Fertile Question: *How do I know what’s good and evil?*

**Core Content Area 3: Recognition and response**

<table>
<thead>
<tr>
<th>TOPIC 3.1: The examined life</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 3.1.1 Values and beliefs</td>
<td></td>
</tr>
<tr>
<td>Lesson 3.1.2 What’s happening around me?</td>
<td></td>
</tr>
<tr>
<td>Lesson 3.1.3 Suffering</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOPIC 3.2: Action and inaction</th>
<th>Extending Knowledge:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 3.2.1 Why should I do anything?</td>
<td>Power of the press</td>
</tr>
<tr>
<td>Lesson 3.2.2 Being counter cultural</td>
<td>Depthing Understanding:</td>
</tr>
<tr>
<td>Lesson 3.2.3 The power of one</td>
<td>Social Networking Media.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOPIC 3.3: In pursuit of full humanity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 3.3.1 Pursuing truth, beauty, goodness and peace</td>
<td></td>
</tr>
<tr>
<td>Lesson 3.3.2 Seeking and providing forgiveness and starting again</td>
<td></td>
</tr>
<tr>
<td>Lesson 3.3.3 What is a good life?</td>
<td></td>
</tr>
</tbody>
</table>
Fertile Question: How do I know what’s good and evil?

Core Content Area 3: Recognition and response

TOPIC 3.1: The examined life

Lesson 3.1.1 Values and beliefs

In this lesson students will identify and reflect on personal values and beliefs about goodness, truth, evil and beauty and influences on these values and beliefs.

Teachers: Before You Start.

1. Re-familiarise yourself with the teacher background on sin and virtue.

For students to identify and reflect on personal values and beliefs about goodness, truth, beauty and evil and influences on these values and beliefs, select from the following activities:

1. Explore ideas about what it means to be good.
   a. Identify views about the qualities of good friends and friendships.
      i. List the qualities of a good friend on a piece of paper. On the instructions of the teacher, screw the paper up and throw it in a random direction in the classroom. Read any that land near you or share with a partner.
      ii. Construct a class list of the qualities of a good friend by reading the lists.
      iii. Reflect on the class list making a mental note of the qualities you have.
      iv. Construct a business card for yourself offering your services as a good friend. Use a free online business card maker. (See Useful resources for tips.)

2. Investigate the ways media and advertising influence ideas about goodness, truth and beauty.
   a. Use a ‘Hot potato’ strategy (see below) to investigate what students already know and understand about the intention and impact of advertising, pop culture and cinema aimed at their age group.
      i. Divide the class into six groups. Using six large sheets of paper, write one of the following focus questions on each sheet as a heading, and hand out one sheet to each group.
      ii. Each group elects a recorder for its responses to the question, and is given two minutes to record its responses.
      iii. At the end of the time the sheet is passed to the next group, which records ideas that have not yet been suggested. No repeats are allowed. The cycle continues until all six groups have responded to all six questions.
      iv. At the end of the cycle, each group shares with the class the listed responses to the last topic it has considered.
      v. Analyse the responses and identify common themes or messages. Identify any conflicts between your own values and the themes identified, and compare the common themes with the list from the Catholic Church’s seven deadly sins and the Heavenly virtues. Discuss as a class: what if everyone accepted what was expected by the media as necessary.
      vi. How do you know what is true beauty? Discuss with a partner or with the class.
   b. Conclude this lesson by discussing the difference between needs and wants. What are the potential negative effects of allowing the wants in your life to become needs?
Fertile Question: *How do I know what’s good and evil?*

Core Content Area 3: Recognition and response

**TOPIC 3.1: The examined life**

**Lesson 3.1.2 What’s happening around me?**

In this lesson students will explore goodness, evil, truth and beauty in their own lives.

