

Project-Based Learning Lesson Plan

Project Title: *Explaining the Trinity: E-Book*

Topic: *The Trinity*

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

Driving Questions:

How can the mystery of the Blessed Trinity be explained in a clear and creative way so our school/ parish community can grow in understanding?

In what ways does my knowledge about the Blessed Trinity shape how I live my spiritual life?

Overview of Lesson Plan: Teacher Guide

CCC References	<u>CCC:</u> Paragraphs 142-421 (especially 232-260); 422-570; 683-810 <u>Textbook:</u> Chapter 2 (pg. 19-42) Chapter 3 (pg. 43-59) Chapter 5 (pg. 73-87)	
Project Objectives	• <i>Explain and analyze the Trinity according to Scripture, Church Fathers/ Saints, Papal Teachings, and Church Documents.</i> • <i>Write a chapter for an e-book summarizing an aspect of the Trinity.</i> • <i>Create and assemble a group e-book project explaining the mystery of the Trinity to be shared with the school/ parish community.</i>	
Vocabulary	<u>Begotten:</u> "To bring about"; this term refers symbolically to the Son of God, who comes from God the Father from all eternity. This is not to be understood in any biological sense, but it is meant to convey the truth that, as in the case of human parents and their children, the Son of God shares the same nature as God the Father. <u>Blessed Trinity:</u> The central mystery of the Christian Faith. It teaches that there are Three Divine Persons in one God: Father, Son, and Holy Spirit. <u>Catholic:</u> From a Greek word meaning "universal" or "general". The Catholic Church is the Christian community that is one, holy, apostolic, and catholic. The Catholic Church is open to all people everywhere at all times and preaches the fullness of God's Revelation in Jesus Christ. <u>Doctor of the Church:</u> A title conferred by the pope or by a general council declaring a saint to be holy, wise, learned, and therefore a source of sound theological teaching for the Church. <u>Fathers of the Church</u> Those men from the first through eighth centuries AD who were given this title based on their monumental contributions to the Church, especially their extensive writing/ teaching about the faith in order to help it grow, expand, and develop. <u>Monophysitism:</u> Heresy that asserted that there is only one nature in the Person of Christ, his divine nature. <u>Monothelitism:</u> A heresy that claimed that Jesus has two natures but only one will, his divine will. <u>Nestorianism:</u> A heresy by Nestorius, it denied the union of the human and divine natures of Christ. Instead, it claimed a union of two persons.	
Materials	<u>Student</u> • Catechism and Textbook • Explaining the Trinity Overview and Direction Sheets • Computer for research • Research Outline • Google Slides • Peer and Self Evaluation • Rubric	<u>Teacher</u> • Lecture (Ch 2, 3, & 5) • Teaching Approach Notes • Model Presentation Example • Rotation signs, as needed ("Scripture analysis", "Catechism excerpts", "Saint spotlight", "Short video/ art analysis",

