chose the word ‘Indian’ in particular? Would ‘First Nations person’ or ‘Native’ have been as effective? Why or why not?
- How do you feel about the images used in the video (clips from Disney movies and the old “cowboy and Indian” movies). Were there images that you think could have been more appropriate or useful that were left out?
- What does this video say to you about identity? Did you agree or disagree with the messages inherent about First Nations (and conversely, “white”) identity?
- Respond orally to the following biblical verses, focusing on identity:

Genesis 1:27: So God created man in his own image, in the image of God he created him; male and female he created them.

Jeremiah 1:5: “Before I formed you in the womb I knew you, and before you were born I consecrated you; I appointed you a prophet to the nations.”

1 Corinthians 12:27: Now you are the body of Christ and individually members of it.

1 Peter 2:9: But you are a chosen race, a royal priesthood, a holy nation, a people for his own possession, that you may proclaim the excellencies of him who called you out of darkness into his marvelous light.

Distribute “I’m Not the ...” Poetry/ Prose assignment (Appendix Q). Ensure that students understand that they are to try and include a faith component into their poetry/ prose writing. Also, remind them that they are to read their poetry/ prose orally to their peers OR create a multimedia presentation similar to the one we viewed.

Class presentations

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Resources: <http://www.nsi-canada.ca/2012/03/im-not-the-indian-you-had-in-mind/>, Appendix P and Appendix Q

Lesson 9: Historical Persona Essay and Presentation based on Independent Autobiography (novel) Choice

Strands: reading, writing

Outcomes:

CR A10.4: Read, interpret, and draw conclusions about the ideas, information, concepts, and themes presented in literary texts.

CC A10.1: Compose and create a range of visual, multimedia, oral, and written texts that explore: identity, social responsibility, and social action.

CC A10.4: Compose and create informational text attending to various elements of discourse (e.g., purpose, speaker, audience, form).

Procedure:

Discussion on Fortitude from The Catholic Faith Handbook For Youth (2nd Edition) The Moral Life: "Fortitude is the moral virtue that strengthens us to overcome obstacles to living morally. It is easy to be good when we have no direct temptation in our lives... You must practice these virtues even when they don't come naturally. If you persevere, eventually they will become a more natural way of life for you. The good news is that God is with us in the struggle to live virtuous lives. With God guiding our efforts through divine grace, the cardinal virtues will bring our moral lives to a higher level of integrity." (296-297)

Review Appendix R with students. Ensure that they are aware of what is expected of them in terms of the brainstorming chart that was given. Follow the schedule below:

Day One: Ensure that all areas of the brainstorming chart are completed.

Day Two:

Provide exemplars (https://www.spdu.ca/pdf/resources/writing_samples/Grade10A-HistoricalPersona.pdf) and rubric (created by teacher). Go through all that is necessary so students are aware of what is expected from them in their writing. Give suggestions where needed in the exemplars, ensuring that you provide examples of where the person's faith journey could be incorporated.

Day Three & Four: Provide time for students to write rough draft. Ensure that it is double spaced for editing.

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Day Five: Provide Appendix S for students to follow in their Peer Edits. You will have to add to responsibilities of Editor #2 in regards to cues and conventions that will be assessed based on the rubric you created. After editing, students can begin writing or typing their final draft.

Resources: individual autobiographies/ novels, Appendix R and S

The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.

[Martin Luther King, Jr.](#)

Life is a song - sing it. Life is a game - play it. Life is a challenge - meet it. Life is a dream - realize it. Life is a sacrifice - offer it. Life is love - enjoy it.

[Sai Baba](#)

A woman's life can really be a succession of lives, each revolving around some emotionally compelling situation or challenge, and each marked off by some intense experience.

[Wallis Simpson](#)

The duty of youth is to challenge corruption.

[Kurt Cobain](#)

I challenge you to make your life a masterpiece. I challenge you to join the ranks of those people who live what they teach, who walk their talk.

[Tony Robbins](#)

Death is a challenge. It tells us not to waste time... It tells us to tell each other right now that we love each other.

[Leo Buscaglia](#)

A woman who is willing to be herself and pursue her own potential runs not so much the risk of loneliness, as the challenge of exposure to more interesting men - and people in general.

[Lorraine Hansberry](#)

The most glorious moments in your life are not the so-called days of success, but rather those days when out of dejection and despair you feel rise in you a challenge to life, and the promise of future accomplishments.

[Gustave Flaubert](#)

I like the challenge of trying different things and wondering whether it's going to work or whether I'm going to fall flat on my face.

[Johnny Depp](#)

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People are not perfect... very often the relationships that are strongest are those where people have worked through big crises, but they've had to work through them. So the challenge to us is to work through that.

[Patricia Hewitt](#)

There is never time in the future in which we will work out our salvation. The challenge is in the moment; the time is always now.

[James A. Baldwin](#)

Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance.

