

Project-Based Learning Lesson Plan

Project Title: *Telling the Story of the Life of Jesus*

Topic: *Life Events of Jesus*

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

Driving Questions:

What truths do the life events of Jesus reveal about his message?
How can we retell these truths to help make them come alive in our world today?

Overview of Lesson Plan: Teacher Guide

CCC References	CCC: Paragraphs 422-570; 571-682; 1066-1209 Textbook: Chapter 3 (pg. 43-58) Chapter 4 (pg. 59-71) Chapter 9 (pg. 132-133)	
Project Objectives	• <i>Explain and analyze the meaning of the life events of Jesus using Scripture and Church teaching.</i> • <i>Reflect on how the life events of Jesus are relevant to the world today.</i> • <i>Create and present a group retelling of a life event of Jesus, using Scripture and Church teaching, to communicate the message of Jesus to others.</i>	
Vocabulary	<u>Annunciation:</u> The visit by the angel Gabriel to the Virgin Mary to announce that she would be the mother of the Savior. After giving her consent, Mary became Mother of Jesus by the power of the Holy Spirit. The Feast of the Annunciation is on March 25. <u>Ascension:</u> 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. <u>Christ:</u> A title for Jesus meaning “the anointed one”. In Greek, the word Christos translated the Hebrew Messiah. <u>Gospel:</u> A term meaning “Good News”. The term refers to Jesus’ own preaching, the preaching about Jesus the Savior, and the four Spirit-inspired written versions of the Good News the Gospels of Matthew, Mark, Luke, and John. <u>Messiah:</u> From the Hebrew for “the Chosen One” or “the Anointed One”; the role that Jesus fulfilled. <u>Passion of Christ:</u> The suffering of Jesus leading to his death. <u>YHWH:</u> The sacred Hebrew name for God that means “I am who am”, “I am”, or “I am who I am”. This name reveals God as noncontingent existence, the one on whose existence all creatures depend for their existence.	
Materials	Student • Catechism and Journey textbook • Telling the Story of the Life of Jesus Overview and Direction Sheets • Questions About Jesus Handout • Computer for research • Video Recording device or Canva-Free • WordDoc • Model Video • Model Skit • Model Story Board • Rubric/Peer Evaluation Sheet • Pen/Pencil	Teacher • Lectures (Ch. 3, 4, & 9) • Teaching Approach Notes • Model Video • Model Skit • Model Story Board • Excel Group Sign Ups • Wordcloud.com • Timers (as needed for groups) • Anchor Chart paper (as needed) • Sticky Notes (as needed) • Rubric

		Smart Board and/or Projector for Presentations
Assessment	<u>Formative:</u> - Daily check-ins with teacher - Check for Understandings - Peer and Self Evaluation - Mingle, Pair, Share - Timeline activity	<u>Summative:</u> - Presentation of story in chosen media - Analysis of rubric criteria
Differentiation	**Overview: ** <i>Research project that includes reflections and discussions throughout the whole class, small groups, and individuals.</i> <u>Whole Class:</u> Lectures with notes Class Discussions Note-taking Sheet Timeline Activity <u>Small Group:</u> Collaboration on choosing and retelling a story from Jesus's life Variety of assigned tasks Group Discussions <u>Individual:</u> Participate in discussion and group decisions Contribute to the story board Have a role in the retelling of the story Reflection on peer and self-evaluation on driving questions <u>Different Learning Styles:</u> Student Directions: Orally explain and visually present through a physical instruction sheet. Offer text to speech, various print sizes, and digital options, as needed. <u>Remedial:</u> Extending the project deadline. Extra tutorials on whole-class and student presentations. Allow for a specified role in the presentation. Adapt grading rubric as needed. <u>Enrichment:</u> Trace the origins and meaning of the following titles: Jesus, Christ, Son of God, and Lord. Allow students to propose own related enrichment project. Allow students to create a four-column chart or grid listing the four Gospels and rows listing all of the items on the Questions about Jesus handout complete with Gospel references. Once completed, have them make copies and distribute to their small group members or to the entire class. Consider exchanging particular students with expertise in certain types of media (e.g., story boarding, video production, dialogue writing, etc.) to groups where they may be of more need than in their current group.	
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. ** Day 1: Understand Life Events - Lecture on life events of Jesus. - Discuss and analyze the importance of the life events of Jesus. Day 2: Create a Timeline - Analyze life events (people, places, messages, etc...) in small groups. - Create a timeline of the life events. Day 3: Introduce Project - Introduce guidelines, expectations, and rubric for retelling assignment. - Choose a life event of Jesus to retell. - Decide medium to convey life event (skit, storyboard, or video). - Draft modern retelling. Day 4: Connect the Dots - Connect the Paschal Mystery and Sacred Liturgy to life events.	

