

Saskatchewan Catholic Schools Curriculum Permeation

**REVEALING
CHRIST
IN ALL WE TEACH**

**ENGLISH
LANGUAGE ARTS 4**

2015

“Revealing Christ in All We Teach”

A Curriculum Permeation initiative of the Saskatchewan Catholic School Boards Association

“Revealing Christ in All We Teach”

Introduction:

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

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

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

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

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

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

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

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

"Revealing Christ in All We Teach"

Saskatchewan Catholic Schools Curriculum Permeation
Gr. 4 English Language Arts - Faith Permeation Essential Connections

Unit Theme: Who is Jesus to Me?

This unit focuses on the Outcomes of the Saskatchewan Grade 4 English Language Arts Curriculum.

Catholic Faith Focus for Learning: I can assemble my own representation of Jesus based on what I know about His time and place, beliefs, words and actions, relationships and challenges.

Catholic Faith Big Ideas:

Students will ...

- Develop a sense of Jesus' mission and how he lived it out

Catholic Faith Essential Skills:

Students will ...

- Understand more about Jesus' daily life, his family and his community
- Assemble a representation of Jesus based on his influences and his faith
- Make personal connections and determine importance of Jesus on their own life

Catholic Faith Essential Questions: Who is Jesus to Me?

Description of Culminating Task: Representation of Jesus

NOTE: All yellow highlighted/shaded areas indicate faith permeation.

NOTE: All purple highlighted/shaded areas indicate important teacher notes and/or optional content.

Additional Resources:

- *Christ the Teacher Catholic Schools - English Language Arts Assessment Rubrics*
- Located online at: www.christtheteacher.ca
- *Bible*
- *"Born of the Spirit" English Canadian Catechetical Series – Canadian Conference of Catholic Bishops*
- *Teaching Strategies: "Beyond Monet: The Artful Science of Instructional Integration,"* Barrie Bennet & Carol Rolheiser (2001).

"Revealing Christ in All We Teach"

Important Notes about Culminating Task/Permeation

Before you begin this unit, you will promptly need to find an authentic audience with whom the students may share their completed representations. The task currently involves students in setting up a gallery-type format where guests could proceed throughout and take in all of the completed works. You will need to decide where you will host your gallery presentation, considering both space and technology supports that might be required. You will also want to consider what type of audience you will host: Will students invite family members? Will you invite another class? Will you invite others from the community (clergy, parish members, etc.)? Will the works continue to be displayed after the presentations? You will also need to think about how the audience will give the students feedback on their work.

This unit includes a guest speaker lesson. This is an opportunity for students to meet with your parish priest and/or a knowledgeable person that can **answer some of the students' questions about the life and time of Jesus**. You will want to arrange this right away. Inform whomever you invite of your project and the intent of their visit. If this is not possible, perhaps you could arrange to watch a video and/or connect using Skype or FaceTime.

As a final note, this task is intentionally designed to provide students with choice in the form of their final project. You might choose to give them a list of options or you might leave it for students to choose any format they think will best serve the purpose and audience. Possible formats might include: illustrated report, audio podcast, video, multi-media presentation (such as Prezi, PowerPoint, Animoto, etc.), visual art (poster, painting, and displays), song, dramatizations, dance, music, etc.

Possible Cross-Curricular Connections to this Unit:

Subject	Outcomes
Arts Education	CP 4.5 – “Demonstrate increased skills and abilities in the use of voice and instruments.” CP 4.6 – “Create and perform music (voice & instrumental) ...” CP 4.7 – “Create visual art works that express own ideas ...” CP 4.8 - “Create art works using a variety of visual art concepts, forms and media.”
Health Education	USC 4.5 - “Examine how identity is influenced by relationships that are formed with others.”
Social Studies	RW4.1 – “Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.”

Culminating Task

Who is Jesus to Me?



TASK: Who is Jesus? You might think that is an easy question to answer. Jesus is the Son of God or Our Savior, who died on the cross. But who was he really? What was He like? What was everyday life like for Him? And who is He to you? How has He impacted you in your life?

Your task is to **create a personal representation of Jesus** that will be displayed in our Classroom Gallery. You will present your work to our special guests on presentation day.

CRITERIA:

- Create a representation based on:
 - The Time & Place of Jesus' Life
 - Jesus' Beliefs
 - Jesus' Words & Actions
 - Jesus' Relationships
 - Challenges Jesus Faced
- Make connections between Jesus' life and your own life experiences.
- Identify several of Jesus' character traits.
- Support your thinking with examples, details and reasons.
- Prepare to answer the audience's questions.

The form of your representation is up to you! You might choose:

- Illustrated Report
- Video
- Podcast
- Multi-Media Presentation
- Visual Art
- Performing Art (Dance, Drama, Music)

“WHO IS JESUS TO ME?”

ELA 4 - CULMINATING TASK ASSESSMENT RUBRIC

	1 “Little Evidence” With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 “Partial Evidence” I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 “Sufficient Evidence” I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4 “Extensive Evidence” I have a deep understanding of the complex ideas, and can apply the skills I have learned to situations that were not taught in class.
I can create my own representation of Jesus.				
REPRESENTATION OF JESUS	I can create my own representation of Jesus based on what I know about AT LEAST ONE of the following criteria: <ul style="list-style-type: none"> - Time & Place - Beliefs - Words & Actions - Relationships - Challenges 	I can create my own representation of Jesus based on what I know about A FEW of the following criteria: <ul style="list-style-type: none"> - Time & Place - Beliefs - Words & Actions - Relationships - Challenges 	I can create my own representation of Jesus based on what I know about ALMOST ALL of the following criteria: <ul style="list-style-type: none"> - Time & Place - Beliefs - Words & Actions - Relationships - Challenges 	I can create my own representation of Jesus based on what I know about ALL of the following criteria: <ul style="list-style-type: none"> - Time & Place - Beliefs - Words & Actions - Relationships - Challenges
Comments:				
CR 4.1 – I can comprehend and respond to a variety of texts and support my thinking with evidence from the text and my own experiences.				
CONNECTION	I can identify connections between individuals in texts and my own personal experiences, with help .	I can identify at least one connection between individuals in texts and my own personal experiences.	I can identify connections between individuals in texts and my own personal experiences.	I can explain connections between individuals in texts, and my own personal experiences.
Comments:				

	1 <i>Little Evidence</i>	2 <i>Partial Evidence</i>	3 <i>Sufficient Evidence</i>	4 <i>Extensive Evidence</i>
CR 4.4 - I can read fiction and non-fiction for different purposes.				
CHARACTER TRAITS	I can identify at least one character trait, with help.	I can identify a few character traits.	I can identify several character traits.	I can explain connections between a character's various traits.
SUPPORT	I can support my thinking with an example, with help.	I can support my thinking with an example.	I can support my thinking with examples, details and reasons.	I can support my thinking with insightful evidence.
Comments:				
CC 4.2 - I can create different representations with clear ideas. They contain information that is connected to the topic and the purpose.				
FORM	I can choose a form of representing, with help.	I can chose a form of representing.	I can choose an appropriate form of representing for the purpose and audience.	I can choose an original form for the purpose and audience.
Comments:				
CR 4.3 Listening				
QUESTIONS	I answer questions, with help.	I answer questions accurately.	I answer questions accurately and with appropriate explanation.	I answer questions accurately and with detailed explanation.
Comments:				

Lesson 1 - Introduction Lesson

Outcomes:

CR 4.3	Indicator a. Indicator e.	<i>Listen critically and respond appropriately.</i> <i>Ask thoughtful questions that probe deeper thought and respond to questions with elaboration.</i>
CC 4.3	Indicator j.	<i>Make individual contributions to class discussion by expressing ideas, opinions, and feelings and interact with other to share ideas and opinions.</i>

Required Materials:

- Sticky note for each student
- Essential Question: "Who is Jesus to me?"
- Prepared Chart: "What We Know About Jesus..."