[Kofi Annan](#)

How you respond to the challenge in the second half will determine what you become after the game, whether you are a winner or a loser.

[Lou Holtz](#)

Boxing is the ultimate challenge. There's nothing that can compare to testing yourself the way you do every time you step in the ring.

[Sugar Ray Leonard](#)

Find your self-respect now. Don't dumb yourselves down. Think of yourself as capable and worthy of finding a guy who is going to respect you, too. It's so important, I mean, and the confidence you get from feeling smart and tackling something like mathematics, which is a challenge, right? Math is hard.

[Danica McKellar](#)

Don't be afraid to fail. Don't waste energy trying to cover up failure. Learn from your failures and go on to the next challenge. It's OK to fail. If you're not failing, you're not growing.

[H. Stanley Judd](#)

Pervading nationalism imposes its dominion on man today in many different forms and with an aggressiveness that spares no one. The challenge that is already with us is the temptation to accept as true freedom what in reality is only a new form of slavery.

[Pope John Paul II](#)

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A child born to a Black mother in a state like Mississippi... has exactly the same rights as a white baby born to the wealthiest person in the United States. It's not true, but I challenge anyone to say it is not a goal worth working for.

[Thurgood Marshall](#)

Happiness includes chiefly the idea of satisfaction after full honest effort. No one can possibly be satisfied and no one can be happy who feels that in some paramount affairs he failed to take up the challenge of life.

[Arnold Bennett](#)

Every Teen Challenge ministry is responsible for raising its own finances, but we assist these works with finances, prayer and counseling, especially overseas in areas such as Siberia, Africa, South America.

[David Wilkerson](#)

If you live a life of make-believe, your life isn't worth anything until you do something that does challenge your reality. And to me, sailing the open ocean is a real challenge, because it's life or death.

[Morgan Freeman](#)

Don't be afraid to challenge the pros, even in their own backyard.

[Colin Powell](#)

The only use of an obstacle is to be overcome. All that an obstacle does with brave men is, not to frighten them, but to challenge them.

[Woodrow Wilson](#)

I think race has been a burden for black Americans. Being Muslim has also been a challenge because so many people do not understand Islam.

[Kareem Abdul-Jabbar](#)

Sometimes even the greatest joys bring challenge, and children with special needs inspire a very, very special love.

[Sarah Palin](#)

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My greatest challenge has been to change the mindset of people. Mindsets play strange tricks on us. We see things the way our minds have instructed our eyes to see.

[Muhammad Yunus](#)

Rather than viewing a brief relapse back to inactivity as a failure, treat it as a challenge and try to get back on track as soon as possible.

[Jimmy Connors](#)

The challenge of modernity is to live without illusions and without becoming disillusioned.

[Antonio Gramsci](#)

Please know that I am aware of the hazards. I want to do it because I want to do it. Women must try to do things as men have tried. When they fail, their failure must be a challenge to others.

[Amelia Earhart](#)

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Romans 8:28

And we know that for those who love God all things work together for good, for those who are called according to his purpose.

Romans 16:17

I appeal to you, brothers, to watch out for those who cause divisions and create obstacles contrary to the doctrine that you have been taught; avoid them.

2 Corinthians 6:3

We put no obstacle in anyone's way, so that no fault may be found with our ministry,

Isaiah 57:14

And it shall be said, "Build up, build up, prepare the way, remove every obstruction from my people's way."

2 Corinthians 12:8-10

Three times I pleaded with the Lord about this, that it should leave me. But he said to me, "My grace is sufficient for you, for my power is made perfect in weakness." Therefore I will boast all the more gladly of my weaknesses, so that the power of Christ may rest upon me. For the sake of Christ, then, I am content with weaknesses, insults, hardships, persecutions, and calamities. For when I am weak, then I am strong.

1 Corinthians 9:12

If others share this rightful claim on you, do not we even more? Nevertheless, we have not made use of this right, but we endure anything rather than put an obstacle in the way of the gospel of Christ.

2 Corinthians 10:5

We destroy arguments and every lofty opinion raised against the knowledge of God, and take every thought captive to obey Christ,

Matthew 16:18-19

And I tell you, you are Peter, and on this rock I will build my church, and the gates of hell shall not prevail against it. I will give you the keys of the kingdom of heaven, and whatever you bind on earth shall be bound in heaven, and whatever you loose on earth shall be loosed in heaven.”

Matthew 7:1-29

“Judge not, that you be not judged. For with the judgment you pronounce you will be judged, and with the measure you use it will be measured to you. Why do you see the speck that is in your brother's eye, but do not notice the log that is in your own eye? Or how can you say to your brother, ‘Let me take the speck out of your eye,’ when there is the log in your own eye? You hypocrite, first take the log out of your own eye, and then you will see clearly to take the speck out of your brother's eye. ...

Jeremiah 6:21

Therefore thus says the Lord: ‘Behold, I will lay before this people stumbling blocks against which they shall stumble; fathers and sons together, neighbor and friend shall perish.’”