- Create connections to these on the timeline from Day 2.

Days 5, 6, & 7: Create & Develop

- Create skit, storyboard and/or film the video.
- Refine and revise with teacher for accuracy.
- Practice skit, edit the video, finalize illustrations/narrations.

Day 8: Rehearse, Revise, and Finalize

- Practice skit, edit the video, finalize illustrations/narrations.
- Meet with another small group to share preview of retelling.
- Revise and rehearse as needed.

Days 9 & 10: Showcase and Reflect

- Present medium to the class.
- Peer evaluation of presentations.
- Offer personal and group reflections.

Day 1: Understand Life Events

Objectives	<i>Explain and analyze the meaning of the life events of Jesus using Scripture and Church teaching.</i> • <i>Present a concise overview of the life events of Jesus.</i> <u>CCC References:</u> Pp. 422-570; 571-682; 1066-1209 (<i>especially pp 422-570</i>)	
Materials	<u>Student:</u> - o <i>Catechism and Textbook, Lecture Notes Sheet, Index Cards(1 per student), pen/paper</i> <u>Teacher:</u> - o <i>Lecture, computer, timer, Anchor Chart paper (as needed), music (as needed)</i>	
Vocabulary	<i>Christ</i> <i>Gospel</i> <i>Messiah</i> <i>YHWH</i>	
Assessments	<u>Formative:</u> • <i>Daily check-in with teacher</i> • <i>Large group question and answer</i> • <i>Mingle, Pair, Share</i>	<u>Summative:</u> • <i>Not applicable</i>
Teaching Approach	<u>Day 1: Understand Life Events</u> <u>Opener: Titles for Jesus</u> Engage students by focusing them on a short presentation on the titles for Jesus (<i>see Journey, Chapter 3, pages 44-46, 51</i>). Write or project the word “<i>Incarnation</i>” on the board. Explain that due to controversies in the early Church over Jesus’ true nature, the Nicene Creed explains more fully what Christians believe to be true of Jesus. Next, project the following where all can see and read aloud. Encourage students to read it silently to themselves: <i>We believe in one Lord, Jesus Christ, the only Begotten Son of God, born of the Father before all ages, God from God, Light from Light, True God from True God, begotten, not made, consubstantial with the Father. Through him all things were made.</i> Ask students to ponder if there are any words, expression/description for God, or thoughts that run through their mind as they meditate on the opening bold statement. Ask students to think: Why would God become man (<i>have students look at Journey question 35 or prompt them with its insights yourself</i>)? Discuss thoughts and considerations as a whole class. Have the students create an acronym to help remember why God would become man. - <i>You can allow your students to work in pairs here to develop and collaborate.</i> - <i>Any acronym would work as long as it includes the main components of: salvation, relationship with God to become more like God, and, hence, become sharers in God's Divine nature.</i> - <i>One suggestion might be SKID: God became flesh to Save us (S); so we might Know God's love (K); so we can Imitate him (I); and to make us share in His Divine Nature (D).</i> <u>Lecture and Discussion on the Life Events of Jesus:</u> Continue the lesson with reference to <i>Journey</i> questions 31-34 and the titles <i>Jesus, Christ, Son of God, and Lord</i> in your lecture. Once the lecture and discussions conclude, explain to your students that they will <i>Mingle, Pair, Share</i>. <u>Mingle, Pair, Share:</u> Pass out one index card to each student. Explain to the students that they will be creating a nametag using the index card. - <i>On each index card have students pick one of Jesus’s titles that resonates with them.</i> - <i>Tell them to write that title on the front of the card.</i> - <i>On the back, have them write a brief description of the title, its meaning, and significance to them and their spiritual life.</i> - <i>After the students have completed making the card, model to them that they will walk around introducing themselves to one another and telling each other about what they wrote on the front and the back of their card (<i>You can use music as well to increase engagement while students walk around the classroom</i>).</i>	

