

Project Based Learning Lesson Plan

Project Title: Faith & Art: The Holy Spirit Alive

Topic: The Holy Spirit & Pentecost

Group Size: Whole, Small Groups, and Individual

Driving Questions:

How does the Holy Spirit bring life to the Church?

How can art help us understand the presence and power of the Holy Spirit in the Church today?

Overview of Lesson Plan: Teacher Guide

CCC References	CCC: <i>Paragraphs 683-865; 1830-1832</i> Textbook: <i>Chapter 5 (pg. 73-86)</i> <i>Chapter 6 (pg. 87-100)</i> <i>Chapter 10 (pg. 148-149)</i>	
Project Objectives	• <i>Identify and explain key symbols of the Holy Spirit from Scripture and Church Tradition.</i> • <i>Analyze how sacred art communicates theological truths about Pentecost and the Holy Spirit.</i> • <i>Collaborate with a small group to create a visual representation of a symbol of the Holy Spirit that can be used to teach others.</i> • <i>Reflect personally on the movement of the Holy Spirit in your faith life.</i>	
Vocabulary	<u>Epiclesis:</u> <i>Greek for "invocation". Prayer used to call down the Holy Spirit in the sacraments.</i> <u>Advocate:</u> <i>Name for the Holy Spirit, who lives in us by faith and baptism, making them members of Christ body, the Church, sanctifies them and guides them into all truth.</i> <u>Apostle:</u> <i>"One sent" to be Christ's ambassador, to continue his work. It refers to all of Christ's disciples whose mission is to preach his Gospel in word and deed. Originally, it referred to the Twelve whom Jesus chose to help Him in His earthly ministry and to govern the Church. The successors of the Twelve Apostles are the bishops of the Catholic Church.</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>Fathers of the Church:</u> <i>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 teaching and writing about the faith to help it grow, expand, and develop.</i> <u>Paraclete:</u> <i>A name for the Holy Spirit that means "Advocate". In John 14:26, Jesus promised to send the Holy Spirit as the Advocate who would continue to guide, lead, and strengthen the disciples.</i> <u>Sacrament:</u> <i>An outward (visible) sign of an invisible grace. An efficacious symbol that brings about the spiritual reality to which it points. This term applies to Christ Jesus, the great sign of God's love for us; to the Church, His continuing presence in our world; and to the Seven Sacraments.</i>	
Materials	<u>Student</u> • <i>Catechism and Journey textbook</i> • <i>Faith & Art: The Holy Spirit Alive: Overview and Direction Sheets</i> • <i>Symbols of the Holy Spirit Handout</i>	<u>Teacher</u> • <i>Lectures (Ch. 5-6))</i> • <i>Teaching Approach Notes</i> • <i>Timers (as needed for groups)</i>

	• <i>Lectio Divina Walk Through Handout</i> • <i>Supporting Document Sheet (Word Doc)</i> • <i>Computer for research</i> • <i>Art Supplies</i> • <i>Gallery Walk Reflection Sheet</i> • <i>Rubric/Peer Evaluation Sheet</i> • <i>Pen/Pencil</i>	• <i>Anchor Chart paper (as needed)</i> • <i>Sticky Notes (as needed)</i> • <i>Art Supplies for Students</i> • <i>Rubric</i> • <i>Smart Board or Projector</i>
Assessment	<u>Formative:</u> • <i>Daily check-ins with teacher</i> • <i>Check for Understandings</i> • <i>Peer and Self-Evaluation</i>	<u>Summative:</u> • <i>Visual Presentation</i> • <i>Analysis of rubric criteria</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>Lectio Divina</i> <i>Prayer Services (Music-Art appreciation)</i> <u>Small Group:</u> <i>WordCloud Activity</i> <i>Collaboration on choosing a symbol for project</i> <i>Variety of assigned tasks in small groups</i> <i>Group Discussions</i> <i>Peer Feedback</i> <u>Individual:</u> <i>Participate in discussion and group decisions</i> <i>Participate in assigned role for collaborative group</i> <i>Reflection on Peer and Self-Evaluation on driving questions</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 specified role in the presentation.</i> <i>Adapt grading rubric as needed.</i> <u>Enrichment:</u> <i>Ask students to connect the symbols learned in class about the Holy Spirit to the Sacraments, especially Baptism and Confirmation, to create a mini-PowerPoint presentation for younger students. The student will focus on one symbol that sticks out to them for the presentation. The four core symbols are fire, wind, oil, water, and dove. Have students research the symbol of their choosing using the CCC, Journey, and the Sacred Scripture as research references.</i> <i>Allow students to propose own related enrichment project</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: Encounter the Holy Spirit <i>Lectio Divina on Pentecost and the Holy Spirit.</i> <i>Analysis of the Symbols of the Holy Spirit w/ Textbook.</i> <i>Class Discussion on Symbols of the Holy Spirit and Pentecost.</i> Day 2: Project Debrief <i>Review previous days' discussions.</i> <i>Debrief on expectations and requirements for the project.</i> <i>Choose small groups and symbol you want to create.</i> <i>Begin to draft ideas.</i>	