Psalms 119:1-176

Blessed are those whose way is blameless, who walk in the law of the Lord! Blessed are those who keep his testimonies, who seek him with their whole heart, who also do no wrong, but walk in his ways! You have commanded your precepts to be kept diligently. Oh that my ways may be steadfast in keeping your statutes! ...

Genesis 50:20

As for you, you meant evil against me, but God meant it for good, to bring it about that many people should be kept alive, as they are today.

John 16:31-33

Jesus answered them, “Do you now believe? Behold, the hour is coming, indeed it has come, when you will be scattered, each to his own home, and will leave me alone. Yet I am not alone, for the Father is with me. I have said these things to you, that in me you may have peace. In the world you will have tribulation. But take heart; I have overcome the world.”

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Ezekiel 3:20

Again, if a righteous person turns from his righteousness and commits injustice, and I lay a stumbling block before him, he shall die. Because you have not warned him, he shall die for his sin, and his righteous deeds that he has done shall not be remembered, but his blood I will require at your hand.

Matthew 10:28

And do not fear those who kill the body but cannot kill the soul. Rather fear him who can destroy both soul and body in hell.

Romans 14:13

Therefore let us not pass judgment on one another any longer, but rather decide never to put a stumbling block or hindrance in the way of a brother.

Deuteronomy 6:5

You shall love the Lord your God with all your heart and with all your soul and with all your might.

Numbers 23:19

God is not man, that he should lie, or a son of man, that he should change his mind. Has he said, and will he not do it? Or has he spoken, and will he not fulfill it?

**Add in quotes from CCC #2429 (talents) #546 (will you be soil or good earth for the word, talents received)

OUTCOMES: CR A10.1 (a) (b) (j), CR A10.2 (b) (c) (d)

“SILENT BEATS” QUESTIONS

Before viewing:

1. What defines a challenge?
2. How have challenges shaped who you are as an individual?
3. How do you face challenges?

During viewing:

1. How are you feeling as you view “Silent Beats”?
2. Complete one of the following statements:
 - a) This reminds me of _____.
 - b) I experienced this once when _____.
 - c) I can relate to this because _____.
3. Complete the following statements:

I think the author is really trying to make us think _____.

My thinking changed when I viewed _____.

After viewing:

1. What is the main message the author is trying to convey?
2. Why does the author include these three particular main characters?
3. What part of the view had the most impact on you? This could be a negative or a positive impact.
4. **Respond to the following in a 5 sentence paragraph, reflecting on the video “Silent Beats” and your own personal experiences as the judge and the judged: Do not judge by appearances, but judge with right judgment.” John 7:24**

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OUTCOMES: CR A10.1 (b) (c), CC A10.3 (b), and CR A10.4

“A MAN WHO HAD NO EYES” by Mackinlay Kantor

Part A:

Before Reading:

1. What do you **predict** this short story is going to be about? Go deeper than it being about a man with no eyes!

Section I:

1. What have you acknowledged so far?
2. What are the two **characters** involved?
3. Whose **point of view** is the story being told?
4. What is happening in the first section of this short story?
5. Has this situation happened to you?
6. What is the **mood** of the story so far?

Section II:

7. Do you still pity the blind beggar?
8. Do you see any elements of **foreshadowing** that might hint to the resolution of the short story?
9. Is the **mood** of the story still the same?

Section III:

10. Why does Mr. Parson's disagree with the beggar's story?

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11. What do you think is going to happen?

After Reading:

1. Was your prediction accurate? Why or why not?

Part B:

In the bible there are many lessons on challenges and destiny. You are going to do a jigsaw activity with your class, focusing on one of the following biblical quotes:

1 John 4:1

Dear friends, don't believe everyone who claims to have the Spirit of God. Test them all to find out if they really do come from God. Many false prophets have already gone out into the world.

Luke 21:34-36

Don't spend all of your time thinking about eating or drinking or worrying about life. If you do, the final day will suddenly catch you like a trap. That day will surprise everyone on earth. Watch out and keep praying that you can escape all that is going to happen and that the Son of Man will be pleased with you.

1 Timothy 2:4

God wants everyone to be saved and to know the whole truth.

John 8:32

And you will know the truth, and the truth will set you free.

"A Man Who Had No Eyes"

by Mackinlay Kantor

A beggar was coming down the avenue just as Mr. Parsons emerged from his hotel.

He was a blind beggar, carrying the traditional battered can, and thumping his way before him with the cautious, half-furtive effort of the sightless. He was a shaggy, thick-necked fellow; his coat was greasy about the lapels and pockets, and his hand splayed over the cane's crook with a futile sort of clinging. He wore a black pouch slung over his shoulder. Apparently he had something to sell.

The air was rich with spring; sun was warm and yellowed on the asphalt. Mr. Parsons, standing there in front of his hotel and noting the clack-clack approach of the sightless man, felt a sudden and foolish sort of pity for all blind creatures.