	- Repeat this multiple times (<i>1-2 minutes max</i>) to allow the students to share with their peers the information they have written about for one of the titles for Jesus. Once completed, gather students into a group discussion on the lecture on the life events of Jesus. Briefly share with students this week's project: throughout the week, they will be working in small groups to retell one of the events or stories from Jesus's life in various chosen forms of media. As an exit ticket, have students turn in their index card.
Remediation/Extension	<u>Remediation:</u> Review the lecture as needed and answer any questions students may have. Whole class discussions on topics of confusion. <u>Extension:</u> Assign students to research the scriptural basis for the following titles of Jesus. Provide the students with only the Scripture passages. Have them look up the references and write a brief explanation of the titles in their own words. Use the information below to check their work. - o The Good Shepherd—John 10:11–14. This title expresses Jesus' intimate knowledge of each of us and his care for us. It is because he knows and cares for us that he is willing to die for us. We should not be afraid that he will ever abandon us because we belong to him. - o The Alpha and the Omega—Revelation 22:12–13. This title reminds us that Jesus is truly one with God. He is the beginning and the end, around at the beginning and still with us to the end. - o The Judge—Matthew 25:31–46. In the parable of the Judgment of the Nations, Jesus returns to determine who has earned a place in Heaven and who will go off to eternal punishment. Remembering that Jesus will be judging our behavior keeps us honest with ourselves about whether or not we are truly following him.
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>Mingle, Pair, Share Activity</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: Create a Timeline

Objectives	<i>Reflect on how the life events of Jesus are relevant to the world today.</i> <i>Analyze the meaning of the life events of Jesus using Scripture and Church teaching.</i> • <i>Create a timeline to explain the significance of the life events of Jesus.</i> <u>CCC References:</u> Pp. 422-570; 571-682; 1066-1209											
Materials	<u>Student:</u> - o <i>Catechism and Textbook, KWL chart (hand written or created by teacher), Rubric, Chapter Research Outline, Notes, Timeline Medium (*see appendix for more details*), and pen/paper</i> <u>Teacher:</u> - o <i>Lecture, computer, Rubric, Chapter Research Outline, Timeline Model (per class period), artistic supplies (as needed), KWL Chart handout (as needed)</i>											
Vocabulary	<i>Annunciation</i> <i>Ascension</i> <i>Passion of Christ</i> <i>Transfiguration*</i> <i>Beatitudes*</i>											
Assessments	<u>Formative:</u> • <i>Daily check-in with teacher</i> • <i>KWL Chart</i> • <i>Timeline activity</i>	<u>Summative:</u> • <i>Not applicable</i>										
Teaching Approach	<u>Day 2: Create a Timeline</u> <i>*Pre-class work: Pre-assign the students to the groups of four to six they will be part of for this assignment; in addition, decide how you would like the class to create the timeline (see appendix for details).*</i> <i>Before or as students come in, have the timeline and life events of Jesus easily accessible for the lesson.</i> <u>Opener:</u> On the board, have posted the chart below and ask students to complete a quick KWL Chart on the life events of Jesus. Remind and share some information on this project related to Chapter 3 of <i>Journey</i>. Remind students that they will be working in small groups to retell one of the events or stories from Jesus’s life in various chosen forms of media. <table><tr><td>The Nativity (Birth of Christ)</td></tr><tr><td>The Baptism of Jesus</td></tr><tr><td>The Temptation in the Desert</td></tr><tr><td>Jesus Proclaims the Kingdom (Beatitudes)</td></tr><tr><td>Jesus Proclaims the Kingdom (Wedding at Cana)</td></tr><tr><td>The Transfiguration</td></tr><tr><td>The Last Supper and Betrayal</td></tr><tr><td>The Death of Our Lord</td></tr><tr><td>The Resurrection</td></tr><tr><td>The Ascension</td></tr></table>		The Nativity (Birth of Christ)	The Baptism of Jesus	The Temptation in the Desert	Jesus Proclaims the Kingdom (Beatitudes)	Jesus Proclaims the Kingdom (Wedding at Cana)	The Transfiguration	The Last Supper and Betrayal	The Death of Our Lord	The Resurrection	The Ascension
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	Allow for class discussion on what is in the student's individual KWL charts (<i>whole class, partners, etc.</i>). Create a whole class KWL chart from findings and discussions. Ask students to take out their <i>Journey</i> textbooks and follow along on pages 47-50 as a brief reminder of each event and their significance is overviewed (<i>Note: this can be a small group activity as well as a whole class activity led by teacher and/or students</i>).											