**Teachers: Before You Start!**

1. Familiarise yourself with the web 2.0 tools suggested in this unit. See Useful Resources for extra information.

**For students to explore goodness, evil, truth and beauty in their own lives select from the following activities:**

1. Prepare to engage in meaningful reflection and dialogue about what is happening around you.
   a. Complete a short meditation or breathing exercise to clear your mind and open your heart and mind to what is true, good and beautiful in your life. (Several meditative practices are described in the Spirituality and Ritual Unit in Lesson 2.2.1 *Silence, Stillness and Simplicity.* )
2. Explore the areas of goodness, truth, beauty and evil in your life.
   a. Create a mind map either on paper or digitally using a mind mapping tool such as Bubbl.us to record your thoughts and questions about the areas in your life where you recognise truth beauty, evil and goodness. An example is given in Useful Resources.
      i Consider the content of your mind map and answer the following questions: *Where did the knowledge mostly come from to choose the examples in your mind map of good, evil, truth and beauty? For example: TV, parents, religion, friends, past experiences, school.* *Was it easier to give examples for one particular component? If so, why do you think this was the case?*
   b. Select one area, goodness, truth, beauty or evil to explore further.
      i Create a collage of images using Glogster or similar. Use Google images or Flickr as a resource for images. (Refine your search in Google images at the left by subject area.)
3. Demonstrate your ability to recognise goodness, truth, beauty and evil in your life.
   a. Create cartoons to present scenarios that identify and tell stories about goodness, truth, beauty and evil in your life.
      i Draw your comics or create them digitally using Make Beliefs Comix.
      ii Justify your choices of scenarios to a partner.
Fertile Question: **How do I know what’s good and evil?**

**Core Content Area 3: Recognition and response**

**TOPIC 3.1: The examined life**

**Lesson 3.1.3 Suffering**

In this lesson students will explore personal understandings, attitudes and beliefs about suffering and responding to suffering.

**Teachers: Before You Start!**

1. Re-familiarise yourself with the teacher background about suffering.

**For students to explore personal understandings, attitudes and beliefs about suffering and responses to suffering select from the following activities:**

1. Examine ways that suffering has been depicted by artists.
   a. Examine the artwork called *The Suffering* by Czech artist Jan Zrzavy painted in 1916 and answer the following questions:
      - What do you see? Comment on the artist’s use of colour, shape, light and dark. What aspects of suffering are depicted in the painting? What was happening in the world in 1916? Who might the artist be referring to as The Suffering?
   b. Examine *White Crucifixion* by Belarusian artist Marc Chagall painted in 1938 and answer the following questions:
      - What do you see? What aspects of suffering are depicted in the painting? What is surprising about the painting? Describe your reaction to the painting.
   c. Locate contemporary works of art and/or music that express an element of suffering. Share with a small group justifying your selection.
   d. Comment on the capacity for the arts to give expression to strong emotions such as suffering.

2. Explore your own experiences of suffering in your life so far.
   a. Reflect on a time in your life when you experienced or witnessed significant suffering. Examples might include: illness of yourself, friend, relative or pet, mourning the loss of a friend, relative or pet, bullying, loneliness, depression etc.
      i. Recall the emotions felt or shown through the time of suffering.
      ii. Compare these emotions with those described in the Kübler Ross cycle of grief. These stages of grief were identified in patients or relatives of patients who had been diagnosed with a terminal illness. They are not necessarily a sequence and not all people pass through all stages. Answer the following questions:
         - When might acceptance be an inappropriate emotion as a response to suffering? Discuss with a partner.
         - How is hope different to denial?
         - What are effective strategies that could move a person through the stages of suffering? Discuss as a class.
         - What advice would you give to yourself now if you had to face that suffering again?

3. Critique the line in the audio clip of Yoda from the movie Star Wars.
   a. Research instances locally, nationally and internationally, where this path to the Dark Side has occurred.
      Report your findings in a manner of your choice.
Fertile Question: How do I know what’s good and evil?

Core Content Area 3: Recognition and response

TOPIC 3.2: Action and inaction

Lesson 3.2.1 Why should I do anything?

In this lesson students will explore their own reasons and capacity to recognise and respond to good and evil.

Teachers: Before You Start!

1. Consider inviting a member of the helping profession to speak to the class about why they chose to enter their profession, their experiences and why they continue in it today.

For students to explore their reasons and capacity to recognise and respond to good and evil select from the following activities:

