

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

**BE WITH ME – Mentor Text** – *The Giving Tree, A Retelling of a Traditional Métis Story*

## Grade 9 – Lesson 2

### Grade 9 Religion Unit 1 Lesson 2 – Mentor Text

*'The Giving Tree, A Retelling of a Traditional Métis Story'*

**BE WITH ME** Who I AM – 'God of All, the Great I AM'

#### Background

'*The Giving Tree*' is a charming story that focuses on the boyhood reminisces of Moushoom as he describes finding the Great Giving Tree with his mother and father. Steeped in Métis culture, this vibrantly-illustrated children's book is a beautiful retelling of a traditional story. It emphasizes Métis core values and beliefs inclusive of many wonderful traits but the most important are unconditional love, celebration of life, and the connection with the Creator and Mother Earth.' Built into this lesson are a number of activities in which students will make connections to resiliency, positive mental health attitude, spiritual wellness, and Who I AM. Enjoy Life! Celebrate Life! Enjoy who you are! Celebrate who you are!

Author Leah Dorion speaking about the mentor text and the illustrations.

<https://m.youtube.com/watch?v=1-FGhbqcYMU>

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

##### Ontario Catholic School Graduate Expectations

**CGE1h** - respects the faith traditions, world religions and the life-journeys of all people of good will

**CGE7f** – respects and affirms the diversity and interdependence of the world's peoples and cultures

##### Religion Overall Expectation Family Life

Explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually, and socially.

##### Religion Specific Expectation Family Life


Recognize the importance of a healthy positive acceptance of self, with strengths and weaknesses.

##### **Learning Goals**

- Students will demonstrate an understanding of how to live in a challenging society while keeping your focus on Jesus.
- Students will demonstrate an understanding the importance of promoting and fostering positive mental health attitude and resiliency when facing adversities.

		<ul style="list-style-type: none"> <li>• Students will demonstrate an understanding of how faith is shaped by human experiences inclusive of culture.</li> </ul> <p><i>Success Criteria (suggestion)</i>  <i>Student will achieve success by recognizing the twelve values of the Métis culture and compare them to the cardinal and theological virtues of Catholic Teaching.</i></p>
<b>Instructional Components</b>		
<b>Prior Knowledge and/or Skills</b> Exodus 3:14 Moses and the conversation with God through the Burning Bush.  Grade 8 - Métis Culture	<b>Terminology</b> Métis Values Gratitude /Appreciation Unconditional Love Unconditional Forgiveness Celebrate Life!  <u><b>Resiliency</b></u> <i>The deep knowledge and understanding that we each are equipped with the necessary tools to handle the minor and major adversities that comes with life.</i>	<b>Resources/Materials</b> Bible/textbook/CCC Mentor Text ‘The Giving Tree: A Retelling of a Traditional Métis Story by Leah Dorion’. Scanner /Elmo Projector Who <b>I AM</b> ... Earth Who <b>I AM</b> ... Family Tree Who <b>I AM</b> ... Exit Card
<b>Prayer/Scripture Focus</b>		
In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <b>I AM</b> , 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 love of our family and friends. Thank you for loving us unconditionally, forgiving us unconditionally, for allowing us the opportunity to celebrate life, and for making each one of us the special gift that we are, amen.		

Minds On	Assessment
<p><b>Teacher Voice</b>            “What is the symbol on the Canada flag?            What is the significance of the Maple Leaf?            What is one of the symbols for Jesus?            What is the significance to having symbols to represent Jesus?            How do these symbols create a positive mental health feeling?”</p> <p>Teacher records various responses to the question, on chart paper.</p> <p><b>Who I AM... Family Tree</b>            Distribute the Family Tree poem to students. Have each student read a line of the poem. Read together as a class.  <b>‘How does this poem create a positive feeling from beginning to end?’</b></p> <p><b>Taking Care of the Earth Jesus Style</b>            Arrange students in groups of three. Distribute handout to students. Allow time for each group to complete questions. Invite groups to present their answers. Students sign commitment and have it witnessed by the teacher.</p>	<p><b>Anecdotal Observations and Notes</b></p>
Action	Assessment
<p><b>Prior to lesson</b></p> <ol style="list-style-type: none"> <li>Using the text, Teacher writes the 12 values of Métis Community on a chart paper to be used as an anchor to learning.</li> <li>Teacher writes the Cardinal and Theological Virtues on chart paper to be used as an anchor to learning.</li> <li>Teacher writes each of the 12 Métis Values (see text) on a small piece of paper, folds in half, and places in a basket. In a separate basket, teacher has folded pieces of paper with each of the Cardinal and Theological virtues written. Students are paired with a partner.</li> </ol> <p><b>Teacher Voice</b>            “You and your partner will receive one of the twelve values that the Métis Community holds with great honour. You will also receive a Catholic Cardinal or a Theological Virtue. Using chart paper, markers, and a positive attitude, your task is to compare your Métis Value with one of the Catholic Cardinal or Theological Virtues. You are invited to use a <b>Venn Diagram</b> to record the similarities and differences. At the bottom of your chart, each of you will write a response to this question:</p> <p><b>“Is this a value and virtue that you have been blessed with? From whom do you attribute receiving those gifts from?”</b></p>	<p>Use <b>iPad</b> to capture student success through recording group presentations. Use this video during <b>student-teacher conference</b> for assessment.</p>

