



Saskatchewan Catholic Schools Curriculum Permeation

REVEALING CHRIST
IN ALL WE TEACH

SOCIAL STUDIES 4

2013

“Revealing Christ In All We Teach”

A Curriculum Permeation initiative of the Saskatchewan Catholic School Boards Association

Introduction:

“The Gospel spirit should be evident in a Christian way of thought and life which permeates all facets of the educational climate. Prime responsibility for creating this unique Christian school climate rests with the teachers, as individuals and as a community.” (The Religious Dimension of Education in a Catholic School, 1988 #25 -26.)

Teachers in Saskatchewan are mandated by the Ministry of Education to implement provincial curricula. Teachers in Saskatchewan Catholic Schools are further charged to utilize the “Revealing Christ in All We Teach” resources to permeate the Ministry curriculum with the Catholic world view.

Our Catholic schools seek to create a learning environment that reflects the identity and character of the Catholic Church. In each of our Catholic schools throughout Saskatchewan, we strive to become learning environments in which the uniqueness of our Catholic faith is expressed in all we do.

We believe that teaching in our Catholic schools is a ministry in which all are called to witness their faith. The teaching that occurs within our Catholic schools ought to reflect more than the content and objectives of the provincial curricula. In addition to these core fundamentals, we are called to infuse our Catholic beliefs and values in all subject areas.

In an ever-increasing secular world in which religious beliefs are dismissed, we must take up the challenge to see that the teaching of our Catholic values and beliefs are not limited to Religion and Christian Ethics classes alone, but are taught across the entire curricula. Our Catholic faith must permeate all subject areas! This undertaking is critical to the distinctiveness of Catholic education in Saskatchewan.

As Catholic educators, how do we permeate our Catholic teachings across the curricula? How do we, for example, discuss our church’s teachings on respect for the environment in science classes? How do we promote social justice in our studies of the humanities? How do we critique literary works through the eyes of our faith? In biology, how do we promote the sanctity of all human life, indeed, all of creation?

At the direction of the Saskatchewan Catholic School Boards Association, the following resource has been produced to assist teachers in the permeation of our Catholic faith across the curricula. A number of dedicated Catholic teachers in Saskatchewan have contributed to this resource by developing and sharing a variety of activities, lessons, and units for this purpose.

Please note: Teachers are invited to submit feedback and/or suggestions for additional faith permeation ideas to their Religious Education coordinator/consultant.



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Social Studies 4 Faith Permeation Essential Connections

Because the Social Studies curriculum is not divided into units of study, the Faith Permeation lessons are based on the four broad goals for K-12 Social Studies and on the outcomes and indicators for each of these goals.

In Social studies at the Grade 4 level students explore the history, culture, geography and economy of the province of Saskatchewan.

Students will come to understand how deeply connected people are to the land. They will explore agriculture – past and present – as well as other primary industries of the province.

First Nations and Metis have a rich history in Saskatchewan. Students will explore this history and the treaty relationship that is an important part of Saskatchewan.

Students will develop an understanding of “how Saskatchewan came to be the dynamic province it is today”.

K-12 Goal: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations. (IN)

Catholic Faith Focus for Learning:

These Faith Permeation lessons will enable students to explore several Catholic communities in Saskatchewan. They will understand why people built these communities and why they are still important today. They will also learn about their own parish and its history.

Students will explore several people, born in Saskatchewan, who have spent their lives following Jesus’ example and doing His work. They will understand these people have made significant contributions to the welfare of all people – both in Saskatchewan and in Canada. Students will understand how these people are signs of God’s kingdom in our world today.

Catholic Faith Big Ideas (answers to the essential questions):

777 The word “Church” means “convocation”. It designates the assembly of those whom God’s Word “convokes”, i.e. gathers together to form the People of God, and who themselves, nourished with the Body of Christ, become the Body of Christ. (Catechism of the Catholic Church)

780 The Church in this world is the sacrament of salvation, the sign and the instrument of the communion of God and men. (Catechism of the Catholic Church)

1180 When the exercise of religious liberty is not thwarted, Christians construct buildings for divine worship. These visible churches are not simply gathering places but signify and make visible the Church living in this place, the dwelling of God with men reconciled and united in Christ. (Catechism of the Catholic Church)

Matthew 6:1-3 “Beware of practising your piety before others in order to be seen by them; for then you have no reward from your Father in heaven. So wherever you give alms, do not sound a trumpet before you, as the hypocrites do in the synagogues and in the streets, so that they may be praised by others. Truly I tell you, they have received their reward. But when you give alms, do not let your left hand know what your right hand is doing, so that your alms may be done in secret; and your Father who sees in secret will reward you.” (NRSV)

