

COMMON CORE CATHOLIC IDENTITY ELA UNIT PLAN	
Title/Theme	Discerning "Greater Good"
Grade/Subject	8
Length of Unit/Timeframe	6 weeks
Description	This six-week unit encourages students to explore poetry and novels, an autobiography, a biography, and invites them to discern the characters and people who work against or for the greater good. Students are called to reflect on their own behaviors and choices, taking advantage of the opportunity to write their own mission and vision statements (as they go on to high school) and consider how they may work for the greater good. <i>Ideally this unit would take place during January or April, when the Church draws greater attention to vocations.</i>
Overview	This unit opens with a highly reflective prayer service centered on the <i>Our Father</i> ; then examines two poems: Robert Frost's poem <i>The Road Not Taken</i> and St. Therese of Lisieux's <i>My Song of To-Day</i> . Thus, from the very beginning students are exposed to the notion of discernment. As we move through the unit, students will read <i>Little Women</i> and <i>Lord of the Flies</i> , two novels that deal with circumstances and choices. The concept of "greater good" will be examined in each. Students will explore this concept in light of what they have already read in the unit, as well as, in selected readings from Sacred Scripture and the lives of the saints, and excerpts from <i>Story of a Soul: The Autobiography of St. Therese of Lisieux</i> , <i>Life of St. Aloysius Gonzaga</i> , and <i>The Seven Habits Of Highly Effective Teens</i> . Students will engage in independent reflection and participate in class and small group discussions. Discussions will focus on the fictional characters and real people's discernment of the "greater good" and the challenge of balancing "personal good" with the "greater good."
THE BIG PICTURE	
Essential Question:	What is "greater good" and how do we live our lives for the greater good of others?
Catholic Identity Elements:	
<p>Scripture: John 15: 12-14, Isaiah 42: 1-7, Romans 12:6-8, Romans 15:1-2, 1 Corinthians 12:7-11, 1 Corinthians 12:12-14, Ephesians 4:11-12, 1 Timothy 6:18-19, 2 Timothy 4:5-8, 1 Peter 1:13-16.</p> <p><i>My Song of To-Day</i>, St. Therese of Lisieux</p> <p>Biographies of Saints: at: http://www.catholic.org/saints/</p> <p>Vocations Resources: <i>National Vocation Awareness Week (in January)</i>, at: www.usccb.org/beliefs-and-teachings/vocations/ and <i>World Day of Prayer for Vocations (in April)</i>; at: http://www.usccb.org/beliefs-and-teachings/vocations/world-day-of-prayer-for-vocations.cfm</p> <p>Social Justice: <i>Catholic Social Teaching</i>; at http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/index.cfm and <i>Vatican Statements on Social Justice</i>; at: http://www.usccb.org/issues-and-action/human-life-and-dignity/vatican-statements-on-social-justice.cfm</p> <p>Excerpts from: <i>Story of a Soul: The Autobiography of St. Therese of Lisieux</i>, 3rd Ed.; Excerpts from: <i>Life of St. Aloysius Gonzaga</i> (J.F.X. O'Conor)</p>	
Common Core Standards:	Key Objectives Linked to the Standards:
<p>RL.1.Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning</p>	<p>Students will be able to:</p> <p>1. Discuss the uniqueness of each person's call to follow Christ and the difference between a vocation and a career. Examine and share information on married life, consecrated single life, religious life, and ordained life. Write and pray a prayer asking for God's help in discerning their vocation (SL1, SL4,</p>