	<u>Timeline Activity:</u> Explain to the students, using the timeline in the textbook and/or visually on the screen, that they will be creating a timeline with their small group to do an in-depth analysis on the meaning and significance of the life events of Jesus using Scripture, Church teaching, and the <i>Journey</i> textbook. <i>*Note: See appendix for more explanation of each choice. Below are timeline activity suggestions to make the assignment engaging. Allow either student choice or pick the medium that would best suit you and your classroom needs.*</i> • <i>Human Timeline</i> • <i>Gallery Walk Timeline</i> • <i>Interactive Notebook Timeline</i> • <i>"5, 2, 1" Timeline</i> • <i>Symbolic Timeline</i> Allow students time to work in their small groups to create the timeline of choice. Circle around the room and monitor, ask and answer questions, and provide feedback. Towards the last 10-15 minutes of class, bring all students back together to discuss their timelines and share analysis. If desired, as students share analysis, fill in the classes <i>Life Events Timeline</i> with their analyses that can be used for later reference during the project (<i>if not a physical timeline, it can be a digital timeline that is shared to all students</i>). If time allows, circle back to the "W and L" in the KWL chart as an exit ticket.
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 timeline activity the next day or to take-home to finish if not completed. Provide further resources and references to students, as needed. Whole class discussions on topics of confusion. <u>Extension:</u> Ask students to research, using the textbook as well as Sacred Scripture, other life events of Jesus not listed in the <i>Journey</i> chart and/or their timeline. Have these students complete the same requirements for these as done for the other events. If needed, ask for a reflection on why they choose those certain events and how they connect to the central events of Jesus' life on the timeline. Once completed, have students add them to the whole-class timeline to share with the class.
Differentiation	<u>Whole Class:</u> Participation in creating a whole class timeline, discussion, and KWL Chart. <u>Small Groups:</u> Partner and small group discussions with visual, auditory, kinesthetic, and oral presentation of material. Participate in designing and collaborating on a timeline. <u>Individual:</u> Ask questions and provide visual, oral, auditory, and kinesthetic support regarding the timeline's requirements. Assist group members with understanding of the assignment through discussions and visual inputs.

Day 3: Introduce the Project

Objectives	Create and present a group retelling of a life event of Jesus, using Scripture and Church teaching, to communicate the message of Jesus to others. - o Introduce guidelines, expectations, and rubric for retelling assignment. - o Choose life event of Jesus to retell. - o Decide medium to convey life event (skit, storyboard, or video). - o Draft modern retelling. <u>CCC References:</u> Pp. 422-570; 571-682; 1066-1209	
Materials	<u>Student:</u> - o Internet, Journey textbook, Telling the Story of the Life of Jesus Lesson Overview and Project Instructions handout, Access to Retelling Model Setup Examples (digitally and/or as printed handout) Rubric handout, Pen/Paper, Excel Sign-Up sheet <u>Teacher:</u> - o Teaching Approach, Projector, Class Timeline (as needed), Retelling Model Setup Examples (share digitally and/or as a printed handout), Smart Board, Internet, Copies of student materials, Excel Sign-Up sheet <u>Models:</u> Storyboard Skit Video	
Assessments	<u>Formative:</u> • Daily check-in with teacher • Large group question and answer	<u>Summative:</u> • Not applicable
Teaching Approach	<u>Day 3: Introduction to the Project</u> <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom. *)</i> Review previous day's <i>Timeline activity</i> and answer any comments, concerns, or questions students may still have regarding the timeline and/or the life events of Jesus. 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 life events of Jesus through their new collaborative project of creating a retelling of a life event of Jesus to communicate the message of Jesus to others. 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 to six they will be part of during the week (<i>if this has not already been done</i>). Offer an overview of this week's project, producing a retelling of a life event of Jesus via a skit, video, or a storyboard. Explain each medium and why it is a valuable resource. In addition, explain how multi-media mediums can open up the door for greater accessibility in evangelizing the culture and/or others by meeting the audience where they are based on their learning preference. Explain that each member of the four to six person small group will unpack one of the following life events of Jesus (<i>write/display on the board if not already done so</i>): • The Nativity (Birth of Christ) • The Baptism of Jesus • The Temptation in the Desert • Jesus Proclaims the Kingdom (Beatitudes) • Jesus Proclaims the Kingdom (Wedding at Cana) • The Transfiguration • The Last Supper and Betrayal • The Death of Our Lord • The Resurrection • The Ascension	

