

Project Based Learning Lesson Plan

Project Title: Faith & Film: The Paschal Mystery

Topic: The Paschal Mystery

Group Size: Whole, Small Groups, and Individual

Driving Question:

How can film help you understand and explain the Paschal Mystery better so you can live it out in your daily life?

Overview of Lesson Plan: Teacher Guide

CCC References	CCC: <i>Paragraphs 422-570; 571-682; 1066-1209; 1210-1419; 1420-1532</i> Textbook: <i>Chapter 3 (pg. 43-58)</i> <i>Chapter 4 (pg. 59-71)</i> <i>Chapter 9 (pg. 127-141)</i> <i>Chapter 10 (pg. 143-158)</i> <i>Chapter 11 (pg. 15-172)</i>	
Project Objectives	<i>Identify and explain elements of the Paschal Mystery, utilizing film as a tool.</i> <i>Analyze how film techniques can convey theological meaning.</i> <i>Create a video essay that analyzes a film clip and its parallels to the Paschal Mystery.</i> <i>Reflect on how the Paschal Mystery can be lived out in daily life.</i>	
Vocabulary	<u>Blasphemy:</u> <i>According to Mosaic Law, this was hateful, defiant, or disrespectful actions or words against God. The punishment under Mosaic Law for this was death.</i> <u>Ascension:</u> <i>The event that "marks the definitive entrance of Jesus' humanity into God's heavenly domain" (CCC, 665). It is from heaven that Christ will come again.</i> <u>Paschal Mystery:</u> <i>Christ's work of redemption, accomplished principally by His Passion, Death, Resurrection, and glorious Ascension. The mystery is commemorated and made present through the sacraments, especially the Eucharist.</i> <u>Passion of Christ:</u> <i>The suffering of Jesus leading to His death.</i> <u>Sacrament of the Holy Eucharist:</u> <i>The liturgical action known as the Holy Sacrifice of the Mass. It "constitutes the principal liturgical celebration of the Paschal Mystery of Christ."</i> <u>Passion of Christ:</u> <i>The suffering of Jesus leading to His death.</i>	
Materials	<u>Student</u> • Catechism and Journey textbook • Faith & Film: The Paschal Mystery Overview and Direction Sheets • Computer for research • Liturgy Logic Investigation Activity Materials • Pre-selected film clips • Video Recording software or Canva-Free • WordDoc • Headphones for video recording (as needed) • Rubric • Video Essay Feedback Sheet • Pen/Pencil	<u>Teacher</u> • Lectures (Ch. 3, 4, and 9) • Teaching Approach Notes • Overview and Directions Sheets • Pre-selected film clips • Timers (as needed for groups) • Anchor Chart paper (as needed) • Liturgy Logic Investigation Activity Materials • Rubric • Smart Board or Projector for Presentations
Assessment	<u>Formative:</u> • Daily check-ins with teacher	<u>Summative:</u> • Video Essay

	• <i>Peer Evaluations</i> • <i>Class Discussions</i> • <i>Liturgy Logic Investigation Activity</i>	• <i>Analysis of rubric criteria</i>
Differentiation	**Overview:** <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>Liturgy Logic Investigation Activity</i> <i>Anchor Charts</i> <u>Small Group:</u> <i>Collaboration on constructive feedback</i> <i>Variety of assigned tasks</i> <i>Group Discussions</i> <u>Individual:</u> <i>Participate in discussion and group decisions</i> <i>Research and create a thesis</i> <i>Create a script for a video essay</i> <i>Reflection on the driving questions and call to action(s)</i> <u>Different Learning Styles:</u> <u>Student Directions:</u> <i>Orally explain and visually present through a physical instruction sheet.</i> <i>Offer text to speech, various print sizes, and digital options, as needed.</i> <u>Remedial:</u> <i>Extending the project deadline.</i> <i>Extra tutorials on whole class and student presentations.</i> <i>Allow for a peer mentor to assist where needed.</i> <i>Adapt grading rubric as needed.</i> <u>Enrichment:</u> <i>Assign students to research the scriptural basis for the Resurrection based off the four Gospel Accounts. Provide the students with only the Scripture passages. Have them read each chapter(s) and describe how the Passion, Death, Resurrection, and Ascension are played out in each Gospel account using a graphic organizer of your choosing. Additionally, asks students to write a paragraph to compare/contrast the accounts. Ask students to research, using the textbook (Chapters 3, 4, and 9 would be helpful) as well as Sacred Scripture, how the Liturgy of the Word and the Liturgy of the Eucharist in the Sacred Liturgy is broken up and why it is done so in the manner it is. Tell students to analyze how both liturgies in the Mass connect with the Paschal Mystery. Ask students to report their findings through a digital infographic, highlighting at least 2-3 key ideas of each liturgy and the connection each has with the Paschal Mystery, that can be shared with the class.</i> <i>Allow students to propose own related enrichment project</i> <i>Ask students to add onto their four-square graphic organizer (using the back side of the sheet) other film techniques not discussed that help convey truth.</i>	
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: Paschal Mystery Introduction • Lecture and Discussion about the Paschal Mystery. Day 2: Connection Points • Discuss connection of the Mystery to Sacred Liturgy and the Sacraments. • Liturgy Logic Investigation Activity Materials. Day 3: Review & Plan • Introduce guidelines, expectations, and rubric for film assignment. • Choose film clip. Day 4: Film Basics • Discuss features of film/art that can be used as a tool to express truth. • Begin analysis of films.	