898 By reason of their special vocation it belongs to the laity to seek the kingdom of God by engaging in temporal affairs and directing them according to God’s will ... It pertains to them in a special way so to illuminate and order all temporal things with which they are closely associated that these may always be effected and grow according to Christ and may be to the glory of the Creator and Redeemer. (Catechism of the Catholic Church)

913 “Thus, every person, through these gifts given to him, is at once the witness and the living instrument of the mission of the Church itself according to the measure of Christ’s bestowal”. (Catechism of the Catholic Church)

942 By virtue of their prophetic mission, lay people “are called ... to be witnesses to Christ in all circumstances and at the very heart of the community of mankind” (GS 43 & 4). (Catechism of the Catholic Church)

Catholic Faith Essential Skills:

- Students will be able to name several Catholic communities that have been built in Saskatchewan.
- Students will understand why Catholic communities were built.
- Students will become more familiar with the history of their own parish community.
- Students will be able to name some people, born in Saskatchewan, who, in following Jesus' example, have made contributions to all people in Saskatchewan and in Canada.
- Students will explore ways in which they can follow Jesus' example in their lives.
- Students will understand that to follow Jesus is to do His work with humility.

Catholic Faith Essential Questions:

- a. What Catholic communities have been built in Saskatchewan and why were they built?
- b. How has the local parish grown and changed over the years?
- c. Who are some people who were born in Saskatchewan and have made important contributions to our province and to our country while following Jesus?
- d. What can we do to show that we are led by Jesus' example?

Lesson 1: The Establishment of Catholic Communities in Saskatchewan

Description: In this lesson, students will understand that many Roman Catholics came to Canada and to Saskatchewan in order to find the freedom to worship the way they wanted.

Students will explore several Catholic communities that were built in Saskatchewan and will find out why they were built. They will also learn the history of their own parish community.

Provincial Curriculum Outcomes and Indicators Addressed:

IN 4.2 Describe the origins of the cultural diversity in Saskatchewan communities.

- c. Trace and represent the history of European immigration to Saskatchewan including those who came for economic reasons (explorers, fur traders, homestead farmers) and religious reasons (Mennonites, Hutterites, Doukhobours).
- h. Identify the significance of historic buildings and places associated with cultural diversity in the community and province.

Materials Needed:

- Large poster paper

Teacher Note:

Websites for the Catholic communities are:

<http://www.campioncollege.sk.ca> (Click on **History**).

<http://www.stmcollege.ca> (Click on **About**. Then click on **College History**).

<http://users.accesscomm.ca/holyrosary> (Click on **Enter**. Then click on **History**).

<http://www.stpeterscollege.ca> (Click on **About**. Then click on **History**).

<http://www.gravelbourg.ca> (Click on **Our Lady of Assumption R.C. Co-cathedral**).

Communities in the Archdiocese of Regina can find information about their parish in the book titled Faith Alive! Celebrating our Past: Hope for our Future.

Obtain the names of people who are knowledgeable about the local parish and its history.

Instructional Procedure:

1. Discuss some of the persecutions that Catholics faced before coming to Canada (e.g., allegiance to the Catholic Church was considered treason and if found guilty a person would be executed – Thomas More; land owned by Catholics was taken away and given to Protestants; many Jesuit missionaries were killed; etc.). As a result of this persecution, many Europeans travelled to Canada and to Saskatchewan so that they could experience religious freedom.
2. Identify Catholic communities that have been built in Saskatchewan (e.g., St. Peter's College in Muenster; St. Thomas More College at the University of Saskatchewan; Campion College at the University of Regina; Holy Rosary Cathedral in Regina; Our Lady of Assumption R.C. Co-cathedral in Gravelbourg; etc.).

3. Divide the students into six groups. Assign each group one of the Catholic communities to research. Have one group research the history of their local parish community. Make sure that students find out why each community was built.
4. Have each group make a poster about the community they research. Have them share their posters with the whole class.

Lesson 2: Doing God's Work

Description: In this lesson, students will explore the accomplishments of Saskatchewan-born people who, while following Jesus' example, have made significant contributions to the people of Saskatchewan and of Canada. Students will understand that to follow Jesus is to do His work with humility.

Provincial Curriculum Outcomes and Indicators Addressed:

IN 4.3 Determine the influence Saskatchewan people and programs have had on a national scale.

- b. Represent the accomplishments of prominent Saskatchewan people whose contributions in their field are nationally or internationally recognized in a gallery, media clips, vignettes, or other media.

Teacher Note:

The Diocese of Saskatoon has a website <http://www.scs.sk.ca>, (click on **Ordinary People Doing Extraordinary Things: Stories from the Saskatoon Catholic Community**), that gives excellent information on Catholics who have made contributions to their Catholic community.