	Day 3: Lecture on the Church Lecture on the Holy Spirit and the Birth of the Church. Day 4: Creating the Visuals of the Holy Spirit Draft ideas of how to visually represent symbol. Sketch and plan ideas. Create large-scale visual. Days 5-6: Finalizing Visuals Sketch and create large-scale visual. Look over requirements and ensure met. Polish final touches on visual. Day 7: Polish and Reflect Look over requirements and ensure met. Polish final touches on visual, turn in final product. Individual reflection. Day 8-10: Art Museum/Gallery Walk Gallery Walk/Art Museum. Peer and Student Self-Reflection. Class discussion & Final Thoughts.
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Day 1: Encounter the Holy Spirit

Objectives	<i>Identify and explain key symbols of the Holy Spirit from Scripture and Church Tradition.</i> • <i>Perform a Lectio Divina on Pentecost and the Holy Spirit</i> • <i>Analyze the symbols of the Holy Spirit</i> • <i>Host a class discussion on the symbols of the Holy Spirit and Pentecost</i> <u>CCC References:</u> Pp. 694-701	
Materials	<u>Student:</u> - o <i>Catechism and Journey Textbook, Bible, Lectio Divina Walk Through, Symbols of the Holy Spirit guide, Sticky Notes</i> <u>Teacher:</u> - o <i>Lecture, Computer, Timer, Anchor Chart paper (as needed), Projector, Extra Sticky, soft music for reflection, Notes, Extra copies of student materials</i>	
Vocabulary	<i>Epiclesis</i> <i>Advocate</i> <i>Paraclete</i>	
Assessments	<u>Formative:</u> • <i>Daily check in with teacher</i> • <i>Anchor Chart/Gallery Walk</i>	<u>Summative:</u> • <i>Not applicable</i>