And, thought Mr. Parsons, he was very glad to be alive. A few years ago he had been a little more than a skilled labourer; now he was successful, respected, admired...

Insurance... And he had done it alone, unaided, struggling beneath handicaps... And he was still young. The blue air of spring, fresh from its memories of windy pools and lush shrubbery, could thrill him with eagerness.

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He took a step forward just as the tap-tapping blind man passed him by. Quickly the shabby fellow turned.

"Listen guv'nor. Just a minute of your time."

Mr. Parsons said, "It's late. I have an appointment. Do you want me to give you something?"

"I ain't no beggar, guv'nor. You bet I ain't. I got a handy little article here--" he fumbled a small article into Mr. Parsons' hand-- "that I sell. One buck. Best cigarette lighter made".

Mr. Parsons stood there, somewhat annoyed and embarrassed. He was a handsome figure with his immaculate grey suit and grey hat and malacca stick. Of course, the man with the cigarette lighter could not see him...

"But I don't smoke," he said.

"Listen. I bet you know plenty of people who smoke. Nice little present," wheedled the man.

"And, mister, you wouldn't mind helping a poor guy out?" He clung to Mr. Parsons sleeve.

Mr. Parsons sighed and felt in his vest pocket. He brought out two half dollars and pressed them into the man's hand. "Certainly I'll help you out. As you say, I can give it to someone.

Maybe the elevator boy would--" He hesitated, not wishing to be boorish and inquisitive, even

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with a blind peddler. "Have you lost your sight entirely?"

The shabby man pocketed the two half dollars. "Fourteen years, gov'nor." Then he added with an insane sort of pride: "Westbury, sir, I was one of 'em."

"Westbury," repeated Mr. Parsons. "Ah yes. The chemical explosion... the papers haven't mentioned it for years. But at the same time it was supposed to be one of the greatest disasters in--"

"They've all forgot about it." The fellow shifted his feet wearily. "I tell you gov'nor, a man who was in it don't forget about it. Last thing I ever saw was C shop going up in one grand smudge, and that damn gas pouring in at all the busted windows."

Mr. Parsons coughed. But the blind peddler was caught up with the train of one dramatic reminiscence. And, also, he was thinking that there might be more half dollars in Mr. Parsons pocket.

"Just think about it, gov'nor. There was a hundred and eight people killed, about two hundred injured, and over fifty of them lost their eyes. Blind as bats." He groped forward until his dirty hand rested against Mr. Parsons' coat. "I tell you sir, there wasn't nothing worse than that in the war. If I had lost my eyes in the war, okay. I would have been well took care of. But, I was

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just a worker, working for what was in it. And I got it. You're damn right I got it, while the capitalists were making their dough! They was insured, don't worry about that. They--"

"Insured," repeated his listener. "Yes, that's what I sell--"

"You want to know how I lost my eyes?" cried the man. "Well, here it is!" His words fell with the bitter and studied drama of a story often told and told for money. "I was there in the C shop, last of all the folks rush in' out. Out in the air there was a chance, even with buildings exploding right and left. A lot of guys made it safe out the door and got away. And just when I was there, crawling along between those big vats, a guy behind me grabs my leg. He says, 'Let me past, you--! Maybe he was nuts. I dunno. I try to forgive him in my heart, guv'nor. But he was bigger than me. He hauls me back and climbs right over me! Tramples me into the dirt. And he gets out, and I lie there with all that poison gas pouring down on all sides of me, and flame and stuff..." He swallowed-- a studied sob-- and stood dumbly expectant. He could imagine the next words: *Tough luck, my man. Damned tough luck. Now I want to---* "That's the story, guv'nor."

The spring wind shrilled past them, damp and quivering.

"Not quite," said Mr. Parsons.

The blind peddler shivered crazily. "Not quite? What do you mean, you---?"

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"The story is true," Mr. Parsons said, "except that it was the other way around."

"Other way around?" He croaked unamiably. "Say, guv'nor---"

"I was in the C shop," said Mr. Parsons. "It was the other way around. You were the fellow who hauled back on me and climbed over me. You were bigger than I was, Markwardt."

The blind man stood for a long time, swallowing hoarsely. He gulped: "Parsons. By heaven! I thought you---" And then he screamed fiendishly: "Yes. Maybe so. Maybe so. But I'm blind! I'm blind, and you've been standing there letting me spout to you, and laughing at me every minute of it! I'm blind!"

People in the street turned to stare at him.

"You got away but I'm blind! Do you hear? I'm--"

"Well," said Mr. Parsons, "don't make such a row about it, Markwardt... So am I."

