



Saskatchewan Catholic Schools Curriculum Permeation

REVEALING CHRIST  
IN ALL WE TEACH  
  
SOCIAL STUDIES 5

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.



## Saskatchewan Catholic Schools Curriculum Permeation

### **Social Studies 5 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 5 level, students explore Canada. They will explore the history, culture, geography and economy of the country.

Students will develop an understanding of the multi-cultural makeup of Canada. They will explore the intercultural relationship of First Nations, British and French populations.

Students will also explore decision-making in the country – at the federal government level and in First Nations and Metis organizations.

Students will develop an understanding of “how Canada came to be the dynamic nation 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 compare the Bible’s creation story found in Genesis to two First Nations creation myths. They will be able to discover that there are many similarities in the stories.

Students will explore the spreading of the Roman Catholic faith in Canada. They will learn about the formation of the dioceses across the country and will be able to mark where they are on a map of Canada.

Students will understand who the leaders of a diocese/archdiocese are and they will be able to find the names of the bishops/archbishops of the Saskatchewan dioceses. They will pay particular attention to the diocese in which their parish belongs.

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

**293** Scripture and Tradition never cease to teach and celebrate this fundamental truth: “The world was made for the glory of God.” St. Bonaventure explains that God created all things “not to increase his glory but to show it forth and to communicate it”, for God has no reason for creating than his love and goodness: “Creatures came into existence when the key of love opened his hand.” The First Vatican Council explains:

This one, true god, of his own goodness and “almighty power”, not for increasing his own beatitude, not for attaining his perfection, but in order to manifest this perfection through the benefits which he bestows on creatures, with absolute freedom of counsel” and from the beginning of time, made out of nothing both orders of creatures, the spiritual and the corporeal ...” (Catechism of the Catholic Church)

**344** There is a solidarity among all creatures arising from the fact that all have the same Creator and all are ordered to his glory. May you be praised, O Lord, in all your creatures, especially brother sun, by whom you give us light for the day; he is beautiful, radiating great splendor, and offering us a symbol of you, the Most High ...

May you be praised my Lord, for sister water, who is very useful and humble, precious and chaste ...

May you be praised my Lord, for sister earth, our mother, who bears and feeds us, and produces the variety of fruits and dappled flowers and grasses ...

Praise and bless my Lord, give thanks and serve him in all humility.

(Catechism of the Catholic Church)

**767** “When the work which the Father gave the Son to do on earth was accomplished, the Holy Spirit was sent on the day of Pentecost in order that he might continually sanctify the Church.” Then “the Church was openly displayed to the crowds and the spread of the Gospel among the nations, through preaching, was begun.” As the “convocation” of all men for salvation, the Church in her very nature is missionary, sent by Christ to all the nations to make disciples of them. (Catechism of the Catholic Church)

**768** So that she can fulfill her mission, the Holy Spirit “bestows upon [the Church] varied hierarchic and charismatic gifts, and in this way directs her.” “Henceforward the Church, endowed with the gifts of her founder and faithfully observing his precepts of charity, humility and self-denial, receives the mission of proclaiming and establishing among all peoples the Kingdom of Christ and of God, and she is on earth the seed and the beginning of that kingdom.” (Catechism of the Catholic Church)

**832** “The Church of Christ is really present in all legitimately organized local groups of the faithful, which, in so far as they are united to their pastors, are also quite appropriately called Churches in the New Testament ... In them the faithful are gathered together through the preaching of the Gospel of Christ, and the mystery of the Lord’s Supper is celebrated ... In these communities, though they may often be small and poor, or existing in the diaspora, Christ is present, through whose power and influence the One, Holy, Catholic and Apostolic Church is constituted.” (Catechism of the Catholic Church)

### **Catholic Faith Essential Skills:**

- Students will understand that the explorers who came to Canada had a strong faith as well as a strong desire to find new lands.
- Students will be able to find many similarities between the creation story found in Genesis and First Nations creation myths.
- Students will explore the spread of Roman Catholicism across Canada.
- Students will be able to mark the sites of the founding dioceses on a map of Canada.
- Students will understand that bishops/archbishops are the leaders of dioceses/archdioceses.

### **Catholic Faith Essential Questions:**

- a. How did an explorer’s faith help him in his exploration?
- b. How is the story of God’s creation of the world found in the book of Genesis, similar to First Nations creation myths?
- c. How did faith spread across Canada?
- d. Who is the leader of a diocese/archdiocese?

### **Lesson 1: Roman Catholic Explorers**

**Description:** In this lesson, students will learn about some explorers who were Roman Catholic. They will learn about their dual role – exploring and claiming land for their home country as well as evangelizing the First Nations people.

## **Provincial Outcomes and Indicators Addressed:**

IN 5.1 Demonstrate an understanding of the Aboriginal heritage of Canada.

- d. Assess the coming together of First Nations peoples with the French and British explorers and settlers, including the effect of the fur trade on the First Nations and the Metis in early Canada.

### **Teacher Note:**

Many explorers who came to Canada were Roman Catholic. When they discovered a new land, they would claim it for the country who funded their expeditions and for the Pope. (E.g., John Cabot – raised the Papal banner when he discovered Newfoundland in 1497; Jacques Cartier was charged with carrying out the “Great Commission” which was to convert the First Nations peoples he came into contact with to the Roman Catholic Faith; Samuel de Champlain established the first Roman Catholic colony in Quebec City in 1608; etc.).

### **Instructional Procedure:**

1. Discuss the dual role of Roman Catholic explorers who came to Canada. Their job was to find new lands full of wealth and to claim these lands for their country. However, that was not their only job. They were also to claim the land for the Pope and the Holy Church and to help the missionaries spread the Roman Catholic faith to all the First Nations peoples that they came into contact with.
2. Have the students journal from the point of view of a Roman Catholic explorer. Answer the questions:
  - How did his faith help him in his explorations?
  - Was it a difficult job to spread the faith to the First Nations peoples? Why or why not?

## **Lesson 2: Creation Stories**

**Description:** In this lesson, students will compare three creation stories. One creation story is found in the Bible – Genesis 1-2:4. The other two stories are First Nations creation legends – one from the Ojibway people and one from the Northern Plains First Nations people. They will learn that the stories have many similarities. In all of them Earth is created by God (Manabojou, Old Man). God took great care when He was making the Earth. The Earth is good.

## **Provincial Outcomes and Indicators Addressed:**

IN 5.1 Demonstrate an understanding of the Aboriginal heritage of Canada.

- f. Paraphrase a traditional narrative about the origins of the First Nations or Inuit peoples, about the relationship with the natural environment, and connections between spirituality and the natural environment.