NOTE: It will be helpful to read the notes on the Gradual Release of Responsibility Instructional Model (Appendix 1) and the "Think-Pair-Share" instructional strategy (Appendix 2), as they are frequently used throughout the entire unit.

NOTE: This unit suggests students do a lot of work with partners. You may create partnerships that students will maintain throughout the length of the unit, or they may switch for each lesson. In either case, you will need to ensure the students know the expectations and procedures for working with partners. You will also need to be mindful of ensuring partnerships are beneficial to the needs of all students. For some students, you might find groups of three to be more beneficial.

Lesson:

I DO:

- a. Provide each student with a sticky note and introduce the game called "Two Truths and a Tale," in which each person must write down three things about themselves. Two of them will be true, and one will be a tale, or untrue.
- b. Model for students what you might write. Explain that the idea is to choose things that will be difficult for your classmates to guess. They need to be believable and the tale should not be obvious. For example: I am a figure skater, I rode a camel, and I have eighteen cousins.

WE DO:

- c. Have each student write down their three statements on the sticky note.
- d. Model reading aloud your three statements and then have students vote on which one they think is a tale.

- e. Reveal which statement is a tale and allow the students to ask any inquiring questions about the truths that might be surprising to them. Example: Where did you ride a camel? What was it like? Would you do it again?

NOTE: If you choose, you can make this a game in which students keep score:

- 1 point for every tale they guess correctly
- 2 points for every person they fool with their tale

YOU DO:

- f. Take turns having each student read their statements aloud to the class, followed by a class vote on which statement they believe is a tale.
- g. Once the tale is revealed, allow students the opportunity to ask questions.
- h. Continue until each student has had the opportunity to share their statements.

CLOSING:

- i. Discuss the game as class. What new things did they learn about their classmates that they didn't previously know? What really surprised or shocked them?
- j. Explain to students that we often think we know people, however, we do not know everything about them and there is always more to learn.
- k. Introduce students to the essential question for this unit, "Who is Jesus to Me?"
- l. Explain that you are about to embark on a unit in which the students will learn about Jesus and who he was. Ask students to Think-Pair-Share with a partner what they know about Jesus.
- m. Introduce the "What We Know about Jesus," chart, and jot down students' thoughts.
- n. Explain that they already know many details about Jesus and his life. But just as they experienced in the game, "Two Truths and a Tale," there are more things to learn about Jesus and his life that will be explored throughout this unit.

Lesson 2 – A Look at Biographies

Outcomes:

CR 4.4

Indicator h. *Read and use grade four reference texts (biography) for inquiry and to identify main ideas, details, opinions and reasons.*

Required Materials:

- Three or four carefully selected biography read alouds, with prepared excerpts that give clues as to who the text is about
- Collection of biographical texts at various reading levels (from classroom and school library)
- “What We Notice About Biographies...” Chart
- Sticky Notes for students

Lesson:

I DO:

- a. Explain to students that you are going to read aloud an excerpt of a text, and their task is to try to identify who the text is about.
- b. Read aloud an excerpt of your first chosen biography. Then have the students Think-Pair-Share with a partner who they think it was about.
- c. Share as a class and discuss what clues were helpful.
- d. Repeat with two more excerpts from biographies.
- e. Explain to students that all of these texts are called biographies which are non-fiction texts written to give the reader information about a specific person. Refer them back to your read aloud models.

WE DO:

- f. Explain to students that they are about to become detectives. They are going to search through biographies to find characteristics of this genre of text that make it different than other types of texts they have read.
- g. Modeling aloud for students, begin reading a biography and noticing features (both the text and the visuals), touching them as you move through the text. Introduce students to the “What We Notice About Biographies...” chart and jot down features and characteristics you notice.
- h. Continue to move through a few pages of the text, prompting students to Think-Pair-Share with a partner what they are noticing, and add to the chart.

YOU DO:

- i. Give each student a few sticky notes. They may work individually or in partnerships.

- j. Set out a variety of biography texts around the room.
- k. Instruct students to move around the classroom finding a text that is interesting to them. Then, students find a space to work as a detective, searching for features and characteristics of biographies that they notice. When they notice something, they can mark it with a sticky note and quickly jot down on it what they notice.
- l. Inform students that they will each have to share a characteristic/feature that they notice.
- m. While students are working, you will want to meet with individuals or partnerships to support and/or coach as necessary.

CLOSING:

- n. Gather the students back together as a class. Invite them to share, first with a partner and then with the class, what they discovered. Add any new '*noticings*' to your class chart.

Possible 'Noticings' – "What We Notice about Biographies..."

- Topic is about a real person who lived
- True story
- Often about a famous person
- Sounds like a story
- Features: timelines, bold words, table of contents, index
- Photographs or illustrations with labels and captions
- Often told in order (chronological)
- Sometimes have fun facts
- A lot of details and facts/information about the person

Lesson 3 – Exploring the Task & Rubric

Outcomes:

- AR 4.1 **Indicator a.** *Reflect on viewing, listening, reading, representing, speaking and writing by explaining what is effective or what worked in a text.*
- CC 4.3 **Indicator j.** *Make individual contributions to class discussion by expressing ideas, opinions, and feelings and interact with other to share ideas and opinions.*

Required Materials:

- Essential Question: “Who is Jesus to Me?”
- Culminating Task Description
- Sample Culminating Task (PDF)
- Culminating Task Rubric
- Label the corners of the classroom (1, 2, 3, 4)

Lesson:

I DO:

- a. Refer students back to the essential question, “Who is Jesus to Me?”
- b. Display and introduce the culminating task to the students. Read aloud to students. Then ask them to Think-Pair-Share, in their own words, what their understanding of the task is.
- c. Discuss as a class and then have the students Think-Pair-Share a question or confusion about the task. Discuss as a class.
- d. Next, have the students Think-Pair-Share both the author’s purpose and who their audience will be.
- e. Display the sample culminating task on SMART Board/Projector for all students to view.

Note: The culminating task is currently set up to give students the choice of what form (Poster, multi-media, etc.) the final product can take. The sample completed task is only ONE example of how the representation might look. Ensure students are aware that they are looking at the content, and not necessarily the form.
- f. Using the sample, tell students they are now going to take the place of the teacher. Explain that together you will go through each of the required criteria on the rubric, one at a time, and assess where the sample would fall on the rubric.

