



Saskatchewan Catholic Schools Curriculum Permeation

**REVEALING
CHRIST
IN ALL WE TEACH**

ENGLISH LANGUAGE ARTS 7

2010

"Revealing Christ in All We Teach"

“Revealing Christ In All We Teach”

A Curriculum Permeation initiative of the Saskatchewan Catholic School Boards Association

Introduction:

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

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

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

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

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

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

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

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

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Gr. 7 English Language Arts Faith Permeation Essential Connections

Unit Theme: Finding the Courage

“Finding the Courage” is a *multi-genre thematic* unit within the Personal and Philosophical context in the ELA curriculum. Specific outcomes are listed for each learning activity.

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

God wants us to use our gifts/talents to serve others

Catholic Faith Big Ideas:

Students will understand that “All people are made in the image and likeness of God. God has given each person different gifts and talents because God wants us to work together”.
(Gr. 7 *Believe in Me* Religion Program)

Catholic Faith Essential Skills

Students will be able to:

- identify their own gifts, talents, personality traits and goals, and see them as gifts from God.
- be able to explain how they can use these gifts to glorify God through service to others.
- explain that everyone has equal dignity because every person with his/her unique personality is created in the image of God.

Catholic Faith Essential Questions

- Who am I as a child of God?
- What gifts and talents has God given me?
- How am I using my gift and talents to serve others and give glory to God? How could I extend my ability to serve others in the future?

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Description of Culminating Assessment Task – Integrating Catholic Faith (end of unit assessment)

- Have students select a Catholic activist, humanitarian or martyr to research.
- Ask students to explore the courageous acts or ideas of their lives. What challenges/obstacles did they face?
- Have students discuss how posters convey a point of view and a key message.
- Have students use their jot notes to create a poster on their chosen subject. Suggested people: Edith Stein, Oscar A. Romero, Maximilian Kolbe, Dorothy Day, or Catholic martyrs.
- The poster should include key words that are engaging, descriptive, and that convey the impact of the person’s courageous life.
- Other possibilities include: creating a play about their chosen subject, creating a power point or other digital presentation, writing an interview between themselves and the person of courage, writing a speech from the perspective of the person of courage

Additional Resources

- Gr. 7 *Believe in Me* Religion program

Unit Instruction Plan/Lesson Sequence

IMPORTANT: Teachers are encouraged to review the internet resources suggested in this permeated unit before using them with students.

Introduction

Using an inquiry and brainstorming approach, the student will focus on characteristics of courage in Catholic Christians.

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Ask students if they can think of any Catholics that have qualities of courage. Some examples you could give them are: Blessed Mother Teresa, Jean Vanier (L’Arche homes for the handicapped), Blessed Kateri Tekawitha (First Nations), Pope John Paul II, Blessed Pope John XXIII (initiated second Vatican Council) Craig Keilberger (a Canadian, Catholic social activist who began Free the Children; show the video to your students at: <http://www.freethechildren.com/>)

Discuss why biblical personalities needed courage to follow God’s call. Ex. Abraham, Noah, Jesus, St. Paul, Jeremiah the prophet, Daniel in the lion’s den, Mary, Mary Magdalene. The teacher could also share a personal story from his or her own faith journey that demonstrates courage. Providing students with an opportunity to share their own personal faith stories about courage in a journal or orally would also be effective.

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Lesson One

Outcomes/indicators:

CR7.4 (b) View critically to understand and analyze opinions and messages presented in visual and multimedia texts.

CC7.3 (b) Use several strategies before, during, and after representing, speaking and writing.

CC7.3 (b) v Collect and focus ideas and information (e.g., select details that will support the topic; create a list, graphic organizer, character map, timeline or sketch)

- a. The teacher creates a power point presentation hi-lighting a variety of personalities.
- b. The students use a graphic organizer to outline important details about each person. Synthesize the common characteristics between all of the people of courage.
- c. Specific examples of people of courage:

First Nations/Metis

- Big Bear
- Poundmaker
- Louis Riel
- Gabriel Dumont

Catholic Christians

- Mother Teresa
- Jean Vanier
- Blessed Kateri Tekawitha
- Pope John Paul II
- Blessed Pope John XXIII
- Craig Keiburger

Political/historical

- Nelson Mandela
- Abraham Lincoln
- Martin Luther King
- Pierre Trudeau
- Valykyrie
- Anne Frank

Sports

- Terry Fox
- Olympic athletes

Lesson Two

Outcomes/indicators:

CC7.7 (c) – Demonstrate the ability to participate responsibly in discussions and team projects.

CC7.1 (a) - Create with clarity and correctness, and appropriate to a particular audience and purpose, a variety of expressions (oral presentations, written compositions, and other representations) that represent ideas and information about identity, social responsibility, and efficiency.

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CC7.6 (d) – Facilitate small group activities and short, whole-class sessions to share information on a topic.

CR7.5 (i) - Listen critically to understand and analyze oral information and ideas in oral explanations and reports, and in opinions or messages presented in the mass media.

CR7.6 (k) - Reflect on and support personal and critical response with reference to text.

Faith Permeation:

Have students role-play examples of courage from the New Testament. The teacher could have the students change the time period and location of the gospel story.

- “The Good Samaritan” Luke 10:25-37
- “Agony in the Garden” Matthew 26:36-46
- “St. Paul’s Suffering as an Apostle” 2 Corinthians 11:16-33

- a) The teacher will construct a list of scenarios (from the Virtues Project resource or the Gr. 7 religion resource) for the students to role-play.
- b) The students will work in small groups to role-play a scenario.
- c) The students will use journaling techniques to write a reflection on what courage “looks like”.

Lesson Three/Four

Outcomes/Indicators:

CR7.1 (b) - Demonstrate comprehension and response to visual, oral, print, and multimedia (including digital) texts.

CR7.4 (b) - View critically to understand and analyze opinions and messages presented in visual and multimedia texts.

CR7.6 (c) - Read to complete inquiry/research using online resources, c. reference books, periodicals, and pamphlets. Cite sources of information.

CC7.2 (a) - Apply inquiry process and complete an individual or group inquiry project related to the themes or issues being studied in English language arts.

Faith Permeation:

- Refer to Catholic faith heroes: e.g. – St. Joan, Oscar Romero Background information on Romero can be found on [A profile of Oscar Romero](#) and on our [Archbishop Oscar Romero](#) website page.
- Martyrs: 1. Using the text of **Acts 6/7** as a source, point out to the students that martyrdom was a reality of Christian life from the very early days of the Church and that it was seen as the ultimate way to follow (imitate) Jesus.
2. Ask the students to take a few minutes to write down their answers to the following questions: Is there anything in your life that is so important that you would accept to die for it if that were the only way to protect it? Why would you make that decision?

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3. Ask the students to reflect quietly on the following questions: "If you were in a country where Christians are persecuted for their faith, how would you react? What would you do if you were faced with choosing between your faith and death? Ask them to write down their answers in "A letter to Jesus". ©Gilles Côté, 2001

- Have students recall and summarize how Rosa Parks lived out gospel values (patience, justice, courage, wisdom, forgiveness, beatitudes (Matthew 5:1-12) in the story. Relate her behavior to the "Golden Rule" Matthew 7:12.
- Students can create their own "Golden Rule", written in their own words.

Reference the "We Still Have a Dream" video . Go to www.YouTube.com or www.TeacherTube.com. Type in quotation marks "We Still Have a Dream" or go directly to the URL <http://www.youtube.com/watch?v=483HLNleKx4&feature=related>- This award-winning video on racism was produced by Grade 7 students from St. Angela School in Saskatoon. An interfaith "Golden Rule" Poster and other resources related to this topic are available from this Catholic website: http://www.scarboromissions.ca/Golden_rule/index.php

- Use biographies of differentiated content (internet, newspaper); refer to brainstorming activity in the introductory lesson.
- Students will participate in a think/pair/share activity to share ideas in the "before" phase.
- The teacher will choose several individuals of courage that have been brainstormed by the students. She/he will divide the students into groups for a jigsaw activity; home and expert groups will be designated.
- The students will complete a research grid in their expert group and will complete a data sheet to record other biographical information when they return to their home group

Lesson Five-Ten

Outcomes/Indicators:

CR.5 (a) - Display active listening behaviours (e.g., focusing on the message of the speaker, making reasonable predictions, checking for understanding, recognizing when information is making sense, making notes).

CR7.6 (a) - Display active reading behaviours (e.g., reading with purpose in mind; making, confirming, correcting predictions; matching reading rate to purpose and difficulty of text; rereading to clarify understanding).

CR7.7 (e) - Read independently for a sustained period.

CR7.3 (a) - Recognize and explain function and purpose of texts including informing, persuading, narrating, and describing; recognize use of language and language register (i.e., formal, informal, colloquialism, jargon, slang); *recognize author's purpose and point of view*; detect use of emotional appeal or persuasive language (e.g., testimonials, emotional appeals, bandwagon effects).

CR7.2 (b)(i) - Connect and construct meaning (e.g., make personal connections to text and world) and to contemporary and historical issues and problems.

(iii) - Construct mental images (e.g., visualize the setting and mood)

CC7.3 (b)(v) - Collect and focus ideas and information (e.g., select details that will support the topic; create a list, graphic organizer, character map, timeline, or sketch)

CC7.6 (k) - Summarize ideas discussed and state own view in light of discussion.

(c) - Demonstrate the ability to participate responsibly in discussions and team projects.

