



Saskatchewan Catholic Schools Curriculum Permeation

**REVEALING
CHRIST
IN ALL WE TEACH
SOCIAL STUDIES 6**

2012

"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.



Saskatchewan Catholic Schools Curriculum Permeation

Gr. 6 Social Studies Faith Permeation Essential Connections

Unit Theme: Interactions and Interdependence of Nations

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

- ❖ **The Catholic Church has been and continues to be a force in the development of Canada and its values and beliefs.**

Catholic Faith Big Ideas:

- ❖ **Catholic churches had a significant role in the history of faith building in Canada and Saskatchewan.**
- ❖ **The Catholic Church is a valuable resource in shaping the present and building the future.**

Catholic Faith Essential Skills:

The students will be able to:

- ❖ **Recognize the influence of the Catholic Church in the historical development of Canada.**
- ❖ **Determine how this influence shaped the beliefs and values of Canada.**

Catholic Faith Essential Questions:

- ❖ **How can I as a Catholic continue to share the beliefs and values of my faith to be a positive influence in the ever-changing Canadian culture?**

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

- ❖ **Research, prepare a presentation and present a Canadian Catholic role model or group that has contributed or is contributing to the development of Canadian society and/or World society.**

- ❖ Suggested individuals/groups: St. Margarite D'Youville and the Grey Nuns; Jean Vanier and the L'Arche Homes for the Handicapped; Count Paul Esterhazy; Blessed Kateri Tekakwitha; Bishop Francois de Laval; Bishop John Fergus O'Grady, O.M.I.; Monsignor Athol Murray; Craig Kielburger; Father Emmett Johns (page 137 in Born of the Spirit text); Knights of Columbus; Catholic Women's League; Canadian Organization for Development and Peace; Free the Children

Task Organizer:

Canadian Role Model _____
Picture or Symbol of Role Model
Brief biography of person/group (tell the reader when they were born, when they began contributions, a couple of interesting facts, etc).
What does your individual/group do to help others in Canada?
What or how does your individual/group do to help people in the world?

Unit Instruction Plan/Lesson Sequence

Introduction: The focus of this unit is to evaluate and represent personal beliefs and values by determining how world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean, influences them. Students will also develop the understanding that global interdependence impacts individual life daily life in Canada and countries bordering the Atlantic Ocean.

Goal: To investigate aspects of cultural change over time including: reasons for cultural change; examples of cultural change; how cultural change affects you and how youth respond to cultural change. (IN)

Launch Activity: Think It Through

Activity in Your Day	Unique to You	Influenced by
ex – reading a book	no	Mom, teacher, friends

Student should consider the influence of family, friends, community and church.

Outcome IN6.1: Evaluate and represent personal beliefs and values by determining how culture, Catholic faith and place influence them.

IN6.1a) Identify personal roles in, and responsibilities toward, the family, local community, and church or parish.

Background: Human dignity is respected and the common good is fostered only if human rights are protected and basic responsibilities are met. Every human being has a right to life, the fundamental right that makes all other rights possible, and a right to access to those things required for human decency—food and shelter, education and employment, health care and housing, freedom of religion and family life. The right to exercise religious freedom publicly and privately by individuals and institutions along with freedom of conscience need to be constantly defended. In a fundamental way, the right to free expression of religious beliefs protects all other rights. Corresponding to these rights are duties and responsibilities—to one another, to our families, and to the larger society. Rights should be understood and exercised in a moral framework rooted in the dignity of the human person.

(Taken from: www.ccctx.org/fc_cst_rights.php)

Activity: List the groups/organizations that you are involved in. Identify what your role is and what responsibilities you have because of that role.

GROUP/ORGANIZATION	ROLE	RESPONSIBILITIES
Ex. School	Student	Study and learn, be a classmate, join a team, help other students, show respect
Family		

IN 6.1 c) Give examples of the artistic expression of culture in Canada, including First Nations, Inuit, and Métis peoples, the Roman Catholic Church and in a selection of countries bordering the Atlantic Ocean, and draw conclusions about the beliefs and values of the inhabitants in those regions.

Resource: http://en.wikipedia.org/wiki/Art_in_Roman_Catholicism

Culture	Belief or Value	Artistic Expression
Roman Catholic		
First Nation		
Inuit		
Metis		
Other		

IN 6.1 e) Plan, conduct, and evaluate an inquiry to illustrate how culture and place influence the beliefs and values of the local Catholic community. (with IN6.2 d)

Element of Culture	Canada	Neighbouring Country
Religion (focus on Catholicism first then see if there are other major religions)		
Environment		
Government		
Economy		
History		
Expression of Culture (ex. Arts)		

Another Expression of Culture		
Technology		
Other		

Bibliography: Record the resources you have referred to. Remember you need to use a variety of resources – ex – information book, encyclopedia, internet, CD Rom).

IN 6.1 f) Examine the beliefs and values of individuals discussed in case studies or of characters in literature (the Bible) highlighting youth, and represent the influential factors on the characters or subjects. Assess how these beliefs and values compare with those of local youth.

Biblical references: Samuel (1 Samuel 3:1-21)

David (1 Samuel 17)

Mary, Mother of Jesus (Matthew 2:11, Matthew 1:23, Luke 1:27, Acts 1:14)

Joseph, the Son of Jacob (Genesis 37-50)

Assignment: After you have read your assigned Bible passage(s) answer the following questions in full, complete and clear sentences:

- 1) What or who influenced the main character’s decision? How did they influence the main character?
- 2) What are the character’s beliefs and values?
- 3) Complete a venn diagram comparing the similarities and the differences of beliefs and values of the main character and yourself.

Outcome IN6.2: Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.

IN6.2 d) Research and represent the historical and contemporary contributions to local communities by a variety of cultural groupings representative of Saskatchewan.

Combined with the activity suggested in IN6.1 e and linked to IN6.3 d.

Outcome IN6.3: Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.

IN 6.3 d) Become aware and describe the role of key international agencies in protecting human welfare, especially that of children and youth (e.g., **Canadian Catholic Organization for Development and Peace, Free the Children,** United Nations, UNICEF, UNESCO, Amnesty International, Médecins sans frontières, United Nations High Commission for Refugees, international indigenous organizations, faith-based international development organizations).

Resources:

www.devp.org/
www.freethechildren.com/

IN6.3 e) Investigate and represent the contribution of a Canadian **Catholic** individual (also see Culminating Assessment Task) or **Catholic** organization (*e.g. The Knights of Columbus, Catholic Women's League*) toward enhancing human welfare in Canada or in a selection of countries bordering the Atlantic Ocean. *This outcome could be done in conjunction with the Culminating Assessment Task*

Resources:

BOSS p. 104 Theme 15 Make a Difference
www.kofc.org/un/eb/en/news/releases/detail/4359.html
www.kofc.org/un/eb/en/index.html
www.cwl.ca/

Outcome IN6.4: Explore aspects of cultural change over time, including: reasons for cultural change, examples of cultural change, how cultural change affects youth, and how youth respond to cultural change.

Resources:

www.usatoday.com/news/religion/2004-11-07-church-main_x.htm
en.wikipedia.org/wiki/History_of_the_Catholic_Church
www.cccb.ca/site/content/view/2691/1217/lang.eng/
www.vatican.va/archive/compendium_ccc/documents/archive_2005_compendium-ccc_en.html#INTRODUCTION

Teacher Catholic Faith Integrations Reflections
What have I learned about teaching this unit?

Gr. 6 Social Studies

Unit:
Interactions and Interdependence of Nations

What permeation ideas worked well in this unit?

How well did the permeation prompts engage the students?

Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.

As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.

It would have been good to have...

If I adapted / modified this unit I would...

General Comment:



Gr. 6 Social Studies Faith Permeation Essential Connections

Unit Theme: Dynamic Relationships

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

- ❖ The Catholic Church has had to grow in its understanding of the teachings of Christ.
- ❖ The Catholic Church continues to grow in its understanding of the teachings of Jesus to create a positive impact and heal past wounds.

Catholic Faith Big Ideas:

- ❖ The history of the Catholic Church has not always had a positive influence.
- ❖ We must always be open to a deeper understanding of the teachings of Jesus Christ.

Catholic Faith Essential Skills:

- ❖ The students will be able to understand that we all need to follow the teachings of Christ in its fullest sense to create a positive result for all involved.

Catholic Faith Essential Questions:

- ❖ How can I as a Catholic come to understand the past errors/judgments of the Catholic Church and continue to believe in the teachings of Jesus and the teachings of the Catholic Church?

Description of Culminating Task Activity– Integrating Catholic Faith (end of unit activity):

- ❖ Research and present the impact of the Catholic Church's influence in the First Nations Residential Schools in Canada/Saskatchewan.
 - What do you think the Catholic Church has learned from the residential school experience about teaching the Good News of Jesus?

- Based on Jesus command “To go and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit, and teaching them to obey everything that I have commanded you” (Matthew 28:19-20), do you think the Catholic missionaries had their hearts in the right place?
- What was the intent of the missionaries in bringing the Good News to the First Nations peoples? (to bring the message of Jesus to a people who “they thought” had no faith)
- What was the intent of the Government of Canada in regards to the First Nations peoples? (The Canadian government wanted to secure land for settlement, immigration and commercial use. This was the basis for the treaties, however, they also felt that First Nations people were uncivilized and needed to be assimilated into European culture. Thus government entered into agreements with the Christian churches to open residential schools where children were taken from their families, not allowed to speak their language, practice their religion, wear their cultural dress or eat their the were accustomed to. In essence the “Indian had to be taken out of them” to become more like the Europeans.)

Or

- ❖ Research and present the positive affects the Catholic Church has had on youth issues such as chastity, HIV/AIDS, or Drug/Alcohol Abuse. (Ties into DR6.4(b))

Possible Resources:

Residential Schools:

<http://www.danielnpaul.com/IndianResidentialSchools.html>

http://en.wikipedia.org/wiki/Canadian_Indian_residential_school_system

<http://www.danielnpaul.com/WeWereNotTheSavages-Mi%27kmaqHistory.html>

<http://www.afn.ca/residentialschools/index.html>

<http://www.leaderpost.com/news/world/Vatican+expresses+sorrow+over+residential+schools/1545628/story.html>

<http://www.residentialschoolsettlement.ca/>

<http://www.vatican.va/archive/catechism/p3s2c2a6.htm>

A Website for Catholic Teens that have links dealing with many teen relevant topics:

<http://disciplesnow.faithstreams.com/>

Chastity:

<http://74.125.155.132/search?q=cache:IpUslAfAmOIJ:usccb.org/education/chasteliving.pdf+catholic+church+and+chastity&cd=9&hl=en&ct=clnk&gl=ca&client=firefox-a>

<http://www.cwl.ab.ca/catholicyouth.html>

<http://www.americancatholic.org/Newsletters/YU/ay0801.asp>

Alcohol Abuse:

<http://www.americancatholic.org/Newsletters/YU/ay1191.asp>

http://www.fhi.org/en/CountryProfiles/EastAfrica/res_ROADS_AlcoholProgram.htm

<https://catholiccharities.intimetools.net/Default.aspx?tabid=537>

Unit Instruction Plan/Lesson Sequence

Introduction: As Catholic people living in Saskatchewan, we have a responsibility to participate actively in society. Values and attitudes expressed in the study of social studies relate to self, others, community, environment and citizenship. Students need to believe that they can contribute to and make a positive difference in society. This belief supports the development of values such as respect, integrity, responsibility and commitment. Students must consider where we have come from and where we need to go. This is both geographical and metaphorical. By considering the relationships of nation to nation, students study critically their own perspective and that of others.

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

Outcome DR6.1: Analyze the impact of the diversity of natural environments on the ways of life in Canada and a selection of countries bordering the Atlantic Ocean.

Indicators:

DR 6.1 b) Describe the relationship between the climate and vegetation zones and the lifestyles (e.g., modes of travel, home and building construction **including churches**, modes of dress, population health, types of sport, recreation and leisure activities, economic activity) of people in Canada and in a selection of countries bordering the Atlantic Ocean.

Activity: Climate and the Environment always have a significant impact on the people of an area. From the materials they can use to build structures to the type of clothing people wear, often it is the conditions they live in that helps them decide.

Research (individually, in pairs or groups) and try to determine details in each of the listed areas. Compare what you have learned about Canada to two more countries which border on the Atlantic Ocean.

Name of Country	Travel	House	Buildings (Church)	Clothing	Health of People	Hobbies and Fun	Economy
Canada							

Following research, students share and present findings in the class setting. Discussion would then continue with the following questions:

- 1) Was there a difference in the material people used to **build their churches** and homes?
- 2) Was there a difference in the style of clothing that people from different areas wore?
- 3) What difference did you discover in the kinds of activities people participate in for fun?
- 4) Did the climate and environment play a factor in each of these areas? How so?

Building answers should focus on the types of building materials more readily available – wood vs stone or brick.

Clothing styles/types vary according to climate and temperature. There is considerable difference between the northern part of North America and Central America.

DR 6.1 c) Investigate ways in which natural environments are reflected in the artistic expressions (music, dance, painting, sculpture, architecture) in Canada and in a selection of countries bordering the Atlantic Ocean.

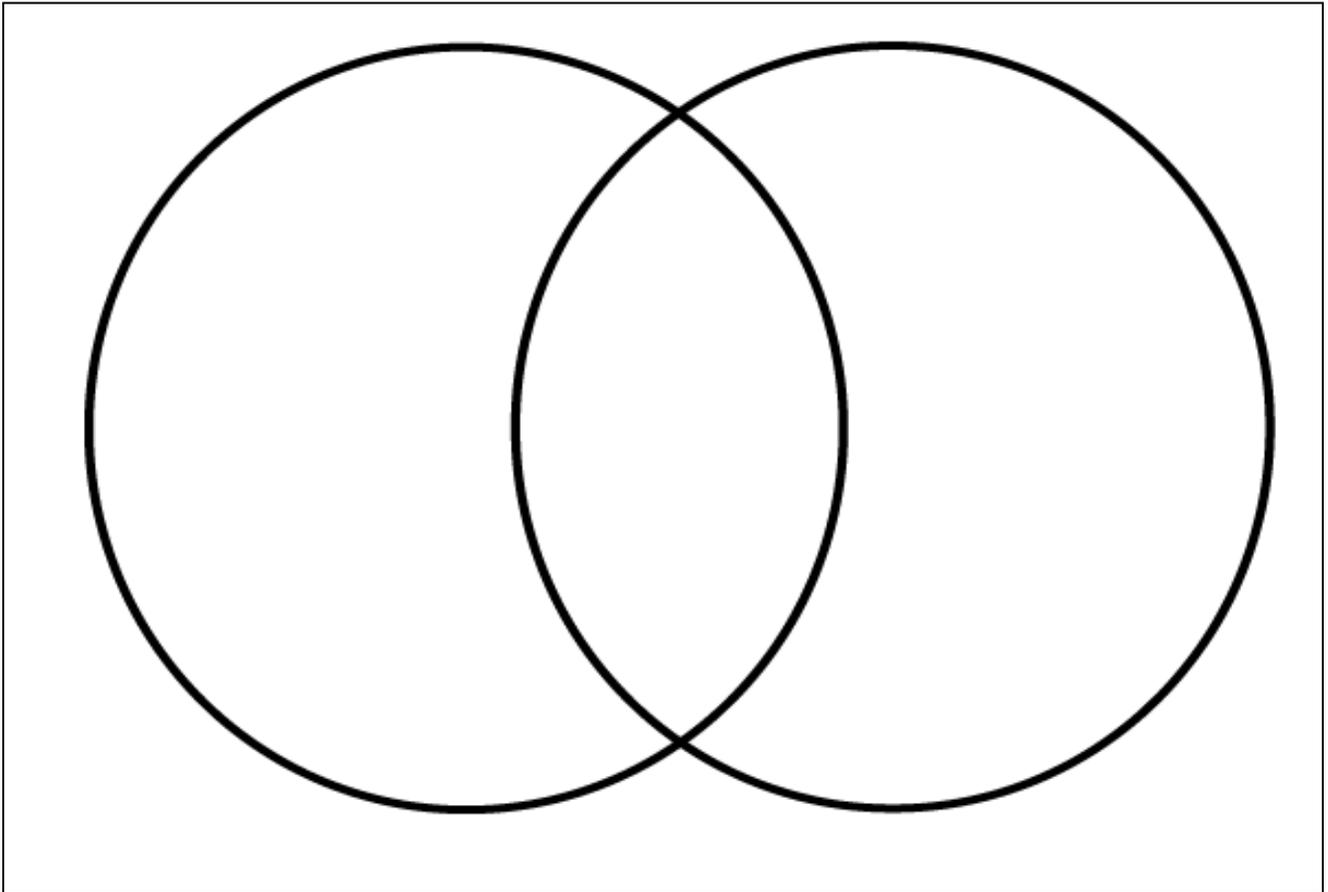
Including church buildings in research or study would provide focus on sculpture and architecture.

Outcome: DR6.2: Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land.

DR 6.2 a) Identify, on a map or globe, major cities, landforms, and bodies of water in Canada and a selection of countries bordering the Atlantic Ocean.

Using a bible map of the **Holy Land** allows students to further practice mapping skills and develop understanding of our relationship to our Catholic ancestors of the Holy Land.

DR 6.2 c) Identify the historical and contemporary factors that influence the migration of people (e.g., **religious**, environmental, economic, and political factors), and research examples from a selection of countries bordering the Atlantic Ocean. **Compare and contrast, using a Venn diagram, to the event of Moses leading the people out of slavery.**



Resources:

<http://www.cbc.ca/news/becomingcanadian/>

<http://www.transitionsabroad.com/tazine/0809/immigrating-to-south-america.shtml>

<http://www.cic.gc.ca/english/department/media/stories/index.asp>

<http://www.topmarks.co.uk/judaism/moses/index.htm>

The Prince of Egypt – movie

Scripture passage: Exodus 2-15

Outcome DR6.4: Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.

Indicators:

DR 6.4 a) Construct a timeline or other graphic or digital representation to associate contemporary events with their historical origins in Canada and in a selection of countries bordering the Atlantic Ocean. **The evolution of the Catholic Church in Canada is seen as an event.**

Resources:

<http://www.cccb.ca/site/eng/church-in-canada-and-world/catholic-church-in-canada/history-of-the-church-in-canada>

<http://www.newadvent.org/cathen/03231a.htm>

<http://www.cmic.info/our-history>

DR6.4 b. Analyze the historical origins of a current issue affecting youth in Canada and a selection of countries bordering the Atlantic Ocean by tracing the evolution of the issue over time (e.g., slavery, colonization, migration, and indigenous peoples' relationships with colonizing peoples).

Faith Permeation Resources:

"It is agreed that in our time the common good is chiefly guaranteed when personal rights and duties are maintained. The chief concern of civil authorities must therefore be to ensure that these rights are acknowledged, respected, coordinated with other rights, defended and promoted, so that in this way each one may more easily carry out his duties. For "to safeguard the inviolable rights of the human person, and to facilitate the fulfillment of his duties, should be the chief duty of every public authority." (Pacem in Terris(Peace on Earth) Pope John XXIII, 1963)

Teacher Catholic Faith Integrations Reflections
What have I learned about teaching this unit?

Gr. 6 Social Studies

Unit: Dynamic Relationships

What permeation ideas worked well in this unit?

How well did the permeation prompts engage the students?

Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.

As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.

It would have been good to have...

If I adapted / modified this unit I would...

General Comment:



Gr. 6 Social Studies Faith Permeation Essential Connections

Unit Theme: Power and Authority

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

- ❖ Authority is exercised legitimately only when it seeks the common good of the group concerned and if it employs morally licit means to attain it. If rulers were to enact unjust laws or take measures contrary to the moral order, such arrangements would not be binding in conscience. In such a case, *'authority breaks down completely and results in shameful abuse'*. (Catechism of the Catholic Church, #1904)
- ❖ It is preferable that each power be balanced by other powers and by other spheres of responsibility which keep it within proper bounds. This is the principle of the 'rule of law', in which the law is sovereign and not arbitrary will of men (Catechism of the Catholic Church, #1904)

Catholic Faith Big Ideas:

- ❖ Students will understand that, "As Catholics, we all have responsibilities in the carrying out of power and authority such as: to have dignity and respect, to be honest, to be loyal, to be fair, to help others, to grow in faith personally and communally (being disciples of Christ) and to care for God's creation." (from Alberta Social Studies, *Voices in Democracy, Catholic Values Correlation Grade 6* by Joe Estephan)

Catholic Faith Essential Skills:

The students will be able to:

- ❖ Examine the relationship between an individual's power and authority and the power and authority of others using a Catholic perspective
- ❖ Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean from a Catholic perspective
- ❖ Understand the Catholic spirituality of power and authority

Catholic Faith Essential Questions:

- ❖ **How do I, as a Catholic, demonstrate the teachings of Jesus Christ and the Catholic Church in my decision making process as a leader?**
- ❖ **How have I used my authority in a leadership role?**
- ❖ **Have I ever misused my authority and power in a leadership role?**
- ❖ **How do I respond to authority in my life?**

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

- **Write a prayer, either as an individual, group or class, for all those who exercise power and authority. Can refer back to the Catholic Faith Big Idea in this unit.**
- **As well as: Marginalization and Social Justice Questionnaire, or Research Government and People Relationship, or Power and Authority Quiz**

Unit Instruction Plan/Lesson Sequence

Introduction: As Catholic people living in Saskatchewan, we have rights, freedoms and experience a sense of safety. This foundation gives us power to act as individuals, in communities and to contribute to the nation. Students need the opportunity to explore what the relationship between and individual's power and that of others is. Students are provided with the opportunity to determine what power they have in their own personal life. Focusing on Canada and Atlantic Neighbours, students can explore what types of situations people are facing in the world with regards to power and authority.

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

Outcome PA 6.1: **Examine the relationship between an individual's power and authority and the power and authority of others from a Catholic perspective.**

Pre-assessment Activity #1: Who Influences You? – to be prepared as a handout. This activity focuses on a student's decision making and influences.

Who Influences You?

You make personal choices every day.

- What to wear
- What to have for lunch
- What to watch on T.V.
- How hard you will study for your next test
- **Whether to attend Mass or not**

Your peer group and your family are important influences in your life. Who else influences decisions you make?

List 8 to 10 personal decisions you have made this past week.

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)

You might sometimes make decisions that reflect the power of a group, rather than what you personally believe. Give an example of a time when you made a decision based on what a group of people thought.

It can be difficult to express your individuality and follow your own values and beliefs when others are trying to influence you. Sometimes we are leaders and sometimes we are followers. Name one example of when you were a leader and one example of when you were a follower.

Leader:

Follower:

Pre-assessment Activity #2: Principal for a Day – to be completed by individual students or groups of students with a focus on how a leader who is well-known/common to the student uses power and authority. Students will need to reflect on the practice of their current school principal and then suggest how they might operate if they were assigned the position.

PRINCIPAL FOR A DAY!

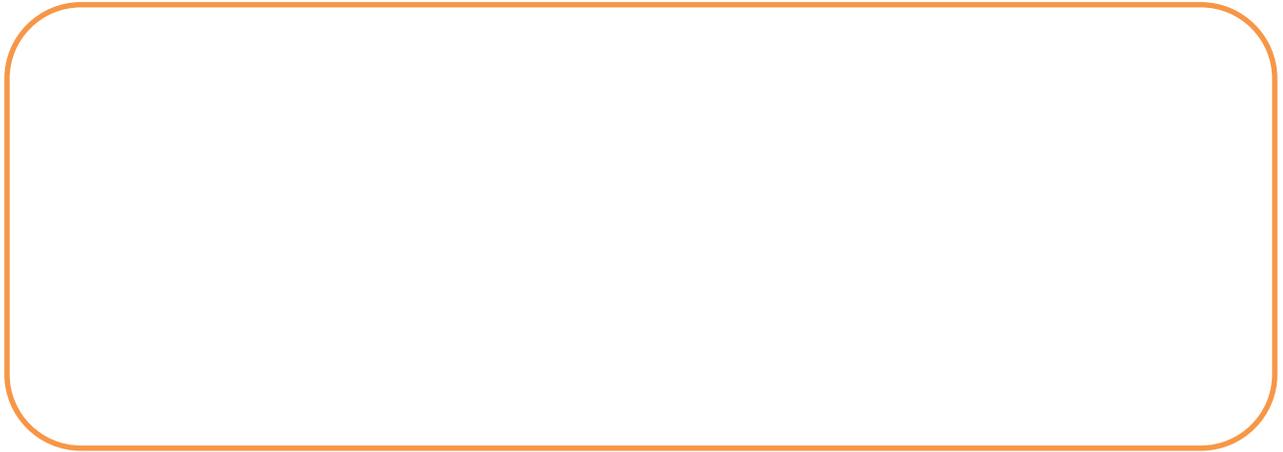
If I was the principal in my school.....what would my perfect school look like?

What would the rules be? (Power)

What would you do to encourage people to follow the rules? What incentives would you offer for good behaviour? (Influence)

How would you enforce consequences for people who do not follow the rules? (Force)

Draw a diagram of your perfect school.



Launch Activity #1: Dream School Brochure

Launch Learning Task - Brochure

Students will complete a brochure for their dream school using a folded 8 1/2 by 11 piece of paper. The components that will be included are the following:

Front cover	Bird's Eye View/Map of your School Be sure to include special features such as pools or hockey rinks or other facilities that will help achieve your schools purpose.
Inside panel	Conditions of Attendance What are the rules or conditions for the students enrolled at this facility? List them.
Inside panel	Purpose of the School Why would students attend this facility and what is the ultimate goal they will reach and how will you prepare them for it?
Back cover	Application Form Basic contact information as well as any other information that you need to best provide for that student at your school.

Post Activity Discussion

Did your school have a clear purpose?

2. Who has the power or authority in your school?
3. Do your conditions of attendance allow you to control the students who can register?
4. Is the information you gathered in your application form enough to help you decide if the applicant is a good candidate for your school ? Why or why not?

Schools have been used in many ways to reach a specific purpose throughout our history. Residential schools were put in place to teach First Nations people to conform to European society and Hitler used schools in Germany to spread the Third Reich's message. Other schools have been successfully used to develop elite athletes, world scholars and religious leaders. Each school has a purpose, a system of power and authority as well as rules or forces that help it reach its goal.

Teaching Notes (pre-assessment):

As you debrief the above activity observe whether students recognize the following:

Someone or something is in control of their school - **Authority**

There are controls in place that enable success or purpose - **Force**

Within the structure of their schools there is a **Power** structure between the students and those in control of the school.

Launch Activity #2: Power and Authority in Our Lives Role Play

The parents of a teenager have found that he/she has been coming home very late over the past few nights. They would like him/her to come earlier.

Scenario 1: Power through Influence

The parents attempt to persuade their child, with rational arguments, rewards, and emotional appeals of love and loyalty. No restraints can be put on the child, only persuasion. The child must decide voluntarily. The parents can use rewards, bribes, reason and/or emotion.

Scenario 2: Power through Force

The parents attempt to control the will of the child with treats of unpleasant consequences such as no pocket money, being grounded for a month, etc. The child might be fined for every night he/she comes in late. The child's decision must be based on some fear of the consequences.

Scenario 3: Power through Authority

The parents can command the obedience of the child because of their authority as parents. In this scenario the child must be convinced to respect the authority of the parents because of who they are.

Reflection: Explain why each scenario might be effective or not work. What appears to be the difference between influence, force and authority?

Indicators:

PA 6.1 b) Give examples of the forms of power (force: gangs, bullying; authority: leader of an organization – archbishop, cardinal, pope; influence: clergy, charisma) in the local community.

Activity: How Raven Stole the Sun (Rover video)

Viewing Guide: How Raven Stole the Sun

- 1) At the beginning of the Legend, who has the power? (ie- Who holds the sun).
- 2) How does the power shift by the end of the legend?
- 3) What elements of power are shown in the Legend? Give an example.

PA 6.1 c) Determine traits common to individuals – including leaders that are Catholic such as priest, nun, deacon, grand knight, CWL chair, archbishop, cardinal, pope) who are perceived as effective leaders in a variety of contexts in the local, provincial, territorial, national or international arena. What makes leaders who are led by their Catholic faith different? What should make them different?

ACTIVITY: Power and Authority Definitions – to be prepared as a handout activity for students to discuss and complete.

Power: The ability to influence others.

Force: Pushing someone. Saying something hurtful.

Authority: Being elected class representative. Speaking or acting on behalf of a group.

Influence: Speaking out on behalf of others.

Reflection:

- A) Give an example for each form of power.

Force:

Authority:

Influence:

B) What are some common personality traits of individuals who are perceived as effective leaders?

C) Research a local, provincial, national or international Catholic leader.

- a. List the characteristics of that person.
- b. How did the individual obtain their power?
- c. How does the individual use force, authority and influence?
- d. How does the power and authority of the individual you researched relate to the power and authority of others?

PA 6.1 d) Identify and examine the characteristics of local, provincial, national and international leaders and organizations in order to:

- Understand how the individuals and organizations identified obtained their power
- Explain how the individuals and organizations identified use influence, force or authority
- Show the relationship between the power and authority of those individuals and organizations and the power and authority of others

“What are the duties of citizens in regard to civil authorities? Those subject to authority should regard those in authority as representatives of God and offer their loyal collaboration for the right functioning of the public and social life. This collaboration includes love and service of one’s homeland, the right and duty to vote, payment of taxes, the defense of one’s country and the right to exercise constructive criticism.” (Catechism of the Catholic Church, #464)

ACTIVITY: Research project – research, create and present your information in a display, a report or in a digital presentation. Students might work individually, with a partner or in a small group.

Leaders and Organizations
Research Project

List the 3 levels of government in Canada.

What are the two main things that governments do?

Define:

1) Republic:

2) Democracy:

3) Dictatorship:

4) Anarchy:

5) Constitutional Monarchy:

Name of organization (one must be a Catholic group)	How does the organization use influence, force, or authority?	Compare this organization to another by stating a similarity or a difference.

ALTERNATE SUGGESTION: Canadian Catholic role model or organization research project organizer.

Person/Group Name _____

_____ Picture or Symbol (or both) of your person/group

Brief biography of the person/group (tell the audience when they were born, started their helping or organization, a couple of interesting facts about them)

What or how does your person/group do to help others in Canada?

What or how does your person/group help people in the world (if they do)?

PA 6.1 e) Describe diverse ways in which groups and societies, especially those groups involving young people, deal with competing claims for power. Is there ever a time when a group does not have to obey the group in power or the group who holds authority?

“When is a citizen forbidden to obey civil authorities? A citizen is obliged in conscience not to obey the laws of civil authorities when they are contrary to the demands of the moral order: ‘We must obey God rather than men’ – Acts of the Apostles 5:29” (Catechism of the Catholic Church, #465)

PA 6.1 f) Explain choices young people must make in reconciling the tensions between the dominant social group and individual choice (eg., faith, belief in God and the Catholic Church, drug and alcohol use; social relationships; academic programs, choice of extr-curricular activities and career interests).

“Differences of opinion in the application of principles can sometimes arise even among sincere Catholics. When this happens, they should be careful not to lose their respect and esteem for each other. Instead, they should strive to find points of agreement for effective and suitable action, and not wear themselves out in interminable arguments, and, under pretext of the better or the best, omit to do the good that is possible and therefore obligatory.” (Article 238 as taken from ‘Mater et Magistra’ encyclical of Pope John XXIII, 1961)

Culminating Activity:

Compare and Contrast prominent leaders in history – Pope John Paul II, Ghandi and Nelson Mandela. Each was a leader of a dominant social group. Compare their leadership style and their leadership roles.

Ghandi/Nelson Mandela – Rover video

Pope John Paul II - <http://www.youtube.com/watch?v=81T9fByDY1U&feature=relmfu>

Graphic Organizer for research and viewing:

My summary of important points that I learned...

Something that stood out for me:

A connection I made to my life ...

This video made me think about...

The information that I learned and I would like to share with others is:

“In their economic and social activities, Catholics often come into contact with others who do not share their view of life. In such circumstances, they must, of course, bear themselves as Catholics and do nothing to compromise religion and morality. Yet at the same time they should show themselves animated by a spirit of understanding and unselfishness, ready to cooperate loyally in achieving objects which are good in themselves, or can be turned to good. Needless to say, when the Hierarchy has made a decision on any point Catholics are bound to obey their directives. The Church has the right and obligation not merely to guard ethical and religious principles, but also to declare its authoritative judgment in the matter of putting these principles into practice.” (Article 239 as taken from ‘Mater et Magistra’ encyclical of Pope John XXIII, 1961)

“As Catholics, we all have responsibilities in the carrying out of power and authority such as: to have dignity and respect, to be honest, to be loyal, to be fair, to help others, to grow in faith personally and communally (being disciples of Christ) and to care for God’s creation.” (from Alberta Social Studies, *Voices in Democracy*, Catholic Values Correlation Grade 6 by Joe Estephan)

Outcome PA 6.2: Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean based upon the definition of the common good from the *Compendium of the Catechism of the Catholic Church #407 and #408.*

- ❖ What is the common good? By the common good is meant the sum total of those conditions of social life which allow people as groups and as individuals to reach their proper fulfillment. (#407)
- ❖ What is involved in the common good? The common good involves: respect for and promotion of the fundamental rights of the person, the development, of the spiritual and temporal goods of persons and society, and the peace and security of all. (#408)

Launch Activity #1: Kids Around the World

Comparing Myself with a Child in Another Country

Question	Me	Child from
What is your name?		
How old are you?		
Where do you live?		
What is your home life?		
What are your favourite things to do?		
Do you do them alone or with others?		

What do you like to eat?		
What do you dislike eating?		
What do you think you will do when you grow up?		
What do you do on your birthday?		
Who is in your family?		
What is your favourite colour? Why?		
Do you have things to do every day that you do not like doing? What are they?		
What is your favourite thing to wear? Why?		
Who is the most important person in your life? Why?		
What would be the best thing someone could give you?		
What is your day like? What questions do you have for children in other countries?		
What questions do you have for children in other countries?		

Countries to choose from: Benin, South Africa, Mozambique, Sudan, Sierra Leone, Jordan, Peru, Cuba, Haiti, Dominican Republic, Bosnia, Romania

Online:

<http://kids.nationalgeographic.com/kids/places/find/>

<http://www.factmonster.com/ipka/A0930058.html>

Launch Activity #2: Defining Wants and Needs

Define wants vs. needs in relation to your life.

Needs that are important in my life	Wants that are important in my life

Define a need:

Define a want:

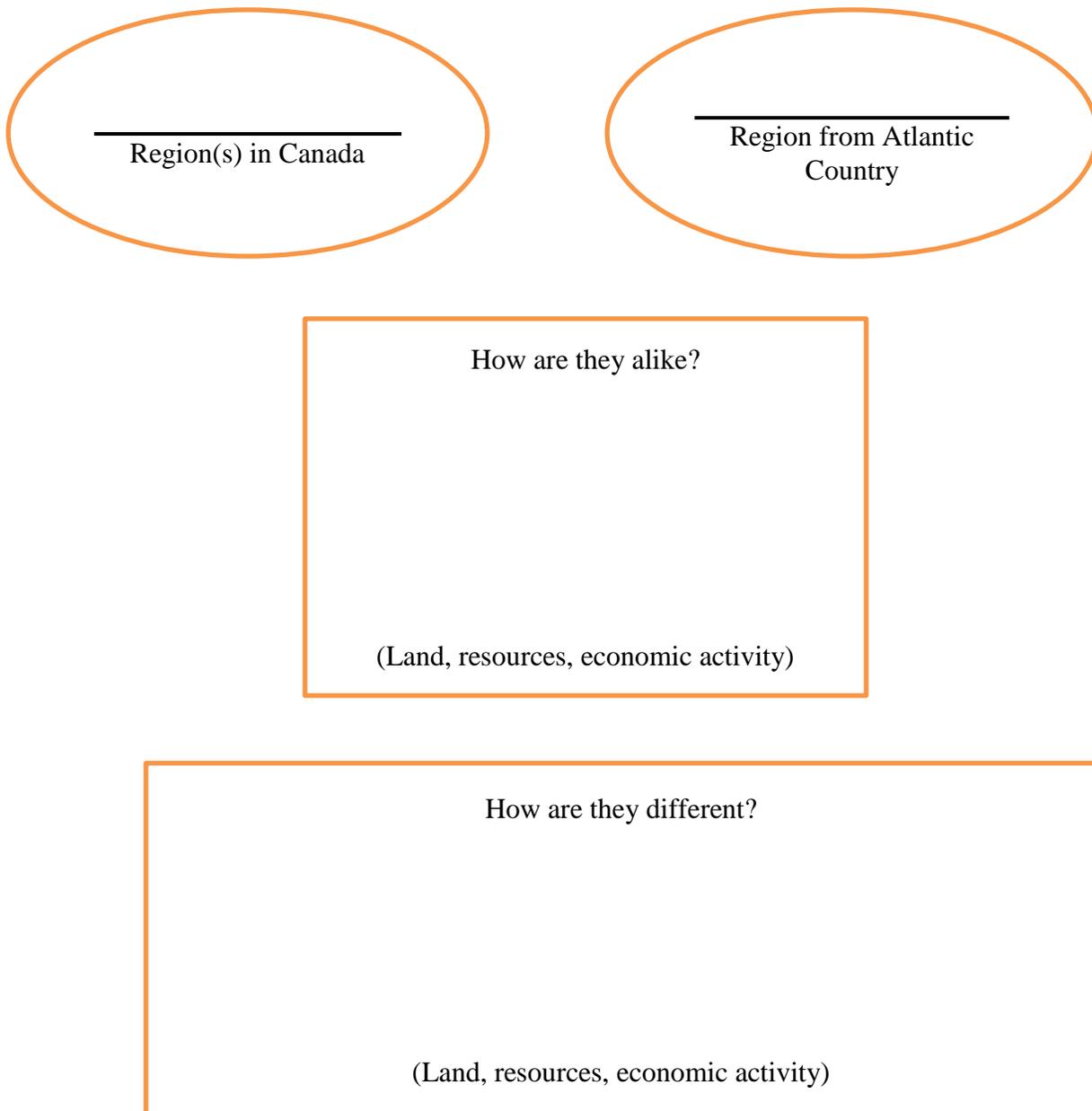
Definition - **Economics**: the production and distribution and consumption of goods and services and their management.

Indicators:

PA 6.2 a) Gather and interpret data from various print and electronic sources, such as graphs, maps, and charts, to illustrate geographic and economic differences among regions in Canada and a selection of countries bordering the Atlantic Ocean (e.g., mountainous areas: tourism, forestry, and mining; coastal areas: fishing and shipping).

Activity:

Comparing a Region of Canada to an Atlantic Neighbour



Suggested Countries: Canada (eastern), USA (eastern), Mexico, Jamaica, Nicaragua, Brazil, Argentina, Great Britain, France, Spain, Morocco, Nigeria (West Africa)

An attempt should be made to study at least one region from each of the following: North America, Central America and the Caribbean, South America, Europe and Africa.

PA 6.2 c) Investigate the concept of white privilege, and assess the degree to which it exists within Canada and a selection of countries bordering the Atlantic Ocean.

Activity #1:

The Canadian Dream is an activity where you line people up on a horizontal line (you can choose to blindfold, or not), and ask them to take a step forward or backwards for various scenarios – ever worried about walking alone, judged by the colour of your skin, wearing glasses, blonde hair, blue eyes....etc.) You can even have them hold hands so that they can process what it was like to separate from others based on privilege. It is a powerful activity, particularly for people with privilege.