	(Go ahead and assign students and/or allow students to choose within their group the life event of Jesus they want to retell, if you choose to not assign—see assignment Excel sheet as needed). Pass out the <i>Telling the Story of the Life of Jesus Lesson Overview and Project Instructions</i> handout to each student. Go 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. Describe and demonstrate the model retelling presentations 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 retelling presentation created and presented to the class later in the week. 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 following titles of Jesus. Provide the students with only the Scripture passages. Have them look up the references and write a brief explanation of the titles in their own words. Use the information below to check their work. ○ The Good Shepherd—John 10:11–14. This title expresses Jesus' intimate knowledge of each of us and His care for us. It is because He knows and cares for us that He is willing to die for us. We should not be afraid that He will ever abandon us because we belong to Him. ○ The Alpha and the Omega—Revelation 22:12–13. This title reminds us that Jesus is truly one with God. He is the beginning and the end, around at the beginning and still with us to the end. ○ The Judge—Matthew 25:31–46. In the parable of the Judgment of the Nations, Jesus returns to determine who has earned a place in Heaven and who will go off to eternal punishment. Remembering that Jesus will be judging our behavior keeps us honest with ourselves about whether or not we are truly following Him.
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 a small group to choose a life event, agreed upon group presentation medium, and ensure understanding of project expectations. <u>Individual:</u> Research and record information on Chapter Research Outline handout.

Day 4: Connect the Dots

Objectives	<i>Explain and analyze the meaning of the life events of Jesus using Scripture and Church teaching.</i> - o <i>Connect the Paschal Mystery and Sacred Liturgy to life events.</i> - o <i>Create connections to these on the timeline from Day 2.</i> <u>CCC References:</u> <i>Pp. 571-682; 1066-1209</i>	
Materials	<u>Student:</u> - o <i>Catechism and Textbook, Lecture Notes Sheet, Index Cards (1 per student), pen/paper, Timeline from previous day.</i> <u>Teacher:</u> - o <i>Lecture, Computer, Timer, Anchor Chart paper (as needed), music (as needed), Class Timeline activity from previous day.</i>	
Assessments	<u>Formative:</u> ● <i>Daily check-in with teacher</i> ● <i>Mingle, Pair, Share</i> ● <i>Timeline</i>	<u>Summative:</u> ● <i>Not applicable</i>
Teaching Approach	<u>Day 4: Connect the Dots</u> <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*)</i> <u>Lecture and Discussion on the Paschal Mystery & Sacred Liturgy to Jesus' Life Events:</u> Review previous days Timeline activity and answer any questions students might have. Explain to students how today the lesson will focus on why the life events of Jesus are important to not only our own spiritual lives, but Church Tradition. Continue the lesson with reference to <i>Journey's</i> Chapter 4, questions 38-48, and Chapter 9, <i>The Liturgical Year</i> (pgs. 132-134). Once the lecture and discussions conclude, explain to your students that they will <i>Mingle, Pair, Share</i> as done on <i>Day 1</i>, but with a twist. The index card used will be to deepen connections on their class/personal timelines. <u>Mingle, Pair, Share:</u> Pass out one index card to each student. Explain to the students that they will be using their index card to deepen connections on their class and personal timelines. - On each index card have students pick one of the core ten life events of Jesus. - Have students research, using their notes and/or textbook, the deeper connection and importance that life event has to Church Tradition (<i>especially Liturgical</i>) and their spiritual life. - Tell students to write their findings as a brief paragraph on the back of the card. - After the students have completed making the card, model to them that they will walk around introducing themselves to one another and telling each other about what they wrote on the front and the back of their card (<i>You can use music as well to increase engagement while students walk around the classroom</i>). - Repeat this multiple times (<i>1-2 minutes max</i>) to allow the students to share with their peers the information they have written about for one of the titles for Jesus. Once completed, gather students into a group discussion on the lecture. Allow students the opportunity to write their deeper connections and/or add their index card to the respective life event in their personal/class timeline. Briefly remind students of this week's project: throughout the week, they will be working in small groups to retell one of the events or stories from Jesus' life in various chosen forms of media.	
Remediation/Extension	<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/Extension:</u> Give students more index cards and have them make deeper connections to Jesus' life events to Church Tradition and their spiritual lives.	
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>Mingle, Pair, Share Activity</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.

