



*Working Together for Catholic Education*

# **THOUGH MANY, WE ARE ONE**

## **UNIT 4**

### **People Who Make A Difference!**

#### **Lesson 5**

#### **Make A Difference! Poetry**

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### People Who Make A Difference!

#### Make A Difference! Poetry

##### Lesson Overview:

A rich understanding of how God uses poetry to speak to His children. Poetry offers positive encouragement toward a 'Make A Difference!' in self and others' attitude.

**Duration:** 40 minutes

#### CURRICULUM CONNECTIONS

##### Religious Education:

**Grade 4: ML2.4** Identify times when we might hear God speaking to us; giving us instructions to help us "do what is good and avoid what is evil"; and link this to the work of our conscience through which God/the Holy Spirit inspires us to do the good.

**Grade 5: ML2.2** Distinguish between a morally good act and a morally evil act and describe the positive or negative effect that our passions can have.

**Grade 6: ML3.2** With reference to Catholic moral teaching, identify the characteristics of holiness and what is necessary if individuals are to "be holy" as Jesus is holy.

#### ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

##### The Catholic Social Teachings evident in this lesson include:

A Discerning believer  
A reflective, creative and holistic thinker

##### The Ontario Catholic School Graduate Expectations evident in this lesson include:

A Reflective and Creative Thinker  
A Caring Family Member  
An Effective Communicator

#### Guiding Questions (coming out of the Big Idea)

##### Big Idea:

Through our conscience we discover God's truth for our lives and are invited to follow the 'voice of God'.

"How can I be a caring, compassionate Christ-like individual who fulfills God's desire to live a virtuous life of justice?"

##### Scripture Passage:

Exodus 3:14a "I AM WHO I AM"



## LEARNING GOALS

At the end of this lesson, students will know, understand and/or be able to:

- Understand that God's voice has the potential to speak to us through poetry in order to share the moral truth and the moral good with His Children, thus allowing His Son to shine light on how to live a holy life.

**Success Criteria**, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the "look-fors") in relation to curriculum expectations.

## INSTRUCTIONAL COMPONENTS AND CONTEXT

### Terminology:

Rhyming Couplets – compare opposite ideas

### Materials:

1. Copies of IF: A Father's Advice to His Son by Rudyard Kipling (*See Appendix A*)
2. <http://www.slideshare.net/anion/ifa-fathers-advice-to-his-son> (optional)
3. [https://www.youtube.com/watch?v=tK4HDCIr\\_E8](https://www.youtube.com/watch?v=tK4HDCIr_E8) (the reading of IF: A Father's Advice to His Son)
4. <https://www.youtube.com/watch?v=m78cSts3tJw> (Joni Mitchell's lyrics)
5. Chart paper - to write Consolidation reflective questions.

## MINDS ON (10 minutes)

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

### Teacher Voice:

"God can speak to us through different forms of communication. We can hear God's voice in the wisdom from a friend. We can understand God's guidance through a parent's concern and care. Music can fill us with His mighty awe and wonder. The same effect can take place with poetry. The inspirational poem IF appeared in 1902. It is a poem of rhyming couplets which means that each pair of lines rhymes and has the same meter (number of beats). The poem is a comparison of opposite ideas or actions. I invite you to close your eyes and relax. Enjoy the sound of poetry being read to you. Challenge yourself to listen and hear God speak directly to YOU. I wonder, what does God want you to hear?"

[https://www.youtube.com/watch?v=tK4HDCIr\\_E8](https://www.youtube.com/watch?v=tK4HDCIr_E8) The reading of IF: A Father's Advice to His Son by Rudyard Kipling

**Inside-Outside Circle Activity:** Explain to the students that they will be doing an Inside-Outside Circle Activity. Split students into two groups. Half of them will form an inside circle facing outwards and the other half will form the outside circle looking inwards (facing another student).

Once you have asked the students a question they will answer to the individual facing them. Students will exchange information. You will then ask them to rotate to the next partner (i.e. Inside circle stay put – outside circle move two spaces to the left).

