

## Introduction

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creation. They also consider the relationship between science, technology, and creation.

- In the epilogue, the campers recall highlights of their ten months together and discuss some of the ways they have changed. They also discuss some of the new ways of looking at life.

There are numerous features in *Who Am I?* that will help you teach this resource successfully. The pronunciation of unfamiliar words appears in parentheses immediately following the word when the word is used for the first time. Similarly, the first time a challenging word or concept is used in the resource, it appears in boldface type in the running text and is defined in the Definitions section in the margin. We have provided a Pronunciation Guide and a Glossary at the end of the student resource. There is also an Index at the end of the resource. Note: The Pronunciation Guide has been reproduced on pages 20–21 at the beginning of Part 2 of this Teacher's Resource Guide.

Questions and activities appear throughout each chapter. Checkpoints are meant to be resource-based, factual questions that help students determine whether they have grasped the concepts just discussed. Reflections, which are designed as individual activities, are more challenging. Some Reflections questions require students to examine carefully portions of the resource, or do some additional reading or think-

ing. Activities are often designed to be completed in pairs or groups. Like Reflections, they often require more in-depth study. Brain Freezes are designed to make students pause for a moment to consider a question or a perspective that they might not have encountered before.

A number of Quick Bytes appear throughout the resource. Students are sometimes directed to the Nelson Web site—[www.whoami.nelson.com](http://www.whoami.nelson.com)—where they will find links that they can follow to find additional information on the subject under consideration. At other times, students are asked to use a search engine to find more information about a person or topic.

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.

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## 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 8 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 *Who Am I?*,

introduces traditional Aboriginal spirituality, Judaism, Hinduism, Buddhism, Christianity, Islam, Sikhism, and the Baha'i Faith.

Part 3, Planning and Teaching Strategies, constitutes 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, Reflections, Brain Freezes, and ques-

tions/activities in 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

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## Curriculum Correlation

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

ACT = Activity  
 BF = Brain Freeze  
 CKPT = Checkpoint  
 CS = Case Study

Q = Question  
 QB = Quick Byte  
 REF = Reflection

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

**Theme/Organizer:** Historical Development of Values

Specific Curriculum Outcomes The students will be expected to	Who Am
1.1 explore how religious beliefs have influenced ‘coming of age’ in various cultures and traditions	p. 51 CKPT 1,2, BF; p. 52 ACT 1,2,3, REF 1,2; p. 54 Fig. 2.3; p. 56 ACT 1,2; p. 66 Fig. 2.13; p. 69 CKPT, ACT 1; p. 80 BF; p. 95 Q 3; p. 101 Q 1,3; p. 105 Q 1
1.2 explore how, historically, religion has impacted on the development and acceptance of values in various cultures and traditions	p. 10 Fig 1.2; p. 56 ACT 2; p. 75 ACT 4; p. 93 Q 1,2,3; p. 101 Q 3; p. 105 Q 1,3