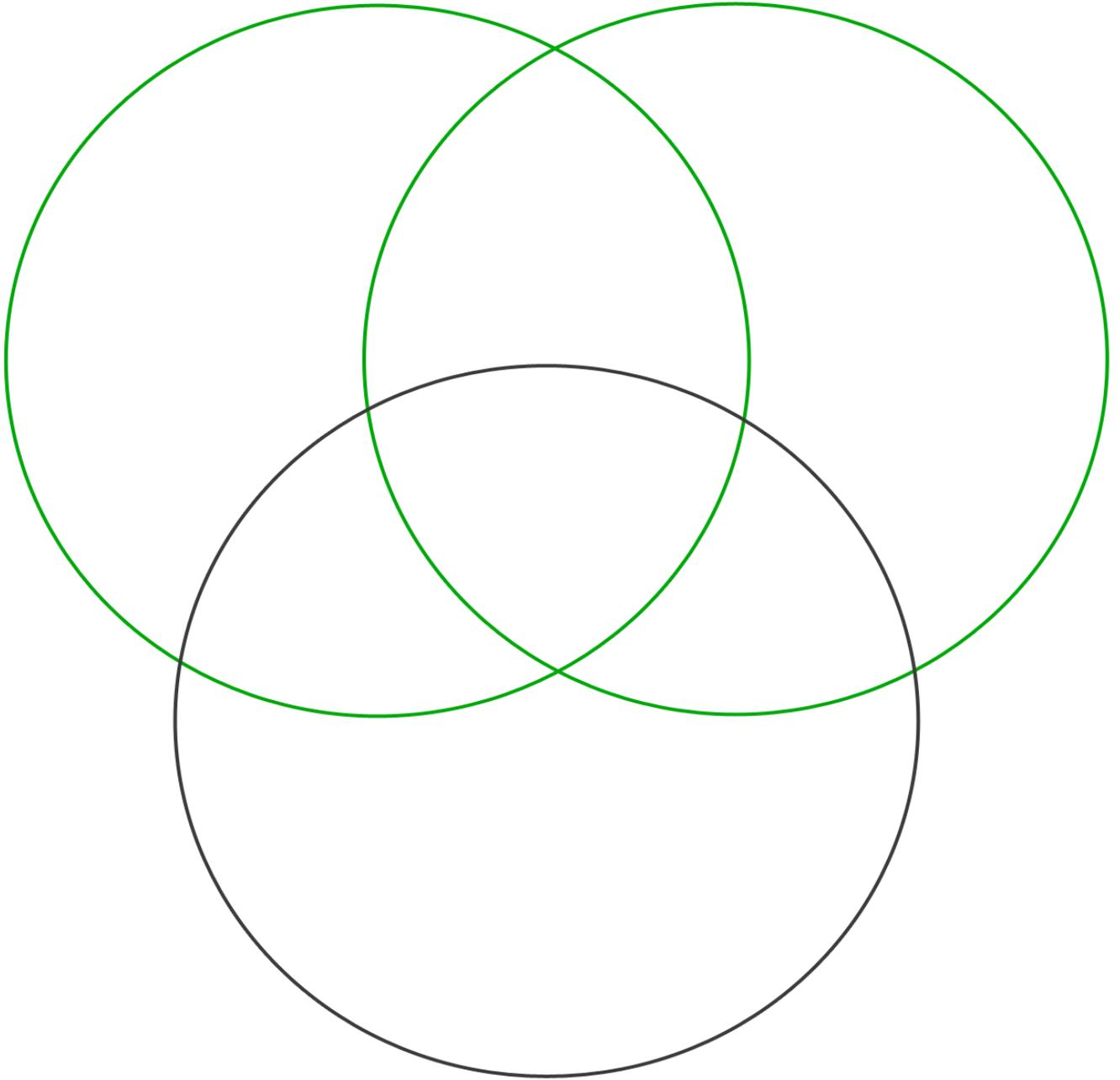
### **Materials Needed:**

- Bible
- May We Be One teacher guide (pages 205-206)
- May We Be One student text (page 122)

### **Instructional Procedure:**

1. Read the Ojibway creation myth on page 122 of the May We Be One student text. Discuss.
2. Read the creation myth from the Northern Plains First Nations people to the students. It is found on page 205 of the May We Be One teacher guide. Discuss.
3. Read the creation story from the Bible – Genesis 1-2:4. Discuss the similarities and differences between the three stories.
4. Create a Venn diagram comparing all three stories. This activity can be done individually, with a partner or with the whole group. Share responses if the activity is done individually or in small groups.

**Venn Diagram  
Template**



### **Lesson 3: Faith Spreads across Canada**

**Description:** In this lesson, students will explore the spread of the Roman Catholic faith in Canada. They will be able to mark the sites of the founding dioceses on a map of Canada.

Students will learn about the dioceses and eparchy in Saskatchewan and will be able to put them onto the map of Canada.

Students will learn that the leaders of a diocese are bishops and that archbishops lead an archdiocese. Leaders of an eparchy are referred to as eparchs and an archeparch leads an archeparchy. They will discover the names of the bishops of the Saskatchewan dioceses.

#### **Provincial Outcomes and Indicators Addressed:**

IN 5.2 Analyze the evolution of Canada as a multicultural nation.

- a. Describe Canada's historical and current demographics, including population numbers, age, and location.

#### **Materials Needed:**

- May We Be One student text (page 100)

#### **Teacher Note:**

A diocese or archdiocese is an ecclesiastical jurisdiction led by a bishop or archbishop. An eparchy or archeparchy is an ecclesiastical jurisdiction led by a bishop or archbishop of an Eastern Catholic Church. A bishop is also called an eparch and an archbishop is referred to as archeparch.

Information about the dioceses and eparchy found in Saskatchewan follows:

- a) Archdiocese of Regina was founded in 1910. Its leader is Bishop Daniel Bohan.
- b) Diocese of Prince Albert was founded in 1891 and is the oldest diocese in Saskatchewan. Its leader is Bishop Albert Thevenot.
- c) Diocese of Saskatoon was founded in 1933-34. Its leader is Bishop Donald Bolan.
- d) Saskatoon – Ukrainian Catholic Eparchy (SK) was established in 1951 and became a full eparchy in 1956. Its leader is Most Reverend Bryan Joseph Bayda, CSsR.

## **Instructional Procedure:**

1. Read page 100 in the May We Be One student text. Discuss. Do the map activity as described in the text.
2. Go to the Canadian Conference of Catholic Bishops website: <http://www.cccb.ca> . Click on **Welcome** and then on **Our Church in Canada and the World**. Then click **On History of the Church in Canada**.
3. Click on **Dioceses** and **List of Dioceses and Eparchies by Pastoral Region**. Then click on **West**. What is the difference between a diocese (archdiocese) and an eparchy (archeparchy)? Find out how many dioceses and eparchies are found in Western Canada (22). How many are in Saskatchewan (4)?
4. Divide the students into four groups. Have each group research one of the Saskatchewan dioceses or eparchy to find out when it was founded and who the present bishop is. Include one or two interesting facts about the diocese.
5. Share what each group learned with the whole class. Put the diocese on the map (the Archdiocese of Regina will already be marked).