1. Explore the general attitudes of the class regarding reasons for acting when you recognise unfairness or injustice.
   a. Use the continuum strategy to determine attitudes to various scenarios of good and evil. Justify positions on the continuum as requested. Examples are given in Useful Resources.
   b. Discuss issues that arise from the justification. For example: issues of personal safety, level of capability and responsibility.
2. Investigate the call for compassion and action in the Christian tradition.
   a. Form learning teams of four and read the scripture passage provided. (See Useful Resources for a list).
      i. Use the Ten Word strategy (Useful Resources) to summarise the key message contained in the scripture.
      ii. Share the statements and discuss the key message for Christians.
   b. Examine the key themes of Catholic Social teaching.
      i. Discern which teaching is applicable to the following instances of good and evil in the world:
         - A strong and effective Anti-bullying policy in a school or workplace
         - Clean up Australia Day
         - Joining a union that fights fairly for the rights of workers
         - Donating to Caritas and other Aid Agencies that help communities to help themselves
         - Subscribing to websites that promote racial hatred disguised as humour or social commentary
         - Volunteer work
         - Voting for a government that has policies that are oppressive towards certain groups of people.
3. Explore various secular groups acting for good and guarding against evil.
   a. Research a world religion to explore its teachings about the ways to live a good life and its ultimate reward.
      i. Choose from Christianity, Buddhism, Hinduism, Judaism or Islam.
      ii. Develop inquiry questions about the path to the afterlife and record in a research table.
      iii. Share findings with a group or the class by completing the following sentence:
         (insert name of religion, e.g. Muslims) believe that if you…………….in your life, you will…………..
   b. Explore the content of the United Nations Declaration of human rights, signed on the 10th December 1948.
      i. Skim read the document and create a word cloud with sifting capabilities to create a poster that represents the key message of the Declaration of Human Rights. Tagul or Wordle are two useful Word cloud apps.
      ii. Compare the key messages of the Declaration to the themes of Catholic Social Teaching.
4. Invite a local police officer, ambulance officer, nurse or member of the military as a guest speaker to present to the class about why they chose their career.
5. Conclude this lesson by reflecting on the following what if statement: What if no one acted to combat evil in the world…
Fertile Question: *How do I know what’s good and evil?*

Core Content Area 3: Recognition and response

**TOPIC 3.2: Action and inaction**

**Lesson 3.2.2 Being counter cultural**

In this lesson students will explore relationships between conscience, responsibility and peer pressure.

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**Teachers: Before You Start!**

1. Re-familiarise yourself with the *Teacher Background* about conscience, freedom and responsibility.
2. Set up a *Stixy* board for students to post discussion comments.

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**For students to explore the relationships between conscience, responsibility and peer pressure select from the following activities:**

1. **Explore attitudes to “dobbing” or “telling” held by members of the class.**
   a. Discuss with a partner, the factors that influence a person’s decision to tell someone when they have witnessed or experienced some kind of wrongdoing; bullying in the school, abuse by an adult etc.
      i. List the pros and cons of telling and not telling.
      ii. Identify the influences of conscience, personal responsibility, peer pressure and cultural expectation in your answers.
      iii. Share responses and discuss as a class.
   b. Discuss what it takes to act in a way that is counter cultural.
      i. Brainstorm the meaning of the word *courage*. List synonyms (words that mean) for courage and write five sentences using courage and the other words. For example: It takes courage to…
      ii. Create a poster using *Glogster* using images depicting courage.
      iii. Share your poster with a partner identifying common thoughts or ideas.
      iv. Consider promoting courage as virtue of the week in your class or school.

2. **Research recent instances of “whistle blowing” as examples of being counter cultural to reveal wrongdoing.**
   a. Research the 2011 news reports regarding alleged occasions of abuse in the *Australian Defence Force*.
      i. Identify the methods used to keep the reports of abuse a secret as reported by the ABC. For example: threats of violence, further abuse, loss of job/privileges, emotional blackmail etc.
      ii. Critique the structures that support a “culture of silence”. English philosopher Edmund Burke said: *The only thing necessary for the triumph of evil is for good men to do nothing.* Using your understanding gained throughout this unit, analyse the various factors that might have contributed to a culture of silence in the case of the ADF. Discuss.
      iii. What were some of the positive outcomes of “blowing the whistle” in this case?
   b. Compare the issues associated with this case with other situations where fraud or corruption has been exposed.
      i. Identify similarities and differences in the underlying values of the perpetrators. Discuss.
   c. Conclude this lesson by completing a consequences chart for at least one of the following:
      *If everybody cheated on their taxes then….*
      *If everybody picked on one kid then….*
      *If everybody dropped rubbish on the ground then….*
      *If everybody wasted their time at school then….*
      *If everybody keeps silent then…*
      i. Post your response on a class *Stixy* board.
Fertile Question: *How do I know what’s good and evil?*

Core Content Area 3: Recognition and response

**TOPIC 3.2: Action and inaction**

Lesson 3.2.3 The power of one

In this lesson students will investigate instances of significant change resulting from the ideas or actions of one person.

