



A Grade 11 Religion Research Project: Comparing the Religious Diversity in Canada to your Local School Community

TIME: 304 Minutes (4 regular class periods)

DESCRIPTION

The purpose of this lesson is to provide students with an opportunity to explore the cultural and religious mosaic of Canadian society in order to recognize the need for inter-religious dialogue and respect for other religious cultures. Students will then have the opportunity to compose their own survey with the purpose of gathering information that is relevant to the religious diversity in their own school community. Students will then have an opportunity to analyze and compare Canadian data in contrast to their own findings.

STRANDS AND EXPECTATIONS

Ontario Catholic School Graduate Expectations

- 2(c) Presents information and ideas clearly and honestly and with sensitivity to others.
- 3(f) Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
- 4(f) Applies effective communication, decision-making, problem-solving, time and resource management skills.
- 5(f) Exercises Christian leadership in the achievement of individual and group goals.
- 7(a) Acts morally and legally as a person formed in Catholic traditions.
- 7(f) Respects and affirms the diversity and interdependence of the world's peoples and cultures.

7(g) Respects and understands the history, cultural heritage and pluralism of today's contemporary society.

7(h) Exercises the rights and responsibilities of Canadian citizenship.

Strand: Research and Inquiry Skills

Overall Expectations:

RIV.01: effectively employ a variety of research and inquiry skills (opinion survey, demographic study, in-depth interview, database search, exploration of primary sources);

RIV.02: communicate the results of inquiries effectively;

RIV.03: demonstrate effective collaborative group skills.

Specific Expectations

By the end of this lesson, students will:

Be Using Research and Inquiry Skills

- RI1.01: effectively employ several research methodologies (e.g. opinion survey, demographic study, in-depth interview, database search, exploration of primary and secondary sources, internet search, and independent study);
- RI1.02: analyse research information for bias/prejudice/misinformation;
- RI1.04: demonstrate an ability to organize, interpret, and evaluate (for validity, accuracy) information gathered through research.

Have Effective Communication

- RI2.05: demonstrate an ability to summarize key ideas from research, document sources accurately;
- RI2.06: effectively communicate the results of their inquiries, using a variety of methods and forms;
- RI2.07: demonstrate an ability to use communication technology appropriately to produce/disseminate the results of their research;

Have Collaborative Work Skills

- RI3.09: work effectively in small collaborative groups;
- RI3.10: use self-assessment to strengthen cooperative learning/working skills.

PRIOR KNOWLEDGE REQUIRED

- Students should be familiar with the following terms as presented in Chapter One and Chapter Ten of the student text – *World Religions: A Canadian Catholic Perspective*.

Religious Pluralism

Agnosticism

Secularism

Multiculturalism

Monotheism

Ecumenism

Atheism

Polytheism

Tolerance

- Students should also be familiar with the “Elements of Religion” as presented in Chapter Two of the student text – *World Religions: A Canadian Catholic Perspective*.

Rituals
Central Beliefs

Marking Time
Morality

Rituals and Community
Family Life

PLANNING NOTES

The teacher will need to:

1. Read the newly revised curriculum expectations, especially the strand related to Research and Inquiry Skills produced by the Institute of Catholic Education in 2010 for Grade Eleven Religious Studies.
2. Read and familiarize themselves with Chapter One, Chapter Two, and Chapter Ten from the student text – *World Religions: A Canadian Catholic Perspective*.
3. Familiarize themselves with the most current Canadian Census results related to religion in Canada.
4. Read the article entitled “Who’s Religious?” by Warren Clark and Grant Schellenberg to gain more insight into the religious views and practices of Canadians.
5. Meet with all Grade 11 Religion teachers to coordinate the questionnaire and data collection portion of this activity and to share results.
6. Contact Grade 12 Religion teachers to coordinate the date for administering the questionnaire.

TEACHING/LEARNING STRATEGIES

Instructional Strategies

PART A

Socratic Presentation – The teacher will introduce the nature and purpose of a federal census, the nature of a questionnaire, and tips for formulating questions (Appendix A).

Think/Pair/Share – Students will then reflect on, create, and share possible census questions with a partner and finally with the larger group.

Socratic Presentation – The teacher will ask students to turn to p. 7 in the student text (*World Religions: A Canadian Catholic Perspective*) and he/she will model for students how to interpret the data presented in the pie graph. The teacher will then invite students to respond to the two reflection questions under the pie chart on p. 7.

Collaborative Learning – The teacher will hand out the Search the Canadian Stats Data Booklet (Appendix B) to students and instruct them to work with a partner to analyze the data from the 2001 Canadian Census while completing the Search the Canadian Stats: Data Analysis Questions (Appendix C). The teacher will move around the class and assist any students who are having difficulties interpreting the data. If the teacher prefers, he or she may decide to guide students through the Search the Canadian Stats Data Booklet as a class instead of placing students into small groups.

Discussion – Teacher will take up student responses to the Search the Canadian Stats Data Booklet and answer any subsequent questions.

PART B

Socratic Presentation – The teacher will review the information presented to students on the previous day on the nature and purpose of a federal census, the nature of a questionnaire, and tips for formulating questions (Appendix A). Teacher will explain to students that the goal of

today's class is to create a questionnaire to obtain information on the religious diversity in their school community. The teacher will introduce the six main themes from which they will formulate questions (Appendix D). Students will write these themes into their notes.

Brainstorming – Students will then get into six groups corresponding to the six themes (the teacher may decide to generate the groups) to brainstorm possible survey questions to ask Grade 12 students currently taking a course in Religious Education at the school (see Appendix E). Finally, students will transfer the list of questions they generated in their group to chart paper in order to present to them to the class.