Day 5: Drafting & Feedback

- Analyze film clip (people, places, message, etc.).
- Draft thesis and script/storyboard.
- Share and receive feedback from peers.

Day 6: Create & Refine

- Create script/storyboard and/or film the video.
- Refine and revise with teacher for accuracy.
- Share and receive feedback from peers.

Day 7: Finalize & Review

- Finalize script/storyboard and/or film the video.
- Edit video and content based on teacher/peer feedback.
- Review submission requirements and submit.

Days 8-10: Launch Party

- Submit final video essay (if needed).
- Watch Party and/or Collect Submissions.

Day 1: Paschal Mystery Introduction

Objectives	Identify and explain elements of the Paschal Mystery Recognize and discuss the Paschal Mystery alive in the Sacraments and Sacred Liturgy. <u>CCC References:</u> Pp. 422-570; 571-682; 1066-1209 (<i>especially pp 422-570</i>)	
Materials	<u>Student:</u> - Catechism and Journey Textbook, Lecture Notes Sheet, Sticky Notes, pen/paper <u>Teacher:</u> - Lecture, Computer, Timer, Anchor Chart paper (as needed), Sticky Notes, pen/paper	
Vocabulary	Paschal Mystery Passion of Christ Ascension	
Assessments	<u>Formative:</u> - Daily check in with teacher - Large group question and answer - Sticky Questions Activity	<u>Summative:</u> Not applicable

Day 1: Paschal Mystery Introduction Opener: The Shroud of Turin <u>"See, Think, Wonder"</u>		
Teaching Approach	Engage students by presenting a picture of the Shroud of Turin (<i>see Journey, Chapter 4, pages 64-66</i>) but do not let students know what the image is actually of. Ask students to take some time (<i>about 2 minutes</i>) and <u>see</u> the image. Explain to students to list only objective details they observe about the Shroud of Turin (<i>noticing colors, symbols, etc.</i>). Tell students to <u>think</u> about what is happening or what it is they are looking at. After inferring, invite the students to <u>wonder</u> about what the image is of. Let the students have about a minute or so to think of any questions they may have about the image. Then, ask students to turn to a partner and share what they have seen, inferred, and wondered. Allow students about two to three minutes to share ideas; walk around the room and listen to the questions and discussions of partners to gauge the room. Bring student's attention back to the front of the room and write or project the word "Shroud of Turin". Tell students (<i>using the image and written excerpt on pages 64-66</i>) how this is an image of the linen, or shroud, Jesus was wrapped in after He was taken down from the Cross. Allow students to ask further questions about the shroud. Explain to students how the shroud is historical evidence of the Crucifixion and its correspondence to the Gospels and the core of our Catholic faith through, what we call, the Paschal Mystery: Christ redemptive work accomplished through his Passion, Death, Resurrection, and Ascension. Ask students to ponder not only the gift of the Paschal Mystery, which is our salvation, but the word itself. Engage students by asking them why they think we call it the <i>Paschal Mystery</i>? Allow students time to partner share. Explain to students that <i>Paschal</i> comes from the Hebrew word <i>pesah</i>, which means "Passover" (<i>note to students this not only happened during Passover, but in a deeper sense, the Paschal Mystery's effect passes over death into brings us into new life in Christ</i>). Explain to students that the <i>Mystery</i> is not a real <i>mystery</i> but describes the immense, unfathomable love God has for us. That immense love is a joyous mystery experienced through the sacraments and through Sunday Liturgy (Mass). <u>Lecture and Discussion on the Paschal Mystery:</u> Begin the lecture and once the lecture and discussions conclude, explain to your students that they will do a round of <i>Sticky Questions</i> and discuss the plan for the rest of the week. <u>Sticky Questions:</u> Pass out one to three sticky note to each student. Explain to the students that they will write down a response to: "<i>What are you most confused about after today's lesson?</i>" Give students about two minutes are so to respond and ask them to place it on a piece of anchor chart paper in front of the class. Analyze what seems to be a common theme in the questions and use it as a discussion point for the class. Repeat this as many times as desired (<i>Note: You can also use this as a launching point for tomorrow's lesson and discussions</i>). Briefly share with students this week's project: throughout the	

