

Project-Based Learning Lesson Plan

Project Title: *Wisdom for the Way: Letters from Eternity*

Topic: *Eschatological Foundations: The Four Last Things*

Group Size: *Whole, Small Groups, & Individual*

Driving Questions:

How is God's justice, mercy, and love revealed in the Catholic Teaching of the Four Last Things?
How can knowledge of the Four Last Things help us understand the purpose of human life according to the Church?

Overview of Lesson Plan: Teacher Guide

CCC References	CCC: Paragraphs 988-1065; 1691-1770; 1776-1876; 1877-1948 Textbook: Chapter 8 (pg. 113-123) Chapter 13 (pg. 199-211) Chapter 14 (pg. 213-227) Chapter 15 (pg. 229-240)	
Project Objectives	• <i>Explore to understand the Catholic teaching on the Four Last Things.</i> • <i>Analyze and interpret Scripture passages, textbook excerpts, the Catechism, and artwork related to the Four Last Things.</i> • <i>Collaboratively synthesize interpretations to theologically ensure accuracy in creating an individually written first-person creative narrative on one of the Four Last Things.</i> • <i>Produce, compile, and publish a class anthology of the narratives to share with others.</i>	
Vocabulary	<u>Beatific Vision:</u> The contemplation of God in His full glory, the sight of which perfectly fulfills us and makes us happy for all eternity. The ability to contemplate God in His full glory when we are in Heaven. It is a gift from God that is essential to our eternal happiness. <u>Eschatological:</u> Related to the "last things" (death, judgment, heaven, hell, Purgatory, the second coming of Christ, and the resurrection of the body). <u>Mortal Sin:</u> A grave infraction of the law of God. Mortal sin is personal sin that involves serious matter, sufficient reflection, and full consent of the will. It results in total rejection of God and alienation from Him. <u>Purgatory:</u> The final purification of all who die in God's grace and friendship but remain imperfectly purified. It is the final cleansing away of all sin and of all punishment of sin. <u>Resurrection of the Body:</u> The Christian belief that when Christ comes again, He will unite the bodies of every human with their soul. <u>Saint:</u> A "holy one" of God who lives in union with God through the grace of Jesus Christ and the power of the Holy Spirit and whom God rewards with eternal life in Heaven. <u>Venial Sin:</u> A sin that weakens and wounds your relationship with God but does not cause the loss of grace in your soul.	
Materials	Student • Catechism and Journey Textbook • Bible • Wisdom for the Way: Overview and Direction Sheets • Computer for research • Sketch Note Activity • Writer's Guide • Brainstorming Page • Peer and Self Reflection Sheet • Rubric • Draft/Peer edits (Google Docs or paper)	Teacher • Lecture (Ch. 8) • Teaching Approach Notes • Timers (as needed for groups) • Anchor Chart paper • Sticky Notes • Smart Board and/or Projector • Anthology Software (combine all PDFs, Google Suites, Adobe, Dropbox, etc..) • Pen/Pencil • Notes

	• <i>Final draft</i> • <i>Pen/Pencil</i>	
Assessment	<u>Formative:</u> • <i>Daily check-ins with teacher</i> • <i>Exit Tickets</i> • <i>Writer's Guide</i> • <i>Brainstorming Page</i> • <i>Peer & Self Evaluation/Edits</i>	<u>Summative:</u> • <i>Analytic Rubric</i> • <i>Final Draft of narrative</i> • <i>Self-Reflection</i>
Differentiation	<i>**Overview: **</i> <i>Research project that includes reflections and discussions throughout the whole class, small groups, and individuals.</i> <u>Whole Class:</u> <i>Lectures with notes</i> <i>Class Discussions</i> <i>Note-taking Sheet</i> <i>Anchor Charts</i> <i>Anthology</i> <u>Small Group:</u> <i>Writer's Guide</i> <i>Collaboration in Jigsaw/Expert Groups</i> <i>Group Discussions</i> <i>Peer Edits</i> <u>Individual:</u> <i>Researching information</i> <i>Writing narrative</i> <i>Editing narrative drafts</i> <i>Self-Reflection</i> <u>Different Learning Styles:</u> <u>Student Directions:</u> <i>Orally explained and visually presented through an instruction sheet.</i> <u>Remedial:</u> <i>Extending the project deadline.</i> <i>Extra tutorials on whole-class and student narratives/creative writing.</i> <i>Create a multi-media project on the Four Last Things instead of a written assignment.</i> <u>Enrichment:</u> Ask students to answer specific prompts about the relevance of each of the four last things to modern life, through either a recording, presentation, or writing. Ask students to put these findings into their narrative writings. Prompt questions include: • <i>Compare the modern culture's view or other Christian denominations view on purgatory versus the Catholic perspective.</i> • <i>Why is there a preference for moral relativism, subjective truth, over justice that judgment offers?</i> • <i>Explain reasons why modern society reduces Heaven down to a sign of comfort rather than being in relationship with God?</i> Allow students to propose their own related enrichment project. Consider allowing an individual student to research and write a letter for each of the four last things for this project. Assign students with exceptional editing skills, applicable to this project, to float to the different groups and assist others.	
Project Outline	<i>This is an in-class project that can be finished at home if needed.</i> <i>**These days are flexible and can be adjusted to fit the needs of your students. **</i> Day 1: Eschatological Foundations • <i>Lecture on the Four Last Things.</i> • <i>Whole Group Discussion.</i> Day 2: Expert Groups & Synthesis • <i>Close Reading and Annotation.</i> • <i>Small Group analysis and interpretation.</i> Day 3: Project Overview • <i>Review overview/expectations of upcoming project.</i>	