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OUTCOMES: CR A10.1, CR A10.2 (b) (d), CC A10.1

“AIMEE MULLINS AND HER 12 PAIRS OF LEGS” Video

Before Viewing:

1. What do you think the “Aimee Mullins and her 12 Pairs of Legs” video is going to be about?

During Viewing:

1. Does Aimee portray her life in a negative or positive way? How?

After Viewing:

1. Have you ever been stereotyped or portrayed in a negative way?
2. Have you stereotyped others in this way?
3. It is human nature for one to hurt those who hurt them. However, Romans 12:16-19 states: “Live in harmony with one another. Do not be haughty, but associate with the lowly. Never be wise in your own sight. Repay no one evil for evil, but give thought to do what is honorable in the sight of all. If possible, so far as it depends on you, live peaceably with all. Beloved, never avenge yourselves, but leave it to the wrath of God, for it is written, ‘Vengeance is mine, I will repay, says the Lord.’” Write of a time when you either repaid “evil for evil” or trusted that God would guide you to live peaceably with all.

OUTCOMES: CC A10.1, CC A10.4 (b) (c) (h)

WRITING A REVIEW

DIRECTIONS: You are to write a review about one of the selections we have analyzed this semester. You can choose from “Silent Beats”, “A Man Who Had No Eyes” or “Aimee Mullins and Her 12 Pairs of Legs”. You are to assume that you are writing for a Christian magazine that provides reviews of a variety of selections. It is your job to give an explicit description of both the strengths and weaknesses of the video or short story, while connecting the lesson(s) taught in the selection to a minimum of two biblical verses.

First, brainstorm both strengths and weaknesses about the selection you have chosen. After you have read the exemplars provided, brainstorm both strengths and weaknesses of the selection you have chosen. Once you’ve brainstormed, you may begin writing your rough draft. Ensure that you draw the reader in by beginning with an insightful and exciting topic sentence. The body needs to consist of opinions about the value and worth of the subject, include passages from the selection as examples of strengths and weaknesses and what makes the text interesting, exciting, engaging, believable, unforgettable, and significant. You also must ensure that your opinion is justified by the examples given.

** Remember to begin a new paragraph when a new idea is introduced in your writing!

Self-assessment of Review

In my summary, did I

- identify the main ideas and supporting details of the selection?
- evaluate the selection?
- record my unanswered questions?
- offer answers to my questions?
- identify additional ideas or topics for reconsideration or exploration?
- write correct paragraphs (topic and concluding sentences)?
- use transition words and phrases to link ideas?
- write correct and varied sentences?
- maintain consistent voice and point of view?
- use precise and engaging language?
- employ correct punctuation, spelling, and capitalization?
- Include a minimum of two biblical verses?

EVALUATION: You will be evaluated based on the rubric provided.

Review Writing Peer Editing

Editor #1:

- Begins with an insightful and intriguing topic sentence.
- Expresses opinions about the value or worth of the subject in order to help audience decide
- Provides strengths and weaknesses of text with significant passages from text as examples
- Justifies opinion
- Connects to biblical verses when discussing what makes the text interesting, exciting, engaging, believable, unforgettable, and significant (or the opposite of the adjectives provided)
- Recognizes theme of text and the relevance of literary techniques with connections to biblical verses

Editor #2:

- No first person
- No contractions
- Writing persuades the reader to watch/read the text or not to do so
- Used proper sentence structure (no run on sentences or sentence fragments)
- Used varied sentence forms (simple, complex, and compound sentences)
- Use VIVID language to draw reader in and to give a clear picture of what the mood or tone of the video/ reading was
- Indented properly (new paragraph needs to be indented)
- No punctuation errors (goes along with proper sentence structure)
- No texting vernacular



Sherman Joseph Alexie, Jr. (born October 7, 1966) is a poet, writer, filmmaker, and occasional comedian. Much of his writing draws on his experiences as a Native American growing up on the Spokane Indian reservation. He currently lives in Seattle, Washington.

His combinations of poetry, short stories, novels, and films have won several awards. Some of his best known works are *The Lone Ranger and Tonto Fistfight in Heaven* (1994), a book of short stories, and *Smoke Signals* (1998), a film of his screenplay based on *The Lone Ranger and Tonto Fistfight in Heaven*.