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CR7.2 (c) - Recall, paraphrase, summarize, and synthesize (e.g., track, gather, and summarize information about characters, their traits, and their relationships; summarize main points; summarize and ask questions to synthesize information from different texts)

CC7.1 (a) - Create with clarity and correctness, and appropriate to a particular audience and purpose, a variety of expressions (oral presentations, written compositions, and other representations) that represent ideas and information about identity, social responsibility, and efficacy.

Faith Permeation:

Some possible Catholic Christian resources available through public libraries and on-line:

Books:

Katarina (Jan 1998) Author: Kathryn Winter

During World War II in Slovakia, a young Jewish girl in hiding becomes a devout Catholic and is sustained by her belief that she will return home to her family as soon as the war ends.

The Silver Cup (Apr 2007) Author: Constance Leeds

In 1096, Anna, a German Catholic girl, and Leah, a German Jewish girl, strike up a remarkable friendship and make surprising discoveries about each other.

Chicken Soup for the Soul: Living Catholic Faith: 101 stories to offer Hope, deepen Faith and spread Love

Jack Canfield, Mark Victor Hansen, LeAnn Thieman,

For the children : words of love and inspiration from His Holiness John Paul II

John Paul II, Pope, 1920-2005.

Every child a light : the Pope's message to young people

John Paul II, Pope, 1920-2005.

Short Stories:

http://www.catholicdigest.com/articles/good_works/love_your_neighbor/2007/02-01/patriacutecias-stories

Genre Study- literature based

Before:

- The teacher gives a book talk on each book to give the students a synopsis and an idea of the reading level.
- The teacher will have a selection of books with a focus on Catholic Christian content.
- The teacher will give a guided lesson on how to respond in a reflective journal after each day's reading.
- The students will use a double-entry journal to display reflective journaling. They will create a cover for their journal and bind the finished product.
- The teacher will review the rubric and expectations for the novel/genre study.

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-Expected duration: 2 weeks

During:

- a) A 15 minute sharing time will be given for the whole group or smaller peer groups to share “wow” moments in their books, or interesting details.
- b) The students will be given 30 minutes every day to independently read their selection.
- c) The teacher may choose to teach possible strategies during the ELA time as well: previewing, predicting
- d) The students will write in their journal/reading log for 15 minutes. The teacher will include a section on new vocabulary encountered in the reading selection.

After:

Culminating activity- based on characters in the novel that the student read.

- a) Mind-portrait on a main character (teacher directed)
- b) RAFTS-

Role: a friend of the main character, or brother/sister of the main character

Audience: an award ceremony; peers of the character

Format: persuasive writing

Topic: persuade and/or encourage the people to vote for the main character to receive an award for courage/bravery. Cite specific examples and characteristics.

Strong Verb: vote

Resources Used in This Unit

The Virtues Project – Linda Kavelin Popov, pro ed, Austin, TX

Readwritethink.com

Classroom Strategies for Interactive Learning – Doug Buehl, International Reading Association

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Teacher Catholic Faith Integrations Reflections
What have I learned about teaching this unit?

Subject: Gr. 7 ELA

Unit: Finding the Courage

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:



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Gr. 7 English Language Arts Faith Permeation Essential Connections

Unit Theme: Voices Through the Ages

This proposed unit deals with **Voices Through the Ages – Reconstructing the Past**, a multi-genre inquiry and interdisciplinary unit under the context of **Social, Cultural, and Historical**.

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning

The Apostles' Creed: "We believe in Jesus ..."

Catholic Faith Big Ideas

Students will understand that archaeological and historical evidence of Jesus supports the foundations of our faith in Jesus

Catholic Faith Essential Skills

Students will:

- evaluate historical and archaeological evidence of Jesus
- Realize that all of our questions regarding Jesus will not be answered during our lifetime and so faith is necessary

Catholic Faith Essential Questions

How does archaeological and historical evidence of Jesus affect my ability to have faith in God?

Description of Culminating Assessment Task – Integrating Catholic Faith (end of unit assessment)

Students will use media (documentaries, songs, historical fiction novels, picture books, etc.), guest speakers, and Biblical / Catholic Catechism passages to explore ideas and to express understanding of Christianity and Jesus from a historical and archeological perspective.

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Additional Resources

- Gr. 7 *Believe in Me* religion program
- Variety of DVDs and websites (listed in lessons)

Unit Instruction Plan/Lesson Sequence

Introduction

In this unit students will reconstruct the past by examining the historical viability and accuracy of the Gospels, experience an archaeologist guest speaker who has excavated in the Holy Land, read Christian historical fiction novels and picture books, and also explore music and poetry.

As an introduction to the unit, read *The Bible: Our Story*, P. 18-23 in the Gr. 7 *Believe in Me* textbook. Also take a look at P. 134 to see a diagram of Jerusalem in New Testament Times created from archaeological evidence and by examining historical texts. Read “City of Jerusalem” (in the district of Judea) on P. 135.

The Jesus DVD is a great supplemental resource to use for this unit. On this DVD, available at Scott’s Parable in Saskatoon, you can visit first-century sites like Nazareth, Capernaum, and Jerusalem which have been digitally reconstructed to give people an idea of what these places probably looked like. It includes 12 animated films, 42 short documentary videos, over 100 photos, and 30 live-action maps.

Below are some fascinating websites to make use of during the unit:

- <http://www.biblearchaeology.org/> The Associates for Biblical Research website demonstrates the “Historical reliability of the Bible through archaeological research and related apologetic investigation.” There is a section that provides interesting explanations to the nine most frequently asked questions in Biblical Archaeology. For example: “Has Noah’s Ark been found?”
- <http://www.christiananswers.net/archaeology/> grapples with questions about Biblical Archaeology including: Reliability of the Bible—In what ways have archaeological discoveries verified it? How does archaeology conclusively demonstrate the Bible to be reliable and unique among all the holy books of world religions? Burial Sites—Have the graves of any people in the Bible been found?
- <http://www.bib-arch.org/> The Biblical Archaeology Review Magazine Website contains interesting articles on Biblical Archaeology
- http://en.wikipedia.org/wiki/Biblical_archaeology is a thorough and interesting explanation of Biblical Archaeology

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Lesson 1

Outcomes/Indicators:

CR7.2 (a) set purpose

(b) connect and construct meaning (e.g., make personal connections to text and world) and to contemporary and historical issues and problems

CR7.7 (c) Read to complete inquiry/research using online resources, reference books, periodicals, and pamphlets.

CC7.3 (b) collect and focus ideas and information (e.g., select details that will support the topic; create a list, graphic organizer, character map, timeline, or sketch)

Faith Permeation

View the Discovery Channel documentary *Jesus: the Complete Story* available at Saskatoon Public Library Call Number DVD 232 JES, other public libraries, or for purchase for \$24.95 at <http://store.discovery.com/>. *Jesus: the Complete Story*, is presented from both secular and Christian perspectives but does a great job of illustrating the large amount of archaeological evidence of Jesus. Because the film also has some non-Christian perspectives it is important to discuss these with students after viewing the film and emphasize our Catholic beliefs.

Read the following to the students before viewing: “Jesus has been the source of faith to billions and the subject of countless works of art and music. But who was he – a rebel, a prophet or something much more? In this documentary we will join experts as they reconstruct the life of Jesus using archaeology, history and science. Through re-enactments set in Israel/Palestine and computer generated backgrounds, we will relive the main events of his life and death. For the first time, experts strip away the layers of history that cover almost every biblical site – revealing the Jerusalem, Bethlehem and Nazareth that Jesus himself would have known.”

The DVD has 3 parts:

The Early Years

Explore the strange fables that surround the birth of Jesus – and learn how science and archaeology are showing that there may be more credence to the Christmas stories than many think. The Star of Bethlehem, for example, may have existed as an astrological event rather than an astronomical one. Follow the childhood and early adult years of Jesus, using a first century living museum newly opened in Nazareth. Join young Jesus on his first trip to Jerusalem, where the fantastic temples are recreated with computer graphics, and witness a re-enactment of his baptism.

The Mission

Learn how Jesus carried out his ministry as a healer and exorcist, and discover how his taste for parties with undesirable guests was perceived as an attack on religious authorities. Visit the house of Peter and the fishing villages where Jesus began his mission. Follow him to Jerusalem

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as he rides in to the city on a donkey and see how dangerous it was for him during the Passover Festival.

The Last Days

Relive the last days of Jesus' life: the Last Supper and the Mount of Olives, where he prayed and sweat blood. See a reenactment of the trial that condemned him for blasphemy. Join experts who examine the mechanics of the crucifixion – was Jesus nailed through the hands or the wrists, and what was the true cause of death? Explore what may have accounted for his resurrection and learn the latest theories about what he may have looked like.

Pick a few of the following questions and assign students to answer them in written form as they watch the film:

Jesus: The Complete Story Questions for Discussion

1. How many first and second century sources confirm that Jesus existed?
2. What is the name of the first source that the movie talks about?
3. How did this man describe Jesus? What did he tell us about Him?
4. What is the name of the city that was built by King Herod and when was it built?
5. What was the purpose of the city's headquarters?
6. What was discovered in the caves overlooking the Dead Sea?
7. What year were they discovered in?
8. What is the population of Bethlehem today?
9. What is built over the spot of where Jesus was born?
10. How many people lived in Bethlehem in Jesus' time?
11. What year, month and day do scientists believe Jesus was actually born?
12. Explain what myrrh and frankincense are.
13. Why do scientists believe it is highly likely that the Wiseman brought these gifts?
14. Christians believe that Jesus was born of a virgin and conceived by God's Holy Spirit. Historians believe that to suggest that Mary's conception occurred out of wedlock would have been madness as it would have left Christianity wide open to ridicule. What point are the historians trying to make?
15. What game did Jesus probably play when he was a kid?
16. How many people live in Sephoris?

