

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

Mentor Text – Moses: When Harriet Tubman Led Her People to Freedom

## Grade 8 - Lesson 2

### Grade 8 Religion Unit 1 - Lesson 2 Mentor Text

Moses: When Harriet Tubman Led Her People to Freedom

Who **I AM** – ‘God of All, the Great **I AM**’ you blessed me with FREEDOM – Thank you!

#### Background

Our God is a God of love. When He promised Moses, “I will be with you” He extended the same promise to all of us. The person beside you, in front of you, or behind you. We all received the promise of God to be with us. Did you ever wonder why God would make that promise? I think it is because He loves us so much, God actually considers us to be His children. How cool is that? Super cool, I think. He even said He loves You without conditions. Through Him, your resiliency is strengthened; your positive mental health attitude is developed. Stop throughout the day and thank God for the blessings you receive. Celebrate your life by loving and forgiving others.

#### Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects

##### Ontario Catholic School Graduate Expectations

**CGE1e** - speaks the language of life ... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.”

**CGE1g** - understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey

##### Religion Overall Expectations

ML3: Demonstrate an understanding that grace received through the Holy Spirit calls us to holiness and gives us the gifts we need to be justified in the Christian life

##### Religion Specific Expectations

ML2.4: Link the need for commitment, turning away from sin, growth in virtue and faith to the process of forming and exercising a healthy (upright) conscience for moral decision making.

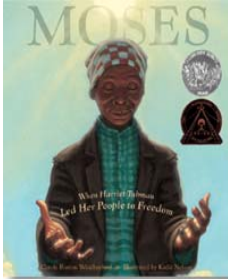
##### History Expectations

A2.6 Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences.

##### Learning Goals

- Students will demonstrate an understanding of the virtue of Hope as a community’s trust in God’s Plan.
- Students will demonstrate the formation of positive mental health and spiritual wellness through recognizing that through our adversities we grow stronger in developing a healthy conscience for moral decision making.

		<p>Success Criteria (suggestion)</p> <p>I will achieve success by listening attentively to the story Moses in order to find the virtue of hope through community trust.</p> <p>I will achieve success recognizing adversities provide opportunities to grow stronger in faith and moral conscience.</p>
<b>Instructional Components</b>		
<p><b>Prior Knowledge and/or Skills</b></p> <p>Exodus 3:14</p> <p>Moses and the conversation with God through the Burning Bush</p> <p>Underground Railroad</p>	<p><b>Terminology</b></p> <p>Courage / Hope</p> <p>Unconditional Love</p> <p>Faith / Adversity</p> <p>Unconditional Forgiveness</p> <p>Moral Conscience</p> <p>Celebrate Life</p>	<p><b>Resources/Materials</b></p> <p>Mentor text, “Moses, When Harriet Tubman Led Her People to Freedom”</p> <p>Plain white paper</p> <p>Who I AM...Give and Get</p> <p>Who I AM...Cell Phone</p>
<b>Prayer/Scripture Focus</b>		
<p>In the name of the Father and of the Son and of the Holy Spirit,</p> <p>Loving God, the Great <b>I AM</b>, I thank you that you are always with me, helping me, guiding me, keeping me safe and for the unconditional love you give to me. I pray now for the special person in my life who I can say thank you to with my <b>Gift of Words</b>. Help me to be the best person I can be and to remember that, <b>Who I am</b> makes a difference to you, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen</p>		
<b>Minds On</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p><b>Teacher Voice</b></p> <p>“<b>Turn and Talk</b> to your elbow partner. Share a dream you recently had.” (allow a few minutes of talk)</p> <p>“Now <b>Turn and Talk</b> to the elbow partner about <b>one thing</b> you would take with you if you were going on trip.” (allow time for talk) “What about if you could only take <b>one person</b> on the trip...who would it be?”</p> <p>“Thank you for sharing. I wonder what these moments of sharing have in common. I wonder how they are connected.”</p>		<p>A brief conversation intended to bring students into new learning.</p> <p><u>Anecdotal notes:</u> <u>observations,</u> <u>listening</u></p>