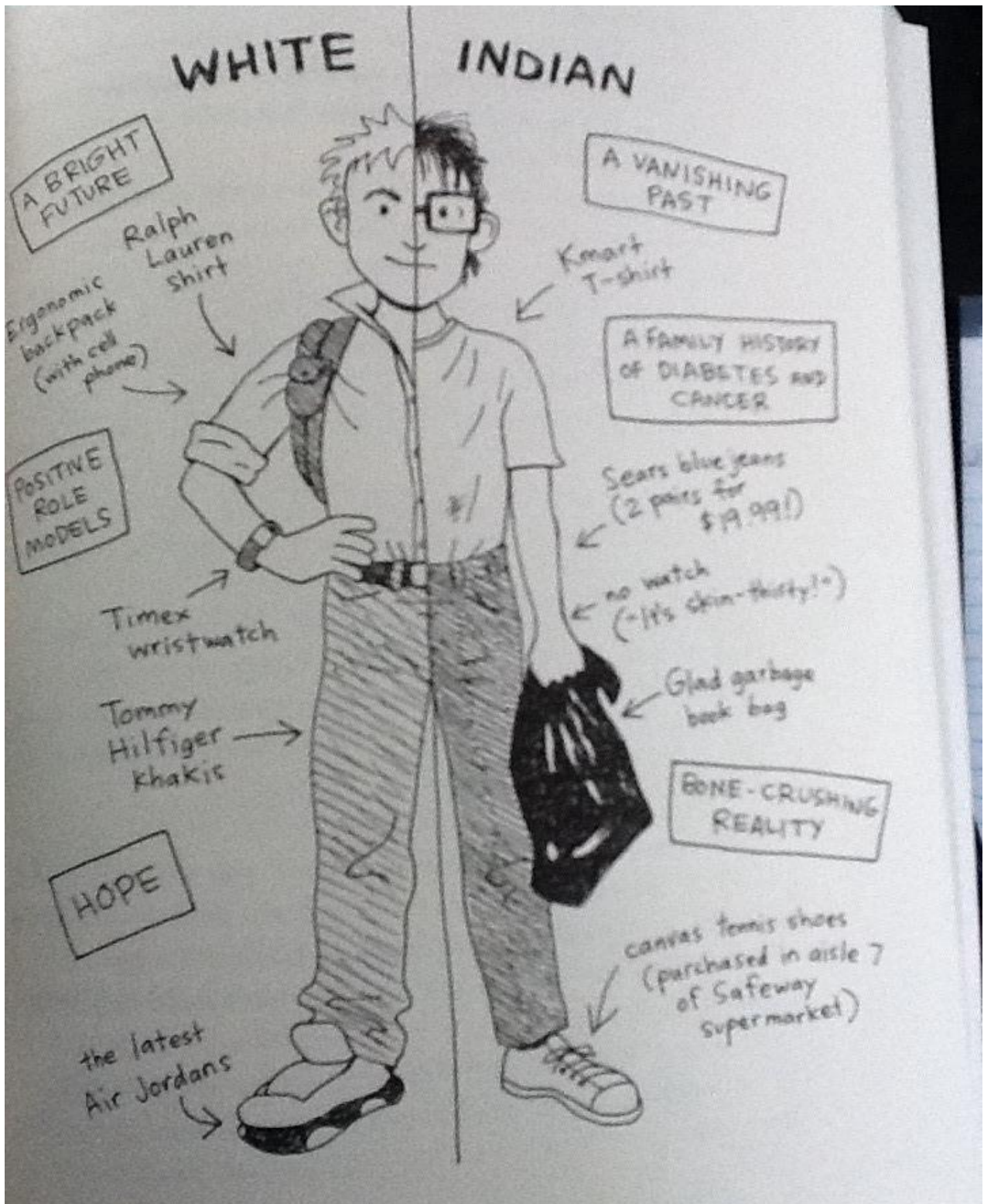
His first novel, *Reservation Blues*, received one of the fifteen 1996 American Book Awards. His first young adult novel, *The Absolutely True Diary of a Part-Time Indian*, is a semi-autobiographical novel that won the 2007 U.S. National Book Award for Young People's Literature and the Odyssey Award as best 2008 audiobook for young people (read by Alexie). His collection of short stories and poems, entitled *War Dances*, won the 2010 PEN/Faulkner Award for Fiction.

In *The Absolutely True Diary of a Part-Time Indian* (2007), Sherman Alexie recounts the trials of a Native American teenager, Arnold “Junior” Spirit, during his first year in high school. Using humor to soften the sometimes difficult and emotional story, Alexie creates a loveable, misfit protagonist whom readers cannot help but root for.

Junior lives on the Spokane Indian Reservation, where he discovers that alcohol is more important to most residents than an education is. Junior decides to transfer from his reservation school to Reardan High, a white school that is more than twenty miles away. Once he arrives, Junior finds that he is the only Indian (besides the school’s mascot) there. His best friend on the reservation, Rowdy, stays behind and vows never to speak to Junior—the “traitor”—again. Junior also knows that everyone else on the reservation thinks he is an “apple”: red on the outside but white on the inside. Meanwhile, most of the students at Reardan treat Junior as an outcast as well.

Although he is stimulated by the intellectual challenges of Reardan’s advanced curriculum, Junior must fight to improve his social standing both on and off the reservation. He accomplishes this accidentally when he goes out for Reardan’s basketball team. He surprises himself when, as a freshman, he makes the varsity team and eventually even becomes a starting player. Junior’s biggest challenge comes when he must play against his former basketball team from the reservation, whose star player is none other than Junior’s ex–best friend, Rowdy.

In the course of this young adult, coming-of-age story, Alexie highlights both the spiritual and psychological highs and lows of living on a reservation—a place of stagnation as well as a place of strong family roots and long-lasting love.