Instructional Procedure:

1. Make a list of prominent Saskatchewan people whose contributions to following Jesus Christ have been recognized provincially, nationally or internationally. Some people to include are:
 - Mary Jo Leddy who is a Catholic theologian, writer and activist. She established Romero House.
 - Bishop Donald Bolan of Saskatoon promotes ecumenism.
 - Bishop James Mahoney of Saskatoon is an advocate of Catholic education.
 - Father Morand is the founder of Guadeloupe House (<http://www.gscs.ca/catholiccentennialstories>).
 - Bishop Murray was the first bishop of the Diocese of Saskatoon and established St. Thomas More College.
2. Have each student research the accomplishments of one prominent person from Saskatchewan.
3. Students can choose to present their research in one of several ways (eg., make a trading card for the person, vignette, role play, media clip, gallery display, etc.).
4. Have students brainstorm ways in which they can follow Jesus that will be recognized by others. Stress that their actions should be recognizable without them telling others what they are doing. They should be done with humility. Read Matthew 6:1-3 to them and discuss.

APPENDIX 1

Table of Correlations

Teacher Note:

Fully Alive will be referenced as FA.

Come and See will be referenced as CS.

Faith Permeation Lesson Documents	Outcomes and Indicators	Catechism of the Catholic Church	Gospel/biblical references/Church documents and encyclicals	Christian Ethics Resources
Lesson 1: The Establishment of Catholic Communities in Saskatchewan	IN 4.2 c, h	777 780 1180		CS Unit 1 The Church Hands on the Good News Topic 2 Movement 2 – Our Parish Family Passes on Stories
Lesson 2: Doing God's Work	IN 4.3 b	898 913 942	Matthew 6:1-3	FA Created and Loved by God Topic 5 – Connected to Each Other FA Theme 5 Living in the World Topic 3 - Building God's World CS Unit 4 A Light Shines in the Darkness Theme 10 Movement 3 – We Discover that we, too, are Signs of Hope CS Unit 4 A Light Shines in the Darkness Theme 11 Movement 3 – Witnesses to the Light CS Unit 6 Jesus Reveals the Compassion of God Theme 16 Movement 4 – Signs of God's Kingdom in our Community

K-12 Goal: To analyze the dynamic relationships of people with the land, environments, events, and ideas as they have affected the past, shape the present, and influence the future. (DR)

Catholic Faith Focus for Learning:

These Faith Permeation lessons will enable students to explore the land of Jesus' birth – Israel. They will be able to compare Israel to Saskatchewan and will understand that where Jesus was born and lived is vastly different.

Students will learn about the value of keeping promises. The treaties with the First Nations/Metis, like promises, must be kept.

Students will begin to learn about the impact of Church-run residential schools on First Nations/Metis children.

Catholic Faith Big Ideas (answers to the essential questions):

Thoughts on the Holy Land by Pope John Paul II “Especially charged with meaning will be the visit to Jerusalem, the place of the death on the Cross and of the Resurrection. Certainly there are many other places associated with the earthly life of the Savior and so many of them deserve to be visited. How can we forget the Mount of Beatitudes, or the Mount of the Transfiguration, or Caesarea Philippi ... In the Holy Land, from north to south, we may say that everything recalls Christ. But I will have to be satisfied with the more important places, and Jerusalem in a sense sums them all up. There, please God, I intend to immerse myself in prayer, bearing in my heart the whole Church ... (Jubilee Pilgrimage to the Holy Land, March 20-26, 2000).

2147 Promises made to others in God's name engage the divine honour, fidelity, truthfulness, and authority. They must be respected in justice. To be unfaithful to them is to misuse God's name and in some way to make God out to be a liar. (Catechism of the Catholic Church)

Numbers 30:2 When a man makes a vow to the Lord, or swears an oath to bind himself by a pledge, he shall not break his word; he shall do according to all that proceeds out of his mouth. (NRSV)

Psalms 89:34 I will not violate my covenant
or alter the word that went forth from my lips. (NRSV)

2229 As those first responsible for the education of their children, parents have the right to *choose a school for them* which corresponds to their own convictions. This right is fundamental. As far as possible parents have the duty of choosing schools that will best help them in their task as Christian educators. Public authorities have the duty of guaranteeing this parental right and of ensuring the concrete conditions for its exercise. (Catechism of the Catholic Church)

Catholic Faith Essential Skills:

- Students will be able to compare the size and population of Israel to that of Saskatchewan.
- Students will compare/contrast Israel's capital city, Jerusalem, to that of Regina which is Saskatchewan's capital city.
- Students will discover that only two percent of Israel's people are Christian, while thirty percent of Saskatchewan's population is Roman Catholic. (There are other Christian religions as well).
- Students will learn about the value of keeping a promise.
- Students will learn that treaties, like promises, need to be honoured.
- Students will begin to develop an understanding of the impact residential schools had on First Nations/Metis children.

