



Saskatchewan Catholic Schools Curriculum Permeation

**REVEALING
CHRIST
IN ALL WE TEACH
SOCIAL STUDIES 7**

2010

"Revealing Christ in All We Teach"

“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 outcomes/indicators 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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Gr. 7 Social Studies Faith Permeation Essential Connections

Unit Theme: Interactions and Interdependence of Nations

The focus of this unit is the local, indigenous and global interactions and interdependence of peoples. The use of this unit will help students achieve the following Outcomes of the provincial Gr. 7 Social Studies curriculum: IN7.1, IN7.2 and IN7.3

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning

How to promote a Catholic understanding of peace and justice in the interactions of individuals, communities, societies, cultures and nations of the world.

Catholic Faith Big Ideas

Recognize peace as a fruit of justice; as Catholics we are called to create a peaceful community by being positive and active participants in the development of a just society founded upon the respect and God-given dignity of all people.

✓ **Cross-Curricular Integration:**

- Religion 7 *Believe In Me* Program: Unit 6 “We believe in Jesus . . . our Lord”, Theme 1 “Am I free to be me?”

Catholic Faith Essential Skills

The student will understand

- what positive peace is
- what does the Catholic church teach about it. (Note: See teacher background information in unit.)

Catholic Faith Essential Questions

What am I doing to promote positive peace?

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Description of Culminating Assessment Task – Integrating Catholic Faith (end of unit assessment)

Promoting Positive Peace (See template on subsequent pages)

1. Brainstorm how a typical grade 7 student could help promote a Catholic understanding of positive peace that leads to greater justice in the world. For the activity each task would be worth a certain number of points; their point total must be equal to or greater than 10 to complete the assignment. Tasks should be something the student would not normally consider and could be valued like this: helping a neighbor (2), volunteering for and doing a house-hold chore (2), starting a conversation with a lonely person (2), volunteering to say morning prayer (1), raising awareness at church about local or world injustices (4), writing to an MP (contact info: <http://www2.parl.gc.ca/Parlinfo/Lists/Members.aspx>) about injustices in a Pacific Rim or circumpolar country (6) and getting a response (2), etc.
2. Go back over the brainstormed list of items and assign points to them with student help.
3. Students list 3 ways they have recently promoted peace.
4. Students choose new things they could do to promote positive peace and reflect on the impact it has on individuals or their community.

Extended Learning

Write a prayer that includes the following elements:

- Address God (Dear God, Jesus, etc)
- Thank God for a specific positive peace aspect they experience in their own community and explain why it is important.
- Ask God for God's help creating positive peace in one of their communities (school, family, world) and why creating this positive peace would be important.
- Praise God.
- Amen

Promoting Positive Peace: Graphic Organizer

Assignment due: _____

Three things I have done recently to promote positive peace at home, in school, or in my community:

1.

2.

3.

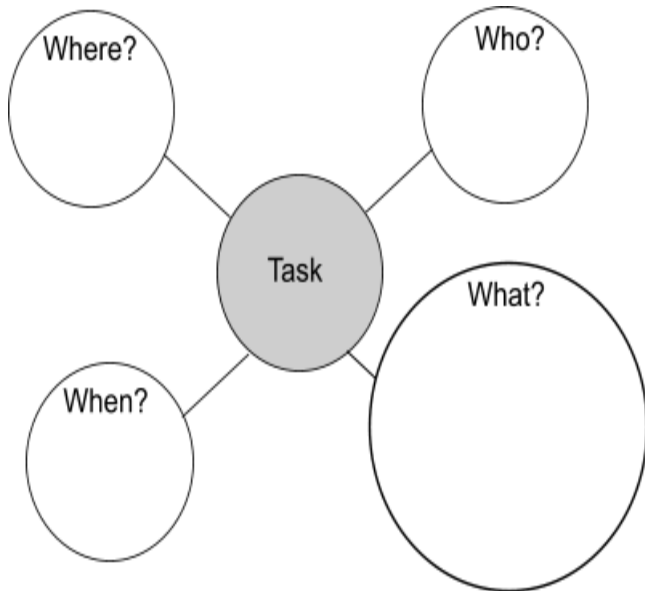
Make a to-do list of new things you would like to try over the next week to promote positive peace in your school, home, or community.

You can choose from the list we made together as a class earlier (write down the number of points it is worth too) or come up with some ideas on your own (make sure you speak to your teacher about your ideas and how many points each would be worth before working on them for the assignment).

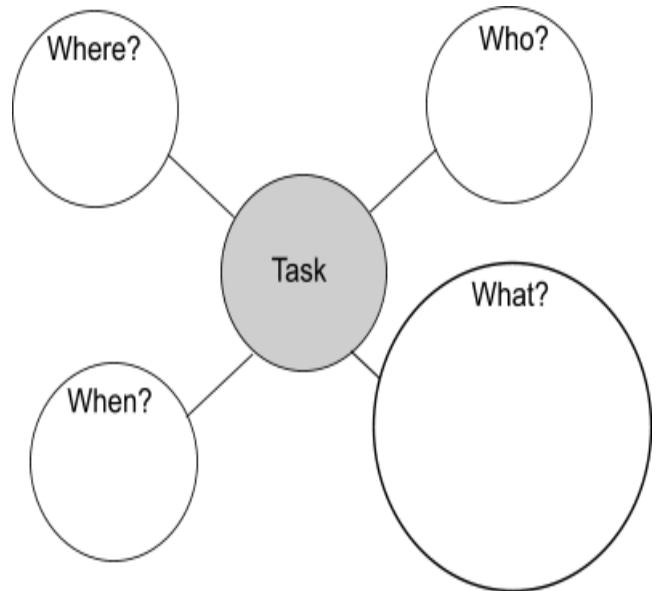
My To-Do List	Points
Total Points Listed	

Make sure your points total is at least 10.

Over the next week do enough tasks from your to-do list to total at least 10 points. Explain what you did by filling in a bubble chart for each of the to-dos that you finished. Say “**Who** was involved”, “**Where** it happened”, “**What** you did”, “**When** you did it”, and explain how you believe your positive promotion of peace made a difference to the people you were helping.



How I made a difference:



How I made a difference:

Unit Instruction Plan/Lesson Sequence

Teacher Background Information

In our communities, the word peace is often simplified to mean “no war”. This lesson is predicated on the assumption that students also believe this and is designed to get them thinking about the bigger picture and what the Church recognizes as true peace:

Peace is not merely the absence of war; nor can it be reduced solely to the maintenance of a balance of power between enemies; nor is it brought about by dictatorship. Instead, it is rightly and appropriately called an enterprise of justice. Peace results from that order structured into human society by its divine Founder, and actualized by men as they thirst after ever greater justice. The common good of humanity finds its ultimate meaning in the eternal law. But since the concrete demands of this common good are constantly changing as time goes on, peace is never attained once and for all, but must be built up ceaselessly. Moreover, since the human will is unsteady and wounded by sin, the achievement of peace requires a constant mastering of passions and the vigilance of lawful authority.

The Church in the Modern World, #78 Pope Paul VI

After being introduced to the idea of “positive peace” students will use it as a lens to examine the efficacy of organizations, individuals, globalization, and the role of technology on globalization from a Catholic perspective. The idea can also be a spring board to other topics: relating peace to justice, justice is elusive and requires constant work, etc.

Peace means more than “No War” □ Positive Peace □ Promoting Positive Peace (A Just World)

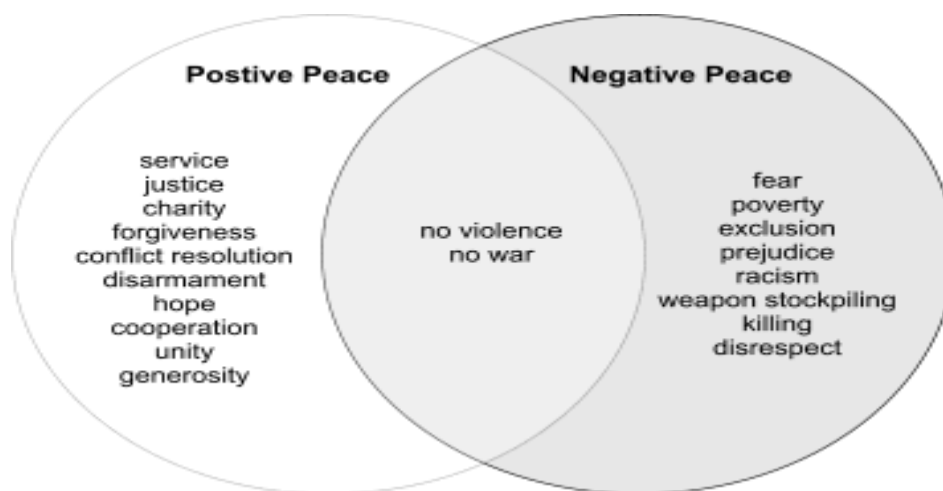
Topic 1: Types of Peace

Outcome (Permeated): Understand the concept of justice and peace from a Catholic perspective.

1. Venn Diagram: Peace

- a. Brainstorm with students what comes to mind when they think of “peace”. Use a Venn Diagram to organize their contributions: Some suggestions are provided – at this point only write in what students suggest (chances are that they will only volunteer responses like “no war” and “no violence”. If this is the case, a discussion about modern misconceptions of peace simply being the absence of violence can occur. Once this happens move onto the next step.

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- b. Prompt students to consider situations that may exist in a society with no war or violence, which would not make it a peaceful one:

FEAR: imagine a student who is scared to come to school because people always call him names

POVERTY: is a society peaceful when a mom or dad always worries about having enough money to feed their children?

EXCLUSION: when people are ignored, not asked to join groups or teams, not given the same rights as others in a community

PREJUDICE: when people are treated differently from others because of their heritage, age, gender

WEAPON STOCK-PILING: when countries make and keep nuclear missiles to scare other countries

KILLING: a woman aborts her baby because she doesn't want it

Etc.

- c. Add terms to the "positive peace" circle, as the antithesis of negative peace, by prompting students.

2. Terminology

- a. Either encourage students to develop their own definitions for positive peace and negative peace or provide them with the following:

Negative Peace: Is the belief that peace exists when there is simply no violence and ignoring other underlying social problems (injustices) like sexism, racism, prejudice, dictatorship, weapon stockpiling, etc. In this type of society people are stopped from reaching their full potential as happy, contributing members of society.

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Positive Peace: when a non-violent community tries to solve the problems of injustice as they arise by getting people to work together.

A definition of justice if you believe students struggle with the term:

Justice: a virtue that helps people get along and respect one another's rights, and drives us to make sure that everyone is looked after.

Topic 2: Research and Critique a World Organization

Outcome: 1N7.1 Investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries.

Indicators

a) Examine the mission, goals, and structure of an organization whose mandate is national or international co-operation (e.g., United Nations, NORAD, NAFTA, APEC, Organization of American States, Association of Southeast Asian Nations, Western Aboriginal Development Alliance; World Bank, Canadian Catholic Organization for Development and Peace) and create a representation outlining its mission, goals, structure and ways they promote positive and negative peace. (IN7.1a)

b) Critique the influence of an organization with a mandate for national or international co-operation in terms of its contributions toward conflict, cooperation, self-reliance, and interdependence, positive peace, negative peace, or both. (IN7.1b)

1. Teacher Guided Examples

As an introduction to what students will need to do on their own, distribute three copies of

Assignment #1: Cooperative World Organizations.

- a. Provide students with information to help them learn about the Canadian organization called the
- b. Western Aboriginal Development Alliance. Assist them in filling out one of the organizers for
- c. this group.
 - i. mission: <http://www.hrsdc.gc.ca/en/cs/sp/hrsdcedd/reports/1998-000351/page04.shtml>
 - ii. goals: <http://www.hrsdc.gc.ca/en/cs/sp/hrsdcedd/reports/1998-000351/page05.shtml>
 - iii. structure: ?
- d. Also provide information on the World Bank (www.worldbank.org), of which China and Canada
- e. are members. Assist them in completing the organizer.

2. Research a World Organization

- a. Distribute the Graphic Organizer entitled: **Assignment #1: Cooperative World Organizations**
- b. Assign one of the organizations listed above to individuals or groups. Research the assigned
- c. organization and fill in the graphic organizer according to the criteria it provides.

Assignment #1: Cooperative World Organizations: Graphic Organizer EVALUATION

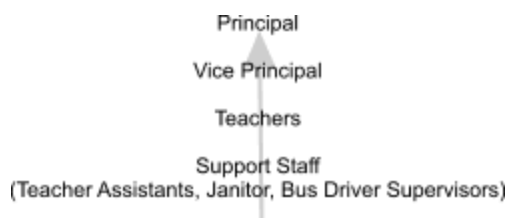
Name of the organization I am researching: _____

The Organization's **Mission**

Goals of this Organization.	Does this goal promote positive or negative peace? (check one)	+	-
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Structure

Who has the authority? List the people in an "authority tree". Start with the person with the most power. An example is provided:



Criticisms

Find two things that a person or group of people don't like about this organization and list them below.

1.

2.

Once you have finished the graphic organizer, create a response to this prompt:

You are a Christian Grade 8 student who understands the true meaning of peace. Write a short response journal to your teacher to convince him or her that the organization you researched promotes positive peace, negative peace, or both.

Evaluation Criteria	Total
Mission Statement (2 marks)	
Goals (1 mark for each of the first 5 goals listed; 1 mark for additional goals)	
Structure (2 marks for contents; 1 mark for neatness)	
Criticisms (2 marks for finding criticisms; 1 mark if a good effort was made but none were found)	
Response Journal (5 marks)	
Final Mark (out of 18)	

Topic 3: Research World Conflict in the Light of Injustice and Negative Peace

Outcome: 1N7.1 Investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries.

Indicators

a) Identify the injustices (negative peace) that may have caused the following conflicts that would have occurred in the history of Canada, a circumpolar and a Pacific Rim country (eg. 17th century conflict with First Nations; Canadian theatre of the Seven Years War-circa 1763; the Métis resistance of 1885; the Vietnam War; the Chinese Revolution; the Japanese theatre of World War I), Canadian participation in World War I).

b) Research a conflict in their chosen or assigned Pacific Rim or circumpolar country and try to determine the injustices that would have contributed in creating it.

EVALUATION

Topic 4: Investigating the Experiences of our Christian Brothers and Sisters in their Home Countries

Outcome: Assess the impact of location on various elements of culture (including religious freedom and its relation to positive peace) in Canada, Pacific Rim (China) and circumpolar countries.

Indicators

a) Create an inventory of distinguished individuals from various disciplines (ex. music, art, theatre, cinema, television, sports, and religion) who come from circumpolar and Pacific Rim countries.

b) Explain how the laws of circumpolar and Pacific Rim countries help or hurt positive peace (especially as it pertains to religious freedom). (See resource link and writing prompt below.) EVALUATION

c) Design an acknowledgement with specific criteria to honor an international individual distinguished in music, art, theatre, cinema, television, sports, religion, who has contributed to international harmony and understanding.

d) Support the candidacy for an acknowledgement of an individual distinguished in music, art, theatre, cinema, television, sports, religion, who has contributed to international harmony and understanding.

(Extended Learning: discuss how to honor and acknowledge a Catholic individual who promotes positive peace within the community.)

Laws Pertaining to Religious Freedom

U.S. Department of State: Report on International Religious Freedom:

<http://www.state.gov/g/drl/rls/irf/2007/>

Provides reports on international religious freedoms by country.

Writing Prompt

You are a journalist for the *Prairie Messenger*¹. Imagine you are visiting your assigned Pacific Rim country.

Write an article explaining how the laws in your Pacific Rim or circumpolar country help or hurt positive peace.

Students can report on a specific person or generalize the article and speak about the country's laws.

¹The *Prairie Messenger* is a weekly journal made up of articles written by Catholics. Examples of the articles can be found at:

http://www.stpeterscollege.ca/prairie_messenger/

Topic 5: Globalization

Outcome: 1N7.2 Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.

Indicators

- a) Identify the countries of origin of people, or of personal objects or tools (e.g., clothing, foods, friends, classmates, teachers, electronic equipment, favourite websites). (IN7.2a)
- b) Investigate the international links of a Saskatchewan business. (IN7.2b)
- c) Define globalization, and identify examples of globalization in the local community. (IN7.2c)

Explore the Catholic perspective on globalization and the need to support Catholic organizations to combat injustices (ex: Canadian Catholic Organizations for Development and Peace).

What else is required for an authentic human society?

Authentic human society requires respect for justice, a just hierarchy of values, and the subordination of material and instinctual dimensions to interior and spiritual ones. In particular, where sin has perverted the social climate, it is necessary to call for the conversion of hearts and for the grace of God to obtain social changes that may really serve each person and the whole person. Charity, which requires and makes possible the practice of justice, is the greatest social commandment.

Compendium of the Catechism of the Catholic Church - Article 404

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How is human solidarity manifested?

Solidarity, which springs from human and Christian brotherhood, is manifested in the first place by the just distribution of goods, by a fair remuneration for work and by zeal for a more just social order. The virtue of solidarity also practices the sharing of the spiritual goods of faith which is even more important than sharing material goods.

Compendium of the Catechism of the Catholic Church - Article 414

Also See: Catechism of the Catholic Church 1924, 1927, 1807

- d) Analyze the economic impact of globalization in relation to the effects on the environment. (IN7.2d)
- e) Conduct an inquiry to determine the effects of globalization on the local community. (IN7.2f)
- f) Articulate and interpret the main arguments for and against globalization. (IN7.2e)
Identify arguments for (+) and against (-) globalization into separate categories (positive peace and negative peace) and suggest three ways to combat the negative aspects.

Arguments For and Against Globalization:

- Workers get paid less money and get fewer special programs (healthcare, being paid for hours worked overtime, safe working conditions, rights, pensions, etc.).² (-)
- People lose their jobs because people in other countries will do the same work for less money.² (-)
- Governments ignore pollution made by companies so that the company does not move to another country.² (-)
- Governments lose power and have less say in what companies are allowed to do so that the country does not lose business.² (-)
- Fewer social programs such as health care and education.² (-)
- Less protection for developing businesses and countries.² (-)
- Companies find it easier to sell their products to other countries.² (+)
- More companies means more competition, which can make the things we buy cheaper.² (+)
- It is easier for workers in a company to move and work in another country if they want to.² (+)
- The way products are made becomes more efficient, making the products easier and cheaper to make.² (+)
- The government does not have as much control over what companies decide to do.² (+)
- Fewer laws and rules that say what a company can and cannot do.² (+)
- Lower taxes.² (+)
- People lose their traditional way of life and culture. (-)
- It makes the world our community³ and gives us some power to be a voice for the poor and less fortunate.⁴ (+)

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g) Conduct an inquiry to determine the effects of globalization on the local community (ex. the 100 Mile Diet).

Footnotes for Lesson 5

² CBC News Online: What is Globalization?: March 30th, 2006

<http://www.cbc.ca/news/background/summitofamericas/globalization.html>

³ Christianity and Globalization – Catholic Online: September 17th, 2006

<http://www.cbc.ca/news/background/fair-trade/>

⁴ CBC News: An Alternative Economic Model: Fair Trade: April 23rd, 2007

<http://www.cbc.ca/news/background/fair-trade/>

Topic 6: Globalization and Technology

Outcome: 1N7.3 Analyze the relationship of technology to globalization.

Indicators

- Identify technological connections that exist in the student's life, and classify them as local, national, or international. (IN7.3a)
- Analyze the risks and benefits related to various technologies. (IN7.3b)
- Develop an argument that addresses the impact of technology and globalization on societies. (IN7.3c)

IN7.2

Voice of the Martyrs is a non-profit, interdenominational organization with a vision for aiding Christians around the world who are being persecuted for their faith in Christ.

International Site: www.persecution.com/

Canadian Site: <http://www.persecution.net/>

IN7.2

Prairie Messenger

Indicator (d) suggests recognizing an individual. Choose one who is living their faith through good works.

This site may help students choose a local individual to recognize and write a letter to. Most Catholic schools have a subscription to this magazine.

http://www.stpeterscollege.ca/prairie_messenger/

Movie *Pay it Forward*

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Teacher Catholic Faith Integrations Reflections <i>What have I learned about teaching this unit?</i>	
Subject: Gr. 7 Social Studies	Unit: Interactions
<p>What permeation ideas worked well in this unit?</p> <p>How well did the permeation prompts engage the students?</p> <p>Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.</p> <p>As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.</p> <p>It would have been good to have...</p> <p>If I adapted / modified this unit I would...</p> <p>General Comment:</p> <p>If you are recommending changes to this resource, please provide a copy to your Religious Coordinator/Consultant.</p>	



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Gr. 7 Social Studies Faith Permeation Essential Connections

Unit Theme – Dynamic Relationships

The focus of this unit is to explore, analyze and assess the relationships between people. The use of this unit will help students achieve the following Outcomes of the provincial Gr. 7 Social Studies curriculum: DR7.1, DR7.2, DR7.3 and DR7.4

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

Our relationship with Christ motivates a right relationship with the world.

“Now you together are Christ’s body but each of you is a different part of it and so that there may not be disagreements inside the body each part should be equally concerned for all the others. If one part is hurt, all parts are hurt with it. If one part is given special honor all parts enjoy it.” 1 Corinthians 12: 25-27

Catholic Faith Big Ideas:

Students will understand that ...

God calls us to live in communities and interacts with us as members of a community; every action we take will have an effect that goes far beyond us; and the kingdom of God is not about competition, it is about unity and joy.

Catholic Faith Essential Skills:

Recognize the need for prayer and reflection to inform my interaction with the community.

Recognize my Catholic responsibility to our local and global community.

Catholic Faith Essential Questions:

What makes us a community? How do my actions affect others?

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Description of Culminating Assessment Task – Integrating Catholic Faith (end of unit assessment):

Arguing About Doing Nothing

1. Introduce students to the Group of 8 (G8): heads of state or government of the major industrial democracies/communities who meet annually to deal with the major economic and political issues facing their domestic societies and the international community as a whole. It consists of France, United States, United Kingdom, Russia, Germany, Japan, Italy and Canada.
2. Read, with the class, an article¹ that speaks about the reluctance of some countries in the G8 (including Canada) to agree on cutting green house gasses until developing countries (like India and China) agree to do the same.
3. Reflect on what was discussed in the unit about our responsibility to community (local and global), our need to remember others when we act, and stewardship. Incorporating these lessons into their work, students respond to this prompt:

You are a Catholic student. Write a news story to convince your readers that Prime Minister Harper is right OR wrong about his decision not to force Canadians to cut back on their use of gas, coal, and oil (the things that cause climate change).

¹ A Suggested Article

Andrew Mayeda. "G8 summit ends with no commitment on climate change: Developing countries need to carry their weight, says Harper." National Post Online. July 09, 2008.

www.nationalpost.com/news/story.html?id=642816

Unit Instruction Plan/Lesson Sequence

Introduction

Understanding of Role Within Community → Empathy for Others in Community (which is now global (also see Social 7 Interaction Unit Topic 5)) → How Human Actions Hurt Community → Our Role as Catholics Within the Global Community

Topic 1: Understanding Why We Have Community

Outcome: DR7.1 Analyze and use various types of maps (that provide differing perspectives and information for differing purposes) in order to situate current issues in Canada, and in a selection of Pacific Rim and northern circumpolar countries.

Indicators

a) Examine maps of various projections and scales (e.g., Mercator, Peters, circumpolar, plate tectonics) in order to determine the characteristics and application of each map. (DR7.1d)

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b) Examine and propose the advantages, limitations, and potential uses of a variety of types of maps (e.g., Mercator, Peters, circumpolar, plate tectonics). (DR7.1e)

c) Describe the nature of the physical, political, and population geography of Pacific and northern Canada, and of a selection of Pacific Rim and circumpolar countries using data from various maps, charts, and graphs. (DR7.1f)

d) Construct generalizations about the nature of the physical, political, and population geography in Pacific and northern Canada, and in a selection of Pacific Rim and circumpolar countries. (DR7.1g)

Draw a connection to the natural tendency for humans to form communities especially around resources. We are called as followers of Jesus to form community with each other around Christ, Risen Lord.

Acts 4:32-35

The group of followers all felt the same way about everything. None of them claimed that their possessions were their own, and they shared everything they had with each other. In a powerful way the apostles told everyone that the Lord Jesus was now alive. God greatly blessed his followers, and no one went in need of anything. Everyone who owned land or houses would sell them and bring the money to the apostles. Then they would give the money to anyone who needed it.

Acts 10:27-28

As Peter entered the house, he was still talking with Cornelius. Many people were there, and Peter said to them, "You know that we Jews are not allowed to have anything to do with other people. But God has shown me that he doesn't think anyone is unclean or unfit."

e) Relate current community issues to location by using contour maps, physical maps, political maps and population maps of Canada, and a selection of Pacific Rim and circumpolar countries. Explore how the action of the community represents what Christ would have wanted the community to do (i.e. are the people putting others' interests before their own? are the people's actions accepting of others? etc.).

- Distribute 5 to 6 copies of the World News Analysis Graphic Organizer
- Have a local and recent newspaper on hand. Find two to three local stories about community action and fill in the organizer with students.
- Assign students Pacific Rim or circumpolar country or countries to investigate local community activity. Students can use the internet to visit the newspapers of the countries. Several websites offer direct links to worldwide newspapers:
 - <http://www.ipl.org/div/news/>
 - <http://www.onlinenewspapers.com/>
 - or Google "online world newspapers" for a list of sites

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- Have them choose to print or read four to five articles. They are to then choose the best three to summarize using the World News Graphic Organizer (next pages)

f) Relate current issues to location, in order to understand the role of geography in shaping:

- Political events (ex: sovereignty over the North-West Passage; Western intervention in other countries; political alliances; adoption of a system of government);
- Economic activity (ex: economic alliances; trading partners; exploitation of resources, impact on indigenous populations); in Canada, and a selection of Pacific Rim and circumpolar countries.

World News Analysis Graphic Organizer

Title of Article: _____

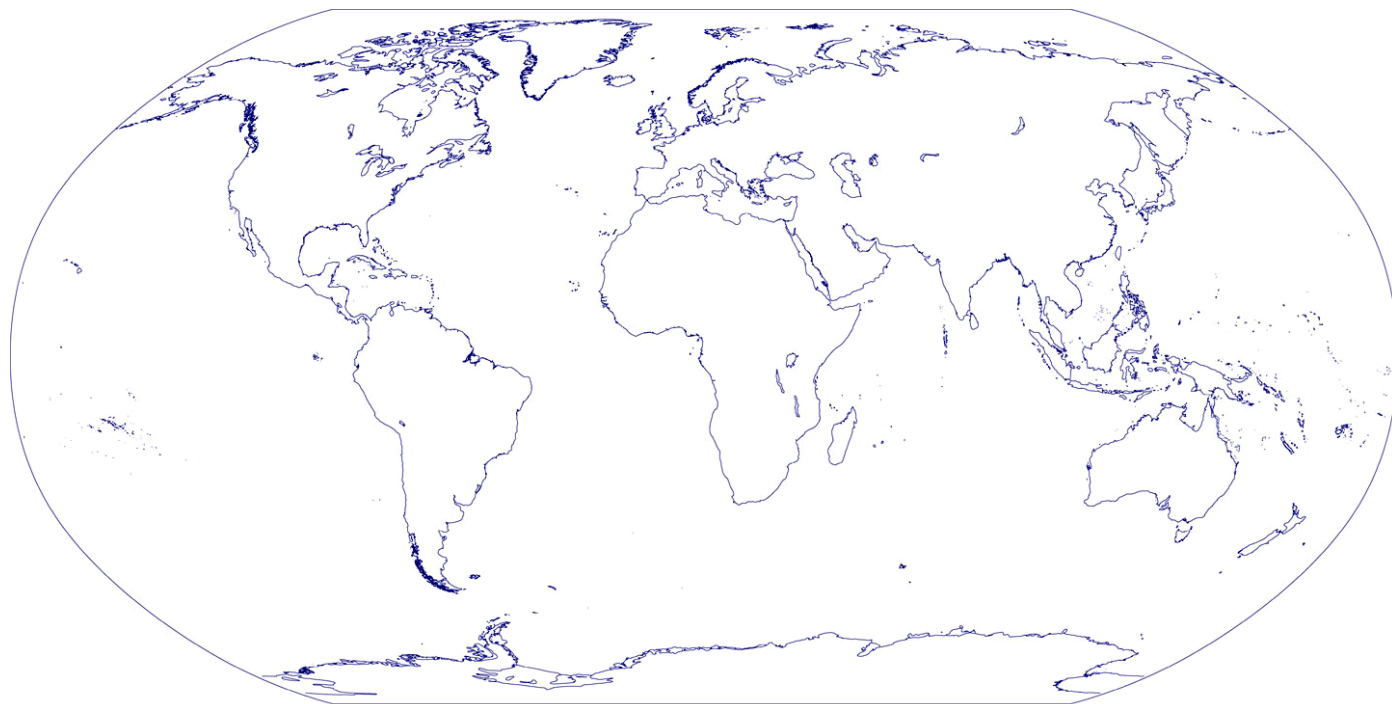
Summarize the article using the 5 W's.

Who: _____

What: _____

Where: _____

- Locate where in the world this community is.
- Mark the community with an 'x' on the map below.



[From NationsOnline.org](http://FromNationsOnline.org)

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World News Analysis Graphic Organizer (continued)

Title of Article: _____

What: _____

Why: _____

From the perspective of a Catholic, are the actions of this community helping the community or hurting it? Explain your answer.

If you were asked to print off this article staple it to this page.

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Topic 2: Our Actions Impact Our Global Community

Outcome: DR7.2 Appraise the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries.

Indicators

a) Identify the influence of physical features such as water bodies, topography, and natural resources on the location of people in Pacific and northern Canada (including the traditional homelands of indigenous peoples) and in a selection of Pacific Rim and circumpolar countries. (DR7.2a)

b) Examine the effects of humans and their technology on the natural environment in Canada, and in a selection of Pacific Rim and circumpolar countries, **and the impact our community's actions have on our national and global communities when we ignore our call to be stewards of the earth by caring for God's creation (which includes human beings).** including the consequences for indigenous peoples who inhabit those regions (e.g., over harvesting of salmon fishery, increased incidence of severe weather, influence of logging industry on the natural world and ecosystems, effects of deforestation and coral removal, and efforts to reclaim shorelines and restore the natural barriers). (DR7.2b)

1. Introduce the concept of the "ecological footprint" and how many of us in industrialized countries are using and wasting far more than the earth is capable of handling:

The "ecological footprint" was a term first used in 1992 by William Rees, a professor at the University of British Columbia, to depict the amount of land and water area a human population would hypothetically need to sustain and to absorb its wastes. The UN suggests that by 2050, the human "ecological footprint" will be twice the biosphere's productive capacity. **The "living tradition" of the Church has recently begun to respond to the stresses the human economy has been placing on the earth; the Church's controlled response intertwines the needs of the community with the needs of the environment.**

- **A concern for ecology is not placed over and against a concern for human welfare. The two go together. A society that finds the earth disposable too often finds people disposable as well. This is why the Church is so concerned about how the poor are affected by the environment. In a sense, "care for God's creation" circles back to the first theme of Catholic social teaching, the "life and dignity of the human person." One reinforces the other.**
- **The story of creation affirms the beauty and goodness of all creation. Genesis also makes clear that we do not own the world: God does. Ultimately, we are stewards charged with managing and caring for God's wondrous creation. Our link to the earth is symbolically expressed in Genesis. Humans are made of "clay of the ground". We are literally "earthlings," creatures filled with the**

breath of God. Humans are part of creation itself. Whatever we do to the earth, we ultimately do to ourselves.

In the Footsteps of Jesus

United States Conference of Catholic Bishops

2. Discuss the impact our actions are having on the communities of others:
 - d. The Inuit communities in the north: See Sila website: [Home Page of Sila: Clue in to Climate Change](#)
 - e. [Kenya's pastoralists](#)
 - f. India's Dalits marginalized and discriminated in flood relief
 - g. European Roma affected by climate disasters
 - h. 'Eco-friendly' fuel impacting marginalized communities in Colombia
 - i. Transferring our "dirty" industries of manufacturing to developing nations (i.e. China) and then telling these nations to clean-up their pollution problems
 - j. The tiny Pacific Rim country of [Tuvalu](#)

3. Discuss some of the changes that we need to make as an industrialized society to help the problem. **Brainstorm what we as a Catholic community could do to answer Christ's call to help those in need.**

c) Explore situations where changes in the environment, induced naturally or by humans, have resulted in the relocation of peoples in Canada, and in a selection of Pacific Rim and circumpolar countries, including indigenous peoples who inhabit those regions. Explain the reasons for the relocation and its consequences. (DR7.2c)

d) Trace examples of current effects of climate change on the movement of peoples (e.g., melting of the polar icecap and greater accessibility to the North-West Passage and the oil underneath) and hypothesize about the potential effects of climate change on the movement of peoples in the future. (DR7.2d)

Topic 3: How Human Actions Hurt Community

DR7.3 Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.

Indicators

a) Relate current issues to location by using physical maps, political maps, and population maps of Canada, and a selection of Pacific Rim and circumpolar countries in order to understand the role of geography in shaping political events (e.g., sovereignty over the North-West Passage, Western intervention in other countries, political alliances, adoption of a system of government) and economic activity (e.g., economic alliances, trading partners, exploitation of

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resources, impact of the reserve system on First Nations populations) in Canada, and a selection of Pacific Rim and circumpolar countries. (DR7.3a) and recognize that every action (good or bad) we take as members of God's family has repercussions for our relationships with God and others.

b) Examine the effects of natural or human catastrophes on affected populations, and, by extension, on the history of human habitation of the region. Examples (2003 tsunami in Indonesia; Hurricane Katrina, 2005; fires in BC and California, Ice storm in Quebec) (DR7.3b)

c) Construct a timeline tracing the highlights of the political and religious (Catholic) evolution in Canada, a circumpolar country and a Pacific Rim Country (e.g. United States-Mayflower, 13 colonies, Louisiana Purchase, Alaskan Purchase, annexing of the West; Canada-aboriginal life, European arrival, British takeover, settlement of the West, east-west orientation, Confederation; Vietnam-unification in 1975; Korea-divided in 1945 (or base the entire timeline on Catholic experiences of political development in Canada)

1534 - Mass celebrated for the first time in Canada (Jacques Cartier)

1614 - Mother Mary of the Incarnation

1642-1649 The Canadian Martyrs (Jesuits murder by first nations)

1658 - Francois de Laval named first bishop in New France (Quebec)

1747 - Marie-Marguerite d'Youville entrusted with the Montreal hospital

1763 – Catholics subjected to English Test Acts

1774 – The English Quebec Act relaxes Test Acts

1775 – Catholic priests champion loyalty to Canada and Canadian Catholics refuse to take part in the American Revolution

1816 – Oblates of Mary Immaculate is founded

1851 – Queen of England allows free exercise of religion to Catholics

1867 – British North America Act gives Catholics the right to keep Catholic schools

1852 – First Canadian Catholic University (Laval)

d) Analyze the influence of contact with another culture on the Aboriginal peoples of Canada, circumpolar countries, and a selection of Pacific Rim countries (e.g., the influence of Europeans on the indigenous peoples of Canada, Mexico, and Australia). (DR7.3c)

e) Assess the effects of relocations and deportations of affected groups in Canada, and in circumpolar and Pacific Rim countries (e.g., the Acadian deportation, the treatment of European immigrants during WWI, the internment of Japanese-Canadians in WW2, First Nations children in Canada and Australia abducted from their homes to attend residential schools). (DR7.3d) and their negative affects on their communities.

f) Conduct an inquiry synthesizing the link between historical events, population dynamics, and environment. (DR7.3e)

Topic 4: Our Role as Catholics within the Global Community

Outcome: DR7.4 Investigate relationships within and among select circumpolar and Pacific Rim countries to recognize reasons for current political and economic relationships.

Indicators

a) Explain the role of the Royal Proclamation (1763) in forming Canada as a bilingual country and the English penal laws (called Test Acts) that the English community used to exclude the Catholic community at the time.

b) Describe the influence of the Indian Act (1886) on the First Nations and Métis people of Saskatchewan and discuss its affects on the common good of the native people and Canada as a nation.

c) Debate the positions of circumpolar and Pacific Rim countries with respect to climate change; include a Catholic perspective: the need for environmental stewardship balanced with the needs of people within our communities (ex: biofuel development vs. higher food prices and displacement of people; the possible loss of certain luxuries (what will we need to give up?); etc.)

Possible Resources

- Galdu Resource Center for the Rights of Indigenous Peoples
<http://www.galdu.org/web/index.php?giella1=eng>
- The Catholic Register <http://www.catholicregister.org/>

Arguing About Doing Nothing: Newspaper Article Rubric (Topic 4)

Student Name: _____

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Catholic Values	Opinion reflects a strong conviction to Catholic values and defends opinion well whether it is an "expected answer" or not.	Opinion reflects Catholic values about community and stewardship.	Opinions reflect Catholic values on either community or stewardship.	Opinions are not founded on Catholic values.

Teacher Catholic Faith Integrations Reflections <i>What have I learned about teaching this unit?</i>	
Subject: Gr. 7 Social Studies	Unit: Dynamic Relationships
<p>What permeation ideas worked well in this unit?</p> <p>How well did the permeation prompts engage the students?</p> <p>Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.</p> <p>As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.</p> <p>It would have been good to have...</p> <p>If I adapted / modified this unit I would...</p> <p>General Comment:</p> <p>If you are recommending changes to this resource, please provide a copy to your Religious Education Coordinator/Consultant.</p>	



Saskatchewan Catholic Schools Curriculum Permeation

Gr. 7 Social Studies Faith Permeation Essential Connections

Unit Theme: Power

The focus of this unit is to investigate the processes and structures of power and authority and the implications for people. The use of this unit will help students achieve the following Outcomes of the provincial Gr. 7 Social Studies curriculum: PA7.1, PA7.2 and PA7.3

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

What is the church's teaching on subsidiarity and how does it support or challenge the structures of power and authority of secular governments?

- *What is the principle of subsidiarity? The principle of subsidiarity states that a community of a higher order should not assume the task belonging to a community of a lower order and deprive it of its authority. It should rather support it in case of need.*
- *What else is required for an authentic human society? Authentic human society requires respect for justice, a just hierarchy of values, and the subordination of material and instinctual dimensions to interior and spiritual ones. In particular, where sin has perverted the social climate, it is necessary to call for the conversion of hearts and for the grace of God to obtain social changes that may really serve each person and the whole person. Charity, which requires and makes possible the practice of justice, is the greatest social commandment. (Compendium of the Catechism of the Catholic Church #403-404)*

Catholic Faith Big Ideas:

Students will understand that ...

- the power of decision and action needs to begin and stay with the individual; each of us is responsible for our own well-being ([2 Thessalonians 3:7-10](#)) and the people who may be suffering in our community ([Matthew 25:34-40](#)).

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- All decisions are informed by the teachings of our faith. Article 1884 Catechism of the Catholic Church

✓ **Cross-Curricular Integration:**

- Religion 7 *Believe In Me* Program: Unit 3 “We believe in God the Father Almighty”, Theme 3 “Who’s in control?”

Catholic Faith Essential Skills:

- Be encouraged to deepen communal ties and appreciate the role of our federal system in light of the Church’s teaching of subsidiarity.
- Evaluate the powers of our own governments and those of other countries and decide if they respect the principle of subsidiarity.

Catholic Faith Essential Questions:

How does my parish, school, family or myself as an individual bring the faith perspective to subsidiarity?

Description of Culminating Assessment Task – Integrating Catholic Faith (end of unit assessment):

- Critique the systems of government and decide which would best represent the Church’s principle of subsidiarity.

Unit Instruction Plan/Lesson Sequence

Introduction

“Just as it is gravely wrong to take from individuals what they can accomplish by their own initiative and industry and give it to the community, so also it is an injustice and at the same time a grave evil and disturbance of right order to assign to a greater and higher association what lesser and subordinate organizations can do. For every social activity ought of its very nature to furnish help to the members of the body social, and never destroy and absorb them.”

[\(Quadragesimo Anno #79 - Encyclical “On Reconstruction Of The Social Order”, Pope Pius XI\)](#)

“The ‘principle of subsidiarity’ must be respected: ‘A community of a higher order should not interfere with the life of a community of a lower order, taking over its functions.’ In case of need it should, rather, support the smaller community and help to coordinate its activity with activities in the rest of society for the sake of the common good.”

(Centesimus annus - Encyclical “Hundredth Year”, John Paul II)

Topic 1: Forms and Sources of Power

Outcome PA7.1 Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim and circumpolar countries.

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Indicators

a) **Introduce students to the topic of power. Lead this discussion into the idea of subsidiarity and having an appropriate voice in decision-making.**

1. Have students share examples of when parents, teachers, older siblings, friends, etc. have made a decision for them without speaking to them first. Write keywords (who made decision and what it was about) from each contribution on the board.

Examples:

- a. Mom rented a DVD for my birthday party that I didn't like.
 - b. Dad ordered a restaurant meal for me with yucky tuna.
2. Develop a definition for power using the examples by asking:
 - a. Who has the power in each scenario?
 - b. Why do you say they have the power?
 - c. How could we define power?
 - i. Definition for POWER: the ability for a person to make a decision and have that decision fulfilled.
 3. Begin a discussion around the idea of subsidiarity and define it:
 - a. What would you say is missing from each scenario? (a personal say in the matter that is affecting me)
 - b. What does it feel like when someone doesn't talk to you about a decision being made for you?
 - c. Are there times when this is appropriate? (i.e. when a parent or teacher makes a decision for a young person based on experience)
 - d. The concept of "having a say" is something the church calls SUBSIDIARITY. How can we define this term?
 - i. Definition for SUBSIDIARITY: the belief that needs are best understood by people who are closest to them, and, that people should have an appropriate say in decisions being made for them.

b) **Describe the source of power and forms of power (force, authority, influence-see Grade 6 Social Studies) used by individuals in a position of power in the local community or a local organization (ex. captain of a sports team, president or executive member of the school student council) and how subsidiarity can be exercised when dealing with people in these positions of power. (PA7.1a)**

1. After reviewing the forms of power with students, create a table - like the one below - on the chalkboard to examine people in their community with power. Examples are provided.

Person with Power	Form(s) of power this person uses to carry out decision(s)	Do I feel this person is always fair?	Subsidiarity (How can I have appropriate input in the decisions this person makes for me?)
Teacher	Authority Force Influence		Talk to him/her after class
Principal	Authority Force		Talk to him/her when she has time
Mayor	Authority		Write him/her a letter Go to a council meeting and speak
Police Constable	Authority Force		Go to court
Student Council Representatives	Authority		Speak to your class rep(s) Speak to the teacher in charge

- c) Analyze the sources of power, including organization, resources (technological, human, and military), and numbers, evidenced in the exercise of power by an individual, organization, or nation as described in a current events article. (PA7.1b)**
Is subsidiarity evident in these examples? How? If it is not evident, who could have had a say in the community?
- d) Assess the sources of power held by the First Nations and the Europeans respectively in the negotiations of the treaty which governs the local area. (PA7.1c)**
Outline the powers received by both sides in the treaty: which powers give aboriginal people subsidiarity?
- e) Identify examples of the use of co-operation balance and harmony as a sources of power used to effect change in the local, provincial, national, or international community (e.g., service organizations, trade unions, First Nations and Métis organizations, co-operative movements, advocacy groups) (PA7.1d) and their relation to solidarity (also see the Social 7 Relationships unit; Topic 1) (commitment to the good of one's neighbor) and its connection to subsidiarity on a local level in relation to community needs.**

- f) Analyze the sources of power of a national leader of a Pacific Rim or circumpolar country. (PA7.1e) **Extended Learning: Students consider the following: if you were in a position of secular power how would your Catholic faith influence your decision-making? (Ex: If I were Prime Minister, would my beliefs affect my decisions that I would make for all of Canada?)**

Topic 2: Power and Subsidiarity in our Democratic System

Outcome: PA7.2 Investigate the structures and processes of democratic government in Canada.

Indicators

- a) Survey the principles of democracy as defined by family, school, and community members, and synthesize into a definition of democracy. (PA7.2a) **and relate this definition to subsidiarity.**

EVALUATION

Defining Democracy Assignment

1. As homework, students are to ask at least four people: “what do you think a democracy is?” Record answers from at least one member from each of the following groups: family, friends, school staff, and community members (i.e. neighbor, family friend, etc.).
2. Cover expectations for groups work and criteria for grading.
3. Students collaborate in small groups and share the opinions they collected. (Group Work Mark)
4. Looking for similarities, students synthesize opinions into a definition for democracy.
5. Groups these questions:
 - a. Based on your own and community opinions, what is the one thing that makes something a democracy?
 - b. What is our class definition for subsidiarity?
 - c. What do subsidiarity and democracy have in common?
6. Collect opinions, definitions, and answers for grading.

- b) Assess the strengths and weaknesses of subsidiarity and how government can make up for its shortcomings.**

Discuss and take notes for the strengths and weaknesses of the principle of subsidiarity. Save #3 for indicator (g) an introduction to oligarchies and dictatorships, which will be covered in Topic 3.

<i>How good is subsidiarity?</i>	
<p>1. Strengths</p> <ul style="list-style-type: none"> • freedom to make your own choices • makes people responsible for themselves (independence) • encourages people to help one another in the community • creates a strong community • lets people make choices about their own problems 	<p>3. How governments can hurt these strengths: (to be filled in at indicator g)</p> <ul style="list-style-type: none"> • make laws that take away personal freedoms (choosing your own religion, work, community, property, etc.) • social programs that are abused by people who can look after themselves but choose not to • make laws that limit people's choices
<p>2. Weaknesses</p> <ul style="list-style-type: none"> • people may make choices that hurt others (have loud parties, steal, don't work, vandalize, hurt others) or themselves (drug abuse, dangerous stunts, etc.) • citizens are too lazy, greedy, or busy to help those in need • the community does not have the resources (money, doctors, food, technology) to help those in need • the community is too large and the people in it don't feel close to one another and don't help one another 	<p>4. How governments can help when there is weakness:</p> <ul style="list-style-type: none"> • create and enforce laws that encourage citizens to respect one another's rights • create social programs for the neglected • distribute the wealth of the community by taxing rich people and communities more • provide money and resources by collecting taxes from citizens and giving money and providing the services where they are needed (roads, buildings, hospitals, etc.)

- c) Compare the responsibilities of municipal, provincial or territorial, and federal and First Nations governments in Canada. (PA7.2b)

Discuss how the Canadian federal system represents a model of subsidiarity. Discuss how the First Nations representatives and the Indian Act are not models of subsidiarity and how this aspect of Catholic teaching could help the aboriginal community problems.

Our Federal System Assignment

1. Introduce students to the different levels of government and the responsibilities of each within Canada's federal system.
2. Make connections to the levels of government and their closeness to regional decision making as a reflection of subsidiarity.
3. Show how the municipal level makes up for the weaknesses of subsidiarity within cities. For example: it is too hard for people living on a street for them to look after it so the city collects taxes to hire people to do it for them; garbage collection by the city is more efficient and clean than everyone looking after their own garbage disposal; etc. Discuss with students the rest of the municipal powers listed. Have them place a checkmark by the powers that help subsidiarity and an X by any that may hurt it.

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Municipal Government Powers	Provincial Government Powers	Federal Government Powers	First Nations Government Powers
4. property tax collection within the city 5. by-laws 6. management of local services, which include: <ol style="list-style-type: none"> local grid roads streets in town or city playgrounds and parks libraries swimming pools street lights garbage collection fire fighting snow clearance police 	4. direct taxation within each province 5. management and sale of public lands belonging to the province 6. provincial prisons 7. hospitals and asylums 8. local works and projects 9. education 10. administration of justice and provincial courts 11. issuing licenses to night clubs and other businesses	<ul style="list-style-type: none"> • trade and commerce • raising money through taxation • postal service • armed forces and defense • fisheries • currency • Aboriginal peoples and their land reserves • divorce laws • criminal law and penitentiaries 	

Students now, individually, evaluate the powers of the other levels of government (provincial and federal) in the same manner. In their work they must choose two powers from each level and explain why they decided the powers either hurt or helped subsidiarity. EVALUATION

- Describe the roles of the elected representatives in the local (reeve, mayor, councillor), provincial or territorial (member of the legislative assembly), federal (member of parliament), First Nations (councillor, chief) system of government and Métis governance structures. (PA7.2 c)**
- Investigate the federal, provincial or territorial, or local election processes in Canada. (PA7.2d)**
- Chart the structures of Canadian government at the local, provincial, and national levels. (PA7.2e)**
- Discuss how government can begin to interfere with subsidiarity within local communities [transition to authoritarian styled governments, which are addressed in Topic 3].**
 - Fill in #3 of the “How good is subsidiarity?” chart for indicator (b).

Topic 3: How Democracies, Oligarchies, and Dictatorships are related to Subsidiarity

Outcome: PA7.3 Compare the strengths and weaknesses of oligarchy, dictatorship, and democracy as systems of government. and juxtapose their effectiveness in relation to church teachings.

Indicators

- a) Examine the systems of government of circumpolar or Pacific Rim countries which are not democracies (e.g., China, North Korea, Vietnam, Fiji). (PA7.3a)
- b) Contrast the systems of government of the non-democracies in circumpolar and Pacific Rim countries with Canada's system of government. (PA7.3b)
- c) Identify the criteria by which countries are described as dictatorships, oligarchies, or democracies. (PA7.3c)
- d) Analyze the strengths and weaknesses of democracy, oligarchy, and dictatorship as systems of government. (PA7.3d)

Decide which one(s) nurture the principle of subsidiarity.

Nurturing the Principle of Subsidiarity Assignment EVALUATION

1. Students use an E-Chart to chart three strengths and three weaknesses of each political system (democratic, oligarchic, and dictatorship).

(1 mark for each point: out of 18)

Strengths of a Democracy	
Weaknesses of a Democracy	
Strengths of an Oligarchy	
Weaknesses of a Oligarchy	
Strengths of a Dictatorship	
Weaknesses of a Dictatorship	

2. Individually, students are to write a definition for subsidiarity (3 marks) and fill in a chart similar to the one below:

As we have seen, the Catholic Church teaches us that subsidiarity needs to be an important part of any power (decision-making) within a community. Decide whether or not each of the following government systems follows the Catholic Church's teaching on subsidiarity and why or not you believe this. (2 marks for each choice and appropriate justification: total of 6)

Government System	Choose One		Why I think this:
	Follows Subsidiarity	Hurts Subsidiarity	
Democracies			
Oligarchies			
Dictatorships			

Teacher Catholic Faith Integrations Reflections <i>What have I learned about teaching this unit?</i>	
Subject: Gr. 7 Social Studies	Unit: Power
<p>What permeation ideas worked well in this unit?</p> <p>How well did the permeation prompts engage the students?</p> <p>Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.</p> <p>As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.</p> <p>It would have been good to have...</p> <p>If I adapted / modified this unit I would...</p> <p>General Comment:</p> <p>If you are recommending changes to this resource, please provide a copy to your Religious Education Coordinator/Consultant.</p>	



Saskatchewan Catholic Schools Curriculum Permeation

Gr. 7 Social Studies Faith Permeation Essential Connections

Unit Theme: Resources and Wealth

This focus of this unit is the exploration of various worldviews about the use and distribution of resources and wealth. The use of this unit will help students achieve the following Outcomes of the provincial Gr. 7 Social Studies curriculum: RW7.1, RW7.2 and RW7.3

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning

Teachings of the church about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations and the natural environment.

Catholic Faith Big Ideas

Students will understand that ...

Everything belongs to God; we are mere stewards of His creation meant to care for and share what He provides for us.

Catholic Faith Essential Skills

Learn to live simply by recognizing the differences between need and want from a Catholic faith perspective.

Catholic Faith Essential Questions

Do I need to become poor to truly follow Christ's call to help those in need?

Description of Culminating Assessment Task – Integrating Catholic Faith (end of unit assessment)

- **Christian Service:** Students look for local opportunities to share what they have with others through service. See Topic 3 for service record sheet.

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Other Useful Resources

www.3rdworldfarmer.com

3rd World Farmer is a new kind of game. An experiment in the genre of Serious Games, it aims at simulating the real-world mechanisms that cause and sustain poverty in 3rd World countries.

Unit Instruction Plan/Lesson Sequence

Introduction

This unit gets students to understand their stewardship of God's creation and encourages them to lose the notion of "owning" more than what they need and that they come from a tradition of sharing in community.

Focus quotation(s):

"You are not making a gift of your possessions to the poor person. You are handing over to him what is his. For what has been given in common for the use of all, you have arrogated to yourself. The world is given to all, and not only to the rich. "

Saint Ambrose

"The group of followers all felt the same way about everything. None of them claimed that their possessions were their own, and they shared everything they had with each other."

Acts 4:32-33

Topic 1: Barter, Trade, and Sharing

Outcome: RW7.1 Explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim countries and Jesus' Israel.

Indicators

a) Role-play the practices of barter, trade, and sharing used to obtain goods and services. (RW7.1a)

b) Describe examples of barter, trade, and sharing in the local **secular and church** communities. (RW7.1b)

- Include examples of sharing in the church community: potlucks, donations, gifts to the poor at Christmas, volunteering to help with the church building, donations to the needy.
- Discuss how God has given everyone what he/she needs and encourages us not to hoard what he provides:
 - Matthew 6:26 "Look at the birds of the air, that they do not sow, nor reap nor gather into barns, and yet your heavenly Father feeds them. Are you not worth much more than they?"

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- Connect providence and the sharing seen in the church community to the life of the apostles and the early church:
 - Matthew 14:16-21 Five Thousand Fed with 5 loaves of bread and two fish
 - Acts 4:32-33 “The group of followers all felt the same way about everything. None of them claimed that their possessions were their own, and they shared everything they had with each other.”
 - 1 Corinthians 10:24 “Let no one seek his own good, but that of his neighbor.”

c) Present the experiences of Elders and senior citizens in the local community regarding barter, sharing, and trade. (RW7.1c)

d) Question whether economies based on barter, trade, and sharing are sustainable. (RW7.1d)

Use Jesus’ Israel as an example of a traditional society, which would have bartered.

e) Cover the following material with students:

Rural Life in Jesus’ Holy Land

Our environment has an incredible impact on who we are and how we live as people. Jesus’ teachings would have been influenced by the wheat fields, vineyards, and forests He walked through and the animals of the region He would have come in contact with.

FARMING

The number of times Jesus refers to agriculture in His teachings reflects its importance. In fact, the majority of people of His Holy Land would have been farmers living in rural communities. Women would have spent their days preparing both meals for the day by grinding grain, milking the goats, baking bread, making cheese and curds. Farming and animal care would have been the responsibility of the men, who farmed about 5 acres of land, given to their family generations ago and held onto with such zeal that some would rather die than part with it. Land could be divided up for a number of growing purposes:

- Cereal grains (wheat, barley, and flax)
- Garden crops (watered using the local community well) Grapes and olives

Most families owned one or two goats, a few sheep for wool, one to two donkeys or oxen for work, and some poultry.

If drought, fire, locusts, disease or weeds could be avoided, farmers would only harvest five seeds for every one they planted. Add to this the idea of only using basic tools for grinding grain and harvesting and you can appreciate that rural life in the Holy Land was hard and the day full of work.

Jesus and many of the other Jews of His time and today follow dietary laws. These laws forbid the consumption of some animals (like pigs, lobsters, shrimp, and crab) and instruct how to kill animals, under what circumstances they can be eaten, and what parts can be consumed.

1. Discuss why barter would have been common in Jesus’ time and why it would have been important. Contrast their need for barter to our own economic system. How can we ensure that everyone in our community has enough?

Topic 2: Sharing with the World

Outcome: RW7.2 Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries.

Indicators

- a) Formulate a definition of a natural resource, and differentiate between renewable and non-renewable resources. (RW7.2a)
- b) Identify the locations of natural resources of circumpolar and Pacific Rim countries using appropriate maps, and analyze the impact of the resources on local communities. (RW7.2b)
- c) Correlate the presence of resources and industries to the gross national product of circumpolar and Pacific Rim countries. (RW7.2d)
- d) Classify renewable and non-renewable resources.
- e) Differentiate between primary, secondary, and tertiary industry. (RW7.2c)
- f) Draw conclusions about the standard of living of people in Pacific Rim and circumpolar countries using material wealth measures (gross national product, gross domestic product) and non-material measures (the quality of life index, happiness index). (RW7.2e)

Identify what developed countries should be doing in light of church tradition and Christ's teachings. Evaluate if Canada is doing enough (examine balancing our needs with the needs of others and whether or not this attitude is truly following Christ's message).

Spark an interesting debate on the validity of making one's self poor to serve the poor. Do students believe this is what Christ intended? Would His environment have affected what he spoke about and the degree to which He wanted people to follow His teachings? (Much of the population of Jerusalem was dependent on charity, and the Temple was the centre of various formal and informal means of aiding the poor; but was it enough?)

Passages that could add to the debate:

- 1 Thessalonians 4:11-12 "Make it your ambition to lead a quiet life, to mind your own business and to work with your hands, just as we told you, so that your daily life may win the respect of outsiders and so that you will not be dependent on anybody."
- Mark 10:17-22 As He was setting out on a journey, a man ran up to Him and knelt before Him, and asked Him, "Good Teacher, what shall I do to inherit eternal life?" And Jesus said to him, "Why do you call Me good? No one is good except God alone. "You know the commandments, 'do not murder, do not commit adultery, do not steal, do not bear false witness, do not defraud, honor your father and mother.'" And he said to Him, "Teacher, I have kept all these things from my youth up." Looking at him, Jesus felt a love for him and said to him, "One thing you lack: go and sell all you possess and give to the poor, and you will have

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treasure in heaven; and come, follow Me." But at these words he was saddened, and he went away grieving, for he was one who owned much property.

- Find an article that would discuss the amount of Canada's contributions to foreign aid (CBC News example: <http://www.cbc.ca/world/story/2006/07/26/cda-foreignaid.html>). After students have read it have them answer the following question in a response journal:
 - Based on what we know about Christ's teachings, how the early Christian community shared everything, and our church community's sharing practices, is Canada doing enough to help poorer countries? Give three reasons why you have this opinion.

Topic 3: Stewardship

Outcome: RW7.3 Assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim countries.

Indicators:

- a) Research and illustrate the origins and current meanings of the words "steward" and "stewardship". (RW7.3a) from a Catholic perspective.
- b) Track in a journal stewardship of one object, area or domain of choice (e.g. bedroom, a younger sibling, allowance money, talent, vehicle, electronic equipment) for a predetermined period of time, by describing and justifying actions.
- c) Define the word "sustainable", and discriminate between the concepts of sustainable and unsustainable as they apply to resources and industry. (RW7.3b)
- d) Contract to sustain Christian service(s) for a predetermined length of time (ex. visiting shut-ins, volunteering in school (after school help or helping with extracurricular activities), helping younger children at lunch hour or after school, volunteering in the community with parental consent and guidance).
 - Students are given a predetermined amount of time to record their Christian service within a community and record this information. This will be a good opportunity for students who are not currently undertaking any such service to begin discovering the benefits of volunteerism.
 - Service Record Sheet is provided on the next page.
- e) Critique the stewardship of the economies of a selection of circumpolar and Pacific Rim countries.
- f) Discuss how we can be good stewards of the faith that has been handed down to us.
 - How would you look after a family heirloom (grandfather's pocket watch) – relate this to stewardship of faith (caring for it through
 - regular attendance at church, prayer, good works, charity, reflection on beliefs, learning new things about tradition and Scripture.)
- g) Examine the sustainability of the economies of a selection of circumpolar and Pacific Rim countries, and propose practices which might increase the level of sustainability. (RW7.3c)

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Service Record Sheet

Christian Service is at the heart of Catholic Education. This voluntary service enables students to show solidarity with people who are in need and who require assistance. The Christian Service Program also helps to foster in students an understanding of civic responsibility and participation. It enables young people to develop and share their skills and gifts with others, in the wider community.

Activity	Number of Hours	Where You Volunteered	Supervisor's Name	Supervisor's Initials	Date

Christian Service Program – Student Reflection

Please take a moment to reflect on the voluntary Christian Service you have provided to others or to the community. To help you with your reflection, you are encouraged to address the following questions:

1. What was the most important lesson that you learned from your voluntary experience?

2. How did your activity express the Gospel challenge to put the needs of other people above your own?

3. What did you learn about a) yourself; b) other people; and c) society in general?

4. What difference did your service make to the people whom you served?

Adapted from the Hamilton-Wentworth Catholic District School Board
Christian Service Activity Record Sheet

Teacher Catholic Faith Integrations Reflections <i>What have I learned about teaching this unit?</i>	
Subject: Gr. 7 Social Studies	Unit: Resources
<p>What permeation ideas worked well in this unit?</p> <p>How well did the permeation prompts engage the students?</p> <p>Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.</p> <p>As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.</p> <p>It would have been good to have...</p> <p>If I adapted / modified this unit I would...</p> <p>General Comment:</p> <p>If you are recommending changes to this resource, please provide a copy to your religious Education Coordinator/Consultant.</p>	