

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

MUSIC



## Grade 8 - Lesson 3

### Grade 8 Religion Unit 1 Lesson 3 – MUSIC

#### Who I AM Makes A Difference Because Jesus Loves ME!

Who **I AM** – ‘God of All, the Great **I AM**’

#### Background

In this lesson, students are asked to find and decode messages from songs related to the Underground Railroad. Just as Moses and Harriet (the main character from the mentor text) demonstrated courage and faith, students are given the opportunity to find real examples of courage, gratitude and the Who **I AM** message using music as an instrument to do it.

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

##### Catholic 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 the 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 conscience for moral decision making.

##### Music Expectation:

C2.1 Express analytical, personal responses to musical performances in a variety of ways.

##### History Expectation:

A2.2 Gather/organize information and evidence about perspectives of different groups on some significant events, developments, or issues

##### **Learning Goals**

- Students will demonstrate an understanding of love, forgiveness and faith as it relates to Who **I AM**.

Co-construct Success Criteria together with students.

##### **Resiliency**

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 life!

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| <p>the affected Canada or Canadians during this period, using a variety of primary resources.</p> <p><u>Language:</u></p> <p>1.1 Read a variety of increasingly complex or difficult texts from diverse cultures, including literary texts.</p>  |  |   |
| <b>Instructional Components</b>  |  |   |
| <p><b>Prior Knowledge</b></p> <p>Exodus 3:14</p> <p>Moses and the conversation with God through the Burning Bush.</p> <p>Prior understanding of the Underground Railroad</p>   | <p><b>Terminology</b></p> <p>Courage / Faith</p> <p>Determination</p> <p>Appreciation / Gratitude</p> <p>Resiliency / Positive</p> <p>Mental Health</p> <p>Celebrate Life!</p> | <p><b>Resources/Materials</b></p> <p>iPads or computer access.</p> <p>Youtube. "Sweet Honey in the Rock – Wade in the Water"</p>  |
| <b>Prayer/Scripture Focus</b>  |  |   |
| <p>In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <u>I AM</u>, we thank you for all of the good things that you have given us; for the beauty of your creation, for our school, our teachers, and for the resiliency you have programmed within us. We especially thank you for the love of our family and friends. Thank you for loving us all unconditionally, for forgiving us all unconditionally, and for making each one of us the special priceless gift that we are, amen.</p>   |  |   |
| <b>Minds On</b>  | <b>Approximately 10 Minutes</b>  | <b>Assessment</b>   |
| <p><b>Teacher Voice</b></p> <p>"Today we are going to listen to a song that helped slaves communicate with one another and almost acted as a map to help navigate or find their way when they were lost both physically and spiritually."</p> <p>Teacher plays the song '<a href="https://www.youtube.com/watch?v=RRpzEng14Hs&amp;feature=player_detailpage">Sweet Honey in the Rock – Wade in the Water</a>' (5:38 minutes) YouTube</p> <p><a href="https://www.youtube.com/watch?v=RRpzEng14Hs&amp;feature=player_detailpage">http://www.youtube.com/watch?v=RRpzEng14Hs&amp;feature=player_detailpage</a></p> <p>Please provide students with the lyrics to the music to follow along.</p> <p><a href="http://www.azlyrics.com/lyrics/tedeschitrucksband/wadeinthewater.html">http://www.azlyrics.com/lyrics/tedeschitrucksband/wadeinthewater.html</a></p> <p>Allow students the opportunity to engage in <i>Sweet Honey in the Rock</i> through a <b>Choral Reading</b>.</p> <p><b>Teacher Voice</b></p> <p>"How can you connect <i>Sweet Honey in the Rock</i> to the following:</p> |  | <p>Sweet Honey in the Rock In The Morning When I Rise</p> <p><a href="https://www.youtube.com/watch?v=ZAJBZXIzKcY">https://www.youtube.com/watch?v=ZAJBZXIzKcY</a></p> <p><b>Turn and Talk</b></p> <p><b>Anecdotal Observations</b></p> <p>Resiliency: "The ability to become strong, healthy, or</p> |