Days 5-7: Create & Develop

Objectives	<i>Create and present a group retelling of a life event of Jesus, using Scripture and Church teaching, to communicate the message of Jesus to others.</i> - o <i>Create skit, storyboard and/or film the video.</i> - o <i>Make a final determination of roles.</i> - o <i>Refine and revise with the teacher and small groups for accuracy.</i> - o <i>Complete and record script for media retelling of a core event in the life of Jesus.</i>
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	Practice skit, edit the video, finalize illustrations/narrations. <u>CCC References:</u> Pp. 422-570; 571-682; 1066-1209	
Materials	<u>Student:</u> - Questions About Jesus handout, Bible, Catechism of the Catholic Church, Journey textbook, Telling the Story of the Life of Jesus Lesson Overview and Project Instructions handout, Story Telling Working Document (for research and creation), Pen/Paper <u>Teacher:</u> - Timers (as needed for groups), Internet, Smart Board, Copies of student materials, Excel Sheet, Bible, Catechism, Journey textbook, pen/paper for notes/conferences (as needed)	
Assessments	<u>Formative:</u> - Daily check-in with teacher - Student progress on choosing a topic on Jesus's life, medium for retelling, and assignment of roles - Group progress on developing retelling medium and presentation	<u>Summative:</u> Initial analysis of rubric criteria (feedback in draft phases)
Teaching Approach	<u>Day 5: Research and Develop</u> <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*)</i> <u>Opening Group Activity</u> Have the students meet with their small groups and take out their Bibles. Explain to students that the purpose of this assignment is to get them familiar with their foundational/primary source for the retelling of the life events of Jesus: Sacred Scripture, especially the Gospels. Assign each group one of the four Gospels (more than one group can have the same Gospel). Give each student the handout: <i>Questions about Jesus</i>. Explain to students that they can work individually or together on the handout items, but each person should record an answer for each item on their own handout. Tell the students to use only their assigned Gospel to try and answer each question. While the answers can be gleaned from the Gospels, but not in some cases not all of the Gospels. If the group cannot find the answer in their assigned Gospel they should simply write "No information given." When everyone has completed the items on the handout, have the students move to new groups where at least one person from each assigned Gospel is represented. Have them compare answers and finish all the handout items. Finally, in a class discussion discuss the differences they found in the four Gospels and why they think the evangelists might have differed in the information they shared. <u>Instructions:</u> Refresh and review with the students the project requirements and goals from the Overview handout; in addition, review the <i>Excel</i> sign-up sheet for each group's chosen life event. If not already done so, once the groups have made a decision on which event, explain to students that the next task is to brainstorm the type of media they plan to use. Circulate through the room to record the option chosen by each group and to discuss and approve/disapprove of any other ideas for medium a group might have. Provide each group with a copy of the <i>Story Telling Working Document</i> to use for creating a script and for assigning roles. <u>Days 6 & 7: Create and Develop</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 from the <i>Story Telling Working Document</i> to finalize roles and to begin to finalize their media presentation.	