<p>and style.</p> <p>RL.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>RI.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI. 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p>W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning</p>	<p>W4)</p> <p>2. Read and discuss a variety of fiction and non-fiction that reveal, explicitly or implicitly, “the greater good.” Examine and discuss details and overarching themes; consider how the details contribute to the work and to answering the Essential Question. (RL2, SL2)</p> <p>3. Citing textual evidence, compare and contrast plots, characters, settings, themes, and literary devices used in the poetry and novels read in this unit. (RL1,RL2,RL5, SL1)</p> <p>4. Define and provide examples of literary devices used in context. (RL4)</p> <p>5. Analyze how writing styles and literary techniques are used and how their use affects meaning and reader engagement. (RL5)</p> <p>6. Examine content and perspective of authors and characters in terms of point-of-view. Discern such point-of-view in the context of student’s experience, mission, and vision. (RL6, RI1, RI6)</p> <p>7. Use discussion questions to draw conclusions from textual evidence and to use evidence to weigh interpretations. (RI1, SL1)</p> <p>8. Develop oral skills through presentation, vocabulary development, debate, and group discussion. (RI4, SL1, SL4)</p> <p>9. Write a variety of clear and coherent responses to literature and informational texts. (W2, W4, L1, L2, L3)</p> <p>10. Analyze audio-video readings and summaries of works in comparison to the written works. (W2, W4, SL2)</p> <p>11. Engage in the writing process via writer’s workshop model. (W2, W4, W5)</p> <p>12. Create a multimedia prayer service and presentation on “the greater good,” where the message is either explicitly stated or implied. (W6, SL5)</p> <p>13. Define words in context and across multiple texts using graphic organizers. (L4, L5, L6)</p>
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words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
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Summative Assessment(s):
Discernment. Students engage in writer’s workshop around the topic of discernment. Students read *John 15: 12-14*. “This is my commandment: love one another, as I have loved you. No one can have greater love than to lay down his life for his friends. You are my friends, if you do what I command you.” In a three page essay, consider the discernment process for both St. Therese of Lisieux and St. Aloysius Gonzaga; include this quote and comparing and contrasting the lives of St. Therese of Lisieux and St. Aloysius Gonzaga and their living response to this commandment. Determine the factors that led each to choosing their vocation. Compare and contrast the outcome of their discernment; that is: discuss what each person did as a result of their choice and how their choice impacted others.
Mission & Vision Statements. Choose two characters, one from *Lord of the Flies* and another from *Little Women*, write 1-2 page mission and vision statements for each character based on their role in the novel; include at least two quotes from each character to support your mission and vision statements.
Prayer Service. In teams, create a prayer service for the 7th grade class that includes the following: theme, opening and closing prayers, a minimum of two passages from our unit readings with a corresponding activity for each passage.
Personal Mission and Vision Statements. Students list their accomplishments to date and their perceived strengths and weakness; then, through prayer and meditation, they visualize themselves in the future creating a positive mental picture of who they would like to be as they graduate from high school. Students write a 3-4 page mission and vision statement, which is inspired by Scripture, states their goals, the code by which they will strive to live, and specific activities they will engage in throughout high school in order to reach their goals.

UNIT READINGS AND VOCABULARY	
Fiction Texts	<i>The Road Not Taken</i> (Robert Frost)* <i>My Song of To-Day</i> (St. Therese of Lisieux) <i>Little Women</i> (Louisa May Alcott)* <i>Lord of the Flies</i> (William Golding)
Non-Fiction Texts	<i>Got Saints?</i> at: http://www.catholic.org/saints/stindex.php Excerpts from: <i>Story of a Soul: The Autobiography of St. Therese of Lisieux</i> , 3 rd Ed. Excerpts from: <i>Life of St. Aloysius Gonzaga</i> (J.F.X. O’Conor) <i>The 7 Habits Of Highly Effective Teens</i> (Covey)

Laura Egan 7/16/2012 5:30 PM
Comment [1]: All vocabulary words should be in lower case except for the two Sacraments.

Essential Unit Vocabulary	Essential:	<i>The Road Not</i>	Listless	Crumple
	greater good mission discernment Literary: narrative plot character persona setting theme style perspective allegory hero/heroine symbol Catholic Identity: Saint Utilitarianism Social Justice Vocation Sacrament of Holy Orders Sacrament of Matrimony	Taken: diverge undergrowth tread bent hence bend lead Little Women: bashful bounce clarifying coiffure conservatory cordial crumple dawdle despondent dowdy droll glacial gruff	lucre mope naughty pensive potion prank precocious prim quench quizzical ragamuffin ramble raspy revolve wheedle worldly Lord of the Flies: conch undergrowth mirage scavenge closed circuit	irrelevance transparency taut peer clamor subside furtive baffle opaque aromatic submerge covert fulcrum discursive audible decorum incredulous subdue indignant exhilaration incantation apex effigy
INSTRUCTIONAL ACTIVITIES				
<input type="checkbox"/> Catholic Identity: 1,5,6,7,8,9,10,11,12,18,19,20 <input type="checkbox"/> Language: 7,11,16,19,20 <input type="checkbox"/> Reading: 3,4,7,9,10,11,12,13,14,17,18 <input type="checkbox"/> Vocabulary: 1,2,3,12,13,14,18 <input type="checkbox"/> Writing: 4,7,11,16,18,19,20 <input type="checkbox"/> Viewing: 3,5,9,10 <input type="checkbox"/> Speaking/Listening: 1,5,6,8,12,15,19 <input type="checkbox"/> Critical Thinking: 1,5,6,11,15,17,18,20				
<ol style="list-style-type: none"> Prayer Service. Slowly read aloud to students the <i>Our Father</i>; students listen and silently reflect. Then, students complete the <i>Our Father</i> worksheet requiring them to reflect upon and react to phrases within the prayer. Lead students in an activity discussing essential unit vocabulary: discernment, greater good. (1, 2, 8) Literary Terms. With the list of literary terms for this unit written on the board, students are in groups with each group assigned a single literary term. Each group designs a poster that includes the word and glossary definition; the poster will be referred to throughout the unit and students will add post-it notes to the poster as their literary device is revealed in the readings. (4, 8, 13) Read and discuss <i>The Road Not Taken</i>. Students complete vocabulary activity; teacher reads poem aloud to students. Review and discuss vocabulary. Listen to <i>The Road Not Taken</i>, read by Robert Frost at: http://www.youtube.com/watch?v=ie2Mspukx14. Students refer to hard copies of the poem and complete classwork assignment and answer: What is the traveler’s conflict and how does he resolve his conflict? What does the poet mean when he writes “Yet knowing how way leads on to way, I doubted if I should ever come back”? Write a 4-5 sentences summary of the poem. Adapted from: http://classroom.springisd.org/webs/lduncan/upload/road_not_taken_activity.html. (5, 13) Read and discuss <i>My Song of To-Day</i>. Students complete classwork assignment and answer: What does the poet mean when she writes “Come reign within my heart”? How is Mary described in the poem and why does the poet need her; how do you know? Write a 4-5 sentences summary of the poem. (2, 9) 				