Day 4: Four Last Things Analysis

- Create brief Writer's Guide for Four Last Things.
- Whole Class Review of Writer's Guides.

Days 5-6: Synthesis & Writing

- Mini-Lesson on Creative Writing.
- Choose Last Thing to write about.
- Brainstorm and create a rough draft.

Days 7-9: Write & Review

- Create Rough.
- Peer Edit and Conference.
- Create Final Draft.
- Finish Final Draft as needed.

Day 10: The Anthology

- Submit writing and self-reflection.
- Whole class design on anthology.

Day 1: Eschatological Foundations

Objectives	<i>Explore to understand the Catholic teaching on the Four Last Things.</i> • <i>Lecture on the Four Last Things</i> • <i>Whole Group Discussion</i> <u>CCC References:</u> <i>Pp. 988-1065</i>	
Materials	<u>Student:</u> - o <i>Catechism, Journey Textbook, Bible, Lecture Notes Sheet, Printed copies of Lecture (as needed), paper, pen/pencil.</i> <u>Teacher:</u> - o <i>Lecture, Computer, timer, Catechism, Journey Textbook, Bible, Teaching Approach, Lecture Notes Sheets for students, Printed copies of Lecture (as needed), Anchor Chart paper/Sticky Notes (as needed), paper, pen/pencil, projector, Smart Board</i>	
Vocabulary	<i>Beatific Vision</i> <i>Eschatological</i> <i>Mortal Sin</i> <i>Purgatory</i> <i>Resurrection of the Body</i> <i>Saint</i> <i>Venial Sin</i>	
Assessments	<u>Formative:</u> • <i>Daily check-in with teacher</i> • <i>Quick Write activity</i> • <i>Whole class and peer discussions</i>	<u>Summative:</u> • <i>Not applicable</i>
Teaching Approach	<u>Day 1: Eschatological Foundations</u> <u>Opening Reflection</u> Remind the students of the prayer they use to begin any prayer, called the Sign of the Cross, which is a powerful reminder of the presence of the Holy Trinity living in us (<i>Father, Son, and Holy Spirit</i>). Remind students how last week they learned and prayed with the Rosary. In the Rosary is a prayer called the <i>Glory Be</i>, which is a doxology that glorifies the Holy Trinity. It serves as an anchor to remember eternal glory, not just our human needs. Guide the students through a meditative enactment of the <i>Glory Be</i> prayer. One possible script for this prayer are: <u>Script 1:</u> <u>In the name of the Father, Son, and Holy Spirit...</u> Glory be to the Father, <i>Who is the eternal judge and Father in Heaven</i> And to the Son, <i>Christ who reigns with the Father in Heaven and intercedes for us on Earth</i> And to the Holy Spirit, <i>The love of the Father and the Son who guides us in our daily life to choose Heaven, not Hell, in our daily actions</i> As it was in the beginning, <i>God has been since before time began. He is God. His Son, Jesus, was begotten by Him. They have reigned in Heaven together since time began. The Holy Spirit is the love of God and the Son.</i> Is now, And ever shall be, World without end. <i>Christ has conquered the grave. He has conquered sin and death. He has sent His Holy Spirit to us to reign in our hearts and minds. Heaven, there is no end. On the Last Day, the Day of Judgement, Hell will be defeated and Heaven will only remain.</i> Amen <u>In the name of the Father, Son, and Holy Spirit...</u>	

Lecture Introduction to the Four Last Things:

Start the lesson by summarizing/reading the Chapter 8 introduction about St. Monica and St. Augustine. Emphasize to students the power of prayer and a good moral life in the resurrection of the body. Emphasize how St. Monica was a witness to this and the practice of burying and remembering the dead in Mass. Remind and relate to students that the death of St. Monica, or the death of any individual, is not the end, because Christ is triumphant over the grave.