	week, they will be working in small groups and create a short video essay on how film can be used as a tool to understand and explain the Paschal Mystery.
Remediation/Extension	<u>Remediation:</u> Review the lecture as needed and answer any questions students may have. Whole class discussions on topics of confusion using <i>Sticky Questions</i> activity. <u>Extension:</u> Assign students to research the scriptural basis for the Resurrection based off the four Gospel Accounts. Provide the students with only the Scripture passages. Have them read each chapter(s) and describe how the Passion, Death, Resurrection, and Ascension are played out in each Gospel account using a graphic organizer of your choosing. Additionally, asks students to write a paragraph to compare/contrast the accounts. ○ Matthew 26-28; Mark 14-16; Luke 23-24; John 18-21
Differentiation	<u>Whole Class:</u> Lecture (provide guided notes sheets as needed), oral and visual presentation, class discussions, timer. <u>Small Groups:</u> Partner and Small group discussions, <i>Sticky Questions</i>, visual, auditory, kinesthetic, and oral presentation of material. <u>Individual:</u> Guided note sheet if needed, independent note taking as needed, daily check-ins with teacher.

Day 2: Connection Points

Objectives	Identify and explain elements of the Paschal Mystery. Investigate and synthesize, through a systems logic activity, how the Paschal Mystery is the bridge that unites the Sacraments and Sacred Liturgy. <u>CCC References:</u> Pp. 422-570; 571-682; 1066-1209	
Materials	<u>Student:</u> - Catechism and Textbook, Chapter Research Outline, Notes, Liturgy Logic Investigation Activity (<i>*see appendix for more details*</i>), and pen/paper <u>Teacher:</u> - Lecture, Computer, Chapter Research Outline, Anchor Chart Paper, Sticky Questions Resource, Liturgy Logic Investigation Activity Materials (<i>*see appendix for more details*</i>), pen/paper	
Vocabulary	<i>Blasphemy</i> <i>Ascension</i> <i>Paschal Mystery</i> <i>Passion of Christ</i> <i>Sacrament</i> <i>Sacrament of the Holy Eucharist</i>	
Assessments	<u>Formative:</u> - Daily check in with teacher - Liturgy Logic Investigation Activity	<u>Summative:</u> Not applicable
Day 2: Connection Points <i>*Pre-classwork: Pre-assign the students to the groups of four to six they will be part of for this assignment.*</i>		
Teaching Approach	<u>Opener:</u> On the board, post the <i>Sticky Questions Resource</i> used at the end of class the day before to answer any areas of confusion and as a launching point into today's lesson. Review with students that <i>Paschal</i> comes from the Hebrew word <i>pesah</i>, which means "Passover" (<i>note to students this not only happened during Passover, but in a deeper sense, the Paschal Mystery's effect passes over death into brings us into new life in Christ</i>). Remind students that the <i>Mystery</i> is not a real <i>mystery</i> but describes the immense, unfathomable love God has for us. That immense love is a joyous mystery experienced through the sacraments and through Sunday Liturgy (Mass). Tell students that today they will focus on how the Paschal Mystery is lived out through Sacred Liturgy and the Sacraments through a game. Have students get into groups of 4-6 (<i>pre-assign or allow them to choose</i>). Take a sheet of Anchor Chart paper and divide it into a <i>t-chart</i>. On one side write "Sacred Liturgy" on the other side write "Sacraments" Ask students to brainstorm with their group, using the knowledge they learned yesterday and their own experiences, how the Paschal Mystery is lived out in the Sacred Liturgy (<i>examples include the Memorial Acclamation, Eucharistic Prayers, Holy Communion and Consecration, the Liturgy of the Word, the Offertory, Dismissal, etc.</i>). Allow students time to share and as they discuss with their group, walk around and monitor discussions. Turn students' attention back to the chart and allow groups to share. Encourage whole group sharing and discussion. Repeat this procedure with the Sacraments (<i>examples include how the sacraments are a tangible sign of an invisible reality; Baptism initiates dying from sin and living in the new life of the Resurrection; the Eucharist as the source and summit of our faith as uniting ourselves with Jesus on the Cross; Confirmation seals the Holy Spirit with the ability to live out the Mystery in daily life; Reconciliation is receiving life changing forgiveness and healing from the bonds of spiritual death through sin; Anointing of the Sick unites suffering to passion of Christ; Holy Orders brings the Mystery alive through religious life; Matrimony models Christ sacrificial love for the Church, etc.</i>). <u>Liturgy Logic Investigation Activity:</u> Explain to the students, using their knowledge, Scripture, <i>Journey</i>, and the CCC. They will be investigating and reasoning how the Paschal Mystery is the organizing principle behind how we live out our faith as Catholics. Emphasize how it is the core to what we do and say at Mass and how we act/respond to God's daily call on our lives. Explain to students that with their small group they will	