5. **Audio/Video Activity.** With hard copies of the poems in front of them, students watch different reading/singing interpretations of *My Song of To-Day* and *The Road Not Taken*. After each video, engage students in a discussion regarding the interpretation: What did they like, not like and who? Compare and contrast the videos: *My Song of To-Day* at: <http://www.youtube.com/watch?v=y-PT2TCL0a8>. *The Road Not Taken*, read by Alan Bates at: <http://www.youtube.com/watch?v=ZzUm0wqhE7E> and *The Road Not Taken*, downloaded by sailing manuel at: <http://www.youtube.com/watch?v=VA5Pc9egy8>. (5, 8, 10)
6. **Compare/Contrast.** Divide the class into two groups; distribute *The Road Not Taken* to one group and *My Song of To-Day* to the other group. The students in each group discuss the following questions: What is the poet's tone of voice or range of feeling? Once completed lead students through a Compare/Contrast discussion; ensure students cite examples from the poems as evidence of their findings. Do you see any interesting, unusual, or apt word choices (diction) here? Where do you find the poet's word choice to be particularly important or effective? What do you think is the poet's aim? What effects does he or she want to produce? Why do the characters or the poet-narrator act as they do? Which lines in the poem do you respond to most strongly and why? Adapted from: <http://faculty.gvsu.edu/websterm/Readpoem.htm>. (2, 3, 5, 6, 7, 8)
7. **Lives of the Saints** (biographies). Students go to the site, <http://www.catholic.org/saints/stindex.php>, and locate the saint whose feast day is on the student's birthday. Students print out the biography, write a prayer based on the biography, and create "Saint Cards," at: <http://www.silk.net/RelEd/saintsactivities.htm> that they present to the class. (6, 8, 9)
8. **Panel Presentations.** Invite priests, brothers, and sisters from multiple orders, perhaps as many as 4, to be on a panel to present and answer questions from the students. Students consider prior discussions regarding discernment, greater good, the Lives of the Saints activity, and any "curiosity" questions (e.g. what do you do for fun? How many times a day do you pray?) All questions will be reviewed by the teacher prior to the panel presentation. The panel presents on two topics – a brief biography on the founder of their religious order and shares, as appropriate, their choice to enter religious life.
9. **Exploring St. Therese of Lisieux.** In centers, students have an assignment to complete as they rotate through a series of experiences learning about the saint. Centers include: reading excerpts from *Story of a Soul: The Autobiography of St. Therese of Lisieux*, Third Ed., reading prayers written by the saint, watching video: <http://www.youtube.com/watch?v=rRkRA6lgfrY>; viewing artworks depicting the saint. (1, 2, 6)
10. **Exploring St. Aloysius Gonzaga.** In centers, students have an assignment to complete as they rotate through a series of experiences learning about the saint. Centers include: reading excerpts from: *Life of St. Aloysius Gonzaga* by J.F.X. O'Connor, reading prayers written by the saint, watching video: <http://www.youtube.com/watch?v=eVqmqEarlvc>; viewing artworks depicting the saint. (1, 2, 6)
11. **Discernment.** Students engage in writer's workshop around the topic of discernment. Students read *John 15: 12-14*. "This is my commandment: love one another, as I have loved you. No one can have greater love than to lay down his life for his friends. You are my friends, if you do what I command you." In a three page essay, consider the discernment process for both St. Therese of Lisieux and St. Aloysius Gonzaga; include this quote and comparing and contrasting the lives of St. Therese of Lisieux and St. Aloysius Gonzaga and their living response to this commandment. Determine the factors that led each to choosing their vocation. Compare and contrast the outcome of their discernment; that is: discuss what each person did as a result of their choice and how their choice impacted others. (2, 3, 6, 7, 9, 11)
12. **Social Justice.** Distribute Themes of Catholic Social Teaching. Student teams are assigned one theme; students read their theme, and design a poster that illustrates the theme. In groups of 3, students read *Isaiah 42: 1-7* and discuss the following question: What was God asking his chosen servant to do? Each group is then given three passages from Vatican statements on the social teachings of the Church. The group reads and discusses each statement, then writes a 2-3 sentence summary of each statement. Students complete a vocabulary activity: greater good, mission, and discernment. The students will independently discern ways to serve God's people in their class, school, family, parish, community, and world. (2, 6, 7, 8, 13)