Write on the board an adaptation the two focus questions:

- ***Death is certain. Describe why so many people avoid thinking about it.***

Allow students to share ideas with a peer or whole class.

Relate the story of St. Monica and St. Augustine to this prompt. Tell students how St. Augustine was focused on temporal happiness and success and had gone astray from the heavenly moral life we are all called to live. His mother, St. Monica, prayed fervently for her son to convert and focus on eternal happiness and success: Heaven. We can often be like St. Augustine was before he became a *Saint*, we focus a lot of our time on planning for college, careers, money, relationships, etc., yet spend little time thinking about the inevitable event of our lives: our death. Death is not meant to scare us, but to serve as a reminder to put first what lasts forever.

Art Connection:

Display the words "Memento Mori" and a picture of a skull, if prudent for your class.

- ***Explain how this phrase is latin for "remember you must die".***
- ***Describe how the skull is a reminder of the brevity of life and vanity of worldly pleasures (Note: Can connect to Ecclesiastes 1: "Vanity of Vanities...").***
- ***Explain how this is an ancient philosophy that is not meant to be morbid but as a reminder to live a life of gratitude and foster what truly matters in this life.***

Explain to students how over the next few days they will be exploring a branch of theology called *Eschatology: the study of the last things*. The last things are Judgement, Heaven, Purgatory, and Hell.

Lecture: Teach, model, and engage the students through the lecture on the Four Last Things (*See Lecture Slideshow attached and use Student Note Handout as needed for Guided Notes*).

Do not rush this step: stop, explain, and discuss this theologically rich topic as needed. Use the anchor chart paper, sticky notes, etc., as needed to break down large topics into smaller ones.

Engage: Once the lecture is complete, engage students in the material just learned by having them complete a *Quick Write* activity as an exit ticket. In the activity, students look through their notes, as needed, to answer and reflect on one of the three questions below:

1. **Describe how and why one or all of the Four Last Things is misunderstood in today's society.**
2. **How does judgment support justice?**
3. **Explain how purgatory is an expression of the great mercy of God?**

Review students' responses at the end of the day. Use it as a bell ringer or review in the next day's lesson.

Remediation/ Early Finishers

Remediation:

- Review the lecture as needed and answer any questions students may have.
- Whole class discussions on topics of confusion.

Early Finishers:

- Read and summarize the referenced passages on the Four Last Things from the *Catechism*, *Journey*, or Sacred Scripture.
- Write up a proposal for an enrichment project on the Four Last Things that can be completed within five-ten days.

Differentiation

Whole Class:

Lecture (provide guided notes sheets as needed), oral and visual presentation, class discussions, timer.

Small Groups:

Partner and Small group discussions,, visual, auditory, kinesthetic, and oral presentation of material.

Individual:

	Guided note sheet if needed, independent note taking as needed, daily check-ins with teacher, and <i>Quick Write Activity</i> , printed copies of lesson/notes provided as needed.