	• <i>Pen/Pencil</i>	<i>"Reflection journal", "Teacher-led mini lecture")</i> • <i>Timers (as needed for groups)</i> • <i>Anchor Chart paper</i> • <i>Sticky Notes</i> • <i>Smart Board and/or Projector for Presentations</i>
Assessment	<u>Formative:</u> • <i>Daily check-ins with teacher</i> • <i>Exit Tickets</i> • <i>Chapter Research Outline</i> • <i>Peer & Self Evaluation</i>	<u>Summative:</u> • <i>Presentation of Chapter/E-Book</i> • <i>Analytic Rubric</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> <u>Small Group:</u> <i>Rotation Stations</i> <i>Collaboration in Focus Groups</i> <i>Group Discussions</i> <u>Individual:</u> <i>Researching information</i> <i>Writing assigned chapter on the Trinity</i> <i>Reflection on peer and self-evaluation on driving questions</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 presentations.</i> <i>Create an artistic symbol of the Blessed Trinity instead of a written assignment.</i> <u>Enrichment:</u> <i>Create a written dialogue between the Three Persons of the Blessed Trinity and direct a short skit using classmates as actors.</i> <i>Allow students to propose their own related enrichment project.</i>	
Project Outline	<i>This is an in-class project that can be finished at home if needed.</i> **These days are flexible and can be adjusted to fit the needs of your students. ** Days 1& 2: Introduction to the Blessed Trinity - o <i>Lecture and Sketch-Note activity on the Blessed Trinity.</i> - o <i>Group Rotations & Class Discussions on the Blessed Trinity.</i> Day 3: Expectations of the Project - o <i>Introduce guidelines, expectations, and rubric for e-book assignment.</i> - o <i>Receive assigned chapter, home group, and focus group.</i> Days 4 & 5: Research and Write (In-Class) - o <i>Research with the help of the Chapter Research Outline Handout.</i> - o <i>Students draft individual Chapter Research Outline for assigned chapter.</i> - o <i>Meet with home group for the last 10 to 15 minutes of class to check progress and provide feedback.</i> Day 6: Research and Revise (In-Class) - o <i>Continue to research as needed.</i> - o <i>Finish writing/ revising draft in Chapter Research Outline for assigned chapter.</i> - o <i>Begin writing final draft.</i> - o <i>Meet with home group for the last 10-15 minutes of class to check progress & provide feedback.</i>	

	Days 7 & 8: Design, Assemble, & Publish - o Complete final draft. - o Review of guidelines and steps for designing/ publishing an e-book. - o Meet with focus and home group to check all writing content and revisions are made. - o Format chapters and visuals for the e-book layout according to guidelines. - o Publish final draft. Days 9 & 10: Present & Share - o Each group share/present their e-book and reflections to the class. - o Quick self and peer reflection.
--	--

Day 1-2: Introduction

Objectives	<i>Explain and analyze the Trinity according to Scripture, Church Fathers/ Saints, Papal Teachings, and Church Documents.</i> • Present a concise overview of the mystery of the Blessed Trinity. <u>CCC References:</u> Pp. 232-260; 422-570; 683-810	
Materials	<u>Student:</u> - o <i>Catechism and Textbook, Lecture Notes Sheet, Rotation Station sheets (as needed)</i> <u>Teacher:</u> - o <i>Lecture, computer, timer, white paper, Rotation Station signs & documents (as needed), Anchor Chart paper, Sticky Notes</i>	
Vocabulary	<i>Begotten Blessed Trinity Catholic Doctor of the Church Fathers of the Church</i>	
Assessments	<u>Formative:</u> • <i>Daily check-in with teacher</i> • <i>Sketch Note activity</i> • <i>Large group question and answer</i>	<u>Summative:</u> • <i>Not applicable</i>
Teaching Approach	<u><i>Day 1: Introduction to the Trinity</i></u> <u><i>Opening Reflection</i></u> Remind the students of the prayer they use to begin any prayer, called the Sign of the Cross. Tell the students that this is a powerful prayer that not only invites the Lord's presence into their prayer, but also acts as a physical profession of their faith in the Blessed Trinity as disciples of Christ (See <i>Journey</i>, paragraph 17). Guide the students through a meditative enactment of the Sign of the Cross. Two possible scripts for this prayer are: <u><i>Script 1:</i></u> <u>In the name of the Father,</u> <i>the Creator who set into motion the stars and the planets,</i> <i>who placed the oceans and the mountains,</i> <i>who brought each of us into existence and</i> <i>upholds us at this very moment,</i> <u>and the Son,</u> <i>the Redeemer who became one of us,</i> <i>who taught us in word and example</i> <i>who suffered and celebrated with us</i> <i>who died for us and rose to save us,</i> <u>and the Holy Spirit</u> <i>who remains in our hearts</i> <i>who guides and strengthens us</i> <i>who comforts and challenges us</i> <i>who will be with us to the end,</i> Amen. <u><i>Script 2:</i></u> <u>May the Lord be in our minds,</u> <i>in all of our thoughts about ourselves and those around us,</i> <i>in our understanding of the world and its workings</i> <i>in our beliefs about God and our place in His creation</i> <u>in our words,</u> <i>in what we say to others</i> <i>and in what we say to ourselves</i> <u>and in our hearts</u> <i>in our struggles to love</i> <i>and our struggles to forgive,</i>	

