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## Getting Ready to Read: Anticipation Guide

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### RELIGION -- Grade 7 or 8 (The Abraham & Sarah Story)

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What we already know determines to a great extent what we will pay attention to, perceive, learn, remember, and forget. (Woolfolk, 1998)

An *Anticipation Guide* is a series of questions or statements (usually 8 to 10) related to the topic or point of view of a particular reading, such as a religious text or Bible. Students work silently or in groups to read and then agree or disagree with each statement.

#### Purpose

- Help students to activate their prior religious knowledge and experience and think about the stories they will be reading in the Bible.
- Encourage students to make a personal connection with the Biblical stories so that they can integrate new knowledge with their background experience and prior knowledge.

#### Payoff

Students will:

- connect their personal knowledge and experience with a Biblical theme or story.
- have a purpose for reading the Bible.
- become familiar and comfortable with a topic before reading the Bible.
- recognize that belief is rooted in a relationship of trust that demands honesty.
- create, adapt, and evaluate new ideas in light of the common good CGE 3 (b).
- listen actively and critically to understand and learn in light of gospel values CGE 2 (a).

#### Tips and Resources

- An *Anticipation Guide* works best when students are required to read something that contains unfamiliar information. The idea of the guide is to raise students' awareness of related issues and help them make connections with what is familiar and unfamiliar about that text.
- In creating your *Anticipation Guide*, write open-ended statements that challenge students' beliefs.
- For ideas to help you craft the statements, see *Teacher Resource, Anticipation Guide – Sample Statements* based on the Abraham and Sarah Story.
- For a blank *Anticipation Guide* you can use for this activity, see *Student Resource, Anticipation Guide Template*.

*When Kids Can't Read, What Teachers Can Do*, pages 74-80.

#### Further Support

- Put students in pairs to complete the Anticipation Guide if they are having trouble making connections with the theme or Biblical story, or if they are having trouble with the language (e.g., English Language Learners).
- To provide an opportunity for struggling students to contribute in a more supportive situation, divide the class into small groups and ask them to tally and chart their responses before participating in a class discussion.
- Read statements aloud to support struggling readers.



**Getting Ready to Read: Anticipation Guide**

RELIGION -- Grade 7 or 8 (The Abraham & Sarah Story)

Notes

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Preview the Bible to find themes or specific stories (e.g., <u>The Abraham &amp; Sarah story</u>).</li> <li>Using <i>Student Resources, Anticipation Guide Template</i>, create a one-page Anticipation Guide with 8 or 10 general statements about the themes, each requiring the reader to agree or disagree; e.g., “It is always easy to put your faith in God.”</li> <li>Distribute copies of the Anticipation Guide to the students. Explain that this is not a test, but an opportunity for them to explore their own thoughts and opinions. They complete the guide first, individually, and then share their thoughts in a class discussion.</li> <li>To engage students in a class discussion, start with a simple hand-count of the number of students who agreed or disagreed with a particular statement. Then ask the students who disagreed to share their thinking, followed by those students who agreed with the statement.</li> <li>Record some of the key points made during the discussion, using a <i>T-chart</i> (Agree/Disagree) on the board or overhead.</li> </ul>	<ul style="list-style-type: none"> <li>Working individually or in groups, read each statement on the <i>Anticipation Guide</i> and check off responses.</li> <li>Contribute responses to the class discussion and explain their reasoning behind them.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Explain the theme of the particular Bible story and how it connects with the Anticipation Guide statements and discussion.</li> <li>Ask students to keep the Guide beside the Bible as they read, so that they can jot down verse numbers that correspond to the statements.</li> </ul>	<ul style="list-style-type: none"> <li>Read the assigned Bible passage and jot down verse numbers beside each agree/disagree statement.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Ask students to return to the statements and to make notes from what they have discovered in their Bible story that may confirm or change their opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Make notes that indicate a change of opinion about the statements.</li> </ul>



**Getting Ready to Read: Anticipation Guide – Sample Statements**

**The Abraham & Sarah Story**

- Circle 'Agree' or 'Disagree' beside each statement below before you read your Bible story.
- Following our class discussion of these statements, you will read Genesis 15,16,17,18,21,22 (The Abraham & Sarah Story), noting verse numbers that relate to each statement.
- When you have finished reading, consider the statements again based on any new ideas you may have read. Circle 'Agree' or 'Disagree' beside each statement and check to see whether your opinion has changed based on new evidence.

Before Reading	Statements	Verse #	After Reading
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Agree / Disagree	God's promises are always kept.		Agree / Disagree
Agree / Disagree	Covenants only existed in Biblical times and do not exist today.		Agree / Disagree
Agree / Disagree	God never endangers people's lives.		Agree / Disagree
Agree / Disagree	People never lose faith in God.		Agree / Disagree
Agree / Disagree	Trusting others is always easy to do.		Agree / Disagree
Agree / Disagree	We should always be willing to involve God in our lives.		Agree / Disagree
Agree / Disagree	Trust demands a constant willingness to accept others as they are.		Agree / Disagree
Agree / Disagree	Having faith means trusting in God.		Agree / Disagree



Student Resource

**Getting Ready to Read: Anticipation Guide - Template**

**RELIGION -- Grade 7 or 8**

- Circle 'Agree' or 'Disagree' beside each statement below before you read the Bible passage, \_\_\_\_\_.
- Following our class discussion of these statements, you will read \_\_\_\_\_ in the Bible, noting verse numbers that relate to each statement.
- When you have finished reading, consider the statements again based on any new ideas you may have read. Circle 'Agree' or 'Disagree' beside each statement and check to see whether your opinion has changed based on new evidence.

Before Reading	Statements	Verse #	After Reading
Agree / Disagree			Agree / Disagree
Agree / Disagree			Agree / Disagree
Agree / Disagree			Agree / Disagree
Agree / Disagree			Agree / Disagree
Agree / Disagree			Agree / Disagree
Agree / Disagree			Agree / Disagree
Agree / Disagree			Agree / Disagree
Agree / Disagree			Agree / Disagree

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**Getting Ready to Read: *Previewing a Bible***

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**RELIGION -- Grade 7 or 8 (suitable for other grade levels as well)**

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The Bible is not a history book. It was created to help people understand God and their relationship with God. The Bible talks about the ways in which God has related to people throughout history. Previewing a Bible can help students to identify Bible features and use them efficiently. The Bible can appear daunting, especially to struggling readers – scaffolding an understanding of its structure and features can increase student comfort.

**Purpose**

- Examine the layout and features of a Bible, and how to use it.

**Payoff**

Students will:

- become familiar with the layout of the Bible.
- use strategies for effectively previewing and locating themes or stories in the Bible, using the Table of Contents, maps, charts, and/or abbreviations.
- actively reflect on God’s Word as communicated through the Hebrew and Christian Scriptures CGE 1(c).
- Read, understand, and use written materials effectively CGE 2(b).

**Tips and Resources**

- Most Bibles use a variety of graphic and text features to organize the books of the Bible and provide additional information. These include the division into Old and New Testaments, chapters, verses, footnotes, illustrations, and maps.
- For more ideas, see *Teacher Resource, Suggested Prompts for a Bible-features Search*.

*The Word of God in Scripture: How to read and interpret the Bible* (Theology Commission, Canadian Conference of Catholic Bishops).

*The Bible for Dummies*.

**Further Support**

- *Suggested Prompts for a Text-Features Search, Think Literacy: Cross-Curricular Approaches, Grades 7-12, p. 10.*





**Getting Ready to Read: Previewing a Bible**

RELIGION -- Grade 7 or 8

Notes

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Select a Bible (NRSV preferred) for each student to use.</li> <li>• Create a Bible search handout. Use ten to twelve prompts to guide students to particular stories or specific verses in the Bible (e.g., Where is the Book of Daniel found?). See Teacher Resource, <i>Suggested Prompts for a Bible-Features Search</i>.</li> <li>• Read the prompts out loud, if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask clarifying questions about the prompts and the task.</li> <li>• Read the task prompts and note the features of the Bible that might be useful in completing the task.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Using <i>Think/Pair/Share</i> from <i>Think Literacy: Cross-Curricular Approaches, Grades 7-12</i>, pp. 152-154, ask students to work in pairs to complete the search within a specific time frame. Have each partner record their findings and then share their findings with another pair of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Using <i>Think/Pair/Share</i> strategy, students read and respond to the suggested prompts and record their findings.</li> <li>• Share and compare their findings, using “double” <i>Think/Pair/Share</i> with another pair.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Discuss which items were easy and which items were challenging to find.</li> <li>• Ask students to suggest which features of the Bible were very helpful and not very helpful, and which features should be added to the Bible to make it easier to navigate.</li> <li>• Ask students to create their own prompts for a Bible-features search and exchange it with another student to complete.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the easy and challenging prompts.</li> <li>• Identify the features of the Bible they used and explain how they helped or hindered their task.</li> <li>• Create a Bible-features search, exchange it with another student, and complete the one received.</li> <li>• Have students compare the features of the Bible to those of other texts that they use.</li> </ul>



**Getting Ready to Read: Previewing a Bible**

**RELIGION -- Grade 7 or 8**

1. Using the Table of Contents, locate and record the page where you would find the Book of Daniel.

\_\_\_\_\_

2. What does the abbreviation *Prov* signify? \_\_\_\_\_

3. The Book of Esther is found on page \_\_\_\_\_

4. Locate Psalm 33:5. Copy it in the space below.

5. What are the names of the first two Books of the Hebrew Scriptures?

\_\_\_\_\_

6. What is the last Book of the New Testament called?

\_\_\_\_\_

7. On what page does each of the Gospels begin?

\_\_\_\_\_

8. (a) What Book follows the Book of Romans?

\_\_\_\_\_

(b) What Book comes before it?

\_\_\_\_\_

9. What is the title of the story in Luke 2:1-7? \_\_\_\_\_

10. (a) How many books are found in the Hebrew Scriptures? \_\_\_\_\_

(b) How many are found in the Christian Scriptures? \_\_\_\_\_



**Getting Ready to Read: Previewing a Bible**

RELIGION -- Grade 7 or 8

**The Hebrew Scriptures (Old Testament)**

The Law	The Prophets	Writings	
Genesis Exodus Leviticus Numbers Deuteronomy	Joshua Judges I Samuel II Samuel I Kings II Kings Isaiah Jeremiah Ezekiel Hosea Joel Amos Obadiah Jonah Micah Nahum Habakkuk Zephaniah Haggai Zechariah Malachi	Psalms Proverbs Job Daniel Ezra Nehemiah I Chronicles II Chronicles Song of Songs Ruth Lamentations Ecclesiastes Esther	Tobit Judith Wisdom Sirach Baruch I Maccabees II Maccabees

**The Christian Scriptures (New Testament)**

The Gospels	The Acts of the Apostles	Letters	Revelation
Matthew Mark Luke John	Acts	Romans I Corinthians II Corinthians Galatians Ephesians Philippians Colossians I Thessalonians II Thessalonians I Timothy II Timothy Titus Philemon Hebrews James I Peter II Peter I John II John III John Jude	Revelation

## R

**Getting Ready to Read: Analyzing the Features of a Religion Text****RELIGION -- Grade 7 (suitable for other grade levels as well)**

There is more to a good book than just the words. A well-designed Religion textbook uses a variety of graphical and text features to organize the main ideas and lessons, illustrate key concepts, highlight important details, and point to supporting information. Readers who understand how to use the features of a particular Religion text will spend less time unlocking the text, and have more energy to concentrate on the content and reflect on the stories.

In this strategy, students go beyond previewing to examine and analyze a Religion textbook and determine how the features will help them to find and use information for learning, making moral decisions, and linking to stories in the Bible. You can use the same strategy to deconstruct other types of texts – magazines, e-zines, newspapers, etc. – brought into the religion classroom throughout various units.

**Purpose**

- Familiarize students with the main features of the Religion text they will be using in the classroom, so that they can find and use information more efficiently.
- Create a template that describes the main features of a Religion text, and provide a copy or post in the classroom as a reference for students.

**Payoff**

Students will:

- develop strategies for effectively locating information in Religion texts.
- become familiar with the main features of the texts they will be using.
- create, adapt and evaluate new ideas in light of the common good CGE 3 (b).
- read, understand and use written materials effectively CGE 2(b).

**Tips and Resources**

- Religion text features may include headings, subheadings, table of contents, index, glossary of terms, footnotes, illustrations, pictures, diagrams, charts, graphs, italics, bolded words or passages, or symbols.
- Most Religion texts are based on themes or stories found within the Bible. Many texts will link the content found within a particular unit or theme to stories in the Bible or to the Catechism of the Catholic Church.
- It would be helpful for teachers to have their own copy of the Bible and the Catechism of the Catholic Church for reference. This resource is also available through the Vatican website [www.vatican.va](http://www.vatican.va)
- See Teacher Resource, *How to Read a Religion Textbook*.

**Further Support**

- See Getting Ready to Read strategy *Previewing a Text* to provide students with another opportunity to look at text features. This strategy provides a series of prompts that ask students to preview particular features of a Religion text or Bible and note how they are related to the main body of the text.



**Getting Ready to Read: Analyzing the Features of a Religion Text**

**RELIGION -- Grade 7**

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Ask students to recall a magazine, book or website that they have recently viewed and ask them to describe how the text looked and how they found information.</li> <li>• Provide students with a copy of a Religion text; see Teacher/Student Resource for a sample textbook guide for <i>Believe in Me</i>.</li> <li>• Organize the students into small groups and assign two different sequential chapters or units to each group.</li> <li>• Ask each of the groups to scan the assigned chapters or units and note features of the Religion text that are similar among the chapters/units and those that are unique to a particular chapter/unit. Using the SQ4R process would facilitate this process (see p. 12 in <i>Think Literacy: Cross-Curricular Approaches, Grades 7-12</i>).</li> <li>• Groups record findings on chart paper (e.g., point-form notes, Venn diagram).</li> </ul>	<ul style="list-style-type: none"> <li>• Recall something recently viewed or read and identify key features of that particular text.</li> <li>• Note similarities and differences among the responses from other students.</li> <li>• Make connections between what they remember and the features of the text.</li> <li>• Scan the chapters or units and note the different features of the Religion text. Use the SQ4R strategy to support their learning.</li> <li>• Contribute to the group discussion and chart-paper notes.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Remind students that textbooks have many different elements or features that are designed to help students learn the material being presented. This particular Religion text makes links to the Catechism of the Catholic Church and asks students to reflect on the various stories found within the text.</li> <li>• Ask students to report about the features of their units. See <i>Small-group Discussions: Jigsaw</i> in <i>Think Literacy: Cross-Curricular Approaches, Grades 7-12</i>, pp. 170, 171 for an effective method of cooperative sharing.</li> <li>• Create a Religion textbook template on chart paper, indicating the common features and any unique features.</li> <li>• Encourage students to make connections and comparisons with other textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Share the group's findings through a Jigsaw format.</li> <li>• Contribute to the template that the class develops.</li> <li>• Connect features of this text to other texts they have used and/or examined.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Have the students analyze the features of the textbook.</li> <li>• Have students copy the class template into their religion notes as a reference.</li> </ul>	<ul style="list-style-type: none"> <li>• Note the features that help the reader to locate, read and understand information.</li> <li>• Copy the class template into religion notes as reference for further guided reading.</li> </ul>




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**Getting Ready to Read: **How to Read a Religion Textbook --  
Sample****

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**RELIGION -- Grade 7 or 8**

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<b><u>Textbook Title</u> :</b>	<i>Believe in Me</i>
<b><u>Unit Topics</u> :</b>	Each of the ten units in this book is centred on the Apostles' Creed. This book is divided into units rather than chapters.
<b><u>Unit Themes</u> :</b>	Each unit has themes found within them that are in the form of questions.
<b><u>Unit Review</u> :</b>	Each unit ends with a list of <i>Summary Statements</i> . These are in point form and review the key concepts presented in the unit. These will help you review for assignments, quizzes, or tests.
<b><u>Key Terms</u> :</b>	At the end of each unit, you will find a section called <i>Key Terms</i> . This is found directly beneath the <i>Summary Statements</i> noted above. These words or phrases are particularly important and should be familiar to you when you have finished reading the unit.
<b><u>Prayers</u> :</b>	You will find prayers at the end of most themes and all units. These prayers can help you become closer to Jesus and help you to reflect on the unit of study you have just finished reading.
<b><u>Contents</u> :</b>	You will find the <i>Contents</i> page near the beginning of the text. Here you will find the program overview, outlining the units and themes of study.
<b><u>The catechism of the Catholic church</u></b>	Each theme will end with a cartoon dialogue based on a specific reference found within the Catechism of the Catholic Church. This will help summarize the theme and remind us of what we believe and how we are to act.
<b><u>Additional Textbooks</u></b>	
<b><u>Title for Use:</u></b>	<i>Stand By Me</i> (also based on the Apostles Creed).



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## Engaging in Reading: **Using Context to Find Meaning**

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### RELIGIOUS STUDIES -- Grades 11 / 12

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Writers of Sacred Scripture and authors of Religious Studies texts use a variety of ways to convey the meaning of unfamiliar words and concepts. These include definitions, examples, descriptions, illustrations, clarifications, parenthetical notes, comparisons, elaboration, and typographical clues.

#### **Purpose**

- Help students to infer the meaning of unfamiliar words and concepts used in scripture and other religious texts, using clues from the text.

#### **Payoff**

Students will:

- read Scripture and other Church documents more independently.
- discuss important concepts related to Religious Studies.
- understand how to find context clues and make good use of them.
- monitor their understanding of Christian teaching while reading different religious texts.
- be effective communicators who read, understand and use written materials effectively CGE 2 (b).
- listen actively and critically to understand and learn in light of Gospel values CGE 2 (a).
- be reflective, creative, and holistic thinkers CGE 3.

#### **Tips and Resources**

- *Context* refers to the text surrounding a word or passage, or the conditions that surround something.
- Effective readers use their knowledge about words and text structure, and their prior knowledge about a subject, to help figure out unfamiliar words and concepts in new contexts.
- For an additional handout providing students with definitions of and signals for each context clue, see *Think Literacy Cross Curricular Approaches Grades 7-12, 2003*, “Clues for Using Context to Find Meaning” (on page 39).
- *Catechism of the Catholic Church*; also available online at [www.vatican.va](http://www.vatican.va)
- *The Bible* (NRSV).  
See the Student/Teacher Resource, *Clues for Using Context to Find Meaning: Examples in Religious Studies* and Student Resource, *Using Context to Find Meaning in Scripture*.

*When Kids Can't Read, What Teachers Can Do*, Chapter 9.  
*Words, Words, Words*, pp. 16-31.

#### **Further Support**

- At the beginning of the unit, pre-teach the meaning of unfamiliar vocabulary.
- Have students create and maintain a “Religious Studies Dictionary” of words, phrases and concepts with their definitions, synonyms, related words and examples.
- Model for students how to use a Biblical Commentary and a Biblical Concordance to help them develop their inquiry skills and their understanding of context when examining scripture.
- Accessing graphic organizers is worth considering, as they are essential for some readers and highly effective. See *Getting Ready to Read: Finding Organizational Patterns*, p. 16 and *Flow Chart With Signal Words To Organize Thinking*, p. 27 in *Think Literacy: Cross-Curricular Approaches, Grades 7-12*.





**Engaging in Reading: Using Context to Find Meaning**

RELIGIOUS STUDIES -- Grades 11 / 12

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Have students read paragraphs 691 – 693 of the <i>Catechism of the Catholic Church</i>. Identify one or more important concept words in the text (e.g., “Holy Spirit”, “breath”, “paraclete”).</li> <li>• Write the concept word(s) on the board and ask students to suggest possible meanings.</li> <li>• Ask students to read the paragraph(s) and confirm or reject their possible meanings.</li> <li>• Discuss how they were able to determine the meaning of the concept word in context (typography, definition, explanation...). Note that writers use different ways of providing meanings for concepts and words. Record these on the board. Draw attention to the signals that accompany various contextual clues (<i>Clues for Using Context to Find Meaning in: Cross-Curricular Approaches, Grades 7-12</i>).</li> <li>• Distribute the <i>Student/Teacher Resource, Clues for Using Context to Find Meaning</i> and read through each example, <b>modelling</b> how to use context to determine meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall what they already know about the topic of the Holy Spirit. Make connections to known words and phrases.</li> <li>• Locate the concept word(s) in the passages from the <i>Catechism of the Catholic Church</i> and read the text.</li> <li>• Make connections between the new learning and what they already know about the concept of the Holy Spirit.</li> <li>• Note different ways a reader can use context to help figure out unfamiliar ideas, concepts and words.</li> <li>• Identify how to determine meaning and monitor understanding.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Provide groups with different scripture passages on the topic of the Holy Spirit. See Student Resource, <i>Using Context to Find Meaning in Scripture</i> for suggested passages.</li> <li>• Ask groups to read their assigned passage, identify the important concept word(s), determine the meaning of the concept, and then complete a concept map (optional: see <i>Sorting Ideas Using a Concept Map in Think Literacy: Cross-Curricular Approaches, Grades 7-12, p. 48</i>).</li> <li>• Ask groups to share their findings. Discuss similarities and differences to establish a common understanding of the concept.</li> <li>• Concept maps can be posted, or a class concept map can be created.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the assigned scripture passage, identify the important concept, and use context to understand the passage.</li> <li>• Contribute to the concept map, if that strategy is used.</li> <li>• Define the important concept.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Ask students to describe how they used context to understand what they read.</li> <li>• Assign further reading from their course textbook so that students can practice using context when reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how they used context to help understand the text (e.g., “I read ahead to look for a definition or more information.”, “I looked for diagrams in side bars.”, or “I looked for signal words that pointed me to the relevant information”).</li> </ul>



Engaging in Reading: Using Context to Find Meaning

RELIGIOUS STUDIES -- Grades 11 / 12

Reading is a process of finding meaning in text. Writers use many ways to express the meaning of words and ideas. Some methods are obvious, while others are subtle. These clues include definitions, examples, descriptions, illustrations, clarification, parenthetical notes, comparison, footnotes, typography and design, and elaboration. Below are some examples.