Note: The sample task does not necessarily meet all criteria.
- g. Present the sample culminating task to the students. View it one time first, with the purpose just to view the presentation.
- h. Then, read the elements of the rubric to the students, and explain that this is what they will be assessed on for this task. With the outcomes in mind, view the sample task again.

- i. Begin with the first section of the rubric. Thinking aloud, go through each level of criteria and place it on the rubric, giving evidence for your choice.

WE DO:

- j. For the next section of the rubric, read through the levels. Ask students to place the sample task on the rubric by moving to the corner of the room labelled with that number. For example, if they think it would be a Level 3, they would go to corner #3. (You may need to set up parameters as to how long they have to go to a corner and encourage them this is not about going with friends).
- k. Once students are in a corner, have them partner up (groups of 3 if necessary - ensuring everyone has someone to talk to) and discuss **WHY** they placed it where they did. Follow this with a class share and discussion.
- l. Prompts you might want to ask the students are: Why did you place this at this level? Why didn't it meet the level above? What did it have that made it different than the level below? What changes/revisions/additions might you suggest?

YOU DO:

- m. Move through each element of the rubric in the same way: choose a corner, discuss with a partner, share as a class, and provide evidence.

CLOSING:

- n. Once students have gone through the rubric and assessed the sample task, you will want to ensure that they are very clear on what they will be doing and why. Ask students to Think-Pair-Share their understanding of the task with their partners. First, have one partner share all they know for one minute. Then, have the second partner add on to what the first partner said, without repeating any information.
- o. Field any questions from the students about the task or the rubric.

NOTE: It will be important from here that the students have a place to store all of their handouts and materials that they will need to complete the culminating task. Remind the students at the end of each lesson to store their materials in the proper place.

Lesson 4 – Creating a Timeline

Outcomes:

- CR 4.2 **Indicator b.** *Select and use pertinent before, during, and after strategies to construct meaning when viewing.*
- CC 4.3 **Indicator j.** *Make individual contributions to class discussion by expressing ideas, opinions, and feelings and interact with other to share ideas and opinions.*

Required Materials:

- Timeline Cards (Appendix 4)
- Essential Question: “Who is Jesus to Me?”
- “What We Know about Jesus” Chart from Lesson 1
- Chart paper to create “Timeline of Jesus’ Life”
- Timeline of Jesus’ Life Handout for each student (attached PDF)
- Carefully chosen video of Jesus’ life to view together as a class (Appendix 3)

Lesson:

I DO:

- a. Choose ten students and hand each one of the Timeline cards (Appendix 4)
- b. Explain that the cards they hold represent the events of a person’s life. Their job is to read their card, hold it in front of them, and *silently* put the events in the correct order. The remaining students are to *silently* watch and check to see if they are in the correct order, and offer any corrections.
- c. Explain to students that they just created a timeline, which is a visual representation of the events of a person’s life, in the order that they happened. In this case, it represented the events of a person’s life.
- d. Have students Think-Pair-Share the events of their own timelines.
- e. Refer students to the Essential Question for this unit, and explain that if we are to create our own representation of Jesus, we first must have a good idea of the events of his life.

WE DO:

- f. Refer students to the “Timeline of Jesus’ Life” on chart paper and explain that today, as a class, they are going to create a detailed timeline of the events of Jesus’ life.
- g. Using the “What We Know about Jesus” Chart from Lesson 1, model thinking aloud and putting a few events on the timeline in the order in which they think they occurred.

- h. Have the students Think-Pair-Share to discuss where they might put additional events on the timeline.
- i. Discuss as a class, and add to the timeline chart.
- j. Provide each student with a timeline handout (attached PDF) and have them copy the events in pencil, suggesting that they may need to be moved around or changed.

YOU DO:

- k. Introduce the video you will be watching to the students (Appendix 3). Explain that the purpose of viewing this video is to get a full understanding of the events of Jesus' life and in what order they occurred.
- l. As you are viewing the video, pause throughout and have the students Think-Pair-Share to confirm events and order of events on their timeline and to add additional events.

CLOSING:

- m. At the end of the movie, bring students' attention back to the class timeline chart. Add/remove/revise events to the chart as needed.
- n. Refer students back to the essential question (Who is Jesus to Me?) and have them think-pair-share any connections or insights on their own life experiences they might have thought of while viewing the video.

Lesson 5 – Reading Biography as a Story:

Jesus' Early Life

Outcomes:

CR 4.1

Indicator b. *View, listen to, and read a variety of texts and show comprehension.*

CC 4.3

Indicator j. *Make individual contributions to class discussion by expressing ideas, opinions, and feelings and interact with other to share ideas and opinions.*

Required Materials:

- Expository non-fiction read aloud text (All About Book)
- Biographical read aloud about another historical figure that makes explicit reference to the time and place; a good source is the “Who Was?” Series
- **Who is Jesus to Me? Project Organizer** (attached PDF) – Handout for each student
- Project Organizer copied onto chart paper
- **Large collection of biographical texts on Jesus audio/visual and text**

NOTE: For this lesson, and throughout the unit, you will need a variety of texts (written, audio and visual) or excerpts from biographical texts about Jesus. *It is imperative that you have a variety of levels of texts that are appropriate for the readers in your classroom.* There are some suggestions in Appendix 3 or ask your school librarian for assistance. If necessary, you may need to create your own texts so all kids can have access to examples.

Lesson:

I DO:

- a. Explain to students that you are going to read them parts of two texts. Both of these texts are similar because they are non-fiction informational texts, but there are also differences that you want them to try to identify.
- b. Show students the first expository read aloud text and preview the title, cover page and pictures. Read aloud a short excerpt of a text for the students.
- c. Next, preview the narrative non-fiction biography text. Read aloud a short excerpt of a text for the students.
- d. Have the students Think-Pair-Share and discuss with a partner what differences they notice in how the two non-fiction texts sound and are written.
- e. Explain to students that biographies are non-fiction texts because they share factual information about a person. However, they are often different than other non-fiction texts because they can be written like a story. The subject of the biography is like a main character in a story book.

- f. Display the project organizer chart (PDF) and provide each student with an organizer handout.
- g. Explain to students that while they are reading stories of Jesus, this organizer is meant to help them focus their thinking on what they are reading/watching/listening for to complete their projects.
- h. Bring students' attention to the "Early Life" portion of the organizer and the sub-topics listed (birth, family, childhood). Model using your prior knowledge and jotting down in bullets the facts that you already know.
NOTE: Time & Place will be addressed in the next lesson.
- i. Explain to students that biographies are often written in chronological order, and as a result, the information on the early life is often located at the beginning of the text.
- j. Model thinking aloud as you use the features of the text (headings, table of contents, pictures, etc.) to locate this early life information in your read aloud biographical text.

WE DO:

- k. Model reading aloud the early life portion of your read aloud text. Then, thinking aloud about your subject, model determining which key information to jot down and what details to leave out. Model jotting down in bullets on the chart.
- l. Continue to read aloud, this time ask students to Think-Pair-Share which information about your subject's early life feels important, and which details to leave out.