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OUTCOMES: CC A10.1, CC A10.3

HALF-HALF ASSIGNMENT

You will be creating a multi-media text similar to the picture created by the cartoonist in Sherman Alexie's novel. You will create an image of yourself (through a drawing, sculpture, poster, slideshow, song, poem, etc.) where you will create a "Me others can see" vs. "Me others do not realize" presentation.

Half of the image is how people picture you from day to day (your external appearance, your interests, your own faith journey).

The other half of the image is how you are on a deeper level (for example: people may not know from your appearance that you love to read books, or that you love to spend time outdoors and your own faith journey).

Evaluation: You will be marked based on the Representing Rubric provided for your half-half picture. You will also be marked based on the Speaking Rubric provided for your presentation to your peers.

OUTCOMES: CC 10.4 (b) (f)

INTERVIEW THREE PARAGRAPH ESSAY WRITING

STEP ONE: Interview your given partner to find out about them as a whole. Use the Interview Question sheet to assist you in your questioning/ inquiry.

STEP TWO: Determine what information you are going to include about your partner in your writing assignment. This is as easy as going through your questions and answers and checking off which ones you will want to include. This is going to be part of your brainstorming.

STEP THREE: Brainstorm for the following three paragraph topics: (1) Your first impression of your partner; (2) What you now know about your partner from the Q&A from Appendix N; and (3) Connect to a biblical verse and one of the lessons that we discussed in one of the literary selections studied (“Silent Beats”, “Aimee Mullins and her 12 Pairs of Legs”, “A Man Who Had No Eyes”).

STEP FOUR: Write a rough draft for the three paragraph essay writing.

REMINDERS:

- 1) No first or second person. Example: Instead of writing *My first impression of Joe Smith was.....*, write *The interviewer’s first impression of Joe Smith was.....* or *A first impression of Joe Smith was.....* .
- 2) No contractions!
- 3) Need evidence/examples/details for each statement that you make. Example: *The interviewer’s first impression of Joe Smith was that he was very shy. This was assumed because he never made eye contact or spoke in class.* I now have an example of why I assumed Joe Smith was shy.
- 4) Follow the rubric provided to ensure that you have everything necessary for an interview writing assignment.

STEP FIVE: Peer edits.

STEP SIX: Write your good copy.

STEP SEVEN: Hand your assignment in in the following order: (1) Rubric – with your name on it; (2) Good Copy – with your name on it; (3) Brainstorming; and (4) Rough Draft.

EVALUATION: You will be assessed on the rubric provided.

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Example Question Sheet:

1. What is your favourite childhood television program?
 2. Do you collect anything as a hobby?
 3. If you could have any kind of superpower, what would it be? Why?
 4. You're given one million dollars. What do you spend it on? Why?
 5. Which bad habits, if any, drive you crazy? Why?
 6. What do you do for fun/to relax on weekends? Why?
 7. List one thing you wish you could change about yourself. Why?
 8. List one thing that you love about yourself. Why?
 9. If you could live anywhere in the world, where would you go? Why?
 10. What are your hidden talents?
 11. If you could have three wishes granted, what would they be? Why?
 12. What would be your dream job? Why?
 13. Name one thing not many people know about you.
 14. Do you go by a nickname? What is it?
 15. What book has had the biggest impact on you? Why?
 16. Who would you consider to be your hero? Why?
 17. What is your favourite holiday? Why?
 18. If you could have dinner with any three people, who would they be? Why?
 19. If you could have an actor/actress portray you in a movie, who would it be? Why?
- ** Create five additional questions that you would like to ask your partner.

Interview/Inquiry Peer Editing

Editor #1:

- Interview has interesting and insightful introduction
- Organizes the three topics of the paragraphs into a focused thesis statement
- Refers to or quotes a few statements of the person interviewed
- Paragraph #1 focuses on the interviewer's first impression of their partner
- Paragraph #2 focuses on information the interviewer learned about their partner
- Paragraph #3 connects the interview experience to a biblical verse and a lesson taught to the reader in one of the texts we learned

Editor #2:

*Teacher needs to include the cues and conventions that Editor #2 will be searching for based on the rubric created for this assignment.

I'm not the Indian you had in mind, by Thomas King

I'm not the Indian you had in mind
I've seen him, I've seen him ride
Rush of wind, darkening tide
With wolf and eagle by his side
His buttocks firm and well defined
My God, he looks good from behind
But I'm not the Indian you had in mind
I'm not the Indian you had in mind
I've heard him, heard him roar
The warrior wild in the video store
The movies that we all adore
The cliches that we can't rewind
But I'm not the Indian you had in mind
I'm not the Indian you had in mind
I've known him, oh I've known him well
The bear greased hair,
The pungent smell
The piercing eye
The startling yell
Thank God he's the friendly kind
But I'm not the Indian you had in mind