	<i>in our decisions to be generous and our willingness to repent when we have been unkind. Amen.</i> <u>Lecture Introduction to the Blessed Trinity:</u> Write on the board an adaptation the two focus questions: ● <i>How can the mystery of the Blessed Trinity be explained in a clear and creative way so our school/parish community can grow in understanding?</i> ● <i>In what ways does my knowledge about the Blessed Trinity shape how I live my spiritual life?</i> Share a lesson summary on the Blessed Trinity based on paragraphs 18-19 of the <i>Journey</i> Textbook. Focus on the essential nature of this mystery for Catholics (paragraph 19). Share examples like these for how we might better understand how there is one God in Three Divine Persons. <u>Model:</u> Use a demonstration to remind the students how three parts can make up a whole and, in fact, be the whole. For example: ● <i>Show a shamrock with three leaves and explain how it creates the entire shamrock.</i> ● <i>Describe how a man can be a father to his son, a son to his father, as well as a husband to his wife.</i> ● <i>Show three types of one product of soda (e.g., diet, caffeine free, cherry), explaining how all can still be described as Coke, Pepsi, etc.</i> Connect the discussion to the fact that Three Divine Persons, <i>Father, Son, and Holy Spirit</i>, make up the one God. Allow a few minutes for the students to break into pairs and come up with their own short demonstration or symbol for describing the Blessed Trinity. <u>Lecture:</u> Teach, model, and engage the students through the lecture on the Blessed Trinity (<i>See Lecture Slideshow attached and use Student Note Handout as needed for Guided Notes</i>). 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 (<i>Examples can be breaking down the Core Doctrine of One God, Three Divine Persons. See Notes/ Appendix for layout</i>). <u>Engage:</u> Once the lecture is complete, engage students in the material just learned by having them complete a <i>Sketch Note</i> activity as an exit ticket. In the activity, students look through their notes and choose one topic that caught their attention, surprised them, and/or is still curious about to sketch on. Review students' responses at the end of the day. Use it as a bell ringer or review in the next day's lesson. <u>Day 2</u> Review and discuss as needed student <i>Sketch Note</i> exit tickets at the beginning of class. Once completed, explain to students that they will be broken into small group rotations (<i>3 to 6 students is ideal for discussion allowance</i>) to analyze and enhance their understanding of the Blessed Trinity using Church Documents, writings of Church Fathers, Scripture, etc., before starting their project on the Blessed Trinity the next day (<i>See Notes Appendix for layout</i>). If time allows, have a whole class group discussion on questions, comments, and concerns from the rotation regarding the Blessed Trinity.
Remediation/ Early Finishers	<u>Remediation:</u> ● Review the lecture as needed and answer any questions students may have. ● Whole class discussions on topics of confusion. <u>Early Finishers:</u> ● Read and summarize the referenced passages on the Blessed Trinity from the <i>Catechism, Journey</i>. ● Write up a proposal for an enrichment project on the Blessed Trinity that can be completed within five-ten days.
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>Rotation Stations activity</i>, visual, auditory, kinesthetic, and oral presentation of material.

Individual:

Guided note sheet if needed, independent note taking as needed, daily check-ins with teacher.