Jesus the Complete Story: The Final Days

1. Where did Judas sit around the table at the Last Supper?
2. Why do scientists believe that Jesus really sweated blood?
3. What did Caiaphas want from Jesus?
4. Is it possible that Jesus was nailed through his hands when he was on the cross? Explain.
5. Why was Jesus able to stay alive for six hours? Explain.
6. What evidence proves that Jesus did die on the cross?
7. What evidence proves that Jesus did resurrect from the dead?
8. Why do so many people think they know what Jesus looks like when there is no evidence in the Bible proving this?

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Lesson Activities

- define/compare roles of archaeologists, anthropologists and historians (Comparison Table)
- complete a KWL chart on Ancient Egypt, mummies and King Tut
- view a video on King Tut (BDA viewing guide)
- SQ3R – How to Make a Mummy Talk (ID 7)

Lesson 2

Outcomes/Indicators:

CR7.5 (a) Display active listening behaviours (e.g., focusing on the message of the speaker, making reasonable predictions, checking for understanding, recognizing when information is making sense, making notes).

Faith Permeation

Bring in someone who has experienced the Holy Land as a guest speaker. Ask him/her to share his/her experience with the students. How has it helped them strengthen in their faith? Contact Gilbert Chevrier, Religious Ed. Coordinator for GSCS at 659-7078 for contacts and resources.

Lesson Activities

Bring in a Forensic Scientist from the RCMP.

Lesson 3

Outcomes/Indicators:

CR7.1 (b) Responding to and interpreting texts

CR7.5 (d) Determine literal and implied meaning of message.

CC7.5 (a) Explore ideas and express understanding using a variety of representations

CC7.3 (b) collect and focus ideas and information (e.g., select details that will support the topic; create a list, graphic organizer, character map, timeline, or sketch)

Faith Permeation

The point of this lesson is to illustrate that reconstructing the past is not the only way to find evidence of God. All we have to do is go out into nature to witness physical evidence that God exists.

Play the song “Creation Calls” from the CD *Light the Fire Again* by Brian Doerksen available at Scott’s Parable. The song is also available for download from iTunes for 99 cents or you can show the music video from <http://www.youtube.com/watch?v=IEpvwKD3CVg>. Doerksen started writing this song in British Columbia where he is from, then finished it while visiting family in Saskatchewan. The song is about the evidence of God in creation and in the environment. After watching the video, ask the students why the creator of this video included the last picture with the cross.

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Use the same BDA Listening Guide as above:

- **B** - What do you think this song will be about?
- **D** - Make a list of some ideas from the song.
- **A** - Choose two ideas from the song and how you can relate to them or why they are significant to you.

“Creation Calls” lyrics by Brian Doerksen

I have felt the wind blow,
Whispering your name.
I have seen your tears fall,
When I watch the rain.

How could I say there is no God?
When all around creation calls!!
A singing bird, a mighty tree,
The vast expanse of open sea.

Gazing at a bird in flight,
Soaring through the air.
Lying down beneath the stars,
I feel your presence there.
I love to stand at ocean shore
And feel the thundering breakers roar,
To walk through golden fields of grain
With endless bloom horizons fray.
Listening to a river run,
Watering the Earth.
Fragrance of a rose in bloom,
A newborn’s cry at birth.

I love to stand at ocean shore
And feel the thundering breakers roar,
To walk through golden fields of grain
With endless bloom horizons fray
I believe
I believe
I believe

I believe
I believe
I believe just like a child

I believe

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Lesson Activities

Billy Joel song – “We Didn’t Start the Fire” – (timeline) (BDA Listening Guide)

- **B** -What do you think this song will be about?
- **D** - Make a list of people/events from the song.
- **A** - Choose two events and tell how they have impacted you or the world.

Lesson 4

Outcomes/Indicators:

CR7.1 (a) View, listen to, and read and respond to a variety of visual, oral, print, and multimedia (including digital) texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds

(b) Develop personal responses and offer reasons for and examples of judgements, feelings, and opinions (e.g., learning logs, response journals)

CC7.2 (a) Apply inquiry process and complete an individual or group inquiry project related to the themes or issues being studied in English language arts.

Faith Permeation

When assigning books to students include Catholic historical fiction novels. Books can be purchased from the website “Aquinas and More Catholic Goods” (below). See your school librarian, or school division resource centre. The link below is a list of 46 Catholic historical fiction novels.

<http://www.aquinasandmore.com/index.cfm/CurrentPage/1/FuseAction/store.BrowseCategory/Category/165/sort/popularity/productsPerPage/20/layout/list/>

Lesson Activities

- Introduce historical fiction novels.
- Introduce independent novel study – historical fiction
- Mini-research on the background of the novel.
- Double-Entry Journal – identify main events and decide if event/person is fact/fiction

Lesson 5

Outcomes/Indicators:

CR7.2(b) Note key ideas and what supports them (e.g., notice and understand cause and effect and other relationships among ideas)

(c) Reflect and interpret (e.g., explain how the texts reveal the theme through events, characters, plot; work co-operatively with others to reach consensus on the meaning of a text and how to interpret it)

CC7.6 (a) Share ideas/knowledge clearly and logically, add to others’ ideas, repeat points for clarification, and relate points already made for emphasis and reconsideration.

(k) Summarize ideas discussed and state own view in light of discussion.

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Faith Permeation

The psalms in the Bible have always been an important part of Roman Catholic liturgy and they are written in a poetic form. As a class, read some of the psalms below using the above exercise. Explain to the class that the word *psalms* is derived from the Greek *Psalmoi*, originally meaning "songs sung to a harp". The Book of Psalms consists of 150 psalms, each of which constitutes a religious song, though one or two are atypically long and may constitute a set of related chants. Some psalms are among the best-known and best-loved passages of Scripture, with a popularity extending well beyond regular church-goers. The full text of the Bible is available at <http://www.devotions.net/bible/00bible.htm>

- **Psalm 22**, "My God, My God why have you forsaken me?" This was the psalm that Jesus quoted as He died on the cross.
- **Psalm 23**, "The Lord is My Shepherd" offers an immediately appealing message of comfort and is widely chosen for church funerals, either as a reading or in one of several popular hymn settings
- **Psalm 51**, "Have mercy on me O God", called the Miserere from the first word in its Latin version, is a popular psalm to sing
- **Psalm 103**, "Bless the Lord, O my soul" is one of the best-known prayers of praise
- **Psalm 137**, "By the rivers of Babylon, there we sat down and wept" is a moody meditation upon living in slavery, and has been used in at least one spiritual, as well as one well-known reggae song.

Psalm 139, "God you examine me and know me" is a psalm about how intimately God knows us

Lesson Activities

- Poetry (three groups – tiered)
- "Explorers as Seen by Natives" – *Sightlines* 7 high
- "Immigrants" – *Sightlines* 7 low
- "What Do I Remember of the Evacuation" – *Sightlines* 7 medium
- **B** – Read the poem
- **D** – Read factual information for the topic of poem – comparing/relating
- **A** – Jigsaw – in groups of three, read poem for others, then orally share the main issues of the poem. Small group, then whole class discussion - What do the poems have in common?

Lesson 6

Outcomes/Indicators:

CR7.6 (b) Read and demonstrate comprehension and interpretation of a range of literary and information texts including short stories, novels, poetry, instructional materials, non-fiction books, articles, and reports

CC7.2 (d) Contribute ideas, knowledge, and questions to help establish group inquiry or research focuses and purposes.

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Faith Permeation

Instead of or in addition to reading the above titles, read some historical Catholic Christian picture books or use the above books and have a discussion whether or not the books are written from a Christian worldview. Books can be purchased from the website “Aquinas and More Catholic Goods” (below) or see your school librarian/school division resource centre. The following is a list of Catholic picture books and websites where they are available.

- *Lost in Peter's Tomb* [Catholic Stories For Boys And Girls](#)
- *The Weight Of A Mass* [Catholic Tales for Boys and Girls](#)
- *Break-In at the Basilica* and *Between the Forest and the Hills*
<http://www.aquinasandmore.com/index.cfm/title/Literature-Fiction/FuseAction/store.BrowseCategory/Category/57/>

Lesson Activities

- Introduce Internment – What is it? When has it occurred? Why? – Picture Book – *Flags* and *So Far From the Sea*
- Research – Internment of different groups of people.
- Tiered groupings – oral jigsaw for sharing
- Connection to other groups who are “segregated”

Lesson 7

Outcomes/Indicators:

CR7.3 (a) Pragmatic: Recognize and explain function and purpose of texts including informing, persuading, narrating, and describing; recognize use of language and language register (i.e., formal, informal, colloquialism, jargon, slang); *recognize author's purpose and point of view*; detect use of emotional appeal or persuasive language (e.g., testimonials, emotional appeals, bandwagon effects)

CR7.5 (g) Consider and respect ideas from speaker's point of view.