I'm that other Indian
The one who lives just down the street
The one you're disinclined to meet
The oka guy, remember me?
Hipper wash, wounded knee?
That other one
The one who runs the local bar
The CEO, the movie star
The elder with her bingo tails
The activist alone in jail
That other Indian
The doctor
The homeless bum
The boys who sing around the drum
The relative I cannot bear
My father who was never there
He must have hated me I guess
My best friend's kid with FAS
the single mom who drives the bus
I'm all of these
and they are us
so damn you for the lies you told
and damn me for not being bold enough

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to stand my ground and say
that what you've done is not our way
but in the end the land won't care
which one was rabbit
which was bear
who did the deed and who did not
who did the shooting and who got shot
who told the truth who told the lie
who drained the lakes and rivers dry
who made us laugh, who made us sad
who made the world monsanto mad
whose appetites consumed the earth
wasn't me
wasn't me
wasn't me
for what it's worth
or maybe it was
but hey let's not get too distressed
it's not as bad as it may sound
hell we didn't make this mess
it was given us and when we're gone,
as our parents did, we'll pass it on
you see we've learned your lessons well

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what to buy and what to sell
what's commodity, what's trash
what discount you can get for cash
and Indians, well, we'll still be here
the real one and the rest of us
we've got no other place to go
don't worry we won't make a fuss
well not much
still, sometimes,
sometimes late at night
when all the world is warm and dead
i wonder how things might have been
had you followed, had we led
so consider
as you live your days
that we live ours under the gaze
of generations watching us
of generations still in tact
of generations still to be
seven forward
seven back
yeah it's not easy
course you can always ask this buck you like so much

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this Indian you idolize
perhaps that's wisdom on his face
compassion sparkling in his eyes
he may well have a secret song
a dance he'll share
a long lost chant
ask him to help you save the world
to save yourselves
Don't look at me
I'm not the Indian you had in mind
I can't,
I can't.

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Outcomes: CC A10.1, CC A10.3, and CC A10.4

“I’m Not the” Poetry/Prose Writing

Create your own poem or piece of writing with King’s as a basis. You may choose to use your ethnicity or culture (ie. “I’m not the Ukrainian/Canadian/African/American you had in mind”) or some other aspect of your identity (ie. I’m not the girl/boy/jock/ blonde/nerd you had in mind”). Use your imagination and use anything about your identity to create your poem. What is important is that it is a strong indication of your identity and who you are. You may feel free to vary from the template. Do not follow King’s poem word for word with simple substitutions, but rather try to make it your own. You may also choose to follow King’s title and speak about identity as a First Nations person, as long as you differentiate yourself and use your own voice and message.

Good news – This does not have to be a poem. If a short piece of prose fits your story or message better, that is acceptable too. Basically, you are writing about what makes you who you are and why that is important.

Not so good news for some – You will present this piece to the class. You can choose to perform your piece for the class, or you may create a video/other multimedia presentation (eg. Prezi, PhotoStory, etc.) to show to the class.

Historical Persona Essay

Task: Your assignment is to write a historical persona essay or a *biographical narrative*.

Format: Your historical persona essay will be at least **two pages double-spaced** and will require you to tell the history of a person who has endured and/or survived a challenge. You will pretend that *you are actually* this person and tell your story to the reader. This means you will use “**I**” in the paper.

Steps to follow:

1. Choose an autobiography that focuses on an individual who faced a challenge and overcame it with faith or found faith during or after overcoming the challenge.
2. Use the novel you have chosen to answer the questions below. These will be the paragraphs in your essay! Remember that you are writing as the person! **Be sure to keep a list of any and all resources you use!**

Schedule:

Throughout Challenges of Life Unit – read autobiography and complete the brainstorming handout provided.

Day One – Ensure that all sections of the brainstorming handout have been completed.

Day Two – Read through the exemplars and rubric of Historical Persona Essays as a class and determine a template to assist in your brainstorming process.

Day Three & Four – Write Rough Draft

Day Five – Peer Edit and begin good copy if time permits

Who is your persona? How old are you? Where do you live? Who is in your family? (Background information)

What challenge did you overcome/endured/are living with?

How did you think you felt having to deal with this? (You will have to imagine this answer)

What are the important moments that have defined your life? How did you feel during these moments? Try to incorporate faith story.

What accomplishments are you most proud of in your life? Why? Try to incorporate faith story.

How did all these moments or experience make you who you are? Try to incorporate faith story.

Peer Editing for Historical Persona Essay

Editor #1:

- Includes a historical person
- Defines important moments in the historical person's life
- Demonstrates understanding of person, the events, and details about the place and time
- Provides reflections and observations about person's life and experiences
- Uses dialogue to bring character(s) to life
- Gives details of person's faith journey
- Essay is organized and easy to follow

Editor #2:

** Teacher will have to include cues and conventions that will be assessed based on the rubric provided to students.

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What have I learned about teaching this unit?

Subject: English Language Arts A10

Unit: Challenges of Life

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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