<p>Allow for 'wondering' to resonate.</p> <p><u>Give and Get Activity</u> [See: <b>Who I AM...Give and Get</b>]</p> <p>Distribute handout to students. Allow a few minutes as they circulate to collect and share information about the Underground Railway.</p>	<p>Give and Get outlined:  <a href="http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/thinkliteracy7-12.pdf">http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/thinkliteracy7-12.pdf</a></p>
Action	Assessment
<p><b>Teacher Voice</b>            "For the reading of this mentor text, we are going to gather in a Talking Circle formation. This style of story-telling was used long ago by Aboriginals. Our mentor text today is titled "Moses: When Harriet Tubman Led Her People to Freedom. Predict from the title and the illustration on the cover what this text is going to be about."</p> <p><b>Teacher Reflection</b>  <i>*Teacher – share a time when you said YES to God &amp; how you felt.</i>  <i>*Teacher – After students have time to share their idea, the teacher could summarize.</i></p> <p><b>Moses - Read aloud</b></p> <ol style="list-style-type: none"> <li>1. Read the forward in order to explain the brief history of slavery in America.</li> <li>2. Before you read further... "Give me thumbs up if you feel it is important to believe in the power of prayer. Thumb to the side if you aren't sure and thumb down if you don't believe in prayer. Thank you."</li> </ol> <p>"Looking at the cover, do you think Harriet Tubman believes in the power of prayer and the power of a positive mental health attitude? What evidence do you have to support your thinking?"</p> <p>Read text but pause along the way to 'wonder' about the symbolism.            (dark colours illustrate desperate nature of escape, her fortitude – strength, courage, determination – are reflected in extreme close ups, the sunlight is reflective of her closeness to God)</p> <p>After the reading:  <b>Turn and Talk</b>            Teacher poses a question; students turn knee-knee and reflect on the question sharing their ideas/answers.</p> <ol style="list-style-type: none"> <li>1. What do you think are the personal factors that enable Harriet to become a heroine? Support your answer with evidence from the text and your own ideas.</li> </ol>	<p>Student thinking is probed through purposeful activities</p> <p>Talking Circle  <a href="http://www.edu.gov.on.ca/eng/aboriginal/Guide_Toolkit2009.pdf">http://www.edu.gov.on.ca/eng/aboriginal/Guide_Toolkit2009.pdf</a></p>  <p><b>Resiliency</b>            The knowledge that you are equipped with the tools needed to handle the adversities that life presents. Leaning on your faith, found within God, assists you to build resiliency from within. Celebrate your</p>

2. How can you connect this text to the biblical story of The Burning Bush? Why might that be?		life!
3. What do you think enabled Harriet to persevere in the face of difficulties? Support your ideas with evidence from the text.		
Consolidation	Approximately 10 Minutes	Assessment
<p><b>Teacher Voice</b></p> <p>“Harriet’s message begins with God and ends with God. When we have faith in God, all things are possible. There are three lessons to learn from this text and they focus on God. In your prayer journal identify the three lessons and reflect on the value of the three lessons and how you can personally connect to them.</p> <p>Reflection Question:</p> <p>1. Explain how you think the virtues of faith, hope, unconditional forgiveness and unconditional love enabled Harriet to accomplish all that she did.</p> <p><b><u>Exit Card</u></b></p> <p>“On the cell phone hand out, text message the answer to this question.</p> <p><b>What was God’s calling of hope for Harriet?”</b> [See: <b>Who I AM... Cell Phone</b>]</p> <p>Play this video as students begin to hand in their Exit Cards.</p> <p><a href="http://www.youtube.com/watch?v=gd1LoH7b1_Y">http://www.youtube.com/watch?v=gd1LoH7b1_Y</a></p> <p><b>Moses: When Harriet Tubman Led Her People Original Music Video</b></p>		<p>Teacher supports students with making connections to the learning goal.</p> <p>Three lessons:</p> <p>1. freedom is God given right</p> <p>2. God is always with us</p> <p>3. we are free to dream</p> <p><b><u>Prayer journal</u></b></p> <p><b><u>Exit Card</u></b> (cell phone)</p>
Final Notes		
<p><b>Extend the lesson</b></p> <p>1. Celebrate student work – display cell phones on the class bulletin board</p> <p>2. Homework – distribute a second cell phone handout to students. “What is God’s call for you?”</p> <p>3. Venn Diagram – compare Harriet to Moses (Exodus 3:14)</p> <p>4. Using words and illustrations – share a time when you felt like a slave to a person, thing or place. How did you manage to overcome the feeling of being enslaved?</p>		

5. [http://www.youtube.com/watch?v=gd1LoH7b1\\_Y](http://www.youtube.com/watch?v=gd1LoH7b1_Y)

**Moses: When Harriet Tubman Led Her People Original Music Video**

How does listening to a music video change the feeling to the text? When do you use music to change your attitude or your feelings in a positive way?

6. Create a TOP TEN WAYS TO LOVE UNCONDITIONALLY. Share with other classes. Post in the hall.
7. Create a TOP TEN WAYS TO FORGIVE UNCONDITONALLY. Share with other classes. Post in the hall.

*“Teachers are like gardeners. They provide the things needed for growth: knowledge, wisdom, advice, comfort, support, and love, enabling students to develop to their full potential. In and through this delicate act of gardening, of caring and giving, the teacher facilitates the beautiful development of the life within the seed.”*

(from: Filomena Tassi & Peter Tassi, 500 Prayers for Catholic Schools & Parish Youth Groups, Twenty-third Publications, 2004.)

Who I AM... Give and Get

INSTRUCTIONS: Record five key ideas about the Underground Railway in the **Give** column. Circulate around the room sharing an idea from your list and obtaining an idea in exchange from five other students. Record ideas that you receive from others in the **Get** column.

GIVE	GET
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Who I AM... A Text Message From God

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