Day 2: Expert Groups & Synthesis

Objectives	<i>Explore to understand the Catholic teaching on the Four Last Things</i> <i>Analyze and interpret Scripture passages, textbook excerpts, the Catechism, and artwork related to the Four Last Things.</i> - o <i>Close Reading and Annotation</i> - o <i>Small Group analysis and interpretation</i> <u>CCC References:</u> Pp. 988-1065; 1691-1770; 1776-1876; 1877-1948	
Materials	<u>Student:</u> - o <i>Catechism, Journey Textbook, Lecture Notes Sheets, Closed Reading materials, Google Doc/Word Doc for Annotation activity, highlighters, paper, and pen/pencil, Access to Annotation Key, Anchor Chart paper</i> <u>Teacher:</u> - o <i>Lecture, Computer, Catechism, Journey Textbook. Lecture Notes Sheets, Closed Reading materials for students, highlighters, pen/pencil, paper, Annotation Key, Anchor Chart Paper for students, Smart Board, Projector</i>	
Vocabulary	<i>Beatific Vision</i> <i>Eschatological</i> <i>Mortal Sin</i> <i>Purgatory</i> <i>Resurrection of the Body</i> <i>Saint</i> <i>Venial Sin</i>	
Assessments	<u>Formative:</u> • <i>Daily check-in with teacher</i> • <i>Closed Reading and Annotation Activity</i> • <i>Jigsaw Group & Whole Class Discussions with Anchor Chart</i>	<u>Summative:</u> • <i>Not applicable</i>
Teaching Approach	<u>Day 2: Expert Groups & Synthesis</u> <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*)</i> <i>*Pre-class work: Pre-assign the students to the groups students will be part of during the week*</i> <u>Opening Activity</u> Use students' exit tickets from the day prior as a review from the previous day's lecture and discussions. Explain to students that today they will explore the Eschatological Foundations by not just hearing and absorbing the material, but by taking a deep dive into <i>Journey</i>, the Catechism, and Scripture. Tell students they will be doing a Closed Reading and annotating texts to become experts in one of the four last things. Remind students that the four last things revolve around justice, mercy, freedom, and hope. <u>Jigsaw Activity</u> Display the annotation key on the board. A sample annotation can be as follows: • <u>Star:</u> Key/Important teaching • <u>Question Mark:</u> Question/Confusion • <u>Exclamation Mark:</u> Challenging/Surprising • <u>Infinity Symbol:</u> Connection Walk students through the annotation process by walking through one sample with them before sending them off into their expert groups. Explain to students they will become an expert in their groups and write their annotations and any notes on a Google Doc/Word Doc. samples of texts to be used can be the following: <u>Journey:</u> • <i>Purgatory: Question 80</i> • <i>Heaven: Question 75; 78</i> • <i>Hell: Question 79</i> • <i>Judgement: Question 77</i> <u>CCC:</u> • <i>Purgatory: pp. 1030-1032</i> • <i>Heaven: pp. 1023-1029</i> • <i>Hell: pp. 1033-1037</i>	

	• Judgement: pp. 1021-1022 (<i>Particular Judgment</i>); pp. 1038-1041 (<i>Last Judgment</i>) Scripture: • Purgatory: 1 Corinthians 3: 13-15; 2 Maccabees 12: 44-46 • Heaven: Revelation 21: 1-4; John 14: 1-3 • Hell: Matthew 25: 41-46; 2 Peter 3:9 • Judgement: Matthew 25: 31-46; Hebrews 9:27 After about 10-15 minutes in expert groups, rearrange the groups into a jigsaw group. Each group should have 1 expert in each of the four last things. Explain to students that they each have each 2 minutes to teach their expert area by doing the following: 1. Giving a personal annotated summary of the texts. 2. Explaining the importance of what the texts teaches. 3. Explaining why it matters and its relevance. While students are explaining their expert area, students are to write in their personal Google/Word Document their findings and engage in discussions by asking for clarification, more details, etc. Once students share in their jigsaw groups, create a whole class anchor chart based on the common themes seen in the four last things: justice, mercy, freedom, and hope. Let each jigsaw group share their insights. Connect judgment to justice, heaven to hope, hell to freedom (<i>misused</i>), and purgatory to mercy.
Remediation/ Early Finishers	Remediation: Review the lecture and expert/jigsaw groups, as needed, and answer any questions students may have. Whole class discussions on topics of confusion. Early Finishers: Ask students to answer specific prompts about the relevance of each of the four last things to modern life, through either a recording, presentation, or writing. Ask students to put these findings into their narrative writings. Prompt questions include: • <i>Compare the modern culture's view or other Christian denominations view on purgatory versus the Catholic perspective.</i> • <i>Why is there a preference for moral relativism, subjective truth, over justice that judgment offers?</i> • <i>Explain reasons why modern society reduces Heaven down to a sign of comfort rather than being in relationship with God?</i>
Differentiation	Whole Class: Whole Class Anchor Chart activity, printed and digital access to content used in jigsaw activity, timers (as needed). Small Groups: Partner and small group discussions with visual, auditory, kinesthetic, and oral presentation of materials. Peer mentors and assistance as needed in expert and jigsaw groups. Individual: Larger print or digital access to all materials as needed, independent note taking as needed, daily check-ins with teacher.