Faith Permeation

Using the same objectives listed above, view the documentary *The Case for Christ*, available at Saskatoon Public Library and/or read *The Case for Christ for Kids* available at Scott's Parable. *The Case for Christ* is a journalist's personal investigation of the evidence for Jesus. Atheist-turned-Christian, Lee Strobel, the former award-winning legal editor of *The Chicago Tribune*, is a *New York Times* best-selling author of nearly twenty books and has been interviewed on numerous national television programs, including ABC's 20/20, Fox News, and CNN. Strobel was a professional journalist for 14 years at *The Chicago Tribune* and other newspapers, winning Illinois' top honors for investigative reporting. During this time he spent two years attempting to prove that God did not exist and that Jesus was a myth. After his thorough investigation from the viewpoint of a journalist and lawyer, he concluded the opposite of what he was trying to prove. He is now a devoted Christian.

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Lesson Activities

- Poems/Songs
 - “Where Have All the Flowers Gone?”
 - “Universal Soldier”
- What is the message in these lyrics?
- What can we learn from them?

Teacher Catholic Faith Integrations Reflections
What have I learned about teaching this unit?

Subject: Gr. 7 ELA

Unit: Voices through the Ages

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:



Saskatchewan Catholic Schools Curriculum Permeation

Gr. 7 English Language Arts Faith Permeation Essential Connections

Unit Theme: Mysteries, Uncanny Incidents and Unusual Happenings

This proposed unit deals with Mysteries, Uncanny Incidents, and Unusual Happenings, a multi-genre thematic unit under the context of Imaginative and Literary.

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

The mysteries of the Catholic faith

Catholic Faith Big Ideas:

Students will understand that ...

- the Creed of our Catholic faith is, “We believe in God...in all that is seen and unseen” (Nicene Creed).
- the Trinity, the Incarnation, and the Doctrine of Grace are three great mysteries of our Catholic faith.
- these mysteries reveal God’s hidden plan of salvation for the world.

Reference: CCC Doctrine of Grace article #'s 1996,1997, 2003, 2011; CCC Compendium #75, 131, 186, 206, 222

Catholic Faith Essential Skills:

Students will:

- state what a spiritual/ faith mystery is.
- state three great mysteries of our faith.

Catholic Faith Essential Questions:

What do these mysteries teach us about God’s hidden plan of salvation?

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Description of Culminating Assessment Task – Integrating Catholic Faith (end of unit)

Script Project

Using the guidelines for story telling (see lesson 13) each student will share the following:

- What mysteries of the Catholic faith have you learned in this unit?
- Did any of the mysteries surprise or shock you? Why?
- Which mysteries were hard to understand?
- Which mysteries filled you with wonder and awe?
- Which mysteries made your Catholic faith stronger?

Additional Resources

- *Catechism of Catholic Church (CCC)*
- *Gr. 7 Believe in Me* Religion program

Unit Instruction Plan/Lesson Sequence

Introduction

Mystery describes a truth not yet understood, a truth that is still unfolding.

Lesson 1: Wonders of the World

Outcomes/Indicators:

CC7.6 (a) Share ideas/knowledge clearly and logically, add to others' ideas, repeat points for clarification, and relate points already made for emphasis and reconsideration.

CR7.7 (b) Read and demonstrate comprehension and interpretation of a range of literary and information texts including short stories, novels, poetry, instructional materials, non-fiction books, articles, and reports.

CC7.4 (c) Use and apply language cues and conventions to communicate meaning

Faith Permeation

- Teacher led discussion on the wonder of the mystery of the Incarnation/God becoming man. (Incarnation article #'s 464,470; CCC Compendium # 85-95)
- Read and discuss John 1: 1-18.
- Why was it considered blasphemy that God would become man and die on a cross?

- Use “Seven Not So Well Known Wonders of the World” (in Explore the Unknown) or a similar article about interesting mysteries from around the world.
- Create a grid using the 5 W’s + H to make notes on the important ideas presented in the article
- Read each section silently or as a guided reading activity. Use pause and think strategy for each paragraph.
- As a class review with students what they thought were the key points
- Teach how context clues are important to learning new vocabulary
- Teach the importance of choosing verbs carefully.

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Lesson 2: An Ancient Mystery

Outcomes/Indicators:

CR7.5 (a) Display active listening behaviours (e.g., focusing on the message of the speaker, making reasonable predictions, checking for understanding, recognizing when information is making sense, making notes).

(e) Separate own ideas and opinions from speaker's ideas and opinions.

CR7.2 Select and use appropriate strategies to construct meaning before (e.g., formulating questions), during (e.g., recognizing organizational structure), and after (e.g., making judgments supported by evidence) viewing, listening, and reading.

Faith Permeation:

Discuss the ancient mystery (2000 years old) of the Trinity on which our Catholic Christian faith is based.

- Trinity article #'s 232, 234, 237, 261, 266; CCC Compendium # 27, 32, 34, 44-49
 - Scripture references, Matthew: 3 13-17, Matthew 28: 16-20
- Read with definite purpose in mind
 - Use "King Tut's Tomb" (Explore the Unknown) or a similar article about an ancient wonder or mystery
 - Students will listen to the introduction of this article using a grid similar to that of lesson one
 - Identify the main point of the article
 - Student silently read the rest of the article.
 - Discuss fact or fiction pertaining to this article
 - Explain why King Tut continues to hold such fascination
 - View three photographs and pose question about them
 - Separate facts from opinions. Are opinions supported with samples and reasons?

Lesson 3: A Modern Canadian Mystery

Outcomes/Indicators:

CR7.2 (a) set purpose (e.g., use 5 Ws+H to consider possible purposes for viewing, listening, and reading).

(b) make, confirm, and adjust predictions (e.g., consistently make predictions using evidence from the text to support thinking) and to confirm conclusions

CC7.3 Select and use the appropriate strategies to communicate meaning before (e.g., planning and organizing ideas to fit format), during (e.g. using transition words), and after (e.g., revising to eliminate unnecessary repetition) speaking, writing, and other representing activities.

Faith Permeation:

Using the KWL strategy, teachers introduce the topic of the Shroud of Turin using the modern twist of how technology is used to reevaluate the origin of the Shroud.

<http://www.shroud.com/trenn.htm>

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- Read “Oak Island Treasure Hunt” (*Explore The Unknown*) or the story about the Canadian mystery from another source
- Use the KWL strategy to chart students knowledge in a pre read, read and post read activity
- Reviewing their K-W-L charts and recalling what they have read, have students orally review the history of the Oak Island treasure hunt and then consider in writing which of the theories about the origin of the site seems most logical to them and why.
- A strategy such as Context, Structure, Sound, and Dictionary (CSSD) can help students deal with these words. Students can apply the CSSD strategy by considering the cues in the text and using resources to confirm their predictions.

Lesson 4: Mysteries Unmasked

Outcomes/Indicators:

CR7.2 (a) Predict what text will be about (e.g., predict outcomes)

CC7.9 (g) Create expository, informational, and procedural texts (e.g., present information or explain process, news story, letter)

Faith Permeation:

- Explain what a hoax is: (taking something that is sacred/respected and trusted and using for personal gain.)
- Is Jesus a hoax?
- Did Jesus really exist?
- Discuss what the secular Roman historian Tacitus (55-117AD) says about Jesus. For information on Tacitus go to Google search engine and type in *Roman historian Tacitus*. Sites 2,3 and 4 are excellent sites.

- “A Giant Hoax” (Timothy Bay) (*Explore the Unknown*) or a similar article about a harmless hoax; “The Phony Captain” (Daniel Cohen) (*Explore the Unknown*) or a similar article about a hoax with serious consequences; “Field of Schemes” (Todd Mercer) (*Explore the Unknown*), or that of another source
- Predict the content of the literature based on the title and introduction to the story
- After students have read each article, ask them to create: a newspaper headline (a bold title that gives a preview of what the story will cover and that will arouse interest in the reader) its byline and placeline (placed underneath the headline, the byline tells who wrote the article and the placeline tells where the news story takes place) a sketch of a photograph and a caption that might be used to support the message of the story for each of these articles.
- Use a current newspaper to model what the headline, byline, placeline, and photograph with caption might look like
- Share in groups your newspaper headline
- Process continue in lesson 5

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Lesson 5: The Most Interesting Mysteries

Outcomes/Indicators:

CC7.8 (g) Create expository, informational, and procedural texts (e.g., present information or explain process, news story, letter)

(h) Create descriptive texts (e.g., a character or person)

Faith Permeation:

Have students consider all the wonders and mysteries about our Catholic faith that they have read or heard about in the previous sections of the unit. Create a newspaper article for a Catholic mystery about which they would like to learn more. E.g. the Eucharist, the Resurrection, free gift of grace Romans 5:11-21, sacraments, the Stigmata-St. Padre Pio (Google, Wikipiedia)

Activity 1: Have students consider all the wonders and mysteries that they have read or heard about in the previous sections of the unit. Create a newspaper article for a mystery about which they would like to learn more.

- Find a story
- Learn about the story
- Analyze the information
- Write the article
- Include a byline and placeline
- Include a photograph (or drawing) and captions
- Edit and proofread
- Submit to publisher (teacher)

Activity 2: Have students now write a sensational article account for a supermarket tabloid using the facts of the article as the basis. Have students take their story and slant their article (through opinions and colourful adverbs and adjectives) so that the reader is misled (e.g., “Treasure Hunters Find the Oak Island Secret”).

Lesson 6: Reflection on Focus

Outcomes/Indicators:

CR7.4 (b) View critically to understand and analyze opinions and messages presented in visual and multimedia texts.

(g) Analyze and evaluate what was seen in visual and multimedia (including digital) texts considering elements, techniques, and overall effect.