Student Led Discussion – Each group will present their compiled list of questions to the class. The teacher will lead the class in a discussion on the relevance and appropriateness of the questions (bias, types of questions, etc.).

Part C

Teacher Preparation – The Teacher will consider all of the questions created by students and compile a questionnaire to be administered to Grade 12 students currently enrolled in Religious Studies at their school (See Appendix F). The teacher will have to collaborate with other Grade 11 Religion Classes to compose one survey suitable to distribute to Grade 12 Religion Classes. The teacher will then compile the questions and photocopy the required number of questionnaires.

Collaborative Learning – Ideally, two students from each Grade 11 Religion Class will visit a corresponding Grade 12 Religion Class to administer the questionnaire. The teacher will remind students that questionnaire protocol dictates that they must not be in the classroom when the questionnaire is being administered.

Those students remaining in the class will organize themselves into theme groups and organize roles (leader, reader/highlighter, recorder, runner etc.) for each group member.

Socratic Presentation – The teacher will model the procedure for tallying the results using an overhead of one or two sample tally sheets (Appendix G).

When results come in, student groups will tally the questionnaire responses in each class. The teacher will collect the tally sheets and transfer the data to a Class Data Sheet.

Individual Reflection – Teacher will photocopy and distribute the “Self-Reflection Tool” (AM 10) from the *World Religions: A Canadian Catholic Perspective – Teacher’s Manual* and students will submit their work at the end of the period.

Part D

Teacher Preparation – A Master Data Sheet (Appendix H) will be created from the completed individual class summary sheets from each Grade 11 Religion class. The Master Summary Sheet will be copied by each Grade 11 Religion teacher and distributed to all students.

Collaborative Learning – Using the results from the Master Data Sheet given to the students by their teacher, they will create one bar graph, on the large graphing paper provided, for each

question asked in their theme group. Each group will create one graph for each question asked under their “theme.”

Think/Pair/Share – students will reflect in their groups on the data they have collected and analyzed.

Presentation – Students will then come to the front of the class and present the graphs they have created with the larger group. Students are asked to report on any surprises in their research, anomalies, or other interesting findings. Students will also be asked to report on how their school results compare to the national results explored earlier and the potential value of their survey to the school community.

ASSESSMENT/EVALUATION TOOLS

The Grade 11 Religion Research Activity provides students with a wide variety of opportunities to demonstrate their knowledge using a variety of assessment and evaluation tools and each one of the Categories of Achievement are incorporated into this activity. The following tools will be used to evaluate student understanding and learning.

- Self- Reflection Tool (AM 10)
- Student-Teacher Conference
- Informal Observation
- Formal Observation (Appendix I)
- Small Group Discussions
- Class Discussions
- Presentation Rubric (Appendix J)

ACCOMMODATIONS

The following are a list of accommodation suggestions for the Grade 11 Religion Research Activity.

- Depending on whether or not the teacher is teaching the Open or University/College course he/she will need to make use of a variety of teaching strategies to address various ability levels and learning styles.
- Students’ roles within groups should be assigned based on their strengths.
- Teachers may decide to use the sample survey provided instead of having students compose the survey themselves.
- Depending on availability, teachers may decide to have students create their graphs using computer software or through an internet site.
- ESL students or students who experience reading difficulties may benefit if written material is read to them.
- Notes may be photocopied for students.
- Students who have difficulty presenting could be encouraged to create a video presentation.

- Teachers using this activity are expected to be acquainted with exceptional students' Individual Education Plans (IEPs) and to make the necessary accommodations.

RESOURCES

- Bibby, Reginald W. (2011). *Beyond the Gods and Back: Religion's demise and rise and why it matters*. Project Canada Books.
- Bibby, Reginald W. (2004). *Restless churches: How Canada's churches can contribute to the emerging religious renaissance*. Toronto: Novalis.
- Clark, Warren and Grant Schellenberg (Summer, 2006). Who's religious? *Canadian Social Trends* [Electronic version] retrieved March 25, 2011 from <http://www.statcan.gc.ca/pub/11-008-x/2006001/pdf/9181-eng.pdf>
- Fisher, Douglas and Nancy Frey. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria VA: Association for Supervision and Curriculum Development.
- Institute for Catholic Education (2006). *Ontario Catholic school curriculum policy document for Religious Education*. Toronto: Ontario Conference of Catholic Bishops.
- Institute for Catholic Education (1998). *Ontario Catholic School Graduate Expectations*. [Electronic version] retrieved March 25, 2011 from <http://www.iceont.ca/ice-publications.aspx>Toronto: Ontario
- Institute for Catholic Education (Revised April 2010). *Religious Education: Faith and Culture: World Religions*. [Electronic version] retrieved March 25, 2011 from [http://www.iceont.ca/resources/1/World Religions Gr 11 Revised Expectations.pdf](http://www.iceont.ca/resources/1/World%20Religions%20Gr%2011%20Revised%20Expectations.pdf)
- Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* Toronto: Queen's Printer.
- VandenHengel, John (2010). *World Religions: A Canadian Catholic Perspective*. Toronto: Novalis.
- VandenHengel, John (2010). *World Religions: A Canadian Catholic Perspective (Teacher's Resource)*. Toronto: Novalis.

WEB RESOURCES

- Create a Graph – <http://nces.ed.gov/nceskids/createagraph/default.aspx>
- Reginald W. Bibby – <http://www.reginaldbibby.com/>
- Catholic Association for Religious and Family Life Educators of Ontario – <http://www.carfleo.org/>
- Statistics Canada Website – www.statcan.gc.ca