YOU DO:

- m. Have the students Think-Pair-Share prior knowledge they already have about Jesus' early life and jot this down on their organizer.
- n. Next, have students proceed to their own biographical texts (visual, audio, written) on Jesus. They will locate information on Jesus' early life and jot down any information they determine to be important.

NOTE: You will need to decide how you would like to set up the independent reading/viewing/listening experiences for your students dependent on the amount of texts, the level of texts and the type of texts. You might choose for students to read/view/listen to one text. You might choose to have centers set up that students rotate through. You might assign or have students choose their texts. Be very aware to ensure students are reading texts they can access (at an appropriate level).

CLOSING:

- o. Bring students back together and have them Think-Pair-Share with a partner the information they located and added on to their own organizers.

Lesson 6 – Time & Place

Outcomes:

CR 4.1

Indicator b. *View, listen to, and read a variety of texts and show comprehension.*

CC 4.3

Indicator j. *Make individual contributions to class discussion by expressing ideas, opinions, and feelings and interact with other to share ideas and opinions.*

Required Materials:

- Video from a different time and place in history

Examples:

[Segregation in the United States](https://www.youtube.com/watch?v=c-7eNRB2_0Q) – https://www.youtube.com/watch?v=c-7eNRB2_0Q

[Street Life in London in the 19th Century](https://www.youtube.com/watch?v=KINzeoyAokE) -

<https://www.youtube.com/watch?v=KINzeoyAokE>

[Children of the Great Depression](https://www.youtube.com/watch?v=WtUjpUW09qc) - <https://www.youtube.com/watch?v=WtUjpUW09qc>

- **Who is Jesus to Me? Project Organizer (attached PDF)** – handout for each student
- Project Organizer copied onto chart paper
- **Large collection of biographical texts on Jesus**

Lesson:

I DO:

- a. Before the lesson begins, choose a video of another time and place in history to share with the students.
- b. After viewing the video, ask the students to close their eyes and imagine they are living in a different time. Describe for the students what this time would look like and what their lives would be like.
- c. Ask students to Think-Pair-Share details of the time are different than our own.
- d. Explain to students that when reading/viewing/listening to biographies, we not only learn a lot about the person we are studying, but we also need to pay attention to the time and the place this person lived. This helps us to understand how it was a different life than our own as well as the person we are studying.
- e. Explain to students that when reading/viewing/listening to biographies, we can ask ourselves questions to focus us. You may choose to jot these questions down for the students:
 - What kind of rules were there?
 - Who was in charge?
 - What was everyday life like?
 - How was life different than it is now?

WE DO:

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- f. Model finding information on time and place in your read aloud text.
- g. Model reading aloud excerpts that details time and place. While thinking aloud, model determining which information has had an impact on the subject's life and actions. Model jotting down in bullets on the early life section of the chart.
- h. Continue to read aloud, this time ask students to Think-Pair-Share which information about the time and place feels important, and which details to leave out.

YOU DO:

- i. Have the students Think-Pair-Share prior knowledge they already have about the time and place Jesus lived and jot them down on their individual charts.
- j. Next, have students proceed to their own biographical texts (visual, audio, written) on Jesus and read the stories about the time and place and jot down any information they determine to be important.

NOTE: You will need to decide how you would like to set up the independent reading/viewing/listening experiences for your students dependent on the amount of texts, the level of texts and the type of texts. You might choose for students to read/view/listen to one text. You might choose to have centers set up that students rotate through. You might assign or have students choose their texts. Be very aware to ensure students are reading texts they can access (at an appropriate level).

- k. As students are working independently, individually confer to support and coach as necessary.

CLOSING:

- l. Bring students back together and have them Think-Pair-Share with a partner the information they located and added on to their own organizers.

Lesson 7 – Character Traits Beliefs

Outcomes:

- CR 4.1 **Indicator b.** *View, listen to, and read a variety of texts and show comprehension.*
Indicator i. *Support opinions and conclusions about what is read.*
- CR 4.4 **Indicator d.** *Read and summarize narrative texts and identify characters' traits.*
- CC 4.3 **Indicator j.** *Make individual contributions to class discussion by expressing ideas, opinions, and feelings and interact with other to share ideas and opinions.*

Required Materials:

- Pictures of famous or well-known individuals the students will recognize
- Who is Jesus to Me? Project Organizer (attached PDF) – handout for each student
- Project Organizer Class Chart
- Large collection of biographical texts on Jesus
- Chosen Scripture that illustrates Jesus' beliefs:
 - Matthew 23 – Jesus criticizes the teachers and the Pharisees.
 - Matthew 5-7 – The Sermon on the Mount
 - John 5:17-47
 - Luke 11:1-13
- Resource for Jesus' Character Traits:
<http://seekthisjesus.com/60-character-traits-of-christ/>

Lesson:

I DO:

- a. Display an image of a well-known individual for students and ask them to call out words that come to mind when they see that individual.
- b. Explain the difference between descriptors (athlete, hockey player) and character traits (athletic, dedicated, determined, etc.).
- c. Push students to dig for descriptive traits (example: accepting instead of nice) that are specific to that individual.
- d. As students call out character traits, ask them to support their thinking with examples or reasons.
- e. Explain to students that just as we try to understand our characters in stories, we can look at different aspects of their lives to get to know them better. Refer students to the mid-life section of the organizer and explain that we can pay attention to their beliefs, their words, and their actions to infer what kind of person they were.

- f. Explain to students that today you will examine Jesus' beliefs. First, have the students Think-Pair-Share their prior knowledge about Jesus' beliefs.
- g. Explain to students that by examining Jesus' beliefs (keeping in mind the time and place of his life) we learn not only about what he believed, but also about what kind of person he was (character traits).
- h. Explain to students that learning about what Jesus believed and then asking ourselves "What does this tell me about what kind of person he was?" will help us to understand him more.
- i. Choose a piece of scripture to share (read, listen to, and view) with the students that highlights Jesus' beliefs. Model reading aloud, pausing to think aloud, and asking: "What did Jesus believe?" And what does this tell me about his character?"
- j. Add character traits AND a support to your class chart in the mid-life column. For example: Pure/Loyal- Believes in only one God, Obedient – Submits to God's will.

WE DO:

- k. Continue to read/listen/view, pausing to have students Think-Pair-Share with a partner what it is that Jesus believes, and what this says about his character.
- l. Have students jot on their own charts Jesus' character traits and elements to support.

CLOSING:

- m. Have partnerships group together with another partnership to share ideas of Jesus' beliefs and what this says about his character.
- n. Have students add ideas onto their own charts.

