

Project-Based Learning Lesson Plan

Project Title: *Private Revelations: Deepening the Faith*

Topic: *Private Revelations*

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

Driving Questions:

*What role should private revelations play in deepening an individual's faith life?
How can private revelations deepen or challenge an individual's understanding of faith?*

Overview of Lesson Plan: Teacher Guide

CCC References	CCC: <i>Paragraphs 66-67; 84-100; 484-511, 721-726, 963-975; 2697-2758</i> Textbook: <i>Chapter 1 (pages 1-17)</i> <i>Chapter 7 (pages 104-105)</i> <i>Chapter 9 (pages 127-147)</i> <i>Chapter 23 (pages 353-364)</i>	
Project Objectives	• <i>Explain the purpose of private revelations for the faithful and on an individual's faith life.</i> • <i>Explain the purpose of apparitions, the Saints, and prayer and its impact on deepening an individual's faith life.</i> • <i>Investigate Church-approved examples of private revelations.</i> • <i>Design a group research project on a Church-approved private revelation to demonstrate how it has deepened or challenged your faith.</i>	
Vocabulary	<u>Revelation:</u> <i>God's communication of Himself by which He makes known the mystery of His plan.</i> <u>Public Revelation:</u> <i>The Deposit of Faith entrusted to the Apostles and handed through Magisterium in the form of Sacred Tradition and Sacred Scripture. It is infallible and must be believed by all Catholics. This revelation ended at the death of the last Apostle.</i> <u>Private Revelation:</u> <i>An intimate form of communication that does not add or take away from public revelation. It is approved by the Church to offer guidance and deeper understanding of the Gospel. It is not infallible, and the faithful are not obligated to believe it.</i> <u>Apparition:</u> <i>A supernatural appearance. A Marian apparition is an appearance of the Blessed Virgin Mary to a person, typically to deliver an important message. In order for an apparition to be considered authentic, it must first be verified by the Vatican.</i> <u>Deposit of Faith:</u> <i>The heritage of faith contained in Sacred Scripture and Sacred Tradition, handed down in the Church from the time of the Apostles, from which the Magisterium draws all that it proposes for belief as being divinely inspired.</i> <u>Magisterium:</u> <i>The bishops, in union with the pope, the successor of St. Peter, who are the living teaching office of the Church. They are entrusted with guarding and handing on the Deposit of Faith and with authentically interpreting God's Revelation, in the forms of both Sacred Scripture and Sacred Tradition.</i> <u>Sensus fidelium:</u> <i>Latin for "sense of the faith"; it refers to the supernatural appreciation of the faith by all Catholics.</i>	
Materials	<u>Student</u> • <i>Catechism and Textbook</i> • <i>Private Revelations Overview and Directions Sheets</i> • <i>Computer for research</i> • <i>Research Organizer (can be used for note taking on other projects presented as well)</i> • <i>Google Slides/Poster Board</i>	<u>Teacher</u> • <i>Lectures (Ch. 1 & 9 ; Ch. 7 & 23)</i> • <i>Model Presentation Example</i> • <i>Literature Circle Materials: sticky notes & anchor chart paper</i> • <i>Timers (as needed for groups)</i> • <i>Smart Board and/or Projector for Presentations</i>