	Circulate from group to group to answer any questions and to check in on their progress based on the project instructions and grading rubric. Allow 10 to 15 minutes of whole class time at the end of the period to provide feedback via teacher conferences and/or small group conferences.
Remediation/Extension	<u>Remediation:</u> Assign a predetermined number of items to complete on the <i>Questions about Jesus</i> handout. Provide Gospel references for students to look up assigned items. 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> Allow students to create a four-column chart or grid listing the four Gospels and rows listing all of the items on the <i>Questions about Jesus</i> handout complete with Gospel references. Once completed, have them make copies and distribute to their small group members or to the entire class. Consider exchanging particular students with expertise in certain types of media (e.g., story boarding, video production, dialogue writing, etc.) to groups where they may be of more need than in their current group.
Differentiation	<u>Whole Class:</u> Visual, oral, auditory formats for the review of instructions. Participate in the opening activity. Ask questions as needed. Check-in and summary of teacher observations. <u>Small Groups:</u> Collaborate with small group members to complete items from <i>Questions about Jesus</i> handout using assigned Gospel. Meet with new group members to complete the <i>Questions about Jesus</i> handout. Partner with group members to choose one Jesus life event to retell and the particular form of media to use. Work together to finalize the media presentation. Work together to rehearse a presentation. <u>Individual:</u> Research from the Bible and record information on <i>Questions about Jesus</i> handout. Participate in creation of script and/or media. Take and complete role in the presentation.

Teaching Approach	<u>Day 8: Rehearse, Revise, Finalize</u> <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 project, rehearse (if needed), and any other tasks needed done among their small group members. Allow about 15 minutes for students to work together. Next, 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 at least 15-30 minutes 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. <u>Closing Segue:</u> End the period by asking the students to write down three words that describe what they learned about Jesus while working on this project. Record these words in a digital <i>Word Cloud</i> to display either live or at the end of class on Days 9 & 10. If desired and time allows, do a separate <i>Word Cloud</i> asking students to list skills (e.g., collaboration, acting, drawing, writing, singing) they have practiced, or learned, this week in working on their project.
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> Consider allowing one student per group to conduct the <i>Word Cloud</i> segue activity within each small group.
Differentiation	<u>Whole Class:</u> Sharing words to describe self-evaluation of the objectives of the project. <u>Small Groups:</u> Collaborative presentation of the project with others. Adapting the project based on peer evaluation. <u>Individual:</u> Participation in Word Cloud activity. Participation in individual role in group project.

Days 9 & 10: Showcase & Reflect

Objectives	<i>Create and present a group retelling of a life event of Jesus, using Scripture and Church teaching, to communicate the message of Jesus to others.</i> - o <i>Complete the project according to the established requirements.</i> - o <i>Quick self and peer reflection.</i> <u>CCC References:</u> Pp. 422-570	
Materials	<u>Student:</u> - o <i>Story Telling Working Document (for research and creation), Video recording device or Canva-free (for videotaping), Telling the Story of the Life of Jesus Lesson 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 presentations, Rubric</i>	
Assessments	<u>Formative:</u> ● <i>Peer and self-evaluation</i> ● <i>Whole class feedback</i>	<u>Summative:</u> ● <i>Presentation of retelling of a life event of Jesus</i> ● <i>Final analysis of Rubric Criteria</i>

Teaching Approach	<u>Days 9-10: Present & Share</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 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 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 further educate and challenge one another in their understanding of Jesus' message.</i> • <i>Remind students that each group member must have some speaking part in the presentation which should meet the requirements of their respective mediums outlined in the Overview handout.</i> <u>Class Discussion or Written Reflection</u> Either lead a whole class discussion based on the <i>Fall, Redemption, and Restoration</i> items on page 58 of <i>Journey</i> or assign one more of these items as a written exit activity that should be turned in to you. Reserve the option to grade any written work or to apply it to extra credit if time allows.
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 page 58 of <i>Journey</i>, may also be used.
Differentiation	<u>Whole Class:</u> Visual, oral, auditory formats for the explanation and presentation of instructions Completion of Peer and Self-Evaluation forms for each project. Participation in final class discussion or written reflection. <u>Small Groups:</u> Collaborative presentation of retelling using various mediums. <u>Individual:</u> Check-ins with the teacher, contributions to retelling, 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, and/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 an 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, and/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 and/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 & 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, and/or life of the Church.*

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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