Lesson 8 – Character Traits Words & Actions

Outcomes:

- CR 4.1 **Indicator b.** *View, listen to, and read a variety of texts and show comprehension.*
Indicator i. *Support opinions and conclusions about what is read.*
- CR 4.4 **Indicator d.** *Read and summarize narrative texts and identify characters' traits.*
- CC 4.3 **Indicator j.** *Make individual contributions to class discussion by expressing ideas, opinions, and feelings and interact with other to share ideas and opinions.*

Required Materials:

- Words and Actions Role Playing Cards (Appendix 5)
- Biographical Read Aloud – Choose an excerpt that displays character traits through a person's words or actions
- **Who is Jesus to Me? Project Organizer (attached PDF)** – handout for each student
- Project Organizer Class Chart
- **Large collection of biographical texts on Jesus (Appendix 3)**
- Character Traits/Support Sections of the Culminating Task Rubric

Lesson:

I DO:

- a. Have students number themselves: Partner 1 and Partner 2. Begin the lesson by giving each partnership a Words & Actions Role Playing handout (Appendix 5).
- b. Ask students to read their portion of scenario number one and act out the first reaction. Explain to students that how a person chooses to act or what they choose to say can shine a light on what type of person they are.
- c. Ask the students to repeat their role play situation and then Think-Pair-Share with their partner what that action reveals about what type of person the older sibling might be.
- d. Ask them to role play the second scenario and compare. Discuss as a class.
- e. Repeat for the second scenario, having the partners switch roles.

WE DO:

- f. Model locating words and actions information in your read aloud. As you read an excerpt, ask the students to pay special attention to the words and actions of the subject and what they reveal about the type of person they might be.
- g. As you read aloud, model your thinking by noticing the actions or words and then inferring what information that gives you about the character.
- h. Model jotting down in the mid-life section of your organizer (character trait and information that supports your inference). For example: Brave – Did not back down to police

YOU DO:

- i. Have the students Think-Pair-Share prior knowledge they have about the choices Jesus made in his words and actions and jot any character traits down on their chart.
- j. Next, have students proceed to their own biographical texts (visual, audio, written) on Jesus and read/view/listen to the stories about his words and actions. Instruct them to jot down any character traits they discover based on his words and his actions.
- k. Remind students to always support their thinking with reasons and evidence.

NOTE: You will need to decide how you would like to set up the independent reading/viewing/listening experiences for your students dependent on the amount of texts, the level of texts and the type of texts. You might choose for students to read/view/listen to one text. You might choose to have centers set up that students rotate through. You might choose to assign or have students choose their texts. Be very aware to ensure students are reading texts they can access (at an appropriate level).

- l. As students are working independently, individually confer to support and coach.

CLOSING:

- m. Bring students back together and have them Think-Pair-Share with a partner the information they located and have them add on to their own organizers.
- n. Refer students to the “Character Traits” and “Support” portions of the rubric. Have students place themselves on the rubric referring to the Mid-Life section of their organizer.
- o. Have students Think-Pair-Share on what they might need to add or revise, reminding them that the target is a Level 3.

	1 <i>Little Evidence</i>	2 <i>Partial Evidence</i>	3 <i>Sufficient Evidence</i>	4 <i>Extensive Evidence</i>
CR 4.4 - I can read fiction and non-fiction for different purposes.				
CHARACTER TRAITS	I can identify at least one character trait, with help.	I can identify a few character traits.	I can identify several character traits.	I can explain connections between a character's various traits.
SUPPORT	I can support my thinking with an example, with help.	I can support my thinking with an example.	I can support my thinking with examples, details and reasons.	I can support my thinking with insightful evidence.

Lesson 9 – Preparing for a Guest Speaker Relationships, Challenges & Death

Outcomes:

- CR 4.1 **Indicator b.** *View, listen to, and read a variety of texts and show comprehension.*
Indicator i. *Support opinions and conclusions about what is read.*
- CR 4.4 **Indicator d.** *Read and summarize narrative texts and identify characters' traits.*
- CC 4.3 **Indicator j.** *Make individual contributions to class discussion by expressing ideas, opinions, and feelings and interact with other to share ideas and opinions.*

Required Materials:

- Biographical Read Aloud – Excerpts on Relationships, Challenges & Death
- **Who is Jesus to Me? Project Organizer (attached PDF)** – handout for each student
- Project Organizer Class Chart
- Chart Paper to list questions for guest speaker

NOTE: This lesson is intended to have students prepare for a guest speaker. The guest speaker should attend *after* you have completed this lesson. A guest speaker provides students with the opportunity to gather information from a different source: a knowledgeable individual. You may choose to invite your local parish priest, a knowledgeable religion teacher, or another appropriate source into your classroom. As an alternative, you might take the students on a field trip, or set up a Skype or FaceTime meeting with a guest. You will want to prepare your students ahead of time for why the guest is coming, what questions they might want to ask and what information they should gather from this source. You will also want to inform your guest of the project and the intention of their visit. If arrangements cannot be made to have a guest speaker, you might choose to repeat Lesson 8 and have the students find information in texts.

Lessons:

- a. Remind students that in the previous lessons, you have been working to infer Jesus' character traits by examining his choices on what He believed, how He acted and what He said.
- b. Explain to students that a guest speaker will be visiting your class and that they can use the guest's knowledge to ask questions and get more details on this aspect of Jesus' life.
- c. Have students look at their project organizer and Think-Pair-Share:
 - Where do I need more information?
 - What kinds of questions might I need to ask?
- d. Gather and jot down a list of questions for students to ask the guest speaker.

RELATIONSHIPS:

- e. Refer students to the final column of their organizer: relationships, challenges and death.
- f. Explain to students that just as we make choices as to what we believe in and how we act, we also make choices about what relationships we are in.

- g. Ask students to think about positive friendships and Think-Pair-Share with a partner how that person impacts your life – not a name, just the impact.
- h. Next, Think-Pair-Share a negative relationship. What impact did that have?
- i. Read aloud an excerpt from your biographical read aloud and ask the students to pay special attention to the relationships of the subject. What do they reveal about the type of person they are?
- j. As you read, model your thinking aloud by noticing the impact of a positive or negative relationship and then inferring what information that gives you about the character.
- k. Model jotting down in the “later life” section of your organizer – the character trait and information that supports your inference.
- l. Explain that we can learn a lot about Jesus by who he chose to have in his life and how he dealt with both positive and negative people.
- m. Have the students Think-Pair-Share what they know about Jesus’ relationships and brainstorm possible questions to ask the guest speaker that will help them understand Jesus more.

CHALLENGES:

- n. Share aloud a challenge someone in your life encountered and how they chose to deal with it. Describe to students that challenges provide us with choices; we can choose how we react and that reaction reveals a lot about who we are.
- o. Have the students Think-Pair-Share a challenge in their life. How did they deal with it? Have their partner share character traits that might describe their partner from the choices they made.
- p. Read aloud an excerpt from your biographical read aloud, and ask the students to pay special attention to a challenge faced by the subject, how they chose to deal with it, and what that might reveal about what type of person they are.
- q. As you read aloud, model stopping and thinking aloud by noticing the challenge and reaction and then inferring what information that gives you about the character.
- r. Model jotting down in the “Later Life” section of your organizer – the character trait and information that supports your inference.
- s. Have the students Think-Pair-Share what they know about the challenges Jesus faced, especially at the end of his life, and brainstorm possible questions to ask the guest speaker that will help them understand Jesus more.

DEATH:

- t. Explain to the students that the story of Jesus' death is an often told story. For the purposes of this project, they are going to look at it from the angle of examining his choices and actions and once again trying to infer what it tells us about who He was.
- u. Have the students Think-Pair-Share what they know about the challenges Jesus faced, especially at the end of his life, and brainstorm possible questions to ask the guest speaker that will help them understand Jesus more.

