

# **THOUGH MANY, WE ARE ONE**

## **UNIT 1**

### **Building Community**

#### **Lesson 10**

#### **The Three Questions**

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#### The Three Questions

##### Lesson Overview

Teacher will read “The Three Questions” by Leo Tolstoy and work to develop their own answers to the questions posed in the book.

#### CURRICULUM CONNECTIONS

##### Religious Education:

**Gr. 5 - LS2 Focus:** Fundamental love for the poor and vulnerable. Understand that human solidarity in our Christian living, understood as “friendship”, is reflected in the example of Jesus who calls us to act justly by putting the needs of the poor and vulnerable first.

**Gr. 4 - ML2:** Explain how we are called, through the help of our consciences, to discover God’s truth and obey God’s will.

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

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

Call to Family, Community, and Participation  
Rights and Responsibilities

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

**CGE 1:** A Discerning Believer formed in the Catholic Faith Community

**CGE 5:** A Collaborative Contributor

#### GUIDING QUESTIONS (coming out of the Big Idea)

##### Big Idea:

- This lesson focuses on the importance of thinking of others before you act. The book provides opportunities for children to recognize and appreciate the virtue of wisdom.

#### LEARNING GOALS

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

- Understand the importance of their relationship with God. It is this relationship that will allow students to develop an understanding of morality.

**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.

## Though Many, We Are One - Religious Education for Combined Junior Grades

### INSTRUCTIONAL COMPONENTS AND CONTEXT

#### Terminology:

#### Materials:

- Chart Paper
- Markers

#### Internet Resources:

- "Three Questions" online  
<https://www.youtube.com/watch?v=5pOIYGjivRc>
- [www.padlet.com](http://www.padlet.com)

#### Resources:

- Copy of "The Three Questions" (*written and illustrated by Jon J Muth*)

#### NOTE:

Padlet is the preferred platform to show student thinking. However, pen and paper will also work well for this activity.

### MINDS ON

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

#### Before Reading:

Using the graffiti strategy (or padlet.com) have students answer the following questions:

- When is the best time to do things?
- Who is the most important one?
- What is the right thing to do?
- What is wisdom and how does one acquire wisdom?

### ACTION

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

#### Read Aloud:

"The Three Questions".

### CONSOLIDATION

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

#### After Reading:

- Students discuss what message they think the author is trying to convey to the reader. In addition, students may write a reflective journal entry about how they use wisdom in their everyday lives. Suggested platform is [www.padlet.com](http://www.padlet.com).