<p>Allow time for students to present. Display chart paper to celebrate student success.</p> <p><b>Teacher Voice</b></p> <p>“We have discovered the Métis Community honours 12 Values. We know that our Catholic Teaching values Cardinal and Theological Virtues. I am going to share a text with you that highlight the strength and courage of the Métis. You each have a post it. As I read, you can record your ideas to answer this question. <b>What are the important similarities between the Métis Values and the values that Catholics honour?</b>”</p> <p>Teacher reads the story. It would be helpful if the text was scanned or if the teacher used an Elmo to show the story.</p> <p>Provide each student with a post it to record their ideas as they listen to the story.</p> <p>Take time to recognize the ideas recorded on the post it. If time allows, group similar ideas together to see the growth in thinking.</p> <div></div> <p><b>Inside/outside</b> circle reflection questions:</p> <ol style="list-style-type: none"><li>1. How have the Métis people faced adversities while developing a positive mental health attitude? <i>*have students on the outside of the circle, rotate 3 steps to the right</i></li><li>2. How does God want us to act in relationship with Him, to each other, and to ourselves? <i>*have students on the inside of the circle, rotate 1 step to the right.</i></li><li>3. How is faith shaped by culture?</li></ol>	<p>Present group videos for class enjoyment.</p> <p><b>Peer reflection</b> – one strength, one next step</p> <p>If possible, <b>video the presentation for assessment</b> and celebration of student success.</p>
<p><b>Consolidation</b></p> <p>Watch the video of ‘I Can Only Imagine’ with Wynonna Judd <a href="http://www.youtube.com/watch?v=8Klrc0YuikM">http://www.youtube.com/watch?v=8Klrc0YuikM</a></p> <p>How does Wynonna’s testimony speak to the message of Who <b>I AM</b>? How has her personal life story, her faith, and her music built her resiliency and positive mental health image? Explain the similarities in courage and strength and those expressed through Moushoom in the text ‘<i>The Giving Tree</i>’?</p>	<p><b>Approximately 15 Minutes</b></p> <p><b>Assessment</b></p>

## Final Notes

### Extend the lesson:

#### Who **I AM**....Friends for supper

1. Give each student 5 pieces of paper the size of a recipe card. Ask students to write their name on one of the cards. On the remaining cards they are to write the names of 4 people they would like to have a meal with...could be famous people or not so famous...could be alive or already in heaven – their choice.  
On the back of each of the four people, write down one quality of character that they admire about that person.  
Take the card with their own name on it. Place it in front of them as if they were seated at the head of the table. Carefully reflect on the remaining four people. Pick the two individuals who will sit on either side of you. Then place the others beside them. Check the back of the two cards sitting beside you. Are these character qualities reflective of your own personality? Are these character qualities what you strive to become or develop into? Chances are...they are!
2. The Who **I AM** project blends the I AM message from Moses with the I AM message of Jesus. Watch the video 'Didn't He: Randy Matthews' <http://www.youtube.com/watch?v=ctAAMEv-6MI>  
"How does Jesus' **I AM** message connect to your Who **I AM** life message?"
3. 'Names of God' <http://www.youtube.com/watch?v=T5-6gwssX0Y>  
"Which name resonates most with your understanding of God?"

### At home activity:

1. Have students write the list of 12 values honoured by the Métis. Ask each family member which value they see in **you**. Family members can take turns recognizing the values that they see in each other.
2. Together as a family, write a Dear God, prayer – thanking God for the value that your family feels is your best blessing but acknowledge the value that you feel challenged by and are still polishing.

*"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... Taking Care of God's Earth Jesus Style**

*We have a few major problems facing our Earth. Read each problem carefully. You can do something to help solve this problem by thinking **What Would Jesus Do?** Collaborate in order to complete the sentence. Thank you, love from The Earth.*

*1. The air we breathe is being polluted. It is becoming difficult to breathe, our skies are turning dark with smog due to automobile exhaust, pollutants from smokestacks and other sources.*

I can help solve this problem by

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*2. The ozone layer in our atmosphere protects us from dangerous ultraviolet rays from the sun. That layer is being destroyed by dangerous CRCs (chlorofluorocarbons released from the manufacture of products such as plastic foam containers).*

I can help solve this problem by

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*3. When sulphur dioxide and nitrogen oxides are emitted by cars and coal-burning factories, acid rain or acid snow is created. Trees, flowers, grass, animals are covered with acid rain.*

I can help solve this problem by

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*4. People have used oil, trees, and water with little effort at conservation.*

I can help solve this problem by

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*5. How do you think God feels about these environmental issues? Your Who **I AM** story is about showing gratitude and appreciation to others. What ways can you connect your Who **I AM** story to environmental issues?*

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We are committed to saving the Earth. \_\_\_\_\_ student signatures

Witnessed by \_\_\_\_\_ teacher's signature

## **Who I AM... FAMILY TREE**

**(Bible Summary)**

*God made*

*Adam ate*

*Noah built*

*Abraham split*

*Joseph ruled*

*Jacob fooled*

*Bush talked*

*Moses balked*

*Pharaoh plagued*

*People walked*

*Sea divided*

*Tablets guided*

*Land entered*

*Saul freaked*

*David peeked*

*Prophets warned*

*Jesus born*

*God walked*

*Love talked*

*Anger crucified*

*Hope died*

*Jesus rose*

*Spirit flamed*

*Word spread*

*God remained*

Exit Card

*Who I AM...*

Name: \_\_\_\_\_

How does Wynonna's testimony speak to the message of Who I AM?

How has Wynonna's personal life story, her faith, and her music built her resiliency and positive mental health image?

What are the similarities between Wynonna's courage/strength and those expressed through Moushoom in the text '*The Giving Tree*'?

Jesus Loves YOU!