CLOSING:

- v. You will want to model for students 'thick and thin' questions, respectful audience behaviour, as well as how to build on to what someone said by asking a question and getting more information. You might choose to have question stems posted, such as:
 - o "You said ... that makes me wonder ..."
 - o "Could you tell us more about ...?"
 - o "Why did ...?"
 - o "I'm starting to think that ... would you agree?"
- w. By the end of this lesson, each student should be well aware of what information they want to gain from the guest speaker and have a number of questions they are prepared to ask. Ensure students know where to jot down information they learn from the guest speaker and what they want to jot down – character traits and support.

Lesson 10 – Guest Speaker

Outcomes:

- CR 4.3 **Indicator e.** Ask thoughtful questions that probe deeper thought and respond to questions with elaboration.
Indicator f. Summarize and paraphrase major ideas and supporting evidence presented in spoken messages and formal presentations.
- CC 4.3 **Indicator j.** Make individual contributions to class discussion by expressing ideas, opinions, and feelings and interact with other to share ideas and opinions.

Required Materials:

- Who is Jesus to Me? Project Organizer (attached PDF) – handout for each student
- Chart Paper with questions for guest speaker
- Character Traits/Support Section of the Culminating Task Rubric

Lesson:

- a. Introduce guest speaker and remind students of the purpose of the visit: to gather information on what type of person Jesus was by examining his later life, in particular his relationships, the challenges he faced, and his death.
- b. Refer students to relationship questions they brainstormed yesterday and ask a student to begin with a question.
- c. Ensure the students are able to gather information on all three topics.
- d. Encourage students to build on to what the guest speaker shares to clarify their understanding.
- e. Once the guest speaker has completed their presentation and all questions have been asked, have students Think-Pair-Share about each topic: What did we learn about Jesus? What does this say about what type of person he was? What could I add to my organizer?
- f. Provide students with ample time to jot information into their organizer.
- g. As students are working, individually confer to support and coach as necessary.

CLOSING:

- h. Refer students to the “Character Traits” and “Support” portions of the rubric. Have students place themselves on the rubric referring to the “Later Life” portion of their organizer.
- i. Have students Think-Pair-Share how what they might need to add or revise, reminding them that the target is a Level 3.

	1 <i>Little Evidence</i>	2 <i>Partial Evidence</i>	3 <i>Sufficient Evidence</i>	4 <i>Extensive Evidence</i>
CR 4.4 - I can read fiction and non-fiction for different purposes.				
CHARACTER TRAITS	I can identify at least one character trait, with help.	I can identify a few character traits.	I can identify several character traits.	I can explain connections between a character's various traits.
SUPPORT	I can support my thinking with an example, with help.	I can support my thinking with an example.	I can support my thinking with examples, details and reasons.	I can support my thinking with insightful evidence.

Lesson 11 – Connecting to My Own Life

Outcomes:

CR 4.1

Indicator c. *Connect the insights of an individual in texts to personal experiences.*

Indicator i. *Support opinions and conclusions about what is read.*

Required Materials:

- Who is Jesus to Me? Project Organizer (attached PDF) – handout for each student
- Project Organizer Class Chart
- Character Traits/Support Sections of the Culminating Task Rubric

Lesson:

I DO:

- a. Explain to students that as they complete their study of Jesus, it is not enough just to stop with looking at his life and his actions. We need to examine all that we have learned and ask ourselves:
 - “What have I learned from Jesus?”
 - “How can I connect Jesus to my life?”
 - “Who is Jesus to Me?”
- b. Using the completed Project Organizer Chart, read each question prompt aloud and think aloud your answers. Jot down thoughts and connections in the “Connection” column of your organizer. Be sure to refer to the information you gathered in the previous columns.

WE DO:

- c. Read each question prompt aloud and ask students to Think-Pair-Share their thoughts on each.
- d. Emphasize to students that this portion of the project is intended to be unique to each individual and they will want to think carefully about their own life and connections. Each completed project in the gallery should be unique.

YOU DO:

- e. Send students off to individually complete the “Connections” column of their organizer.
- f. Individually confer with students to support and coach as necessary.

CLOSING:

- g. Bring students back together and ask a few students to volunteer to share their connections.
- j. Refer students to the “Connection” and “Support” portions of the rubric. Have students place themselves on the rubric.

- k. Have students Think-Pair-Share how what they might need to add or revise, reminding them that the target is a Level 3.

CR 4.1 – I can comprehend and respond to a variety of texts and support my thinking with evidence from the text and my own experiences.				
CONNECTION	I can identify connections between individuals in texts and my own personal experiences, with help.	I can identify at least one connection between individuals in texts and my own personal experiences.	I can identify connections between individuals in texts and my own personal experiences.	I can explain connections between individuals in texts, and my own personal experiences.
SUPPORT	I can support my thinking with an example, with help.	I can support my thinking with an example.	I can support my thinking with examples, details and reasons.	I can support my thinking with insightful evidence.

Lesson 12 – Choosing a Form

Outcomes:

CC 4.2

Indicator d. Organize information and ideas in visual and multimedia texts that are clear, meaningful, logical and illustrative of the topic.

Indicator f. Use visual aids (e.g., pictograms, graphs, charts tables, diagrams, maps, illustrations, movement) to enhance spoken or written products.

Indicator g. Experiment with different ways of representing ideas and sharing them with others (e.g. drama, mime, tableau, dance, music, models, painting).

Required Materials:

- Who is Jesus to Me? Project Organizer (attached PDF) – handout for each student
- Project Organizer Class Chart
- Culminating Task Description and Rubric
- Sample Culminating Task
- Form portion of the Culminating Task Rubric

Lesson:

I DO:

- a. Remind students of the culminating task. What is the task? What is the topic? What is the purpose? Who is the audience?
- b. Explain to students that today, they will begin to think about the form they might choose for their final product.
- c. Remind students that just as each person has unique connections to Jesus, so will each of their products be unique.
- d. Review with students the rubric and the required criteria for the task. Remind them that as they are considering what form they might like to choose, it must meet all of the criteria.
- e. You might choose to display the sample culminating task once again for the students - discussing the form chosen and whether or not it is appropriate for the purpose and the audience.

WE DO:

- f. Make a class list of possible forms that would fit the topic, purpose and audience.
- g. Have the students Think-Pair-Share their top few choices with a partner and discuss whether or not they would meet the criteria. What types of technology/materials might they might use and where might they be located?

YOU DO:

- h. Send students off with their organizers to make a final decision on the form of their project and to begin making plans.

- i. Individually confer with each student to discuss and confirm their choice of form.

CLOSING:

- j. Ask a few students to share their chosen form.
- k. Have the students Think-Pair-Share with a partner to discuss what they will need to organize and what materials they will need to complete the project.
- l. Refer students to the “Form” portion of the Culminating Task Rubric. Think-Pair-Share with a partner where they might place themselves and what they will need to include to meet a Level 3.