Day 3: Project Overview

Objectives	<i>Collaboratively synthesize interpretations to theologically ensure accuracy in creating an individually written first-person creative narrative on one of the Four Last Things.</i> o <i>Review overview/expectations of upcoming project.</i> <u>CCC References:</u> <i>Pp. 988-1065; 1691-1770; 1776-1876; 1877-1948</i>	
Materials	<u>Student:</u> - o <i>Access to Google Doc/Word Doc (print or digital), Rubric, Peer Edit & Self Reflection Sheet, Wisdom for the Way: Letters from Eternity-Overview and Directions Sheet, Model Letter (as needed), Paper, Pen/Pencil</i> <u>Teacher:</u> - o <i>Teaching Approach, Digital/Print access to all students materials, Model Letter (as needed), Computer, Internet, Projector, Smart Board, Paper, Pen/Pencil</i>	
Assessments	<u>Formative:</u> • <i>Daily check-in with teacher</i>	<u>Summative:</u> • <i>Not applicable</i>
Teaching Approach	<u>Day 3: Project Overview</u> <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*)</i> <i>*Pre-class work: Ensure students have access to or remember their expert groups from the day prior as that will be their group for this project-based lesson*</i> <u>Opener:</u> Review the previous day's jigsaw activity and answer any comments, concerns, or questions students may still have regarding the four last things/ Eschatological foundations. Introduce to the students that they will be using the foundational knowledge from the previous two days to help them in further advancing their eschatological understanding of the four last things through their new collaborative project of producing a one-to-two page first person narrative letter from the perspective of one soul experiencing one of the four last things. Offer an overview of this week's project, creating a first person narrative letter. Explain what a first person narrative letter is and why it is a valuable resource for this project. (Example Script: <i>A letter may seem like an old-school literacy medium, however, it is a tangible, intimate means of sharing a story. In this project, we want to create a story that is limited to one person's events in life to develop a deep connection to the physical and spiritual life.</i>) Describe and demonstrate to students each of the students materials, as well a model letter if so desired. Do not rush this part. Ensure all students understand what is being asked of them. Allow time for the students to read through the overview on their own and with their group. Then clarify the project assignment and answer any questions the students have. Make sure students understand the end collaborative products of the project: one one-to-two page narrative letter. Add that the group will work together to create a <i>Writer's Guide</i> that will be shared with the class to prepare them to independently write a theologically accurate letter. In addition, make sure students understand they will write their own letter but will receive editorial checks from their peers and teacher.	
Remediation/ Early Finishers	<u>Remediation:</u> Review, discuss, and answer questions on the requirements of the project. Offer a condensed writing option or an option for students to use text-to-speech or speech-to-text accessibility features for their letter. <u>Early Finishers:</u> Consider allowing an individual student to research and write a letter for each of the four last things for this project.	
Differentiation	<u>Whole Class:</u> Visual, oral, auditory formats for the explanation and presentation of instructions/examples/models, whole class discussion on questions regarding topic and/or requirements for the assignment. <u>Small Groups:</u>	

	Partner and small group discussions with visual, auditory, oral, and kinesthetic presentation of material. <u>Individual:</u> Larger print or digital access to all materials as needed, independent note taking as needed, daily check-ins with teacher.