Teaching Approach	<u>Day 1: Encounter the Holy Spirit</u> <u>Opener: The Trinity: Holy Spirit</u> Focus students' attention on the <i>Trinity image (see Journey, Chapter 2, pages 25-27)</i> on the screen. Ask students if they recall what this is an image of (<i>an equilateral triangle of the Three Persons of the Holy Trinity</i>) and explain as needed. Remind them that in Chapter 2 they created an e-book on the Trinity. Review with students how over the past few weeks they have been discovering how God is Father, God is Son, and now, how God is the Holy Spirit. Next, project the following where all can see and read aloud. Encourage students to read it silently to themselves: <i>"I believe in the Holy Spirit, the Lord, the giver of life, who proceeds from the Father and the Son. With the Father and the Son he is worshipped and glorified. He has spoken through the Prophets." (CCC, 245)</i> Ask students to ponder if there are any words, expression/description of the Holy Spirit, or thoughts that run through their mind as they meditate on the opening bold statement. Allow students to discuss their thoughts with a partner and then share them as a class. Explain any points of confusion or that need clarity as needed. Ensure students understand that we learn about the relationship between the Father and the Son from the Holy Spirit. The love between the Father and the Son proceeds as the Holy Spirit. The fullness of the Trinity is revealed through the Holy Spirit on the Church's Birthday: Pentecost. (<i>Note: Display the Chapter 5 photo for students to see the Holy Spirit at Pentecost for a visual</i>). <u>Lectio Divina:</u> Continue the lesson by passing out the <i>Lectio Divina Walkthrough Sheet</i> and asking students to pull out their Bibles and turn to Acts 2:1-11 to perform a journaling/meditation activity. Walk students through the guided format sheet and play calming music to set an ambience during reflection. <u>Symbols of the Holy Spirit Analysis:</u> Once the reflection is over, ask students if they noticed how the Holy Spirit presented Himself to the Apostles. Write these on the board. Explain to students how for this project they will be focusing on the names/symbols/descriptions of the Holy Spirit in the Sacred Scripture to better understand who He is and how he brings life to the Church. Explain to students that they will break out into small groups to analyze the symbols of the Holy Spirit by creating an anchor chart that will be shared with the class. Each small group member will have to take turns sharing one thing they found out about that symbol that they contributed to the chart. The goal is to use their textbook (<i>Chapter 2, 5, & 6</i>) for information as well as to find references in the CCC and Sacred Scripture of how the symbol is	
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	present in the Church. Students answer these core four questions using their <i>Symbols of the Holy Spirit Sheet</i> for their Anchor Chart: <i>What does this symbol represent?</i> <i>Where do we see it in Scripture?</i> <i>How does it appear at Pentecost?</i> <i>What does it reveal about the Holy Spirit?</i> Pass out the <i>Symbols of the Holy Spirit Sheet</i> and ask students to turn to <i>Question 52 (pg. 76)</i> in their textbook and begin the activity. Walk around and monitor student progress and provide clarity and support as needed. While students work, place a label or dot/mark on the wall for eight symbols of the Holy Spirit for the following activity. As the activity wraps up, call students' attention to the front of the room and explain to students they are going to place their anchor charts on the mark indicated for their anchor chart. Allow for each group to share their presentation. (<i>Note: This may extend to day 2, as needed</i>). To end the class period, ask all students to invite the Holy Spirit by praying: <i>Come, Holy Spirit, enkindle in us the fire of your love. Teach us how to pray... Glory be...</i>
Remediation/Extension	<u>Remediation:</u> Review the Trinity in more depth, as needed. Provide a model anchor chart for visual support, as needed. Whole class discussions on topics of confusion. <u>Extension:</u> Ask students to connect the symbols learned in class about the Holy Spirit to the Sacraments, especially Baptism and Confirmation, to create a mini-PowerPoint presentation for younger students. The student will focus on one symbol that sticks out to them for the presentation. The four core symbols are fire, wind, oil, water, and dove. Have students research the symbol of their choosing using the CCC, <i>Journey</i>, and the Sacred Scripture as research references.
Differentiation	<u>Whole Class:</u> Lectio Divina, oral, kinesthetic, and visual presentation of past and present material, class discussions, timer and music. <u>Small Groups:</u> Partner and Small group discussions, Anchor Chart Symbols activity, visual, auditory, kinesthetic, and oral presentation of material. <u>Individual:</u> Guided handouts for lesson material, independent note taking as needed, reflections, access to visual supports, check-ins with teacher.

Day 2: Project Debrief

Objectives	<i>Analyze how sacred art communicates theological truths about Pentecost and the Holy Spirit. Collaborate with a small group to create a visual representation of a symbol of the Holy Spirit that can be used to teach others.</i> • <i>Review previous days' discussions.</i> • <i>Debrief on expectations and requirements for the project.</i> • <i>Choose small groups and symbol.</i> • <i>Begin to draft ideas.</i> <u>CCC References:</u> Pp. 694-701	
Materials	<u>Student:</u> - o <i>Catechism and Journey Textbook; Faith & Art: The Holy Spirit Alive: Overview and Directions Sheet; Rubric; Symbols of the Holy Spirit Handout; Paper, Computer, pen/pencil</i> <u>Teacher:</u> - o <i>Computer, Student Anchor Charts, Student Handouts (as stated above), Art Supplies (as needed), Visual or Physical images of symbols of the Holy Spirit</i>	
Vocabulary	<i>Advocate</i> <i>Apostle</i> <i>Paradelete</i> <i>Sacrament</i>	
Assessments	<u>Formative:</u> • <i>Daily check in with teacher</i> • <i>Anchor Chart Symbols Review</i>	<u>Summative:</u> • <i>Not applicable</i>
Teaching Approach	<u>Day 2: Project Debrief</u> <i>*Pre-class work: Pre-assign the students to the groups of four to six they will be part of for this assignment.*</i> <i>Before, or as students come in, have the anchor charts from the previous day easily accessible for the lesson.</i> <u>Opener:</u> As students come into the class, have a visual reflection prompt on the board (<i>display either with printed or visual images of the symbols of the Holy Spirit</i>) inviting students to reflect and recall on the previous day's lesson: • <i>In a bullet list, recall the symbols of the Holy Spirit we discussed in class yesterday. Which symbol of the Holy Spirit resonates with you and your faith journey right now? Why?</i> Allow students time to write and reflect. Once completed allow students to share with the class, with a peer, or perform a whole class Popcorn Discussion. <u>Continuation of Symbols Analysis:</u> Remind students of yesterday's Holy Spirit symbol analysis activity. Ask students to take out their <i>Symbols of the Holy Spirit Handout</i> from the day before. Allow for each group to share their presentation if not already done so. Once students complete the activity, remind students of the purpose of the activity: to identify and analyze the names/symbols/descriptions of the Holy Spirit in the Sacred Scripture to better understand who He is and how He brings life to the Church. <u>Debrief:</u> Debrief the students on the new project they will be working on with their peers. Explain how in this project, they will explore the meaning of the Holy Spirit and the Birth of the Church through Scripture, tradition, art, and creativity; they will be a theologian and an artist. The goal of this project is for each student to reflect on how the Holy Spirit inspired the early Church and continues to inspire the Church today, especially how He impacts each student's faith life. Describe how everyone will be placed in a small group and will create an oversized visual representation of a symbol of the Holy Spirit. This representation, along with their group reflections, will then be used to educate members of the Church (their classmates) about Him through an Art Museum/Gallery Walk. Pass out the <i>Faith & Art: The Holy Spirit Alive: Overview and Directions Sheet</i> and <i>Rubric</i> to all students.	