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**Teachers: Before You Start!**

1. Explore opportunities for students to interview local volunteers to gather information about people’s motivations for doing good in the world.

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**For students to select from the following activities:**

1. Analyse the concept of the power of one person to bring about change.
   a. Listen and view the Nickelback song and video clip *If Everyone Cared* to introduce the concept of activism.
      i. Analyse the examples of action given in the video clip. List the similarities and differences between them. Describe the capacity of each individual in the examples to act. For example, what resources did they have available to inspire others to join, to act, to support, to withstand hardship etc.
   b. Reflect on the possible consequences of inaction in these cases.
   b. Explore the actions of Australians that have led to change in many lives.
      i. Read the biographies of *Australian Local Heroes*.
      ii. Choose one story to analyse more closely and complete the following:
         - Identify the elements of truth, beauty, goodness and evil/suffering in the story.
         - Describe the values that seemed to underpin the person’s decision to act.

2. Research examples of people (volunteers) in your local school, parish, community or state who have taken or are taking action to make the world a better place for the elderly, poor, lonely, homeless, the sick, people affected by disaster, foster children, the environment etc.
   a. Interview someone in your community that you believe is making or has made a real difference.
      i. Request permission to conduct a telephone or face-to-face interview with that person.
      ii. Develop 5-10 interview questions that will gather information from the person about what they did/do, why they do it etc.
      iii. Conduct the interview. (Thank the interviewee for their time.)
      iv. Analyse the information received and construct a small report for the class or your teacher.
   b. Consider *nominating* your local hero for an Australian of the Year award.
Fertile Question: How do I know what’s good and evil?

Core Content Area 3: Recognition and response

TOPIC 3.3: In pursuit of full humanity

Lesson 3.3.1 Pursuing truth, beauty, goodness and peace

In this lesson students will investigate and reflect on what makes us fully human.

Teachers: Before You Start!

1. If intending to use activity one, listen to the podcast prior to the lesson. (20 min)

For students to investigate and reflect on what makes us fully human select from the following activities:

1. Explore the notion of what it means to be fully human.
   a. Reflect on two philosophical ideas about what makes us human: rationality (Plato) or love (Jesus)
      i. Listen to the ABC’s Philosopher’s Zone podcast regarding the evil of the Daleks from the science fiction series Dr Who for a comparison between rationality and love as the motivation to lead a moral life. (See Useful Resources for more information about ABC podcasts.)
      ii. List the human characteristics of the Daleks (either missing or present) that contribute to the perceived evil of the Daleks.
      iii. Discuss the way that cultural context, fear and evil have been connected in the Dalek characterisation over the past five decades.
      iv. Critique the comparison given in the podcast between rationality (Socrates/Plato) and love/compassion (Jesus) as the basis of human morality. Are the two mutually exclusive? Conclude this activity by stating your opinion about the relationship and relative importance of rationality, knowledge, love and compassion for morality and the fullness of humanity.

2. Explore ideas about what is truth.
   a. List as many synonyms as possible for the word “truth”. Use this list to assist you to answer the following questions:
      Who do you consider are the speakers of truth in society today?
      Why are scammers able to be successful?
      What does it mean to be true to yourself? What are the consequences when you are not true to yourself?
      How do you know when something is true?
      What is meant by the verses from the Gospel of John 8:31-33 … and the truth will set you free?
   b. Read the following reflection about how to discern what is true.
      Accept truth in all its guises, but be less intimidated by the teachings of those experts who claim scientific objectivity without acknowledging their own limits, their own hidden judgments, and their own biases, particularly when their truth touches questions of health, meaning, morality, and happiness. A good researcher admits elements of re-search, is humble about the truth… Next, recognize that expertise is a wide charm that issues forth from many circles. There are experts in science, but there are also experts in goodness, in love, in friendship, in kindness, in fidelity, in hope, in peace-making, in courage, in prayer, in honesty, in chastity, in aesthetics, in practical sanity, and in humour. When you are looking for stars by which to guide your life scan the heavens widely. Don’t lock-in on one narrow corner. There are many stars, each with its own particular expertise in giving off light. Ron Rolheiser, 2010

   i. Identify one idea from this passage about the discernment of truth that is useful to you.
Fertile Question: *How do I know what’s good and evil?*

**Core Content Area 3: Recognition and response**

**TOPIC 3.3: In pursuit of full humanity**

**LESSON 3.3.2** Seeking and granting forgiveness and starting again

In this lesson students will explore the best and the worst of humanity and the importance of forgiveness and compassion.