Catholic Faith Essential Questions:

- a. How does the country where Jesus was born and lived – Israel – compare to Saskatchewan?
- b. Why is Jerusalem so important in the life of Jesus?
- c. What does Jesus teach us about keeping promises?
- d. How are treaties like promises?
- e. What impact did residential schools (run by the Church) have on First Nations/Metis children?

Lesson 1: Israel – Jesus' Country

Description: In this lesson, students will explore Israel – the country of Jesus' birth and where He grew up. They will understand how small Israel is in comparison to Canada and to Saskatchewan.

Students will compare the capital cities – Jerusalem and Regina. They will come to understand that where Jesus grew up is very different from where they are growing up.

Provincial Outcomes and Indicators Addressed:

DR 4.1 Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.

- a. Locate Saskatchewan on a map of Canada, North America, and the world.

Materials Needed:

- Globe
- Map of the world

Teacher Note:

Statistics for Israel:

- 8000 square miles or 20 770 square kilometres in size
- Population is 7 933 200
- Two percent of the population is Christian

Statistics for Saskatchewan:

- 651 036 square kilometres in size
- Population is 1 089 807
- Thirty percent of the population is Roman Catholic (the percentage is higher if you include other Christian religions)

Instructional Procedure:

1. Find Israel on a globe or world map. Then find Saskatchewan. Have the students describe where they are in relation to one another (eg., continent, hemisphere, latitude and longitude, etc.).
2. Compare the size, population and percentage of Christians in Israel to that of Saskatchewan. Note: a map showing the size of Israel to Canada is included at the end of the lesson.

3. Have students identify the capital cities of Israel (Jerusalem) and of Saskatchewan (Regina). Working with a partner, read about each city. Make a list of at least five interesting comparisons or contrasts. Share these lists with the whole class.

A good website for Jerusalem is: http://www.akhlah.com/israel/places_in_israel (Click on **Jerusalem**).

A good website for Regina is: <http://www.regina.ca> (Click on **Regina Facts**).

After the activity, stress that Jerusalem is so important in the life of Jesus because it is the site of His death and resurrection. It is also where he instituted the sacrament of Eucharist.



Israel: 8019 sq mi
20,770 sq km

Canada: 3,851,809 sq mi
9,976,140 sq km



Lesson 2: The Value of Keeping Promises

Description: In this lesson, students will learn about the value of keeping promises. They will understand that the treaties made with the First Nations/Metis people are promises and that they should be honoured. God expects nothing less of us. Students will begin to understand the role of the Catholic Church in residential schools. By listening to a story of someone who attended a residential school, they will come to understand the impact residential schools had on First Nations/Metis children.

Provincial Outcomes and Indicators Addressed:

DR 4.3 Analyze the implications of the Treaty relationship in Saskatchewan.

- c. Research Treaty provisions, including the spirit and intent of Treaties as well as material considerations.
- d. Assess the benefits of Treaties to all Saskatchewan people.

Teacher Note:

Some excellent resources on First Nations/Metis children and residential schools are:
Fatty Legs: A True Story by Christy Jordan-Fenton, Margaret Pohiak-Fenton, Liz Amini-Holmes

No Time to Say Goodbye: Children's Stories of Kuper Island Residential School by Sylvia Olsen

As Long as the River Flows by Larry Loyie and its sequel

Goodbye Buffalo Boy by Larry Loyie

My Name is Seepeetza by Shirley Sterling

A Stranger at Home by Christy Jordan-Fenton

Sammy Goes to Residential School by Mary Lingman

Kookum's Red Shoes by Peter Eyvindson

Instructional Procedure:

1. Treaties were promises/commitments made to First Nations/Metis people by the Europeans. Unfortunately, many of these treaties have not been honoured. Discuss Jesus' teachings on keeping promises. Read Numbers 30:2 and Psalm 89:34 to them. Jesus teaches that if you promised something just by saying you would do it then God expects you to do it to the best of your ability as if you were doing it for Jesus/God Himself. The promises that we make demonstrate our Christian values. Jesus teaches us to be honest in our promises! If we are to follow Jesus, then the promises made in the Treaties must be kept.
2. One important part of Treaty is education. Discuss the Catholic Church's role in the education of First Nations/Metis children. Residential schools will be part of this discussion.
3. Read a story about residential schools to the students. As you are reading, have the students make jot notes of the impact of residential schools on the First Nations/Metis children (e.g., isolation of the children, loss of culture, loss of language, loss of identity, parents had no say in the education of their children, etc.). Any of the books listed in the "Teacher Note" section are suitable to read aloud.