CR7.2 (c) reflect and interpret (e.g., explain how the texts reveal the theme through events, characters, plot; work co-operatively with others to reach consensus on the meaning of a text and how to interpret it)

CC7.8 (i) Explain and justify reactions and personal connections to texts viewed, heard, and read

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Faith Permeation:

- View pictures from our faith – arrange a trip your parish church and look at Stations of the Cross, statues, Crucifix and stain glass windows.
- Have students do an internet/library search to look at the art of the Vatican in Rome, especially the Sistine Chapel and Pieta
- Use Activity 2 questions based on Catholic faith mysteries.

Activity 1: View “One Who Lives Under the Water” (visual) (Blake Debassige) *SightLines* 7, P. 24-25) or another mystical visual resource. Have the students consider the following questions while viewing:

- If you were a museum guide, how would you describe the subject and content of this work?
- What is happening in the piece?
- What is the centre of interest in the work? What makes you think so?
- What do you think the artist was trying to say in creating this piece of art? How well did the artist succeed?
- How does looking at this piece of visual art make you feel? What senses are stirred by this work? What associations and memories does this piece evoke in you?
- What do you like most about this artwork? What do you like least?
- What is the title of the work? How does it contribute to your understanding of the artist’s purpose?

Activity 2: Reflection Extension activity. Are students making connections? Are students elaborating and justifying their ideas? Are students building on the ideas of others?

- Have students create a Question and Reflection Grid such as the following to record their reflections, and then have students share their thoughts with a peer.

Questions

What are some of the mysteries and unexplained events of our world?
 Why do we find these mysteries fascinating?
 What is there about people that causes them to pursue a mystery?
 What are some positive and some negative results of our curiosity about these mysteries?

My Thoughts**Lesson 7: One the Edge of Your Seat – Mystery and Suspense****Outcomes/Indicators:**

CR7.2 (c) Reflect and interpret (e.g., explain how the texts reveal the theme through events, characters, plot; work co-operatively with others to reach consensus on the meaning of a text and how to interpret it)

(b) Note key ideas and what supports them (e.g., notice and understand cause and effect and other relationships among ideas)

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CC7.3 (b) Consider and choose/adapt a possible form (e.g., select a form that will serve purpose; consider the underlying structures – temporal sequence, time sequence, compare and contrast, problem and solution to present different kinds of information)

Faith Permeation:

Use pause and think strategy when researching information on the Catholic Incorruptible- Saints whose bodies did not decompose, e.g. St. Bernadette (France), St Angela Merici (Italy). (Google *Catholic Incorruptibles* reference site 3)

Activity 1: A Mystery Story

- Read “The Dinner Party” (Mona Gardner) (*SightLines 7*) or a similar short story of suspense
- Using Pause and Think strategy, read the article sharing the responses with speaking or writing activities. Each Pause and Think section should follow a pattern of development of introduction, rising action, climax, falling action, conclusion, (development of the problem)
- Retell the short story from another characters view
- Encourage them to continue to highlight and to collect interesting and effective words as they listen, read, and view.

Activity 2: Another Mystery

- Read “The Wretched Stone” (excerpts from the *Log of the Rita Anne*) Chris Van Allsburg) (*SightLines 7*) or a similar story about an unusual or uncanny incident that uses figurative language.
- Make a prediction about the story based on the title and visual representation
- The students will select appropriate strategies for constructing meaning form text (questioning, gathering additional information, vocabulary knowledge)
- Use a manipulative (object) that connects to the text and have students generate a list of words to describe what the object might remind them of and have them share the top three with the class.
- Have students examine figurative language in text
- Define metaphor and find it’s usage in the text
- Have students listen to an audio recording of the story and identify the techniques used by the writer to create suspense and interest

Lesson 8: Superstitions

Outcomes/Indicators:

CR7.2 (a) Ask questions (e.g., generate a list of questions to guide viewing, listening, and reading)

(b) Construct mental images (e.g., visualize the setting and mood), use cueing systems to construct meaning and self-monitor comprehension (e.g., place subject of text in the centre and “map” out the key ideas when viewing, listening, and reading)

CC7.9 (a) Plan (e.g., using a chart or outline) and organize ideas to fit format and purpose (e.g., chronological, enumerative, problem/solution, cause/effect, comparison/contrast)

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CC7.4 (a) Use the conventions of language and communication to deliberately convey meaning when engaging in speaking, writing, and other forms of representing.

Faith Permeation

Teacher poses question for classroom discussion: What does the Catholic Church teach about superstition? (Catechism of the Catholic Church # 2110, 2111, 2138)

- Find the Latin root of the term superstition and it's meaning
- Use : “The White Owl” (*Sightlines 7*) or a similar folk tale that has mystery and suspense
 - Brainstorm some common superstitions that the class has heard
 - Consider symbolism of an owl
 - What happens when Felix LeRoy does not believe the superstition about the owl?
 - Encourage visualization as the students listen to the story
 - Use a chart as a listening guide as the story is read: ‘ warnings’ in one column and ‘what each means’ in the other column
 - Use story map questions to question the students’ understanding: beginning-of-story questions, middle-of-story questions, and end-of-story questions
 - Students will read the story and list referencing that indicate foreshadowing of tragic events
- Review the use of context clues (Master #17 in *Sightlines 7*, Teacher’s Guide) and a word attack strategy such as CSSD

Lesson 9: Natural Phenomena Explained

Outcomes/Indicators:

CR7.3 (a) Recognize and explain function and purpose of texts including informing, persuading, narrating, and describing; recognize use of language and language register (i.e., formal, informal, colloquialism, jargon, slang); *recognize author’s purpose and point of view*; detect use of emotional appeal or persuasive language (e.g., testimonials, emotional appeals, bandwagon effects).

CC7.5 (a) Explore ideas and express understanding using a variety of representations (e.g., timelines, models, videos, news items).

Faith Permeation:

Choose one of the following mysterious biblical stories to create a storyboard (visual representation).

1. Annunciation, Luke 1: 26-38
2. Moses and the burning bush, Exodus 3 all, Exodus 4: 1-17
3. Temptation of Jesus in the wilderness, Matthew 4: 1-11

- Use “The Revenge of the Blood Thirsty Giant” (a Tlingit legend, *Sightlines 7*) or a similar narrative that explains a natural phenomenon
- Read to find out how Red Bird solved one problem but....

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- As students read, have them complete a story frame and explain the problem-solution-outcome of the story.
- Have students explain how the storyteller captured and held their interest.
- Have students divide the story into scenes and represent them in a series of drawing or frames that illustrate the answers to the beginning-of-story questions, middle-of-story questions, and end-of-story questions.

Lesson 10: Ghosts

Outcomes/Indicators:

CR7.5 (a) Display active listening behaviours (e.g., focusing on the message of the speaker, making reasonable predictions, checking for understanding, recognizing when information is making sense, making notes).

CC7.5 (b) Represent ideas and demonstrate understanding of forms and techniques in cartoon sequences, contextual dramas, posters, and advertisements.

Faith Permeation:

- What is the Catholic Church teaching on the belief in the paranormal? (teacher supervised, Catechism of the Catholic Church # 2115, 2116, 2117)
- What is the Catholic Church teaching on miracles? (Catechism of the Catholic Church # 547-550)
- Mary Magdalene was upset after visiting Jesus' empty tomb when (John 20: 1-18) two angels appeared and soon after Jesus spoke to her. He told her that he entrusted the message of the power of God's love and forgiveness to his followers. Do you feel that Jesus' appearance to Mary Magdalene, is an example of the paranormal (Jesus was not a ghost but a fully resurrected body and soul) or a miracle? (Luke 24: 13-35)
- Define paranormal: used to describe unusual phenomena or experiences that lack an obvious scientific explanation
- Use "The Phantom Dog Team" (*Sightlines* 7) or a similar story involving "ghosts"
 - Students will consider the title. What is a "phantom" dog team?
 - Students read the first three paragraphs and determine the setting.
 - What is the name given to this "helpful" ghost?
 - Distribute a map of the dogsled journey.
 - Invite students to listen to the story being read aloud.
 - Pause and predict at regular intervals; allow for student summary.
 - What is the impact of the storyteller telling us that the ghost in the story is a "friendly, helpful" spirit? Have students find details to support their opinion.
 - Design a poster for a feature film of this story that would illustrate its mood.
 - Teach simple sentence patterns that are built around the verb and the subject; use sentence context from the story.
 - Teach that three basic sentence patterns communicate ideas in English: S-V, S-V-O, S- LV-C.

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Lesson 11: Humour in Mystery

Outcomes/Indicators:

CR7.6 (b) Read and demonstrate comprehension and interpretation of a range of literary and information texts including short stories, novels, poetry, instructional materials, non-fiction books, articles, and reports.

CC7.6 (a) Share ideas/knowledge clearly and logically, add to others' ideas, repeat points for clarification, and relate points already made for emphasis and reconsideration.

