

## Information Literacy Collaborative Planning Template

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| Grade Level: 9             | Teacher: Keegan Long and Shanna Crosby-Wilson | Date: 4/11/25       |
| Content: Intro to Religion | Unit: Intro to Christianity                   | Timeline: Two Weeks |

**State Content Standards/Benchmarks/Indicators:** **LA 10.3.1.b:** Initiate and participate in a range of collaborative discussions to express ideas clearly and build on others' ideas. **LA 10.1.6.f:** Evaluate how multimedia and visual elements contribute to meaning. **LA 10.3.1.d:** Practice listening skills to support understanding and interpretation in discussions. **LA 10.1.6.n:** Synthesize information across multiple sources. **LA 10.4.1.e:** Use evidence from literary or informational texts to support analysis and research. **LA 10.3.3.b:** Deliver an organized and engaging oral presentation using effective techniques. **LA 10.4.2.a:** Conduct short and sustained research projects to answer a question or explore a topic.

*\*ELA standards were used due to no Nebraska Religion Standards currently being in place*

*\*Notes: This unit was not able to be taught due to current job responsibility obligations and timing. The results created and used were hypothetical as if really taught. No student work examples were able to be produced due to these factors as well.*

| AASL Standards Shared Foundations | I. Inquire       | II. Include | III. Collaborate | IV. Curate   | V. Explore     | VI. Engage |
|-----------------------------------|------------------|-------------|------------------|--------------|----------------|------------|
| A. Think                          | I: A.1           |             | III: A.2         | IV: A.1; A.3 | V: A.1         | VI: A.1    |
| B. Create                         | I: B.1; B.2; B.3 | II: B.1     | III: B.2         | IV: B.1      |                | VI: B.2    |
| C. Share                          | I: C.4           | II: C.2     | III: C.1         | IV: C.3      | V: C.1; V: C.2 | VI: C.1    |
| D. Grow                           | I: D.3           | II: D.1     | III: D.1         |              | V: D.1         |            |

**Description of Pre-Assessment:** Gallery Walk-Images and quotes relating to a variety of different religions will be hung around the classroom walls. Students will walk around and write down which religion they think it comes from and what they think it might possibly represent.

**Results of Pre-Assessment:** After participating in the gallery walk, students showed a range of prior knowledge and assumptions about different world religions. Many were able to correctly identify general religious symbols, such as the Christian cross or the Star of David, but often struggled with lesser-known symbols, practices, or quotes from Eastern and Indigenous religions. The activity revealed common misconceptions such as concluding most meditation imagery solely with Buddhism. Overall, the pre-assessment effectively showed a baseline understanding of what students already know, helped spark interest, and set the stage for deeper learning over the topic.

| Learning Activities/Projects:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Materials/Resources Needed:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Person(s) Responsible:                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <p>“Religion or Not?” Sorting Game</p> <ul style="list-style-type: none"> <li>Students sort picture cards with examples into groups “Religion,” “Not Religion,” or “Gray Area”</li> <li>Students and then class discuss what characteristics make something a “religion”</li> </ul> <p>God in Pop Culture</p> <ul style="list-style-type: none"> <li>Watch clips from movies or shows that portray God or the divine.</li> <li>With partners then as a class discuss how media shapes ideas of God</li> </ul> <p>Jesus Timeline Creation</p> <ul style="list-style-type: none"> <li>Students work in groups to build a timeline of major events in Jesus’s life based on biblical accounts.</li> </ul> <p>Christian Playlist</p> <ul style="list-style-type: none"> <li>Students listen to a few modern or classic Christian songs (e.g., Amazing Grace, contemporary worship).</li> <li>Students analyze lyrics—what beliefs are being expressed? How does</li> </ul> | <p>Printed Picture Cards, Category Headings, Slideshow with Student Instructions, Student Worksheets, Timer, Projector/SmartBoard</p> <p>Video Clips: Evan Almighty, The Prince of Egypt, The Bible, Lucifer, The Shack<br/>Student Worksheets</p> <p>Large Poster Paper, Bibles, Student Computers, Markers/Colored Pencils, Glue, Scissors, Sticky Notes/Index Cards, Student Handout Worksheet</p> <p>Student Computers, Headphones, Playlist of Preselected Songs, Lyric Printouts, Projector/SmartBoard, Student Reflection Worksheet</p> | <p>Classroom Teacher</p> <p>ClassRoom Teacher</p> <p>Classroom Teacher</p> <p>Classroom Teacher</p> |

|                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                     |                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| <p>music reflect faith?</p> <p>Research Project</p> <ul style="list-style-type: none"> <li>• Students will research one prominent Christian figure and give an oral presentation to the class based on their research findings</li> <li>• Students will conduct research at library with some preselected books already chosen for them to discover</li> </ul> | <p>Preselected Books, Student Computers, Index Cards, Printer, Projector/SmartBoard, Student Handout and Rubric</p> | <p>Classroom Teacher and School Librarian</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|