APPENDIX 2

Table of Correlations

Faith Permeation Lesson Documents	Outcomes and Indicators	Catechism of the Catholic Church	Gospel/biblical references/Church documents and encyclicals	Christian Ethics Resources
Lesson 1: Israel – Jesus’ Country	DR 4.1 a		Thoughts on the Holy Land by Pope John Paul II on his Jubilee Pilgrimage to the Holy Land, March 20-26, 2000	FA Theme 5 Living in the World Topic 1 – The World is our Home CS Unit 5 Jesus, Born of a Woman Theme 13 Movement 3 – A Pilgrimage to the Holy Land
Lesson 2: The Value of Keeping Promises	DR 4.3 c, d	2147 2229	Numbers 30:2 Psalm 89:34	CS Unit 10 Jesus’ Spirit is With Us Theme 28 Movement 1 – We Reflect on Promises Unit 10 Jesus’ Spirit is With Us Theme 28 Movement 2 – The Story of Jesus Continues Through the Power of the Spirit

K-12 Goal: To Investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations. (PA)

Catholic Faith Focus for Learning:

In this Faith Permeation lesson, students will explore the decision-making hierarchy of the Catholic Church. They will understand that the leader of the Church is the Pope, who is responsible only to God. Therefore, he is guided by God.

Students will learn that bishops/archbishops make decisions for the churches in the area under their care. They are under the guidance of the Pope.

Students will learn that the priest and elected members of the Parish Pastoral Council make decisions for the local parish. They, too, are under the guidance of Rome.

Catholic Faith Big Ideas (answers to the essential questions):

882 The *Pope*, Bishop of Rome and Peter’s successor “is the perpetual and visible source and foundation of the unity both of the bishops and of the whole company of the faithful. For the Roman Pontiff, by reason of his office as Vicar of Christ, and as pastor of the entire Church has full, supreme, and universal power over the whole Church, a power which he can always exercise unhindered.” (Catechism of the Catholic Church)

883 “The *college or body of bishops* has no authority unless united with the Roman Pontiff, Peter’s successor, as its head.” As such, this college has “supreme and full authority over the universal Church; but this power cannot be exercised without the agreement of the Roman Pontiff.” (Catechism of the Catholic Church)

886 “The individual *bishops* are the visible source and foundation of unity in their own particular Churches. As such, they “exercise their pastoral office over the portion of the People of God assigned to them,” assisted by priests and deacons. But, as a member of the episcopal college, each bishop shares in the concern for all the Churches. The bishops exercise this care first “by ruling well their own Churches as portions of the Universal Church,” and so contributing “to the welfare of the whole Mystical Body, which from another point of view is a corporate body of Churches.” They extend it especially to the poor, to those persecuted for the faith, as well as to missionaries who are working throughout the world. (Catechism of the Catholic Church)

Post Synodal Apostolic Exhortation – Christifideles Laici – of His Holiness John

Paul II #27 The Council’s mention of examining and solving pastoral problems “by general discussion” ought to find its adequate and structured development through a more convinced, extensive and decided appreciation for “Parish Pastoral Councils”, on which the Synod Fathers have rightly insisted (102). (Section – the Apostolic Commitment in the Parish)

Catholic Faith Essential Skills:

- Students will understand that the Pope is the leader of the Catholic Church and is responsible only to God.
- Students will learn about the role of bishops and archbishops in making decisions for the Church.
- Students will understand how decisions are made for all parish members.

Catholic Faith Essential Questions:

- a. What is the role of the Pope in the Catholic Church?
- b. What is the role of the bishops/archbishops in the Catholic Church?
- c. How are decisions made in the local parish?
- d. What is the role of the elected Parish Pastoral Council in decision-making?

Lesson 1: Decision-Making in the Catholic Church

Description: In this lesson, students will learn about decision-making in the Catholic Church. They will understand the roles of the Pope, bishops or archbishops, priests and the Parish Pastoral Councils.

Provincial Outcomes and Indicators Addressed:

PA 4.1 Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.

- a. Identify ways in which Saskatchewan people can be involved in making decisions which affect their local communities (e.g., run as a candidate for school board, local government, or band elections; vote during elections attend community forums).

Teacher Note:

Arrange to have the parish priest or a member of the Parish Pastoral Council come into the classroom to talk about how decisions are made in the local parish.

Instructional Procedure:

1. Make a list of everything that the students know about the Pope. Delete incorrect information. Add missing facts to the list. Facts that should be shared with the children are:
 - The Pope is the leader of the Catholic Church and the direct successor of St. Peter.
 - The present pope is Pope Francis.
 - The Pope lives in Vatican City, which is actually the smallest country in the world. It is completely contained within the city of Rome.
 - The Pope is sometimes called the “Bishop of Rome” or the “Vicar of Christ”.
 - The word “Pope” comes from the Latin word “papa” meaning father.
 - The actual office held by the Pope is called the papacy.
 - Usually the Pope continues being Pope until he dies. Pope Benedict XVI is the first Pope to resign in the last six hundred years.
 - The Pope has supreme and complete power and jurisdiction to decide questions of faith and morals and to arrange the discipline of the universal Church.
 - The Pope is responsible only to God.
 - The Pope is elected by a group (conclave) of cardinals who must be under the age of eighty.