	Explain to students the importance of art and the Christian view. Describe how the mind is both intellectual and creative: using both is a gift we give back to God, as He made us with the capability to do both. Art is a way the Holy Spirit can work through us to glorify God. Divide the class into the groups of three to four students that they will be part of during the week (<i>if this has not already been done</i>). Go through the project step by step as the students follow along. 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 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. Ensure to emphasize all the requirements and expectations for the project. Allow time at the end of class for discussions.
Remediation/Extension	<u>Remediation:</u> Review the previous day's lesson and all handouts, as needed, and answer any questions students may have. Provide further resources and references to students, as needed. Whole class and small group discussions on topics of confusion. <u>Extension:</u> Ask students to connect the symbols learned in class about the Holy Spirit to the Sacraments, especially Baptism and Confirmation, to create a mini-PowerPoint presentation for younger students. The student will focus on one symbol that sticks out to them for the presentation. The four core symbols are fire, wind, oil, water, and dove. Have students research the symbol of their choosing using the CCC, <i>Journey</i>, and Sacred Scripture as research references.
Differentiation	<u>Whole Class:</u> Participation in whole class and small group discussions, anchor chart review, visual hook and written reflection prompt. <u>Small Groups:</u> Partner and small group discussions with visual, auditory, kinesthetic, and oral presentation of material. Participate in discussion of symbol for the project. <u>Individual:</u> Ask questions and provide visual, oral, auditory, and kinesthetic support regarding the project's requirements. Assist group members, and other peers, with understanding of the assignment through discussions and visual inputs.