# OUTLINE MAP OF CANADA

## Canada



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## APPENDIX 1

### 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
<b>Lesson 1:</b> Roman Catholic Explorers	IN 5.1 d	767		MWBO Unit 2 The Church Believes in the Lord Jesus Theme 4 Movement 4 – The Early Church Reaches out and Grows Unit 5 The Church Welcomes all Nations Theme 15 Movement 1 – We Explore the Church’s Mission
<b>Lesson 2:</b> Creation Stories	IN 5.1 f	293 344	Genesis 1-2:4	MWBO Unit 7 The Church Reconciles Theme 19 Movement 2 – We Deepen Our Understanding of Creation Unit 7 Theme 19 Movement 3 – We Begin to See Creation as God’s Covenant
<b>Lesson 3:</b> Faith Spreads across Canada	IN 5.2 a	768 832		FA Theme 5 Living in the World Topic 2 – Communities are like Families MWBO Unit 5 The Church Welcomes all Nations Theme 15 Movement 2 – We Learn about the Church in Canada Unit 5 Theme 15 Movement 3 – We Study our Parishes and Dioceses

**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 learn about the history of the Roman Catholic faith in Canada. They will see how it has influenced some of our national symbols.

Students will discover that the Apostles' Creed is a succinct form of the Roman Catholic worldview. They will learn that it contains the beliefs of our faith and that this Profession of Faith is an important part of the Liturgy of the Word in all masses. It is the truths that guide Catholic life.

Students will learn about the lives of Canadian saints and martyrs. They will discover that these people were the ones who brought our faith to Canada and that many of them died doing their missionary work. They will understand that these people were witnesses to the risen Lord.

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

**Angelus by Pope John Paul II** Christianity has its principal symbol in the cross. Wherever the gospel has put down roots, the cross is there to indicate the presence of Christians. In churches and homes, in hospitals and schools, in cemeteries – the cross has become better than any other, the sign of a culture that draws from the message of Christ truth and liberty, trust and hope.

In the process of secularization, that characterizes a great part of the contemporary world, it is all the more important for believers to fix their gaze on this central sign of Revelation and accept its original and genuine meaning.

Even today, following the teaching of early Fathers, the Church presents the Cross to the world as “the tree of life”, from which one can receive the ultimate and full meaning of every single existence and of the whole of human history. (Castel Gandolfo Sunday, September 15, 2002)

**198** Our profession of faith begins with God, for God is the First and the Last, the beginning and the end of everything. The Credo begins with God the Father, for the Father is the first divine person of the Most Holy Trinity, our Creed begins with creation of heaven and earth, for creation is the beginning and the foundation of all God's works. (Catechism of the Catholic Church)

**916** The state of consecrated life is thus one way of experiencing a "more intimate" consecration, rooted in Baptism and dedicated totally to God. In the consecrated life, Christ's faithful, moved by the Holy Spirit, propose to follow Christ more nearly, to give themselves to God who is loved above all and pursuing the perfection of charity in the service of the Kingdom, to signify and proclaim in the Church the glory of the world to come. (Catechism of the Catholic Church)

**946** After confessing "the holy catholic Church," the Apostles' Creed adds "the communion of saints". In a certain sense this article is a further explanation of the preceding: "What is the Church if not the assembly of all the saints?" The communion of saints is the Church. (Catechism of the Catholic Church)

**948** The term "communion of saints" therefore has two closely linked meanings: "communion in holy things (sancta)" and "among holy persons (sancti)." Sancta sanctis! ("God's holy gifts for God's holy people") is proclaimed by the celebrant in most Eastern liturgies during the elevation of the holy Gifts before the distribution of communion. The faithful (sancti) are fed by Christ's holy body and blood (sancta) to grow in the communion of the Holy Spirit *koinonia* and to communicate it to the world. (Catechism of the Catholic Church)

**1173** When the Church keeps the memories of martyrs and other saints during the annual cycle, she proclaims the Paschal mystery in those "who have suffered and have been glorified with Christ. She proposes them to the faithful as examples who draw all men to the Father through Christ, and through their merits she begs for God's favours." (Catechism of the Catholic Church)

**2030** It is in the Church, in communion with all the baptized, that the Christian fulfills his vocation. From the Church he receives the word of God containing the teachings of “the law of Christ.” From the Church he receives the grace of the sacraments that sustains him on the “way”. From the Church he learns the *example of holiness* and recognizes its model and source in the all-holy Virgin Mary; he discerns it in the authentic witness of those who live it; he discovers it in the spiritual tradition and long history of the saints who have gone before him and whom the liturgy celebrates in the rhythms of the sanctoral cycle. (Catechism of the Catholic Church)

### **Catholic Faith Essential Skills:**

- Students will understand how the symbol of the Christian cross has developed and changed over the years.
- Students will discover how faith has influenced some of our national symbols and that this influence is being challenged in today’s society.
- Students will learn the Apostles’ Creed – a profession of our faith.
- Students will learn that the Apostles’ Creed (Profession of Faith) is an important part of the Liturgy of the Word.
- Students will discover that the Canadian saints and martyrs were true witnesses to the risen Lord.
- Students will learn of the many difficulties the saints and martyrs faced in their call to be of service to others.

### **Catholic Faith Essential Questions:**

- a. How has the symbol of the cross developed and changed over the years?
- b. How has faith influenced symbols like our national anthem?
- c. Should faith continue to be an integral part of the symbols that represent Canada?
- d. Why is the Apostles’ Creed so important to us and why is it included in the Liturgy of the Word?
- e. How were the saints and martyrs witnesses to the risen Lord?
- f. What difficulties did the saints and martyrs face in their service to others?

## **Lesson 1: Christian Symbols of Canada**

**Description:** In this lesson, students will discover some of the many different cross symbols that have come into being over the years. They will discover the meanings of some of the most common Christian symbols of the cross.

Students will discover that the lyrics of “O Canada” ask God to keep our land glorious and free. They will learn that the use of the word “God” has been questioned. They will debate whether this is appropriate or not in a predominantly Christian country like Canada.

### **Provincial Outcomes and Indicators Addressed:**

DR 5.1 Analyze the historic and contemporary relationship of people to land in Canada.

- e. Explain the meaning and origin of a variety of Canadian symbols and consider the purposes of such symbols (e.g., coat of arms, motto, flag, beaver, feather, drum, RCMP, national anthem).