Sample Text	Type of Clue
<b>Religion</b> is a socially constructed response to mystery.	Definition
<b>Sacred scripture</b> can include such literary forms as poetry, history books, letters, law books, and prophetic writings in order to illustrate the purpose of the teaching the author intends to convey. The <b>Letters of Saint Paul</b> focus on responding to the spiritual needs of individual Christian communities in the early Church, touching on such topics as community, the meaning of the resurrection, faith, and religious persecution.	Description Example
Communion may be received under both <b>species (the bread and the wine)</b> which are Christ's body and blood. The bread offered at communion is often referred to as the <b>host</b> . The Latin derivative meaning of the word host is "sacrificial victim". This is to explain that Jesus is the sacrifice –without blood– on the altar. After the consecration, the bread is no longer bread. Rather, it has been changed to the body of Christ. Although it appears to be bread, it is now wholly Jesus Christ.	Parenthetical Note Comparison
The cross is the universal Christian symbol. Although there are variations in the representation of the cross, all crosses bear resemblance to figure 2.1.	Illustration
There are three <b>Sacraments of initiation</b> in the Roman Catholic Church. The sacrament of baptism initiates an individual into the Christian community. In addition to the sacrament of baptism, the sacraments of confirmation and Eucharist initiate an individual into full membership in the Catholic Church community.	Elaboration
The <b>Trinity</b> refers to the Catholic belief that there is one God manifested in three persons. <b>In other words</b> , Catholics believe that God is revealed, through Mystery, in three distinct persons as Father, Son, and Holy Spirit.	Typography Clarification



Student Resource

**Engaging in Reading: Using Context to Find Meaning in Scripture**

**RELIGIOUS STUDIES -- Grades 11 / 12**

Each group will be assigned one of the following passages from scripture which describes an aspect of the Holy Spirit. Each group is to answer the following questions based on their assigned reading. Once all of your information is gathered, complete a concept map illustrating the main ideas you have learned today about the concept of the Holy Spirit.

**Scripture Passages:**

*John* 14.15-31 The Promise of the Holy Spirit

*1 Corinthians* 12.1-11 Spiritual Gifts

*Acts of the Apostles* 2.1-13 The Coming of the Holy Spirit

*Romans* 8.1-17 Life in the Spirit

*Galatians* 5.22-26 The Fruit of the Spirit

1. As you read through your assigned passage, complete the table below:

CONCEPT WORDS	CONTEXT CLUES	SCRIPTURE REFERENCE

2. Based on the context clues, what is the meaning of the scripture passage you just read?

3. Draw a concept map on the back of this handout to sort the information you have learned today about the Holy Spirit.

## Engaging in Reading: Reading Between the Lines (Inferences)

### RELIGIOUS STUDIES -- Grade 10

**An inference is the ability to connect what is in the text with what is in the mind to create an educated guess. (Beers, 2003)**

Making inferences from words that are read or spoken is a key comprehension skill. Students may miss vital information contained within scripture and religious texts if they fail to make appropriate inferences.

#### Purpose

- Draw meaning from text – through explicit details and implicit clues.
- Connect prior knowledge and experiences to the text in order to make good guesses about what is happening, may have happened, or will happen in the future.

#### Payoff

Students will:

- develop greater awareness that texts can be understood on more than one level.
- become capable and confident in comprehending the subtle meanings in texts.
- use the tools of exegesis to interpret the gospels.
- retell the parables of Jesus in relation to contemporary times.
- be discerning believers formed in the Catholic Faith community who actively reflect on God's Word as communicated through the Hebrew and Christian scriptures CGE 1 (c).
- integrate faith with life CGE 1 (i).
- read, understand, and use written materials effectively CGE 2 (b).

#### Tips and Resources

- *Explicit details* appear right in the text (for example, names, dates, descriptive details, and facts).
- *Implicit details* are implied by clues in the text. Readers are more likely to recognize implicit details if they relate the reading material to prior knowledge and experiences.
- *Inferences* are conclusions drawn from evidence in the text or reasoning about the text. "Readers transact with the text, constructing meaning from the information that the author provides in the text and the information they bring to the text." – Beers, 2003
- You can encourage students to make inferences by providing prompts similar to the following:
  - "I realize that..."
  - "Based on... I predict that..."
  - "I can draw these conclusions..."
  - "Based on this evidence, I think..."
- For more information, see Student/Teacher Resource, *The Parable of the Sower – Luke 8:4-15* and Student Resource, *Interpreting the Parables – Reading Between the Lines*.

#### Further Support

- Model for students how to use a Biblical Commentary and a Biblical Concordance to help them correctly interpret scripture passages and place them in context.
- Further opportunities for learners to practise making inferences in a supported situation (i.e., with teacher as facilitator) may be necessary. See pp. 40-42 in *Think Literacy: Cross-Curricular Approaches*, 2003 for additional instructional strategies for inference.
- Pair struggling or English Language Learners with a more capable partner as they do the activities in this strategy.



**Engaging in Reading: Reading Between the Lines (Inferences)**

**RELIGIOUS STUDIES -- Grade 10**

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Explain to students that some information is stated specifically in the text (e.g., names, dates, and definitions). On the other hand, sometimes readers must draw conclusions about what is meant based on clues in the text. This strategy is called “making inferences” or good guesses, and is also referred to as “reading between the lines”.</li> <li>• Distribute the <i>Student Resource, Reading between the Lines (Making Inferences)</i>. Read the exercise together to guide students in the reading of the selection.</li> <li>• Read the Gospel of Luke 8.4-15 (NRSV), <i>The Parable of the Sower</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the questions posed on the handout <i>Reading between the Lines (Making Inferences)</i> to guide their reading and understanding of the text.</li> <li>• Read the Gospel of Luke 8.4-15 (NRSV).</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Direct students to identify explicit pieces of information provided in the reading selection.</li> <li>• Engage the whole class in discussion about the meaning inferred from each statement of the parable.</li> <li>• Ask the class to identify another simile (preferably a modern image) to teach the same message taught in the Parable of the Sower (e.g., the extensive advertising done by Mothers Against Drunk Driving).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify explicit pieces of information.</li> <li>• Make an inference regarding the meaning of the parable and its purpose.</li> <li>• Provide various modern images/similes that could be used to teach the same message found in the Parable of the Sower.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Divide students into small groups and assign each group a different parable. Suggested parables:             <ul style="list-style-type: none"> <li>- Lk. 18.9-14 (The Pharisee and the Tax Collector)</li> <li>- Mt. 18.21-35 (The Unforgiving Servant)</li> <li>- Mt. 20.1-16 (The Labourers in the Field)</li> <li>- Mt. 25.1-13 (The Ten Bridesmaids)</li> <li>- Mt. 25.14-30 (The Talents)</li> </ul> </li> <li>• Distribute the Student Resource, <i>Interpreting the Parables: Reading Between the Lines</i>. Students are to complete the handout as a group and then share the information with the class.</li> <li>• Have students perform a modern version of their parable in front of the class (optional).</li> </ul>	<ul style="list-style-type: none"> <li>• Practice inferring meaning of biblical texts.</li> <li>• Relate the message of their assigned parable to modern life in a dramatization (optional).</li> </ul>




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## Engaging in Reading: Reading Between the Lines (Inferences)

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### THE PARABLE OF THE SOWER (*Luke 8.4-15*)

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Understanding and analyzing a text requires the reader to identify explicit pieces of information (information that appears right in the text, such as names, dates, descriptive details, facts) and implicit pieces of information (information that is implied).

#### Identifying Explicit Details

1. What type of literature is *Luke 8.4-15*?
2. Who is telling the story?
3. To whom is he telling the story?
4. What is the basic plot line of the story being told?

#### Making Inferences

Jesus often used parables to teach people about moral truths, just relationships, and concepts about the Kingdom of Heaven. The main feature of a parable is the image used for comparison, or the *simile*. In this particular example, the simile used is a sower planting seeds, which expresses the action of spreading God's Word to all people.

5. Analyze the simile in the Parable of the Sower by examining each symbol in the story.
  - a) Who could the sower represent?
  - b) What do the seeds the sower is throwing represent?
  - c) What does the "trodden path" represent?
  - d) What does the "rocky ground" represent?
  - e) What do the thorns represent?
  - f) What does the "good soil" represent?
6. Infer the core teaching Jesus is giving His disciples through this teaching. On what evidence are you basing your inference?
7. Jesus offers a rare explanation of what the parable He just taught means and why He uses parables to teach. What do you think He means in lines 11 and 12? Explain why you think this.
8. What can you infer about the people to whom Jesus is speaking based on the lesson He chose to teach them that day?



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**Engaging in Reading: *Sorting Ideas Using a Concept Map***

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**Religion and Family Life -- Grade 8**

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*Concept maps* graphically illustrate relationships among pieces of information. In a concept map, two or more concepts are linked by words that describe their relationship. Concept maps encourage understanding by helping students organize and enhance their knowledge on any topic. They help students learn new information by integrating each new idea into their existing body of knowledge.

**Purpose**

- Record ideas during reading.
- See the relationships among ideas and distinguish between main ideas and supporting details.

**Payoff**

Students will:

- remember important details from the text.
- organize information in a memorable and accessible way to help with studying.
- be effective communicators CGE 2 (b,c).
- be collaborative contributors CGE 5 (a,b,c,f).

**Tips and Resources**

- Brain-based research shows that visual organizers, such as concept maps, can be highly effective in helping students who struggle with reading and writing.
- If possible, provide students with several samples of concepts maps that look different so that they get a sense of how concepts can be organized and to show that a variety of approaches, with common characteristics, are acceptable.
- Concept maps usually have words written on the lines to show the relationships between items.
- Spend time deconstructing sample concept maps and pointing out the connections among the various topics and ideas.
- See *Concept Map – Weaponry Example*, p. 52 in *Think Literacy: Cross-Curricular Approaches, Grades 7-12* for clarification as to format.

*Beyond Monet, Chapter 10.*

**Further Support**

- Pair students or put them in groups to read the text and create their concept maps.
- Encourage students in pairs or groups to choose one person who will read the text aloud first, while a partner or group member records single words that represent the main ideas or details.





**Engaging in Reading: Sorting Ideas Using a Concept Map**

**Religion and Family Life -- Grade 8**

<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Make an overhead of the sample text in <i>Teacher Resource Engaging in Reading: Sorting Ideas Using Concept Maps, Religion and Family Life, Grade 8</i>. Note: Do not tell students the topic of this text ahead of time.</li> <li>• Read the sample text aloud to the class, asking them to listen for and note the ideas that stand out in their minds or are of greatest interest.</li> <li>• Engage students in a discussion about the ideas that captured their interest.</li> <li>• Use an overhead of the Student Resource Concept Map provided for this lesson. Ask students to identify what the central idea or term should be (for this reading, a possible central idea would be "Expectations"). Fill in one of the sub-topics as an example.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and record ideas of greatest interest as the teacher reads the text.</li> <li>• Contribute ideas and suggestions to the class discussion.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Provide each student with a copy of the Student Resource <i>Concept Map</i>.</li> <li>• Direct students to work in small groups to complete the concept map based on the overall topic, sub-topics, and details.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in small groups to read the text and identify topics, sub-topics, and details.</li> <li>• Create individual concept maps from the group discussion.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Challenge students to suggest words to write on the lines between the concept map bubbles, in order to describe the connection among the items.</li> <li>• Encourage students to use this strategy whenever they read complicated texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and discuss differences between their concept maps.</li> <li>• Working as a class, suggest words to write on the lines between the concept map bubbles.</li> </ul>




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**Engaging in Reading: Sorting Ideas Using a Concept Map**


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**Religion and Family Life -- Grade 8**


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- This text is taken from Unit 1 in *Stand By Me* a Grade 8 Religion textbook.
- Through this unit, students will identify and evaluate expectations that affect their behaviour.
- Do not tell students the topic of the text before you read it to them. They should draw their own conclusion about the topic.

*I can't decide if I'm excited or scared about starting this school year. My older friends have told me that this is one of the best grades, but...*

*Sometimes it seems like my whole future depends on this year. I can't believe how much is expected from me just because I'm one year older. My parents expect me to spend more time on schoolwork. They're always saying "Senior high is just around the corner, Kris. It's time to start preparing for the future." Personally, I'm more interested in the present.*

*Some of my teachers expect me to become a top student. They say I have "a lot of potential" and it's time for it to blossom. Others think I missed my chance and spent too much time goofing off. They probably expect me to fail something. The coach expects me to be one of the star players on the team, since all of last year's stars have moved on. My older sister expects me to do some of the family babysitting, now that I'm "old enough".*

*The list goes on and on. Everyone expects me to start doing the things they think are important. But I have my own idea of what's really important and what I expect to change.*

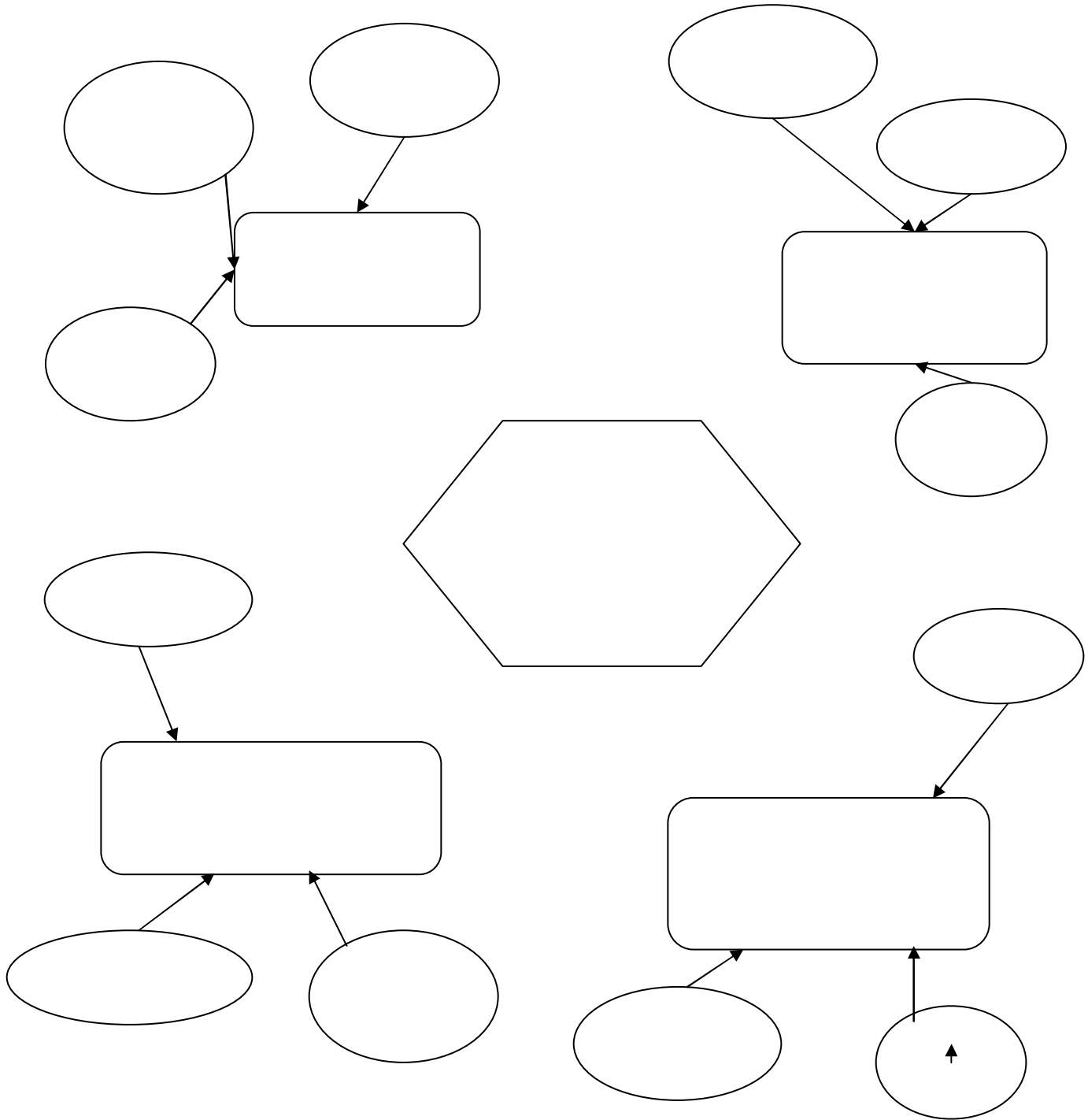
Excerpted from: "Diary of Kris G. age 13" from Grade 8 textbook *Stand By Me*.  
Ottawa, ON: Canadian Conference of Catholic Bishops, 1996, p. 6.



Student Resource

**Engaging in Reading: Sorting Ideas Using a Concept Map**

**Religion and Family Life -- Grade 8**



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## Engaging in Reading: Making Notes

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RELIGIOUS STUDIES -- Grade 9 (Eating Disorders) and Grade 12 (Dating Violence)

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Notes help readers to monitor their understanding and help writers and speakers to organize information and to clarify their thinking.

### Purpose

- Provide strategies for remembering what one reads.

### Payoff

Students will:

- read selections from the recommended family life studies book, *Turning Points* (grades 9-10) or *Reaching Out* (grades 11-12), analyze the content and remember important information and concepts from the selections.
- learn a strategy for studying for a test, researching, or generating content for a writing task.
- be effective communicators who listen actively and critically to understand in light of Gospel value CGE 2 (a).
- read, understand, and use written material effectively CGE 2 (b).

### Tips and Resources

- See Teacher / Student Resources:
  - *Making Notes: Some Tips for Making Notes in Think Literacy: Cross-Curricular Approaches, Grades 7, 12*, p. 62.
  - Making Notes: KWL Template from *Classroom Strategies for Interactive Learning*, p. 75-77.
  - Making Notes; “KWL – Student Sample of *Eating Disorders*” (grade 9) – attached.
  - Making Notes: “KWL – Student Sample of *Dating Violence*” (grade 12) – attached.
- Other resources:
  - HRE 10 Course Profile, Unit 4 pp. 39; appendix 4.4 “Eating Disorders”.
  - “*Teenagers and Eating Disorders: Looking Good*” by Marion Cook (excerpt), *Turning Points*. Ontario Conference of Catholic Bishops, pp. 142-146 (grade 9).
  - “*Dating Violence*” by Health and Welfare Canada (excerpt), *Reaching Out*. Ontario Conference of Catholic Bishops, pp. 163-165 (grade 12).

*When Kids Can't Read: What Teachers Can Do*, pp. 80-87.

### Further Support

- Model for students how to use the charts and how to organize clusters of information. Model how to use words and phrases describing important or interesting points in the reading, or have the students record facts / questions in a two-column chart.
- Provide students with a copy of the Student Resource, *Some Tips for Making Notes* or post an enlarged version in the classroom. Discuss other ideas they may have regarding note taking.



**Engaging in Reading: Making Notes**

**RELIGIOUS STUDIES -- Grade 9 (Eating Disorders) and Grade 12 (Dating Violence)**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Make a transparency of the reading selection to model the process of making notes. Use the chalkboard or a blank transparency as a “notebook”.</li> <li>• Photocopy a class set of Appendix 4.4 from the HRE 10 Course Profile (for grade 9 only).</li> <li>• Preview the text with the class, noting the features of the text and using them to form questions and responses such as:                     <ul style="list-style-type: none"> <li>- What does this reading tell me? (Write down the title of the topic.)</li> <li>- What form of writing is this?</li> <li>- Does this text have subheadings? If so, what does this subheading tell me?</li> <li>- What do I already know about this section topic? (Write down some points.)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Preview the text selection and note strategies that the teacher uses to preview a text.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Continue modelling reading and making notes. Read the text aloud, stopping after each section to identify key words. Ask students to suggest key words and phrases.</li> <li>• Model how to use key words and phrases to create a point form note in their own words.</li> <li>• Model rereading sections to clarify notes or ask questions about the text such as:                     <ul style="list-style-type: none"> <li>- What part of this section is most important?</li> <li>- What does the author want me to know about the topic?</li> <li>- What did I find interesting about this section?</li> <li>- What other questions do I have?</li> <li>- Does this remind me of anything else I have read about or seen?</li> </ul> </li> <li>• Model using the questions to generate the content for the point-form note or summary.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and observe the teacher modelling. Create their own notes based on the teacher's class example.</li> <li>• Identify key words and phrases in the reading selection and paraphrase important information.</li> <li>• Ask questions about the reading selection.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Use <i>Think/Pair/Share</i> found in <i>Think Literacy: Cross-Curricular Approaches, Grades 7-12</i>, p. 152 and KWL strategy to consolidate.</li> <li>• Ask students to read a short passage on a similar topic (Grade 9 pp. 139-141 of <i>Turning Points</i> “Degrassi Talks: Alcohol” / pp167-169, and make a note using the same method.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <i>Think/Pair/Share</i> format to read the passage, then use the KWL note-making strategy to record important ideas and information.</li> <li>• Read an assigned short passage on a similar topic and make notes using the same method.</li> </ul>

Notes



**Engaging in Reading: Making Notes Using KWL**

**RELIGIOUS STUDIES - GRADE 9 (Eating Disorders)**

1. Individually complete the **K column** by writing down all the details you already know about the topic.
2. In the **W column**, record any questions you have about the topic, or list things that you would like to know more about regarding this topic.
3. Read the articles “Teenagers & Eating Disorders: Looking Good” and the handout titled “Appendix 4.4” and record any new information that you learned under the **L Column**.
4. Work with a partner and review your KWL columns together. Fill in the additional details in the L column.