- Use “The Mystery of the Stone Statues” (*Identities 7*) or a similar play that has the elements of a mystery. The “The Mystery of the Stone Statues” is a mystery spoof. The play has the elements of a mystery, but the elements are used in a humourous or exaggerated way.
 - Ask the students to review the elements of a good mystery: What do they think are elements of a good plot for a mystery? What might be the setting and who might be the characters?
 - Note that a production of a play is based on a script and that the script usually contains some important pieces of information at the beginning for the people who will produce it:
 - the list of characters
 - production notes that tell the setting, props, staging
 - stage directions that tell what the audience will see, what the actors will do, or how the actors will react
 - Examine the production notes on P. 177, *Identities 7*. What information is provided for this play?
 - Have the students read the script one episode at a time. Encourage them to consider how the playwright develops each character.
 - Read the first two episodes aloud so students have a model of how the script might sound.
 - Ask students to reread each episode silently and then read aloud in the way that they think the characters would sound.
 - Pause and discuss after each episode.
 - Encourage them to support their view with evidence from the script.
 - How was suspense built?
 - How was the conflict resolved?
 - How effective was the play?
 - What elements of mystery were exaggerated for humourous effect?
- Teach/review capitalization/punctuation from the perspective of writing a clear mystery play.

Lesson 12: More Mysteries

Outcomes/Indicators:

CR7.7 (k) Reflect on and support personal and critical response with reference to text.

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CC7.3 (b) Consider purpose and audience (e.g., plan and organize information for the intended viewer, listener, reader)

CC7.6 (d) Facilitate small group activities and short, whole-class sessions to share information on a topic.

(f) Assume different roles in group work (e.g., leader, recorder, contributor)

(n) Speak to share and to entertain (e.g., read aloud, recite a poem, participate in an improvisation).

Faith Permeation:

Using the technique of literature circles, have students read one of the following stories.

- The story of Creation (Genesis 1 all, Genesis 2: 1-4)
- The story of The Fall /Original Sin (Genesis 3: 1-24)
- God gives the 10 Commandments (Exodus 19 all, Exodus 20: 1-21)
- Birth of Jesus (Luke 2: 1-20)
- The death and resurrection of Jesus (Matthew 26, Matthew 27, Matthew 28)

Have each group answer the following key question: How did each story reveal God's plan of salvation.

- Use "So you found some fresh tracks in the snow?" (*Identities* 7), "A Strange Visitor" (*Crossroads* 7) or similar lyrical poems about fears; or "The Skater of Ghost Lake" (Benet) or similar narrative poems with mystery and suspense.
- A poem can force us to imagine, think about, and understand the world. It can create very imaginative (and mysterious) word pictures or tell a good story. Review some of the strategies that will help the students understand and enjoy the poems in this unit.
 - ❖ Read the whole poem at least twice
 - ❖ Think about the experiences, thoughts and feelings.
 - ❖ Think about the speaker.
 - ❖ Think about the meaning.
 - ❖ Think about the poetic form and technique.
- Invite students to select other good mystery or ghost stories, plays, and poems from a variety of sources.
- Create a classroom display.
- Invite students to choose one story, one play and one poem. Have them form groups with students who have selected the same story, play, and poem. Use one of the stories that has already been read to model each of the following roles:
 - ❖ discussion co-ordinator and recorder
 - ❖ summarizer
 - ❖ questioner
 - ❖ language technique master
- Students should rotate the roles so that they have three different experiences
- Review what has been learned about mystery stories, plays, and poems. What characteristics and elements do they have in common? Differences?
- Have the students create a "mystery web" that shows their ideas.

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Lesson 13: Culminating Activities (refer to end-of-unit activities in ELA curriculum)

End-of-Unit Activities (approximately 1½ weeks)

Have students complete one or more of the following oral, written, and representing categories. When students have selected their projects, review expectations and guide students to resources that will help them complete the project successfully. Discuss timelines and criteria for evaluation.

Oral: Telling a Story - Sharing a Favourite Mystery Story (choose one)

Outcomes/Indicators:

CC7.6 (n) Speak to share and to entertain (e.g., read aloud, recite a poem, participate in an improvisation).

(j) Summarize personal viewpoint in clear and meaningful ways.

CC7.3 (a) Progress through stages of the creating process (planning, drafting, revising, presenting) as needed.

- Think about a favourite mystery story of your own (e.g., from camp) of your family (e.g., grandparents), your friends or classmates, or a story that is found in this unit or in one of the story collections talked about in this unit.
- Once you have chosen your story, think about what you have to include in your telling of this story. Most storytellers try to include some basic elements of the 5Ws + H.

To hold the interest of their listeners, storytellers build on these basic elements by including:

- a beginning that arouses interest and gives descriptive details to suggest when and where
- a middle that includes details of action that hold the listeners' interest; some dialogue or conversation to ensure the "who" involved in the story seem like real people; and some clues that build to the story's main point or outcome
- an ending that completes the story or brings it to a conclusion.

Sharing your story helps you tell your story, make a story bag. The story bag will contain objects that stand for the tales you are going to tell. Think of objects that you can find or make that represent the key elements of your story.

- Practice telling the story dramatically:
Pause. Find places in the story where you can pause to add suspense or to emphasize something that just happened or will happen.
- Vary your voice. Your voice can be loud or soft, happy or sad. Use your voice to capture the moods and actions of the characters. Create a special voice for each character in your story.
- Use body language. You can use your arms and legs and your facial expressions to add meaning or emphasis to what you say. You can step forward or back, stand up or sit down. Try different postures and gestures (*Tell A Tale*, 1995, P. 114-115).
- What was your favourite mystery story that was told? Why?

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OR

Using Stories to Help People Understand Their World

- Storytellers have often used stories to teach a lesson or to explain why something happened. For example, traditional storytellers often told about natural disasters, historical events, or gave explanations (e.g., How the _____ got its _____ OR Why the _____ does [says] _____).y story: “Puzzle to solve+several suspects+clever detective+ solution = MYSTERY (*Identities 7*)

Explain to your classmates something that has puzzled you, or tell about something that people have wondered about for centuries. Create a story to explain and entertain.

1. Consider telling about what you have wondered about by asking and answering a question about it (e.g., Why does the eagle have a white head? What happened to hamster tails? Why does Old Faithful erupt on schedule? Why do houses creak at night?).
2. Create an interesting character – an animal or human that helps the story unfold.
3. Create a story map such as the following:
4. In the beginning:
5. In the middle:
6. In the end:

Start turning your ideas into a real story by:

- creating a first line that grabs the listener (e.g., “Once upon a time, long ago, before the days of humans, when hamsters had long tails ...)
- introducing the main character (e.g., grandfather hamster) and setting (time and place, e.g., a beautiful green meadow, before the days of humans)
- telling the events in sequence
- building up to the most exciting or interesting part of the story
- providing a clear ending (e.g., “To this day, in gratefulness to grandfather hamster, all hamsters have only short stubs for tails.”) (based on *Tell Me a Tale*, 1995, P.107-109).

Writing: Creating Your Own Mystery Story

- “Puzzle to solve + several suspects + clever detective + solution = MYSTERY” (*Identities 7*, P. 51)
- “How to Write a Short Story” (*Crossroads 7*, P.150-151)

Representing: Creating a Mystery Television Script and Show

- “The House on the Hill” (mystery storyboard) (*Identities 7*, P. 64-71)
- “At the Stroke of Midnight” – Writing, Producing, and Starring in Your Own Video (*A Dark and Stormy Night*, 1995, P. 112-113)
- Creating a Storyboard and Video Script:
 - Outline the main events of your story in the order in which they might happen. Use index cards divided in half vertically to represent a single frame (about five seconds of screen time). Label the left side “Visual” (What Viewers See) and the right side “Audio” (What Viewers Hear).

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- On the visual side, write the camera shot (e.g., close-up shot of a house) and sketch what will be seen. On the audio side, write what sound effects, stage directions, or dialogue will be needed.
- Number each frame consecutively.

What Have We Learned? Self-Assessment

- As you worked through this unit, what did you learn?
- Consider the focus questions:
 1. What are some of the unsolved mysteries and unexplained events of our world?
 2. Why do people find mysteries fascinating?
 3. What is there about people that causes them to pursue a mystery?
 4. What makes a good mystery story, play, or poem?
 5. How well did you complete your assignments?
 6. What were your strengths?
 7. How well did you participate in group activities? Did you stay on task and meet your timelines? Did you work co-operatively with others?
 8. Where do you need more help or work?
 9. Consider how well you are doing in your listening and speaking skills. In your reading and writing. In your viewing and representing.
 10. What have you learned about the English language?

Peer Assessment

- Did my partner(s) and group member(s):
 1. participate effectively in group activities
 2. listen respectfully to others
 3. help and build on ideas of others
 4. stay on task
 5. respond appropriately to others
 6. encourage others through nonverbal and verbal cues
 7. work co-operatively?

Teacher Catholic Faith Integrations Reflections <i>What have I learned about teaching this unit?</i>	
Subject: Gr. 7 ELA	Unit: Imaginative and Literary (Mystery)
<p>What permeation ideas worked well in this unit?</p> <p>How well did the permeation prompts engage the students?</p> <p>Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.</p> <p>As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.</p> <p>It would have been good to have...</p> <p>If I adapted / modified this unit I would...</p> <p>General Comment:</p>	



Saskatchewan Catholic Schools Curriculum Permeation

Gr. 7 English Language Arts Faith Permeation Essential Connections

Unit Theme: Doing Our Part for Planet Earth

This multi-genre thematic unit falls under the context of Environmental and Technological.

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

The Apostles' Creed: "We believe in God ... the creator of heaven and earth."

Catholic Faith Big Ideas:

Students will understand that God wants human beings to be intimately involved in caring for creation. We are stewards of creation.

Catholic Faith Essential Skills:

Students will:

- evaluate environmental issues in light of God's plan for creation
- demonstrate their commitment to care for the environment

Catholic Faith Essential Questions:

- What are we doing as a faith/school community to help look after the Earth?
- What can we do and how can we inspire ourselves and others to care for creation?
- How can we incorporate the ministry of environmental stewardship into our own lives?