**Description of Post-Assessment:** As a cumulative activity for the unit on Christianity, students will select and research a key Christian figure from history—examples include Saint Augustine, Martin Luther, Mother Teresa, or C.S. Lewis. Students will explore the individual’s life, beliefs, contributions to Christianity, and lasting impact on faith or society. After completing their research, students will create and deliver a 3-5-minute presentation to the class using a format of their choice (e.g., slideshow, poster, or video). The goal is for students to demonstrate their understanding of how Christian beliefs have been lived out and shaped over time through influential individuals.

**Results of Post-Assessment:** Following the completion of the unit on Intro to Christianity, students successfully demonstrated their understanding through their research project and created presentations on key Christian figures. Most students were able to clearly present the figure’s life story, core beliefs, and contributions. Student presentations showed growth in research skills, the ability to organize information, and the use of multimedia software tools to effectively communicate key points to fellow students. Overall, I believe the summative assessment provided strong evidence of student learning, the use of critical thinking skills, and student engagement with the material.

### **Comments/Evaluation of the Unit:**

In conclusion, I was genuinely pleased with how this unit turned out. Although I wasn't able to teach the unit in person, I had several insightful conversations with both our district curriculum coach and school librarian, and we all agreed that the hands-on nature of the unit was one of its greatest strengths. It is clear that students would respond positively to the opportunities for interactive and experiential learning. Activities that allowed them to actively participate—whether through group work or creative projects. We find that the more we can incorporate student-centered learning into our activities, the more invested and curious our students become. This unit really reinforced the importance of creating instruction that goes beyond traditional lecture formats and instead invites students to learn by doing. It's something I hope to continue building upon in future units and lesson plans, as it not only supports better learning outcomes but also creates a more dynamic and inclusive classroom environment.

## Information Literacy Checklist

**Class: Intro to Religion**

**Unit: Intro to Christianity**

|                           |                                                                                                                                          |                                                                                                                                |                                                                              |                                                                                                                |                                                                                                                                          |  |  |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Skills/Tasks              | Students will use their critical thinking skills to sort topics and determine if they could be considered a religion in a group setting. | Students will use their background knowledge to discuss with others how the media portrays the image of God in current culture | Students will organize key dates and events while working in a group setting | Students will use their understanding of media to interpret symbolic language and connect ideas across mediums | Students will use their organization skills to complete a research project about a prominent Christian figure and present their findings |  |  |
| AASL Standards Addressed: | I: A.1<br>V: C.1                                                                                                                         | II: B.1<br>IV: A.1                                                                                                             | I: B.3<br>III: B.2                                                           | I: B.1                                                                                                         | I: B.2<br>III: C.1                                                                                                                       |  |  |

### **Unit Assessment Content Rubric**

| <b>Category</b>                               | <b>4</b>                                                                                                                      | <b>3</b>                                                                                                  | <b>2</b>                                                                                        | <b>1</b>                                                                             |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Research Content                              | Information is accurate, detailed, and clearly reflects in-depth research. The student used at least two preselected sources. | Information is mostly accurate and complete. Used at least two sources, including one preselected source. | Some important information is missing or unclear. Research is shallow or from limited sources.  | Information is inaccurate or lacking. Sources not clearly used or cited.             |
| Visual Component<br>(poster, slideshow, etc.) | Student created visuals are creative, informative, and support the oral presentation with images, dates, and key facts.       | The student's visual is clear and helpful with some relevant information or images.                       | Student visual is basic or incomplete, lacking detail or relevance.                             | No student created visuals or does not support the presentation.                     |
| Oral Presentation Skills                      | The student presents a clear voice, confident delivery, good eye contact, and engages the audience.                           | The student generally uses clear voice and pacing. Some eye contact.                                      | Student's voice is hard to hear or rushed. Limited eye contact or engagement with the audience. | The student is difficult to understand, reading directly from notes, no eye contact. |

|                        |                                                                                  |                                                                |                                                                   |                                                      |
|------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------|
| Organization & Clarity | Student's presentation is well-organized with clear transitions. Easy to follow. | Student's presentation is mostly organized and understandable. | The student has some organization but is hard to follow at times. | Student's presentation is disorganized or confusing. |
|------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------|