Day 4: Four Last Things Analysis

Objectives	<i>Analyze and interpret Scripture passages, textbook excerpts, the Catechism, and artwork related to the Four Last Things</i> <i>Collaboratively synthesize interpretations to theologically ensure accuracy in creating an individually written first-person creative narrative on one of the Four Last Things</i> - o <i>Create brief Writer's Guide for Four Last Things</i> - o <i>Whole Class Review of Writer's Guides</i> <u>CCC References:</u> Pp. 988-1065; 1691-1770; 1776-1876; 1877-1948	
Materials	<u>Student:</u> - o <i>Internet, Writer's Guide Handout (printed or digital access), Wisdom for the Way: Letters from Eternity: Overview and Directions Sheet, Computer, Closed Reading Annotations, Google Doc/Word Doc Notes page, Bible, Journey Textbook, and Catechism, paper, Anchor Chart Paper, pen/pencil</i> <u>Teacher:</u> - o <i>Internet, Writer's Guide Handout (printed or digital access), Wisdom for the Way: Letters from Eternity: Overview and Directions Sheet, Computer, Teaching Approach, Anchor Chart Paper, pen/pencil, paper, Lecture (as needed)</i>	
Assessments	<u>Formative:</u> ● <i>Daily check-in with teacher</i> ● <i>Writer's Guide Activity</i> ● <i>Anchor Chart Activity</i>	<u>Summative:</u> ● <i>Not applicable</i>
Teaching Approach	<u>Day 4: Four Last Things Analysis</u> <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*)</i> Review with students the projects driving questions and check-in with the whole class to see if there are any questions from the past three days. Once you and your students are confident in the understanding of the expectations shared for the project, explain to students today's activities. Tell students that they will be using their annotated closed reading material and notes pages from the previous days to collaborate with their expert group a <i>Writer's Guide</i>. Explain that this guide will serve as a tool to share their group's feelings and interpretations of each of the four last things to develop a theologically accurate first person narrative letter later on in the week. Tell students they will write all their findings from their <i>Writer's Guide</i> on Anchor Chart paper to share with the class. Remind students again of how a first person narrative letter is written. Share this overview below for each group on what is to be accomplished through the <i>Writer's Guide</i>. <i>Model an example with students as needed.</i> - o Share personal reflections, insights, and takeaways. - o Create a <i>Writer's Guide</i> using large Chart Paper to share finding with the class: ■ Emotional Themes: <i>What thoughts, images, words, scenes come to mind? How would you describe the "feeling" of a person in that environment? What would you be trying to convey to the person on earth?</i> ■ Voice: <i>Tone, feelings, background of the individual in that environment? Same goes to who they might be addressing in their letter.</i> ■ Misunderstandings: <i>What could be some possible do's and don'ts involved in writing a letter like this? Think of theological fallacies, how to address the letter, etc.</i> Allow students to break off into their expert groups and research (<i>using their computers, textbook, annotated closed readings</i>) to develop their <i>Writer's Guide</i>. As students work, circulate and monitor learning, provide copy editing advice, and answer any questions each focus and home groups might have. Remind students, as needed, to be sure they are monitoring their time and meeting the requirements for the projects. Ensure for the last 10-15 minutes students share with the whole class, via a presentation or discussion format, their <i>Writer's Guide Anchor Chart</i>.	

Remediation/ Early Finishers	<u>Remediation:</u> Review, discuss, and answer questions on the requirements of the project for the individual student, expert groups, or whole class as needed. Review lectures, annotated material, and any other materials that cause confusion. <u>Early Finishers:</u> Ask students to answer specific prompts about the relevance of each of the four last things to modern life, through either a recording, presentation, or writing. Ask students to put these findings into their narrative writings. Prompt questions include: • <i>Compare the modern culture's view or other Christian denominations view on purgatory versus the Catholic perspective.</i> • <i>Why is there a preference for moral relativism, subjective truth, over justice that judgment offers?</i> • <i>Explain reasons why modern society reduces Heaven down to a sign of comfort rather than being in relationship with God?</i>
Differentiation	<u>Whole Class:</u> Visual, oral, auditory, and kinesthetic formats for the review of instructions and <i>Writer's Guide Activity</i>. Timers and prompts used, as needed. Whole class discussions. <u>Small Groups:</u> Collaborative groups for mentorship and discussion for understanding the four last things. <u>Individual:</u> Complete <i>Writer's Guide</i> in a variety of mediums, as needed, check-ins with peers and teachers, as needed.

Days 5-6 Synthesis & Writing

Objectives	<i>Collaboratively synthesize interpretations to theologically ensure accuracy in creating an individually written first-person creative narrative on one of the Four Last Things.</i> - o <i>Mini-Lesson on Creative Writing</i> - o <i>Choose Last Thing to write about</i> - o <i>Brainstorm and create a rough draft</i> <u>CCC References:</u> Pp.988-1065; 1691-1770; 1776-1876; 1877-1948	
Materials	<u>Student:</u> - o <i>Internet, Computer, Paper, Google Doc/Word Doc, Bible, Journey Textbook, Catechism, Writer's Guide (as needed), Brainstorming Page, Peer Editing Sheet, Rubric, Overview and Directions Sheet, pen/pencil, highlighters (as needed)</i> <u>Teacher:</u> - o <i>Timers (as needed), Computer, Internet, Smart Board, Projector, Teaching Approach, Mini-Lesson Presentation/Materials, Copies of student materials, Writer's Guide Anchor Charts (for classroom display), access to all student materials (listed above), pen/pencil, paper (for notes and conferencing)</i>	
Assessments	<u>Formative:</u> • <i>Daily check-in with teacher</i> • <i>Brainstorming Page</i> • <i>Peer Feedback Sheet(s)</i>	<u>Summative:</u> • <i>Progress on Rough Draft of Letter based on Rubric (initial phases)</i>