	• <i>Peer and Self Evaluation</i> • <i>Rubric</i> • <i>Pen/Pencil</i>	
Assessment	<u>Formative:</u> • <i>Daily check-ins with teacher</i> • <i>Exit Tickets</i> • <i>Student Research Organizer</i> • <i>Peer & Self Evaluation</i>	<u>Summative:</u> • <i>Presentation of Casefile</i> • <i>Analytic Rubric</i>
Differentiation	<i>**Overview: **</i> <i>Research project that includes reflections and discussions throughout the whole class, small groups, and individuals.</i> <u>Whole Class:</u> <i>Lectures with notes.</i> <i>Class discussions.</i> <i>Note-taking sheet.</i> <u>Small Group:</u> <i>Literature Circles.</i> <i>Collaboration of Casefile presentation.</i> <i>Students are given collaborative roles.</i> <u>Individual:</u> <i>Researching information.</i> <i>Reflection on peer and self-evaluation on driving questions.</i> <u>Different Learning Styles:</u> <i>Student Directions:</i> <i>Orally explained and visually presented through an instruction sheet.</i> <i>Remedial:</i> <i>Extending the time frame of various days and project overall.</i> <i>Reviewing whole-class lectures and student-presentations.</i> <i>Enrichment:</i> <i>Writing an essay on the implications of private revelations and its numerous impacts on the Global Church.</i> <i>Creating a podcast or blog on various private revelations learned in class or one they research that inspires them.</i> <i>If time allows, using Ch. 23 in their textbook as a guide, have students investigate the Church's three major expressions of prayer (vocal, meditation, and contemplation) and its connection to private revelations and deepening a life of prayer.</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: Introduction to Revelation • Lecture Ch. 1 & 9 on Public/ Private Revelation and Church discernment/ approval process. Day 2: Engaging in Revelation ● Literature Circle to analyze excerpts of Church teaching. • Whole class discussion. Day 3: Expectations of Project • Introduce guidelines, expectations, and rubric. • Receive assigned group and private revelation. Day 4: Introduction to Apparitions, the Saints, and Prayer • Lecture Ch. 7 & 23 on Marian Apparitions, the Saints, and a life of faith and prayer. Day 5-6: Research and Planning Day • Research with the help of the Research Organizer. • Plan creative formats and sources. Day 7-8: Workday and Review (In-Class) • Create presentations. • Finish and finalize presentations. • Complete a Self-Assessment and Peer-Review Assessment. Day 9-10: Presentation and Reflections • Present group projects. • Whole class discussion.	

- Peer and self-evaluation.

Day 1-3: Introduction & Engagement

Objectives	<i>Explain the purpose of private revelations on the faithful and on an individual's faith life.</i> <u>CCC References:</u> Pp 66-67 & 84-100	
Materials	<u>Student:</u> - o Catechism and Textbook, notes, and pen/paper <u>Teacher:</u> - o Lecture, computer, timer, Anchor Chart paper, and sticky notes	
Vocabulary	<i>Revelation</i> <i>Public Revelation</i> <i>Private Revelation</i> <i>Apparition</i> <i>Deposit of Faith</i> <i>Magisterium</i> <i>Sensus fidelium</i>	
Assessments	<u>Formative:</u> • Daily check-in with teacher • 3, 2, 1 Exit Ticket	<u>Summative:</u> • Not applicable
Teaching Approach	<u>Opening Segue:</u> Put the bellringer on the board as students come in as an opener to the lesson. Have students write their answers in a notebook, journal, or sheet of paper. The bellringer is <i>"What is the difference between a message from God and a hallucination?"</i> After the bellringer, have students turn-and-talk to a partner about their thoughts to that question; if time allows, allow some of the partners to share their ideas with the class to open up the floor for discussion. Explain to students the difference between a hallucination and a message/ vision from God and that the Church calls a personal message/ vision from God a private revelation. Tell students that over the course of the week, they will come to understand the role private revelations play in deepening and challenging their faith life through a group research project and presentation. <u>Day 1: Introduction to Revelation</u> Write on the board the driving questions for this project. Explain to students that the end goal of this week-long project is for them to understand and explain how private revelations can deepen and/ or challenge the life of faith. Teach the lecture on Private Revelation to the whole class. After the lecture, discuss and review, and answer questions as needed. Have students complete an Exit Ticket with the 3,2,1 strategy (<i>Students write on a slip of paper 3 things they learned, 2 things they want to learn more about, and 1 question about today's lesson.</i>) 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: Engaging in Revelation</u> Review and discuss as needed student exit tickets at the beginning of class. Once completed, explain to students that they will be broken into small group Literature Circles (<i>4 to 6 students is ideal for discussion allowance</i>) analyzing short excerpts from the Catechism and the Textbook (<i>see paragraphs and textbook chapters above</i>) about private revelations. Give students anchor chart paper and sticky notes to write their ideas and thoughts from their group discussions. Tell students to connect what they learn through the excerpts to their two driving questions. Give students about 15-20 minutes to read, discuss, write, and reflect on the information they learned and allow for whole class discussion of the information written on their anchor paper and the connections made to the driving questions. <u>Day 3: Expectations of Project</u> Introduce the guidelines and expectations of the project to the students by giving them the Chapter 1 Project-Based Lesson Overview and Directions sheets as well as the rubric. Do not rush this part, it is more important to take a day for all students to understand the instructions and expectations of them than for there to be any confusion. As you review, explain, and answer questions for each component of the Lesson Overview, Directions, and Rubric, you can use the model presentation provided to walk students through the process of the project. Once you and your students are confident in the understanding of the expectations shared for the project, allow students to break off into their collaborative groups and brainstorm ideas for the project. Answer any questions students may have.	
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> Literature Circles: Students brain-storm apparitions they may have heard of or private revelations they know/ have a devotion to and turn-and-talk to their partner/ group about the impact it has made on them or others. If time allows, students can research further apparitions either in the Textbook, Catechism, or on the Internet/ other books at the teacher's discretion.
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, Literature Circles, 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 4: Apparitions and Prayer