**KWL for Eating Disorders**

K What Do I KNOW?	W What do I WANT to know?	L What Have I LEARNED?

5. Create a graphic organizer that brings together all the information listed under the column, “What have I learned?”



Student Resource

**Engaging in Reading: Making Notes Using KWL**

**RELIGIOUS STUDIES – Grade 12 (Dating Violence)**

1. Individually complete the **K column** by writing down all the details you already know about the topic of dating violence, as well as your understanding regarding sexuality and relationships.
2. In the **W column**, record any questions you have about the topic of dating violence, or list things that you would like to know more about. Read the article, “Dating Violence” by Health Canada on pp. 163-165 of your family life text, and record any new information that you learned under the **L Column**.
3. Work with a partner and review your KWL columns together. Fill in the additional details in the L column.

**KWL for Dating Violence**

<p style="text-align: center;">K What Do I KNOW?</p>	<p style="text-align: center;">W What do I WANT to know?</p>	<p style="text-align: center;">L What Have I LEARNED?</p>

5. Create a graphic organizer that brings together all the information listed under the column, “What have I learned?”

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**Reacting to Reading: Responding to Text (Graffiti)**


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**Religion and Family Life -- Grades 7 and 8**


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**“Tell me and I forget – Show me and I remember – Involve me and I understand.”**

- **Anonymous**

*Graffiti* is a collaborative learning strategy that can be used before or after an assigned reading. Here you can see how it might be used after reading. The strategy involves students working in groups to generate and record ideas on chart paper. The teacher sets up as many chart pages as there are groups. On each chart page, the teacher writes a topic related to the assigned reading. The groups travel in rotation from chart to chart, writing responses to the topic and to the comments previously written by other groups.

### Purpose

- Provide an opportunity for students to make a personal connection to a topic or unit of work by expressing their opinion, demonstrating their understanding of the assigned text, and making connections to their prior knowledge and experience.

### Payoff

Students will:

- connect their personal knowledge and experience with a curriculum topic or issue.
- expand their understanding of the reading by seeing and hearing the ideas and opinions of others.
- be Reflective, Creative and Holistic Thinkers CGE 3 (c,e,f).
- be Self-Directed, Responsible, Lifelong Learners CGE 4 (c,f,g).

### Tips and Resources

- Use a *Numbered Heads* strategy to randomly assign roles in small groups. For example, if you are working with groups of five, have the students in each group “number off” from 1 to 5. After the students have numbered off, assign a particular role (e.g., recording, reporting, displaying work) to each number. Rotate the roles as the students continue with the exercise.
- For sample role descriptions designed to promote small-group discussion, see the **Group Roles** strategy in *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, pp. 158-161.
- In the version of graffiti described here, each group uses a different coloured marker so that everyone can identify which group made the contributions to the charts.
- After a specified period (usually no more than three to five minutes) and at a specific signal, each group rotates to the next chart page until the group has traveled full circle and arrived back at its page.
- The rotation and recording aspect of the strategy should take about 15 to 20 minutes. If groups have too much time at any chart page, there won’t be anything for subsequent groups to write.
- Subsequent groups may put checkmarks beside ideas to agree with them, may write disagreements beside items already recorded, or may add new information and ideas to the chart page. They may also put question marks beside items that they feel require clarification.
- For instructions on leading the class through the graffiti strategy, see *Teacher Resource, Graffiti Strategy – Procedure for Groups*.

### Further Support

- Pre-teach specific vocabulary related to the topic or issues, to support struggling or English Language Learners. Consider putting key terms on a *Word Wall* (see *Think Literacy*, pp. 30-33).
- Assign the role of reporter and/or recorder to more than one student in a group to ensure that struggling or ESL students are supported in their assigned role.





**Reacting to Reading: Responding to Text (Graffiti)**

Religion and Family Life -- Grades 7 and 8

Notes

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Assign the reading to students.</li> <li>• Determine how many groups of five you will have and set up that many “stations.” At each station, put a chart page and a different-coloured marker. On each page, write a different reading question.</li> <li>• Define graffiti for the class (e.g., scribbling on walls or in public places that represents a highly personal expression of thoughts or feelings”), or ask students for definitions.</li> <li>• Explain the graffiti process to students: groups of five students will begin at a chart page, choosing one student to record their information and ideas with the marker.</li> <li>• Ask students to number off from 1 to 5 to create groups.</li> <li>• Indicate that #1 will be the recorder for the first chart page. Recorders for later chart pages will follow sequentially, and other students will be designated at the end of the rotation to report on the original chart page.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the assigned text.</li> <li>• Contribute to the discussion about graffiti.</li> <li>• Listen carefully to instructions about the process. Clarify if needed.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• After a specified length of time, ask groups to rotate to the next chart page, taking the same coloured marker with them. At the next chart page, a new recorder will be chosen to write down ideas and information, and so on.</li> <li>• Monitor activity and remind students of the task and process.</li> </ul>	<ul style="list-style-type: none"> <li>• Rotate as a group to each chart page, keeping the same coloured marker.</li> <li>• Respond to the next topic or question using the same coloured marker they began with.</li> <li>• Have a different recorder for each chart page.</li> <li>• Take turns contributing ideas and information to the graffiti page.</li> <li>• Ensure that each group member has an opportunity to contribute to the graffiti.</li> <li>• Conclude at the original chart page.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Designate #s to be reporters/displayers for the chart page (e.g., #3 students will be displayers/reporters). This keeps all students accountable until the last moment.</li> <li>• As each group reports, ask other students to record in their notes the top three items that interest or concern them, leaving spaces between each item.</li> <li>• Invite students to reread the assigned reading and add page numbers to the top of three items they chose from each report, in preparation for making more complete notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the original chart page together to ensure they can read and understand each item.</li> <li>• Display and report the information on their chart page, as requested by the teacher.</li> <li>• As other groups report, individuals record the top three items of interest or concern in their own notes.</li> <li>• Reread the textbook chapter and add page numbers to the three items listed for each of the other group’s reports, to prepare for making more complete notes.</li> </ul>

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**Reacting to Reading: Responding to Text (Graffiti)**

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**Religion and Family Life -- Grades 7 and 8**

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**Graffiti Strategy – Topics for Parables**

- Subheadings from a textbook chapter often provide very useful topics for graffiti charts when you turn them into questions.
- In this instance, the topic is based on parables. Understanding the meaning of parables requires thinking and conversation. This example is taken from Unit 6 of “We believe in...Jesus our Lord” Grade 7 student text, *Believe In Me*. Ottawa, ON: Beauregard, 1994.
- Try to keep questions short so that they do not take up much space on chart.

**QUESTIONS:**

1. Why did Jesus tell this parable to this particular group?
2. What is surprising about this parable?
3. What challenges does our society present for teens who are trying to live the life Jesus describes?
4. Based on the parable, complete the following sentences in as many different ways as you can: The kingdom of God is...
5. Based on the parable, complete the following sentences in as many different ways as you can: The kingdom of God is not...

Teacher Resource

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**Reacting to Reading: Responding to Text (Graffiti)**

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Religion and Family Life -- Grades 7 and 8

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**Graffiti Strategy – Procedure for Groups**

1. Form groups of five students each.
2. In each group, assign each student a number from 1 to 5. Tell the students that they will not know the role for their number until later, and that the roles will change. They will all be accountable for the work in the group.
3. Give each group a colour name (e.g., red, blue, black, green, orange, brown), and a marker of that colour. The group will keep the marker as they move to each different chart page and topic.
4. Give each group a piece of chart paper, with a topic already written at the top.
5. Tell the students that they will have about three minutes to write their group's responses to the topic on the first piece of chart paper. Number 1 will be the recorder when the group is at the first chart; Number 2 will be the recorder when they rotate to the second chart; and so on.
6. As the first three-minute time-limit approaches, tell the students, "When I give the signal, finish your last word, leave your chart page where it is, and move on to the next chart page. Be sure to take your marker and give it to the new recorder in your group. You will have two to three minutes to read the responses at the next chart, and add comments, question marks, disagreements, or additional points."
7. As the students return to the chart page where they first started (their colour of marker will be the first one on the page), tell them, "Prepare to report on the information by reading it carefully, and deciding what is most important to tell the whole class. I will choose a reporter and a displayer when the time comes to report. Everyone should be ready to take on these roles."

## Reacting to Reading: **Drawing Conclusions (I Read/I Think/Therefore)**

Religion and Family Life -- Grades 7 and 8

Readers draw conclusions based on the ideas and information they have read from one or more sources. Providing a graphic organizer *before reading* helps students to organize their thinking *during reading* in order to analyze, make inferences and draw conclusions *after reading*.

For example, in their study of “We believe in the communion of saints” (pp. 82-89 in *Stand By Me*), students will identify saintly qualities in themselves and in the people around them through reading stories of the saints in their student texts and then record this information in a graphic organizer that encourages supported conclusions.

### Purpose

- Actively use prior knowledge and experiences when reading.
- Read and respond to the important concepts and issues in the subject, making inferences and drawing conclusions.

### Payoff

Students will:

- develop content and opinions for persuasive writing.
- become thoughtful speakers during class and group discussions.
- be Self-Directed, Responsible, Lifelong Learners CGE 4 (c,f,g).
- be Collaborative Contributors CGE 5 (a,b,c).
- be Responsible Citizens CGE 7 (b,h,i).

### Tips and Resources

- *Drawing conclusions* involves gathering information and deciding what the information means.
- See Teacher Resource, *I Read/ I Think/ Therefore – Sample Resources in Think Literacy: Cross-Curricular Approaches, Grades 7-12*, p. 72. This annotated sample illustrates the thinking process that a reader might follow to gather information, reflect, and draw a conclusion.
- Also see *Student Resource, Template for Drawing Conclusions*. This graphic organizer helps students to organize their thinking while they are reading or conducting research that will require them to make inferences and draw conclusions. In column one (I Read), students record the relevant information from the text. In column two (I Think), students record what they know about that information and what they think it means. In the bottom row (Therefore), students record their conclusion based on all of the information gathered and their prior knowledge.

*When Kids Can't Read: What Teachers Can Do*, p. 165-169.

### Further Support

- Encourage students to use their real-life experiences as models for drawing conclusions.
- Create a wall chart to illustrate the strategy *IRead/IThink/Therefore* and post it as a reference for students.





**Reacting to Reading: Drawing Conclusions (I Read/I Think/Therefore)**

Religion and Family Life -- Grade 8

**Template for Drawing Conclusions: What Makes A Person's Life Successful?**

I Read	I Think
<b>Therefore...</b>	



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**Reading Different Text Forms: **Reading Literary Texts****

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**Religion – Grade 12 (Poverty)**  
**WISDOM OF SOLOMON 13: 1-19**

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Literary texts, such as this Biblical story, are written to provide insight into social issues. Providing students with an approach to reading this type of text can help them to become effective readers in other contexts as well.

Students will read this passage from the book of Wisdom to spark a discussion about the difficulties, dangers and emptiness of consumerism. The literacy focus revolves around connecting read material from a literary source to their own experiences.

**Purpose**

- Become familiar with the elements and features of Biblical passages and develop strategies for relating Biblical passages to secular events.
- Becoming familiar and comfortable with the idea of using the Bible as a point of reference.

**Payoff**

Students will:

- integrate faith with life – CGE 1 (i).
- create, adapt, and evaluate new ideas in light of the common good – CGE 3 (b).

**Tips and Resources**

- Although the NRSV is recommended, any Catholic edition Bible will suffice.
- The Bible uses language and literary forms in a particular way to communicate significant revelations. This particular passage contains several allegories, such as “nor did they recognize the artisan while paying heed to his works”.
- See *Student Resource, Tips For Reading Literary Texts* in *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, p. 90 for further strategies.

**Further Support**

- Using the graphic organizer *I Read, I Think, Therefore* in *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, on p. 73 will provide scaffolding for student reflection as they read through the passage.





Reading Different Text Forms: **Reading Literary Texts**

Religion – Grade 12 (Poverty)  
WISDOM OF SOLOMON 13: 1-19

Notes

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Have students <b>predict</b> what might be the theme of a passage from the book entitled Wisdom.</li> <li>• Ask the students to <b>brainstorm</b> about what constitutes consumerism.</li> <li>• Elicit a dialogue with the students on what it means to put faith in an inanimate object, such as a stop sign, traffic light, furnace/AC, automobile.</li> <li>• <b>Recall</b> previous experiences by engaging in a dialogue with the students on why and how inanimate objects can bring happiness.</li> <li>• Ensure that each student has a copy of the Bible (NRSV is recommended) and a copy of the <i>Read/I Think/Therefore</i> template (<i>Think Literacy: Cross Curricular Approaches, Grades 7-12, p. 73</i>), along with the Focus Questions for this lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might be the content of this Biblical book based on its “Wisdom” title.</li> <li>• Discuss the joys of shopping.</li> <li>• Discuss the fervour for better technology by answering the following questions:                         <ul style="list-style-type: none"> <li>▪ Why use an i-pod when a Discman works just as well?</li> <li>▪ Why does spending more never lead to a sense of satisfaction?</li> </ul> </li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• During reading, model ‘<b>pause and think</b>’ strategies, particularly noting the introductory verses which contain several allegories.</li> <li>• Direct students to create <i>thinkmarks</i> as the class reads through the passage. These comments should be recorded in the <i>I Read</i> section of the graphic organizer.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully to what the words are saying – the passage contains several allegories and rich vocabulary. Create <i>thinkmarks</i> (comments, questions, connections) in the “I Read” section of the organizer for “After” discussion and reflection.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Provide the students with the following focus questions to help them <b>make inferences</b>:                         <ul style="list-style-type: none"> <li>▪ What is the main point of the reading?</li> <li>▪ From what you know about the wisdom of Solomon, does this reading sound like something he would have said?</li> <li>▪ If your answer is yes, explain. If your answer is no, what would account for this discrepancy?</li> <li>▪ What brings joy and happiness to the woodcutter?</li> </ul> </li> </ul> <p>What is said to bring us happiness today?</p> <ul style="list-style-type: none"> <li>• In groups of 4 to 5 ask the students to <b>retell</b> or <b>paraphrase</b> what they just heard.</li> <li>• Each student completes the template.</li> </ul>	<ul style="list-style-type: none"> <li>• Using the Focus Questions, students <b>retell</b> or <b>paraphrase</b> the reading, adding group discussion comments to the <i>I Think</i> section of the template.</li> <li>• Each student completes the <i>Therefore</i> section on his/her own.</li> </ul>



**Reacting to Reading: Drawing Conclusions (I Read/I Think/Therefore)**

Religion – Grade 12 (Poverty)

**Template for Drawing Conclusions – Wisdom 13**

I Read	I Think
<b>Therefore...</b>	



Student Resource

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**Reading Different Text Forms: **Reading Literary Texts****

Religion – Grade 12 (Poverty)  
WISDOM OF SOLOMON 13: 1-19

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**FOCUS QUESTIONS**

1. **What is the main point of the passage?**
2. **From what you know about the wisdom of Solomon, does this sound like something he would have said?**
3. **If your answer was yes, explain.  
If your answer was no, what would account for this discrepancy?**
4. **What brings joy and happiness to the woodcutter?**
5. **What is said to bring us happiness today?**

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## Reading Different Text Forms: Reading Informational Texts

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### Religion – Grade 12: Christian Moral Development

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This is a reading-and-debate lesson dealing with the issue of donating organs for the purpose of transplantation. Reading newspaper informational texts provides practice in discerning biases and perspective. Informational text forms, in this case a newspaper article, are written to communicate information about a specific topic. The article uses vocabulary, some design elements, and organizational patterns to make them easier to read. Providing students with an approach to reading informational texts helps them to become effective readers, especially when presented with a text-laden format dealing with a complex subject.

### Purpose

- Become familiar with elements and features of informational text.
- Explore a process for reading informational texts, using a range of strategies for before, during, and after reading.
- Gather information for a debate.

### Payoff

Students will

- speak the **language of life** ... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witness To Faith) CGE 1(e).
- think reflectively and creatively to evaluate situations and solve problems CGE 3(c).
- work effectively as an interdependent team member CGE 5(a).

### Tips and Resources

- Select an opinion piece which employs the inverted pyramid to answer the 5WH questions. See the provided “Organs for Sale” piece by Richard A. Epstein as an exemplar.
- *Reacting to Reading: Both Sides Now* template on p. 77 of *Think Literacy: Cross-Curricular Approaches, Grades 7-12*.
- Class Discussion: Triangle Debate template, see p. 188-192 of *Think Literacy: Cross-Curricular Approaches, Grades 7-12*.

### Further Support

- Review with students the SQ4R strategy (Survey, Question, Read, Recite, Review, Reflect). For example, **survey** the title, headings, subheadings, maps, pictures, sidebars, bold or italic print, etc. Turn the title, headings, and captions into **questions**. **Read** the passage to answer questions. **Recite** the answers to their questions to summarize the passage. **Review** the passage to remember the main idea and important information and details. **Reflect** on the passage and the process to check that they understand the text. Generate additional questions.



**Reading Different Text Forms: Reading Informational Texts**  
**Religion – Grade 12: Christian Moral Development**

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Help students to connect new ideas to what they already know: brainstorm the issue of organ transplants, listing any and all questions they have about this issue.</li> <li>• Help students to identify what they already know about reading newspaper articles – column format, by-line, headlines, etc.</li> <li>• To increase background knowledge: introduce pertinent vocabulary, with this provided exemplar. Specifically review “dialysis” and “commodification”. Also, inform them that, even if they signed the organ donor card on their Ontario driver’s license, their wishes can be overridden by their families.</li> <li>• Have students predict what the “for sale” phrase implies.</li> <li>• Prepare <i>Tips for Reading Informational Texts</i> p. 82 <i>Think Literacy: Cross-Curricular Approaches, Grades 7-12</i>. (You can use the generic template from Think Literacy OR the provided article-specific Student Response.)</li> </ul>	<ul style="list-style-type: none"> <li>• Add subject-specific definitions to their personal glossaries.</li> <li>• Recall what they already know about the issue. Do they know of someone who has had an organ transplant?</li> <li>• How would they feel if they had to agree to a organ donation from a family member?</li> <li>• How would they feel if they had indicated on their license that they wanted to be an organ donor, and their wishes were not fulfilled?</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Encourage the students to “<b>chunk</b>” the text, using the SQ4R process to facilitate their comprehension and analysis of key points.</li> <li>• Invite students to <b>visualize</b> the concepts as they read (access During Reading: Visualize the poster in <i>Think Literacy: Cross-Curricular Approaches, Grades 7-12</i> and Engaging in Reading: Visualizing, pp. 56 and 57). Have partners share and compare visualizations.</li> <li>• Instruct students to use a Student Resource <i>Both Sides Now</i> template to organize their observations (leads into After activity).</li> </ul>	<ul style="list-style-type: none"> <li>• Use a Student Resource to focus their understanding and analysis of the presented topic.</li> <li>• Organize their observations on the <i>Both Sides Now</i> template (leads into an ‘After’ activity).</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Photocopy the <i>Triangle Debate</i> templates for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Connect informational text observations to the debate activity.</li> </ul>

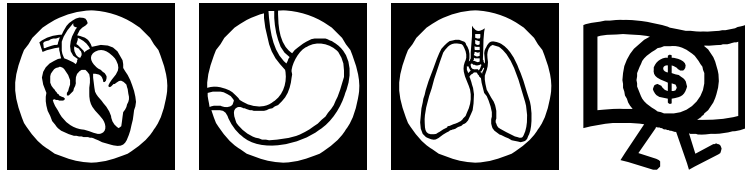



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**Reading Different Text Forms: Reading Informational Texts**  
**Religion – Grade 12: Christian Moral Development**

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## Organs for sale



**Richard A. Epstein**

**Tuesday, March 29, 2005**

The Canadian press has given extensive coverage to the plight of **Baruch Tegegne**, a Montreal man who needs constant dialysis for his kidney disease. Tegegne is searching for a serviceable kidney that would offer him the chance to lead a normal life. His problem: In Canada, as in the United States, it is divine to donate organs, and criminal to sell them.

The ostensible ethical grounds for the prohibition on sale is to prevent the "commodification" of organs. The more practical concern that underlays this prohibition is that poor individuals will be so influenced by the offer of cash that they will voluntarily agree to dismember themselves.

The economic consequences of this stern moral position are as obvious in Canada as they are in the United States: long queues of individuals desperate for organs; and few donors, outside of immediate family members, who are willing to supply them.

Faced with the unyielding prohibition on the purchase of organs, Tegegne's friend Simcha Jacobovici paid \$441 to place an ad on the Website: [www.matchingdonors.com](http://www.matchingdonors.com).

The account of Tegegne's life won over an Indian named Shree Dhar, who announced that he was prepared to come to Canada to donate a kidney, free of charge, to Tegegne.