	each be given a case file with: • An Incident Report • Evidence cards (<i>clues</i>) • A Log • A Verdict Sheet **Note: See appendix for more explanation of the activity and examples.** Allow students time to work in their small groups to solve the case. Circle around the room and monitor, ask and answer questions, and provide feedback. Toward the last 10-15 minutes of class, bring all students back together to share their analysis of their casefile and the verdict. Allow for whole class and group discussion of the analysis and verdict. If time allows circle back to the <i>Sticky Questions Resource</i> and see if any questions that were misunderstood are answered and take them off. In addition, all students to add questions, as needed, and discuss as a whole class.
Remediation/Extension	<u>Remediation:</u> Review the lecture and handout, as needed, and answer any questions students may have from the previous day. Allow students to finish the <i>Liturgy Logic Investigation Activity</i> the next day if not completed. Provide further resources and references for students, as needed. Whole class, small group, or independent discussions on topics of confusion. <u>Extension:</u> Ask students to research, using the textbook (<i>Chapters 3, 4, and 9 would be helpful</i>) as well as Sacred Scripture, how the <i>Liturgy of the Word</i> and the <i>Liturgy of the Eucharist</i> in the Sacred Liturgy is broken up and why it is done so in the manner it is. Tell students to analyze how both liturgies in the Mass connect with the Paschal Mystery. Ask students to report their findings through a digital infographic, highlighting at least 2-3 key ideas of each liturgy and the connection each has with the Paschal Mystery, that can be shared with the class.
Differentiation	<u>Whole Class:</u> Participation in the <i>Liturgy Logic Investigation Activity</i>, Anchor Charts, discussion, <i>Sticky Questions Resource</i>. <u>Small Groups:</u> Partner and small group discussions with visual, auditory, kinesthetic, and oral presentation of material. Participate in analyzing case files using systems logic. <u>Individual:</u> Ask questions and provide visual, oral, auditory, and kinesthetic support regarding the activity's requirements. Assist group members with understanding of the assignment through discussions and visual inputs.

Day 3: Review & Plan

Objectives	<i>Identify and explain elements of the Paschal Mystery, utilizing film as a tool.</i> <i>Create a video essay that analyzes a film clip and its parallels to the Paschal Mystery.</i> - o Introducing guidelines, expectations, and rubric for assignment - o Choose film clip <u>CCC References:</u> Pp. 422-570; 571-682; 1066-1209; 1210-1419; 1420-1532	
Materials	<u>Student:</u> - o Internet, Journey textbook, Faith & Film: The Paschal Mystery Overview and Project Directions handout, Rubric Access to pre-selected film clips, Computer (for research), YouTube (as needed), pen/paper <u>Teacher:</u> - o Teaching Approach, Projector, Class Timeline (as needed), Internet, Copies of student materials, Rubric, Access to pre-selected film clips, Computer (for research), YouTube (as needed), pen/paper	
Assessments	<u>Formative:</u> • Daily check in with teacher • Large group question and answer	<u>Summative:</u> • Not applicable
Day 3: Review & Plan <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*)</i> Review previous day's <i>Investigation Activity</i> and/or <i>Sticky Question Resource</i> and answer any comments, concerns, or questions students may still have regarding the Paschal Mystery. Show a short video clip of your choosing (<i>a clip from the Chosen is an effective example of how film can be used to better understand and explain concepts/life of Christ</i>). Allow brief discussion as a segway into today's lesson. Introduce to the students that they will be using the foundational knowledge from the previous two days to help them in further advancing their understanding of the Paschal Mystery through their new independent project of creating a short video essay on how film can be used as a tool to better understand and explain the Paschal Mystery. Explain to students that the goal of this project is to inspire them to live the Paschal Mystery out in daily life. Tell students they will also collaborate with their peers for feedback and inspiration as they create their video essay. Offer an overview of this week's project, producing a short video essay via various avenues. Explain each format for the essay, each film clip, and how this is a valuable resource for deepening understanding and sharing the truths of the Faith. Explain that each person will choose ONE clip today from the list below and create their video essay for it: Risen (2016): • 9-16 minutes in: crucifixion scene • 24-25 minutes in: night at the tomb • 25-30 minutes in: Jesus body is missing/resurrection Les Misérables (2012): • 2hr30min in: Death of Valjean (final scenes) Narnia: The Lion, the Witch, and the Wardrobe (2005): • 1hr42min in: Aslan's sacrifice and death • 1hr48min in: Aslan's resurrection The Lion King (Disney, 1994): • Scenes to search for: • Mufasa's Death (beginning scenes) • Rafiki Reminds Simba of His True Identity (mid-end scenes)		