Objectives	<i>Explain the purpose of Apparitions, the Saints, and prayer and its impact on deepening an individual's faith life.</i> <u>CCC References:</u> <i>Pp 484-511, 721-726, 963-975; 2697-2758</i>	
Materials	<u>Student:</u> - o Catechism and Textbook, notes, and pen/paper <u>Teacher:</u> - o Lecture, computer, Anchor Chart paper	
Vocabulary	<i>Apparition</i> <i>Deposit of Faith</i> <i>Magisterium</i>	
Assessments	<u>Formative:</u> • Daily check-in with teacher • Anchor Chart Review • 3, 2, 1 Exit Ticket	<u>Summative:</u> • Not applicable
Teaching Approach	<u>Day 4: Introduction to Apparitions</u> Revisit driving questions for this project. Review with students that the end goal of this week-long project is for them to understand and explain how private revelations can deepen and or challenge the life of faith. Teach the lecture on Apparitions, the Saints, and living a life of faith and prayer to the whole class. After the lecture, discuss and review, answer questions as needed. Have students create an Anchor Chart with a partner and/ or their small group for the presentation of a summary/ outline of what has been learned in this lesson, and its connection to private revelations. Share with the whole class as time allows. Have students complete an Exit Ticket with the 3,2,1 strategy (<i>Students write on a slip of paper 3 things they learned, 2 things they want to learn more about, and 1 question about today's lesson</i>). Review students' responses at the end of the day. Use it as a bell ringer or review in the next day's lesson as an opener.	
Remediation/ Early Finishers	<u>Remediation:</u> Review the lecture 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> If time allows, using Ch. 23 in their textbook as a guide, have students investigate the Church's three major expressions of prayer (<i>vocal, meditation, and contemplation</i>) and its connection to private revelations and deepening a life of prayer.	
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, 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 5-6: Research & Planning

Objectives	<i>Investigate Church-approved examples of private revelations. Design a group research project on a Church-approved private revelation to demonstrate how it has deepened or challenged your faith.</i>	
	<u>CCC References:</u> Pp 484-511, 721-726, 963-975; 2697-2758	
Materials	<u>Student:</u> - Computer, Research Organizer, Google Slides/ Poster Board, Rubric, Pen/ Pencil, Private Revelations Overview and Directions Sheet <u>Teacher:</u> - Model Presentation Example, Timers (as needed for groups), Smart Board and Computer, copies of student materials above (rubric and overview/ directions sheet)	
Assessments	<u>Formative:</u> - Daily check-ins with teacher - Student Research Organizer - Casefile progress	<u>Summative:</u> Not applicable
Teaching Approach	<u>Days 5-6: Research and Planning</u> <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*)</i> <u>(Pre-lesson Preparation: Place students into small groups and assign each group a private revelation to research. Review the student instructions prior to the lesson.)</u> Review, explain, and answer questions for each component of the Lesson Overview, Directions, and Rubric; you can use the model presentation provided to walk students through the process of the project. Once you and your students are confident in the understanding of the expectations shared for the project, allow students to break off into their collaborative groups and research (using their computers, textbook, and research organizer). As students work, circulate and monitor learning and answer any questions they might have over the course of the next two days. Remind students, as needed, to be sure they are answering the driving questions in their presentations.	
Remediation/ Early Finishers	<u>Remediation:</u> Review and discuss the driving questions and lecture the day prior as needed. Review, discuss, and answer questions on the requirements of the project for the whole class period as needed. <u>Early Finishers:</u> Have students research, more in-depth, the miracles or graces associated with that revelation (ex: real-world examples and accounts of healings, miracles, etc.). Allow them to present this in their Casefile presentations.	
Differentiation	<u>Whole Class:</u> Visual, oral, auditory formats for the explanation and presentation of instructions, whole class discussion on questions regarding topic and/ or requirements for the assignment. <u>Small Groups:</u> Partner and Small group discussions, visual, auditory, oral, and kinesthetic presentation of material, collaboration of Casefile through collaborative roles, group timers. <u>Individual:</u> Researching information with graphic organizer.	