2. Discuss the meaning of the word diocese. A diocese is an area in which the churches are under the authority of one bishop. If a diocese is especially large or historically significant, it is known as an archdiocese. Saskatchewan is currently in the care of five dioceses – three full dioceses in southern Saskatchewan and two regions in northern Saskatchewan which are part of dioceses in Manitoba and the North West Territories. (See map at the end of this lesson).

Regina is an archdiocese. An archdiocese is no different than a diocese, but the power of their pastors is different.

Each diocese is headed by a bishop or, in Regina's case, an archbishop. A bishop is appointed to an area by the Pope. The names of the current bishops are:

Archdiocese of Regina – Archbishop Daniel Bohan

Diocese of Saskatoon – Bishop Donald Bolan

Diocese of Prince Albert – Bishop Albert Thevenot

The bishops must follow the Pope's guidance when making decisions for their diocese.

3. Next in the decision-making process is the local church, its priest and the elected members of the Parish Pastoral Council.

Invite the parish priest or a member of the Parish Pastoral Council to visit and discuss how decisions are made.

Before the visit, create a KWL chart (K – what do I know already; W – what do I want to learn; L – what did I learn about making decisions in my Church).

Complete the chart after the guest's visit.

Stress that all decisions made at the local level are under the guidance of Rome.

Discuss how, one day, they may be called to be a member of a Parish Pastoral Council. This is one way that they can follow Jesus.

4. Have the students make a fan book of at least five facts that they found very interesting or important about the hierarchy of the Church.

To make a fan book, choose any shape that you want for the pages. You will need one page for each fact. Cut out each page and fasten them all together with a brad fastener at the bottom or corner of the pages. The book will then open like a fan.

You can put the coat of arms for Pope Francis on the front cover. (The coat of arms is included at the end of the lesson).

APPENDIX 3

Table of Correlations

Faith Permeation Lesson Documents	Outcomes and Indicators	Catechism of the Catholic Church	Gospel/biblical references/Church documents and encyclicals	Christian Ethics Resources
Lesson 1: Decision-Making in the Catholic Church	PA 4.1 a	882 883 886	Post Synodal Apostolic Exhortation - Christifideles Laici - Pope John Paul II	FA Unit 1 Created and Loved by God Topic 5 – Connected to Each Other CS Unit 10 Jesus' Spirit is With Us Theme 29 Movement 3 – We, too, are Sent

K-12 Goal: To examine various world views about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment and contribute to sustainable development. (RW)

Catholic Faith Focus for Learning:

These Faith Permeation lessons will enable students to understand that in the Old Testament, weather events like wind, rain, hail, thunder and lightning were believed to be signs or punishments from God. Students will learn that advances in science and technology have helped us to understand that natural disasters are not punishments from God. To think that God would punish or test faith through extreme weather suggests a wrathful God rather than a loving, merciful Christ whom we believe God to be. Students will develop an understanding of Catholic stewardship. They will be able to apply this understanding to the use of pesticides in the growing of food.

Catholic Faith Big Ideas (answers to the essential questions):

310 But why did God not create a world so perfect that no evil could exist in it? With infinite power God could always create something better. But with infinite wisdom and goodness God freely willed to create a world “in state of journeying” towards its ultimate perfection. In God’s plan this process of becoming involves the appearance of certain beings and the disappearance of others, the existence of the more perfect alongside the less perfect, both constructive and destructive forces of nature. With physical good there exists also *physical evil* as long as creation has not reached perfection. (Catechism of the Catholic Church)

2402 In the beginning God entrusted the earth and its resources to the common stewardship of mankind to take care of them, master them by labour, and enjoy their fruits. The goods of creation are destined for the whole human race. (Catechism of the Catholic Church)

2404 “In his use of things man should regard the external goods he legitimately owns not merely as exclusive to himself but common to others also, in the sense that they can benefit others as well as himself.” The ownership of any property makes its holder a steward of Providence, with the task of making it fruitful and communicating its benefits to others, first of all his family. (Catechism of the Catholic Church)

2405 Goods of production – material or immaterial – such as land, factories, practical or artistic skills, oblige their possessors to employ them in ways that will benefit the greatest number. Those who hold goods for use and consumption should use them with moderation, reserving the better part for guests, for the sick and the poor. (Catechism of the Catholic Church)

2415 The seventh commandment enjoins respect for the integrity of creation. Animals, like plants and inanimate beings, are by nature destined for the common good of past, present, and future humanity. Use of the mineral, vegetable, and animal resources of the universe cannot be divorced from respect for moral imperatives. Man’s dominion over inanimate and other living beings granted by the Creator is not absolute; it is limited by concern for the quality of life of his neighbour, including generations to come; it requires a religious respect for the integrity of creation. (Catechism of the Catholic Church)

Catholic Faith Essential Skills:

- Students will understand how the weather (wind, rain, hail, etc.) is used in scripture to help people understand God and His workings in the world.
- Students will learn that, through the wisdom God has given scientists, we have a better understanding of what causes extreme weather events i.e. we no longer believe that storms and disasters are willed by God as punishments.
- Students will be able to describe Catholic stewardship.
- Students will understand that beliefs about stewardship guide our actions when using the land to meet needs.