	● Battle with Scar & Restoration of Pride Rock (ending scenes) ● Simba's Coronation Scene (ending scenes) ● The Circle of Life Renewed (very end scenes) It's a Wonderful Life (1946): ● Scenes to search for: ● George Returns Home (ending scenes) ● Financial Ruin & Despair (beginning scenes) ● George's Sacrifices Throughout His Life (middle scenes of movie/ do a recap of life events) ● The World Without George (middle scenes) ● "No man is a failure who has friends" (very end scenes) (Go ahead and assign students or allow students to choose/watch the clip of their choosing—it is okay if multiple students choose the same one as this project is independently done). Pass out the <i>Faith & Film: The Paschal Mystery Overview and Directions</i> sheet to each student. Go through the project step by step as the students follow along. Next, give each student a copy of the rubric handout and share the grading requirements of the project. Allow time for questions and discussion. 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 you as the teacher. Then clarify the project assignment and answer any questions the students have. Make sure students understand the end independent and collaborative products of the project. Ensure to emphasize the <i>"Requirements"</i> and <i>"Your Contributions"</i> sections of the assignment.
Remediation/Extension	<u>Remediation:</u> Review, discuss, and answer questions on the requirements of the project. Allow a teacher's assistant or student-peer to review project directions with students who need this help. <u>Extension:</u> Assign students to research the scriptural basis for the Resurrection based off the four Gospel Accounts. Provide the students with only the Scripture passages. Have them read each chapter(s) and describe how the Passion, Death, Resurrection, and Ascension are played out in each Gospel account using a graphic organizer of your choosing. Additionally, asks students to write a paragraph to compare/contrast the accounts. ● Matthew 26-28; Mark 14-16; Luke 23-24; John 18-21
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 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> One-on-one assistance with choosing video clip; teacher discussions using visual, auditory, oral, and kinesthetic presentation of material.

Day 4: Film Basics

Objectives	<i>Identify and explain elements of the Paschal Mystery, utilizing film as a tool.</i> <i>Analyze how film techniques can convey theological meaning.</i> • <i>Discuss features of film/art that can be used as a tool to express truth.</i> • <i>Begin analysis of films</i> <u>CCC References:</u> Pp. 422-570; 571-682; 1066-1209; 1210-1419; 1420-1532	
Materials	<u>Student:</u> - o <i>Catechism and Textbook, Lecture Notes Sheet and Previous Day's Handouts, Index Cards (1 per student), pen/paper, Four-Square Graphic Organizer, Techniques Handout</i> <u>Teacher:</u> - o <i>Mini-Lesson Lecture, Computer, Timer, Anchor Chart paper (as needed), Music (as needed), Student handouts (Four-Square Graphic Organizer, Techniques Handout)</i>	
Assessments	<u>Formative:</u> • <i>Daily check in with teacher</i> • <i>Mini-Lesson Examples on Techniques</i> • <i>Exit Ticket</i>	<u>Summative:</u> • <i>Not applicable</i>

<u>Day 4: Film Basics</u> <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*)</i>		
Teaching Approach	Review the previous day's introduction to the assignment. Allow time to answer student questions and concerns. <u>Mini-Lesson:</u> Reshow the clip used in previous lesson (<i>The Chosen</i> would be a good resource as it has many elements that add emotion and depth) as a hook. Pause for students to have time to reflect on this question displayed on the board: <i>"Ponder what the most powerful moment of that clip was to you. Recall the dialogue, music, visuals, lighting, silence, etc. How can a film scene have an impact that is meaningful to an audience?"</i> Allow students time to respond and share. Explain, through image examples on the board, to students that film is art, and through art, truths can be revealed. Christians have used art (<i>display images here: "from music, architecture, oral storytelling, paintings"</i>) to communicate truths about God. Film is a modern rendition of the classical art we know. Movies or film can allow for truths to be direct through images, sound, and storytelling. As you pass out a graphic organizer and Technique handout to students for the next activity, explain to students the core idea that film is its own language. The sound and visual techniques used guide our feelings and what we come to understand. Tell students the film clips they will be watching for the project, as well as many film clips they might have seen in the past, communicate common truths: sacrifice, redemption, hope, suffering, human dignity, self-giving love, etc. As Christians, these human truths have a deeper theological meaning we can analyze, even if a film is not explicitly religious. Explain to students they will be analyzing four main techniques or tools used in film to convey truths using the four-square graphic organizer and Technique handout. Review the handout with students (<i>ask students questions to engage and allow students to share examples from their experiences</i>). <i>*Note: Having an anchor chart displayed or a digital projection that can be written on for the four techniques can be a tool to engage the class.*</i> After reviewing the handout, explain to students they will rewatch the short clip from earlier. Tell students that they will be using their graphic organizer and work in a group to fill out what techniques they see being used in the film and answer the questions. Allow students to break into small groups of 2-4 students to perform activity. Walk around and monitor students and their discussions. Give students about 10-12 minutes to perform the activity. Call students' attention back to the front of the classroom and ask groups to share their findings.	

	Discuss and analyze the techniques and themes observed as a class orally and/or through the anchor chart/digital presentation. Clarify to students that truth is beauty and film can reflect the beauty of God and all He has created; however, not every film does this well. Emphasize the importance of analyzing media critically and the pursuit of discovering truth in our Faith. <u>Exit Ticket:</u> Give students an index card and ask them to answer the prompt and turn it in on their way out: <i>Name one film technique learned in class today. List at least two ways that technique can help express theological truth.</i>
Remediation/ Extension	<u>Remediation:</u> Review the requirements of the project, as well as how film techniques and its connection to truth. Whole class discussions on topics of confusion. <u>Early Finishers/Extension:</u> Ask students to add onto their four-square graphic organizer (<i>using the back side of the sheet</i>) other film techniques not discussed that help convey truth.
Differentiation	<u>Whole Class:</u> Mini-lesson (provide handout, digital format), oral and visual presentation, class discussions, timer. <u>Small Groups:</u> Partner and Small group discussions, example activity on the techniques of film, graphic organizer, visual, auditory, kinesthetic, and oral presentation of material. <u>Individual:</u> Handouts, graphic organizer, exit ticket, daily check-ins with teacher.

Day 5: Drafting & Feedback

Objectives	<i>Analyze how film techniques can convey theological meaning.</i> <i>Create a video essay that analyzes a film clip and its parallels to the Paschal Mystery.</i> - Analyze film clip (people, places, message, etc...) - Draft thesis and script/storyboard - Share and receive feedback from peers <u>CCC References:</u> Pp. 422-570; 571-682; 1066-1209; 1210-1419; 1420-1532	
Materials	<u>Student:</u> - Four-Square Graphic Organizer, Technique Handout, Bible, Catechism of the Catholic Church, Journey textbook, Overview and Directions Sheet, Script Template/WordDoc, pre-selected film clips, Feedback Sheets, headphones <u>Teacher:</u> - Timers (as needed for groups), Internet, Smart Board, copies of student materials above, Bible, Catechism, Journey textbook, pen/paper for notes/conferences (as needed), extra headphones	
Assessments	<u>Formative:</u> - Daily check in with teacher - Student progress on drafting phase - Student Evaluations	<u>Summative:</u> Initial analysis of rubric criteria (feedback in draft phases)
Day 5: Drafting & Feedback <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*)</i> Instructions: Refresh and review with the students the project requirements and goals from the Overview handout; in addition, review with students the film techniques discussed the day before and how they will use these elements to help them in their video essay. If not already done so, once all students have decided on which clip, explain to students that the next task is to brainstorm the type of format they plan to use for their video essay. Review these formats in depth, as needed. Allow students to rewatch their clip, research, and draft their thesis and script. Circulate through the room to record the option chosen by each student and to discuss needs of students in their drafting. Provide each student with a copy of the four-square graphic organizer used the day before to help with drafting, as well as a template for their script for the video essay. The last 10-15 minutes of class, students meet with a peer (<i>either doing the same clip or a random student</i>) and perform a peer evaluation using the <i>Video Essay Feedback Sheet</i>. This evaluation will help students bounce ideas off each other and share constructive feedback. Have students keep the feedback sheet until it is time to turn in all documents.		
Remediation/Extension	<u>Remediation:</u> Allow students to work with a peer mentor, as needed. Revisit expectations for the project, as needed. <u>Extension:</u> Assign students to research the scriptural basis for the Resurrection based off the four Gospel Accounts. Provide the students with only the Scripture passages. Have them read each chapter(s) and describe how the Passion, Death, Resurrection, and Ascension are played out in each Gospel account using a graphic organizer of your choosing. Additionally, asks students to write a paragraph to compare/contrast the accounts and put this as an addendum to their script. Matthew 26-28; Mark 14-16; Luke 23-24; John 18-21	
Differentiation	<u>Whole Class:</u> Visual, oral, auditory formats for the review of instructions.	

	Ask questions as needed. Check in and summary of teacher observations. <u>Small Groups</u> Collaborate with small group members to complete peer evaluations. <u>Individual:</u> Research and record information using a variety of mediums (digital, oral, and visual). Participate in creation of script and thesis.

Day 6: Create & Refine

Objectives	Create a video essay that analyzes a film clip and its parallels to the Paschal Mystery. • Create script/storyboard and/or film the video • Refine and revise with teacher for accuracy • Share and receive feedback from peers <u>CCC References:</u> Pp. 422-570; 571-682; 1066-1209; 1210-1419; 1420-1532	
Materials	<u>Student:</u> - o WordDoc(for research and creation), video recording device or Canva-free (for videotaping), Overview and Project Instructions handout, Rubric Handout, Peer and Self-Evaluation form, pen/paper <u>Teacher:</u> - o Timers(as needed for groups), Internet, smart board, copies of student materials and final products, Rubric	
Assessments	<u>Formative:</u> • Daily check in with teacher • Student final progress their project in chosen media • Word Cloud	<u>Summative:</u> • Initial analysis of rubric criteria (feedback in draft phases)
Day 6: Create & Refine <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*)</i> <u>Instructions:</u> Review with students the objectives, directions, and grading criteria as needed from the handouts provided. Have the students break out into their individual spaces to create, refine, and revise their research, thesis, and scripts. Circulate from student to student to answer any questions and to check in on their progress based on the project instructions and grading rubric. The last 10-15 minutes of class, students meet with a peer (<i>either doing the same clip or a random student</i>) and perform a peer evaluation using the <i>Video Essay Feedback Sheet</i>. This evaluation will help students bounce ideas off each other and share constructive feedback. Have students keep the feedback sheet until it is time to turn in all documents.		
Remediation/Extension	<u>Remediation:</u> Provide alternate means for students to share and receive peer evaluations (e.g., writing, sharing individual comments through one peer). <u>Extension:</u> Assign students to research the scriptural basis for the Resurrection based off the four Gospel Accounts. Provide the students with only the Scripture passages. Have them read each chapter(s) and describe how the Passion, Death, Resurrection, and Ascension are played out in each Gospel account using a graphic organizer of your choosing. Additionally, asks students to write a paragraph to compare/contrast the accounts and put this as an addendum to their script. • Matthew 26-28; Mark 14-16; Luke 23-24; John 18-21	
Differentiation	<u>Whole Class:</u> Feedback on projects through oral, auditory, and visual formats. <u>Small Groups:</u> Adapting the project based on peer evaluation. <u>Individual:</u> Participation in individual creating of video essay.	

Day 7: Finalize & Review

Objectives	<i>Analyze how film techniques can convey theological meaning.</i> <i>Create a video essay that analyzes a film clip and its parallels to the Paschal Mystery.</i> • <i>Finalize script/storyboard and/or film the video</i> • <i>Edit video and content based on teacher/peer feedback</i> • <i>Review submission requirements and submit</i> <u>CCC References:</u> Pp. 422-570; 571-682; 1066-1209; 1210-1419; 1420-1532		
Materials	<u>Student:</u> - o <i>WordDoc(for research and creation), video recording device or Canva-free (for videotaping), Overview and Project Instructions handout, Rubric Handout, Peer and Self-Evaluation form, pen/paper</i> <u>Teacher:</u> - o <i>Timers(as needed for groups), Internet, smart board, copies of student materials and final products, Rubric</i>		
Assessments	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <u>Formative:</u> • <i>Peer-Evaluations</i> • <i>Whole class feedback</i> </td><td style="width: 50%; padding: 5px;"> <u>Summative:</u> • <i>Video Essay</i> • <i>Final analysis of Rubric Criteria</i> </td></tr> </table>	<u>Formative:</u> • <i>Peer-Evaluations</i> • <i>Whole class feedback</i>	<u>Summative:</u> • <i>Video Essay</i> • <i>Final analysis of Rubric Criteria</i>
<u>Formative:</u> • <i>Peer-Evaluations</i> • <i>Whole class feedback</i>	<u>Summative:</u> • <i>Video Essay</i> • <i>Final analysis of Rubric Criteria</i>		
Teaching Approach	<u>Day 7: Finalize & Review</u> <i>*(Pre Lesson Preparation: If you choose to, pick the order of the presentations for your students.)*</i> <u>Instructions:</u> Have the individual students put finishing touches on their project, record, rehearse (if needed), and any other tasks needed done. Next, allow groups to meet with one last time for feedback to share about their project. However, explain to students that this time, they will be meeting with all students who choose that clip. Allow students time to get into groups and have members discuss and share their thesis and research and/or sampling of their final product. Ask students to offer one constructive comment beginning with sentence stems like these: • <i>My favorite part of your project is...</i> • <i>You might want to touch up the [mention specific part] by ...</i> • <i>Your project made me think about ...</i> • <i>One part of the grading rubric you might add to is...</i> Allow at least 15-30 minutes for the students to return to their video essay individually and to make final adjustments based on the comments that they heard. Circulate the classroom and answer questions, clarify concerns, and provide feedback as needed. Ensure to remind students of what is required to turn into the teacher.		
Remediation/Extension	<u>Remediation:</u> Have one-on-one evaluation with students based on peer and teacher feedback. <u>Extension:</u> Ask students who worked on any personalized enrichment project to write up a self-evaluation of their work. You may also assign these students to modify the existing grading rubric for this project or to create their own grading rubric based on the work that they did. Written Reflection activity based on pages 70-71 of <i>Journey</i>, may also be used and incorporated into final presentation.		

Differentiation	<u>Whole Class:</u> Visual, oral, auditory formats for the explanation and presentation of instructions. Completion of Peer-Evaluation forms for the project. Participation in final class discussion or written reflection. <u>Small Groups:</u> Collaborative constructive feedback presented orally and visually. <u>Individual:</u> Check-ins with the teacher, adjustments based on peer evaluations, and final video essay.

Days 8-10: Launch Party

Objectives	<i>Create a video essay that analyzes a film clip and its parallels to the Paschal Mystery. Reflect on how the Paschal Mystery can be lived out in daily life.</i> • Submit final video essay (if needed) • Watch Party and/or Collect Submissions <u>CCC References:</u> Pp. 422-570; 571-682; 1066-1209; 1210-1419; 1420-1532	
Materials	<u>Student:</u> - o Rubric, access to personal video essay project, Video Essay Feedback Sheets <u>Teacher:</u> - o Timers (as needed), Internet, Smart Board, Copies of student video essays, Rubric	
Assessments	<u>Formative:</u> • Peer Evaluation • Whole class feedback/discussion	<u>Summative:</u> • Video Essays • Final analysis of Rubric Criteria
Teaching Approach	<u>Days 8-10: Launch Party</u> <i>*(Pre Lesson Preparation: If you choose to, pick the order of the presentations for your students.)*</i> Use some or all the following suggestions to allow students to share/present their video essays with the whole class: • Assign the order of the presentations. • Answer any questions students might have and review the main objective and focus questions for the project. • Give the students a Peer Evaluation form to complete for each presentation. Explain to your students that the goal for completing the sheets while a group is doing their presentation is to further educate one another in how the tool of modern media/art can challenge our spiritual lives. <u>Class Discussion</u> Lead the whole class in discussion during and/or after the <i>Launch Party</i> for each day to enhance analysis and depth of the driving questions for the unit. <i>*Note: It could be helpful to utilize the 'Sticky Questions' Anchor Chart, or do a side-by-side comparison, used earlier in the lesson to see the growth of the whole class and how film has enhanced their understanding.*</i> On the final day, create a whole class poster or anchor chart that displays students "call to actions" to live out the Paschal Mystery in their daily life. Use this as a reference, throughout the year.	
Remediation/Extension	<u>Remediation:</u> Have one-on-one evaluation with students based on previous modifications to the Rubric Handout. <u>Extension:</u> Ask students who worked on any personalized enrichment project to write up a self-evaluation of their work. You may also assign these students to modify the existing grading rubric for this project or to create their own grading rubric based on the work that they did. Written Reflection activity based on pages 70-71 of <i>Journey</i>, may also be used and incorporated into final presentation.	
Differentiation	<u>Whole Class:</u> Visual, oral, auditory formats for the explanation and presentation of instructions. Completion of Peer Evaluation forms for each project. Participation in final class discussion or written reflection. <u>Small Groups:</u> Class discussions can be whole or small group. <u>Individual:</u> Check-ins with the teacher, reception of final grade based off the rubric.	

Appendix:

I. Liturgy Logic Investigation Activity

This is only a vague sample of ideas to provide a basic structure, not an extensive list of ideas or a full layout. It is provided as a resource to guide you and your student's needs.

Base Idea for Activity

The goal of this activity is to provide an engaging 30–45-minute small-group activity using critical and analytical thinking skills based off recent off classroom lecture and discussion on the Paschal Mystery. The main objective is for students to see that the Paschal Mystery is an organizing agent in understanding the Sacred Liturgy and the Sacraments.

Materials (all are included in student materials):

- **An Incident Report:** The scenario in the casefile that has “gone wrong”
 - There will be three case files in the student materials.
 - Ideas to differentiate would be to group student into three big groups or have multiple groups working on the same project together.
- **Evidence cards (*clues*):** Clues to help the group solve the case
 - These will be CCC, *Journey*, and Scripture quotes
 - This encourages students to research and discover deeper truths of their faith using engaging means
- **A Log:** To document student responses (*can be a sheet of loose-leaf paper or digital document*)
- **A Verdict Sheet:** The final analysis of the casefile (*can be a loose-leaf paper or digital document*)

Suggestions:

Allow students to share their findings with the class and/or other groups with the same casefile as them.

Allow for whole class discussion and constructive debate on each casefile to enhance defending the truths of Faith.

Question students on how what they have learned applies to their daily/weekly prayer routine.