“What did **God** want you to hear through the reading of the IF poem?” (students rotate)

“What did the **author** want you to hear through the reading of the IF poem?” (students rotate)

“How might this poem make a difference in people?”

### **ACTION (20 minutes)**

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

Distribute the copies of {**IF: A Father’s Advice to His Son** poem} to students.

1. Teacher read the poem. Discuss the first selection.
2. Invite students to Choral Read the poem together.  
(Choral reading is reading aloud in unison with a whole class or group of students. After hearing the teacher read and discuss a selection, students reread the text together. Choral reading helps build students' fluency, self-confidence, vocabulary knowledge, motivation, and enjoyment of literature. Reading and rereading shared texts may have the additional benefit of building a sense of community in the classroom.)
3. Instruct students to highlight the line(s) that speak to their heart or have the most meaning for them.
4. Teacher will re-read the poem BUT students will join in reading when the teacher is at their highlighted section.

Teacher Voice:

“We are going to listen to this poem put to music. A famous musician named Joni Mitchell recorded this poem as a song. Think about how the meaning may change when played with music.”

<https://www.youtube.com/watch?v=m78cSts3tJw>

“Could you hear the voice of God better when the poem became a song or did the poem speak to you in its original form? Turn and share your answer with your elbow partner. (allow time) Stand up if you felt the voice of God was ‘louder’ in the original version. Explain why.” (allow time for student voice) Stand up if you felt God’s voice was ‘louder’ in the music version. Why?”

### **CONSOLIDATION (10 minutes)**

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

Teacher Voice:

"In your prayer journal (or EXIT CARD), answer **two** of the following questions.

1. Identify a time when we might hear God speaking to us. Why would God want to speak to us?
2. God calls us to be morally good in our actions. The poem IF shares a Father's advice on how to do so. Identify one section of the poem that you can connect with and explain how it speaks to the morally good actions you are called to live.
3. Catholic moral teaching speaks to us about living holy as Jesus was holy. Find 3 pieces of evidence within the poem 'IF' that support a 'holy' attitude. Explain your thinking.
4. Do you think the poem 'IF' is moral advice God would have given Jesus? Explain.

### **CONTINUED LEARNING OPPORTUNITIES**

Further extensions to this lesson might include:

1. Students are invited to find God's voice in their favourite song. Students can bring in the lyrics and music in order to share/explain to the class why / how they hear God's voice.
2. Video the choral reading of IF for the next school assembly presentation.
3. Students can create a VENN Diagram comparing the poem DESIDERATA with the poem IF.
4. Additional grade specific ideas are available in the resource "Who I AM" at [www.eoccc.org](http://www.eoccc.org)

*Appendix A*

**Rudyard Kipling**    *If: A Father's Advice to His Son*

“If you can keep your head when all about you  
Are losing theirs and blaming it on you,  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting too;

If you can wait and not be tired by waiting,  
Or being lied about, don't deal in lies,  
Or being hated, don't give way to hating,  
And yet don't look too good, nor talk too wise

If you can dream - and not make dreams your master;  
If you can think - and not make thoughts your aim;  
If you can meet with Triumph and Disaster  
And treat those two impostors just the same;

If you can bear to hear the truth you've spoken  
Twisted by knaves to make a trap for fools,  
Or watch the things you gave your life to, broken,  
And stoop and build 'em up with worn-out tools

If you can make one heap of all your winnings  
And risk it on one turn of pitch-and-toss,  
And lose, and start again at your beginnings  
And never breathe a word about your loss;

If you can force your heart and nerve and sinew  
To serve your turn long after they are gone,  
And so hold on when there is nothing in you  
Except the will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,  
Or walk with Kings - nor lose the common touch,  
If neither foes nor loving friends can hurt you,  
If all men count with you, but none too much;

If you can fill the unforgiving minute  
With sixty seconds' worth of distance run,  
Yours is the Earth and everything that's in it,  
**And - which is more - you'll be a Man, my son!”**