Day 3: Expectations

Objectives	<i>Write one chapter in an e-book format that summarizes an aspect of the Blessed Trinity. Create and assemble a group e-book project on the mystery of the Blessed Trinity to be shared with the school/parish community.</i> - o <i>Introduce guidelines, expectations, and rubric for e-book assignment.</i> - o <i>Receive assigned chapter and focus group.</i> <u>CCC References:</u> Pp. 232-260; 422-570; 683-810	
Materials	<u>Student:</u> - o <i>Catechism and Textbook, Rubric, Chapter Research Outline, Notes, and pen/paper</i> <u>Teacher:</u> - o <i>Lecture, Computer, Rubric, Chapter Research Outline</i>	
Vocabulary	<i>Blessed Trinity</i>	
Assessments	<u>Formative:</u> • <i>Daily check-in with teacher</i>	<u>Summative:</u> • <i>Not applicable</i>
Teaching Approach	<i>Day 3: Expectations of the Project</i> <i>*Pre-class work: Pre-assign the students to the groups of four they will be part of during the week; in addition, decide how you would like to display this information for group assignments.* Before or as students come in, pass out the Sketch Note activity completed on Day 1 to the students. Explain to students that this will be used as an opener for the day's activity.</i> Opener: On the board, pose this question for students to write a brief paragraph on: <i>Explain how your Sketch Note activity sketch has changed since Day 1. How has diving deeper into discussions and content changed your sketch?</i> Finish the opener exercise by having students <i>Think, Pair, Share</i>. Review previous day's <i>Rotation Stations</i> activity and answer any comments, concerns, or questions students may still have regarding the Blessed Trinity. 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 Blessed Trinity through their new collaborative project of producing an e-book. Tell the students an overview will be provided once they meet their team members for their project. Divide the class into the groups of four they will be part of during the week. As a first exercise, allow the new group members time to go around and share the demonstration of symbols for the Trinity they had developed with their partner from Day 1 and/or Sketch Note activity. Offer an overview of this week's project, producing an e-book. Explain what an e-book is and why it is a valuable resource. (Example Script: <i>E-books can be created from a variety of research materials including primary source materials, research papers, first-person memories and reflections, and more. They can also be designed with interesting graphics and images not afforded to printed books. E-books can also be formatted for greater searchability and the benefit of being able to transfer from one person to another via digital means.</i>) Explain that each member of the four-person small group will unpack more of the mystery of the Blessed Trinity using one of four sources (<i>write/display on the board if not already done so</i>): ● Sacred Scripture ● Saints and Church Fathers ● Papal Teachings ● Other Church Documents (<i>Go ahead and assign students and/or allow students to choose within their group the chapter they will write on.</i>) Explain to students that will be researching and writing their chapter with the help of their peers in a <i>focus group</i>. Together they will collaborate on their designated topic to help each other write the chapter. Explain to students they will not be writing the <i>same</i> chapter, they will each write their <i>own</i> chapter. The goal of the focus group is to ensure research is reliable, sharing of outline ideas, and copy editing to ensure clarity and accuracy. Their focus group is an <i>expert</i>	

	<i>group</i> on one topic and the student will bring what they learned in their focus group to their home groups to create an e-book with their home group. Describe and demonstrate the model e-book presentation to students as well as the overview sheets. 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 e-book will be created and presented to the class later in the week. Add that the group will work together to design the e-book, add a title page, table of contents, and an optional appendix. In addition, make sure students understand they will write their own chapter but will receive editorial checks from their peers and teacher.
--	--

Remediation/ Early Finishers	<u>Remediation:</u> Review the lecture and handout, as needed, and answer any questions students may have. Present anchor chart on outline and connections from lectures. Whole class discussions on topics of confusion. <u>Early Finishers:</u> Read and summarize the referenced passages on the Blessed Trinity from the <i>Catechism</i> and textbook. Write up a proposal for an enrichment project on the Blessed Trinity that can be completed within five days.
------------------------------	--

Differentiation	<u>Whole Class:</u> Participation in written assignment and oral feedback. <u>Small Groups:</u> Partner and small group discussions with visual, auditory, kinesthetic, and oral presentation of material. Participate in designing and collating their group's e-book. <u>Individual:</u> Ask questions and provide visual, oral, auditory, and kinesthetic support regarding the project expectations. Assist group members with understanding of project expectations through discussions and visual inputs.
-----------------	---