Day 3: Lecture on the Church

Objectives	<i>Analyze how sacred art communicates theological truths about Pentecost and the Holy Spirit.</i> <i>Lecture on the Holy Spirit and the Birth of the Church</i> <u>CCC References:</u> Pp. 683-865; 1830-1832	
Materials	<u>Student:</u> - Catechism, Bibles, Journey Textbook, Lecture Notes Sheet, WordCloud software, internet, computer, pen/paper <u>Teacher:</u> - Lecture, Teaching Approach, Computer, Timer, Anchor Chart paper (as needed), WordCloud software, pen/paper, "Veni Creator Spiritus"	
Assessments	<u>Formative:</u> - Daily check in with teacher - WordCloud Activity	<u>Summative:</u> Not applicable
<u>Day 3: Lecture on the Church</u> <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*)</i> Engage students by playing the Gregorian Chant "Veni Creator Spiritus" and dimming the lights. Do not give any information except playing it in the background as students come in. Invite students to sit in silence, close their eyes, and let the hymn's beauty wash over them. As the hymn finishes, tell students that music is a form of art. Music is a way to praise God. Art is a way to praise God. This week our project focuses on how art can be used to come to know the presence and power of the Holy Spirit in the Church, and ourselves. Explain how this is a 9th century Gregorian chant called <i>Veni Creator Spiritus</i> or in English, <i>"Come, Holy Ghost"</i>. The hymn not only tells of the qualities of the Holy Spirit but speaks of the great love and reverence the Faithful have for the Holy Spirit. Invite the students into prayer. Lead the students by invoking the Holy Spirit (<i>Come, Holy Spirit</i>). Replay the video and ask students to read the lyrics at the bottom of the screen as the singer's chant. Encourage students to listen more than read. Then, ask students to turn to page 81 in their <i>Journey Textbook</i> so they can see the full English lyrics as the hymn is played again. This time, students focus more on reading the words for meditation than just listening. Before replaying the video one last time, guide their meditation by writing or displaying these prompts on the board: <u>What word/phrase sticks out to you?</u> <u>How is the Holy Spirit enkindling/moving your heart during the hymn?</u> Allow time for meditation and for students to share via a Popcorn Discussion. <u>Lecture and Discussion on the Holy Spirit and the Birth of the Church:</u> Continue the lesson by introducing to the students that the power of the Holy Spirit is alive in each one of us. At our Baptism, the Gifts of the Holy Spirit are infused within us and strengthened at Confirmation. This strengthening aids us in maturing in our spiritual walk with the Lord and produces the Fruits of the Holy Spirit. These Gifts are given by God to us. The Fruits are habits, virtues that we can cultivate to serve God and be receptive to the Holy Spirit's guidance in our daily life. These gifts and fruits were first definitively and publicly seen at Pentecost: the Birth of the Church. Begin the lecture. Once the lecture and discussions conclude, explain to your students that they will perform a WordCloud activity and have a class discussion. <u>WordCloud:</u> After the lecture, tell students to get with their peer partner (<i>this can be done individually or in groups</i>). Explain to students that they will create a WordCloud for the Holy Spirit based off what they have learned from the past three days (<i>Symbols, Chants, Reflections, Pentecost, Gifts and Fruits, Scripture, CCC, etc.</i>). Once the WordCloud is complete, ask students to send the WordCloud as a JPEG to the teacher via email, CMS software, etc., as an exit ticket. Tell students to keep a copy of the WordCloud they created so they can use it during their creation phase of the project.		

	<i>*(Note: After students send in all the WordClouds, make a mini presentation of all the images to use as an opener for tomorrow's lesson.)*</i>
Remediation/Extension	<u>Remediation:</u> Review, discuss, and answer questions on the requirements of the project. Review, discuss, and answer questions on topics of confusion. Allow a teacher's assistant or student-peer to review project directions/lesson content with students who need this help. <u>Extension:</u> Ask students to connect the symbols learned in class about the Holy Spirit to the Sacraments, especially Baptism and Confirmation, to create a mini-PowerPoint presentation for younger students. The student will focus on one symbol that sticks out to them for the presentation. The four core symbols are fire, wind, oil, water, and dove. Have students research the symbol of their choosing using the CCC, <i>Journey</i>, and Sacred Scripture as research references.
Differentiation	<u>Whole Class:</u> Visual, auditory, oral, tactile mediums for introductory prayer service of. Visual, oral, auditory formats for the explanation and presentation of the lecture. Whole class discussion on questions regarding topics or requirements for the assignment. <u>Small Groups:</u> Partner and small group discussions and activities with visual, auditory, oral, and kinesthetic presentation of material. <u>Individual:</u> Reflections, guided notes sheet, visual prompts, timers, and music incorporated.