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| <div>1. Who <b>I AM</b></div> <div>2. A positive mental health attitude</div> <div>3. Resiliency</div> <div>4. A gratitude or appreciation experience</div> <div>5. Unconditional Love or Unconditional Forgiveness</div> <div>Turn and Talk to your elbow partner to share your ideas.”</div> <div>Discuss the term <i>resiliency</i>. Teacher could be explicit in saying that being resilient allows us to bounce back if and when unfortunate things happen to us.</div>  | <div>successful again after something bad happens; the ability of something to return to its original shape after it has been pulled, stretched, pressed, bent, etc.”</div> |            |
| Action  | Approximately 30 Minutes  | Assessment |
| <div>Teacher Voice</div> <div>“Songs were used in everyday life by African Slaves. Singing was tradition brought from Africa by the first slaves; sometimes their songs are called spirituals. Harriet Tubman and other slaves used songs as a strategy to communicate with slaves in their struggles for freedom. Coded songs contained words giving directions on how to escape also known as signal songs or where to meet know as map song.” (harriet-tubman.org)</div> <div>“Our Christian faith has coded songs as well. ‘The Twelve Days of Christmas’ is a coded song that speaks to the message of our faith.”</div> <div><a href="http://www.catholicnewsagency.com/resources/advent/customs-and-traditions/the-history-of-the-twelve-days-of-christmas/">http://www.catholicnewsagency.com/resources/advent/customs-and-traditions/the-history-of-the-twelve-days-of-christmas/</a></div> <div>Christian History of the 12 Days of Christmas</div> <div>“You will work with a partner for an inquiry session. Using iPads or a computer, your task is to find an example of an Underground Railroad song. Connect it the message of Who <b>I AM</b> ; gratitude, appreciation, positive mental health, resiliency, unconditional love, unconditional forgiveness, faith. “</div> <div>“In collaboration with your partner, find the lyrics to the song and decode the message. Make the connections and be prepared to present your inquiry research.”</div> | <div>Peer-to-Peer Learning</div> <div>Who I AM MUSIC Rubric</div>   |            |
| Consolidation   | Approximately 10 Minutes  | Assessment |
| <div>Once the initial task of finding a song and the lyrics is completed, students are asked to share their findings with their peers.</div> <div>As a class, students vote on what they think is the best song to reflect the</div>  | Exit Card   |            |

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| <p>message of Who <b>I AM</b>.</p> <p>When the song has been selected, students can extend their learning by participating in a choral reading of their song or leading the class in a choral reading of their song. Boys will be given one verse of the song to either sing or read and the girls will be given the next verse.</p> <p><b>Exit Card</b></p> <ol style="list-style-type: none"> <li>1. How does your personal Who <b>I AM</b> story demonstrate unconditional love and unconditional forgiveness to others?</li> <li>2. Who has made a difference in who you are, helped you become the person you are today, and supported your positive mental health?</li> </ol>   |  |
| <p><b>Final Notes</b></p>   |  |
| <p><b>Extend the lesson:</b></p> <p><b>Rap It!</b></p> <p>Create a rap that demonstrates students personal Who <b>I AM</b> map or Who <b>I AM</b> life journey. Students have to express gratitude to at least two people in their rap and why they are grateful for them. Students could also include what they have done to make a difference in others' lives.</p> <p><b>Craft</b></p> <p>Provide each student with a piece of sandpaper. Using a pencil, write the words Who <b>I AM</b>... plus one Christian symbol that represents their faith. Add colour by pressing hard with a crayon. The rough texture of the sandpaper represents the adversities – rough times – we face. Our faith navigates our path. Our path navigates our Who <b>I AM</b> story.</p> <p><b>Who I AM – Lord of the Rings</b></p> <p><a href="http://www.catholic.net/index.php?option=dedestaca&amp;id=3456">http://www.catholic.net/index.php?option=dedestaca&amp;id=3456</a></p> <p>Film Makers Say They Contemplated the Faith of Lord of the Rings</p> <p>“What evidence of unconditional love, unconditional forgiveness and the celebration of life to you see in this article that can be connected to Who <b>I AM</b>?”</p> <p>Oprah and Dr. Brene Brown – the topic of the relationship between Gratitude and Joy ... video</p> <p><a href="http://www.faithit.com/she-studied-shame-12-years-about-drop-knowledge-bomb-thatll-change-way-you-think/?c=news&amp;utm_source=newsletter&amp;utm_medium=email&amp;utm_campaign=faithit_newsletter&amp;utm_content=9/2/2014+1:24:55+PM">http://www.faithit.com/she-studied-shame-12-years-about-drop-knowledge-bomb-thatll-change-way-you-think/?c=news&amp;utm_source=newsletter&amp;utm_medium=email&amp;utm_campaign=faithit_newsletter&amp;utm_content=9/2/2014+1:24:55+PM</a></p> |  |