Days 4-5: Research & Write

Objectives	<i>Explain and analyze the Trinity according to Scripture, Church Fathers/ Saints, Papal Teachings, and Church Documents.</i> <i>Write a chapter for an e-book summarizing an aspect of the Trinity.</i> - o <i>Research with the help of the Chapter Research Outline Handout.</i> - o <i>Students draft individual Chapter Research Outline for assigned chapter.</i> - o <i>Meet with focus group for the last 10 to 15 minutes of class to check progress and provide feedback.</i> <u>CCC References:</u> Pp. 142-421; 422-570; 683-810 <u>Extra Resources:</u> Sacred Scripture and Sacred Tradition on the Blessed Trinity are summarized in <u>The New Catholic Encyclopedia</u>	
Materials	<u>Student:</u> - o <i>Internet, Chapter Research Outline handout, Project 2 Overview handout, Project 2 Rubric handout, E-Book Setup Template (share digitally or as a printed handout), Pen/ Paper</i> <u>Teacher:</u> - o <i>Examples of Catholic references on the Blessed Trinity from Scripture, the saints and Church Fathers, papal teachings, and a sampling of other Church documents, E-Book Setup Example (share digitally or as a printed handout), Timers (as needed for groups), Smart Board, Internet, Copies of student materials</i>	
Assessments	<u>Formative:</u> • <i>Daily check-in with teacher</i> • <i>Student progress on research</i> • <i>Student progress on writing</i>	<u>Summative:</u> • <i>Not applicable</i>
Teaching Approach	<i>Days 4-5: Research and Write</i> <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom. *)</i> <u>Introduction</u> Review paragraphs 18 and 19 from the textbook on the Blessed Trinity. Point out that within this text there are several Scripture and Catechism references to the Blessed Trinity. Next, take the students to the Catechism of the Catholic Church, paragraphs 232-237. Point out the footnotes in these paragraphs that reference Matthew 28:19, St. Caesarius of Arles, Pope Vigilius I, and the General Catechetical Directory. Go further to these primary sources and share what they teach about the Blessed Trinity. Explain that beginning with <i>Journey</i> and the Catechism of the Catholic Church the students can get a good start in collecting research references to the Blessed Trinity that they will include in their individually written chapter. Share any definitions and parameters of references that can be used for the project as you wish. <u>For example:</u> ● <i>Sacred Scripture (Old Testament and New Testament references, Gospel references only, etc.)</i> ● <i>Saints and Church Fathers (focus on St. Augustine primarily adding one or two other saints)</i> ● <i>Papal Teachings (virtually every pope has written or spoken on the Blessed Trinity; perhaps limit the references to popes of a certain century or era)</i> ● <i>Church Documents (define the types of Church documents to include like encyclicals, statements from individual bishops, council documents)</i> <u>Research and Write</u> Ask all students to get into their focus groups for the chapter they are writing on. Ensure all students have the handouts, access to research materials, paper/ outline materials, and are in their focus groups. Display the model e-book presentation digitally and go over each slide, as needed. Take questions and then let the students get to work. Walk around and answer questions, offer editorial and research feedback, and ensure engagement.	

	Offer focus groups guidance and stems for increasing understanding/ collaboration amongst members. Clarify topics and expectations as needed. In the last 10-15 minutes of class, ask students to stop working in their focus groups and share findings with their home groups. Guide student discussion as needed.
Remediation/ Early Finishers	<u>Remediation:</u> Review, discuss, and answer questions on the requirements of the project. Provide specific sources for student research, including in varying forms of media (e.g., audio, video), as needed. Offer a condensed writing option or an option for students to use text-to-speech or speech-to-text accessibility features for their chapter. <u>Early Finishers:</u> Consider allowing an individual student to research, write, and present each chapter of the 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. Collaborating with focus and home groups to deepen analysis and understanding of project expectations. <u>Individual:</u> Research and record information on Chapter Research Outline handout. Begin chapter write-up in Word document or on paper.

Day 6: Research & Revise

Objectives	<i>Write a chapter for an e-book summarizing an aspect of the Trinity.</i> <i>Create and assemble a group e-book project explaining the mystery of the Trinity to be shared with the school/parish community.</i> - o <i>Continue to research as needed</i> - o <i>Finish writing/ revising draft in Chapter Research Outline for assigned chapter</i> - o <i>Begin writing final draft</i> - o <i>Meet with home groups for the last 10-15 minutes of class to check progress & provide feedback</i> <u>CCC References:</u> <i>Emphasis on pp. 232-260; 422-570; 683-810</i> <u>Other individual references students have gathered</u>	
Materials	<u>Student:</u> - o <i>Internet, Chapter Research Outline handout, Project 2 Overview handout, Project 2 Rubric handout, E-Book Setup Template (share digitally or as a printed handout), Pen/ Paper</i> <u>Teacher:</u> - o <i>Model e-book presentation (digital or printed), Timers (as needed for groups), Smart Board and Computer, copies of student materials above (rubric and overview/ directions sheet), Internet</i>	
Assessments	<u>Formative:</u> ● <i>Daily check-in with teacher</i> ● <i>Student progress on research</i> ● <i>Student progress on writing</i> ● <i>Group progress on formatting e-book</i> ● <i>Group progress on developing class presentation</i>	<u>Summative:</u> ● <i>Not applicable</i>
Teaching Approach	<u>Day 6: Research and Revise</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 two days. Once you and your students are confident in the understanding of the expectations shared for the project, allow students to break off into their focus and home groups and research (<i>using their computers, textbook and research organizer</i>) and revise individual chapters as needed. (<i>Allow students to choose which groups they need to work in and who they need to collaborate with within their focus and home groups at this point of the project. Each student and group may be at a different check-point during these 'workdays'</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 all home groups meet, provide peer chapter feedback, and begin to devise a draft game plan for the collaborative e-book.	
Remediation/ Early Finishers	<u>Remediation:</u> Review, discuss, and answer questions on the requirements of the project for the individual student, focus/ home groups, or whole class as needed. <u>Early Finishers:</u> Assign the student a substantive, constructive edit of the work of one of their peer's written chapter.	
Extension	<u>Extension:</u> Assign each student a substantive, constructive edit of the work of one of their peer's written chapter. Have the student write or record a reflection based on their findings of the editing process and how it challenged/ deepened their theological understanding of the topic.	

Differentiation	<u>Whole Class:</u> Visual, oral, auditory formats for the review of instructions. Check-in and summary of teacher observations. <u>Small Groups:</u> Work together to discuss the progress of individual chapters and the whole e-book. <u>Individual:</u> Complete chapter writing, give and receive feedback, and revise individual and whole e-book as needed.
-----------------	--

Days 7-8: Design, Assemble, & Publish

Objectives	<i>Create and assemble a group e-book project explaining the mystery of the Trinity to be shared with the school/parish community.</i> - o <i>Complete final draft.</i> - o <i>Review of guidelines and steps for designing/publishing an e-book.</i> - o <i>Meet with focus groups to check all writing content and revisions are made.</i> - o <i>Format chapters and visuals for the e-book layout according to guidelines.</i> - o <i>Publish final draft.</i> <u>CCC References:</u> <i>Emphasis on 230-260</i>	
Materials	<u>Student:</u> - o <i>Internet, Chapter Research Outline handout, Project 2 Overview handout, Project 2 Rubric handout, E-Book Set up Template (share digitally or as a printed handout), Pen/ Paper</i> <u>Teacher:</u> - o <i>Timers (as needed for groups), Internet, Smart Board, Copies of student materials</i>	
Assessments	<u>Formative:</u> • <i>Daily check-in with teacher</i> • <i>Student final progress on research and writing</i> • <i>Group progress on formatting e-book</i> • <i>Group progress on developing class presentation</i>	<u>Summative:</u> • <i>Presentation of E-book in either draft or final form</i> • <i>Initial analysis of rubric criteria</i>
<u>Days 7 & 8: Design, Assemble, & Publish</u> <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*)</i> <u>Opening Segue</u> Have students reflect on the differences and similarities between their own inner and outer lives. Ask each student to write down: • <i>Three things that belong to their inner lives (e.g., emotions, thoughts, moods, beliefs, etc.).</i> • <i>Three things that belong to their outer lives (e.g., hobbies, conversations, work, service, etc.).</i> Explain that with humans there are often inconsistencies with our inner and outer lives. We may say things we don't mean and make choices we don't want. With God, the inner and outer lives are perfectly consistent. God's inner thoughts and outer actions are motivated only by love. Call on volunteers to share aspects of the Blessed Trinity they have found mysterious in their research and writing. When completed, share these truths that arise from our attempts to understand the mystery of the Blessed Trinity: • <i>There is only one God (one substance).</i> • <i>There are three distinct Persons—Father, Son, and Holy Spirit in one God.</i> • <i>The Divine Persons have distinct relationships with one another.</i> Offer further review of these teaching points from the textbook, paragraph 19.		

	Instructions Refresh and review with the students the project requirements and goals from the Project 2 Overview handout. Focus on the section <i>"E-Book requirements."</i> Additionally, reference the model e-book presentation. If students have access to a design app like Canva, you may wish to allow them to use it to help with their design. <i>If you do allow an AI-based tool, remind students they must turn in their Word-based individual chapters and group E-books as well.</i> Meet with each small group to check all the writing and revisions of the individual chapters. Remind the groups to add a title page, table of contents, and appendix (optional) to their collated e-book. Check to make sure the formatting and addition of visuals in the e-book layout is following the directions in the Project 2 Overview. Have the groups publish and submit their e-books in both Word or other digital formats, as needed.
Extension	<u>Remediation:</u> Conduct one-on-one evaluations with students who may not be able to fulfill public speaking requirements or have a misunderstanding/ concern regarding the expectations of the project. <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 formats for the explanation and presentation of instructions. Class discussion on questions regarding topic and/ or requirements for the assignment. <u>Small Groups:</u> Collaborative work using auditory, oral, and visual inputs in home groups to ensure completion of e-book. <u>Individual:</u> Check-ins with teacher, research organizer, and personal reflections, peer and self-evaluations.

Days 9-10: Present & Share		
Objectives	<i>Create and assemble a group e-book project explaining the mystery of the Trinity to be shared with the school/parish community.</i> - o <i>Each group share/present their e-book and reflections to the class.</i> - o <i>Quick self and peer reflection.</i> <u>CCC References:</u> Pp. 142-421; 422-570; 683-810	
Materials	<u>Student:</u> - o <i>Internet, Chapter Research Outline handout, Project 2 Overview handout, Project 2 Rubric handout, Peer and Self-Evaluation handout, Pen/Paper</i> <u>Teacher:</u> - o <i>Timers (as needed for groups), Internet, Smart Board, Copies of student e-book presentations, Project 2 Rubric handout, Pen/Paper</i>	
Assessments	<u>Formative:</u> ● <i>Peer and self-evaluation</i> ● <i>Whole class feedback</i>	<u>Summative:</u> ● <i>Presentation of e-book</i> ● <i>Final analysis of Rubric Criteria</i>

Teaching Approach	<i>Days 9-10: Present & Share</i> <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 small groups to share/ present their e-book projects with the whole class: ● <i>Assign the order of the group presentations.</i> ● <i>Answer any questions students might have and review the main objective and focus questions for the project.</i> ● <i>Give the students a Chapter Research Outline handout 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 and challenge one another in their faith and prayer life.</i> ● <i>Remind students that each group member must have some speaking part in the presentation which should not be more than 8 to 10-minutes in length.</i> ● <i>Reference the Creation icon prompt on pages 41-42 of Journey. Ask these questions for a whole-class discussion (write on board); How have you experienced God reaching out to you? How did you experience the initial stirrings of his calling you to a deep personal relationship?</i>
Extension	<u>Remediation:</u> Have one-on-one evaluation with students who may not be able to fulfill public speaking requirements. <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 and presentation of instructions. Class discussion on questions regarding topic and/or requirements for the assignment. <u>Small Groups:</u> Collaborative presentation of e-books various roles during presentation. <u>Individual:</u> Check-ins with teacher, Chapter Research Outline, personal reflections, peer and self-evaluations.