**Teachers: Before You Start!**

1. Consider setting up a *Stixy* board for the class to post their advice for activity one.

**For students to explore the best of humanity and the importance of compassion select from the following activities:**

1. Investigate the call to compassion from religion in the pursuit of full humanity.
   a. Choose a world religion and investigate its teaching about compassion, mercy and forgiveness.
      i. Design inquiry questions to determine teachings about compassion, mercy and forgiveness.
      ii. Research answers to questions and record appropriately.
      iii. Analyse findings and create a piece of advice for the world according to the religion researched.
      iv. Post to the class Stixy board or share appropriately.
      i. Read the text individually or as a class whilst viewing Rembrandt’s painting *The Return of the Prodigal Son*.
      ii. Complete the Story Probe strategy (Useful Resources) to gain an insight into the story.
      iii. Reflect on how you feel about the characters in the story. Where is the compassion present in the story? Where is it lacking?
      iv. Write two alternative endings for the story. The first ending should be about what happens next if both the brothers have changed. The second ending should reflect what might happen if neither brother has changed.
   c. Analyse Portia’s speech about mercy from Shakespeare’s *Merchant of Venice*.
      i. List three characteristics of mercy as described by Portia in the speech.
      ii. How are God, justice, mercy and the fullness of humanity linked in the speech?

2. Explore the triumphs of humanity. In what ways is humanity shaping a future of goodness?
   a. Determine the top three triumphs in an allocated area of human endeavour.
      i. Form learning teams of four and research inventions/ideas/discoveries/practices/creations in your allocated area that have shaped the goodness and reflected the compassion of humanity. Areas include spiritual, health, political, social, art, science, environment, literature, cinema, music and dance.
      ii. Share your research with the group and determine the group’s top three achievements with a short justification based on how much the achievement has reflected compassion and contributed to the good of humanity. Select a group spokesperson to share the group’s selections and justifications with the class.
      iii. Reflect individually on your hopes for achievements in the area you have been researching. Share ideas in your group. Generate a group statement that begins with: In the spirit of compassion, in the area of …… we hope that….
Fertile Question: *How do I know what’s good and evil?*

Core Content Area 3: Recognition and response

**TOPIC 3.3: In pursuit of full humanity**

**Lesson 3.3.3 What is a good life?**

In this lesson students will reflect on what they have learnt about living a good life.

**Teachers: Before You Start!**

1. Create a suitable atmosphere for a reflective practice.

**For students to summarise what they believe to be a good life, complete the following activity:**

1. Reflect on what you have learnt so far in your life, from parents, friends and relatives, teachers, religion, philosophy and past experience as well as what you have learnt from this course about good and evil, including wisdom about what it means to live a good life and reach full potential as a human being.
   a. Consider what you would like your life to be like in ten years’ time.
      i. Reflecting on where you are now and responding to the question: *what is a good life?* set yourself a life goal for each of the following eight areas: education, employment, health/fitness, spiritual life, relationships, adventures, contribution to community and assets. Your goals should reflect your knowledge about good and evil.
      ii. Compare your goals with a partner respectfully, and justify how your goals represent your knowledge about how to live a good life.
Lesson 3.1.1

**Business Card Land** is a free online business card maker that allows limited design of printable cards. Choose from the free designs, add the text into the multiple address lines (instead of addresses) and print your cards.

Back to Lesson

Lesson 3.1.2

**Bubbl.us**

**Bubbl.us** is a mind mapping tool that helps learners to think about and explore ideas and questions about a topic. It is a useful tool for brainstorming and developing framing questions for an investigation. It requires an email and password to register but is free to use and you can save and print your work.

Example:

![Mind map](image)

**SWOT analysis**

A SWOT analysis is an activity designed to assist learners to critique or evaluate activities or ideas. SWOT is an acronym for strengths, weaknesses, opportunities and threats.

**Make Beliefs Comix**

Create digital cartoons with this easy to use free cartooning tool. Choose from a variety of characters, manipulate their expressions and add dialogue or thought bubbles to complete your toon. If the class doesn’t have access to the internet, there is a library of **printable cartoons** that allow you to print comics and add the dialogue the presented scenario and written into the speech bubbles.

**Glogster** for teachers allows you to give access to up to fifty students for free to create posters, share work etc. For a full tutorial see [here](#).
Lesson 3.1.3

**Elizabeth Kübler Ross Cycle of Grief.** Access this website for more information about the cycle of grief.

![Cycle of Grief Diagram]

Lesson 3.2.1

**Scenarios for continuum strategy**

Students place themselves along the continuum line from *definitely act* to *definitely wouldn’t act*, with *unsure* in the middle.

i. Little sister/brother is pushed over in the playground by another child same age and size.

ii. Dog wandering around on the street obviously starving and uncared for.

iii. You become aware that a number of people in your community are living in their cars or on the street.

iv. Government decides to continue detaining young refugee children in detention facilities.

v. You discover your parents are claiming thousands of dollars fraudulently through Centrelink.

vi. Friends are planning a party with no parental supervision. Someone has put a public invitation out on Facebook.

vii. You live next door to an elderly lady and you haven’t seen her for a few days.

viii. A friend confides in you about an incidence of sexual abuse.

ix. A person in your class is constantly the target of bullying. You are with a group of friends one of whom trips the person deliberately as they walk past.

**Scripture Examples**

Passages can be accessed online at Bible Gateway.com

Separating the sheep from the goats - Matthew 25: 31-42


Beatitudes - Matthew 5: 1-11

Salt of the earth - Matthew 5:13-16

Colossians 3: 1-15

1 Thessalonians 5:12-19.
Lesson 3.2.1

Ten Word Strategy

A Ten Word Strategy encourages students in small learning teams to collaboratively synthesise meanings of paragraphs or sections of texts. Students read or view a paragraph or section of static print text or dynamic text, eg multimodal/multimedia texts, and jointly construct a ten word meaning for that paragraph or section. This strategy relies on the students’ capacity to make meaning, collaborate, interpret and synthesise texts.

Process for the Ten Word Strategy:

- Clarify with the students that the purpose of this strategy is to develop students’ capacity to make meaning and interpret text in learning teams.
- Students read or view a paragraph or section of static or dynamic text.
- In learning teams, students discuss the meaning of the paragraph or section. Each team member should provide a meaning.
- The learning team then negotiates a ten-word meaning for the paragraph or section. One student should record the meaning. All students should be involved in creating the ten-word meaning. No more than ten words can be used for each meaning.

Back to lesson

Lesson 3.2.2

Word Clouds

Many word cloud applications are making their way to the internet. See ResourceLink for a detailed analysis of current word cloud makers in 2011.

Tagul

Tagul requires an email registration and a password but has features that Wordle doesn’t have. Up to 18 clouds can be saved to a private web space. Clouds can be made into different shapes and the words can be sifted, removed and put back according to your instructions.

Lesson 3.3.1

ABC Philosopher’s Zone is a useful resource for philosophical questions. As well as looking at the world of philosophy, the Philosopher’s Zone also looks at the world through philosophy. Today fundamental and perplexing issues - risk assessment, bio-technology, our relations with animals, relations between cultures, the question whether a society can be open, tolerant and, at the same time, secure and the Zone looks at what philosophical analysis can contribute to our understanding of these issues.

Back to Lesson

Lesson 3.3.2

Stixy is an online noticeboard for sharing ideas. It requires an email address and password and the email addresses of all those who you wish to share the board with. If you have trouble accessing Stixy you may need to download Mozilla Firefox as your browser. This is also free and simple to do.

Back to Lesson
Story Probe Strategy

Story Probe is a strategy that provides students with a guided process to unravel the deeper meaning behind a text. When students examine a number of contextual clues to a text they often discover insights into the purpose and meaning of the text.

The following worksheet can assist students to probe deeper into a text.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the main characters in this text?</td>
<td></td>
</tr>
<tr>
<td>What event/story came before this text?</td>
<td></td>
</tr>
<tr>
<td>Are there any repeated words or phrases? What are they?</td>
<td></td>
</tr>
<tr>
<td>What is the setting of the story? What was happening at the time?</td>
<td></td>
</tr>
<tr>
<td>What are the main symbols or images used in this story?</td>
<td></td>
</tr>
<tr>
<td>What are your thoughts and feelings as you read the story?</td>
<td></td>
</tr>
<tr>
<td>What mind pictures do you get when you read this story?</td>
<td></td>
</tr>
<tr>
<td>What do you think the author is like? Is there any message they are trying to get across in this story?</td>
<td></td>
</tr>
<tr>
<td>What are some key words or phrases you like in this story?</td>
<td></td>
</tr>
</tbody>
</table>
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