CC 4.2 - I can create different representations with clear ideas. They contain information that is connected to the topic and the purpose.				
FORM	I can choose a form of representing, with help.	I can chose a form of representing.	I can choose an appropriate form of representing for the purpose and audience.	I can choose an original form for the purpose and audience.

Optional Lessons:

At this point in the unit, you will have a good idea of which lessons you will need to reteach to the whole class, or which students might benefit from being retaught certain skills in small groups.

In addition, because each class/student is unique, it is difficult to anticipate some of the lessons you may choose to include in this unit. Depending on your class, and what you have already studied as writers, you may choose to add some of the following lessons:

- Word Choice
- Sentence Structure
- Organization:
 - Beginning, Middle, End
 - Leads and Conclusions
- Editing: Capitalization, Spelling, Punctuation
- Oral Presentation: Expression, Phrasing, Pitch, Modulation
- Revision Strategies

Lesson 13 – Work Plan & Publishing

Note: Now has come the time for the students to work independently to complete their tasks. You will want to set a presentation date, confirm the audience members, as well as determine how many work periods students will have to complete this task. You will also need to provide students with access to technology and materials they will each need to complete their project.

Outcomes:

CC 4.1 *Compose and create a range of visual, multimedia, oral and written texts that explore identity through personal experiences and inquiry.*

Required Materials:

- “My Work-Plan” Handout for each student (Appendix 6)

Lesson:

- a. Confirm with students the date of the Gallery Presentation and how many work periods will be available for them to complete their task. You will also want to share the dates they will have access to computers (if required).
- b. Refer students to the prepared chart “My Work Plan” and explain that each one of them will be responsible for ensuring: 1) their representation contains all the required criteria, 2) they have enough time to complete each element and 3) they have all of the materials they need to complete their representation.
- c. Have students Think-Pair-Share with someone beside them:
 - Am I clear on who my audience is and what the task is asking?
 - What areas do I think will need the most work?
 - What areas am I confused/not sure about?
 - Where do I need help? Who can I ask for help?
- d. Before sending students off to work for the remaining lessons, use this chart to begin each day’s class and focus the students for that day. Have students reflect on what they have completed, what they are going to work on next, how they are doing in regards to time, and to problem solve/offer support wherever necessary.
- e. While students continue to work independently to complete their texts, you will want to continue to work with individuals and small groups, re-teaching and supporting where necessary. You might also re-teach a whole class lesson, if there is a need.

Lesson 14 – Answering Questions

Outcomes:

CR 4.3 Indicator e. *Respond to questions with elaboration.*

Required Materials:

- Listening Section of the Rubric
- Sample Culminating Task
- Prepared Chart, “How to Create a Conversation ...”
- Student Representations

Lesson:

I DO:

- a. Give students a topic that you know will engage them, and ask them to try to talk for as long as possible about that topic.
- b. Discuss as a class what made for a successful conversation: one person doing all of the talking? Or both people talking back and forth? When were they really listening? And when did they get distracted?
- c. Discuss with students how you will set up the Gallery for presentation day.
- d. Explain to students that because each representation is so different and unique, the audience members will be encouraged to ask questions about their chosen form and the information they have included. They will need to be able to answer those questions and engage in a conversation.
- e. Using the Sample Task as an example, have students pretend they are an audience viewing it for the first time and ask you questions.
- f. You might need to provide question prompts such as:
 - “Why did you ...?”
 - “Can you tell me more about...?”
 - “What did you learn about ...?”
 - “How did you ...?”
- g. As students ask questions, first model answering with very quick answers. Next, model responding with long, drawn out, boring explanations. Finally, respond in a way that engages the students in a conversation.

WE DO:

- f. Have the students Think-Pair-Share with a partner what they noticed about the different ways you answered questions.
- g. Introduce chart: “How to Create a Conversation...”

h. Ask students to think-pair-share and brainstorm ideas of how to create a conversation with their guests at the Gallery Presentation.

Suggestions:

- Make eye contact
- Listen to their questions
- Answer with detail and explanation – not too much or too little
- Ask questions back
- Build on to what they say
- Be polite and respectful
- Ask for their feedback

YOU DO:

- i. Have students partner up with one partner pretending to be a guest and asking questions of the other partner about their representation. Have students practice creating conversations about their representation and their choices.
- j. As students are practicing, confer with partnerships to support and coach as necessary.

CLOSING:

- k. Refer students to the “Listening” portion of the rubric. Have students place themselves on the rubric.
- l. Have students think-pair-share how what they might need to focus on, reminding them that the target is a Level 3.

CR 4.3 Listening				
QUESTIONS	I answer questions, with help.	I answer questions accurately.	I answer questions accurately and with appropriate explanation.	I answer questions accurately and with detailed explanation.

Lesson 15 – Presentation Day & Self -Assessment

Outcomes:

AR 4.1

Reflect on and assess own representing experiences, the selected strategies employed, and explore possible ways to improve.

Required Materials:

- * Students' Completed Representations
- * Copy of the Culminating Task Rubric for Each Student
- * Self-Assessment for Each Student (Appendix 7)
- * Essential Questions from Beginning of Unit: **Who is Jesus to Me?**

Notes on Presentation:

You will want to decide how you want your audience to “assess” the presentations. Will you have them use a rubric? As a class, will you generate a list of criteria for them to use? Do you want them to only give comments? Will the comments be written or verbal?

Lesson:

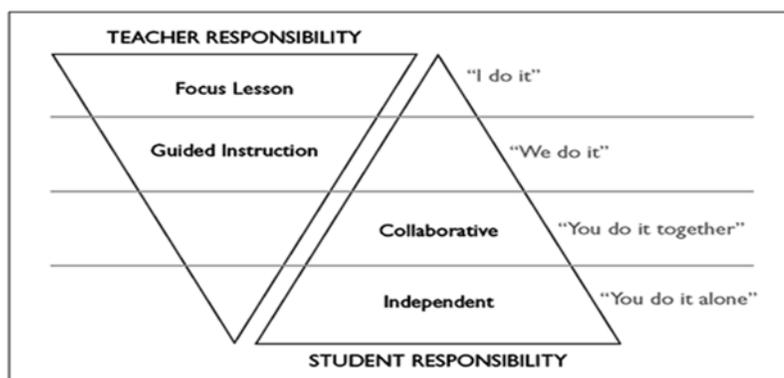
- a. Celebrate with students as they have completed their representations!
- b. Give each student an individual copy of the Self-Assessment. (Appendix 7)
- c. Have students reflect on their work/completed task and assess themselves on each element of the rubric. Have students give reasons for why they would place themselves where they did.
- d. You may choose to have students use one colour to highlight their assessment of themselves on the rubric, and use another colour on the same rubric when you assess the presentations so they can later reflect again.
- e. You may choose to have additional reflection questions for students to complete, such as:
 - What is one thing you feel very proud of? Why?
 - What is one area you feel was difficult /challenging for you? Why?
 - Can you suggest any changes/additions to this task for future use?
 - If you did this project again, would you choose the same form? Why or why not?
 - **What aspects of what you learned about Jesus will you carry with you?**
 - Reflect on your thoughts about the questions we started with: **“Who is Jesus to Me?”**

Appendix 1

The Gradual Release of Responsibility Model

The lessons in this unit follow a gradual release of responsibility instructional model, as discussed by Doug Fisher and Nancy Frey (2008). The lessons begin with the teacher explicitly teaching and modelling (“I do”), then responsibility is slowly handed over to the students. This begins in a guided setting with the teacher (“We do”), then collaboratively with their peers (“You do together”) until the students are ready to work independently (“You do alone”).