**Books:**

| <b>Bibliographic Information</b>                                                                     | <b>Selection Tool</b> | <b>How It Will Be Used</b> | <b>How it Supports Diverse Learners</b>                                                                                                                                     |
|------------------------------------------------------------------------------------------------------|-----------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sanderson, R. (2007). <i>Saints: Lives and illuminations</i> . Eerdmans Books for Young Readers.     | Follett               | Research Project           | The short, biographical entries make it easier for students with varying reading levels to engage with the content. Also great for visual learners.                         |
| Benge, J., & Benge, G. (1998). <i>Gladys Aylward: The adventure of a lifetime</i> . YWAM Publishing. | Follett               | Research Project           | The book is written in a narrative style, making it great for students with different reading abilities, including struggling readers and English Language Learners (ELLs). |
| Benge, J., & Benge, G. (1999). <i>David Livingstone: Africa's trailblazer</i> . YWAM Publishing.     | Follett               | Research Project           | The book is written in a narrative style, making it ideal for readers at different proficiency levels, including English Language Learners.                                 |

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|------------------------------------------------------------------------------------------------------|---------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Maier, P. L. (2004). <i>Martin Luther: A man who changed the world</i> . Concordia Publishing House. | Follett | Research Project | The book is written in clear language with illustrations, which helps struggling readers, ELLs and visual learners better engage with the material. |
| Benge, J., & Benge, G. (2005). <i>C.S. Lewis: Master storyteller</i> . YWAM Publishing.              | Amazon  | Research Project | This book is supportive for struggling readers and ELL students due to its straightforward language and episodic chapters.                          |
| Hannula, R. M. (1999). <i>Trial and triumph: Stories from church history</i> . Canon Press.          | Follett | Research Project | Short, focused chapters help for manageable reading chunks, scaffolding and differentiation.                                                        |
| Benge, J., & Benge, G. (1999). <i>Jim Elliot: One great purpose</i> . YWAM Publishing.               | Follett | Research Project | The short chapters and chronological storytelling of the story will help with student comprehension and retention.                                  |

**Websites:**

<https://www.biblegateway.com/>

<https://bibleproject.com/>

<https://www.youtube.com/>

<https://www.wikipedia.org/>

<https://www.crossway.org/articles/21-key-christian-figures-you-should-know/>

<https://www.kenkalis.com/post/most-influential-christians-in-history>

<https://www.boystown.org/history>

<https://www.history.com/>

**Videos:**

Burnett, M., & Downey, R. (Executive Producers). (2013). *The Bible* [TV series]. History Channel.:

Chapman, B., Hickner, S., & Wells, S. (Directors). (1998). *The Prince of Egypt* [Film]. DreamWorks Animation.

Henderson, J., & Modrovich, I. (Executive Producers). (2016–2021). *Lucifer* [TV series]. Warner Bros. Television; DC Entertainment; Jerry Bruckheimer Television.

Shadyac, T. (Director). (2007). *Evan Almighty* [Film]. Universal Pictures.

Stuart Hazeldine (Director). (2017). *The Shack* [Film]. Summit Entertainment; Lionsgate.

### **Reflection on Planning, Teaching, and Assessment**

#### **Planning:**

Overall, I quite enjoyed planning this unit of study as I have always found a great interest in learning about different religions, especially Christianity. When I approached planning this unit, I really wanted the focus to be more hands on and engaging with the students and to really try and steer away from the traditional lecture format and PowerPoint format our classrooms have grown used to. Working with the school librarian, I was really excited with the list of activities we were able to come up with to get the students engaged and learning during this unit. Additionally, I really enjoy how this unit started off small and generic with talking about religion overall and then slowly focusing on the aspects of Christianity itself.

#### **Teaching:**

Unfortunately, this unit was not able to be taught in person due to time and current job constraints, but I look forward to passing this unit of study on to our religion department to see if it possibly comes to fruition one day. Most of these activities were designed to be taught and engaged within a classroom setting beside the final research project where

students would research and report on an important Christian figure and their impact they have had on the world and the religion itself. The research project itself would be completed in the library where preselected materials would be ready for the students to explore as well as the computer lab to create their projects on. Additionally, having two teaching staff available to help guide students along their research really helps make sure every student is getting that one-to-one interaction they need to be successful in showcasing their learning for this unit.

### **Assessment:**

Assuming the role of the classroom teacher, the final assessment would be taught and supported alongside the Boys Town school librarian, Shann Crosby-Wilson. The idea behind this assessment wasn't only to give kids exposure to the media center, but to also give them opportunities to be creative and curious during their research. Additionally, having the extra support from the school librarian allows information to be explained and pursued in different ways, just how research really is in the real world. Just because something is done one way doesn't mean the other way has to be wrong. There are multiple ways to go about doing research, which also helps our struggling students differentiate as well. In conclusion, I really enjoy the aspects of this summative assessment and the creativity and hands-on learning it allows our students to be engaged with.