Objectives	<i>Investigate Church-approved examples of private revelations. Design a group research project on a Church-approved private revelation to demonstrate how it has deepened or challenged your faith.</i> <u>CCC References:</u> Pp 484-511, 721-726, 963-975; 2697-2758	
Materials	<u>Student:</u> - Computer, Research Organizer, Google Slides/ Poster Board, Rubric, Pen/ Pencil, Private Revelations Overview and Directions Sheet <u>Teacher:</u> - Model Presentation Example, Timers (as needed for groups), Smart Board and Computer, copies of student materials above (rubric and overview/ directions sheet)	
Assessments	<u>Formative:</u> - Daily check-ins with teacher - Student Research Organizer - Casefile progress	<u>Summative:</u> Not applicable
Teaching Approach	<u>Days 7-8: Workdays</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 yesterday. Once you and your students are confident in the understanding of the expectations shared for the project, allow students to break off into their collaborative groups and research (<i>using their computers, textbook, and research organizer</i>). As students work, circulate and monitor learning and answer any questions they might have over the course of the next two days. Remind students, as needed, to be sure they are answering the driving questions in their presentations. As groups complete their projects, have prepared areas to turn in completed work for their Casefile.	
Remediation/ Early Finishers	<u>Remediation:</u> Review, discuss, and answer questions on the requirements of the project for the individual student, small group, or whole class as needed. <u>Early Finishers:</u> Have students research, more in-depth, the miracles or graces associated with that revelation (ex: real-world examples and accounts of healings, miracles, etc.). Allow them to present this in their Casefile presentations.	
Extension	<u>Extension:</u> Have individual students research other private revelations not discussed and write a one to two paragraph action plan and reflection on how they would like to incorporate the private revelations they have learned about into their faith life.	
Differentiation	<u>Whole Class:</u> Visual, oral, auditory formats for the explanation and presentation of instructions, whole class discussion on questions regarding topic and/ or requirements for the assignment. <u>Small Groups:</u> Partner and Small group discussions, visual, auditory, oral, and kinesthetic presentation of material, collaboration of Casefile through collaborative roles, group timers. <u>Individual:</u> Researching information with graphic organizer, check-ins with teacher.	

Days 7-8: Workdays

Days 9-10: Presentations & Reflections

Objectives	<i>Investigate Church-approved examples of private revelations.</i> <i>Design a group research project on a Church-approved private revelation to demonstrate how it has deepened or challenged your faith.</i> <u>CCC References:</u> Pp 484-511, 721-726, 963-975; 2697-2758	
Materials	<u>Student:</u> - o Rubric, Research Organizer, Pen/ Pencil, Casefile presentation, Peer and Self Evaluation <u>Teacher:</u> - o Timer for presentation, Smart Board and Computer, copies of Rubric	
Assessments	<u>Formative:</u> • Daily check-ins with teacher • Research Organizer for presentations • Discussion questions as they arise for presentations • Peer and Self Evaluation • Whole and Small Groups Discussion Questions	<u>Summative:</u> • Presentation of Casefile • Analytic Rubric
Teaching Approach	<u>Days 9-10: Presentations & Reflections</u> <u>(Pre Lesson Preparation: If you choose to, pick the order of the presentations for your students.)</u> Answer any questions students might have and review the main objective and driving questions for the project. For each group presentation, give your students a Research Organizer Sheet to complete for each presentation. Explain to your students that the goal for completing the sheets while a group presents is to further educate and challenge one another in their faith and prayer life. Remind students that each team member must share at least one slide or section of their poster with the class and stay within the 8–10-minute presentation time limit. After all the presentations open the floor to a recap partner discussion on the question: <i>“Which private revelation(s) stuck out to you? Describe how you will use what you have learned to deepen or challenge your faith life.”</i> If time allows, open the floor to whole group sharing.	
Extension	<u>Extension:</u> Have individual students research other private revelations not discussed and write a one to two paragraph action plan and reflection on how they would like to incorporate the private revelations they have learned about into their faith life.	
Differentiation	<u>Whole Class:</u> Visual, oral, auditory, and kinesthetic formats for the presentations, whole class discussion on questions regarding topic and/ or requirements for the assignment. <u>Small Groups:</u> Collaborative presentation of Casefile, various roles during presentation, partner discussion to further assist an understanding of the driving questions. <u>Individual:</u> Check-ins with teacher, research organizer, and personal reflections, peer and self-evaluations.	

Notes: