



Saskatchewan Catholic Schools Curriculum Permeation

**REVEALING  
CHRIST  
IN ALL WE TEACH  
SOCIAL STUDIES 8**

**2011**

*"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. 8 Social Studies - Faith Permeation Essential Connections

### Unit Theme: Interactions and Interdependence

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

**NOTE: All highlighted/shaded areas indicate faith permeation.**

#### **Catholic Faith Focus for Learning:**

To understand how cultures are diverse just as the world that God created is diverse.

“All people form the unity of the human race by reason of the common origin which they have from God. God has made “from one ancestor all the nations of men” (Acts 17:26). “All have but one Saviour and are called to share in the eternal happiness of God”. Compendium of the Catechism of the Catholic Church: #68.

"So God created the human race in his own image . . . male and female he made them" (Genesis 1:27).

#### **Catholic Faith Big Ideas:**

Students will understand that:

- They are diverse and unique human beings, created by God. They belong to God who is the author of all diversity.
- Catholicism was one of the founding faiths of Canada, which is now a country of diverse cultures and religions.

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

The students will be able to:

- Appreciate the uniqueness of themselves and others, as gifts from God.
- Recognize that religious differences and cultural differences are a source of controversy and conflict, as well as growth and change.
- Appreciate and welcome God’s gift of having these differences which change the culture of a community.

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

Do I cherish my uniqueness?

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How do I as a Catholic person appreciate religious and cultural differences?

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

**Culture is like an Iceberg**

- Make a drawing of an iceberg to be aware and examine your own diversity.
- Which features of religion and culture do they think are visible and which are invisible?

## Procedures

## Lesson Sources:

<http://www.peacecorps.gov/wws/publications/bridges/>

1. Before beginning this lesson, remind students that
  - Culture is a complex concept.
  - Everyone has a culture.
  - *“The Church is catholic, that is universal... [Where there is Christ Jesus, there is the Catholic Church], Saint Ignatius of Antioch” **Compendium of the Catechism of the Catholic Church #166, Religion 8: Stand By Me: Unit 3: We believe in one catholic and apostolic church Theme 1: Why bother with church?***
  - *Religion is “...entrusting oneself to Him and giving assent to all truths which God has revealed because God is Truth.” **Compendium of the Catechism of the Catholic Church #27***
  - *Culture and having a relationship with God shapes how we see the world, ourselves, and others.*
2. Explain that metaphors often help us understand big ideas by relating something we do not know to something we do know. A useful metaphor for culture is an iceberg. Ask students what they know about the size and shape of icebergs. How much of an iceberg is above the water? How much is underwater?
3. Make the point that only about one-eighth of an iceberg is visible above the water. The rest is below. Culture is very similar to an iceberg. It has some aspects that are visible and many others that can only be suspected, guessed, or learned as understanding of the culture grows. Like an iceberg, the visible part of culture is only a small part of a much larger whole.
4. Ask students to look back at **Worksheet #1, Features of Culture**. Review with students that the numbered items on the list are all features of culture. If students have not completed the worksheet, make sure that they understand all the features on the list. Ask them for examples, or provide examples if needed.
5. Provide students with a copy of an outline drawing of an iceberg with a clear line delineating the part of the iceberg that is above the water's surface and the larger part that is below the surface.
6. Divide students into groups of four. Ask them to bring the *Features of Culture* worksheet with them. Have them discuss in their groups which features of culture they think are visible and which are invisible.
7. Ask students to look at both their outline drawing of the iceberg and their *Features of Culture* worksheet. Have them review the features one by one and decide as a group if a particular feature belongs above the line (i.e., is "visible") or below the line (i.e., is "invisible"). Have students write above the water line the numbers of those features of culture that they, as a group, consider to be observable features. They should write the numbers of the "invisible" features below the water line. Do the first few features with them. Provide examples, e.g., prayer cannot be directly observed; holiday customs are visible.
8. After students have had time to work in groups on the remaining features, have each group pair with another group and compare their placement of features. Students must be prepared to say why they placed a particular feature where they did. (Note: In the list of

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features, the numbers that should appear *below* the water line are #3, #4, #6, #8, #9, #10, #16–18, #22–24, #26–30.)

Ask students whether they see any item below the water line that might influence or determine any item above (e.g., ideas about modesty might affect styles of dress; religious beliefs might influence holiday celebrations, painting, and music).

This unit helps us understand how various groups often look at people in other groups as “different”. Students can examine and appreciate their own culture and understand that each of us learns a set of behaviors and beliefs from the people we grow up with. In addition, each individual has unique talents and preferences that we need to be proud of.

## Lesson/Topic #1: Cross Cultural Understanding/Building Bridges

Lessons available from website <http://www.peacecorps.gov/wvs/publications/bridges/>

**Outcomes:** IN8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.

**Indicators:**

- a) Create an inventory of cultural elements people throughout the world have in common, regardless of where they live.
- b) Formulate a definition of culture from responses to the question, “What is culture?”
- c) Examine the extent to which cultural groups are able to retain their cultural identity in Canada, with reference to elements of culture, including kinship patterns, artistic patterns, religious patterns, education patterns, recreational and play patterns.

**Discussion Questions:**

What are your impressions about how Canadian culture has shaped you as a unique and diverse individual?

*When looking at the origins of cultural diversity in Canada, ask students how their own Catholic faith and religion becomes an important factor in influencing culture? What do you do to keep your own faith and culture strong? How has your family been an inspiration or hindrance in practicing your Catholic faith? What gifts has the Holy Spirit given us in our own lives and in the lives of others?*

**Activities:**

- Complete Worksheet #1, *Features of Culture* (below) see appendix
- Complete Worksheet #2, *Everyone has a culture - Everyone is Different*. This will help them identify unique aspects of their own culture. See appendix

**Resources:**

**Religion 8: Stand By Me: Unit 1:** We believe in the Holy Spirit **Theme 2:** Am I Strong Enough?

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## Worksheet #1: Features of Culture

**Directions:** For each feature of culture, think of one example common to people in Canada or in the country where you were born. Use another sheet of paper if you need more space to write.

\*Extension: after research do this with another culture

1. Styles of dress	9. Attitudes about personal space/privacy	17. Nature of friendship	25. Religious rituals
2. Ways of greeting people	10. Beliefs about the responsibilities of children and teens	18. Ideas about clothing	26. Concept of beauty
3. Beliefs about hospitality	11. Gestures to show you understand what has been told to you	19. Foods	27. Rules of polite behavior
4. Importance of time	12. Holiday customs	20. Receiving the Sacraments (Baptism, Eucharist, Reconciliation, Confirmation, Marriage, Holy Orders, Anointing of the Sick)	28. Attitude toward age
5. Attending church	13. Music	21. Facial expressions and hand gestures	29. The role of family
6. Values	14. Dancing	22. Concept of self	30. General worldview
7. Literature	15. Celebrations	23. Work ethic	
8. Religious Beliefs	16. Prayer	24. Beliefs about child raising(children and teens)	

## Worksheet #2: Everyone Has a Culture—Everyone Is Different

**Directions:** Respond to each question. Use another piece of paper if you need more space.

1. What languages do you speak?	6. How often do you see your extended family (for example, grandparents, aunts, uncles, and cousins)? What role do they play in your life?
2. What music do you listen to? What dances do you know?	7. What holidays and ceremonies are important in your family?
3. What foods do you eat at home?	8. What do you wear on special occasions?
4. In your family, what is considered polite and what is considered rude? What manners have you been taught? (Think about such things as table manners, behavior toward guests in your home, what to say when answering the telephone, how to say thanks for a meal.)	9. Describe something very important to you. It could be a value such as respect or honesty. It could be a person, such as a parent, brother, sister, or friend. It could be a goal, such as going to college or designing a website. It could be a hobby. It could be your religion.
5. How does your Catholic faith play a role in your family's life? (Liturgy, Mass and prayer, Sacraments, beliefs and faith)	10. Based on what you've written, how would you describe the characteristics of the culture you're a part of?



## Lesson/Topic #2: Building blocks of Canadian heritage

*The understanding of the history of First Nations and the European immigration to Canada directly relates to the building of Catholic Christianity in Canada.*

**Outcomes:** IN8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.

**Indicators:**

g) Identify questions and issues of importance to Francophone people in Canada and Saskatchewan, and assess the impact of language and education laws on the Francophone community.

h) Analyze the impact of language and education laws on minority groups in Canada.

**Outcomes:** IN8.1 Appraise the influence of immigration as a factor in Canadian cultural diversity.

**Indicators:**

a) Research reasons for diverse peoples choosing Canada as a home.

b) Construct a timeline of the historical immigration patterns in Western Canada. *Using the websites below, have the students create a timeline or add to the timeline already made showing the history and contribution of Catholic immigrants to the life and culture of Canada. Use different colors for this part of the timeline.*

c) Investigate the evolution of Canada's immigration policy and assess the impact on historic and contemporary immigration patterns.

e) Assess the benefits and challenges of the multicultural policy in Canada.

**Discussion Starters:**

*How do you think the Francophone and European immigrants dealt with keeping their faith when they came to the diverse country of Canada?*

*How do you think First Nations people felt when Christian European colonizers disregarded their faith and their beliefs?*

*In the Catholic understanding, how do all people share in the one body of Christ?*

*How do our Catholic beliefs overcome those things that set one person against another?*

*Jesus first established His Church on the Apostles, and commissioned them to teach the Word of God to all nations. And this the Apostles did, immediately after Pentecost. Peter was the center of the united teaching. As we read in the Acts of the Apostles (2:14), "Peter, standing up with the Eleven, lifted up his voice and spoke out to them . . . Repent and be baptized every one of you in the name of Jesus Christ for the forgiveness of your sins; and you will receive the gift of the Holy Spirit" (2:38).*

*To add to the historical timeline of immigration patterns it is important to add the Catholic contributions. For it was the Catholic Church that made a concerted effort to welcome the new Catholic immigrants. Catholic citizens helped them find jobs and homes; sisters (nuns) taught their children English in Catholic schools; the local church held religious festivals and social events, many hospitals and schools were built by religious orders.*

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**Resources:**

**Religion 8: Stand By Me: Unit 1:** We believe in the Holy Spirit **Theme 1:** What do they expect me to do now?

**Religion 8: Stand By Me: Unit 2:** We believe in the Holy Church **Theme 2:** How do I fit in?

<http://www.cic.ca/index-e.php> (Catholic Immigration Centre of Ottawa)

<http://www.multiculturalcanada.ca/Encyclopedia/A-Z/u1/9> ( Multicultural Canada and Religion)

<http://www.newadvent.org/cathen/03231a.htm> (Catholicity in Canada, scroll down to Colonization)

<http://www.newadvent.org/cathen/10378a.htm> (Catholic Indian Missions of Canada)

Teacher Catholic Faith Integrations Reflections <i>What have I learned about teaching this unit?</i>	
Subject: Gr. 8 Social Studies	Unit: Interactions and Interdependence
<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><b>If you are recommending changes to this resource, please provide a copy to your Religious Education Coordinator/Consultant.</b></p>	



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## Gr. 8 Social Studies - Faith Permeation Essential Connections

### Unit Theme: Dynamic Relationships

#### Catholic Faith Focus for Learning:

God has made a covenant with his people.

A covenant is more than a contract because even if we are not faithful, God is always faithful.

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

Students will understand that ...

- Through Jesus' life, death and resurrection we have an eternal covenant with God. In every celebration of the Eucharist this covenant is renewed. When we share in the body and blood of Christ we renew our promise to live as members of Christ's body. "He did the same with the cup after eating, saying: 'This cup is the new covenant in my blood, which will be shed for you'" (Luke 22: 20).

#### Catholic Faith Essential Skills:

The students will be able to:

- Understand the biblical understanding of covenant
- Understand that our Catholic faith is rooted in the understanding of that covenant.
- Have an awareness of God's close and personal relationship with them through their Baptism.

#### Catholic Faith Essential Questions:

- How do I respond to God's invitation to live in a covenant relationship with Him?
- In my relationship with others, how do I understand loyalty and faithfulness in terms of the biblical understanding of covenant?

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

### What's in a Promise?

Lesson source: <http://www.pass-ed.com/Business/WhatsinaPromise.html>

The New York Times is running an article entitled, “Hire by the Contract Now, Risk a Big Regret Later.”

The article explains, “the average American worker might receive about two weeks’ salary for every year they worked at a company. “ It continues, “the average chief executive without an agreement received the equivalent of about 18 weeks of salary for each year of service. Exit agreements offer chief executives far more than 18 weeks of salary. The article states, “at Home Depot, (the C.E.O.’s) contract entitled him to 568 weeks of salary for each of the six years he was chief executive. Michael D. Eisner took home the equivalent of nearly 536 weeks of salary after he left the Walt Disney Company. Of course, that pales in comparison with the former lieutenant he dismissed: Michael Ovitz, Disney’s former chief operating officer, was paid the equivalent of more than 5,000 weeks of salary after just over a year on the job.” [http://www.equilar.com/NewsArticles/011207\\_nytimes.pdf](http://www.equilar.com/NewsArticles/011207_nytimes.pdf) (Complete article from NY Times)

### Discussion Starters and Activities:

- Vocabulary Terms to Discuss: “Smoking Gun”; Demise; Orchestrating; and, Analysis.
- Do you think you should write down important agreements in the form of a contract? Why/why not?
- What benefits might a written agreement provide to both parties? Should verbal agreements be honored? Why/why not?
- *If God was the boss of a company, what do you think would be in His contracts and written agreements?*
- Imagine that you sat on the board of directors of a company that was hiring a new chief executive officer. Would you prefer to give your top choice candidate a contract that guaranteed him many millions of dollars if later was fired, or hire your second choice candidate? What questions would you ask in trying to make this decision?
- You might hold a mock board meeting in your classroom in which students can debate the virtues of developing a golden parachute departure contract that would provide a huge bonus for a departing executive.
- Imagine that somebody asked you to develop a plan for determining how much money somebody who filled a specific position should earn. What kinds of jobs should be worth the most money, why? What kinds of jobs should be worth the least? Why?
- Consider three different jobs: the manager of a large factory; a cashier; and a bus driver. What are the different traits needed for each job? How much is each trait worth? Why have they assigned these specific values?
- *When it comes to Judgment day, (Revelation 20: 12-15) how will your career affect your life after death?*
- *The impact of many decisions is far-reaching and is often unapparent at the moment: The wisdom of the just man’s path grows increasingly brighter as time progresses*

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*towards perfection (Proverbs 4:18); The consequences of the wicked man's folly are unseen and surprise him as he is ruined (Proverbs 4:19). According to the Bible, would God approve or disapprove of your decisions in your life and career? Are you seeking to please God or men (John 12:42-43)?*

## **Lesson/Topic #1:**

**Outcomes:** DR8.1 Develop an understanding of the significance of land on the evolution of Canadian identity.

**Indicators:** a) Examine the influence of the land on the Canadian personality depicted in literary texts, songs, media presentations, visual art and dance, sport and recreation.

### **Activity:**

Invite the students to go away to a quiet place and reflect awhile on what it means to be Jesus' disciple, to follow him across the hard landscape. Encourage them to turn inward to hear the Spirit that dwells within and outward to the mystery that surrounds them.

Along the way there will be glimpses of God's glory: when He stills the storm and is transfigured on the mountain, when He heals the sick and feeds the hungry. Still, the primary lesson is the difficult way to which we are called, along with the great joy of knowing that Jesus has initiated the journey and leads us exactly where we need to go.

<http://megfunk.com/entry.php?id=130> (Book review on The Spiritual Landscape of Mark by Bonnie B. Thurston, PhD)

### **Discussion:**

*What do you think makes up our Catholic spiritual landscape?*

*How does my Catholic spiritual landscape influence my personal identity?*

*(scriptures, stations of the cross, rosary, celebrations, sacraments, vestments, chalice, candles, banners, liturgical cloths, holy water, incense, bread, wine, tabernacle, statues, icons, altar, crucifix, sacred art, weekly mass, holy shrines, pilgrimages, priest, bishop, cardinal, Pope)*

*The Prairie landscape gives us bread and the Ontario and British Columbia landscape gives us the wine.*

## Lesson/Topic #2:

**Outcomes:** DR8.1 Develop an understanding of the significance of land on the evolution of Canadian identity.

**Indicators:** c) Illustrate on a map various designated lands in Canada and explain such designations.

*Explain that our Catholic churches are grouped into two rites, Latin and Byzantine and these rites have different designated land areas that represent them. The Latin rite is divided into 71 Dioceses. The Byzantine rite is divided into 5 Ukrainian Catholic Eparchies. Help the students understand the history of the Catholic Churches in Canada with the aid of the history websites below.*

*Print the map of the Dioceses in Canada and students can add the 5 Ukrainian Catholic Eparchies in red color to the map.*

### Discussion Starters:

*What does it mean to you to be a part of a group of similar Catholic faith with roots in Canada's history?*

*How has the development of the Catholic Church in Canada helped the evolution of the Canadian identity?*

*What would be different in Canada if there was not the presence of the Catholic Church?*

### Resources:

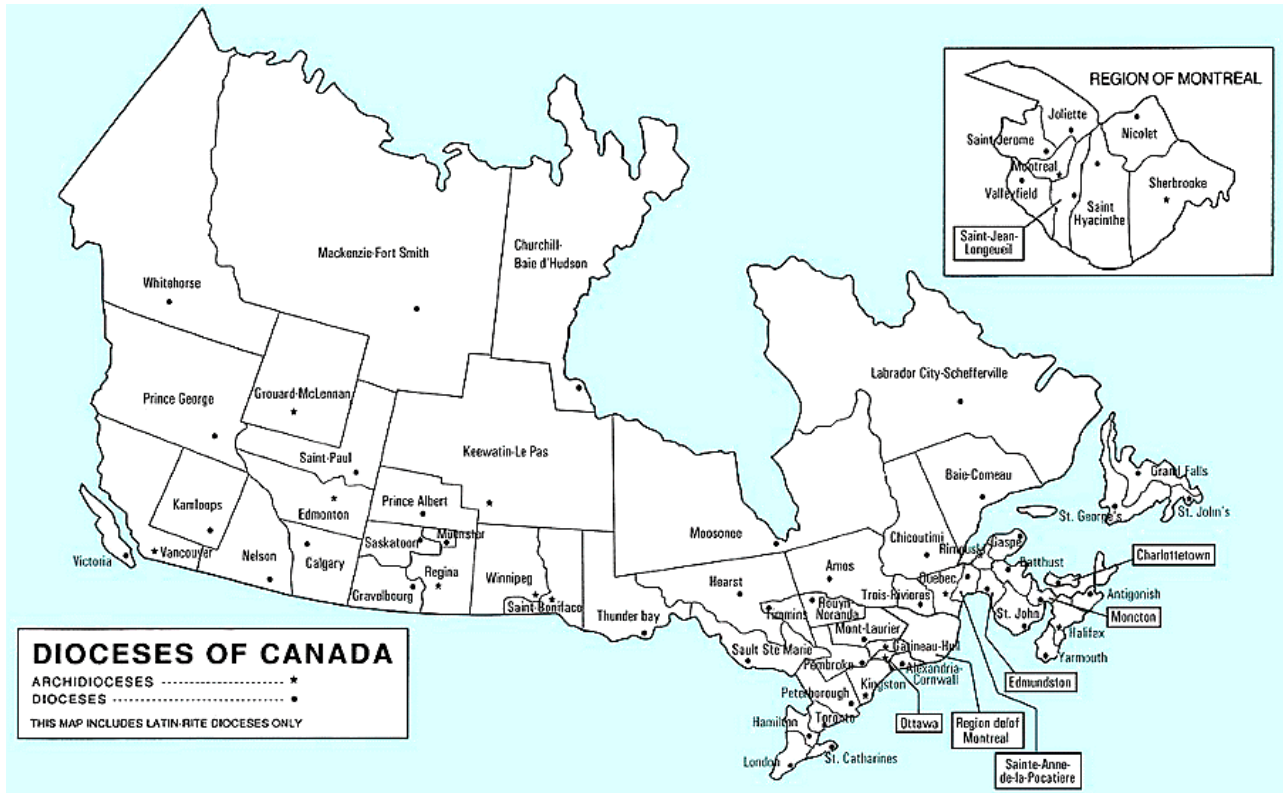
<http://www.theinquiry.ca/dioceses.hide.php> (Map of Dioceses in Canada)

<http://www.catholic-hierarchy.org/country/dca2.html> (List of Dioceses in Canada)

<http://www.cccb.ca/site/eng/dioceses/list-of-eparchies> (List of Eparchies in Canada)

<http://www.cccb.ca/site/content/view/1218/1075/lang,eng/> (History of Roman Catholic Church in Canada)

[http://www.edmontoneparchy.com/about\\_history\\_canada.htm](http://www.edmontoneparchy.com/about_history_canada.htm) (History of Ukrainian Catholic Church in Canada)



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### Lesson/Topic #3:

**Outcomes:** DR8.2 Describe the influence of the treaty relationship on Canadian identity.

**Indicators:** e) Represent the benefits of the treaties for all Canadians.

*Catholic Canadians have brought their ministry to the First Nations people. Please refer to article by Bishop Sylvain Lavoie OMI.*

[http://esask.uregina.ca/entry/catholic\\_ministry\\_to\\_first\\_nations\\_people.html](http://esask.uregina.ca/entry/catholic_ministry_to_first_nations_people.html)

#### What is a Treaty?

A Treaty is a formal agreement between two parties. The Numbered Treaties, which cover all of Saskatchewan, are formal agreements that created a relationship between the Crown and First Nations. As a result, each party has certain expectations and obligations, both explicit and implicit. The Numbered Treaties provided First Nations with such things as annuities, education, reserves and protection of their traditional economies, while the Crown acquired the means to open up territories, including modern day Saskatchewan, for settlement and agricultural and resource development.

First Nations and the Federal Government differ, however, in how they view Treaties – First Nations see the Treaties as covenants, while the Federal Government sees them primarily as contracts. *The treaty was a special kind of covenant, a bond with all the spiritual connotations of the biblical covenants, who are all equal under God.* First Nations believe that the Treaties are land sharing agreements, witnessed by the Creator, between two sovereign parties that established a permanent relationship. The Federal Government acknowledges their solemnity, but they view the Treaties as land surrender agreements whereby First Nations ceded their territories to the Crown. As well, First Nations believe that the spirit of the agreement is what is most important, including oral commitments, whereas the Federal Government believes the written text is what is most important. *God regards all agreements, and especially treaties, as sacred covenants which endure for all generations, even though time passes, circumstances change, and they may not suit our interests anymore.*

#### Who benefits from Treaties?

Treaties benefit all Canadians. Two parties are required to make a Treaty, with both parties having obligations and benefits that derive from the Treaty. In Saskatchewan, the Treaties contained benefits for both settlers and First Nations. First Nations received annuities, education, reserves, as well as farming assistance. Settlers received access to farmland and resources, as well as the peace and goodwill of First Nations.

*The Treaty has an ongoing importance for us all — not only as our "founding document", but as the mode of defining the ongoing constitutional, political and spiritual relationships between the two most significant founding partners of our Canadian identity on through the twenty first century.*

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## What do Treaties mean today?

Treaties are basic building blocks of the relationship between First Nations and the rest of Canada. *The Treaty also provides the moral basis for the presence of all other immigrants that have since come to Canada.* It is clear that in the past, First Nations and the Crown had differing interpretations on what the Treaties meant. In Saskatchewan, the Government of Canada and the Federation of Saskatchewan Indian Nations have come to a common understanding about Treaties and are now using that understanding to reinvigorate the Treaty relationship. Treaties are the building blocks for the future of the relationship between First Nations and the rest of Canada.

[http://www.otc.ca/ABOUT\\_TREATIES/FAQs/](http://www.otc.ca/ABOUT_TREATIES/FAQs/)

<http://www.socialjustice.org.nz/?sid=116> 1990 Statement by the Catholic Bishops of Aotearoa-New Zealand

### Discussion Starters:

*How does participating in the Eucharist help us to understand the covenant God has made with us?*

*Two parties are required to make a Treaty, with both parties having obligations and benefits that derive from the Treaty. What expectations do we have of God and does God have with us in a covenant relationship?*

*Even though God has a covenant with us, He expects that our response will bring positive behaviour. When you think of your friendships do you have expectations of positive, caring behaviours or does your loyalty cause you to be blind to negative and harmful behaviours / influences?*

## Lesson/Topic #4:

**Outcomes:** DR8.3 Assess how historical events in Canada have affected the present Canadian identity.

**Indicators:** e) Compare the perspectives taken in cases of injustice in Canadian history (the Ukrainian Canadians)

### A Case Study of Genocide in the Ukrainian Famine: Famine as a Weapon

Canadians have made covenants with First Nations people through treaties and have had a role in world conflicts that have made an impact on our relationships in the future.

During the Ukrainian famine of 1921 to 1923, it is estimated that 2 to 2.5 million people starved to death.

The **Holodomor** (Ukrainian: Голодомор; translation: death by starvation) refers to the famine of 1932–1933 in the Ukrainian SSR during which millions of people were starved to death because of the Soviet policies. There were no natural causes for starvation and in fact, Ukraine - unlike other Soviet Republics - enjoyed a bumper wheat crop in 1932. The Holodomor is considered one of the greatest calamities to affect the Ukrainian nation in modern history. Millions of inhabitants of Ukraine died of starvation in an unprecedented peacetime catastrophe. Estimates on the total number of casualties within Soviet Ukraine range mostly from 2.6 million to 10 million.

Some scholars have argued that the Soviet policies that caused the famine may have been designed as an attack on the rise of Ukrainian nationalism, and therefore fall under the legal definition of genocide. Therefore the Holodomor is also known as the "terror-famine in Ukraine" and "famine-genocide in Ukraine". Others, however, conclude that the Holodomor was a consequence of the economic problems associated with radical economic changes implemented during the period of Soviet industrialization.

### Discussion Starters:

In 2008, Ukrainian Canadians in all parts of the country marked the 75th anniversary of the Ukrainian Famine/Genocide of 1932-33 that caused the deaths by starvation of over seven million Ukrainians.

How do you think the Ukrainian Canadians still feel about that part of their heritage?  
How did the famine affect the lives of those Ukrainian Canadians living in Canada today?

“Many survivors of this tragic time in history and their descendants live in Saskatchewan and have contributed greatly to our province's cultural, economic, political and educational life,” Ken Krawetz said. “This Act will ensure that on the fourth Saturday in November each year, Holodomor will be remembered and recognized.”

How do you think this tragedy should be remembered by Canadians?

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*Suffering creates a bond of understanding and compassion that can have the power to transcend social, national, and religious boundaries. And it was this bond that brought the representatives of the Ukrainian and Jewish communities of Montreal to a joint ceremony honouring the victims of the Nazi Holocaust and the Soviet Famine (the Holodomor). For the first time in Canadian history Jews and Ukrainians prayed together for the loss both nations had endured at the hands of genocidal tyrants. Romans 12:21 set the tone of the event: “‘Do not be overcome by evil, but overcome evil with good’... [because] it is not evil but goodness and unity in diversity that has the last word in this world, which belongs to God.” What other interfaith dialogue needs to happen in order to bring about peace and compassion between other groups?*

*In the face of war, torture, persecution and genocide it is easy to question where God’s presence is. What could you tell a victim of the Holodomor who asked you that question?*

*How does someone’s faith keep strong even though there has been tragedy or sadness?*

*“Blessed are those who are persecuted for righteousness’ sake for theirs is the kingdom of heaven” (Matthew 5:10).*

**Resources:**

[http://www.ucc.ca/media\\_releases/2008-11-21\\_1/index.htm](http://www.ucc.ca/media_releases/2008-11-21_1/index.htm) (Article: Canada Participates as Ukraine Remembers the Holodomor)

[http://www.ucc.ca/media\\_releases/2008-05-07/index.htm](http://www.ucc.ca/media_releases/2008-05-07/index.htm) (Article: Saskatchewan recognizes the Holodomor as a genocide)

<http://www.jcrelations.net/en/?item=2844> (Article: Montreal's Ukrainian and Jewish Communities Hold Joint Holodomor-Holocaust Commemoration)

[http://www.amazon.co.uk/Enough-Marsha-Forchuk-Skrypuch/dp/155041884X/ref=tag\\_stc\\_cust\\_edpp\\_ttl/278-8703966-2224436](http://www.amazon.co.uk/Enough-Marsha-Forchuk-Skrypuch/dp/155041884X/ref=tag_stc_cust_edpp_ttl/278-8703966-2224436) (Enough Marcia Forchuk-Skrypuch. Children’s book of a Ukrainian Folktale explaining the real occurrence of the genocide by famine called Holodomor in Ukraine’s history).

Teacher Catholic Faith Integrations Reflections <i>What have I learned about teaching this unit?</i>	
Subject: Gr. 8 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><b>If you are recommending changes to this resource, please provide a copy to your Religious Education Coordinator/Consultant.</b></p>	



## Saskatchewan Catholic Schools Curriculum Permeation

### Gr. 8 Social Studies - Faith Permeation Essential Connections

#### Unit Theme: Power and Authority

##### **Catholic Faith Focus for Learning:**

To understand the idea of governance and authority in the Catholic Church.

To discern your call from God and fulfill your life's mission.

“You did not choose me, no, I chose you (John. 15:16). It is the Lord who calls and chooses us.

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

Students will understand that ...

- The Catholic Church works in a hierarchy just like our system of government.
- We each have a specific purpose in life and we want to be able to be open to that calling from God.
- We have ordinary talents that we can offer to the Church.
- We can all be saints, who are true leaders in their hearts, and help teach God's Word.

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

The students will be able to:

- Understand how the Church's authority is similar to governing systems.
- Realize that sainthood is not far-fetched for an ordinary person to achieve.
- Recognize their capabilities and understand how they can contribute to make the world more loving and kind.

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

How can I contribute to the world with my beliefs, opinions and thoughts and be heard?

What is God calling me to do?

What are my talents and skills?

How can I work towards being a saint in today's world?

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

### The Road to Sainthood

Students will explore the Catholic Christian understanding of power. The power and holiness of the saints and of each one of us is in our powerlessness and our need for God.

“My grace is sufficient for you, for power is made perfect in weakness.” So, I will boast all the more gladly of my weaknesses, so that the power of Christ may dwell in me. Therefore, I am content with weaknesses, insults, hardships, persecutions, and calamities for the sake of Christ; for whenever I am weak, then I am strong (2 Corinthians 12: 9-10).

I am the vine, you are the branches. Those who abide in me and I in them bear much fruit, because apart from me you can do nothing (John 15:5).

The steps to Sainthood:

**1. Recognition.** The local bishop decides a candidate is worth attention and reports the name to the Vatican Congregation for the Causes of Saints. **Dorothy Day** (1897-1980), pacifist and founder of the Catholic Worker Movement, was nominated for recognition by the late Cardinal John O'Connor of New York in 1997.

**2. Servant of God.** If many believers say their prayers were answered through the candidate's intercession, the Vatican opens a “cause” and establishes an official biography, declaring him or her a Servant of God. **Pope Pius XII** (1876-1958) has been named a Servant of God; he may remain at that status for decades while scholars settle arguments over his role in World War II. If no serious obstacles turn up and if the pope sees “heroic virtue” in the candidate, he or she moves to the next step.

**3. Venerable.** The candidate's actions and writings are scrutinized by the Congregation. If at least one verified miracle is attributed to his or her intercession, the candidate becomes a Venerable. **Mother Teresa** (1910-1997), of Calcutta, founder of the Missionaries of Charity, is a “Venerable,” and the Vatican has announced she is eligible to move up.

**4. Blessed.** When one miracle has been officially attributed to the candidate's intercession, he or she can be “beatified,” at which time the name of the Blessed is added to the church's calendar to be remembered at public Masses. John Paul II has automatically promoted martyrs, those killed for their faith, to Blessed status. Blesseds include:

- **Pope Pius IX** (1792-1878), a vigorous opponent of ideologies of the 19th century such as ecumenism.
- **Pope John XXIII** (1881-1963), who called the Second Vatican Council in the 1960s, is beloved by liberals but less dear to conservative church bureaucrats.
- **Father Junipero Serra** (1713-1784), the Franciscan friar famous for founding 18th century California missions. Native Americans objected to his beatification, citing the brutal effort to convert Indians to Catholicism.

**5. Sainthood.** When a second miracle has been attributed to a Blessed — or a first miracle for a Blessed martyr such as **Edith Stein**, (1891-1942) named a saint Oct. 11, 1998 — the candidate can be officially recognized as a saint. Saints names are included in the church's public and official prayers; churches may be dedicated and Masses celebrated in their honor. Other recently named saints include:

- **Katharine Marie Drexel** (1858-1955), Philadelphia-born heiress devoted her vast wealth to founding many schools and missions for Native Americans and African-Americans, was canonized recently.
- **Pio of Pietrelcina (Padre Pio)** (1887-1968), an Italian mystic monk, endured various investigations into his authenticity, but his canonization was attended by more than 300,000 people.

Sources: Matthew Bunson, author of *The Saints of John Paul II*; Monsignor Kevin Irwin, theology professor, Catholic University; USA TODAY research.  
[http://www.usatoday.com/news/world/2002-10-02-saint-side\\_x.htm](http://www.usatoday.com/news/world/2002-10-02-saint-side_x.htm)

#### **Discussion Starters:**

*How does your Catholic faith help you understand what true power is?*

*How do you think you can live this out in my everyday life as a student in school? In the community? In Canada?*

*Assignment: Make a Venn Diagram with the headings Secular Power and Religious Power. Under each category list words that describe each type of power.*



## Lesson/Topic #1: The Separation of Church and State

**Outcomes:** PA 8.1 Contemplate the implications of Canadian citizenship on the life of the Canadian.

**Indicators:** c) Investigate the effects of the Canadian Charter of Rights and Freedoms on individuals and groups (e.g., language rights; rights to reasonable access to justice in trials; same sex marriage; civil protections).

The Canadian Charter of Rights and Freedoms states that everyone has the following fundamental freedoms:

- (a) freedom of conscience and religion;
- (b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;
- (c) freedom of peaceful assembly; and
- (d) freedom of association.

<http://www.efc.ca/pages/law/charter/charter.text.html>

Therefore how should the Church and government interact in Canada?

The concept of the separation of church and state is often misunderstood, even by Christians, to mean the separation of religion from politics. Christians are often told to keep their religious views private and away from political issues. *But God calls us to be a light in our world and to be prophets, priests and kings.*

*How do we respond when our society tells us to keep our faith beliefs private?*

*God has given different responsibilities to the church and the state. He has also set up different authorities in each institution. Though they are separate institutions, God remains sovereign over everything, including the state. As a result, our faith cannot be separated from politics. Catholics must courageously hold up the Christian worldview in the public square and demonstrate how it is best for all Canadians. At the same time, we must respect the different responsibilities given to the Church and the state.*

*Everyone must submit himself to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God. Consequently, he who rebels against the authority is rebelling against what God has instituted, and those who do so will bring judgment on themselves... Then do what is right and he will commend you. For he is God's servant to do you good. But if you do wrong, be afraid, for he does not bear the sword for nothing... for the authorities are God's servants, who give their full time to governing. Give everyone what you owe him: If you owe taxes, pay taxes; if revenue, then revenue; if respect, then respect; if honor, then honor (Romans 13: 1-7).*

**Discuss:** Who created civil authorities (government)? What is the task given to civil government according to the scripture? How does this compare with the role that government now plays in society (providing child care, welfare, flood relief etc.)?

*“Revealing Christ in All We Teach”*

Distribute and read the National Post article (Worksheet #4: Church Told to Butt Out). What does Minister Pettigrew think the separation of church and state is about? How would he be correct in his comments? How would he be wrong? He explains that promoting same-sex “marriage” is his principled decision. What might his principles be? How are they formed? *What are the teachings for same-sex marriage for Catholic people? How does this belief affect us when we are supposed to be accepting of all people?*

Read the response to Minister Pettigrew by Ted Byfield. What are some other laws in our society that come from the Bible? Ted Byfield’s argument can be taken one step further. Keeping religion out of politics would not only exclude all the laws that are based on the Bible, it will also exclude the laws that are based on other religions/worldviews. If Minister Pettigrew is basing his decision on principle, and that principle isn’t the Bible, then what is it?

**Discuss:** Encourage students to try think of examples of new laws and policies that are being promoted that are not based on the Bible. What are they based on? What is the new authority? Who are we expected to look to for help, for guidance, for determining right from wrong?

So what is really going on? Is the question really about the separation of church and state? Or is it the battle of one worldview against the other? *How do we respond? How do we promote the Catholic Worldview?*

*Encourage the students to think of ways to present Catholic principles to someone who doesn’t believe in God or the authority of Scriptures.*

**Assignment:** Have students write a short letter to the editor on a topic of their choice in which they argue for Biblically-based position. Encourage them to think through the eyes of a secular reader. This requires presenting arguments which someone else would consider, even if they are not a Catholic. The Bible can be used (though it is not necessary), but students should attempt to show why it should matter to someone who does not believe in the Bible as well. (2 examples of letters on the website below)

<http://arpacanada.ca/images/lessonplans/churchandstate.pdf>

## Worksheet #4

**“Church told to butt out”** Author: Elizabeth Thompson and Anne Dawson Publication: CanWest News Service, with files from National Post January 28, 2005

FREDERICTON - The Roman Catholic Church should keep its nose out of the government's same-sex marriage legislation, Foreign Affairs Minister Pierre Pettigrew suggested yesterday. Asked about plans by church groups in Quebec to launch a campaign against same-sex marriage, Mr. Pettigrew said the government and churches should not get involved in each other's affairs. "I find that the separation of the Church and the state is one of the most beautiful inventions of modern times." While some Liberal MPs have said they will oppose the legislation or have yet to make up their minds, Mr. Pettigrew said there is no doubt in his mind that he will support the bill to be tabled when Parliament resumes. "It is a question of principle for me. I will support the government's legislation on the marriage of same-sex couples."

### **“Pettigrew Puts Boots to Religious Canadians,”**

Excerpt from an article by Ted Byfield, The Calgary Sun, January 30, 2005

“That’s not only the minister’ position, but also that of the liberal media. However, none of them seem to have taken this dictum to its inevitable conclusion. All laws – not just laws concerning sexual behaviour – are based upon some moral principle. The entire Criminal Code, for starters, is an anthology of morality. Thou shalt not steal, thou shalt not lie, thou shalt not murder, all these rules are moral principles....

The first point to note then is this: morality does not lie behind some of the things legislators do. It lies behind everything they do, because every law is an attempt to enforce –coerceively-some moral principle. The second point is equally important. The basis of the morality of just about everybody in the country is religious. We don’t steal and we don’t murder because the bible says we shouldn’t. When we send money to relive the victims of the tsunami, it’s because we’re trying to love our neighbour, a biblical injunction. If we seek to make education available to everyone, it’s because we think its “fair,” and what we think “fair,” whether we realize it or not, comes directly out of the Bible.

Therefore, when Pettigrew says that religion must not be allowed to influence public policy, he disqualifies from participation in government all those whose moral basis lies in religion. Since our religion is ultimately the only reason we can give for favouring, or opposing, any law, he has in reality called for the disenfranchisement of just about every Canadian. And nobody in cabinet bats an eyelash. Welcome to the New Canada.”

*“Revealing Christ in All We Teach”*

## Lesson/Topic #2: Resolving Conflict

*This lesson helps students to fully understand how Aboriginal societies operated as a consensus model and how that differs from the Catholic Church hierarchical model of authority and conflict resolution.*

**Outcomes:** PA8.2 Examine the role of power and authority in the application of diverse decision-making processes in a variety of contexts.

**Indicators:**

- a) Contribute to classroom decision making by using the majority-rule model and the consensus model.
- b) Formulate contexts in which the majority-rule model and the consensus model would be effective.
- c) Investigate and describe the consensus decision-making model employed in traditional Aboriginal communities or jurisdictions.

In traditional consensus based decision making models the participants were committed to reaching consensus no matter how long it took for resolution. It was essential that each member of the talking circle agreed. The leader of the community often played the role of facilitator in the talking circle. This was a challenging role. The circle is an important symbol in Aboriginal culture as it represents equality, interconnectedness, and continuity. Circles are non-hierarchical and inclusive, and are one of the main tenants of Aboriginal worldview and belief systems.

Many members of the Aboriginal community could be or were involved in the decision making process. The leader did not speak for or make decisions on behalf of the group. Decision making was up to the group. Many Aboriginal groups used what is known as a “talking circle” to achieve consensus on an issue.

The use of consensus models for negotiation and problem solving is beginning to be widely recognized. The Canadian legal system has begun to use talking circles and consensus building models in some Aboriginal communities instead of incarceration.

*The Catholic Church is assembled under one head. “The Pope, Bishop of Rome and the Successor of Saint Peter, is the perpetual, visible source and foundation of the unity of the Church. He is the Vicar of Christ, the head of the College of bishops and pastor of the universal Church over which he has by divine institution full, supreme, immediate, and universal power. Compendium of the Catechism of the Catholic Church # 182*

*The Catholic Church has a responsibility to listen to the laity because by virtue of their Baptism the Holy Spirit inspires and directs their spiritual lives as well. Together we make up the Church. However, in the end, the ordained members of the Church make the final decisions on matters of faith and morals.*

**Discussion:** How does your family resolve conflict? *How is that similar to the authority structure of the Catholic Church and of our schools?* What do you like or dislike about the consensus method? What do you think about the majority-rule model?

*“Revealing Christ in All We Teach”*

Role play a talking circle: Choose an item that would have significance to your students to serve as a “talking stick.” Help them understand that negotiation is what you want as the focus.

*Situation: You are at a Parish Council Meeting and you are head of the Financial Committee, and some money has been donated to the parish but no particular designation has been given. All people on the Parish Council discuss the best way to use the money. After the discussion, the student designated as a Priest then will make the final decision. He will be as democratic as he can in the end.*

List reasons why consensus or negotiation models are positive. What do you think is the best way to solve conflict? Use the talking stick during this exercise.

Students will practice the consensus model by sitting in small groups of four to six. One person will be chosen as the facilitator to make sure that people are using the talking stick, listening respectfully to others opinions and not talking out of turn. The facilitator will also make sure to reiterate key comments and ensure that the group is able to come up with a consensus. Once the students are arranged in small circles and have chosen their facilitator, give each student an envelope that will contain the issue or situation they will be discussing. It is up to the teacher’s discretion to choose issues that can relate to other materials or topics that have been presented in their classroom situation. Make sure to select topics that will require students to have an opinion, perspective or to take a position. The group must try their best to reach consensus. Please allow for ample time for students to reach consensus. It is also suggested that there are spare envelope topics available in case one group is able to reach consensus quite quickly.

After each group has reached consensus have the students evaluate the process by writing down how they felt about the decision the group reached, how they felt during the process, what they liked and disliked about the process. They could do a peer assessment at this time. Discuss this with the class as a whole.

[http://www.edukits.ca/aboriginal/leadership/teachers/elementary\\_lesson3.htm](http://www.edukits.ca/aboriginal/leadership/teachers/elementary_lesson3.htm)

<http://www.edukits.ca/aboriginal/leadership/teachers/circle.htm>

*Explore how Pope Benedict XVI was elected and the process of decision making for the Vatican.*

<http://www.godtube.com/watch/?v=FC0JCNNU> Video of Electing the New Pope

<http://www.catholicnews.com/jpii/stories/concl03.htm> Procedure for electing a Pope

### **Discussion:**

*Discuss other groups that use the consensus model for decision making such as School Community Councils, the Quakers (17<sup>th</sup> century), Catholic Church Parish Councils, Catholic School Boards, local community groups like Minor hockey or gymnastics club.*

Why do you think people in the past didn’t use the consensus model if it works to bring good decision making?

Which events in history may have been avoided if there had been a universal model of letting everyone have an opinion?

### Lesson/Topic #3: The 21<sup>st</sup> Century Saints

**Outcomes:** PA8.2 Examine the role of power and authority in the application of diverse decision-making processes in a variety of contexts.

**Indicators:** d) Describe traditional First Nations, Inuit, and Métis models of governance and selection of leaders. *(And how this relates to being a hero, role model or leader and how this value of heroism is similar to that of Catholic saints).*

In its earliest and most broad usage, hierarchy refers to the ordering of the entire People of God into three 'states': the laity, the religious, and the clergy.

*“Among the faithful by divine institution there exist sacred ministers who have received the sacrament of Holy Orders and who form the hierarchy of the Church. The other members of the Church are called the laity. In both the hierarchy and the laity there are certain members of the faithful who are consecrated in a special manner to God by the profession of the evangelical counsels: chastity or celibacy, poverty, and obedience. Compendium of the Catechism of the Catholic Church #178*

*“Christ instituted an ecclesiastical hierarchy with the mission of feeding the people of God in his name and for this purpose gave it authority. The Hierarchy is formed of sacred ministers: bishops, priests, and deacons. Thanks to the sacrament of Orders, bishops and priests act in the exercise of their ministry in the name and person of Christ the Head. Deacons minister to the people of God in the diakonia (service) of word, liturgy, and charity”. Compendium of the Catechism of the Catholic Church #179*

All of us have had a hero, role model, or an influential leader at some point in our lives. *Saints were real people with real issues that had to make decisions based on their values and beliefs. They were leaders in their thinking.* We can all be called to be leaders in today's world. It is important to provide young people with examples of positive leaders, heroes, and role models so that they may realize their own potential and develop their own paths. Recognizing how someone overcame adversity and has displayed courage, honour, and tenacity is vital to young students.

Explain the following points to your students:

- *God is the one who calls people to become leaders;*
- Words that may describe a hero are: determination, courage, honour, and excellence.
- A role model is someone who is emulated because they have set an example for the behaviour of others
- *The love that Saints have for others is an echo, a reflection of the love that God has for others;*
- *Saints find out how God is calling them to love by being attentive to the needs of people in the world they live in;*
- *The lives of our leaders tell us something about God: when God calls certain people in certain situations, God is telling us what is important in His own eyes.*

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*For example, mother Teresa of Calcutta served the poorest of the poor, the dying, the children who would otherwise have been abandoned or aborted. If God called her to do this, what was God telling the whole world through Mother Teresa? Possibly that even though the society of the 20th century did not put much value on life, especially the life of the most vulnerable and the most powerless, God did value their lives. The ministry of Mother Teresa proclaimed this love of God in the midst of what Pope John Paul II called the "culture of death". The ministry of Mother Teresa was therefore both a sign of God's love and a message to the world.*

An Aboriginal example is Matthew Coon Comb who was a trapper near Mistissini, Quebec. He attended residential school, which took him far from home for long periods. He eventually studied at both Trent and McGill Universities, but once his studies were completed, he returned home where he spent two years living in the bush learning the traditional ways of the Cree people. He was Chief of Mistissini from 1981 to 1986 and became Grand Chief of the Northern Quebec Cree from 1987 to 2000. Also the former National Chief for the Assembly of First Nations, he has many interests including acting, his work as an active lobbyist, and as a board member of seven major Cree businesses. He was awarded the Equinox Environmental Award and the National Aboriginal Achievement Award for his work in protecting the environment, and still spends time on his family's traditional trap line each year.

*You could obviously look at the lives of other leaders in this light. What was the "message" of God to the world given through Therese of Lisieux? Buffy Sainte-Marie? Louis Riel? Pope John the 23<sup>rd</sup>? Ukrainian Catholic Martyrs from 2001? Etc.*

### **Discussion Starters:**

*Each generation needs to hear God saying "this is what I care about" - "this is what I find important". One of the ways God does this is through the persons God calls to sainthood. If this is true, God is calling people in our present time to be Saints. These 21st century Saints will be God's answer to the needs of 21st century people. What does our world need to hear from God today? What will 21st century Saints look like? What will these Saints do to love others and to be a sign of God's love and light in our world?*

<http://www.silk.net/RelEd/saintsactivities.htm>

[http://www.edukits.ca/aboriginal/leadership/teachers/elementary\\_lesson1.htm](http://www.edukits.ca/aboriginal/leadership/teachers/elementary_lesson1.htm)

<http://www.edukits.ca/aboriginal/leadership/teachers/circle.htm>

[http://www.yorktonredemptorists.com/html/redemptorist\\_martyrs.html](http://www.yorktonredemptorists.com/html/redemptorist_martyrs.html) A group of modern martyrs who was beatified by the Pope in 2001.

<http://www.ucrec.ca/> Ukrainian Catholic Religious Centre has many resources for info on Saints or contact the sisters.

Religion 8: Stand by Me: Unit 4: We believe in the communion of Saints

*"Revealing Christ in All We Teach"*



Teacher Catholic Faith Integrations Reflections <i>What have I learned about teaching this unit?</i>	
Subject: Gr. 8 Social Studies	Unit: Power and Authority
<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><b>If you are recommending changes to this resource, please provide a copy to your Religious Education Coordinator/Consultant.</b></p>	





Saskatchewan Catholic Schools Curriculum Permeation

## Gr. 8 Social Studies - Faith Permeation Essential Connections

### Unit Theme: Resources and Wealth

#### Catholic Faith Focus for Learning:

To understand that in our world of consumerism and Canada's mixed market economy, we have the responsibility for global sustainability and that our Catholic faith teaches us to be good stewards/caregivers of our world.

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

Students will understand that ...

- We are part of a global community and have responsibilities towards each other. "All the believers were one in heart and mind. No one claimed that any of his possessions was his own, but they shared everything they had" (Acts 4:32).
- Excessive consumption may be viewed by society as success, but the fruits of greed bring destruction. "I undertook great projects: I built houses for myself and planted vineyards. I made gardens and parks and planted all kinds of fruit trees in them. I made reservoirs to water groves of flourishing trees....I amassed silver and gold for myself, and the treasure of kings and provinces. I denied myself nothing my eyes desired; I refused my heart no pleasure. My heart took delight in all my work, and this was the reward for all my labor. Yet when I surveyed all that my hands had done and what I had toiled to achieve, everything was meaningless, a chasing after the wind; nothing was gained under the sun". Ecclesiastes 2:4-11

#### Catholic Faith Essential Skills:

The students will be able to:

- Recognize their personal responsibility and impact as Catholic Christians on making the world a better or worse place to live?
- Analyze the consequences of living in our world of consumerism and take action to be global stewards.

*"Revealing Christ in All We Teach"*

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

- How can my Catholic faith positively influence my impact on the sustainability of the global community?
- What kind of carbon footprint am I leaving on the Earth?
- What are the ways I can improve my spiritual footprint by allowing God to use me to spread the Good News of caring for God's creation?

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

#### **Effects of Government and the Church in Action**

Using a telephone book or internet, identify a government department or office. Secondly, think of the Church hierarchy including the laity; choose a leader that is represented by the Catholic Church.

Write two paragraphs. One to describe a problem that government department or office might help you resolve. Then write a second paragraph to describe a problem that your church leader might help you resolve.

Examples: you need a birth certificate as proof of your age in order to join a gym; you need to cross a busy street to go to school but there are no traffic lights to stop the cars; you want to mail a present to your grandmother in Europe but you have no idea how it must be packaged or what it will cost; you need your baptism certificate to be able to receive confirmation; you are interested in joining a summer mission to Mexico to help people in need; you support the Pro-Life movement and want your school to become involved but your principal is too busy to get involved.

Describe a problem you believe is not within the jurisdiction of any of the branches or levels of government or the Catholic Church. Suggest how you might determine if this problem is not one that the government or Church should become involved in.

#### **Resources:**

**Social 8: You and Your World**, Margaret Leier (1987) Chapter 14: Authority and Social Order, Page 307

## Lesson/Topic #1: Living in Community

**Outcomes:** RW8.1 Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism.

**Indicators:** h) Recognize the impact of living in situations in which assets are collectively or communally owned (e.g., First Nations, Hutterian communities)

### A Religious Community: The Redemptorists

*The Redemptorists are a congregation of Catholic Priests and Brothers with foundations all over the world. They were founded in 1732 by St. Alphonsus Liguori, a priest from the city of Naples, Italy. St. Alphonsus was looking for a way to bring the "Good News" to the poor shepherds and farmers living in the hillsides surrounding Naples. He gathered around him young, dedicated priests and brothers who were willing to go where no one else would go to fulfill this mission.*

*From these small beginnings the Redemptorists, officially known as "The Congregation of the Most Holy Redeemer", have grown to over 5000 members who are still dedicated to the original vision of St. Alphonsus; to bring the message of the Gospel to the Most Poor and Abandoned.*

*Some Redemptorists work specifically in the initial formation of future Redemptorist missionaries, helping young men to understand and to embrace the chrism, identity, spirituality and mission of the Congregation. Continuing spiritual, intellectual, and cultural formation is imperative for all Redemptorists in order that they might continue their challenging mission in a diverse and rapidly changing world.*

*"I believe Redemptorists truly value community life, and without it they could not carry out the mission in the Church for which they were created. Our community life is an attractive feature for men who seek to follow Christ by combining their prayers and deliberations, their labors and sufferings, success and failures and material goods as well, in the service of the Gospel."*  
*Father Phillip Dabney, C.S.S.R.*

### **Discussion Starters:**

What would be the advantage of living in a small community where your food and belongings were shared all the time? Disadvantages?

Why would people choose to live where they don't have possessions for themselves? (It would be important that at some point that the students recognize that communal living, in its truest sense, is rooted in Gospel values and has spiritual foundations.)

What are the similarities of the Redemptorist community, the Hutterites and First Nations people? Chart your comparisons.

### **Resources:**

<http://www.redemptorists.com/english/>

[http://www.redemptorists.com/canada/who\\_we\\_are.htm](http://www.redemptorists.com/canada/who_we_are.htm)

<http://www.cssr.com/english/works/whatwedo.shtml>

## Lesson/Topic #2: The Seven Capital Sins

**Outcomes:** RW8.2 Assess the implications of personal consumer choices

**Indicators:** d) Illustrate the effects of excessive consumption in personal, community, and national contexts.

*The seven deadly sins, also known as the capital vices or cardinal sins, are a classification of vices that were originally used in early Christian teachings to educate and instruct followers concerning fallen man's tendency to sin. (Wikipedia)*

### Activity:

*Discuss actual sin, the kind of sin for which we are directly responsible, including mortal sin, venial sin, and the capital or deadly sins.*

*Sin is abusing the freedom God gives us. It weakens our love for God and one another, and keeps us from being whole people. Sin is not doing on purpose what we know Jesus would ask us to do. Religion 8: Stand by Me Unit 5 Summary, page 118*

*Serious/Mortal Sin: To be a serious sin, the action must be sinful and we must know that the deed is wrong and decide freely to do it anyway.*

*Religion 8: Stand by Me Unit 5 Summary, page 118*

*Venial Sin: Venial sin is essentially different from mortal/serious sin, when the matter involved is less serious or, even if it is serious, when full knowledge or complete consent are absent. Venial sin does not break the covenant with God but it weakens love and shows our excessive desire for things of the world. Compendium of the Catholic Church #396*

*The chief sources of sin are seven: Pride, Covetousness, Lust, Anger, Gluttony, Envy, and Sloth. Discuss how easy it is to be consumed by materialism and pride. How can we be overcome by these sins when we're not listening to God?*

Give some examples of sin below and let the students reflect on similar situations.

- Your friend wins first place in the Science Fair and you grumble because you did not win. (Envy)
- You are jealous of how popular your friend is. (Envy)
- When on the checkout line, you browse the magazines with the best half naked models. (Lust)
- Your favorite soft-drink ad features a woman dancing with a snake. (Lust)
- You like to be the center of attention. (Pride)
- Your \_\_\_\_\_ needs to be (newer, bigger, more expensive, better) than anyone else's because you deserve the best. (Pride)
- If you had a TV with no remote you would watch less TV. (Sloth/Laziness)
- You refuse to volunteer at the homeless shelter because it would mean waking up early on Saturday. (Sloth/Laziness)

*“Revealing Christ in All We Teach”*

- You lay on the couch watching TV while others in your house are cleaning. (Sloth/Laziness)
- You leave your stuff lying around because someone else will pick it up. (Sloth/Laziness)
- You do not like the rules at school and become belligerent when your teacher corrects you on your behavior. (Anger)
- You get so mad at your siblings that you hit them. (Anger)
- You break things when you are mad. (Anger)
- Your friend gets a new IPOD and my family can't afford it and I want it really bad. (Covetousness)
- Your mom orders a pizza for a sleepover for your sister/brother and you eat so much of the pizza that you feel uncomfortable. (Gluttony)

For more examples refer to website below.

**Discussion Starters:**

What makes it hard for us to sometimes say "no"?

How can we avoid being excessive with our personal life?

How can our faith help us be content with what we have? *Happiness is wanting what you have, not having what you want.*

*What can we do as Catholic Christians to influence our political leaders to preach the message of over-consumption and its impact on sustainability in the global community?*

*How can prayer and reflection help?*

**Resources:**

<http://new.catholicmom.com/2008/11/12/seven-deadly-sins-file-folder-game/>

### Lesson/Topic #3: Reaching Out and Inviting In

**Outcomes:** Critique the approaches of Canada and Canadians to environmental stewardship and sustainability.

**Indicators:** c) Tell the story of changes made in his or her behaviour to protect the environment ( e.g., walking; purchasing locally produced or seasonal products; recycling; composting; disposing responsibly of garbage; using less paper; using less plastic; factoring packaging into purchases).

*Then God said: "Let there be light." Genesis 1:3*

#### Activity:

Students understand that they make a footprint in the world. A carbon footprint includes all the ways they have affected the environment with their actions. *A spiritual footprint includes all the ways in which they have made an impact on the earth spreading the Good News and being an example of God's love.*

Make a picture of a footprint on a paper. (example on Worksheet #5 below) What imprint will you leave on the world and on all living things?

*Inside the footprint students can write the ways they already leave a spiritual mark on the world (being a reader at church, leading prayer at the table, not giving into peer pressure, bring a friend to church, get to know my priest, volunteer...).* Then all around the outside of the footprint write how you already leave a carbon footprint on the world. What do you do NOW to make a difference with the environment (use less plastic, recycle cans and bottles...)?

Choose one item that you are doing well at and think of one thing you can work on.

Write your 2 things at the very top of the paper, and then have students transfer what they wrote on something from the natural world (corn husk, leaf, bark). *Share these with others and make it a symbolic offering to God the creator by putting them back into nature.* Or record them all together on a classroom chart as students share their examples. Hang the footprints if students are comfortable.

#### Discussion Starters:

*How does the Catholic virtues of hope and faith, lead me to the confidence that my small steps can make a difference in the bigger picture of the environment?*

We all want to make a difference—don't just talk about it, but take a step and invite others to do the same. Where can I start to invite others?

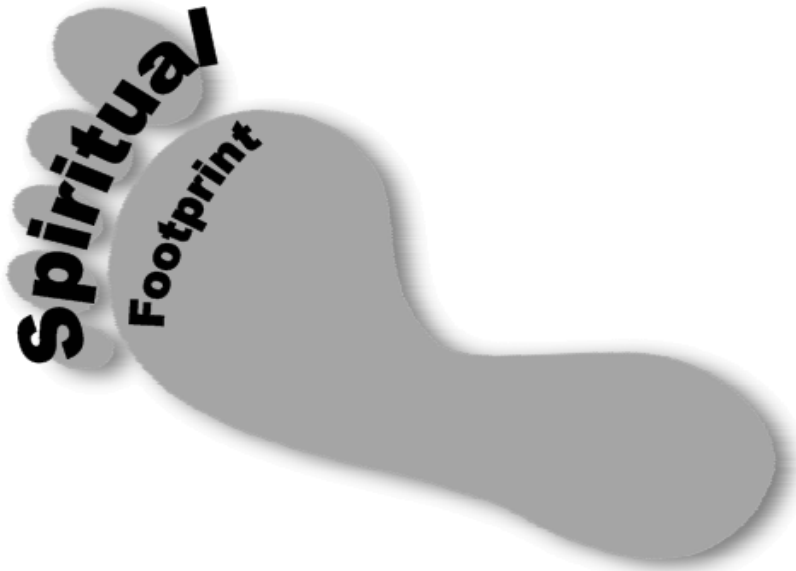
Worksheet #5

A Symbolic Offering.....



Then God Said: "Let there be light." (Genesis 1:3)

What imprint will you leave on the world and on all living things?



**Carbon  
Footprint**

*"Revealing Christ in All We Teach"*

Teacher Catholic Faith Integrations Reflections <i>What have I learned about teaching this unit?</i>	
Subject: Gr. 8 Social Studies	Unit: Resources and Wealth
<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>	