But it was not to be. Montreal's Royal Victoria Hospital has refused to perform the operation for a range of ethical reasons that start with the particulars of this case and end with the basics of Canadian donation policy. All of these objections should be rejected as misguided.

For its first line of defence, the Hospital says it harbors deep suspicion that the supposed donation was done for cash under the table. That, of course, is an objection that can be raised whenever a live donor offers an organ. It is troublesome that it comes to the fore most prominently when a donor of Indian ancestry is prepared to make the gift. As a factual matter, an affidavit from both parties should allay this fear. It is not likely that either Mr. Tegegne nor Mr. Dhar would be prepared to go to jail for the commission of two criminal offences -- illegal sales and perjury -- at the same time.

The second objection to the transfer stems from prudence, not suspicion. The Royal Victoria has never performed altruistic donations, so it posits that the proposed transplant raises risks to health and safety. But it offers no explanation why the want of any prior social bond between the two men creates any additional medical risk. It is not as though the pair will be linked together at the hip. There are standard medical procedures that can determine whether Mr. Dhar is a suitable organ donor for Mr. Tegegne. Once that matter is settled, then the only question is whether each man is prepared to assume the risk incident to surgery, which they are.

Nor is any additional cost for treating foreigners a problem: It is easy to find someone who would pick up the incremental expense. The modest tempest surrounding risk and cost looks like a ruse for the larger issues lurking in the background.

And so regrettably it is. In defending the decision of the Royal Victoria, Arthur Shafer of the University of Manitoba's Centre for Professional and Applied Ethics, appealed to the supposed bedrock values of the larger Canadian society, which are said to be "strongly opposed to the commodification of organs for transplant." It seems odd that this situation should be raised against an

altruistic donation that was made because Mr. Dhar so strongly identified with Mr. Tegegne. But the real point here is that this directed donation is opposed because it allows Mr. Tegegne to jump the queue ahead of other Canadians who have equally dire needs for organs. Yet to give this objection any credence is to let small details obscure major advances. The simple question to ask here is: Who is harmed by the decision to allow Mr. Dhar to pick Mr. Tegegne as his donee?

Surely, it is not the first person on the queue because Mr. Dhar was moved to give his organ only to Mr. Tegegne. If this transaction does not go forward, then nobody gets the organ. In addition, all the individuals on the queue below Mr. Tegegne are hurt by the Hospital's decision because they lose the opportunity to move up a place. Would that there were 100 directed donations that could save that many additional lives! It is an odd, indeed cruel, ethical commitment that takes pride in denying relief to any one individual because similar relief cannot be given to all.

Yet take the question one step further, and ask why the commodification and sale of organs should be regarded as a vice. As noted above, the ability to run a transfer from a living (or dead) donor does not depend on whether cash has been paid or not. The organ and the recipient are the same in both cases. Nor does the appeal to the fuzzy notion of "commodification" resolve ethical questions: The blunt and sorry truth of Canadian and American organ policy is that the defenders of the status quo are quite willing to see hundreds if not thousands of individuals die each year in order to make others abide by their own dubious aesthetic preferences to keep money out of organ transplants.

Alas, there are not sufficient Mr. Dhars to make up the shortfall. Organ transplantation has obvious costs to the donor. These play out in multiple contexts. Family members, for example, may well be reluctant to give voluntarily if they cannot be assured that they will receive some insurance benefit in the event of illness or work loss. Simply covering the cost of the transplant does not guard against these risks. It seems peculiar to regard the donor as greedy by asking for protection of this particular sort. Yet such sensible arrangements are blocked by the current law, which does not look at the amount of the compensation paid or the reason it is supplied.

The upshot is that desperate family members are often reduced to using subtle forms of coercion against the one matching donor. How much more sensible it would be to combine the carrot with the stick.

Strangers present other issues. No natural bond of affection will tie donor to donee, so that the risk of real loss is only offset in part by the knowledge that good is done for others. Cash could ease that imbalance by making sure that all organ transfers are win-win transactions.

***It is an odd ethics that  
denies relief to one  
individual because similar  
relief cannot be given to all***

Think of what is at stake. Suppose that for each organ transferred there is a 1% risk of death or serious injury. Suppose also that the transplant has an 80% chance of success. Getting the organ increases by 79% the expected lives of both parties, which is a huge social gain. But currently, ordinary self-interest keeps that social gain from occurring because people won't give if that 1% chance of loss remains uncompensated. Cash to the organ transferor overcomes the reluctance self-interest breeds. The more of these transactions the better. And yet the "moral" position consigns thousands of individuals to death. But why?

It is said that there is a risk of exploitation of the weak and infirm. No way. People do not want organs from sick persons with complex diseases. The market, if allowed to operate, would move to healthy individuals. Keeping the transactions above board would allow for a matching of compatible organs and their recipients. It would make it lawful for third persons to assist with the transactions, thereby obviating the risks of fraud. Nor would it preclude charitable activities, for ordinary individuals can always make gifts of cash to help indigent individuals get any kidneys they need.

Nor in the end is the only alternative to the current system the open market that I favour. It is possible to adopt intermediate proposals that would allow for the state to purchase organs at some specified price, which could then be distributed through the same queuing



mechanism that is in use today. But either way, the ostensible "ethical" objections to the sale of organs should be seen for what they are: a guaranteed way to make sure that life-saving transplants do not take place in the name of some abstract ideal that ignores the needless suffering and death of the hundreds of individuals each and every year. Against this palpable waste of human life, the payment of cash to donors who are not as selfless as Mr. Dhar seems a small price to pay.

*Richard A Epstein is a Professor Law at The University of Chicago, and the Pete rand Kirsten Senior Fellow at the Hoover Institution. He is the author of Mortal Peril: Our Inalienable Right to Health Care? (1997)*

**USED WITH THE PERMISSION OF THE AUTHOR**





Student Resource

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**Reading Different Text Forms: Reading Informational Texts**  
**Religion – Grade 12: Christian Moral Development**

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**TIPS FOR READING INFORMATIONAL TEXT: “Organs for Sale” by Richard A. Epstein**

**Before Reading**

- Ask yourself why you are reading this particular text.
- What do you think the graphics of the dollars and body organs represent?
- Why do you think part of the article has been enlarged?
- Look at the very end of the article: what does the italicized information convey?
- Recall what you already know about the topic, both from personal experience and media coverage.
- Record three questions you might have about this particular topic, based on the article’s headline.

**During Reading**

- Divide the reading task into smaller chunks and write a brief one-sentence summary after each chunk:

Paragraphs 1-7	
Paragraphs 11-14	
Paragraphs 15-17	

- As you finish the article, compare visualizations with your reading partner.
- Organize your observations in the *Both Sides Now* template.

**After Reading**

- Make connections to what you already know about the topic. How does the information you have read add to or alter what you knew about the topic? Record your thinking in the space below in preparation for the debate activity.





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**Reading Different Text Forms: Reading Graphical Texts**

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**Religion – Grade 10: Interpreting Scripture**

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Graphical text forms, in this case a photograph, are intended to communicate information in a concise manner. Students need practise in connecting illustrated information to read information. Providing students with an approach to reading graphical text helps them to become more effective readers who make valuable connections as they read. In this exercise, students will interpret this illustration’s relevance to a pre-eminent Biblical teaching.

### Purpose

- Explore a process for examining graphical elements to further their understanding of written and other material before, during, and after reading.
- Enhance their understanding of how elements and features of graphical texts contribute to understanding in a variety of subjects.

### Payoff

Students will:

- become more proficient at “mining” information from graphical representations.
- actively reflect on **God’s Word** as communicated through the Hebrew and Christian scriptures CGE 1(c).
- listen affectively and critically to understand and learn in light of gospel values CGE 2(a).
- read, understand, and use written materials effectively CGE 2(b).
- use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life CGE 2(e).

### Tips and Resources

- Provide an illustration of Eye of the Needle Gate (can be accessed at [www.CC-Art.com](http://www.CC-Art.com) for viewing by students), or a similar illustration.
- Although the NRSV is recommended, any Catholic edition Bible may be used.
- The provided illustration is from Nazareth. Jesus would have been familiar with this particular type of structure, as would his audience. Examining the illustration in connection with the Scriptural passage will enhance the impact of the written word.
- For specific references with regard to reading graphical texts, see *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, pp 84-86.

### Further Support

- Students respond readily to graphical elements in texts – early reading experiences often included pictures to provide cues to meaning. This example from the Grade 10 curriculum reminds us of the importance of encouraging students to use all available information to enhance their understanding of a particular text.
- Using the graphic organizer *Both Sides Now* on p. 74 of *Think Literacy: Cross-Curricular Approaches, Grades 7-12* would be beneficial.



**Reading Different Text Forms: Reading Graphical Texts**  
**Religion – Grade 10: Interpreting Scripture**

Notes

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Ask students to brainstorm about communication between generations – how clear is it? Do specific language terms sometimes get in the way of clarity?</li> <li>• Would this be even more so across several generations? (Jesus was referencing a well-known structure of His time which is obscure to most North American teens).</li> <li>• Access website with an illustration or photocopy a similar visual. If accessing website for the class, ensure that the accompanying caption is initially covered.</li> </ul>	<ul style="list-style-type: none"> <li>• Would you text-message your grandparents using the same language you use with your friends?</li> <li>• Do you think this language divide becomes greater the further back in time you go?</li> <li>• Examine the provided illustration – what do you think it shows?</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Lead students through a closer examination of the illustration. Help them to connect information in the graphic to what they already know as they monitor their understanding. “Monitoring understanding” means recognizing when confusion occurs and identifying strategies that help to grasp meaning. In this case, students should be able to identify that the structure is not modern, is probably in the Middle East, and that there are two different-sized gates.</li> <li>• Read Matthew 19:23-26 with the students. This is Jesus’ famous response to the query of the rich man. Having seen the illustration, what can students infer about the message of the passage?</li> <li>• Reveal the caption of the illustration – does this revelation make Jesus’ message clearer?</li> <li>• These prompts could be re-worked in chart form, using the <i>Both Sides Now</i> template.</li> </ul>	<p><b>FOCUS QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>• Is there anything in the picture that would help you to date the structure?</li> <li>• Is there anything in the picture that would help identify the structure’s location?</li> <li>• Are there any identifying signs or visuals on the structure?</li> <li>• Examine the gate structure more closely: why are there two different-sized gates?</li> <li>• Read Matthew 19:23-26.</li> <li>• Does the illustration make Jesus’ message clearer?</li> <li>• How difficult would it be to guide a laden camel through the smaller opening?</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Refer students back to the opening brainstorming – how do we rely on shared common knowledge to clearly convey our understanding? How would you explain this image to someone who has not seen it?</li> <li>• Use the <i>Student Resource: Reflection</i> – ask the students to connect the graphic to the text and to formulate her/his own graphic (see <i>Tips For Reading Graphical Texts, Think Literacy: Cross-Curricular Approaches, Grades 7-12, p. 86</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Use the <i>Student Resource: Reflection</i> to connect Jesus’ message.</li> </ul>



Teacher Resource

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**Reading Different Text Forms: **Reading Graphical Texts****  
**Religion – Grade 10: Interpreting Scripture**

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### Eye of a Needle

‘Eye of a Needle’ in the gate of a khan at Nazareth. The entrance to caravanserais in Palestine had a small door known as ‘the eye’ for foot passengers. The huge doors are opened only for pack-animals or wheeled vehicles.



One of 6000+ images at [Christian Computer Art www.CC-Art.com](http://www.CC-Art.com) (This site contains almost 200 free images as well as thousands of downloadable images for Christian teaching, preaching and outreach. They are ideal for computer projection, web pages and not-for profit printing).

Student Resource

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**Reading Different Text Forms: Reading Graphical Texts**

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**Religion – Grade 10: Interpreting Scripture**

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**EYE OF THE NEEDLE  
REFLECTION**

1. How difficult would it be to guide a camel through the smaller gate? Why?
2. What would a camel driver have to do with the goods loaded on the camel's back in order to accomplish this task?
3. How does this relate to Jesus' advice to the rich man Matthew 19:23-26?
4. Create your own graphic to represent the important information in this passage.

**Generating Ideas: Adding Content (Pass it On!)****FAMILY LIFE EDUCATION Grade 7 (Theme 1 Topic 1 Self –Concept)**

No one person can know everything about a topic, even if that topic is themselves. All writers can benefit from feedback even before they start their first draft. An honest exchange of perspectives and points of view from a variety of partners can be a valuable gift for any writer.

**Purpose**

- Teach students that clear, concise writing is often the result of a collaborative process which invites partners to ask questions that:
  - Identify ideas and information that may have been omitted;
  - Lead to reconsideration and revision of initial thinking *before* writing a first draft.

**Payoff**

Students will:

- ask who, what, when, where, why and how (5W+H), and predict questions while writing.
- add and support ideas, with the help of others and then on their own.
- develop as reflective, creative thinkers who are collaborative contributors (CGE3c, CGE5a, CGE5e).

**Tips and Resources**

- Provide stick-on notes if students find it too confusing to have other students writing on their work.
- Vary the length of time and the configuration of the partnerships from task to task to ensure a richer sharing of perspectives and experiences in different topic areas.
- See: *Fully Alive* teachers' manual p. 3-7.

**Further Support**

- Model the process of asking questions about a piece of writing using a piece of teacher-generated writing.





**Generating Ideas: Adding Content (Pass It On!)**

**FAMILY LIFE EDUCATION Grade 7 (Theme 1, Topic 1 Self-Concept)**

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Complete the readings and activities to the end of p. 8 in the Grade 7 <i>Fully Alive</i> student text.</li> <li>• Assign the task to write <i>A Word Portrait of Me</i>.</li> <li>• Review the 5W+H questions using the handout.</li> <li>• Suggest modifications to the questions that would elicit information about a person.</li> <li>• Remind the students of the purpose of this activity – to learn about other students in their group through questioning.</li> <li>• Create groups of 4-6 students.</li> </ul>	<ul style="list-style-type: none"> <li>• Individually brainstorm ideas that describe themselves or paint a <i>Word Portrait</i>.</li> <li>• Read the instructions with the teacher.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Time the students and have them pass their work to the person to their left and add questions to the work that is handed to them. In 3-5 minutes, depending on the length of the work, call “time” and have the students pass their work to the left again.</li> <li>• Have students continue until the work has been returned to the original author.</li> <li>• (Optional) Ask students to begin answering the questions or making suggestions regarding the questions they see on the papers in front of them, once work has been passed on to at least two others in the group.</li> </ul>	<ul style="list-style-type: none"> <li>• Within their group, pass work to the left.</li> <li>• Quickly and silently read the work and then ask questions based on the 5Ws &amp; How.</li> <li>• Write notes on stick-on notes or in the margins.</li> <li>• (Optional) Begin answering the questions or making suggestions regarding the questions they see on the papers in front of them, once work has been passed on to at least two others in the group – even if it is not theirs.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Direct students to use the edited work and the answers to the questions as the basis for the written assignment – <i>A Word Portrait of Me</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Try to answer as many of the questions as possible when their work is returned.</li> <li>• Use the answers to the questions as the basis for responding to the written assignment to write <i>A Word Portrait of Me</i>.</li> </ul>



**Generating Ideas: Adding Content (Pass It On!)**

**FAMILY LIFE EDUCATION Grade 7 (Theme 1, Topic 1 Self-Concept)**

**Topic : A Word Portrait of Me**

Do you have a dream career in mind?

○ Happy

When are you happy?

○ Curious

What are you curious about?

**Do you ever watch TV?**  
If so, what shows?

○ Talkative

Who says that you are talkative?

○ Athletic

What sports do you play?

What do you like best about yourself?

○ Love to babysit my little sister

Do you have other siblings?

○ Enjoy quiet times at the cottage

Where is your cottage?

○ Love to read books

Who is your favourite author?

○ People think I am an extravert

How can we tell that you are an extravert?



Student Resource

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**Generating Ideas: Adding Content (Pass It On!)**

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**FAMILY LIFE EDUCATION Grade 7 (Theme 1, Topic 1 Self-Concept)**

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When you build a fire, you need just enough wood to get it started. Usually, we start with pieces and then add the larger ones after the fire gets going. That's what we are going to do with your initial ideas or drafts for writing your \_\_\_\_\_ assignment.

What you have written so far is like a small flame – it's an idea to which you may need to add more ideas. By trading work with the people in your group and asking questions without talking, you will learn the questions that will add fuel to your fire.

Here's how to add the fuel...

In your groups:

1. *Pass your work to the person on your left. Quickly skim the work that you have received from the person on your right.*
2. *As you read, ask questions based on the 5W's and How. Some of your questions might be:*
  - *What's this all about?*
  - *What happened?*
  - *Where did this happen?*
  - *When did this occur?*
  - *Who was involved?*
  - *Why did this occur?*
  - *What happened as a result?*
  - *What other choices were possible?*
  - *How does this affect others?*
3. *Do not talk until you have passed around all of the work. If you can't read or understand something, don't ask the person. Just write down a question or comment, such as "I don't get this" or "I can't read this."*
4. *Write in the margin or at the top of the page, or in the lines – just don't write on top of someone else's writing! Don't worry if you don't finish all of the assignment you are looking at – the next person will probably deal with parts that you missed.*
5. *Once you have questioned the work of at least two of the people in your group, you may want to start answering some of the questions others have written on the work – even if the work is not yours.*
6. *When you finally get your own work back, try to answer as many of the questions as you can. The information you give will add to whatever you are writing.*

## W

**Developing & Organizing Ideas: *Webbing, Mapping & More*****FAMILY LIFE EDUCATION Grade 8 (Theme 5, Topic 3- Justice)**

Effective writers use a variety of different strategies to sort and clarify ideas. A well-organized, well-written piece often provides the writer and/or an audience with a compelling argument for taking action in a particular direction.

**Purpose**

- Identify connections among justice issues in the local and global communities.
- Select ideas and information to describe a course of action for promoting justice in the local community.

**Payoff**

The Student will:

- practice critical and creative thinking strategies. (CGE 3).
- learn new strategies for developing and organizing ideas.
- begin to develop a plan of action based on the application of new organizing strategies.

**Tips and Resources**

- Strategies for webbing and mapping include:
  - *Clustering*- looking for similarities among ideas, information or things, and grouping them according to characteristics.
  - *Comparing*- identifying similarities among ideas, information or things.
  - *Contrasting*- identifying differences among ideas, information or things.
  - *Generalizing*- describing the overall picture based on ideas and information presented.
  - *Outlining*- organizing main ideas, information, and supporting details based on their relationship to each other.
  - *Relating*- showing how events, situations, ideas and information are connected.
  - *Sorting*- arranging or separating into types, kinds, sizes etc.
  - *Trend-spotting*- identifying things that generally look or behave the same.
- See *Student/Teacher Resource, Webbing Ideas and Information*.

**Further Support**

- Collect and make available recent editions of local, religious and national newspapers.
- Provide a period of time in a computer lab surveying news gathering sites e.g., cbc.ca; canoe.ca; google.ca; Vatican.va.
- Collect and post a list of the significant terms used in Theme 5 of *Fully Alive*.
- Provide students with sample graphic organizers.
- Provide students with materials (e.g., scissors, glue, markers, highlighters, stick-on notes, chart paper, poster paper) that allow them, singly or in groups, to sort in as flexible and practical a fashion as possible.



**Developing & Organizing Ideas: Webbing, Mapping & More**

**FAMILY LIFE EDUCATION Grade 8 (Theme 5, Topic 3 Justice)**

**Notes**

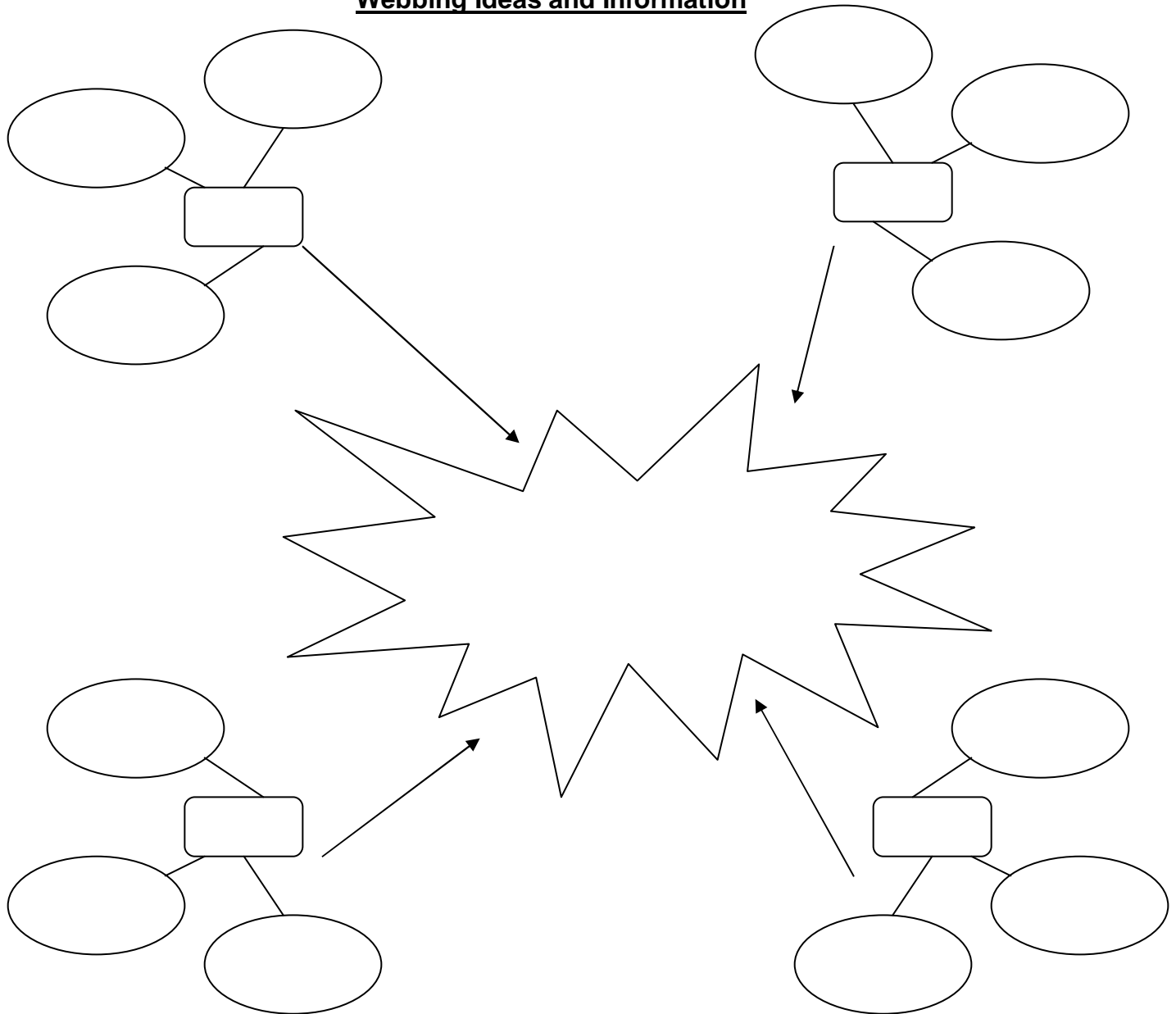
What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Complete Theme 5 of <i>Fully Alive</i>.</li> <li>• Assign a culminating report – <i>Promoting Justice in my Community</i>.</li> <li>• Prepare an overhead or chart materials for a brainstorming session on the topic of <i>Justice</i>.</li> <li>• Decide on a number of means of connecting solicited responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall what they know about the topic of Justice for the writing assignment.</li> <li>• Prepare notes on justice issues from the Internet and newspapers.</li> <li>• Recall past use of a webbing strategy to record or organize thoughts.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Ask students to contribute to a brainstorming web or map by identifying ideas and key information about local and global justice.</li> <li>• Model and then ask students to suggest how to place their points to create a web or a map.</li> <li>• Ask the students questions to clarify their decisions. For example:             <ul style="list-style-type: none"> <li>▪ What does this mean?</li> <li>▪ Is this important? Why?</li> <li>▪ Is there another way to sort my notes?</li> </ul> </li> <li>• Model how to use the Web/Map to create a possible outline or template for writing a first draft.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to the discussion.</li> <li>• Note strategies to be used with their own information later.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Have students refer to their notes for the writing task.</li> <li>• Ask them to organize the information using a web or a map.</li> <li>• If appropriate have students with similar interests work together.</li> <li>• Ensure that students using assistive technology have access to appropriate webbing/mapping software.</li> </ul>	<ul style="list-style-type: none"> <li>• Reread notes and identify important information and ideas.</li> <li>• Use question prompts to rephrase notes, identify key points, and group the ideas and information into a web.</li> <li>• Share and compare webs.</li> <li>• Make the connection between the web/map and possible ways of organizing the information and ideas into a template for writing.</li> <li>• Ensure that they differentiate between global and local justice issues so that the report recommends real, doable action.</li> </ul>



**Developing & Organizing Ideas: *Webbing, Mapping & More***

**FAMILY LIFE EDUCATION Grade 8 (Theme 5, Topic 3 Justice)**

**Webbing Ideas and Information**



What are the Big Ideas?  
Can you identify any patterns or trends?  
How are the ideas and information connected?  
What evidence or information is missing?  
What evidence or information does not belong?  
Is a particular viewpoint/ course of action suggested?  
Does the web suggest a writing outline?



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**Generating Ideas: Rapid Writing**

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**RELIGIOUS EDUCATION - Grade 12 (Morality)**

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When students engage in *rapid writing* at the beginning of a writing assignment, they access their prior knowledge, engage with content, review and reflect, and begin to set direction for writing letters, essays, and other subject-based assignments.

**Purpose**

- Encourage fluency in generating ideas for writing on morality and any other Religion and Family Life topic.
- Help students begin to organize ideas.

**Payoff**

Students will:

- rapidly access prior knowledge.
- generate raw material for more polished work.
- initiate the process of theological reflection.
- integrate faith with life – (CGE 1i).

**Tips and Resources**

- Use this strategy to review what students remember about the religious term or concept from a variety of sources (e.g., class, parish, family, media).
- Encourage the use of this strategy in daily class work, as well as in tests, examinations, and personal theological reflections.
- See Student/Teacher Resource, *Tips for Rapid Writing*.
- For further support, see page 98 of *Think Literacy: Cross-Curricular Approaches, Grades 7-12*.

**Further Support**

- Write the topic on the board, and do not repeat it orally if a student comes in late. Instead, point at the board. This also reinforces the topic for visual learners and for students who have poor aural memory.
- Ensure that students who use an adaptive technology have ample time.
- Allow English Language Learners to use dictionaries, word banks, etc., as appropriate.
- Maintain ongoing lists of topic-related vocabulary.





**Generating Ideas: Rapid Writing**

**RELIGIOUS EDUCATION - Grade 12 (Morality)**

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Choose an appropriate topic and post it (e.g., morality or any topic in Religion and Family Life).</li> <li>Explain that the purpose of rapid writing is to allow students to record what they know or believe, without worrying about repetition, spelling, grammar, or any other errors.</li> <li>Ensure that students have access to a copy of <i>Student/Teacher Resource Tips for Rapid</i> overhead, handout, poster, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>(optional) Suggest topics for rapid writing that are related to the course.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Give directions.</li> <li>Give the signal to begin.</li> <li>Time the students.</li> <li>Give the signal for students to stop writing. (You may want to give them a one-minute warning.)</li> </ul>	<ul style="list-style-type: none"> <li>At the starting signal, write or type as quickly as possible, without stopping or making any corrections.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Debrief.</li> <li>Focus the students' attention on how their rapid writing can be the starting point for more polished pieces of theological reflection.</li> <li><b>Alternatively</b>, as a follow-up, direct students to begin classifying and organizing their ideas (e.g., bio-ethics, business ethics, sexual morality).</li> <li><b>Optionally</b>, direct students to work in pairs explaining the thinking behind the classification process.</li> </ul>	<ul style="list-style-type: none"> <li>Follow teacher's direction for debriefing and analyzing.</li> <li><b>Optionally</b>, work in pairs and explain the thinking process behind the classification process.</li> </ul>



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## **Tips for Rapid Writing**

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**RELIGIOUS EDUCATION - Grade 12 (Morality)**

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- **Write as fast as you can.**
- **No corrections or erasing allowed.**
- **Write until your teacher says “STOP” – do not stop before!**
- **Don’t lift your pen/pencil from the paper or remove your hands from the computer.**
- **If you get stuck, jumpstart your brain by writing the topic title and extending it to a sentence.**
- **When your teacher says “STOP”, count and record the number of words you have written.**
- **Be prepared to discuss your topic: use the writing you have done to start you off.**



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## Generating Ideas: Setting the Context

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### RELIGIOUS EDUCATION – All Grades - Religious Reflection

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Reflections in religious education involve writing about an issue, raising some questions or comments about how that issue relates to personal experience, and then using the context of theology to root the reflection.

#### Purpose

- Generate possible topics and subtopics for a religion reflection.
- Identify important ideas and information to include in the writing.
- Identify any relevant church teaching or scripture to use.

#### Payoff

Students will:

- clarify the writing task.
- select some relevant church teachings, scripture or catechism reference to use.
- generate questions and use them to focus their writing.
- think reflectively and creatively to evaluate situations (CGE 3c).

#### Tips and Resources

- *Purpose* refers to the reason for writing. In a religious reflection, the writer is *expressing an opinion*, within the context of a religious setting. The writer must *describe* the issue, *outline* their personal beliefs, and *reflect* on the teachings of the Catholic Church.
- Consult page 102 of *Think Literacy: Cross-Curricular Approaches, Grades 7-12* for more suggestions.
- For reference, use a bible, or the *Catechism of the Catholic Church*.

#### Further Support

- Encourage students always to find out what the Church teaches, and not simply to base statements on hearsay.



**Generating Ideas: Setting the Context**  
**RELIGIOUS EDUCATION – All Grades - Religious Reflection**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Write a topic on the board or chart paper, or project on a screen. Describe the purpose of religious reflection. It involves writing about an issue, raising some questions or comments about how that issue relates to personal experience, and then using the context of theology to root the reflection.</li> <li>• Model for the students the process of discerning some of the issues surrounding the topic.</li> <li>• Ask students to contribute questions that could be used for the reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall any information they already know about the topic.</li> <li>• Generate some questions that could be used in the reflection.</li> <li>• Research if necessary on the teachings of the Church about the topic.</li> <li>• Recall a bible story that speaks about the topic, if possible.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Ask students to review their topics, adding some personal information about the issue. <i>Be sensitive in terms of sharing with the large group.</i> Some topics lend themselves to sharing, while others do not. Never insist that a student share a personal reflection with anyone other than the teacher.</li> <li>• Have students generate a list of questions that could be asked in order to reflect on the topic or issue.</li> <li>• Make available bibles and catechisms so that students can refer to them if needed to add substance to their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall what they know about the topic.</li> <li>• Share writing with others in the class if appropriate.</li> <li>• Use the bible and catechism to research background information on the topic or issue.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Model for students how to organize the questions into a possible outline for their writing and use the questions as a focus for a first draft.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the teacher’s thinking process for organizing the questions.</li> <li>• Use an individual writing technique (such as rapid writing) to respond to the questions and thus get started.</li> </ul>

## Notes

## W

**Developing and Organizing Ideas: Adding Details****RELIGIOUS EDUCATION – Grade 9 Scripture**

In this strategy, students ask questions to support and elaborate on the main ideas from their first draft of a piece of writing. A structure for asking questions is provided.

**Purpose**

- Provide additional specific and supportive detail in the writing.

**Payoff**

Students will:

- add depth and breadth to writing by including appropriate details.
- use written materials effectively (CGE 2b).

**Tips and Resources**

- Make sure the paragraph for this activity is “bare-bones”, leaving out most details and posing many unanswered questions. A sample “The Gospels” follows.
- For further support, see page 118 of *Think Literacy: Cross-Curricular Approaches, Grades 7-12*.
- For reference, use a bible.

**Further Support**

- Encourage students to use anecdotes and examples as well as facts. They may draw on experiences from their Church to help them out.



**Developing and Organizing Ideas: Adding Details**

**RELIGIOUS EDUCATION – Grade 9 Scripture**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Compose a brief paragraph that explains or describes something you know well, but about which the students know little.</li> <li>• You could also use a paragraph about something with which some students would be familiar – see example “The Gospels”.</li> </ul>	<ul style="list-style-type: none"> <li>• Bring a first draft of a writing assignment to class.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Begin by reading the paragraph to the class. (Provide them with a visual copy, either on paper, a transparency or on a computer projection.)</li> <li>• Distribute or display the <i>Stretching Ideas</i> handout.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the paragraph and the <i>Stretching Ideas</i> handout and identify places where more information is needed.</li> <li>• Volunteer questions from the handout for the teacher to answer.</li> <li>• Begin revision of their own work, using questions from the handout.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• <b>(Optional)</b> Assign revision of the first draft as homework for a subsequent draft.</li> <li>• <b>(Optional)</b> Have students work with the handout and the revised draft to identify further areas for revision.</li> </ul>	<ul style="list-style-type: none"> <li>• Students may complete revision of the first draft as homework.</li> <li>• Students may use the handout and the revised draft (individually or in pairs) to identify further areas for revision.</li> </ul>

**Notes**



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**Developing and Organizing Ideas: Adding Details**  
RELIGIOUS EDUCATION Sample – The Gospels

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The Gospels are part of the bible. They were written a long time ago.

They have some very interesting stories in them, including parables.

Parables are stories used to teach a message. The Gospels are read

at Church on Sundays. There are some hymns about the Gospels.





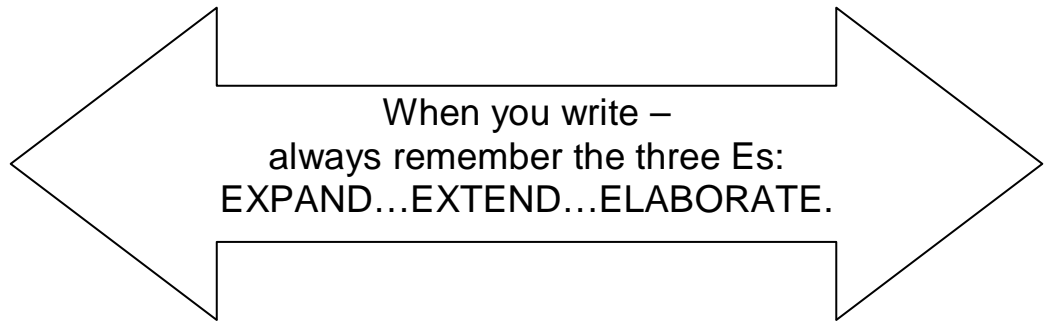
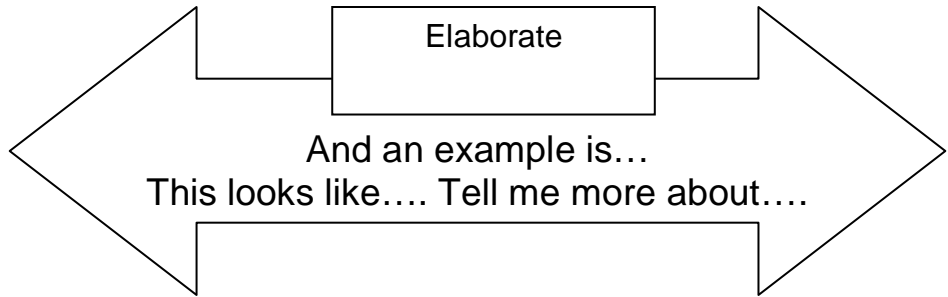
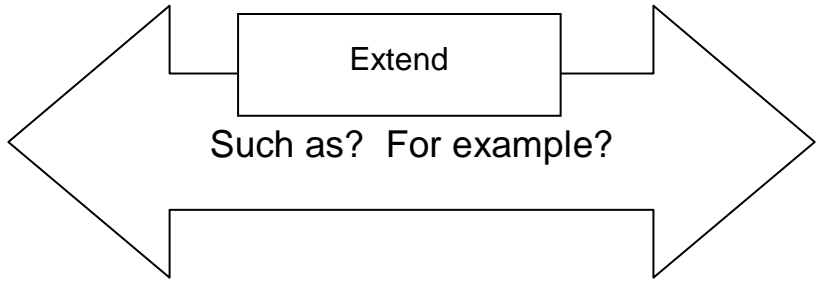
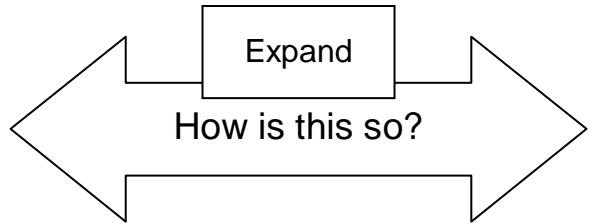
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**Stretching Ideas**

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**RELIGIOUS EDUCATION – Grade 9 Scripture**

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**Writing for a Purpose: Using Templates**

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**RELIGIOUS EDUCATION Grades 7-12 (Writing a Prayer Service)**

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A prayer service is an organized experience of song, prayer, sacred scripture and reflection that allows the participants to spend some time learning something more about what God wants for them and for the world. Writing a prayer service for a group of peers can be a daunting task. A *template* or framework offers students a structure for organizing thoughts and ideas in preparation for writing a first draft.

**Purpose**

- Provide students with a template to scaffold their understanding of a form of a prayer service and help them to organize ideas and information before writing the piece.

**Payoff**

Students will:

- learn the generally accepted format of a student-led prayer service.
- organize their writing to ensure that it meets the requirements for a complete prayer service.
- grow in their capacity to integrate faith with life. (CGE 1i).

**Tips and Resources**

- Typically, the teacher leads a number of classroom prayer services to familiarize the students with the purpose, the pacing, and the potential of a student-led prayer service.
- Use the template to deconstruct an example prayer service before students write their own version so that they have an exemplar to work from.
- Provide bibles and music resources.
- Provide a concordance.
- Provide the *Writing a Prayer Service Template*.
- Provide the *Tips for Composing and Editing Prayers* sheet.

**Further Support**

- The Weekly Missal.
- Various books and publications and on-line resources that offer prayer services.
- [www.carfleo.org](http://www.carfleo.org)



**Writing for a Purpose: Using Templates**

**RELIGIOUS EDUCATION Grades 7-12 (Writing a Prayer Service)**

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Prepare the Prayer Service template.</li> <li>• Provide a recent prayer service on a chart, on an overhead, or as photocopies for the students' perusal.</li> <li>• Model the method of deconstructing the service:                             <ul style="list-style-type: none"> <li>▪ Ask them to describe what is happening in the first part of the service.</li> <li>▪ Have them describe why this part is important to the whole piece.</li> </ul> </li> <li>• Have them continue in small groups to reconstruct the rest of the piece.</li> <li>• Engage the class in a discussion of their findings and annotate a chart or overhead copy of the template with their observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the example, following the teacher's lead in deconstructing the piece.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Distribute the template to students to help them consolidate their understanding of what happens in each part of the assigned piece of writing.</li> <li>• Share a sample of the template that has been partially completed (see <i>Prayer Service Template</i>).</li> <li>• Direct students to use this template to organize the information they have prepared for the assignment.</li> <li>• Monitor students' work as they begin completing the template.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin completing the template by adding information they have prepared.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Assign a completion date for the template.</li> <li>• Use peer, self, or teacher assessment of the completed template, before students begin drafting the final service.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the template as homework or as class work.</li> <li>• Students may participate in peer or self-assessment of the completed template in a subsequent class.</li> </ul>




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## Writing for a Purpose: **Using Templates**

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### RELIGIOUS EDUCATION Grades 7-12 (Writing a Prayer Service)

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#### What is a prayer service?

*A prayer service is an organized experience of song, prayer, sacred scripture, and reflection that allows the participants to spend some time learning more about what God wants for themselves and for the world.*

#### Traits of Prayer Service

A well-written prayer service enables everyone involved to participate fully, actively, and consciously. In general, the more polished the final written script, the smoother and more meaningful the prayer experience. The well-written prayer service is clearly oriented to a particular purpose :

- **Adoration** of God;
- **Contrition** for failings in the presence of God;
- **Thanksgiving** to God;
- **Supplication** to God (either for ourselves – petition, or for another – intercession).

#### Preparing a Prayer Service

In a complete prayer service, you will generally notice a pattern found in Sunday Mass. You will decide on a theme or a message and then gather music, prayer, and scripture materials that can be assembled according to the following format :

1. **Gathering Rites**
  - Introductory comments or Call to Worship
  - A song or a piece of music
  - Opening prayer
2. **Proclaiming of Sacred Scripture**
  - Old Testament or New Testament Scripture
3. **Breaking Open Time**
  - A ritual action that reinforces the message of the service
  - Spoken words or silent time to reflect on the scripture message
4. **Sending Forth**
  - A summing-up closing prayer
  - A song or piece of music that helps to close the service and send everyone back to their daily routine, feeling and acting different than when they started



Student/Teacher Resource

**Prayer Service Template**

\*\*\* Elements you must compose

<b>Gathering</b>	<p>***Call to Worship [a few words of welcome, reminding people why they are gathered to pray]</p> <p>Welcome back everyone...                  We come together to pray together for peace and friendship in our class...                  Please stand and join us as we sing/pray/speak and/or listen to understand what God asks of us.</p>
	<p><i>Opening Song</i>                  As appropriate and available</p>
	<p>***<i>Opening Prayer</i> [a brief prayer preparing all to be open to reflecting on the message of the service]</p> <p>Generous Creator God...                  We want to know how to follow your ways...                  Help us to hear your message of peace and friendship...Amen.</p>
<b>Proclaiming</b>	<p><i>Scripture</i> [a passage that offers a message reinforcing your theme]</p> <p>A reading from the book of...                  The Word of the Lord; Thanks be to God                  OR                  A reading from the Gospel according to...                  Praise to Your Lord Jesus Christ                  The Gospel of the Lord... Praise to You Lord Jesus Christ</p>
<b>Breaking Open</b>	<p>***<i>Reflection</i> [a story or brief paragraph that provokes some deep thinking about God's will. This can also be a period of silence, but you still need to give people a question for reflection]</p> <p>In the reading, Jesus, shows us how great it can be to live in peace and friendship.                  But how can we imitate that in our classroom?                  We think...</p>
<b>Sending Forth</b>	<p>***<i>Ritual Action</i> [could be any action that is simple to perform and meaningful for everyone. You need to script an explanation so people know what they are doing and why they are doing it]</p> <p>Since God wants us to be people of peace and friendship, let us exchange a sign of peace.</p>
	<p>***<i>Ritual Prayer</i> [a traditional prayer, but again, with a scripted introduction to keep the meaning clear]</p> <p>Let us pray St. Francis of Assisi's Canticle of Peace</p>



<p>Prayer Service on the Occasion / Theme of _____</p> <p>*** Parts you will compose</p>	
<b>Gathering</b>	<p>***<i>Call to Worship</i> [a few words of welcome, reminding people why they are gathered to pray]</p>
	<p><i>Opening Song</i></p>
	<p>***<i>Opening Prayer</i> [a brief prayer preparing all to be open to reflecting on the message of the service]</p>
<b>Proclaiming</b>	<p><i>Scripture</i> [a passage that offers a message reinforcing your theme]</p>
<b>Breaking Open</b>	<p>***<i>Reflection</i> [a story or brief paragraph that provokes some deep thinking about God's will. This can also be a period of silence, but you still need to give people a question for reflection]</p>
	<p>***<i>Ritual Action</i> [could be any action that is simple to perform and meaningful for everyone. You need to script an explanation so people know what they are doing and why they are doing it]</p>
	<p><i>Ritual Prayer</i> [Usually a traditional prayer, but again, with a scripted introduction to keep the meaning clear]</p>
<b>Sending Forth</b>	<p>***<i>Closing Prayer</i> [A brief prayer of hope that the lessons learned will be remembered and lived after everyone leaves]</p>
	<p><i>Closing Song</i> [Song or music to reinforce the new feeling/ attitude that has been cultivated]</p>



## Tips for Composing and Editing a Prayer

- o **Dear GOD**...If it isn't addressed to God or the saints of heaven, then it isn't a prayer. Christian prayer is generally addressed to God or to the saints of heaven. A vague meditation, poem or story on a theme or image is not a prayer.
- o **Absolute GOD**... Our limited knowledge of God leads us to address God as inclusively as possible (neither exclusively male nor exclusively female). There may be rare times when you want to highlight a particular quality of God, in which case gender-specific terms are required. Most names of God flow from an understanding of the Trinity e.g., God The Father
  - Creator, Mother, Genitor, Nurturer, Ruler
  - God The Son
    - o King, Word Incarnate, Prince of Peace, Brother, Friend, Healer, Shepherd, Lamb of God.
  - God The Spirit
    - o Holy Spirit, Inspiration, Breath of God, Paraclete,
- o **Absolutely good GOD**... There is a large variety of terms that describe God's goodness: all knowing, benevolent, caring, divine, excellent, flawless, gracious, holy, infinite, just, etc, etc, etc...
- o **Do this GOD**...God knows what we need better than we do ourselves. It's best to describe the need and then trust that God will provide. Prayers that read like wish lists or operating instructions generally miss this point.
  - Instead of this:** Dear God, please get my teacher to lighten up and make my parents relax.
  - Try this:** Gracious God, show me a path to inner peace (which is what you probably really need).
- o **Pity Me God**...If you believe you could use some help with making your prayer a bit more humble and honest, try asking for the intercession of Jesus Christ who is the ultimate mediator e.g.,

*Good and Gracious God  
Lord of life and love,*

*Show me how to live to  
more like you want me  
live.*

*I ask this in the name of  
Jesus your Son who lived  
your way on earth.*

We ask this in the name of Jesus  
the Lord who lives and reigns with you and the Holy Spirit  
One God forever and ever. Amen.

- o **Yes GOD**...If you believe that God has heard your prayer and you trust that God will respond according to God's will, then say AMEN!!!

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## Writing for a Purpose: Using Templates

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### RELIGIOUS EDUCATION – Religion Reflection

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When students can get the “picture” of a form of writing in their heads, they can feel more confident about creating the final product. A template or framework is a skeletal structure for a writing form that allows students to organize their thoughts and information in order to write a first draft. Reflections in religious education involve writing about an issue, raising some questions or comments about how that issue relates to personal experience, and then using the context of theology to root the reflection.

#### Purpose

- Provide students with a template to scaffold their understanding of a form of writing and help them organize information before drafting the piece.

#### Payoff

Students will:

- learn the common expectations for theological reflection.
- organize their writing and ensure that it meets the requirements of the assignment.
- generate questions and use them to focus the writing.
- develop a model for faith-based reflections.
- integrate faith with life – CGE 1 (i).

#### Tips and Resources

- To help students understand how to construct a writing assignment, they may first need to deconstruct an example of that assignment.
- For further support, see page 140 of *Think Literacy: Cross-Curricular Approaches, Grades 7-12*.
- For reference, see *The Art of Theological Reflection* (Crossroad Classic, 1994).

#### Further Support

- The template for any individual writing assignment can be revised to make the modifications or accommodations necessary for students with special needs.





**Writing for a Purpose: Using Templates**

RELIGIOUS EDUCATION Grades 7-12 (Writing a Prayer Service)

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Choose an appropriate template (a theological reflection follows); others can be found on pages 143-149 of <i>Think Literacy: Cross-Curricular Approaches, Grades 7-12</i>.</li> <li>Explain that the purpose for using a template is to provide a framework for writing.</li> <li>Have students brainstorm some reaction to the given topic.</li> <li>Have available access to the bible, and the Catechism of the Catholic Church.</li> <li>Ensure that students have access to a copy of the <i>Resource Template for a Religion Reflection</i> (e.g., by overhead, handout, poster.).</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm personal reactions to the given topic. Write these down.</li> <li>Compare this reaction to official teachings of the Catholic Church. Research this if necessary.</li> <li>(optional) Suggest topics for reflection.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Give directions.</li> <li>Distribute the template.</li> <li>Direct students to use this template to organize the information they have prepared and/or researched.</li> <li>Students should answer the appropriate questions (not all questions will be relevant to each topic).</li> <li>Monitor students' work.</li> </ul>	<ul style="list-style-type: none"> <li>Begin completing the template by adding in the information prepared and/or researched.</li> <li>Answer each question as well as they can. Not all questions will be appropriate for every topic.</li> <li>Answer questions in complete sentences.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Assign a completion date for the template.</li> <li>Use peer, self, or teacher assessment of the completed template.</li> </ul>	<ul style="list-style-type: none"> <li>May complete the template as a homework assignment.</li> <li>May participate in peer or self-assessment of completed templates in a subsequent class.</li> </ul>

**Notes**



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## Writing for a Purpose: **Using Templates**

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### RELIGIOUS EDUCATION Grades 7-12 (Writing a Prayer Service)

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#### **What is a religion reflection?**

A religion reflection is a form of writing that informs the reader about your personal opinion on a topic in relation to theology. In the piece of writing, you explain how your opinion was developed and how it relates to Church teaching. Your opinion may differ from that of the Church; however, it is important to explain what the Church teaching is and why you feel the way you do.

#### **How do you write a religion reflection?**

1. Begin by identifying the topic or issue and the relevance to everyday life.
2. Continue by describing how it relates to you personally. Detail any connection to your faith experience or sacramental awareness. Do not assume that your reader understands generalities about your faith – be specific. For example, say “when I’m at mass...” rather than “when I practice my faith”.
3. Try to relate the topic or issue to a bible passage, a bible story, a sacramental experience or to the official teachings of the Catholic Church (which can be found in the Catechism of the Catholic Church). If you are not sure about this, take some time to look it up.
4. Try to relate your personal opinion to the bible, or a sacrament or the Catechism. Consider how the topic leads you to think about God.
5. Describe any new insights you have gained by looking at all sides of the issue or topic.
6. Don’t be afraid to think about the issue – pray about it, and open your heart to God.
7. Remember that this is not a “cookie cutter” template. As long as you describe why you feel the way you do, explain the Catholic Church’s views on the topic, and attempt to link the two, you can’t go wrong.
8. The template provides some guiding questions to help you write your reflection. Not all questions will be suitable for each topic or issue, therefore, use the ones you feel are needed. If you would like to add some other points, feel free to do so.




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**Writing for a Purpose: Using a Template**

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Topic: \_\_\_\_\_

**Introduction:**

- Name the topic.
- Explain its relevance in real-world situations.

**Personal Awareness:**

- How does it relate to my own faith experience?
- How does this topic connect to my own life experiences?
- What has my sacramental experience been with the topic?
- How did I feel when it happened to me? How did I respond?

**Religious Insight:**

- What bible story or passage comes to mind when I think of the topic?
- What does the Catechism of the Catholic Church say about the topic?
- What are some ethical issues about this topic?
- Where does God seem to be present in this topic?
- What might God be saying to me?

**Response:**

- How does this topic lead me to think about God?
- When I pray or think about this topic, how do I feel?
- How have others reacted to this topic? (e.g., theologians, ethicists, scientists).

**Conclusion:**

- What new insights have I worked through?
- How have I prayerfully reflected?

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**Writing for a Purpose: Using Templates**

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**RELIGIOUS EDUCATION: Grade 11 (World Religions)**

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When students can get the “picture” of a form of writing in their heads, they feel more confident about creating the final product. A *template* or framework is a skeletal structure for a writing form that allows students to organize their thoughts and researched information in order to write a first draft.

**Purpose**

- Provide students with a template to scaffold their understanding of a form of writing and help them to organize information before drafting a piece of writing for any Religion and Family Life topic.

**Payoff**

Students will:

- learn the common expectations for writing a report.
- organize their writing and ensure that it meets the requirements of a report on a Religion or Family Life topic.
- present information and ideas clearly, honestly and with sensitivity to others. (CGE 2c)

**Tips and Resources**

- To help students understand how to construct a writing assignment, they may first need to deconstruct an example of that assignment. The same template that is used for structuring student writing can be used initially to analyze examples of a report. For instance, before having students use the template for writing a report, give them an example of a report and have them use the template to identify the report’s main idea, supporting details, transitional sentences, etc. Using the template to deconstruct a piece of writing before writing their own report gives students an exemplar from which to work when they begin their own writing. This activity can also be done in pairs or in small groups.
- See the explanation and template for writing Information in Reports:
  - Writing a Report;
  - Information Report Template.

*Cross-Curricular Literacy: Strategies for Improving Secondary Students’ Reading and Writing Skills*, pp. 64-79.

*Reading and Writing for Success Senior*, Chapter 12.

*Adolescent Literacy, Part III: Cross Curricular Connections*, pp. 23-33, York Region District School Board.

**Further Support**

- The template for writing a report can be revised to make the modifications or accommodations necessary for students with special needs, (e.g., reduce the number of paragraphs or supporting details, or the complexity of the main idea, amount of research required).



**Writing for a Purpose: Using Templates**  
**RELIGIOUS EDUCATION: Grade 11 (World Religions)**

Notes

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Find or prepare a template for writing a report. (See the sample template that accompanies this strategy.)</li> <li>• Find an example of a report that students can deconstruct. Make photocopies and distribute the example to the students.</li> <li>• Model the method for deconstructing a report using the first paragraph or part of the report:                             <ul style="list-style-type: none"> <li>-Ask aloud, “What happens in this paragraph/part of this report?”</li> <li>-Answer that question: “This first paragraph of the report is called a summary. In a few sentences, it gives a sense of what this report is all about and provides major recommendations.”</li> </ul> </li> <li>• Ask students to work in groups of four to deconstruct the rest of the example.</li> <li>• Engage students in a class discussion following their group work, and record responses about what happens in each part or paragraph of the example.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the example, following the teacher’s oral deconstruction of the first paragraph or part of the report.</li> <li>• Work in groups to determine what happens in each subsequent paragraph or part of the report.</li> <li>• Contribute responses to the class discussion.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Distribute the template to students to help them consolidate their understanding of what happens in each part of a report.</li> <li>• Share a sample of a template that has been partially completed. (See Information Report Template.)</li> <li>• Direct students to use the template to organize information they have researched.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin completing the template by adding (in the appropriate places) the information they have researched or prepared.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Assign a completion date.</li> <li>• Use peer, self or teacher assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the assignment.</li> <li>• May participate in peer or self-assessment of completed templates.</li> </ul>



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## Writing a Report

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### What is a report?

A report is a form of writing that provides information. There are different types of reports, and they can be organized in different ways depending on the purpose and audience. However, a report is usually based on **researched facts** or on **accurate details** of a situation or event, not just the writer's own knowledge. You might write a report in Religion class on the Church's response to a particular situation taking place in the world, or a particular pastoral letter or encyclical. Often a report begins with a summary that gives the reader a sense of the report's main content. The rest of the report fills in the background information, the process by which the information was obtained, and makes recommendations.

### How do you write a report?

1. Research your information, finding it in several different sources (e.g., books, magazines, the Internet, the bible, Church documents).
2. Take notes of the key details you need from your sources. Be sure to record which information comes from which source so that you can give credit to your sources.
3. Use an organizer (e.g., a chart, web, or sub-topic boxes) to sort and classify your information into different areas for sub-topics.
4. When writing your introduction, think of who your audience might be. If your report is to be made orally to your classmates, you will want to catch their interest, by referring perhaps to some personal experiences. If your report is for the teacher or for an "expert" on your topic, you should be more formal and to the point, avoiding the use of "I" and being more objective.
5. Develop each sub-topic paragraph with an appropriate topic sentence that shows how the sub-topic links to the topic.
6. Make sure that your sub-topic paragraphs have a logical order and that they flow smoothly. Use sub-headings to guide your reader through a lengthy report with many sub-topics.
7. Write a conclusion that summarizes two or three of the main points you wish to make about your topic. Depending on the type of report, write several recommendations.
8. Give credit to your sources by acknowledging them. List sources alphabetically by the author's surname in your bibliography or works cited. (Use an appropriate style guide such as MLA, or Chicago.)



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## Information Report Sample

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### RELIGIOUS EDUCATION: Grade 11 (World Religions)

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**Introduction:** Introduce the topic and put it in a category (e.g. “Teaching about the various religions of the world is important for helping people to be citizens of our world community.”)

In two or three sentences, give the reader a “map” of what you are planning to do with the topic. Essentially you are naming your sub-topics (e.g. “We live today in an ever-shrinking global village with people who are members of a variety of different religious traditions. Education helps individuals to live “in community”. Studying other people’s religious beliefs helps us to understand them more fully, and helps us to understand our own traditions more fully.”)

**First sub-topic:** Define your topic and give some general information about it (e.g., describe how education about religion is important).

Make several key points with information from your research.

Write a transitional sentence or question (e.g., “How do we help ourselves and each other to be part of our community when we come from different religious traditions?”)

**Second sub-topic:** (e.g., “Education helps us to break down barriers created by ignorance of others’ beliefs”).

Make key points from your research.

Write a transitional sentence.

**Third sub-topic:** (e.g., “To study another’s faith will help us to know ourselves more fully”).

Make key points from your research.

Write a transitional sentence.

**Conclusion:** Re-state some of your key points (e.g., “a role of education is to enable us to live together in community; knowing about each other helps us to better get along”).

Write an emphatic concluding sentence (e.g., “Studying the religions of the world helps students to live in a pluralistic society and understand their own religious tradition”).



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## Information Report Template

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Introduction:

First sub-topic:

Key points from your research:

Transitional sentence:

Second sub-topic:

Key points from your research:

Transitional sentence:

Third sub-topic:

Key points from your research:

Transitional sentence:

Conclusion: Re-state some of your key points.

Write an emphatic concluding sentence.





**Revising and Editing Checklist  
for Writing in Religious And Family Life Education**

Name: \_\_\_\_\_

Assignment:	Yes	No	Suggestions/Concerns/Problems
The ideas are clearly stated, and there are enough of them.			
The purpose of the piece is clear.			
The message is clear for the intended audience.			
The beginning, middle, and end are clearly indicated and tied together.			
Details, proofs, illustrations, or examples support the main idea.			
The words used are religiously appropriate.			
The level of language is appropriate for religious education and the audience.			
The sentences vary in length and structure.			
The sentences flow, moving logically from one to the next.			
There are only a few minor errors in grammar, punctuation, or spelling.			
Bible passages are correctly cited.			
Church documents are correctly cited.			
Catechism references are correctly cited.			
Other references are correctly cited.			

Other helpful comments:



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### Citing Religion specific source material

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Often the strength of your argument in a piece of writing relies on the credibility of your sources. Clear and accurate citations give the reference to the material used, and lend persuasive force to your arguments. Common sources used in religious education include:

#### Bible

Gen 1:1	The book of Genesis chapter 1, verse 1.
Ex 14:21-25	The book of Exodus chapter 14: verses 21 through and including verse 25.
1 Sam 17:4,48,51	The first book of Samuel chapters 18: verse 4 and verse 48 and verse 51.
Prov 1:8-9, 28-33	The book of Proverbs chapter 1: verse 8 and verse 9, and verses 28 through to and including verse 33.
Lam 1,3,5	The book of Lamentations chapter 1, chapter 3 and chapter 5.
Mic 1:2, 2:12-13	The book of Micah chapter 1: verse 2, chapter 2: Verse 12 and verse 13.
Mal 1-4	The book of Malachi chapter 1 through to and including chapter 4.

#### Catechism of the Catholic Church

The Catechism of the Catholic Church is often abbreviated as CCC. Rather than use a page reference, the section symbol (§) or the number symbol (#) are used. For example, “The Holy Spirit gives a spiritual understanding of the Word of God to those who read or hear it, according to the dispositions of their hearts.” (CCC #1101)

#### Church Documents

Both the Latin and English titles of the document are sometimes used. The Latin title comes from the first few words of the document. Paragraph numbers are used to cite the passage, along with the title of the document. For example, in the recent Canadian Bishops’ publication *A Pastoral Letter on the Christian Ecological Imperative*, it is stated “God’s glory is revealed in the natural world, yet we humans are presently destroying creation”. This is found in the third paragraph, and would be referenced as follows: The Christian Ecological Imperative 3.



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**Pair Work: Think/Pair (Swap)/Share**


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**RELIGIOUS EDUCATION Grade 10 (The Communion of Saints)**


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Through this strategy, students begin to explore the question “What is a saint?” in preparation for their study of The Communion of Saints.

### Purpose

- Promote readiness to learn new information on the topic by accessing prior knowledge, making predictions, and formulating inquiry questions.
- Provide diagnostic information to assist in planning further instruction.

### Payoff

Students will:

- be prepared to engage in and comprehend new information about saints.
- develop oral communication skills reflective of Catholic School Graduate Expectations, such as listening actively and respectfully, and presenting information and ideas clearly and honestly with sensitivity to others.
- appreciate the value of engaging in discussion with others as a way to promote learning.

### Tips and Resources

- When planning to use this strategy, teachers should think through:
  - how much wait time to provide for students to think before sharing (generally, more complex questions require more wait time);
  - how to ensure all students will be included and feel comfortable in their partnership (including how to accommodate an odd number of students);
  - how to support English Language Learners and students with special needs.
- The basic strategy of *Think/Pair/Share* may be inserted into many lessons in Religious Education classes. Opportunities might include moments when students need to:
  - recall specific information;
  - enhance comprehension of a concept (e.g., a sacrament, the Trinity);
  - apply a concept to a new context (e.g., apply a teaching of Christ to a modern-day situation);
  - analyze and/or evaluate a situation in light of Christian teachings;
  - synthesize information.
- When using this strategy for other topics, carefully compose the question or topic for discussion in order to elicit the type of answer (and the level of thinking) you are seeking.
- Other ways to build on the basic *Think/Pair/Share* strategy include:
  - *Think/Pair (Paraphrase)/Share*: After hearing each other’s thoughts on the topic, each student paraphrases what his/her partner said before thoughts are shared with the class.
  - *Think/Pair (Represent)/Share*: After hearing each other’s thoughts on an abstract concept, partners decide how this concept may be represented non-linguistically (e.g., in a visual image, a dramatic tableau, a 3-dimensional creation made from simple objects) and use this nonlinguistic representation to share their understanding with the class.

*Beyond Monet* (by Barrie Bennett and Carol Rolheiser, Bookation, 2001), p. 94, p. 105.

*Religious Education: “Christ and Culture” Grade 10 Open Course Profile*, Unit 2, pp. 17-18.

For more on nonlinguistic representations: *Classroom Instruction that Works* (by Robert J. Marzano et. al., Association for Supervision and Curriculum Development, 2001), pp. 72-83.

### Further Support

- Carefully frame this task with clear instructions at each step in the process. Ensure students understand what to do, why they are doing it, and how long they have to do it.

Pair Work: Think/Pair/Swap/Share

RELIGIOUS EDUCATION Grade 10 (The Communion of Saints)

Notes

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Post the following question on the board: <i>What does it take to be a saint?</i></li> <li>Inform students that the objective is to develop thoughtful responses to share with the class.</li> <li>Establish a suitable method of pairing students.</li> </ul>	<ul style="list-style-type: none"> <li>Begin thinking about the question posted.</li> <li>Listen attentively to the teacher's instructions.</li> <li>Cooperate in forming a partnership with a classmate.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Ask students to think independently about how they could answer the question. Ask students to identify themselves as either Partner <b>A</b> or Partner <b>B</b>. Instruct <b>A</b> to share his/her thoughts with <b>B</b>.</li> <li>After a suitable wait time, instruct <b>B</b> to share his/her thoughts with <b>A</b>.</li> <li>Ask all <b>A</b>'s to raise their hands; instruct all <b>B</b>'s to take a new <b>A</b> as their partner. (If necessary, facilitate this with an explicit method, such as, "Join the <b>A</b> seated to your right.")</li> <li>Ask <b>A</b> to share thoughts with <b>B</b>. Then ask <b>B</b> to share thoughts with <b>A</b>.</li> <li>Distribute the note taking template (see Student/Teacher Resource). Instruct students to record key responses generated with their partner in the first column titled "Starting Point".</li> <li>Call on students to share one thought per pair in response to the original question, until ideas are exhausted. You may record all ideas shared on a copy of the note taking template posted on the overhead projector.</li> </ul>	<ul style="list-style-type: none"> <li>Think silently and independently about how to answer the question. Recall information already known or believed about saints.</li> <li>Optional: Jot ideas down on a slip of paper as a memory cue.</li> <li>Practice effective communication skills, such as active listening, respectfully withholding judgment, clearly articulating relevant ideas, checking for understanding, seeking and providing clarification as needed, paraphrasing.</li> <li>Cooperate in taking a new partner efficiently and with a positive attitude.</li> <li>Record ideas generated by self and partners in the first column of the template.</li> <li>Share one idea generated in a whole class discussion.</li> <li>Optional: Record ideas contributed by others.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Have students repeat the <i>Think/Pair (Swap)/Share</i> process in order to generate a list of inquiry questions for the second column of the template. Begin by modelling with a question of your own (e.g., <i>who decides if someone can be declared a saint?</i>).</li> <li>Use the predictions and questions generated to frame the study of new information about saints in subsequent lessons.</li> <li>Return to the template to complete the third column as a way to consolidate new learning.</li> </ul>	<ul style="list-style-type: none"> <li>Repeat the process in order to generate a list of inquiry questions.</li> <li>Respond to inquiry questions using new information learned to complete the template.</li> </ul>



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**Pair Work: Think/Pair (Swap)/Share**

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**RELIGIOUS EDUCATION Grade 10 (The Communion of Saints)**

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**Notetaking Template**

***What is a saint?***

<b>Starting Point</b> What I already Know or think I know.	<b>Questions</b> What I'm not sure about or Want to know more about.	<b>New Information</b> What I Learned.



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**Pair Work: Retell**


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**RELIGIOUS EDUCATION Grade 7 or Grade 10 (Parables)**


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Through this strategy, students read then orally retell a parable as a way to better comprehend it.

**Purpose**

- Enhance comprehension of the content and significance of parables.
- Develop oral communication skills e.g.,
  - organize thoughts in preparation for retelling;
  - sequence information and make clear connections;
  - be aware of the audience and respond to its needs;
  - speak without reliance on a written script;
  - incorporate effective techniques such as description and dialogue.
- Develop other literacy skills e.g.,
  - identify main ideas and supporting details;
  - identify key elements of a story: plot, characters, setting, and conflict.

**Payoff**

Students will:

- experience first-hand one of Jesus' teaching strategies.
- gain better understanding of the content and significance of a parable.
- remember the parable (learn it well enough to store in long-term memory).
- practice oral communication skills in a low-risk situation.

**Tips and Resources**

- When planning to use this strategy, teachers should think through how to:
  - ensure all students will be included and feel comfortable in their partnership (including how to accommodate an odd number of students);
  - support English Language Learners and students with special needs.
- Encourage students to be aware of how oral storytelling is enhanced through voice and body language (e.g., lively expression, effective posture and movement, taking on a character's tone, manner of speech and body language at appropriate times).
- Consider having students tell the story as they imagine Jesus did, then retell it in their own way to a modern audience.
- This strategy may be extended by using the Reformulation strategy described on the following pages in this section.
- This strategy may be extended into a dramatic activity if students are engaged and you feel it would be beneficial. For example, parable retellings may evolve into small group presentations by adding a series of tableaux depicting key scenes; or, students could interview one another as if they were a specific character in the parable.
- Many stories are encountered in Religious Education. This strategy is appropriate in any intermediate or senior grade to enhance the comprehension of any Bible story.

*When Kids Can't Read What Teachers Can Do* (by Kylene Beers, Heinemann, 2003) pp. 152-159.  
*Believe in Me* (Canadian Conference of Catholic Bishops, 1995), Unit 6.3. (*Teacher's Manual* pp. 224-235).  
*Christ and Culture* (Canadian Conference of Catholic Bishops, 2001), pp. 68-75.  
*Jesus of History, Christ of Faith*, 3rd ed. (by Thomas Zanzig, Saint Mary's Press, 1999), pp. 158-167.



Pair Work: Retell

RELIGIOUS EDUCATION Grade 7 or Grade 10 (Parables)

Notes

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Discuss “retelling” with the class (e.g., how, when, and why we retell stories in casual conversation and in more formal situations). Consider retelling a brief story of your own.</li> <li>• Have students read <i>The Parable of the Prodigal and His Brother</i> (Luke 15.11-32), or another suitable parable. (Incorporate vocabulary study and other supports, as necessary.)</li> <li>• As a class, generate a list of key elements to include in an effective retelling, or distribute the <i>Outline for Retelling</i> provided as a Student Resource.</li> <li>• Establish a suitable method of pairing students. (Ensure all students are included.)</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in class discussion.</li> <li>• Read <i>The Parable of the Prodigal and His Brother</i>.</li> <li>• Listen and contribute to class brainstorming, or read and discuss the <i>Outline for Retelling</i> provided.</li> <li>• Cooperate in forming a partnership with a classmate.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Instruct students to work with their partners to review the parable and note key elements (events, characters, features of setting) in a point-form outline.</li> <li>• Ask students to identify themselves as either Partner <b>A</b> or Partner <b>B</b>. Instruct <b>A</b> to retell the parable to <b>B</b>, using their outline for cues.</li> <li>• Have <b>B</b> take his/her turn retelling the parable to <b>A</b>, using the outline for cues.</li> <li>• Instruct <b>A</b> to now retell the parable to <b>B</b> <u>without</u> using the outline. <b>B</b> uses the outline to provide prompts, if necessary, and to give feedback after <b>A</b> has finished his/her retell.</li> <li>• Have <b>B</b> again take his/her turn retelling the parable to <b>A</b> without using the outline. <b>A</b> uses the outline to provide prompts and/or feedback.</li> <li>• Invite volunteers to retell the parable to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with a partner to note key elements of the parable in an outline.</li> <li>• Retell the parable to a partner, using the outline for cues, as needed.</li> <li>• Listen to partner retell the parable.</li> <li>• Retell the parable to the same partner without using the outline.</li> <li>• Listen to partner retell the parable, supporting him/her with cues, as needed, and providing effective feedback.</li> <li>• Retell the parable to the class, if confident and willing.</li> <li>• Listen to the retellings of peers, making mental comparisons and critiques.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Conduct a discussion on the qualities of an effective retelling. Create a checklist or rubric with the students, or use the sample checklist provided as a Student/Teacher resource.</li> <li>• Assign a new parable to each pair of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in the class discussion, suggesting qualities of an effective retelling.</li> <li>• Work with a partner to read and retell a new parable, following the same process.</li> </ul>





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**Pair Work: Retell**

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**RELIGIOUS EDUCATION Grade 7 or Grade 10 (Parables)**

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**Retelling Checklist**

Does this retelling:

- begin with an introduction that lets the audience know what you will be telling them?
- make clear who the characters are?
- suggest what the characters' personalities are like?
- make clear where and when the action occurs (describe setting)?
- tell the key events in a logical order?
- make clear how the events are connected?
- include all details necessary for the story to make sense?
- include details that make the story more interesting, entertaining, or vivid in the listener's mind?
- end with a satisfying conclusion?

Other qualities of an effective retelling:

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**Pair Work: Retell**

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**RELIGIOUS EDUCATION Grade 7 or Grade 10 (Parables)**

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**Parables for Retelling**

The Dishonest Manager (Luke 16.1-8)  
The Good Samaritan (Luke 10.29-37)  
The Pharisee and the Tax Collector (Luke 18.9-14)  
The Prodigal and His Brother (Luke 15.11-32)  
The Rich Man and Lazarus (Luke 16.19-31)  
The Tenants in the Vineyard (Mark 12.1-11; Matthew 21.33-44; Luke 20.9-18)  
The Ten Bridesmaids (Matthew 25.1-13)  
The Talents (Matthew 25.14-30; Luke 19.11-27)  
The Unmerciful Servant (Matthew 18.23-35)  
The Wedding Feast and the Wedding Garment (Matthew 22.1-14)  
The Workers in the Vineyard (Matthew 20.1-16)

**Shorter Parables for Retelling**

The Barren Fig Tree (Luke 13.6-9)  
The Faithful Servant (Matthew 24.45-51; Luke 12.42-46)  
The Final Judgment (Matthew 25.31-46)  
The Lost Coin (Luke 15.8-10)  
The Lost Sheep (Matthew 18.12-14; Luke 15.4-7)  
The Narrow (Closed) Door (Luke 13.24-30)  
The Return of the Unclean Spirit (Matthew 12.43-45; Luke 11.24-26)  
The Rich Fool (Luke 12.16-21)  
The Sower (Mark 4.3-8; Matthew 13.3-8; Luke 8.5-8)  
The Two Debtors (Luke 7.41-43)  
The Two House Builders (Matthew 7.24-27; Luke 6.47-49)  
The Two Sons (Matthew 21.28-32)  
The Weeds among the Wheat (Matthew 13.24-30)  
The Widow and the Judge (Luke 18.1-8)



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**Pair Work: Reformulation**

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**RELIGIOUS EDUCATION Grade 7 or Grade 10 (Parables)**

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Through this strategy, students transform a parable into another type of story in order to enhance their understanding of it.

**Purpose**

- Enhance comprehension of the content and significance of parables.
- Continue to develop oral communication skills, such as how to:
  - sequence information and make clear connections;
  - be aware of the audience and respond to its needs;
  - speak without reliance on a written script;
  - incorporate effective techniques such as description and dialogue.
- Develop other literacy skills, such as how to:
  - identify main ideas and supporting details;
  - identify cause and effect relationships;
  - make inferences;
  - identify key elements of a story: plot, characters, setting, conflict;
  - recognize different story styles and structures.
- Develop empathy by exploring a situation from different points of view.

**Payoff**

Students will:

- better understand how parables challenge us to think in new ways and consider our attitudes and actions from a different perspective.
- think critically and creatively about the parable.
- practice oral communication skills in a low-risk situation.

**Tips and Resources**

- When planning to use this strategy, teachers should think through how to:
  - ensure all students will be included and feel comfortable in their partnership (including how to accommodate an odd number of students);
  - support English Language Learners and students with special needs.
- You may wish to have students experiment with only one type of reformulation at a time (e.g., first have all pairs focus on retelling from a different point of view, then have pairs try retelling in a different form.)
- If presenting to the class is too risky for the students, have them present to a small group instead. This may allow more students to experience presenting, as well.
- Many stories are encountered in Religious Education. This strategy is appropriate in any intermediate or senior grade to enhance the comprehension of any Bible story.

*When Kids Can't Read What Teachers Can Do* (by Kylene Beers, Heinemann, 2003) pp. 159-165.

*Believe in Me* (Canadian Conference of Catholic Bishops, 1995), Unit 6.3. (*Teacher's Manual* pp. 224-235).

*Christ and Culture* (Canadian Conference of Catholic Bishops, 2001), pp. 68-75.

*Jesus of History, Christ of Faith*, 3rd ed. (by Thomas Zanzig, Saint Mary's Press, 1999), pp. 158-167.

Pair Work: Reformulation

RELIGIOUS EDUCATION Grade 7 or Grade 10 (Parables)

Notes

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Have students work with a partner to complete a retelling of <i>The Parable of the Prodigal and His Brother</i>, as described in the previous strategy (<i>Pair Work: Retell</i>).</li> <li>• Conduct a brief discussion in response to the question, “How can the same story be retold in a different way?” Provide some examples, and elicit more from students (e.g., Bible stories retold as children’s stories, an accident described by a witness then retold by someone involved in it).</li> <li>• Make clear that this activity will ask them to retell the parable in a new story <u>form</u> or from a new <u>point of view</u>.</li> <li>• Establish partnerships. (You may have students work with the same person they did in the initial retelling or take a new partner.)</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>The Parable of the Prodigal and His Brother</i>, and then retell it to a partner.</li> <li>• Participate in a discussion.</li> <li>• Cooperate in forming a partnership with a classmate.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Distribute copies of the Reformulation Idea Cards provided as a Student Resource. One card per pair is needed. (If there are more than 10 pairs in the class, the same card may be used by more than one pair, or you may add cards with new ideas.)</li> <li>• Instruct partners to discuss changes that should be made to their retelling in order to reflect this new form or point of view.</li> <li>• Circulate to monitor and facilitate discussion, as needed.</li> <li>• After a suitable wait time, instruct Partner <b>A</b> to tell a reformulation of the parable to Partner <b>B</b>. <b>B</b> listens, and then provides feedback.</li> <li>• Have <b>B</b> take his/her turn telling the reformulation to <b>A</b>. <b>A</b> listens and provides feedback.</li> <li>• Invite volunteers to present their reformulations to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• With partner, discuss ways to change the original parable in order to reformulate it according to instructions on the card.</li> <li>• Tell a reformulated version of the parable to a partner.</li> <li>• Listen to partner tell a reformulated version of the parable. Offer feedback.</li> <li>• Tell the reformulation to the class, if confident and willing.</li> <li>• Listen to the reformulations of peers.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Conduct a brief discussion following each presentation focused on the following questions: <ul style="list-style-type: none"> <li>- <i>What kind of reformulation was this?</i></li> <li>- <i>What does this reformulation make clearer about the original parable?</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a discussion.</li> </ul>



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**Pair Work: Reformulation**

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**RELIGIOUS EDUCATION Grade 7 or Grade 10 (Parables)**

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***The Parable of the Prodigal and His Brother***  
**Reformulation Idea Cards**

Retell <i>The Parable of the Prodigal and His Brother</i> as if you are the father.	Retell <i>The Parable of the Prodigal and His Brother</i> as if you are the younger brother.
Retell <i>The Parable of the Prodigal and His Brother</i> as if you are the older brother and it has been 20 years since your younger brother returned home.	Retell <i>The Parable of the Prodigal and His Brother</i> as if you are the mother of the two brothers.
Retell <i>The Parable of the Prodigal and His Brother</i> as if you are one of the servants called upon to tend to the younger son upon his return.	Retell <i>The Parable of the Prodigal and His Brother</i> with all female main characters.
Retell <i>The Parable of the Prodigal and His Brother</i> as a “Fortunately-Unfortunately” story.	Retell <i>The Parable of the Prodigal and His Brother</i> as a fairytale.
Retell <i>The Parable of the Prodigal and His Brother</i> as an ABC story. (“A is for _____ because _____.”) Try to maintain the sequence of events.	Retell <i>The Parable of the Prodigal and His Brother</i> as a news story.





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**Small-group Discussions: Group Roles**

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**RELIGIOUS EDUCATION Grade 11 (Unit 1: We Encounter Mystery)**

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Through this strategy, students learn how to work co-operatively in groups using specific roles to facilitate discussion. Each member of the group is assigned one role and responsibility as they explore the question “What is Religion?”

**Purpose**

- Use group roles effectively to examine mystery in light of the establishment of religious traditions.
- Encourage active participation by all members of the group while fostering an awareness of various roles beneficial for small-group discussion.
- Enable students to comfortably contribute personal and researched ideas about the nature of religion and its elements in a small group setting.

**Payoff**

Students will:

- participate actively in their learning while respecting the rights, responsibilities, and contributions of self and others.
- become familiar with various specific roles for use in group discussion.
- be introduced to the notion that various religions are structured as a response to mystery and our intrinsic search for God.
- identify the function of religion in human experience.

**Tips and Resources**

- Consider the needs and strengths of all students when forming groups. Ideally, groups should consist of members with various abilities and backgrounds.
- Ensure group members work together to arrive at a consensus of the important information when they research and share information.
- For role descriptions and student participation guidelines, see Student/Teacher Resources.
- Teachers may wish to create and laminate two-sided cards with role descriptions on one side and guidelines on the other side to be used in future lessons (see Student/Teacher Resources).
- It is a good idea to repeat this type of activity for other concepts throughout the year to enable students to experience various roles and improve their group discussion skills.

*World Religions* (by Jeffrey Brodd, Saint Mary's Press, 1998), pp. 14-19.

*Exploring World Religions* (by Don Quinlan et. al., Oxford University Press, 2001), pp. 5-11.

**Small-group Discussions: Group Roles**

**RELIGIOUS EDUCATION Grade 11 (Unit 1: We Encounter Mystery)**

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Be familiar with various elements present in most religions.</li> <li>• Prepare role cards for each student. One side will include the role description, and the other will consist of appropriate comments for use during the discussion (see Student/Teacher Resources).</li> </ul>	<ul style="list-style-type: none"> <li>• Have reference materials (probably their textbook) and writing materials at hand.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Divide the class into groups and assign individual role responsibilities. Distribute corresponding role cards.</li> <li>• Present the question “What is Religion?” and perhaps provide pages of reference in their textbook for the task.</li> <li>• Ensure all students understand the meaning of the question (“What is Religion?”) and the type of information you seek in their responses (e.g., “All major religions have certain common origins and elements; you are to identify these.”).</li> <li>• Explain time limits as appropriate.</li> <li>• Circulate around the room, ensuring that students are fulfilling their roles and remaining on task.</li> <li>• Comment constructively on group process.</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperate in forming a small group according to the teacher’s instructions.</li> <li>• Read role cards and become familiar with their roles and responsibilities as members of the group.</li> <li>• Think about the question: “What is Religion?”</li> <li>• Fulfill group roles to the best of their ability.</li> <li>• Use active listening skills.</li> <li>• Act positively and encourage other group members.</li> <li>• Research effectively to discover the elements of religions and discuss with group members.</li> <li>• Adhere to time limits set by the teacher.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Debrief with the class to share each group’s successes and difficulties.</li> <li>• Conduct a discussion to consolidate and record commonalities of religions. (This may need to be done on the following day.)</li> <li>• Plan to repeat this strategy with other topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss successes and benefits of small group roles.</li> <li>• Present group conclusions regarding the elements or commonalities of religions.</li> </ul>



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**Small-group Discussions: **Group Roles****

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**RELIGIOUS EDUCATION Grade 11 (Unit 1 : We Encounter Mystery)**

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**Sample Role Descriptor Cards**

**Leader**

- defines the task
- keeps the group on task
- suggests new ways of looking at things

**Manager**

- gathers and summarizes materials the group will need
- keeps track of time
- collects materials the group has used

**Note maker**

- records ideas generated by the group
- clarifies ideas where necessary before recording

**Reporter**

- reports the group's ideas to the class
- decides with the group specifics of reporting back  
(Will reporting be done by one person only? How will reporting be done?)

**Supporter**

- provides positive feedback for each speaker
- makes sure everyone gets a turn
- intercepts negative comments and behaviour



Student/Teacher Resource

**Small-group Discussions: Group Roles**

RELIGIOUS EDUCATION Grade 11 (Unit 1: We Encounter Mystery)

**Sample Role Guideline Cards**

**Leader**

- Does everyone understand what we are doing?
- Have you thought about this in another way?
- We're getting off topic; let's get back to the task.

**Manager**

- Do we have the materials we need? I think this is what we should look at.
- We have \_\_\_\_ minutes left.
- Now that we're finished, let me gather the materials.

**Note Maker**

- Would you repeat that so that I can write it all down?
- What do you mean by that?
- Let me read to you what I've written so far.

**Reporter**

- Let's review the notes.
- Does anyone have anything to add before I report to the class?
- Does anyone have any suggestions on how to report to the class?

**Supporter**

- Really good point.
- We haven't heard from \_\_\_\_\_ yet.
- Please don't interrupt; you'll get your turn.

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**Small-group Discussions: Place Mat**

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**RELIGIOUS EDUCATION Grade 8 (Unit 2: Called to Holiness)**

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In this strategy, students brainstorm what it means to be holy by using prior experience to explain in a section of the Place Mat. Following this introductory activity, the students research the concept of holiness using their textbook, and complete a second place mat with the new information.

**Purpose**

- Give all students an opportunity to share ideas and learn from one another in a creative, co-operative small-group discussion.

**Payoff**

Students will:

- have an opportunity to reflect and interact in a creative way.
- gain new insight, through discussion and research, into what it means to be holy.
- better understand that sacraments are life-giving encounters with God designed to help us to be holy.
- deepen their understanding of the seven sacraments of the Church.

**Tips and Resources**

- Use this strategy to:
  - encourage students to share ideas and come to a consensus on the topic of what it means to be holy;
  - activate the sharing of background knowledge;
  - extend prior knowledge about holiness through research and record it in an interesting way.
- Groups of four are most appropriate for this activity.
- For sample place mats, see Teacher Resource, *Place Mat Templates*.
- This activity would be best accomplished in two stages. First, students brainstorm on one place mat their own ideas about holiness. (This could be followed by a group or class discussion about the ideas presented.) Following this, students use their textbooks to complete a second place mat with information from the text.

Student resource for research into the topic: *Stand by Me* (Canadian Conference of Catholic Bishops, 1996), pp. 36-43.

*The Catechism of the Catholic Church* (Canadian Conference of Catholic Bishops, 1994), articles 2013, 2014, 2030, 2031.

**Further Support**

- It would be a good idea to form groups that will have students of various abilities so that all will benefit from the interaction.