Description of Culminating Assessment Task – Integrating Catholic Faith (end of unit assessment):

Students will use media (newspaper clippings, photos from magazines, the internet, etc., and Biblical / Catechism of the Catholic Church articles # 339, 341, 2414-2418, 2456) to explore ideas and to express understanding of the negative impact of human behaviour on the environment as well as the responsible use of the world's resources while living in harmony with nature.

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Additional Resources

- *Catechism of Catholic Church* (CCC) <http://www.scborromeo.org/ccc.htm>
- Gr. 7 *Believe in Me* religion program
- Catholic Update, see <http://catalog.americancatholic.org/category.aspx?pcat=166>

Unit Instruction Plan/Lesson Sequence

Introduction

For a website on Catholic Conservation that may be useful throughout the unit go to: <http://conservation.catholic.org/>

For a list of books, videos, and other resources regarding conservation from a Catholic perspective check out: <http://conservation.catholic.org/resources.htm>

IMPORTANT: *The teacher must carefully review resources before sharing them with students. There is no guarantee of the reliability or accuracy of these websites or resources.*

Explain to the students that long before the current ecological movement developed, the Bible and the saints taught respect for all of God's creation. The Catholic Church promotes ecology, environmental justice, and the stewardship of creation in light of sacred Scripture and living Tradition.

Lesson 1 Unit Launch – Respect and Appreciation for the Earth

Outcomes/Indicators:

CR7.1 (a) View, listen to, and read and respond to a variety of visual, oral, print, and multimedia (including digital) texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds

(g) Compare texts to present day lives.

CC7.3 (b) Use several strategies before, during, and after representing, speaking, and writing (consider and generate specific ideas and information that might be included (e.g., get ideas from books and others)

Faith Permeation

- See Thanksgiving Prayer Activity above.
- Go to <http://conservation.catholic.org/prayers.htm> for numerous examples of Catholic conservation prayers. Read one prayer each day for the remainder of the unit. Also introduce students to the concept of informal praying. Throughout the unit take an opportunity to improvise conservation prayers. As the teacher, lead by example, and then encourage students to join in.
- Take the students on a Creation Prayer Walk to a nearby natural place. Give students the following instructions before you go:

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Creation Prayer Walk Instructions

Read the following to students and give each student a copy to take on the walk. The day before the walk ask students to bring a piece of fruit to school (preferably something locally grown and organic, if possible)

Introduction

The purpose of this activity is to integrate prayer, the senses, and the environment. You will need to take your piece of fruit that you brought from home. Take a notebook or duo tang and a pen or pencil to record any thoughts, or prayers, and answers to the questions asked below as you explore each sense. Find a space in the schoolyard where there are few or no man-made objects (buildings, roads, etc) in the centre of your vision and where traffic noise and other distractions are at a minimum. Record your answers to the questions underneath each section.

Open your eyes

Look at the things of nature. What strikes you most about what you are seeing? Colour? Light? Pattern? Movement? Something else? Take a moment to really concentrate on what you see in front of you. What is God saying to you through your eyes? What would you like to say to God about what you have seen?

Only listen

Try to make yourself as still and quiet as possible. Make sure that you are comfortable. Close your eyes, and just listen to the sounds of nature around you. What can you hear? What do the sounds remind you of? How do they make you feel? Is God speaking to you through the sounds of creation? Is there anything that you feel you would like to whisper to God?

Feeling your way

Reach out and touch something of creation around you (but use care - although a part of nature, thorns and stinging nettles probably won't make for a pleasant experience. Please also make sure that there is no broken glass, barbed wire or other dangerous object in your way). What is the object you've chosen? What is its texture? How does it feel? Rough? Smooth? Warm? Cool? Does it draw your thoughts to something else? Is God using this object to tell you something? Have you learned something that you'd like to share with God?

Breathe in

Take time to relax and become comfortable. Breathe in deeply through your nose. Do this a few times. Are there any smells that you begin to notice? What types of scents are present? Plants? Animals? Earthy smells? Others? Where do these scents take your thoughts? The Bible sometimes speaks of things being pleasing odours to God. Is God filling you with peace and joy as you inhale the pleasing scents around you? What would you like to offer God here and now?

Taste and see

Take the fruit that you have brought with you on the prayer walk. Although cultivated, this is also a part of the natural world. Take a bite of the fruit. Can you describe its flavour? Is God nourishing you in this moment? What is the flavour of prayer?

Space to think

You have now experienced creation through all five senses, and hopefully each of your senses helped to lead you into prayer in some way. Think for a moment about how you felt at each point on the walk. Did you feel yourself part of nature, or somehow separate, outside of it? Why? Why did God equip us with such a variety of senses? Do you think that all five of our senses should play some part in our prayers and our worship? What do you think about God speaking to us through His creation? Do you think you now have a greater appreciation of the natural world than you did before you started the walk?

Adapted from “Creation Prayer Walk” by Jennifer Brown, © 2006, from <http://www.sageoxford.org.uk/prayerwalk.htm> July 9, 2008, permission granted to be used in the Saskatchewan Catholic School Boards Association Faith Permeation Unit

Extend the idea of gratitude by having students write Prayers of Thanksgiving for all the earth provides for us.

Focus Question:

Through the literature, how can having an awareness of our actions help us develop a respect for the earth?

- Divide students into groups
- Each group will complete a Before, During, and After activity while reading one of the following picture books
 - *The Secret of Saying Thanks* Douglas Wood (E WOO)
 - *Granddad’s Prayers of the Earth* Douglas Wood (E WOO)
 - *Giving Thanks* Chief Swamp (299 SWA)

Lesson 2 (1 period) Being Aware of the Impact of our Actions**Outcomes/Indicators:**

CR7.5 (a) Display active listening behaviours (e.g., focusing on the message of the speaker, making reasonable predictions, checking for understanding, recognizing when information is making sense, making notes).

(g) Consider and respect ideas from speaker’s point of view.

Faith Permeation

1. Discuss examples from the Bible that encourage us to be good stewards of the earth. Read Story of Adam and Eve in Genesis 2-3 where God shows us how we can work with God to protect God’s creation (Read 64-66 in *Believe in Me* religion text for an explanation of Genesis 2-3.) Read Psalm 8 from the Bible or P. 67 in *Believe in Me* text and discuss why we need to protect God’s creation.

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2. Discuss the following quotes and use the questions below as discussion starters.

- “Our personal consumer choices have ecological, social, and spiritual consequences.”
(David Suzuki)

What type of spiritual consequences do our personal consumer choices have?

- “Global Warming is not a political issue, it’s a moral issue.” (Al Gore)
Why are climate change and environmental problems moral issues?

- "Remember, you belong to Nature, not it to you." (Grey Owl)
Do you think God has given us this world to do with it as we please?

Focus Questions:

- Through the literature, how can having an awareness of our actions help us develop a respect for the earth?
- How can hearing about problems facing the environment help us become activists?

Read: *The Elders are Watching* David Bouchard (819.1 BOU)

Listen to William Deverell’s essay: “Rage Against Environmental Decline” from the CBC series of essays called: “This I Believe” www.cbc.ca/thisibelieve/essays.html

Lesson 3 (1 period) Developing Awareness

Outcomes/Indicators:

CR7.2 (a) Tap, activate, and build prior knowledge (e.g., list or outline what is known and what needs to be known),ask questions (e.g., generate a list of questions to guide viewing, listening, and reading)

(b) Connect and construct meaning (e.g., make personal connections to text and world) and to contemporary and historical issues and problems

(c) Reflect and interpret (e.g., explain how the texts reveal the theme through events, characters, plot; work co-operatively with others to reach consensus on the meaning of a text and how to interpret it)

Faith permeation

Read the story “Sister Mac: One Who Cared for Creation” from *Believe in Me* religion text P. 71. How does this story show that a small group of people can make a difference in protecting the earth? What could you and a few friends do to protect the earth?

Focus Questions:

- How can reading about problems facing the environment help us to become activists?
- Based on evidence from texts read, which issue concerns you the most and why?

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Read the following selections from *Crossroads 7* (Disaster Unit p. 220-221, p.222-232, and Teacher Guide p. 204);

Complete a *B,D,A Reading Activity*;

Choose one selection and respond to text questions for that piece.

Lesson 4 (1 period) Positive and Negative Influences of Science and Technology

Outcomes/Indicators:

CR7.1 (b) Demonstrate comprehension and response to visual, oral, print, and multimedia (including digital) texts by: **understanding the ideas:** Construct and justify interpretation of text; accurately restate and paraphrase main ideas; interpret the purpose and theme; use information and ideas from a variety of sources (including newspapers, websites, electronic media, anthologies, magazines) to complete tasks.

CC7.1 (a) Create with clarity and correctness, and appropriate to a particular audience and purpose, a variety of expressions (oral presentations, written compositions, and other representations) that represent ideas and information about identity, social responsibility, and efficacy.

Faith Permeation

1. Discuss bioethical issues that may contradict Catholic Christian beliefs such as: cloning, stem cell research, in vitro fertilization, birth control vs. natural family planning, and abortion vs. adoption, etc. Important: talk about these issues with great discretion and be sure to consult reliable Catholic documents i.e. *Catechism of the Catholic Church*, *Believe In Me* text, *Fully Alive* text, Bible.
2. Read “Two Creation Stories” and “Science Describes Beginnings” and examine the diagram on P. 69-70 in the *Believe in Me* religion text. Discuss with the students that Catholicism and science do not necessarily contradict each other because both are searching for truth and all truth comes from God. Discuss Albert Einstein’s quote “Science without religion is lame; religion without science is blind.” Explain to students that because science is from God there must be positive ways to use science and technology to protect the Earth and its people.