Day 4: Creating the Visuals of the Holy Spirit

Objectives	<i>Collaborate with a small group to create a visual representation of a symbol of the Holy Spirit that can be used to teach others.</i> - o <i>Draft ideas of how to visually represent symbol</i> - o <i>Sketch and plan ideas</i> - o <i>Create large-scale visual</i> <u>CCC References:</u> Pp. 694-701	
Materials	<u>Student:</u> - o <i>Catechism and Journey Textbook; Previous day WordCloud JPEG; Faith & Art: The Holy Spirit Alive: Overview and Directions Sheet; Rubric, Art Supplies, Supporting Document Sheet (Word Doc), pen/pencil</i> <u>Teacher:</u> - o <i>Computer, Timer, Music (as needed), WordCloud mini presentation, Overview and Directions Sheet, Rubric, Paper, pen/pencil, Art Supplies</i>	
Assessments	<u>Formative:</u> ● <i>Daily check in with teacher</i> ● <i>Student Progress in drafting phase</i> ● <i>Peer Feedback</i>	<u>Summative:</u> ● <i>Initial analysis of rubric criteria (feedback in draft phases)</i>
Teaching Approach	<u><i>Day 4: Creating the Visuals of the Holy Spirit</i></u> <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom. *)</i> <u>Introduction:</u> Open the lesson by displaying all the WordClouds from students’ previous day’s exit ticket activity. Circle, highlight, or describe themes in the WordClouds. Refresh and review with the students the project requirements and goals from the Overview handout as well as all the supplies they have access to; in addition, review any questions, comments, or concern from students before allowing them to work on their project. Ensure students know the objectives for today: to sketch and plan their ideas and begin working on their large-scale visual. <u>Workday:</u> Allow students to break off into their small groups and work. Circulate through the room to record the symbol chosen by each student group and their roles in the group. Use this time to discuss needs of students in their drafting. Provide each student with feedback and assistance as needed. The last 10-15 minutes of class, each small group meet with a small group NOT doing the same symbol as them to give each other constructive feedback. Explain to students that these evaluations will help students bounce ideas off each other and share constructive feedback.	
Remediation/Extension	<u>Remediation:</u> Review the lecture and project requirements, as needed, and answer any questions students may have. Whole class discussions on topics of confusion. <u>Early Finishers/Extension:</u> Ask students to connect the symbols learned in class about the Holy Spirit to the Sacraments, especially Baptism and Confirmation, to create a mini-PowerPoint presentation for younger students. The student will focus on one symbol that sticks out to them for the presentation. The four core symbols are fire, wind, oil, water, and dove. Have students research the symbol of their choosing using the CCC, <i>Journey</i> , and Sacred Scripture as research references.	
Differentiation	<u>Whole Class:</u> Visual, oral, auditory formats for the review of instructions, expectations, and <i>WordCloud</i> Activity. Ask questions as needed. <u>Small Groups:</u> Partner and Small group discussions. Visual, auditory, kinesthetic, and oral mediums for drafting/sketching phase of project.	

	<u>Individual:</u> Daily check-ins with teacher.

Days 5-6: Finalizing Visuals

Objectives	<i>Collaborate with a small group to create a visual representation of a symbol of the Holy Spirit that can be used to teach others.</i> - o <i>Sketch and create large-scale visual</i> - o <i>Look over requirements and ensure met</i> - o <i>Polish final touches on visual</i> <u>CCC References:</u> Pp. 694-701		
Materials	<u>Student:</u> - o <i>Catechism and Journey Textbook; Previous day WordCloud JPEG; Faith & Art: The Holy Spirit Alive: Overview and Directions Sheet; Rubric, Art Supplies, Supporting Document Sheet (Word Doc), pen/pencil</i> <u>Teacher:</u> - o <i>Computer, Timer, Music (as needed), Overview and Directions Sheet, Rubric, Paper, pen/pencil, Art Supplies</i>		
Assessments	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <u>Formative:</u> • <i>Daily check in with teacher</i> • <i>Student Progress in creating phase</i> • <i>Peer Feedback</i> </td><td style="width: 50%; padding: 5px;"> <u>Summative:</u> • <i>Initial analysis of rubric criteria (feedback in draft phases)</i> </td></tr> </table>	<u>Formative:</u> • <i>Daily check in with teacher</i> • <i>Student Progress in creating phase</i> • <i>Peer Feedback</i>	<u>Summative:</u> • <i>Initial analysis of rubric criteria (feedback in draft phases)</i>
<u>Formative:</u> • <i>Daily check in with teacher</i> • <i>Student Progress in creating phase</i> • <i>Peer Feedback</i>	<u>Summative:</u> • <i>Initial analysis of rubric criteria (feedback in draft phases)</i>		
Teaching Approach			
Remediation/Extension	<u>Days 5-6: Finalizing Visuals</u> <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 meet with their small groups and work to finalize the large-scale visual. Allow students to break off into their small groups and work. Circulate through the room to record the symbol chosen by each student group and their roles in the group. Use this time to discuss needs of students in their drafting. Provide each student with feedback and assistance as needed. The last 10-15 minutes of class, each small group meet with a small group NOT doing the same symbol as them to give each other constructive feedback. Explain to students that these evaluations will help students bounce ideas off each other and share constructive feedback. <u>Remediation:</u> Review the lecture and project requirements, as needed, and answer any questions students may have. Whole class discussions on topics of confusion. Allow students to work side by side with another small group member. Check to make sure each student has some role in their group's media presentation. <u>Extension:</u> Ask students to connect the symbols learned in class about the Holy Spirit to the Sacraments, especially Baptism and Confirmation, to create a mini-PowerPoint presentation for younger students. The student will focus on one symbol that sticks out to them for the presentation. The four core symbols are fire, wind, oil, water, and dove. Have students research the symbol of their choosing using the CCC, <i>Journey</i>, and Sacred Scripture as research references.		
Differentiation	<u>Whole Class:</u> Visual, oral, auditory formats for the review of instructions, expectations. Ask questions as needed. Check in and summary of teacher observations. <u>Small Groups:</u> Collaborate and discuss with small group members aspects of the project. Work together to create a large-scale visual. Work together to finalize the large-scale visual.		