Catholic Faith Essential Questions:

- a. How are symbols like wind, rain, hail, etc. shown in the Bible?
- b. How does present understanding of extreme weather events differ from the understanding in the Old Testament?
- c. What is Catholic stewardship?
- d. What does being a good steward mean?

Lesson 1: Extreme Weather Events Found in Scripture

Description: In this lesson, students will read three scriptures that deal with extreme weather events. They will understand that, because of the worldview of the people in the Old Testament, they saw these events as signs sent from God, often to punish sinners.

Students will understand that, because of the advances that have been made in science and technology, we understand how and why extreme weather occurs. We no longer see them as signs from God or as His punishment for sinful lives.

Provincial Outcomes and Indicators Addressed:

RW 4.1 Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.

- c. Retell the stories of Elders, traditional knowledge keepers, and senior citizens about surviving weather extremes (e.g., drought, cold, blizzards, tornadoes, extreme heat).

Teacher Note:

In the Old Testament, weather phenomena such as wind, rain, hail, thunder and lightning are used as signs from God. They are directed and sustained by Him. These events may both benefit and harm people. Often, these weather events were seen as punishments sent from God to punish sinners.

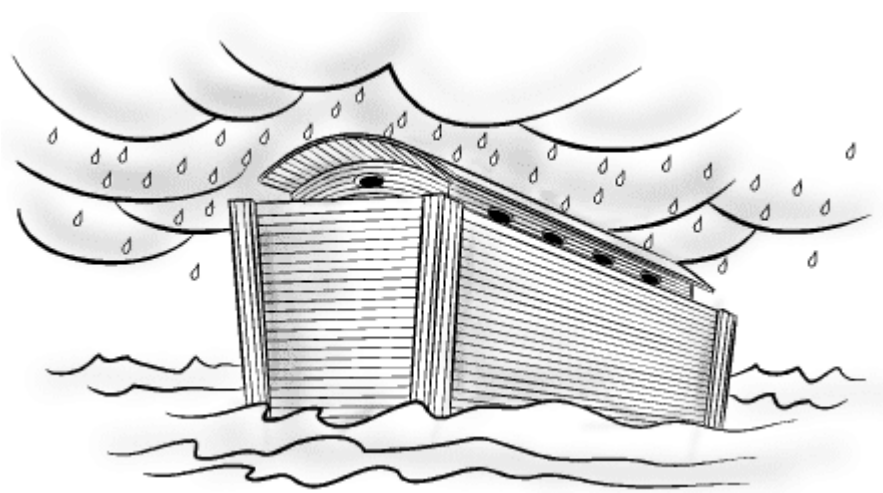
A crossword puzzle on ``The Flood`` has been included at the end of this lesson.

Instructional Procedure:

1. Have the students share stories about extreme weather. They could tell about what they have experienced themselves or about what they have seen or heard on the news.
2. You can invite someone who has experienced severe weather to come and share their story with the class.
3. Read the following stories from the Bible that include extreme weather:
 - Exodus 9:22-35 – hail, thunder, lightning
 - Exodus 10:8-20 – wind
 - Genesis 7:6-8:1 – rain, windDiscuss why the extreme weather occurred. (signs from God; punishment for sinners).
4. Discuss our beliefs about extreme weather today. We no longer see them as God`s punishment. With the advances in science and technology, we have a better understanding of what causes extreme weather events and natural disasters. This knowledge did not exist in the Old Testament, so people used religious views to explain the weather.
5. Have students choose one of the Bible stories and write a newspaper article about the event, making sure that the 5W`s (who, what, when, where, why) are answered. Provide Bibles for the students to refer to when gathering the information they need to write their articles.