### **Materials Needed:**

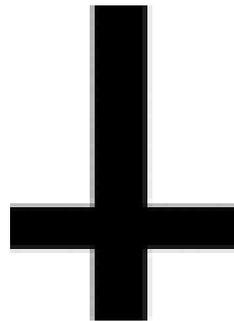
- Lyrics to the national anthem “O Canada”
- 8 1/2 x 11 inch construction paper
- Scissors
- Glue

### **Instructional Procedure:**

1. Discuss the symbol of the Christian cross. Nearly seventy percent of the Canadian population is Christian. The symbol of the cross is one of the earliest and most widely used Christian symbols. It memorializes Christ’s death and resurrection. A great variety of Christian crosses has developed over the years. Some of these crosses have specific symbolic meaning while others have become culturally associated with certain groups.
2. Students will look at images of six different symbols of the cross. They will match each cross to its meaning. Cut out the pictures and information. Glue the matching pieces together on a sheet of construction paper. The crosses and their meanings can be found at the end of this lesson.

3. Another important Canadian symbol is the national anthem, “O Canada”. Go to the website <http://www3sympatico.ca/goweezer/canada/cananthem.htm> . Here you can hear the anthem as well as read the lyrics.
4. Discuss how the words “God keep our land glorious and free” have become controversial in some parts of Canada. Have the students journal answers to the following questions:
  - Should the word “God” be taken out of the national anthem? Why or why not?
  - What should we replace the word “God” with if we take it out?
5. Have the students share their responses with each other. This could lead to a mini debate about this issue.

**IMAGES OF CROSSES**



## INFORMATION ABOUT THE CROSSES

The Budded Cross is a common form of the cross. Its trefoils (three lobes or connected parts) represent the Trinity.

The Inverted Cross is also known as the cross of St. Peter. It is believed that he was crucified upside down because he felt unworthy to die the same way as Christ had. It is frequently used on the papal throne and in papal tombs (because the Pope is believed to be St. Peter's successor).

The Papal Cross is the official symbol of the papacy and may be used only by the Pope. The three bars of the cross represent the three realms of the Pope's authority – the Church, the world and heaven.

The Graded Cross is also known as the cross of Calvary. It has three steps leading up to it which represent the hill of Calvary or faith, hope and love.

The Greek Cross is the most ancient cross. It has arms of equal length.

The Latin Cross is the simplest and most common cross. The empty cross (usually favoured by Protestant Christians) is a symbol of the resurrection. The crucifix with the body of Jesus on it (favoured by Catholic and Orthodox Churches) is a reminder of Christ's sacrifice.

## **Lesson 2: The Apostles' Creed**

**Description:** In this lesson, students will learn about the Apostles' Creed. They will understand that it is a succinct form of the Roman Catholic (Christian) worldview and that it contains the truths of our faith.

Students will learn that the Apostles' Creed is an important part of the mass called the Profession of Faith. As they plan a Eucharistic Celebration, they will see that the Apostles' Creed comes after the homily in the section of the mass called the Liturgy of the Word. Students will be able to say the Creed during mass and understand that they are reaffirming what they believe.

### **Provincial Outcomes and Indicators Addressed:**

DR 5.2 Assess the impact of the environment on the lives of people living in Canada.

- b. Explain how different traditional worldviews of Earth affect the use of resources in Canada (e.g., Aboriginal and European attitudes toward ownership, Treaties, Crown land, homesteads, and the seigniorial system).

### **Materials Needed:**

- Scissors
- Glue
- 8 1/2 x 11 inch construction paper

### **Teacher Note:**

The Apostles' Creed is a succinct form of the Roman Catholic (Christian) worldview. It is the living proof of the Church's stability in our world today and in the centuries past. Some form of the Apostles' Creed is said in ninety percent of all Christian Churches. The Apostles' Creed dates back to the twelve apostles, although it was not written by them. It contains the early apostolic teachings that the disciples strongly believed in. The Creed is a series of truths about God, Jesus Christ, the Church He founded and our life in eternity.

The Apostles' Creed helps us to "define our faith, defend our faith and declare our faith".

### **Instructional Procedure:**

1. Read the Apostles' Creed aloud to the students. A copy of the prayer is included at the end of the lesson. Discuss the Creed and its place in our Catholic life today. Discuss the beliefs found in the Creed and how Catholics have continued to believe these truths ever since the time of Christ. They are the basis for our faith.

2. Have the students read the prayer aloud together. Where do we often hear this prayer? (It is a part of the mass called the Liturgy of the Word. It follows the homily and is our “Profession of Faith”).
3. Every time the class attends a mass, practice saying the Apostles’ Creed with them. Encourage them to participate whole-heartedly in the reaffirmation of their faith.
4. Do the sequencing activity found at the end of the lesson. Students will create a poster that they can display and that can help them to become more familiar with the prayer.
5. An alternate activity can be found on the website: <http://wwwthatresourcesite.com> . Click on **Mini Books** then on **Apostles’ Creed Mini Prayer Book**. This gives you the template to create a booklet that includes the words of the prayer and pictures to go with the words.

### **THE APOSTLES’ CREED**

I believe in God,  
the Father almighty,  
creator of heaven and earth.  
I believe in Jesus Christ,  
his only Son, our Lord.  
He was conceived by the  
power of the Holy Spirit  
and born of the Virgin Mary.  
He suffered under Pontius Pilate,  
was crucified, died, and was buried.

He descended into hell.  
On the third day he rose again.  
He ascended into heaven  
and is seated at the right hand of the Father.  
He will come again to judge  
the living and the dead.

I believe in the Holy Spirit,  
the holy Catholic Church,  
the communion of saints,  
the forgiveness of sins,  
the resurrection of the body,  
and the life everlasting. Amen

## APOSTLES' CREED ACTIVITY

Cut out the strips containing the words of the prayer. Glue the strips in order onto an 8 1/2 x 11 inch sheet of construction paper. Decorate the poster, once you have it put together.

Amen.

I believe in God, the Father Almighty, Creator of heaven and earth.

He ascended into heaven, and is seated at the right hand of the Father.

The Apostles' Creed

The forgiveness of sins, the resurrection of the body and the life everlasting.

I believe in Jesus Christ, His only son, our Lord.

He descended into hell. On the third day He rose again.

He was conceived by the power of the Holy Spirit and born of the Virgin Mary.

I believe in the Holy Spirit, the holy catholic church, the communion of saints

He suffered under Pontius Pilate, was crucified, died and was buried.

He will come again to judge the living and the dead.

### **Lesson 3: Canadian Saints and Martyrs**

**Description:** In this lesson, students will learn about the Canadian missionaries and saints. They will discover how they were a witness to Jesus.

Students will understand how instrumental these special people were in bringing the Roman Catholic faith to life in the New World – now known as Canada. They will learn that they faced many difficulties – some even died – to be of service to others.

#### **Provincial Outcomes and Indicators Addressed:**

DR 5.3 Identify the European influence on pre-confederation Canadian society.

- b. Identify the social and cultural characteristics of New France (e.g., the influence of missionaries and of the Catholic Church; music; dance).