**Small-group Discussions: Place Mat**

RELIGIOUS EDUCATION Grade 8 (Unit 2: Called to Holiness)

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Divide the class into heterogeneous groups of four.</li> <li>• Prepare an overhead showing students how to set up their place mats on <b>two</b> pieces of chart paper, one for the brainstorming and one for recording research answers (see Teacher Resource).</li> <li>• Distribute chart paper and markers to each group.</li> <li>• Ask students to divide the chart paper into four sections leaving a square in the centre in which to write the first question, <i>What is Holiness?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Form a small group according to the teacher's instructions and obtain necessary materials.</li> <li>• Prepare the first chart as instructed, with one member writing in the question.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Direct students to think about and then write their individual answer to the question in their personal area of the chart. This first step should be conducted silently and independently. This constitutes the brainstorming section of the lesson.</li> <li>• Allow 10 – 15 minutes for this activity.</li> <li>• While students work independently, circulate to assist and encourage where needed.</li> <li>• Give a signal for students in each group to discuss their ideas about the concept of holiness.</li> <li>• Instruct students to prepare the second place mat on chart paper, and then use it to write the various ideas they discover as they research the topic in their textbooks. The phrase to be written in the centre of this new chart is: <i>Holiness is....</i></li> </ul>	<ul style="list-style-type: none"> <li>• Think about the question and then write in their own area of the <i>Place Mat</i>, respecting the space and silence of all group members.</li> <li>• Take turns sharing ideas with the group.</li> <li>• Prepare a new chart and research the topic of holiness and its connection to the sacraments.</li> <li>• Use oral skills, such as active listening, requesting clarification, and coming to a consensus, and record ideas on the place mat.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• After a reasonable length of time (or the next day) instruct groups to share their findings with the whole class.</li> <li>• Post charts around the room.</li> </ul>	<ul style="list-style-type: none"> <li>• Share information researched and recorded by the group with the class.</li> </ul>

Notes

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**Small-group Discussions: Place Mat**

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RELIGIOUS EDUCATION Grade 8 (Unit 2 : Called to Holiness)

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**Place Mat Templates**

Discuss answers to the first question in small groups or as a whole class, and then work on the second place mat using research from the text.





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## Small-group Discussions: Jigsaw

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### RELIGIOUS EDUCATION Grade 10 (Unit 2: Meaning of the Eucharist)

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In this strategy, students are provided with an opportunity to actively help each other in their learning. Each student is assigned to a “home group” of five members, and an “expert group” consisting of members from various home groups. Students meet in their expert groups to research, discuss, and solve problems. Then they return to their home groups where all members share their expert knowledge.

### Purpose

- Encourage group sharing and learning.
- Provide struggling learners with more opportunities to comprehend and ask for explanations than they would normally get in a class situation with teacher as leader.
- Enable students to cover a significant amount of content efficiently and in an interesting fashion.

### Payoff

Students will:

- increase their comprehension and have a compelling reason for communication.
- receive support and clarification from other students.
- share responsibility for each other’s learning as they use critical thinking and social skills to accomplish the learning task.
- gain self-confidence through the contribution to the group effort.
- gain new insight into the meaning of the Eucharist and its importance to the Christian Community.

### Tips and Resources

- Create mixed-ability expert groups so that students of varying skills and abilities have the opportunity to interact and learn from each other.
- As students enter the classroom, hand out cards with expert group numbers or symbols in order to facilitate breaking off into expert groups. The various text references and reading topics can also be coded in this manner.
- Provide guiding questions on expert group cards to help these groups gather and summarize information in their particular area (see Teacher Resource).
- Prepare a graphic organizer to assist home groups to organize experts’ information into a cohesive and meaningful whole (see Student Resource).
- As a review and check for correct information, it may be helpful to have expert groups present their part of the information to the entire class on the following day.
- Students should have experience with other small group learning activities before they are involved in jigsaw.

*Celebrating Sacraments* (by J. Stoutzenberger, Saint Mary’s Press, 2000), pp. 178-190.

*The Catechism of the Catholic Church* (Canadian Conference of Catholic Bishops, 1994), articles 2174-2188.

### Further Support

- Give students a framework for managing their time on the various parts of the task.
- Circulate to ensure that groups are on task and managing their work well. Ask groups how they are checking for everyone’s understanding and ensuring that everyone’s voice is heard.

**Small-group Discussions: Jigsaw**

**RELIGIOUS EDUCATION Grade 10 (Unit 2: Meaning of the Eucharist)**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Select an appropriate source of information for students to read about the meaning of the Eucharist. (Chapter 9 of <i>Celebrating Sacraments</i> by J. Stoutzenberger is recommended.)</li> <li>• Divide the information into logical sections so that each expert group has one aspect of the topic to research (see Student/Teacher Resource).</li> <li>• Assign each student to a “home group” of approximately five members.</li> <li>• Assign each student to an “expert group” to focus on a particular aspect of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet briefly in the home group before breaking off into the expert groups.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Establish guidelines for the type of information that students should include in their summaries.</li> <li>• Have expert groups meet to read their section of the information, discuss it, and determine the essential concepts and information to record, using the Guideline Cards to guide them (see Student/Teacher Resource) and the graphic organizer for note taking (see Student Resource).</li> <li>• Remind students that as experts they will have to consider how they will teach the material to the home group members.</li> <li>• Convene home groups so that each student can share his or her expertise with all members of the home group.</li> </ul>	<ul style="list-style-type: none"> <li>• Work together to make sure that all group members become “experts” on the aspect of the topic the expert group is responsible for. Help each other to decide the best way to report the learning to the home group (e.g., as a series of questions and answers, in chart form, or some other way).</li> <li>• Use small group discussion skills to share “expert” knowledge with the home group.</li> <li>• When presenting information, monitor the comprehension of the group members by asking questions and rephrasing until all members have a common understanding.</li> <li>• Complete the graphic organizer with the home group to gather all information presented by each expert (see Student Resource).</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• On the following day, have expert groups present to the class as a whole group for review and further discussion.</li> <li>• Have students reflect on the communication skills they used to help all group members understand the material.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the teacher to clarify any information or ideas that are still unclear or confusing.</li> <li>• Discuss what communication strategies helped them to understand the material explained by others and to present information clearly to others.</li> </ul>

Notes



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**Small-group Discussions: Jigsaw**

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**RELIGIOUS EDUCATION Grade 10 (Unit 2 : Meaning of the Eucharist)**

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**Expert Group Guideline Cards**

This outline is designed specifically for use with the textbook, *Celebrating Sacraments*. However, it may be modified to suit any resource used to explain the Eucharist.

**Group 1: A Ritual Meal**

1. Briefly explain the **Passover Seder**.
2. How did Jesus transform the meaning of this celebration?
3. How does the Eucharist celebrate how all life should be?
4. How does the Eucharist celebrate past, present, and future realities?

**Group 2: The Real Presence**

1. What is the main Catholic belief about the Eucharist?
2. How is one fully present to another person?
3. Explain the four ways Jesus is present in the Eucharist.
4. Explain the term **transubstantiation**.

**Group 3: The Challenge of the Eucharist**

1. What are we challenged to be in our daily life as a result of union in the Eucharist?
2. How can we be the Body of Christ in the community? State three different ways.
3. How can we be the Body of Christ in the wider world?

**Group 4: The Ritual of the Eucharist**

1. Why is the Eucharist the central sacrament for Catholics?
2. State and explain three meanings of the term **Eucharist**.
3. State and explain the four essential actions that take place at every Eucharistic celebration.
4. What is a communion service? How is it different from a Eucharistic celebration?

**Group 5: The Obligation of Sunday Eucharist**

**For this research, use the Catholic Catechism, articles 2174-2188.**

1. Explain why Christians gather together on Sunday.
2. Why are The Lord's Day and the Eucharist at the heart of the Church's life?
3. Why are Christians obliged to celebrate the Sunday Eucharist together? State at least three reasons.



Student Resource

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**Small-group Discussions: Jigsaw**

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**RELIGIOUS EDUCATION Grade 10 (Unit 2: Meaning of the Eucharist)**

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**Graphic Organizer for Recording Research from Experts**

<i>The Meaning of the Eucharist</i>	
<b><i>A Ritual Meal</i></b>	
<b>The Real Presence</b>	
<b><i>The Challenge of the Eucharist</i></b>	
<b><i>The Ritual of the Eucharist</i></b>	
<b>The Obligation of Sunday Eucharist</b>	

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**Whole-class Discussions: Christian Discussion Etiquette**

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**RELIGIOUS EDUCATION Grade 10 (Unit 3: Called to Be and Relate)**

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In this strategy, students and teacher work together to create a list of rules of etiquette for class discussion by applying key concepts developed in Units 1 and 2 to everyday classroom communication.

**Purpose**

- Develop a sense of Christian community in the classroom.
- Engender a sense of ownership and responsibility by allowing students to have input in creating classroom guidelines.
- Clarify what is appropriate behaviour for classroom discussion, and why it is appropriate in light of the Christian vision.

**Payoff**

Students will:

- make connections between the content of their learning in Religion class and their daily interactions.
- develop a sense of discipleship and shape their sense of Christian character while they increase their awareness of large-group communication skills.
- feel that their contributions are valued.

**Tips and Resources**

- Class discussion etiquette should be framed in the call to all Christians to be disciples of Jesus.
- Model the rules for class discussion behaviour through the use of inclusive and respectful language.
- Control discussion as facilitator by re-directing and maintaining a focus.
- Acknowledge student responses in a positive way. Students who partake in a discussion are taking a risk and require affirmation.
- Avoid negative reactions; be aware of your facial expressions and tone.
- Allow for a sufficient pause in order to provide all students with a fair and reasonable amount of time to formulate an answer.
- Encourage participation from hesitant students.

For a model list of discussion etiquette rules and sample phrases to include and avoid in classroom discussions, see *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, pp. 178-179.  
*Religious Education: "Christ and Culture" Grade 10 Open Course Profile.*  
*Ontario Catholic School Graduate Expectations* (by the Institute for Catholic Education).



**Whole-class Discussions: Christian Discussion Etiquette**

RELIGIOUS EDUCATION Grade 10 (Unit 3: Called to Be and Relate)

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Review the Student/Teacher Resources on pp. 178-179 of <i>Think Literacy: Cross-Curricular Approaches, Grades 7-12</i> (“Discussion Etiquette” and “Speaking Out”).</li> <li>Prepare chart paper or overhead acetate to record class discussion points (see sample template provided as a Teacher Resource).</li> </ul>	<ul style="list-style-type: none"> <li>Be familiar with Unit 1: Called to Jesus and Unit 2: Called to Be Church.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Prepare for brainstorming by informing students that this is an opportunity for them to generate a list of appropriate communication skills in light of the Christian vision.</li> <li>Review key tenets of Christian living addressed in Units 1 and 2 with the class (e.g., “We are called to serve and to be inclusive” (John 13:1-20). “We are called to ‘love as I have loved, forgive as I forgive, pray as I pray’” through the Kingdom parables.). Record these tenets on the chart paper or overhead acetate.</li> <li>Facilitate a brainstorming session in which students identify behaviours and phrases that reflect these tenets. Ask the following key questions:                     <ul style="list-style-type: none"> <li><i>- In light of our call as Christians to love our neighbour, what is some appropriate behaviour for class discussion?</i></li> <li><i>- Keeping in mind the dignity of each human person, are there some behaviours to avoid when participating in a class discussion?</i></li> <li><i>- As Christians, we are called to discipleship; what are some key phrases we can use when we would like to express disagreement with our neighbour?</i></li> <li><i>- What phrases for expressing disagreement would violate the dignity of the human person and should be avoided?</i></li> <li><i>- Provide phrases for politely and respectfully expressing an opinion.</i></li> </ul> </li> <li>Record the expectations as students contribute them.</li> </ul>	<ul style="list-style-type: none"> <li>Recall previous learning about Christian living and participate in a class review.</li> <li>Actively participate in applying previous knowledge about Christian living to ways we should communicate with our neighbour.</li> <li>Actively participate in describing appropriate and inappropriate behaviours for class discussion.</li> <li>Provide examples and rationale behind why devising proper class discussion etiquette in light of the Christian vision is important.</li> <li>Actively listen to the person who is speaking.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Thank students for their contributions.</li> <li>Provide opportunity to apply the rules in a class discussion in the near future.</li> </ul>	<ul style="list-style-type: none"> <li>Practice applying <i>Christian Discussion Etiquette</i> as the year progresses.</li> </ul>

Notes



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**Whole-class Discussions: **Christian Discussion Etiquette****

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RELIGIOUS EDUCATION Grade 10 (Unit 3: Called to Be and Relate)

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**Note Taking Template**

**Christian Discussion Etiquette**

<b>Behaviours Jesus calls us to adopt as part of Christian Living</b>	<b>Behaviours and phrases to use in a Class Discussion</b>





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**Whole-class Discussions: Four Corners**

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**RELIGIOUS EDUCATION Grade 9 (Unit 2: Created in God's Image)**

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In this strategy, students individually consider a statement related to the topic of being created in God's image, and move to an area in the room where they join others who share their ideas.

**Purpose**

- Allow students to make a personal decision on the issue.
- Encourage an exchange of ideas in small groups.
- Generate thoughtful and engaging class discussion about these ideas.

**Payoff**

Students will:

- make up their own minds on the issue.
- speak freely in a relaxed environment.
- think creatively and critically.
- comprehend what it means to be created in God's image; enhance their sense of self-worth and the worth of others.

**Tips and Resources**

- Use this activity as an introduction to the study of self-worth and self-image to assess what students believe are the major influences on their own self-image.
- Encourage students to make up their own minds concerning the issue.
- Possible variations of this strategy:
  - Consider using more than four areas for a response – even six responses can work well with various questions.
  - Try using only two responses; draw a line dividing the room. Ask students to stand on one side of the line or the other, depending on their decision.
  - Vary the approach by creating a value line. Ask students to rank themselves by lining up in a single line of a continuum; from strongly agree to strongly disagree. This will make student exchanges a necessity so that students can discover exactly where they fit along the line.
- This strategy is very flexible and may be used for many topics or questions in Religious Education.

**Further Support**

- The teacher may need to encourage some students and promote equal responses in groups.

**Whole-class Discussions: Four Corners**

RELIGIOUS EDUCATION Grade 9 (Unit 2: Created in God’s Image)

Notes

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Choose a statement from the list suggested in the Teacher Resource.</li> <li>Organize the room into four areas (corners) and label with: <b>strongly agree</b>, <b>agree</b>, <b>disagree</b>, and <b>strongly disagree</b>, or with four other descriptors/categories.</li> </ul>	
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Explain the initial procedure to the students: a statement will be presented, and then they will be given 2-3 minutes to reflect independently (without peer interaction) and to take a stance.</li> <li>Present the statement to the class. (You may do this orally or have the statement posted.)</li> <li>After 2-3 minutes, ask students to move to the corner that best represents their stance on the issue.</li> <li>Direct students to get into groups of three (if possible) within their area, to discuss the reasons for their choice. In cases where the groups are not large enough, pairs may be formed, and where only one student is in a group, the teacher could act as the other member of the pair.</li> <li>Ask students to allow each person in the group to have an opportunity to speak.</li> </ul>	<ul style="list-style-type: none"> <li>Carefully ponder the statement and make a personal decision regarding their position in response.</li> <li>Move to the corner that best describes their personal views on the issue.</li> <li>Engage in an exchange of ideas with other members of a group, remaining open and communicative.</li> <li>Ensure that everyone is heard and that everyone in the group shares equally.</li> <li>Be respectful when there is somebody else speaking. Avoid put-downs and use inclusive and respectful language at all times.</li> <li>Prepare to speak to the class about the group’s discussion, noting common reasons and differing opinions.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Call upon each group to share information gathered while in group discussions with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>Highlight the group’s main points with the class, pointing out commonalities and discrepancies.</li> <li>Ensure that each member of the group has something to share with the class.</li> </ul>



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**Whole-class Discussions: **Four Corners****

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**RELIGIOUS EDUCATION Grade 9 (Unit 2 : Created in God's Image)**

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**FOUR CORNERS**

**1**  
**Strongly agree**

**2**  
**Agree**

Suggested Statements for Four Corners Activity:

*-Every person is valuable because every human being is created in God's image.*

*-My sense of self is rooted in the belief that I am created in God's image.*

*-The human body is sacred regardless of physical appearance.*

*-Outside factors influence my sense of self-worth.*

*-Self-worth is something with which we are born.*

**3**  
**Disagree**

**4**  
**Strongly disagree**



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**Presentations: Modelling Prayer Leadership**

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**RELIGIOUS EDUCATION Grade 10 (Unit 1: Who is My Neighbour?)**

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Through this strategy, students participate in a prayer service modelled by the teacher, which empowers them to create and lead their own prayer services.

**Purpose**

- To clarify the elements and qualities of an effective a prayer service.
- To create a comfortable, safe environment in which students may be successful in student prayer leadership.

**Payoff**

Students will:

- experience first-hand an effective prayer service, which may serve as an example to follow when they prepare their own prayer services.
- gain confidence in their ability to prepare and conduct an effective prayer service.
- observe feedback in action as they analyze and provide feedback on the teacher's model prayer service.

**Tips and Resources**

- Build awareness of both the elements of an effective prayer service and the skills of an effective leader (such as speaking/reading in a slow and reflective manner).
- Encourage creativity in planning a prayer service. The incorporation of artwork, movement, music, etc., can enhance a service when selected and integrated thoughtfully.

Some useful websites: [www.dailygospel.org](http://www.dailygospel.org); [www.universalis.com](http://www.universalis.com); [www.devotions.net](http://www.devotions.net).

Holy Bible: New Revised Standard Version.

*Religious Education: "Christ and Culture" Grade 10 Open Course Profile, Unit 1.*

**Presentations: Modelling Prayer Leadership**

**RELIGIOUS EDUCATION Grade 10 (Unit 1: Who is My Neighbour?)**

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Prepare a prayer service for the class that models the features of an effective prayer service. (See the sample prayer service provided as a Teacher Resource.)</li> </ul>	
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Lead students in prayer using the prepared prayer service. Model the format, leadership skills, etc., that contribute to an effective group prayer experience.</li> <li>• Provide students with a copy of the <i>Prayer Evaluation Checklist</i> provided as a Student/Teacher Resource.</li> <li>• Facilitate a discussion about the items in the checklist. Have students assess the extent to which the teacher’s prayer service fulfilled these items.</li> <li>• Clarify the qualities and elements which make up an effective prayer service.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in the teacher-led prayer service.</li> <li>• Complete the <i>Prayer Evaluation Checklist</i>.</li> <li>• Actively listen and participate in a discussion about the qualities of an effective prayer service.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Have students work with a partner to prepare and conduct their own prayer service for the class.</li> <li>• Assign each pair a day to lead the class in prayer.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a prayer service with a partner.</li> <li>• Rehearse conducting the prayer service.</li> <li>• Provide helpful feedback, using the Teacher/Student Resource: <i>Prayer Evaluation Checklist</i> to make sure all required elements have been included.</li> <li>• With a partner, lead an effective prayer service.</li> </ul>



**Presentations: Modelling Prayer Leadership**

RELIGIOUS EDUCATION Grade 10 (Unit 1 : Who is My Neighbour?)

**Prayer Service Checklist\***

Prayer Leader(s): \_\_\_\_\_

Check off the appropriate box for each element.

Elements of the Prayer Service	Observed	Not Observed
1. Choice of an appropriate text (scripture, poem, story, quote, speech, etc.).		
2. A prepared prayer, either informal or formal.		
3. A clear and audible voice.		
4. A natural pace and reflective tone when reading and/or speaking.		
5. Eye contact with the class.		
6. A clear introduction and closing to the prayer.		
7. A focus or theme (e.g., peace, justice, creation, love, community).		
8. Use of symbols (candles, images, etc.).		
9. Use of song (optional).		

\*Adapted from Unit 1-Appendix 1: Course Profile Grade 10 OPEN



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**Presentations: Modelling Prayer Leadership**


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**RELIGIOUS EDUCATION Grade 10 (Unit 1: Who is My Neighbour?)**


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### Sample Prayer Service

**Theme:** Effective Prayer

**Introduction:**

Jesus taught us that God (whom he called Father) wants us to pray.

Today, let us reflect on how we do this: How should we present ourselves to God in prayer? We begin by placing ourselves in God's presence... *(Make the sign of the cross.)*

**Scripture Passage:**

Luke 11: 1-4, 9-13.

**Reflection:**

"Ask, and it will be given to you; search, and you will find; knock, and the door will be opened to you."

Jesus tells us that God wants us to present our needs and desires to Him when we pray. Of course, this does not mean we should ask God to bring us a list of material things (like a bicycle and a new pair of jeans) as if God is Santa Claus or a magician! Rather, God wants us to enter into a dialogue with Him about our spiritual needs and desires, the things that will help us to live good and happy lives according to God's plan. If we pray earnestly, with this intention, Jesus assures us that God will answer us. So, let us reflect on what it is we really need and desire as children of God. *(Provide a moment for silent reflection.)*

Each of us may present very personal and individual intentions to God in our silent prayers, and you are free to keep these prayers private, just between you and God. Sometimes, however, people like to share their intentions with the prayer group so that others may pray for that intention along with them. If you would like to share your intention, feel free to say out loud what it is you would like to ask God for. *(Provide time for students who wish to speak their intentions to do so. Possibly set an example by sharing an intention of your own.)*

**Group Prayer:**

With these intentions in mind, as well as those that remain silent in our hearts, let us join together to pray the words that Jesus taught us. *(Recite the Our Father together.)*

**Song:**

Love...Thy Will Be Done (composed by Martika and Prince, performed by Martika on *Martika's Kitchen*, Sony Music Entertainment, 1991) or another suitable song.

**Closing:**

Heavenly Father, we thank you for the opportunity to have a relationship with you through prayer. Let us use this gift often and wisely. Amen.