The Flood

Genesis 6 - 8
NIV



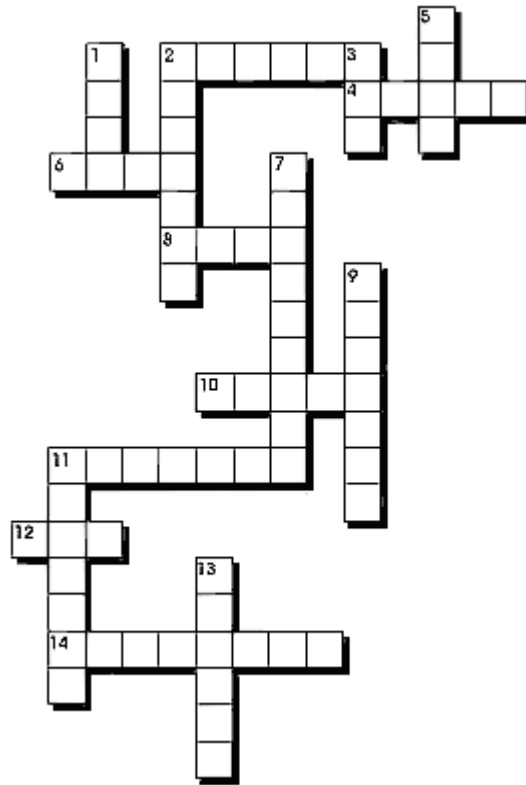
Across:

2. It was 150 days before the ark came to rest on Mount _____. *Gen 8:4*
4. Noah's wife and the _____ of his three sons were also on the ark. *Gen7:13*
6. Noah had 3 sons, _____, Ham and Japeth on the ark with him. *Gen 7:13*
8. The ark was to be 450 feet _____, 75 feet wide and 45 feet high. *Gen. 6:15*
10. God said that He was going to bring a _____ on the earth. *Gen 6:17*
11. The ark was made of _____ wood. *Gen 6:14*
12. God told Noah to make an _____. *Gen 6:14*
14. After the flood God _____ Noah "never again will I destroy all living creatures." *Gen. 8:21*

Down:

1. _____ found favor with God. *Gen 6:8*
2. Noah took 7 each of the clean ______. *Gen 7:2*
3. Noah was told to bring _____ of all living creatures, male and female, on the ark. *Gen 6:19*

5. Noah knew that the water had receded from the earth when the _____ returned with an olive branch in its beak. *Gen 8:11*
7. Noah was a _____ man. *Gen 6:8*
9. Noah was six _____ years old when the flood started. *Gen 7:6*
11. The earth was _____ and full of violence. *Gen 6:11*
13. It _____ 40 days and nights. *Gen7:17*



Lesson 2: Catholic Stewardship and the Use of Pesticides

Description: In this lesson, students will begin to understand the idea of Catholic stewardship. They will learn about farmers' use of pesticides (herbicides and insecticides) when growing food. Students will be able to describe the Catholic perspective on stewardship and will be able to apply it to the use of pesticides when growing food.

Provincial Outcomes and Indicators Addressed:

RW 4.2 Investigate the importance of agriculture to the economy and culture of Saskatchewan.

- c. Identify various farm stewardship practices (e.g., how farmers care for the land, animals, water supply, natural vegetation, and air quality).

Instructional Procedure:

1. Divide the students into pairs. Each pair needs access to a computer or a copy of the article.
Go to the website <http://www.hc-sc.gc.ca> .
Click on **Consumer Product Safety**.
Click on **Pesticides and Pest Management**.
Under "For the Public" click on **Pesticides and Food**.
2. Have the students read the article and make a list of the pros and cons of using pesticides (insecticides and herbicides) in the growing of food.
3. Have students share their lists with the whole group. Make one comprehensive list and display it.
4. Discuss the meaning of Catholic stewardship. The Catholic Church teaches us that God gave us the earth and all its gifts to meet our needs. It is our responsibility to care for the earth so that it will be there to meet the needs of future generations. Good stewardship considers the good of society and the well-being of people, animals and the environment. It benefits all people not just a few. Good Catholic stewards carefully manage the gifts that God gave us and think about the future impacts on the world and its people.

5. After students understand the concept of Catholic stewardship, have them get join their original partner to answer the questions:
- Would a good Catholic steward ever use pesticides? Why or why not?
 - How would a Catholic steward use pesticides?
- Have the students share their responses.

APPENDIX 4

Table of Correlations

Faith Permeation Lesson Documents	Outcomes and Indicators	Catechism of the Catholic Church	Gospel/biblical references/Church documents and encyclicals	Christian Ethics Resources
Lesson 1: Extreme Weather Events Found in the Scriptures	RW 4.1 c	310	Exodus 9:22-35 Exodus 10:8-20 Genesis 7:6-8:1	Unit 7 Jesus Says “I am the Way” Theme 19 Movement 1 – We Explore Wind and Breath Unit 7 Jesus Says “I am the Way” Theme 20 Movement 1 – We Explore the Qualities of Water
Lesson 2: Catholic Stewardship and the Use of Pesticides	RW 4.2 c	2402 2404 2405 2415		FA Theme 5 Living in the World Topic 2 – Caring for the World