Focus Question:

- Based on evidence from texts, which environmental issue concerns you the most and why?

Show a short PowerPoint or SMART Board presentation to compare and contrast images of how technology has impacted our environment.

Brainstorm ideas of how our use of technology has helped and hurt the environment.

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Ask students to divide a sheet of paper in half, to represent an example of technology helping vs. hurting the environment.

Lesson 5 Human Actions

Outcomes/Indicators:

CR7.7 (b) Read and demonstrate comprehension and interpretation of a range of literary and information texts including short stories, novels, poetry, instructional materials, non-fiction books, articles, and reports.

(k) Reflect on and support personal and critical response with reference to text.

CC7.8 (f) Create narrative texts (e.g., recount an event)

CR7.1 (b) Responding to and interpreting texts: Offer reasonable interpretations of a wide range of visual, oral, written, and multimedia (including digital) texts; analyze ideas and information; support personal and critical responses with support from text; develop personal responses and offer reasons for and examples of judgements, feelings, and opinions (e.g., learning logs, response journals).

Faith Permeation

Read the list below or the following webpage regarding what we can do as Catholic Christians to conserve and restore creation: <http://conservation.catholic.org/action.htm>. Have students record the practical steps they will take during the school year to help the environment. Have students share their written steps with the class. Then as a class decide on one or a few things that the class can do together to restore God's Earth. i.e. create a school conservation program: recycling, composting, lights off campaign, etc. Contact the Saskatchewan Environmental Society at (306) 665-1915 (www.environmentalsociety.ca) to start the Destination Conservation Program at your school. Destination Conservation is a program that has been used by schools in Saskatchewan to reduce energy, water, and waste production in schools.

Environmental Checklist: Twenty Important Things to Do - What You and Your Church Can Do

- Set aside a few minutes every day to go for a walk in your neighbourhood and notice the wildlife.
- Set up a study group on ecology at your Church.
- Make sure your home and Church are well insulated and that external doors and windows fit well.
- Install an electronic thermostat in your home and Church and set it at 20°C for heating and 24°C for cooling.
- Turn off your taps tightly at home and at Church, and be sure that they do not drip or leak.
- Install low-flow showerheads and low-flush toilets.
- Use cleaning products that will not harm the natural environment at home and at Church.
- Do not use synthetic chemical pesticides indoors or outdoors, unless there is no alternative.

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- Practise the 4 R's at home and at Church – Reduce, repair, reuse, and recycle as much as possible.
- Compost food waste at home and at Church. Do not compost meat, fats or oils, or dairy products as they will attract animals.
- Water the lawn only when necessary and only every three to five days. Water either before 10 a.m. or after 4 p.m., and on calm days.
- Grow vegetables and fruits for your family to enjoy (without pesticides).
- As often as possible, use the bus or public transit instead of your car. Car- or van-pool to work. Share rides.
- Walk, bike or skate to and from work to do errands.
- Buy the smallest car that will meet your needs. Consider buying a car with a hybrid (gas/electric) engine.
- Drive at moderate speeds to reduce fuel consumption.
- Only buy things you really need. Buy products with the least amount of packaging.
- Avoid buying disposable products, especially single-use paper products (e.g. tissues, serviettes, paper plates, bowls and cups, diapers and menstrual products).
- If you do buy paper products, make sure that they are made from recycled, unbleached paper.
- Buy cosmetics and toiletries that have not been tested on animals.

From <http://www.ottawa.anglican.ca/docs/renewing.pdf>

Focus Questions:

- How can reading about problems facing the environment help us to become activists?
- Based on evidence from texts, which issue concerns you the most and why?
- Complete four options from the required reading list and one option from the optional list of selections from the *Touch The Earth* Anthology
- Choose one selection that made an impression to write a *reflective journal entry* about the following prompt: “I chose this (article, poem, story, song) because I found the message to be...”

Lesson 6 (2-3 periods) Environmental Problems

Outcomes/Indicators:

CR7.7 (c) Read to complete inquiry/research using online resources, reference books, periodicals, and pamphlets. Cite sources of information.

(k) Reflect on and support personal and critical response with reference to text.

CC7.2 (b) Examine personal knowledge of and experiences related to a topic to determine information needs

(e) Prepare and use a plan to access ideas and information from a variety of sources (including digital).

CC7.8 (a) Plan (e.g., using a chart or outline) and organize ideas to fit format and purpose (e.g., chronological, enumerative, problem/solution, cause/effect, comparison/contrast).

(i) Create persuasive texts (e.g., persuasive letter, an interpretation)

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Faith Permeation

Write a persuasive letter to your parish priest and Parish Council telling them that you are concerned about the environment and would like to learn what the parish is currently doing to help the environment, what the future plans are, and what students can do to help.

Focus Questions:

- How can reading about problems facing the environment help us to become activists?
 - Based on evidence from texts, which issue concerns you the most and why?
 - Based on the research, predict what you think will happen to the environment during your lifetime?
 - How can considering your audience, role, purpose and context help you to be a more effective communicator?
1. *Mini-research* a problem to gain background understanding of causes of problems and possible solutions, complete a FRAME routine;
 2. Using the research students will assume the **ROLE** of an **INDIVIDUAL** trying to invoke **CHANGE** by **PERSUADING** a **PERSON OF INFLUENCE** to try to solve their issue.
RAFTS Activity – model process;
 3. *Persuasive Letter Writing* – mini-teach on persuasive form, paragraph planner and letter format.

Lesson 7 Activism (2-3 periods plus time for presentations)

Outcomes/Indicators:

CR7.4 (b) View critically to understand and analyze opinions and messages presented in visual and multimedia texts

CR7.5 (g) Consider and respect ideas from speaker's point of view.

CC7.1 (a) Create with clarity and correctness, and appropriate to a particular audience and purpose, a variety of expressions (oral presentations, written compositions, and other representations) that represent ideas and information about identity, social responsibility, and efficacy.

CC7.5 (h) Present to a specific audience (e.g., a presentation to adults) an oral, written, visual, or multimedia project using appropriate presentation software.

CC7.2 (a) Apply inquiry process and complete an individual or group inquiry project related to the themes or issues being studied in English language arts.

Faith Permeation

For the above assignment get some of the students to choose an environmentalist who is a Catholic Christian, i.e. Pope John Paul II or Benedict XVI. Use the following sites for reference: www.conservation.catholic.org/background www.ncronline3.org/drupal/?q=node/1503

Focus Questions:

- How can reading about problems facing the environment help us to become activists?
- Based on evidence from texts, which issue concerns you the most and why?

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- Based on the research, predict what you think will happen to the environment during your lifetime?
- How can considering your audience, role, purpose and context help you to be a more effective communicator?

Choose an environmentalist (from provided list). Research the work they have done to address their issue. Cite all sources used.

Prepare a PowerPoint OR SMART Board presentation to teach others about the issue - as that activist (role play).

- Audience does a listening self-evaluation form;
- see above activity.

Lesson 8 (1 period) So What?

Outcomes/Indicators:

CC7.5 (b) Represent ideas and demonstrate understanding of forms and techniques in cartoon sequences, contextual dramas, posters, and advertisements.

Faith Permeation: Instruct the students to create their posters from a Catholic Christian perspective and to include a Gospel value and/or a scripture and/or Catechism quote that ties into conservation. Suggested scripture verses and other quotes are below.

Hosea 4:3 (The Prophet)

“Therefore shall the land mourn, and every one that lives within shall suffer, with the beasts of the field and the birds of the heavens; yea, the fishes of the sea also shall be taken away.”

Genesis 9:9-10

“I Myself do establish My covenant with you... and with every living creature that is with you.”

Genesis 1:31

“God saw all that He had made, and behold, it was very good.”

“God destined the earth and all it contains for the use of every individual and all peoples.”

Gaudium et Spes, 69; Second Vatican Council

See Catechism Catholic Church (CCC) 341

Create “Did you know?” / “What YOU can do!” posters to hang around the school.

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Rubric for Evaluation of **Did You Know? What Can You Do? Poster**

Category	4	3	2	1
Required Elements	The poster includes all required elements as well as additional information.	The poster includes all required elements: - a related Biblical passage - images illustrating ways we are harming / helping the environment	One of the elements required is missing.	No attempt
Attractiveness	The poster is very appealing in terms of design, organization, and neatness.	The poster is attractive in terms of design, organization, and neatness.	The poster is attractive though it is a bit messy.	The poster is so messy that it detracts from its message of stewardship.
Content Accuracy	There are at least 10 images of how we harm / help the environment on the poster.	There are 9 to 7 accurate images.	There are 6 to 5 accurate images.	There are fewer than 5 accurate images on the poster.
Graphics	The message of stewardship of the earth is easily recognizable from the poster from 2 meters away.	Most of the poster is clear and the message of stewardship is evident from 2 meters away.	The message of the poster is clear from 1 meter away.	The message of the poster is unclear.

Teacher Catholic Faith Integrations Reflections
What have I learned about teaching this unit?

Gr. 7 ELA

**Unit: Environmental and Technological
Doing our Part for Planet Earth**

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:

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