	<u>Individual:</u> Daily check-ins with teacher. Participate in the creation of the over-sized visual.

Day 7: Polish & Reflect

Objectives	<i>Collaborate with a small group to create a visual representation of a symbol of the Holy Spirit that can be used to teach others.</i> <i>Reflect personally on the movement of the Holy Spirit in your faith life.</i> - o <i>Polish final touches on visual</i> - o <i>Look over requirements and ensure they are met</i> - o <i>Turn in final product and Individual reflection</i> <u>CCC References:</u> Pp. 683-865; 1830-1832	
Materials	<u>Student:</u> - o <i>Catechism and Journey Textbook; Previous day WordCloud JPEG; Faith & Art: The Holy Spirit Alive: Overview and Directions Sheet; Rubric, Art Supplies, Supporting Document Sheet (Word Doc), Self Reflection Sheet pen/pencil</i> <u>Teacher:</u> - o <i>Computer, Timer, Music (as needed), Overview and Directions Sheet, Rubric, Self Reflection Sheet, Paper, pen/pencil, Art Supplies</i>	
Assessments	<u>Formative:</u> • <i>Daily check in with teacher</i> • <i>Student Progress in review phase</i> • <i>Self-Reflection</i>	<u>Summative:</u> • <i>Initial analysis of rubric criteria (feedback in draft phases)</i>
Day 7: Polish & Reflect <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*)</i> <u>Instructions:</u> Have the small groups put finishing touches on their oversized visuals, supporting documents, and any other tasks needed done among their small group members. Allow for most of the class period to be a working day for students to finish their project but start the class period with one last peer feedback opportunity. Allow groups to meet with one other group to share their project. Group members who view the view the project should go around their group with each member offering 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 for the remainder of the class period for the students to return to their small groups 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 in as a group and as an individual.		
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). Allow peers from groups who finish early, to assist other small groups in completing their project on time and within the requirements. <u>Extension:</u> Ask students to connect the symbols learned in class about the Holy Spirit to the Sacraments, especially Baptism and Confirmation, to create a mini-PowerPoint presentation for younger students. The student will focus on one symbol that sticks out to them for the presentation. The four core symbols are fire, wind, oil, water, and dove. Have students research the symbol of their choosing using the CCC, <i>Journey</i>, and Sacred Scripture as research references.	

Differentiation	<u>Whole Class:</u> Visual, oral, auditory formats for the review of instructions, expectations. Ask questions as needed. Check in and summary of teacher observations. <u>Small Groups:</u> Collaborative presentation of the project with others. Adapting the project based on peer evaluation. <u>Individual:</u> Participation in individual role in group project.