Teaching Approach	<i>Days 5-6: Synthesis & Write</i> <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom. *)</i> <u>Opening Segue</u> Have students write in a notebook or journal a quick write on why it is important to ensure the theological accuracy of creative writing? Ask students to describe or list the fallacies and the promotions that could arise. Ensure students understand that theology shapes meaning and provides depth to the Truth, but creativity can inspire the Truth and influence belief. <u>Mini-Lesson</u> Review with students (<i>through a mini-lesson presentation, Anchor Charts, and/or Overview and Directions sheet/rubric</i>) the expectations for the project, especially the end goal of a one-to-two page first person narrative. Explain to students that their letter is creative writing; imagination should be used! Explain that their letter should include first person voice, strong sensory detail and emotion, accurate theology, personal reflection (through the eyes of their narrator), and a plot (beginning, middle, and end). Ensure students understand they are trying to reveal Truth through a personal story. The goal is not to scare people, be morbid, or cause confusion, but to elicit the contemplation of beauty of human life and the Church. <u>Instructions</u> Allow students to independently choose one of the four last things to write about that speaks to them. Explain to students they will be using the <i>Brainstorming Page</i> to help them write their letter. Explain and model, as needed, a sample of filling out the <i>Brainstorming Page</i> as a whole class. Ensure students understand that this will be turned in at the end of the project. Allow students time to brainstorm and create the content and structure their letter. As students finish their <i>Brainstorming Page</i>, conference with students and monitor their progress. Once reviewed by the teacher at this phase, allow students to create their rough draft on a digital document or on paper. Ensure students understand that at the end of each day or the completion of their first draft, they are to grab a peer editing sheet for a peer and themselves in their expert group to review and sign.	

	- o <i>Create Final Draft</i> - o <i>Finish Final Draft as needed</i> <u>CCC References:</u> <i>Pp.988-1065; 1691-1770; 1776-1876; 1877-1948</i>		
Materials	<u>Student:</u> - o <i>Internet, Computer, Paper, Google Doc/Word Doc, Bible, Journey Textbook, Catechism, Writer's Guide (as needed), Brainstorming Page, Peer Editing Sheet, Self-Reflection form, Rubric, Overview and Directions Sheet, Rough Draft, Final Draft pen/pencil, highlighters (as needed)</i> <u>Teacher:</u> - o <i>Timers (as needed), Computer, Internet, Smart Board, Projector, Teaching Approach, Mini-Lesson Presentation/Materials, Copies of student materials, Writer's Guide Anchor Charts (for classroom display), access to all student materials (listed above), pen/pencil, paper (for notes and conferencing)</i>		
Assessments	<table><tr><td> <u>Formative:</u> ● <i>Peer Feedback</i> ● <i>Conferences with Teacher</i> </td><td> <u>Summative:</u> ● <i>Letter Rough Draft</i> ● <i>Self-Reflection Form</i> ● <i>Initial analysis of Rubric Criteria</i> </td></tr></table>	<u>Formative:</u> ● <i>Peer Feedback</i> ● <i>Conferences with Teacher</i>	<u>Summative:</u> ● <i>Letter Rough Draft</i> ● <i>Self-Reflection Form</i> ● <i>Initial analysis of Rubric Criteria</i>
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Teaching Approach	<u>Days 7-9: Write & Review</u> <u>*(Pre Lesson Preparation: If you choose to, pick the order of the presentations for your students.)*</u> Refresh and review with the students the project requirements and goals from the <i>Overview and Directions Sheet</i>, as needed. Focus on the section "Letter Requirements." Additionally, reference the model letters, if needed. Meet with each student over the course of the next few days to check all the writing and revisions from their peers and self for their individual letters. Provide constructive feedback and peer-mentors as needed. Remind students to keep track of time, follow the rubric, and complete all the steps of what is required to turn in: ● <i>ONE final draft of a first-person creative writing narrative on one of the Four Last Things either on a WordDoc or GoogleDoc.</i> ● <i>ONE brainstorming page for writing.</i> ● <i>ONE rough draft of narrative on a digital document or on paper (it should include edits as well).</i> ● <i>ONE to TWO peer editing sheets (must be signed at the bottom by you as well).</i> ● <i>ONE self-reflection form.</i> After students finish submitting their letters and all materials, ask students to write their self-reflection using the self-reflection form.		
Extension	<u>Remediation:</u> Have one-on-one conferences with students who may not be able to fulfill all project requirements. Allow students to meet with a peer-mentor to complete project requirements, as needed. <u>Extension:</u> Assign students with exceptional design or editing skills, applicable to this project, to float to the different groups and assist others.		
Differentiation	<u>Whole Class:</u> Visual, oral, auditory mediums allowed for the completion of the requirements of the project. Class discussion on questions regarding topic and/or requirements for the assignment, as needed. <u>Small Groups:</u> Collaborative peer-editing. Peer mentors, as needed. <u>Individual:</u> Conferences with teacher, timers, self-reflections, and access to digital and printed materials for the project.		