13. **Novel Study - Little Women** will be read during independent reading time. After the novel is introduced to the class, students maintain a vocabulary log which notes the word, page #, sentence the word appears in, meaning derived from context, dictionary definition, and definition in student's words. Engage in regular independent reading and complete various activities. See: <http://shenandoahmiddle.dadeschools.net/PDFarchive/IRA.pdf>. Students who struggle with independent reading will be paired with a reading buddy (master reader) to partner with student to develop fluency and comprehension. (4, 5, 13)
14. **Novel Study - Lord of the Flies** will be read as a class. Key activities may be differentiated and include: literary elements map at <http://www.readwritethink.org/classroom-resources/student-interactives/literary-elements-30011.html>; major quotes study; vocabulary study; reading comprehension activities; quizzes; short video; at: <http://www.youtube.com/watch?v=tXpA3dEtI&feature=topic>; *Lord of the Flies* Spelling & Definitions Bee (use words found at: <http://www.vocabulary.com/lists/25148/bee>). (4, 5,13)
15. **Judgment Day.** In three groups: Jack's, Ralph's, and Judges; students ask and answer questions leading to a final judgment which concludes with answers to: Who was responsible for each development during the boys' stay on the island? To what degree? Why do the judges hold specific boys responsible? See <http://www.discoveryeducation.com/teachers/free-lesson-plans/lord-of-the-flies.cfm>. (2, 6, 7, 8)
16. **Mission and Vision Statements.** Choose two characters, one from *Lord of the Flies* and one from *Little Women*. Write 1-2 page mission and vision statements for each character based on their role in the novel; include at least two quotes from each character to support your mission and vision statements. (6, 11)
17. **The Seven Habits of Highly Effective Teens.** Using Jigsaw format, student teams are assigned a habit from the book *The Seven Habits of Highly Effective Teens*. Each team completes a 3-part reading log including: text evidence notes, interpretation/reaction, and summary. Students will practice note-taking, summarizing, comparing/contrasting, and making connections while reading. Source: Rising 8th Graders -Summer Reading Assignment 2012, Fellowship Christian School at: http://www.fellowshipchristianschool.org/news_resources/downloads/2012-summer-reading/2012-R8-Summer-Reading.pdf. (6)
18. **Discernment Activity.** Students revisit essential vocabulary: greater good, mission, discernment and reflect on "greater good" Scripture passages. While reading the Scripture passages, students answer a range of questions that cover the six levels of Bloom's taxonomy. As such, students are challenged according to their abilities. Students respond by writing a short prayer at <http://www.silk.net/RelEd/01092kplan.htm>. Passages include: Romans 12:6-8, Romans 15:1-2, 1 Corinthians 12:7-11, 1 Corinthians 12:12-14, Ephesians 4:11-12, 1 Timothy 6:18-19, 2 Timothy 4:5-8, 1 Peter 1:13-16. (2, 6, 7, 8, 13)
19. **Prayer Service.** In teams, write a prayer service for the 7th grade class that includes the following: theme, opening and closing prayers, a minimum of two passages from our unit readings with a corresponding activity for each passage. (1, 2, 8, 12)
20. **Personal Mission and Vision Statements.** Students list their accomplishments to date and their perceived strengths and weakness. Then, through prayer and meditation, they visualize themselves in the future creating a positive mental picture of who they would like to be as they graduate from high school. Students write a 3-4 page mission and vision statement, which is inspired by Scripture, states their goals, the code by which they will strive to live, and specific activities they will engage in throughout high school order to reach their goals. (1, 9, 11)

INSTRUCTIONAL RESOURCES

Catholic: *Awakening the Vision: The Role of Teacher in Awakening the Vision*, Diocese of Arlington, Office of Vocations at <http://www.usccb.org/beliefs-and-teachings/vocations/educators-and-youth-leaders/best-practices/upload/role-teachers-awakening-vision.pdf>; *Society of the Little Flower (St. Therese of Lisieux)* at <http://www.littleflower.org/welcome/index.asp>

Little Women by *Louisa May Alcott* - Information about Alcott's life and work is found at this site. Links provide information about various aspects of her life. The site also includes a virtual tour of the house where Louisa May Alcott grew up at <http://www.louisamayalcott.org/rooms.html>. Louisa May Alcott biography, *Little Women* <http://www.youtube.com/watch?v=AR18WJVP3bY>. *Little Women*, Movie with Katherine Hepburn (1933). *Lord of the Flies* author William Golding biography at <http://www.youtube.com/watch?v=IQ74GDJmtfk>

CROSS-CURRICULAR LINKS

Religion: *What is My Vocation: Discipleship in Jesus Christ*, Joseph Noonan (2005). Units I, II, III and Teacher Edition; at: <http://www.usccb.org/beliefs-and-teachings/vocations/educators-and-youth-leaders/lesson-plans/>; Religious Life - <http://www.religiouslife.com/> and <http://www.cmswr.org/>

Art: Create a personal prayer card for discerning choices in life that is based on the prayer card for vocations. See <http://www.usccb.org/prayer-and-worship/prayers/upload/2011-Vocation-Prayer-Card-3-x-5.pdf>

Drama: Deliver dramatic readings of the poetry of Frost and St. Therese of Lisieux.

Physical Education: Hold a "Games for the Greater Good" day in which a class, grade level, or school participates in games. Charge \$5/student to pay for prizes, with the remaining going to a cause that serves the greater good.

Clubs/After-School: *The Leader in Me*, Franklin Covey/Education at <http://www.theleaderinme.org/main-menu-items/resources/Student-Activity-Guides/>

*Texts included in *Appendix B: Text Exemplars and Sample Performance Tasks* at: http://www.corestandards.org/assets/Appendix_B.pdf