Days 8-10: Art Museum/Gallery Walk

Objectives	<i>Collaborate with a small group to create a visual representation of a symbol of the Holy Spirit that can be used to teach others.</i> <i>Reflect personally on the movement of the Holy Spirit in your faith life.</i> - o Gallery Walk/Art Museum - o Peer and Student Self-Reflection - o Class discussion & Final Thoughts <u>CCC References:</u> Pp. 683-865; 1830-1832		
Materials	<u>Student:</u> - o Catechism and Journey Textbook; Rubric; Supporting Document Sheet (Word Doc); Gallery Walk Reflection Sheet; Peer Review and Self Reflection Sheet, pen/pencil <u>Teacher:</u> - o Timers (as needed for groups), Internet, Smart Board, Copies of student presentations, Rubric		
Assessments	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <u>Formative:</u> • Peer and Self-Reflection • Whole class feedback </td><td style="width: 50%; padding: 5px;"> <u>Summative:</u> • Gallery Walk/Art Museum • Final analysis of Rubric Criteria </td></tr> </table>	<u>Formative:</u> • Peer and Self-Reflection • Whole class feedback	<u>Summative:</u> • Gallery Walk/Art Museum • Final analysis of Rubric Criteria
<u>Formative:</u> • Peer and Self-Reflection • Whole class feedback	<u>Summative:</u> • Gallery Walk/Art Museum • Final analysis of Rubric Criteria		
<u>Days 8-10: Art Museum/Gallery Walk</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 small groups to share/present their visual presentation projects with the whole class: • Assign the order of the group presentations that each reporter of the group will present. • Answer any questions students might have and review the main objective and focus questions for the project • Give the students a Peer and Self-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 see how art can be used to understand the presence and power of the Holy Spirit in the Church and their own lives. • Remind students that each reporter in the group must speak on behalf of their group. All group members are to be present with the reporter during the presentation. <u>Class Discussion and Reflection</u> After all students have engaged in the Gallery Walk/ Art Museum and the sharing of their oversized visuals, invite students into a whole class discussion based on the two driving questions. After the class discussion, have students complete their peer and self-reflections for the project.			
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.		
Differentiation	<u>Whole Class:</u> Visual, oral, auditory formats for the explanation and presentation of instructions. Completion of Peer and Self-Reflection sheets for each project. Participation in final class discussion and reflection. <u>Small Groups:</u> Collaborative presentation of oversized visuals using various mediums. <u>Individual:</u> Check-ins with the teacher, contributions to project, peer and self-evaluations, and reception of final grade based off the rubric.		

Appendix:

I. Theology Timeline Ideas

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.

Timeline Options

1. Human Timeline
2. Gallery Walk Timeline
3. Interactive Notebook Timeline
4. "5, 2, 1" Timeline
5. Symbolic Timeline

Timeline 1: Human Timeline

Setup:

- Give each student, or pair of students, a life event of Jesus.
- Have students physically line up in chronological order according to the life event.
- Class checks, debates, and adjusts placement of various life event placements.

Student Tasks:

- Students, or a pair of students, must explain *why* their life event is important/significant.
- Each student, or pair, must support their *why* claim with at least two Scripture, CCC, or *Journey* reference.

Timeline 2: Gallery Walk Timeline

Setup:

- Each student, or pair/group of students, create a *panel* for the Gallery Walk.
- The walls of the classroom or a digital Gallery Walk, via online software, would suffice for the location of the Walk.

Student Tasks:

- Panels should include:
 - *Title of life event*
 - *Image or symbol that coincides*
 - *2-3 key facts with at least two references to support facts (Scripture, CCC, Journey)*
 - *Explanation of significance/importance of life event to one's spiritual life, Church Tradition, or life of the Church*
- Note catcher (*graphic organizer*) to complete during Gallery Walk

Timeline 3: Interactive Notebook Timeline

Setup:

- You can allow student flexibility here, create your own, or find one online to use.
- Ensure students have a journal/notebook to keep this in or organizer for future reference.
- You can also allow students to create this digitally via Canva, Adobe, Google Slides.

Student Tasks:

- Create Your Own Option Ideas:
 - Accordion fold timelines
 - Layered timelines (*events on top, explanation and references below/underneath*)
 - Color Coded Tabs (*examples can be name of the life event, a symbol/icon, facts, references, importance*)
- Have students research and complete in small groups to divide roles and save class time.
- *Allow NO plagiarism/copy and paste of ideas if doing a digital copy of an interactive notebook.*

Timeline 4: "5.2.1" Timeline

Setup:

- Project, or ensure students have a copy of, the ten core events in Jesus' life.
- Mediums for completion: Video, journal/notebook, presentation, podcast

Student Tasks:

- Students choose and justify using their own research and personal reasoning:
 - **Five** core moments of Jesus life to focus on
 - **Two** turning moments
 - **One** misunderstood moment
- To justify each they must include:

- *2-3 key facts per each moment with at least two references to support facts (Scripture, CCC, Journey).*
 - *Explanation of significance/importance of life events to one's spiritual life, Church Tradition, or life of the Church.*
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Timeline 5: Symbolic Timeline

Setup:

- Students create an artistic piece for **three, five, or all ten** events of Jesus' life.
- Students can be assigned as individuals, pairs, or small groups.
- No AI or digital creation should be allowed.

Student Tasks:

- Each event must be represented by a hand-drawn or handmade symbol or image.
 - Each piece must have a caption that explains the connection of the image to the event; in addition, it must explain the importance of the event to the life of the Church.
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