## Who I AM... MUSIC RUBRIC

|   | Level 4   | Level 3   | Level 2   |
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| <b>Catholic Graduate Expectations:</b><br>1.Discerning believer<br>2.Effective communicator<br>3.Reflective, creative & holistic thinker<br>4.Self-directed, lifelong learner<br>5.Collaborative contributor<br>6.Caring family member<br>7.Responsible citizen | Demonstrated thorough understanding of CGE<br><br>_____<br>Name of CGE  | Demonstrated considerable understanding of CGE<br><br>_____<br>Name of CGE  | Demonstrated some understanding of CGE<br><br>_____<br>Name of CGE  |
| <b>Understanding</b> - Comprehension of its meaning and significance (understanding)  | Student demonstrates a thorough understanding of decoding the Who <b>I AM</b> message within Music.   | Student demonstrates considerable understanding of decoding the Who <b>I AM</b> message within Music.   | Student demonstrates some understanding of decoding the Who <b>I AM</b> message within Music.   |
| <b>Thinking</b> – The use of creative thinking skills   | Through an Underground Railroad song, students demonstrate the use of creative thinking with a high degree of effectiveness to clearly show how music can speak words of empowerment to others. | Through an Underground Railroad song, students demonstrate the use of creative thinking with considerable effectiveness to clearly show how music can speak words of empowerment to others. | Through an Underground Railroad song, students demonstrate the use of creative thinking with some effectiveness to clearly show how music can speak words of empowerment to others. |
| <b>Communication</b> - The conveying of meaning through various forms   | Students MUSIC clearly expresses how Who <b>I AM</b> affects your life with a high degree of effectiveness.   | Students MUSIC clearly expresses how Who <b>I AM</b> affects your life with considerable effectiveness  | Students MUSIC clearly expresses how Who <b>I AM</b> affects your life with some effectiveness  |
| <b>Application</b> – The use of knowledge and skills to make connections between Religious Education/Mental Health & Wellness and the world outside the school  | Students MUSIC shows precise connections between Who <b>I AM</b> , positive health attitude, appreciation/gratitude with a high degree of effectiveness.  | Students MUSIC shows precise connections between Who <b>I AM</b> , positive health attitude, appreciation/gratitude with considerable effectiveness.  | Students MUSIC shows precise connections between Who <b>I AM</b> , positive health attitude, appreciation/gratitude with some effectiveness.  |

Teacher comments \_\_\_\_\_

**EXIT CARD**

# Who I AM...

How does your personal Who I AM story demonstrate unconditional love and unconditional forgiveness to others?

Who has made a difference in who you are, helped you become the person you are today, and supported your positive mental health?  
How have they helped you?

Name \_\_\_\_\_