Appendix:

I. Example Anchor Chart for Core Doctrine of the Blessed Trinity

** 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.**

Demystify: One God, Three Divine Persons

Purpose: Address the most common confusion regarding the Blessed Trinity

Setup:

Title: "Demystify: One God, Three Divine Persons"

Draw two large columns:

- *WHAT God is (Nature / Essence)*
- *WHO God is (Persons)*

Pre-fill the Chart:

- *Under WHAT God is:*
 - *One God*
 - *One Divine Nature*
- *Under WHO God is:*
 - *Father*
 - *Son*
 - *Holy Spirit*

Note: As the lecture goes on, the teacher and the student can fill in the anchor chart.

Optional Student Sticky Note Activity:

Teacher prompt: The Church insists on both *unity & distinction* regarding the Blessed Trinity. Why is this so important?

Students add sticky notes answering:

- *Yellow Sticky Note: "What makes God one?" (Unity)*
- *Blue Sticky Note: "What makes the Father, Son, and Holy Spirit distinct?" (Distinction)*

Optional Sentence Stems for Sticky Note Activity:

1. *"God is one because _____."*

2. "The Father, Son, and Holy Spirit are different because _____."
3. "The Trinity means _____."
4. "The Father is not the Son because _____."
5. "All three Persons are God, but _____."

II. Example of Rotation Stations 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.****

Time Options

Sample Period schedule: 5 stations × 8–10 min

Sample Block schedule: 6 stations × 10–12 min

Students rotate in small groups of three to five students

Station 1: Sacred Scripture Analysis

Setup:

- 1–2 key Scripture passages
- Guiding questions printed on the table

Student Tasks:

- Highlight repeated words or themes
- Identify what God reveals about Himself
- Connect the passage to the doctrine being studied

Example (Trinity):

- Matthew 28:19
- 2 Corinthians 13:14

Accountability:

Answer 3 short written questions as CFU (check for understanding).

Complete a graphic organizer to use for research purposes later in the project.

Station 2: Catechism Deep Dive

Setup:

- Selected CCC paragraphs (printed)
- Highlighters or annotation prompts

Student Tasks:

- Paraphrase the teaching in their own words
- Identify key terms

- Answer: *What confusion does this clarify?*

Tip:

Give paragraph numbers to teach students how the Catechism can be used as a reference/resource tool.

Accountability:

Complete a graphic organizer to use for research purposes later in the project.

Station 3: Saint Spotlight**Setup:**

- Short saint biography or quote
- Image or prayer card

Student Tasks:

- Identify how the saint lived this teaching (*research using the internet and textbook*)
- Connect doctrine to virtue and virtue to action
- Respond: *Why does this matter today? How does this impact/challenge/deepen my spiritual life?*

Examples:

- St. Augustine (Trinity, grace)
 - St. Thomas Aquinas (faith & reason)
 - St. Teresa of Calcutta (focus on human dignity)
-

Station 4: Art / Video Analysis**Setup:**

- Sacred art image OR 2–3 minute video clip (silent, with captions, or use of headphones)
- Analysis questions

Student Tasks:

- Identify symbols and meanings
- Explain what theological truth is being communicated
- Connect visual elements to doctrine

Examples:

- Icons for Christology
 - Michelangelo's *Last Judgment* for eschatology
-

Station 5: Reflection Journal**Setup:**

- Structured reflection prompts (open-ended)

Prompt Examples:

- "What part of this teaching challenges modern culture most?"
- "What misunderstanding does this generation often have about the Blessed Trinity?"
- "How does this teaching affect how I view my own life?"

Optional Assessment:

One to two sentence reflection to give to the teacher based on one of these prompts.

Station 6: Teacher-Led Small Group**Setup:**

- Small group discussion
- Focus on misconceptions and tough questions

Teacher Role:

- Address confusion directly
- Model faithful questioning
- Reaffirm Church teaching clearly and calmly

Tip:
Use this station to reach students who struggle or who fall into disengagement.