

Introduction

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The questions in the student resource do not all require the same amount of time to answer, and you may want to be careful your first time through the student resource not to assign too much work.

Illustrations, photographs, and maps appear throughout the student resource. These visual materials are not intended to break up the printed page. Rather they are an integrated and fundamental part of the resource. The visuals and their captions, many of which include questions or activities, have been chosen to illustrate points being discussed, to help clarify more difficult concepts, and to encourage students to look beyond the resource. To derive maximum benefit from the resource, the visual materials should be used and studied as carefully as the print.

A Note on the Content of *Expressions of Faith*

You may find it helpful to remind your students that *Expressions of Faith* uses fiction as the mode through which to explore aspects of religious faith. This decision was taken in the belief that students would find the content more engaging and accessible if they could relate to the adventures and

impressions of other students their age.

When the fictional students of Mr. Trevey's class travel in the Time Pilgrim, their time machine, they enter the realm of world history. Through the course of the student resource's five chapters, they cover about 3000 years. Some of what they see and experience is based on fact; some is inspired by imagination.

Although some dialogue is imagined, some speeches are taken from primary sources. For example, scripture from the New Revised Standard Version of the Christian Bible is interwoven throughout chapter 1. Text from the biblical books of Exodus, Psalms, Matthew, and Galatians, in particular, is included. In chapter 2, when two students hear the Methodist John Wesley preach, all the words spoken by Wesley are his own. In chapter 4, students hear excerpts from Martin Luther King, Jr.'s, "I have a dream" speech, and when Mahatma Gandhi addresses the students, the lines about keeping one's temper under the gravest provocation are Gandhi's own. Similarly, in chapter 5, when Alice Garrigus, founder of the Bethesda Pentecostal Mission, talks about experiencing the Holy Spirit in a barn, the words are hers.

About This Teacher's Resource Guide

The Guide has four major parts.

Part 1, this introduction, outlines the structure of the student resource and this Guide. It then provides a detailed correlation chart showing the match between the outcomes of the grade 7 course and the student resource. The curriculum chart is followed by a description of the Nelson Web site provided for the resources, including the necessary password to access the teacher section of the site. Part 1 ends with several lists of resources: non-annotated and annotated written resources, annotated software and Internet resources, and a few movie listings that may prove helpful.

Part 2, A Brief Introduction to the Religious Faiths and Spiritual Beliefs Included in *Expressions of Faith*, introduces traditional Aboriginal spirituality, Judaism, Hinduism, Buddhism, Christianity, and Islam.

Part 3, Planning and Teaching Strategies, con-

stitutes the major part of the guide. The introduction to this part discusses sensitivity awareness and outlines the use of CD-ROMs and the Internet as research tools. It identifies two instructional frameworks: multiple intelligences and Bloom's taxonomy. It then goes on to present viable teaching strategies, especially cooperative learning techniques; various cognitive organizers and ways to provide enrichment and to accommodate student differences. The introduction ends with a section on assessment and evaluation.

The final section of Part 3, "Chapter-by-Chapter Support Materials," provides:

- an overview of the chapter
- detailed links between curriculum outcomes and the chapter material
- additional teaching resources, including supplementary and explanatory material where appropriate

- a suggested teaching schedule
- two sample lesson plans
- suggestions for accommodating student differences
- suggested chapter review questions and possible answers
- suggested answers to all Checkpoints, Activities, and Brain Freezes, and questions/activities in figure captions. (Where, due to the nature of the question, student answers may vary greatly, you will find sample points that students might or should make, or starter ideas.)

- additional activities and questions for discussion, along with possible answers

Finally, Part 4, Reproducible Blackline Masters, provides seven useful masters:

1. Structured Outline
2. Creating a Mindmap
3. Debate Organization Sheet
4. Peer Evaluation of a Debate
5. Sample Rubric for Persuasive Writing
6. Sample Rubric for Reflection: Journal
7. Sample Rubric for News Story

Curriculum Correlation

Note: The following abbreviations are used in the chart below:

ACT = Activity
 BF = Brain Freeze
 CKPT = Checkpoint

General Outcome 1: Students will be expected to examine the historical impact of religion on beliefs, cultures and traditions.

Theme/Organizer: Spiritual Roots

Specific Curriculum Outcomes The students will be expected to	<i>Expressions of Faith</i>
1.1 explore the impact selected living belief systems had, and continues to have, on the development of Western society	p. 10 Fig. 1.5; p. 11 ACT 1,2, BF; p. 18 ACT 3; p. 30 CKPT 1,2, ACT 1; p. 46 ACT 1; p. 58 ACT 2; p. 71 ACT 2; p. 107 ACT 1,3; p. 127 CKPT 2, ACT 2,3; p. 139 ACT 2,3; p. 147 CKPT 2; p. 170 CKPT 1,2, ACT 1, BF
1.2 explore the origins and significance of buildings, furnishings, symbols, and vestments for selected living belief systems	p. 18 CKPT 1,2; p. 30 ACT 2; p. 82 ACT 1; p. 106 Fig. 3.22; p. 147 ACT 1; p. 154 BF
1.3 explore the role selected provincial Christian denominations had, and continues to have, on shaping Newfoundland and Labrador society	p. 58 ACT 3; p. 139 ACT 3; p. 147 CKPT 1, ACT 2, BF; p. 154 ACT 1,2; p. 162 CKPT 1
1.4 understand the role played by key people in the establishment and development of Judaism and Christianity, including selected Christian denominations in Newfoundland and Labrador	p. 11 CKPT 2; p. 36 CKPT 1,2; p. 44, Fig. 2.3; p. 46 CKPT 1, ACT 3; p. 52 CKPT 1,2, ACT, BF; p. 58 CKPT 1,2, ACT 1; p. 64 CKPT 1,2, ACT 2; p. 117 CKPT 2, ACT 2,3, BF; p. 139 ACT 1; p. 154 CKPT 1; p. 162 CKPT 2, ACT 1,2