Fisher & Frey’s Gradual Release of Responsibility Model (2008)



The hope is that this unit is also set out in such a way that at the beginning, students are given plenty of support and explicit teaching. The teacher slowly provides scaffolds and models until students are eventually able to take ownership with the culminating task.

Teacher /Student Roles & Responsibilities

(Adapted from Ellen Levy 2007 – www.sjboces.org)

	Teacher might be ...	STUDENT might be ...
“I Do It” <i>Direct Instruction</i>	<ul style="list-style-type: none"> - Providing direct instruction - Establishing goals & purpose - Explicit Modeling - Thinking Aloud 	<ul style="list-style-type: none"> - Actively listening - Asking for clarification
“We Do It” <i>Guided Instruction</i>	<ul style="list-style-type: none"> - Interactive Instruction - Working with students - Checks, prompts, cues - Providing additional modeling - Meeting with small groups 	<ul style="list-style-type: none"> - Asking and responding to questions - Working with classmates and teacher - Completes process alongside others
“You Do it Together” <i>Collaborative Learning</i>	<ul style="list-style-type: none"> - Moving among groups - Meeting with small groups - Clarifying confusion - Providing support 	<ul style="list-style-type: none"> - Working with classmates - Collaborating on authentic task - Consolidating learning - Working in a small group or partnership - Looking to peers for clarification
“You Do it Alone” <i>Independent Practice</i>	<ul style="list-style-type: none"> - Providing feedback - Evaluating - Determining level of understanding 	<ul style="list-style-type: none"> - Working alone - Relying on notes, activities, classroom learning to complete task/assignment - Takes full responsibility for outcome

For more information see: Fisher, D. & Frey, N., (2008). *Better learning through structured teaching*. Alexandria, VA: ASCD.

“Revealing Christ in All We Teach”

Appendix 2

Strategy – “Think-Pair-Share”

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

What is it?

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

How does it work?

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

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

Things to consider:

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

Make sure students are aware if they will be called on to share publicly or just with their partner. Your classroom culture must allow for safe sharing of information.

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

Appendix 3

Text Suggestions

Scripture	Trade Books
Luke 1:80 The Boy Jesus at the Temple: Luke 2:40-52 Luke 2:49 John 2:16, 6:42, 7:15 Mark 6:3 Matthew 13:54-58	<i>Who Was Jesus?</i> - Ellen Morgan <i>Jesus</i> - Grun Anselm <i>The Jesus Storybook Bible: Every Story Whispers His Name</i> - Sally Lloyd-Jones <i>The Story of Kin Jesus</i> - Ben Irwin <i>Jesus</i> - Demi <i>Light of the World: The Life of Jesus for Children</i> - Katherine Paterson and Francois Roca
Online Resources:	<i>Get to Know Jesus</i> - Nancy Sanders <i>Who is Jesus? What Did He Do? Why Do People Remember Him?</i> - Sara M. Hall & Lisa Berkshire
<ul style="list-style-type: none"> • "Nazareth Village" https://www.youtube.com/watch?v=WKk-pMQn6bU • "The Life of Jesus Christ – Animated Movie" – https://www.youtube.com/watch?v=O5KETYJJnIE • "The Story of Jesus for Children," https://www.youtube.com/watch?v=szvyf1ciXs0 • "Who Was Jesus?" from http://www.everystudent.com/wires/whowas.html 	<i>The Story of Jesus</i> - Andrea Skevington & Angelo Ruta <i>The Life of Jesus</i> - Sally Grindley & Chris Molan <i>Tell Me the Story of Jesus</i> - Gilbert Beers <i>I Want to Know About Jesus</i> - Rick Osborne <i>Read and Learn: The Life of Jesus</i> - Eva Moore <i>All About Jesus</i> - Blanc-Rera

Gets married.	Celebrates First Communion.
Goes to university.	Born.
Gets first job.	Has baby with spouse.
Learns how to ride a bike.	Dies.
Goes to pre-school.	Has first grandchild.

Words & Actions Role Play

Scenario #1	
<p>Partner 1: Younger Brother/Sister</p> <p>You have just borrowed your older brother/sisters' iPod, but when you went to take it to school, you accidentally dropped it and cracked the screen.</p>	<p>Partner 2: Older Brother/Sister</p> <p>You tell your brother/sister you know it was a mistake, but he/she needs to earn the money to pay for a new screen.</p> <p>OR</p> <p>You yell and scream at your brother/sister telling him how irresponsible he/she is. You tell him/her you will never let him/her borrow anything again, and he/she needs to do all your chores for a year for being so clumsy.</p>
Scenario #2	
<p>Partner 1: Teammate</p> <p>When the game ends you sulk the whole way to the dressing room. You share with your team how unfair the game was, and if the goalie wasn't playing so bad you definitely would have been the champions.</p> <p>OR</p> <p>As soon as the game ends you skate over to the goalie and give him/her a pat on the back. You tell him/her that you're all in this together as a team, and you all did the best you could. You skate together to the dressing room, proud that your team got this far.</p>	<p>Partner 2: Goalie</p> <p>You are the goalie for your hockey team who is playing in the finals of a big tournament. It's the third period and the game is tied. With only two minutes left in the game, you let in a goal and the other team wins the championship.</p>

Presentation Date:

Dates to Work in Class:

Questions to ask yourself:

- * Am I clear on who my audience is and what the task is asking of me?
- * What areas do I think will need the most work?
- * What areas am I confused/not sure about?
- * Where do I need help? Who can I ask for help?

Task:	What do I need to do?		When am I going to do this?	Completed 
Form Have I chosen an appropriate form of representing for the purpose and audience?		Materials:		
Representation of Jesus Have I gathered all the information I need? Have I included information for each? - Time & Place - Beliefs - Words & Actions - Relationships - Challenges				

Task:	What do I need to do?	When am I going to do this?	Completed 
<p>Connection</p> <p>Have I connected my life experiences to what I've learned about Jesus?</p>			
<p>Character Traits</p> <p>Have I identified several of Jesus' character traits?</p>			
<p>Support</p> <p>Have I supported my thinking with examples, details and reasons?</p>			
<p>Questions</p> <p>Have I practiced answering questions accurately and with appropriate explanation with a partner?</p>			

SELF – ASSESSMENT

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

Remember:

1 = Little Evidence, 2= Partial Evidence, 3= Sufficient Evidence, 4= Extensive Evidence

Outcome	Self-Assessment	Why?
Representation of Jesus		
CR 4.1 Connection to Own Life Experiences		
CR 4.4 Character Traits		
CR 4.4 Support		
CC 4.2 Form		

Outcome	Self-Assessment	Why?
CR 4.3 Questions		

After completing this unit, reflect on your thoughts about the questions we started with: Who is Jesus to Me?