Day 10: The Anthology

Objectives	<i>Produce, compile, and publish a class anthology of the narratives to share with others.</i> - o Submit writing and self-reflection - o Whole class design on anthology <u>CCC References:</u> Pp.988-1065; 1691-1770; 1776-1876; 1877-1948	
Materials	<u>Student:</u> - o Internet, Computer, Paper, Anthology creation software (see Teaching Approach for details), Access to Writer's Guide (as needed), Access to final draft of narrative letter, Self-Reflection form, Rubric, Overview and Directions Sheet, pen/pencil, highlighters (as needed), paper <u>Teacher:</u> - o Timers (as needed), Computer, Internet, Smart Board, Projector, Teaching Approach, Copies of student letters, Writer's Guide Anchor Charts (for classroom display), access to all student materials (listed above), pen/pencil, paper (for notes and conferencing), anthology creation software, anthology requirements (as needed)	
Assessments	<u>Formative:</u> • Whole class discussion • Whole class anthology	<u>Summative:</u> • Final analysis of Rubric Criteria
Teaching Approach		

Day 10: The Anthology

(Pre Lesson Preparation: If you choose to, pick the order of the presentations for your students.)

Remind students to complete all the steps of what is required to turn in if not already done so:

- **ONE** final draft of a first-person creative writing narrative on one of the **Four Last Things** either on a WordDoc or GoogleDoc.
- **ONE** brainstorming page for writing.
- **ONE** rough draft of narrative on a digital document or on paper (it should include edits as well).
- **ONE** to **TWO** peer editing sheets (must be signed at the bottom by you as well).
- **ONE** self-reflection form.

After students finish submitting their letters and all materials, ask students to write their self-reflection using the self-reflection form.

Opening

Ask students to do a quick write:

	<i>What are your final thoughts on the four last things?</i> <i>How does publishing writing change how we approach a writing?</i> Allow students to share their thoughts and discuss as a class. Describe to students that writing this letter is not just for a grade, but a means of communication. When writing is shared it becomes a means of relationship. Explain to students that today they will be publishing all letters into an anthology: a collection of writings. Describe to students that they will be creating a whole class anthology. Hold a class brainstorming session (<i>either whole class or in small groups</i>) on these topics to vote on as a whole class: Title ideas Design decisions • <i>Cover</i> • <i>Tone</i> Organization options • <i>By theological doctrine (death, judgement, heaven, hell, purgatory)</i> • <i>By emotion/theme (fear, truth, purification, hope, fulfillment)</i> • <i>By intermixed collection (example: one on heaven, one on hell, one on judgement)</i> Once the votes are in, assign groups into compiling the anthology via a shared document (<i>the document can be a Google/Word DOC, Google Slide/Powerpoint, Canva, or any software you desire to use</i>). Teams: Editorial: • <i>Proofread and format for consistency (the letter and any other materials).</i> Design • <i>Cover and back art, fonts, size, layout, spacing, etc.</i> Preface and Reflection • <i>Write a one page intro explaining the purpose of the project based on driving questions.</i> • <i>Write a one page reflection sharing final thoughts and lessons learned based on driving questions.</i> Scripture • <i>Choose opening and closing scripture for anthology.</i> • <i>Choose an opening and closing scripture for each section of the anthology.</i> Publishing • <i>Compile and send anthology where needed.</i> • <i>Market anthology to community, parish, and school.</i>
Extension	<u>Remediation:</u> Offer various mediums to complete anthology requirements. Extend the anthology creation beyond one day. <u>Extension:</u> Allow time for students who worked on a personalized enrichment project to share with you and/or the entire class.
Differentiation	<u>Whole Class:</u> Visual, oral, auditory formats for the explanation of the anthology and project as a whole. Class discussion on questions regarding topics of confusion <u>Small Groups:</u> Collaboration on creation of anthology. <u>Individual:</u> Check-ins with teacher and/or peers Assigned to groups that meet students skills and area of interest for anthology