#### **Materials Needed:**

- May We Be One student text pages 161-162

#### **Instructional Procedure:**

1. Read pages 161-162 in the May We Be One text with the students. Discuss how Jeanne Mance was a “witness to the risen Lord”.
2. Many other early Canadians were witnesses to the risen Lord. Have the students (or partners) choose one of the following Canadian saints and martyrs:
  - Saint Marguerite Bourgeoys
  - Saint Marguerite D’Youville
  - Saint Brother Andre Bessette, C.S.C.
  - Saint Kateri Tekawitha
  - Jean de Brebeuf
  - Gabriel Lalemand
  - Saint Anthony Daniel
  - Father Charles Garnier
  - Saint Noel Chabanel
  - Saint Isaac Jogues
  - Rene Goupil
  - Jean de la Lande
3. Have the students research the person they have chosen. Make sure that their research includes how the person was a witness to Jesus.

4. Students can choose how they wish to present their research (e.g., trading card, gallery exhibit, vignette, drama, etc.).
5. Have students share their research with each other.

## 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
<b>Lesson 1:</b> Christian Symbols of Canada	DR 5.1 e		Angelus by Pope John Paul II – Sept. 15, 2002	MWBO Unit 8 the Church Loves Theme 24 Movement 4 – We Venerate the Cross
<b>Lesson 2:</b> The Apostles’ Creed	DR 5.2 b	198		MWBO Unit 3 <i>The Church Celebrates God’s Mighty Deeds</i> Theme 8 Movement 3 – We Plan a Eucharistic Celebration
<b>Lesson 3:</b> Canadian Saints and Martyrs	DR 5.3 b	916 946 948 1173 2030		FA Theme 5 Living in the World Topic 1 – My World MWBO Unit 8 The Church Loves Theme 22 Movement 4 - We Recognize the Holy Spirit Acting Throughout the Ages Unit 8 The Church Loves Theme 27 Movement 2 - We Hear About Witnesses to the Risen Lord Unit 8 The Church Loves Theme 27 Movement 3 – We Remember the Canadian Martyrs

## **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:**

These Faith Permeation lessons will enable students to understand some of the rights enjoyed by Canadians. They will learn that along with these rights come responsibilities.

Students will explore the hierarchy of the Roman Catholic Church. They will discover the duties of the various leaders in the Church as well as of the Laity.

Students will expand their knowledge and understanding of the short-term and long-term impacts of residential schools on First Nations people. They will understand the need for reconciliation and will explore ways in which they can help First Nations families in the healing process.

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

**1930** Respect for the human person entails respect for the rights that flow from his dignity as a creature. These rights are prior to society and must be recognized by it. They are the basis of the moral legitimacy of every authority: by flouting them, or refusing to recognize them in its positive legislation, a society undermines its own moral legitimacy. If it does not respect them, authority can rely only on force or violence to obtain obedience from its subjects. It is the Church's role to remind men of good will of these rights and to distinguish them from unwarranted or false claims. (Catechism of the Catholic Church)

**1931** Respect for the human person proceeds by way of respect for the principle that "everyone should look upon his neighbour without any exception as 'another self', above all bearing in mind his life and the means necessary for living it with dignity". No legislation could by itself do away with the fears, prejudices, and attitudes of pride and selfishness which obstruct the establishment of truly fraternal societies. Such behaviour will cease only through the charity that finds in every man a "neighbour", a brother. (Catechism of the Catholic Church)

**1935** The equality of men rests essentially on their dignity as persons and the rights that flow from it.

Every form of social or cultural discrimination in fundamental personal rights on the grounds of sex, race, colour, social conditions, language, or religion must be curbed and eradicated as incompatible with God's design. (Catechism of the Catholic Church)

**874** Christ is himself the source of ministry in the Church. He instituted the Church. He gave her authority and mission, orientation and goal.

In order to shepherd the people of God and to increase its numbers without cease, Christ the Lord set up in his Church a variety of offices which aim at the good of the whole body. The holders of office, who are invested with a sacred power, are, in fact, dedicated to promoting the interests of their brethren, so that all who belong to the people of God ... may attain to salvation. (Catechism of the Catholic Church)

**879** Sacramental ministry in the Church then, is a service exercised in the name of Christ. It has a personal character and a collegial form. This is evidenced by the bonds between the episcopal college and its head, the successor of St. Peter, and in the relationship between the bishop's pastoral responsibility for his particular church and the common solicitude of the episcopal college for the universal Church. (Catechism of the Catholic Church)

**Communique of the Holy See Press Office** Given the sufferings that some indigenous children experienced in the Canadian Residential School System, the Holy Father expressed his sorrow at the anguish caused by the deplorable conduct of some members of the Church and he offered his sympathy and prayerful solidarity. His Holiness emphasized that acts of abuse cannot be tolerated in society. He prayed that all those affected would experience healing, and he encouraged First Nations Peoples to continue to move forward with renewed hope. (April 29, 2009)

**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 understand that all rights have corresponding responsibilities.
- Students will understand that with the right of freedom of religion comes the responsibility of respect for the individual and justice for all.
- Students will learn about the hierarchy of the Roman Catholic Church.
- Students will understand that all members of the Roman Catholic Church are guided by God's teachings.
- Students will understand the short and long-term effects of residential schools on First Nations peoples.
- Students will learn that treaties, like promises, need to be kept.

## **Catholic Faith Essential Questions:**

- a. What is the difference between rights and responsibilities?
- b. What responsibilities correspond to the right of religious freedom?
- c. What is social justice?
- d. What is the hierarchy of the Roman Catholic Church?
- e. What are the short and long-term impacts of residential schools on First Nations peoples?

## **Lesson 1: Rights and Responsibilities**

**Description:** In this lesson, students will focus on social justice. They will discover that with every right comes a responsibility.

Students will understand that freedom of religion is a fundamental right guaranteed to all Canadians by the Canadian Charter of Rights and Freedoms. With this freedom comes the responsibility of respecting each individual and treating them justly.

## **Provincial Outcomes and Indicators Addressed:**

PA 5.1 Describe Canada's political evolution.

- e. Explain the push-pull factors that motivated various cultural groups immigrating to Canada during the 18<sup>th</sup> and 19<sup>th</sup> centuries (e.g., building of the railway, fleeing famine or religious oppression, gold rushes).

## **Materials Needed:**

- May We Be One teacher guide pages 182-183
- May We Be One student text page 109

## **Instructional Procedure:**

1. Begin to talk about rights and responsibilities (See May We Be One teacher guide pages 182-183). Do the activity on the United Nations Rights of the Child.
2. Broaden this discussion to include the right of religious freedom. What is religious freedom? (Freedom of religion is a constitutionally protected right in Canada. It allows believers the freedom to assemble and worship as they choose. No one can interfere with this assembly).

3. The Canadian Charter of Rights and Freedoms states: “Whereas Canada is founded upon principles that recognize the supremacy of God and the rule of law: ... 2. Everyone has the following fundamental freedoms: a) freedom of conscience and religion.” Have the students journal about what this statement means and how it affects them.
4. Discuss why freedom of religion was included in the Charter (Because people had experienced religious discrimination and religious oppression). Stress that along with religious freedom comes respect for people and social justice. Discuss what social justice means. Have students create a prayer (individually, in small groups, or with the whole class) focussing on the poor and homeless in their community or in Canada and on social justice.
5. Have students share their prayers with each other.

## **Lesson 2: The Hierarchy of the Roman Catholic Church**

**Description:** In this lesson, students will learn about the hierarchy of the Roman Catholic Church. They will understand the duties and responsibilities of each member of the hierarchy. Students will also understand that all the people in the hierarchy are guided by God and His teachings.

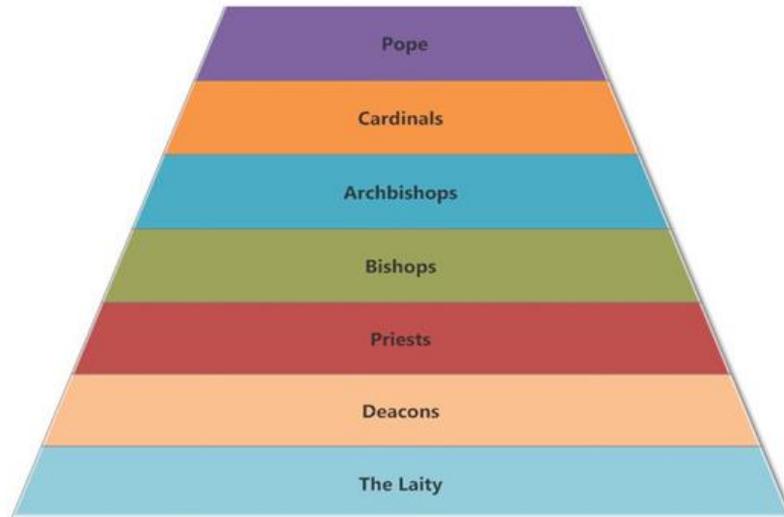
### **Provincial Outcomes and Indicators Addressed:**

PA 5.2 Explain the purpose and functions of governance structures in Canada, including First Nations systems and those patterned on the Westminster parliamentary system.

- a. Represent, in graphic format, the structure of various levels of government in Canada, including municipal, First Nations, provincial, territorial, and federal governments.

## Teacher Note:

# HIERARCHY OF The Catholic Church



hierarchystructure.com

**POPE** – the Bishop of Rome is the head of the Roman Catholic Church worldwide. His name is Pope Francis.

**CARDINALS** – are bishops who act as special advisors to the Pope. They come together on the death (or resignation) of a Pope to vote for his successor.

**ARCHBISHOPS** – are bishops who govern a district strictly their own (an archdiocese is an especially large or historically significant diocese).

**BISHOPS** – oversee all the Catholic churches, schools and organizations within their diocese (district or territory).

**DEACONS** – are men who have a heightened dedication to the Catholic Church. They serve the Church in various ways (e.g., proclaiming the gospel at mass, preaching homilies, baptizing, marrying, conducting funerals, ministering to the sick and the poor, etc.). Deacons may be married.

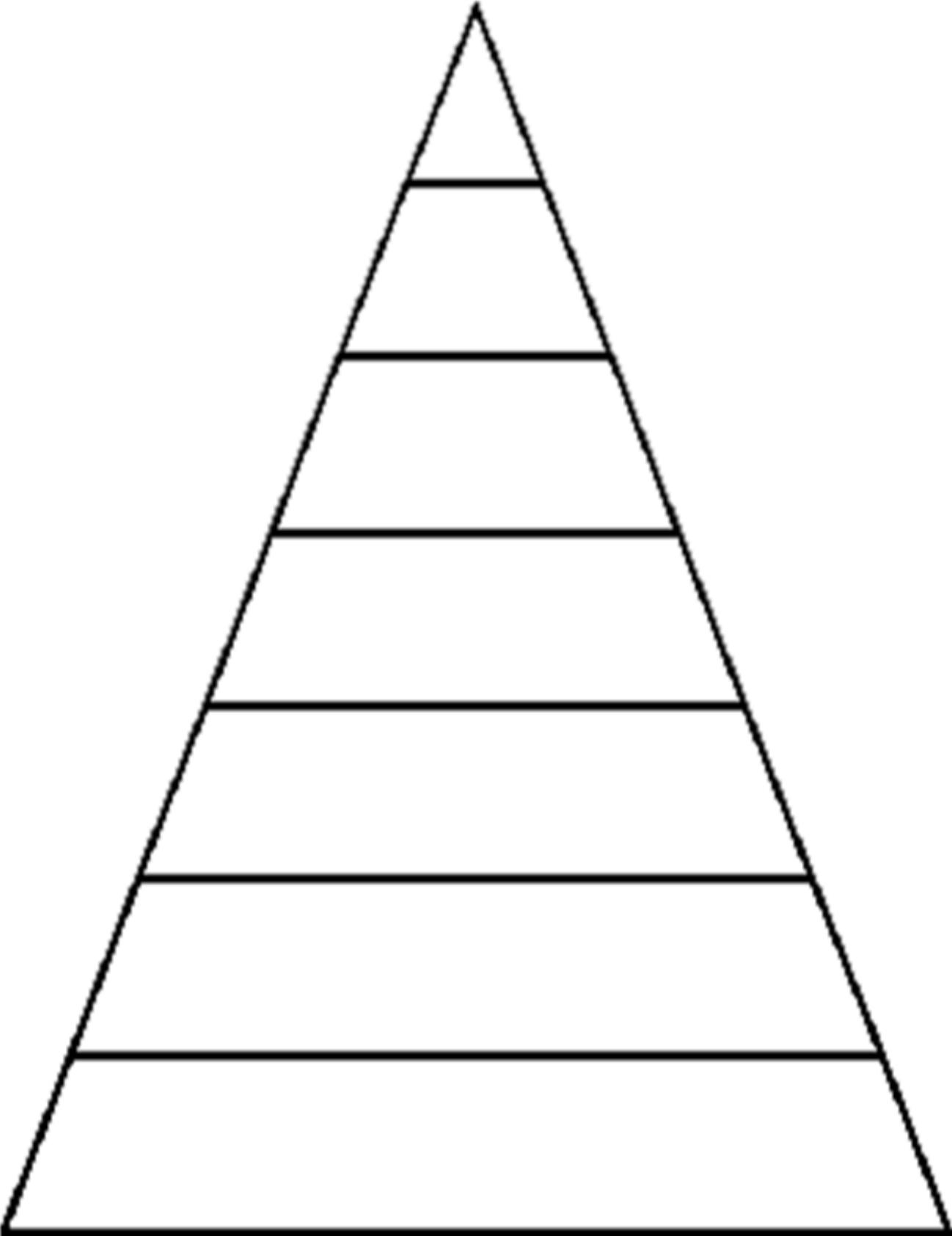
**PRIESTS** – perform religious duties and rituals (e.g., presiding at masses, baptisms, marriages, funerals, hearing confessions, advising parishioners on their spiritual welfare, etc.). They have administrative duties that they perform under the direction of the bishop.

**LAITY** – are those who have been baptized, but not called by God to ordained ministry. They are called in a special way to bring Christ to the world.

### **Instructional Procedure:**

1. Make a list of all the people that the students already know are leaders in the Church. Explain that the Roman Catholic Church has a hierarchy of leaders. Add missing leaders to the list. Stress that all Roman Catholic leaders and the laity are guided by God and His teachings.
2. Using the template provided, place the leaders in their correct order (the Pope goes at the top of the hierarchy).
3. Divide the students into seven groups. Have them research the duties of one member of the hierarchy. Have them record their findings.
4. Share responses with each other.

**TEMPLATE FOR THE HIERARCHY OF THE ROMAN CATHOLIC CHURCH**



### **Lesson 3: Treaty and Residential Schools**

**Description:** In this lesson, students will learn about the short and long-term impacts of residential schools on First Nations peoples. They will understand that reconciliation is needed as part of their healing. They will begin to think about ways in which they can support First Nations families in the healing process.

#### **Provincial Outcomes and Indicators Addressed:**

PA 5.3 Develop an understanding of the nature of the treaty relationship between First Nations and Canada's federal government.

- d. Undertake an inquiry to examine the extent to which treaty promises have been met by parties to the treaties, and why the fulfillment of treaty obligations is important for all Canadians.

#### **Instructional Procedure:**

1. While negotiating Treaty 6, the First Nations wanted their people to become educated with the intention of having schools on their reserves. Prime Minister John A. McDonald disagreed. He felt that First Nations children had to be removed from their parents whom he called "savages". Otherwise, the child would simply be a "savage" who could read and write. The only way to prevent that would be to remove the children from the home and place them in residential schools. Discuss how this kind of thinking went against the intent of treaties and education for First Nations children. Discuss God's expectations of us when making promises (that we keep them) and that treaty promises have not been honoured.
2. Watch a video on First Nations residential schools. A good video is called "Indian Residential Schools Student Documentary". You can find it at:  
[http://www.youtube.com/watch?v=QQ\\_q:Ct7tHw](http://www.youtube.com/watch?v=QQ_q:Ct7tHw) .
3. Discuss why residential schools were established ("to remove and isolate children from the influence of their homes, families, traditions, and cultures and to assimilate them into the dominant culture" – Prime Minister Stephen Harper on June 11, 2008). Discuss the short-term and long-term impacts of the schools on children and their families (Many descendants of residential school survivors share the same burdens as their ancestors. There is transmitted personal trauma, compromised family systems and the loss of language, culture, religion and the teaching of traditions from one generation to another).

4. An alternate activity is to do a literature circle using stories, poems or novels about First Nations residential schools. Some resources you could use are:
- My Name is Seepetza by Shirley Sterling
  - Fatty Legs: A True Story by Christy Jordan-Fenton, Margaret Pahiak-Fenton and Liz Amini-Holmes
  - No Time to Say Goodbye: Children`s Stories of Kuper Island Residential School by Sylvia Olsen
  - As Long as the Rivers Flow by Larry Loyie
  - Goodbye Buffalo Boy by Larry Loyie

A good poem to use is:

***I Lost My Talk***

***I lost my talk  
The talk you took away.  
When I was a little girl  
At Shubenacadie school.  
You snatched it away:***

***I speak like you  
I think like you  
I create like you  
The scrambled ballad,  
About my world.***

***Two ways I talk  
Both ways I say,  
Your way is more powerful.  
So gently I offer my hand and ask,  
Let me find my talk***

Poem is by Rita Joe, a Mi'kmaq poet, about attending the residential school in Shubenacadie, Nova Scotia.

## 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
<b>Lesson 1:</b> Rights and Responsibilities	PA 5.1 e	1930 1931 1935	Matthew 10:40	FA Theme 2 Living in Relationship Topic 2 – Families have Rules
<b>Lesson 2:</b> The Hierarchy of the Roman Catholic Church	PA 5.2 a	874 879		MWBO Unit 10 The Church Witnesses Theme 29 Movement 3 – We Explore the Shape and Structure of Our Church
<b>Lesson 3:</b> Treaty and Residential Schools	PA 5.3 d		Communique of the Holy See Press Office – April 29, 2009	MWBO Unit 7 The Church Reconciles Theme 20 Movement 3 – We Reflect on the Mystery of Evil

**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 the concept of Catholic stewardship. Students will learn that, as Catholic stewards, they are committed to taking care of creation in a sustainable fashion. God expects Catholic stewards to have regard for the needs of others and to cultivate a way of life that includes sharing goods between all peoples as well as protecting God’s gift of the Earth for all peoples and for the generations to come.

Students will understand that contrasting worldviews toward the natural environment affect the use of the Earth’s resources.

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

**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 the 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)

**Our Relationship with the Environment: a Need for Conversion** The issue of the environment, now so crucial, ties us to one another as never before. Selfishness is no longer merely immoral, it is becoming suicidal. We no longer have a choice about new solidarity and new forms of sharing. (Canadian Conference of Catholic Bishops)

**Our Relationship with the Environment: a Need for Conversion** We must re-establish the links with nature that we have damaged. We now know that we are tied much more closely to the environment in which we live than we had imagined. Our planet is a spacecraft on which we navigate together with the environment, for better and for worse. As Saint Paul says, "the whole creation has been groaning in labour pains until now," in the hope "to be set free from its bondage to decay" (Romans 8:21-22). (Canadian Conference of Catholic Bishops)

**Our Relationship with the Environment: a Need for Conversion** Are we not like the prodigal son who asked his father for his inheritance and then left home and proceeded to waste it (Luke 15:11-32)? In our drive to earn more, to possess more, to consume always more, we have sacrificed a great deal to the economic almighty, which has become like the substance of modern life. We have mismanaged the Garden of Eden entrusted to us. It has lost part of its integrity and beauty. (Canadian Conference of Catholic Bishops)

## **Catholic Faith Essential Skills:**

- Students will learn what it means to be a good Catholic Steward.
- Students will understand the role of Catholic stewardship when it comes to the use and exploitation of the resources God has given to us.
- Students will understand that different peoples have differing worldviews.
- Students will learn that different worldviews affect how the Earth's resources are extracted, used and sometime exploited.

## **Catholic Faith Essential Questions:**

- a. What does it mean to be a Catholic steward?
- b. How should we treat the earth and its resources?
- c. How can we be good stewards of the Earth's resources?
- d. How do contrasting worldviews affect the use of Earth's resources?

### **Lesson 1: Catholic Stewardship**

**Description:** In this lesson, students will learn the meaning of Catholic stewardship. They will discover that it means more than just looking out for the environment. Students will learn that Catholic stewardship is especially important when it comes to the extraction of resources from the earth. People must be careful not to exploit the land and the resources, but to treat them with respect so that they will be there for future generations to use.

### **Provincial Outcomes and Indicators Addressed:**

RW 5.1 Explain the importance of sustainable management of the environment to Canada's future.

- d. Taking one resource as an example, illustrate how resource use and the extraction process of the resource affects the environment (e.g., forests, tar sands, coal, uranium, potash).

### **Materials Needed:**

- Dough pieces with "treasures" in them
- "Tools" (e.g., toothpicks, tweezers, large plastic needles, large pins, etc.)

### **Teacher Note:**

In order to do the mining activity, dough pieces containing "jewels, gold and fossils" need to be made. You can make them ahead of time or you can make them with the students.

Have each student pick three to five items at random from a bag containing plastic jewels, fake bones and plastic gold nuggets. Divide the students into groups of three or four. Each group mixes premeasured used coffee grounds, cold coffee, salt and flour to create a thick dough. Divide the dough into pieces – one piece for each student. Have students push their "treasures" into the pieces, roll the pieces into little balls or push them into square molds. Bake the dough pieces on low heat until they are dry.

## **Instructional Procedure:**

1. Discuss Catholic stewardship with the students. What does it mean to be a Catholic steward versus being an environmental steward. (An environmental steward looks out for the environment and tries to keep it from being harmed. A Catholic steward goes beyond 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 Catholic 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. God calls us to be faithful caretakers of the gifts He gives us).
2. Discuss how mining our resources affects the environment.
3. Do a mining activity with the students. This activity mimics, in miniature, what miners may need to do to release resources from the rock and earth around them. Divide the students into groups of three or four. Have the students make the dough pieces or give each student a pre-made one. Give each group some “tools” to use. Have the students carefully “extract” the treasures from the rocks.
4. Bring the groups back together. Discuss: Was the land (dough piece) destroyed during the mining process? What can be done to “reclaim” the land? What will be done with the “resources” (treasures)? Will you distribute the resources to people or to yourself? Stress that a Catholic steward would try to do as little damage to the land as possible. They would make sure that the land was left in such a way that it could be used and enjoyed by future generations. The results of the mining (the resources) would be used in such a way that many people would benefit from them – not just the mine owners.
5. Have the students look at their piece of the Earth (the piece of dough). Were they good Catholic stewards? Why or why not?

## **Lesson 2: Differing Worldviews and Stewardship**

**Description:** In this lesson, students will learn about differing worldviews. They will be able to compare worldviews and will discover that the First Nations/Metis understanding of stewardship is very similar to Catholic stewardship. Students will also learn that not all worldviews have the same understanding about taking care of the Earth.

**Provincial Outcomes and Indicators Addressed:**

RW 5.2 Hypothesize about economic changes that Canada may experience in the future.

- e. Speculate upon how contrasting worldviews toward the natural environment may affect the use of resources.

**Materials Needed:**

- May We Be One teacher guide pages 197-198
- May We Be One student text page 117

**Teacher Note:**

The worldviews that students will need to read about are as follows. They are put onto a separate page so that they can be copied for students as needed.

## **CATHOLIC STEWARDSHIP**

Roman Catholics believe that the Earth and its resources are gifts from God. We have a responsibility to the Earth. We are concerned for the quality of life and the health of our fellow human beings. We need to mine carefully and use only what we need so that future generations have resources too. The minerals that come from the earth are gifts from God and should be used to maximize the good of all people, not just a few or for industry. Above all we have to ensure that less harm is done to the Earth.

## **FIRST NATIONS/METIS STEWARDSHIP**

First Nations people believe that Creator made Mother Earth to give us shelter, life and food. She and others created in nature have a spirit, a part of the Creator lives in them because it was She who made them. Therefore, we believe that all things on Earth are sacred and must be protected. We believe that for anything that we take from the Earth, we must give something back. Therefore, we offer tobacco to Mother Earth before we take something from the land. We believe that if we treat the animal and plant life with respect, Creator will bless us and future generations with abundant plant and animal life which can be used for food, shelter and clothing. First Nations people know that mining could help their reserve and their people but sometimes they wonder if the cost is too great. In their treaties, they agreed to share the land with the Europeans.

## **MINING ECONOMICS PERSPECTIVE**

Resources are meant for companies to make money. People all over the world may benefit from the resources mined and the minerals may be used in many products that people need. Some people get employment from the mines and mine owners pay royalties to the government for the right to mine. In general, people need the resources, but the goal of mining companies is to make money. Mining companies follow the government's environmental rules.

## **Instructional Procedure:**

1. Point out to the students that all life forms on Earth have the same basic needs for food, water, shelter and space (air).
2. Do the activity on page 117 of the May We Be One student text. Student groups will research the topics found on this page and examine the role of mankind in taking care of the Earth.
3. Have the students share their research with each other.
4. Have students return to their groups. Give a copy of the perspectives from the “Teacher Note” section to each group. Have each group discuss the following questions and record their answers.  
Compare the worldviews. What do you notice? (The Catholic stewardship and the First Nations/Metis stewardship are very similar. The Mining Economics perspective puts little emphasis on stewardship. Their priority is making money).  
How would the use of resources change if Catholic or First Nations/Metis values were followed? (Plants, animals and resources would be available for future generations. We would only use what we need. Everyone would share in the gifts of the Earth – not just the companies making all the money. Environmental issues like declining fish stocks, ozone layer depletion, too much garbage and climate change would be top priorities. People would be searching for ways to stop the destruction of these gifts from God/Creator).
5. Have groups share their responses with each other.
6. Have students create a statement on caring for the environment. (See May We Be One teacher guide page 198). This activity could be done individually, in groups or with the whole class.
7. Have a class discussion about the current environmental issues and Canada’s response to them (e.g., Idle No More movement, Keystone pipeline, pipeline ruptures and oil spills, etc.).

## 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
<b>Lesson 1:</b> Catholic Stewardship	RW 5.1 d	2415	Luke 15:11-32 Our Relationship with the Environment: a Need for Conversion – Canadian Conference of Catholic Bishops	MWBO Unit 6 The Church Acts Justly Theme 18 Movement 1 – The Earth is Our Home
<b>Lesson 2:</b> Differing Worldviews and Stewardship	RW 5.2 e	2415	Our Relationship with the Environment: a Need for Conversion – Canadian Conference of Catholic Bishops	MWBO Unit 6 The Church Acts Justly Theme 18 Movement 3 – We Learn about Taking Care of the Earth