Divide the class/group not three or more “communities”, each with a border (made of masking tape), resources to make their ideal community, play money, etc. There is also an authority (police, housing authority, and a jail) to keep order. Each community receives different space, and has a different population density and of course, has different amounts of money, resources, etc. In addition to the unequal distribution of money and resources (pens, markers, papers, and other things needed to build the community), the government officials treat communities differently based on prestige of the community. They bend over backwards to help the wealthy community and make life miserable for the “poor” community, throwing them in jail and taking away what little open space they may have.

Eventually the game runs its course and students think about the structures of power and authority, fairness, unfairness, and differences.

Activity #2:

World Vision GEAR game:

www.worldvision.ca/RemoteContentSite/Gifts/Download/Teacher%20Resource%202009-2010.pdf

PA 6.2 d) Identify the personal and societal impact of white privilege on individuals and groups within Canada and a selection of countries bordering the Atlantic Ocean.

❖ As young Catholics think of some ways you can rid the world of the concept of ‘white privilege’. Use the Catholic definition of the common good to create a pledge or a promise to show your action plan.

Or

❖ Research to find if there are any stories of Catholics who are trying to rid the world of white privilege and report back to the class.

The following resources may assist you:

❖ *Gaudium et Spes (The Church in the Modern World), Second Vatican Council, Pope Paul VI, 1965. Article 24. “God, Who has fatherly concern for everyone, has willed that all men should constitute one family and treat one another in a spirit of brotherhood.”*

❖ www.usask.ca/education/coursework/802papers/crawford/jamesc.html

Culminating Activity:

Read aloud the novel *fatty legs* by Christy Jorday-Fenton and Maragaret Pokiak-Fenton

Reading Response Log for fatty legs by Christy Jordan-Fenton and Margaret Pokiak-Fenton

Dedication Page /Pre Reading

1. I think that the book will be about...
2. I think that Margaret is...
3. I think that Christy is...

Introduction/Chapter 1

1. What do you learn about Olemaun’s family?
2. Why does Olemaun want to go to the “outsider’s” school?
3. How is the family forming its opinion about the school?

Chapter 2

1. How did Olemaun feel as she was preparing to begin at her new school? How do you know?

2. How did Olemaun's mother feel as she was preparing to leave her daughter at the school?
How do you know?

3. How did Olemaun's father feel as he was leaving his child at the school? How do you know?

Chapter 3

1. When Margaret first went to school three things happened. List them and explain how they made her feel about the school.

a.

b.

c.

Chapter 4

1. The "outsider's" school had a protocol for all new students. What were the cultural changes expected for all students at the school?

2. How have Olemaun's expectations for her school experience been challenged by these expectations?

Chapter 5

1. Margaret is expecting to go home after the first year of her school. What happens to prevent this?

2. How would you have felt if you were Margaret and what would you have done?

3. How does Margaret show she has maintained her own personal beliefs? List examples.

Chapter 6

1. The Raven's decision to give Margaret the red stockings had a purpose. What was it?

2. Does the Raven succeed in her plan? Why or why not?

3. How does Olemaun use her own personal power to control the situation?

Chapter 7

1. When Olemaun received the letter from her father she _____

2. Innuvialuit life was different for Olemaun when she returned to her village. How?
 - 1.
 - 2.
 - 3.
 - 4.

After the story:

Compare Olimaun’s life during and after she attended the outsider’s school.

Life at the school in Aklavik	Life in the Inuvialuit village

Why did Olimaun’s sisters go to school in Avlavik despite the experiences that Olimaun had had?

The Schools

Was Margaret’s experience in her school typical of others who attended Residential Schools in Canada? List the common experiences described in this chapter.

Outcome PA 6.3: Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power *and how we as Catholics can use the teaching of Jesus Christ and the Catholic Church to be a positive contributor to society and the common good.*

Launch Activity: The Peanut Game – a simulation of the misuse of power in groups.

Instructions and materials available at:

<http://youth.devp.org/thinkfast/social-justice-activities/simulation-games/>

Reflection guide:

Exploration - The Peanut Game Reflection

Name:

1. What roles did you play in the game?

2. **How did it feel to have lots of peanuts? How did it feel to have a few?**
3. **What are some of the reasons for winning or losing peanuts?**
4. **Who made the decisions that caused people to gain/lose peanuts? How did these people have this power?**
5. **Do you see any patterns in these events? Are any of the same things happening?**
6. **How would you describe the values of the decision-makers ? What is important to them?**

Action Plan: Action for justice seeks to change the cause of problems

1. **What are the problems that arose during the peanut game?**
2. **Who or what were the root cause of these problems?**
3. **What are possible actions that could work to correct these causes?**
4. **Underline the actions that you and your group could realistically be involved in. What are the limiting factors in your choices?**
5. **How does power determine what you as an individual can do to bring change to the problems you encountered in the game?**

Indicators:

PA 6.3 a) Describe incidents of the misuse of power in groups of which students are aware.

Activity: Continue with Fatty Legs (from PA 6.2) or read “As Long as the Rivers Flow” from the OTC materials.

PA 6.3 b) Research laws that specifically affect young people, minority groups, the disabled, and the elderly to determine the disposition of governments toward the status of these groups, and evaluate the reasons for and effectiveness of such laws.

Activity: Refer to the United Nations – Declaration on the Rights of the Child 1959 to complete the template.

What are your rights in the classroom?	What are your rights at home?	What are your rights in the community?

Activity: Review the Canadian Charter of Rights and Freedoms

Students will jigsaw information on their particular ‘right or freedom’. To create a jigsaw, refer to the following site: www.jigsaw.org/steps.htm

One minute essay question – Do all people in Canada enjoy all of the rights and freedoms presented in the Charter of Rights and Freedoms? Why? Include 2 reasons in your answer.

PA 6.3 c) Propose changes needed in human behavior and institutions in order to prevent the abuse of power *using Catholic values and teachings as a foundation.*

Resources:

- ❖ [!www.diocesehelena.org/mtcath/2008/nov/wosepka.htm!](http://www.diocesehelena.org/mtcath/2008/nov/wosepka.htm) (caution 09/2016 possible malware site)
- ❖ Matthew 5, 6, 7:1-2; Luke 6:20-49
- ❖ Compendium of the Catechism of the Catholic Church 463, 464, 465, 468, 469, 470, 474, 480, 482
- ❖ Pacem in Terris (Peace on Earth) Articles 9, 10, 11 by John XXIII, 1963. Encyclical Letter of Pope John XXIII on Establishing Universal Peace in Truth, Justice, Charity and Liberty issued on Holy Thursday, April 11, 1963.

Article 9: Any human society, if it is to be well-ordered and productive, must lay down as a foundation this principle, namely that every human being is a person, that is, his nature is endowed with intelligence and free will. Indeed, precisely because he is a person he has rights and obligations flowing directly and simultaneously from his very nature. And as these rights and obligations are universal and inviolable so they cannot in any way be surrendered.

Article 10: If we look upon the dignity of the human person in the light of the divinely revealed truth, we cannot help but esteem it far more highly; for men are redeemed by the blood of Jesus Christ, they are by grace the children and friends of God and heirs of eternal glory.

Article 11: Beginning our discussion of the rights of man, we see that every man has the right to life; to bodily integrity, and to the means which are suitable for the proper development of life; these are primarily food, clothing, shelter, rest, medical care, and finally the necessary social services. Therefore a human being also has the right to security in cases of sickness, inability to work, widowhood, old age, unemployment, or in any other case in which he is deprived of the means of subsistence through no fault of his own.

PA 6.3 d) Investigate the relationship between people and their governments in Canada and a selection of countries bordering the Atlantic Ocean. Include such things as human rights, treatment of minorities, history with indigenous peoples, infrastructure for health, and education (including reference to residential schools and the intergenerational impact of those experiences).

❖ One could use or refer back to the Culminating Assessment Task – Integrating Catholic Faith (end of unit assessment in the Dynamic Relationships unit).

Resources:

- ❖ www.hrw.org/en/world-report/2009/vietnam
- ❖ www.hrw.org/en/news/2001/04/10/jiang-zemin-fidel-castro-summit

Culminating Activity #1: Marginalization and Social Justice

What is marginalization?

Definition: To exclude or ignore especially by relegating to the outer edge of a group or by diverting the public's attention to something else.

When can someone be marginalized? What protects people from this?

What is social justice?

Definition: The fair and proper administration of laws conforming to the natural law that all persons, irrespective of ethnic origin, gender, possessions, race, religion, etc., are to be treated equally and without prejudice.

What Social Justice Is	What Social Justice Is Not

Culminating Activity #2: Investigate the relationship between people and government in their home country. Refer to suggested countries which border the Atlantic including Canada and its Neighbours (Outcome 6.2 indicator a) using the Inquiry Process.

The Inquiry Process

1. Develop a question on your chosen subject.
2. Discuss and record what you already know about the subject.
3. Brainstorm what you would like to find out about the subject.
4. Create an outline.
5. Read for facts on your topic.
6. Record what you have read without looking at your research material (jot notes).
7. Read for more facts and check your notes for things you have forgotten to record.
8. Write a rough draft.
9. Edit your work or have it edited by someone else.
10. Write your final copy.
11. Share your findings with others.

Culminating Activity #3: Power and Authority Quiz

The following quiz deals with examining the relationship between an individual's power and authority and the power and authority of others using a Catholic perspective.

1. What is the definition of power that we used for this unit:
 - a. What we use to charge the battery
 - b. What one person has to be in charge
 - c. Do whatever I say

2. Write three examples of leaders demonstrating use of the various forms of power. Include at least one Catholic leader.

3. What makes leaders who are led by their Catholic faith different from other leaders?
 - a. Their faith in God
 - b. Their belief in the Church's teachings
 - c. Believing in their love of God; even if standing alone
 - d. All of the above

4. Is there ever a time when a group does not have to obey the group in power or who holds authority?
 - a. No. We always do what we are told by those who are in authority.
 - b. Yes. When we don't feel they know what they are talking about.
 - c. Yes. When what we're asked to do goes against the teachings of the Catholic Church
 - d. No. But, we can think we don't have to listen.

Teacher Catholic Faith Integrations Reflections
What have I learned about teaching this unit?

Gr. 6 Social Studies

Unit: Power and Authority

What permeation ideas worked well in this unit?

How well did the permeation prompts engage the students?

Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.

As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.

It would have been good to have...

If I adapted / modified this unit I would...

General Comment:



Gr. 6 Social Studies Faith Permeation Essential Connections

Unit Theme: Resources and Wealth

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

- ❖ “A consistent theme of Catholic social teaching is the option or love of preference for the poor. Today, this preference has to be expressed in worldwide dimensions, embracing the immense numbers of the hungry, the needy, the homeless, those without medical care, and those without hope.” (Papal Encyclical On Social Concern, Pope John Paul II, 1987).

Catholic Faith Big Ideas:

- ❖ 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 Question:

- ❖ How does my Christian call affect my quality of life?
- ❖ What is meant by the Beatitude: *Blessed are the poor in spirit, for theirs is the kingdom of heaven?* (Matthew 5:3)

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

Research and create a presentation of choices I can make to reduce my ecological footprint in order to follow more closely the teaching of the Catholic Church and the concern for the poor.

Faith Activity Resources:

Lesson Plan and Activity: Caring for God's World
www.christianedwarehouse.com/PDF/LookInside/ACF43D6.pdf

Lesson Plan and Activity: Powering Down – Suggestions for Caring for Creation during the Season of Lent www.hipl.org/LentenProgram.doc

"In the beginning God created the heavens and the earth." (Genesis 1:1)

"Catholic Teaching on Caring for God's Creation: The world that God created has been entrusted to us. Our use of it must be directed by God's plan for creation, not simply for our own benefit. Our stewardship of the Earth is a form of participation in God's act of creating and sustaining the world. In our use of creation, we must be guided by a concern for generations to come. We show our respect for the Creator by our care for creation." — USCCB Administrative Committee, Faithful Citizenship: A Catholic Call to Political Responsibility, p. 15

"The Catholic way is to recognize the essential role and the complementary responsibilities of families, communities, the market, and government to work together to overcome poverty and advance human dignity." pg. 18

"Those who have more can make choices to use less, to share more, and to advocate for greater justice so that all people have the resources to provide for themselves and their families." (A Place at the Table: A Catholic Recommitment to Overcome Poverty and to Respect the Dignity of All God's Children, pg. 19, 2002. <http://www.usccb.org/sdwp/placeatthetable/index.shtml>)

<http://www.myfootprint.org/>

Unit Instruction Plan/Lesson Sequence

Introduction: As a Catholic people, we are called to be good stewards of all resources God has provided for us. When we think about the environment and our use of these natural resources, we must consider whether we are using them responsibly. Do we take only what we need? Do we leave the smallest impact possible? Does our practice allow for the resources to be sustained over time so that all nations in all times will have what they need?

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

Outcome RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors, and what role our Catholic beliefs play in their importance.

Indicators:

RW 6.1 a) Explain the difference between needs and wants.

	Needs	Wants
Me		
My Family		
My Community		
My Country		

Faith Permeation Resources:

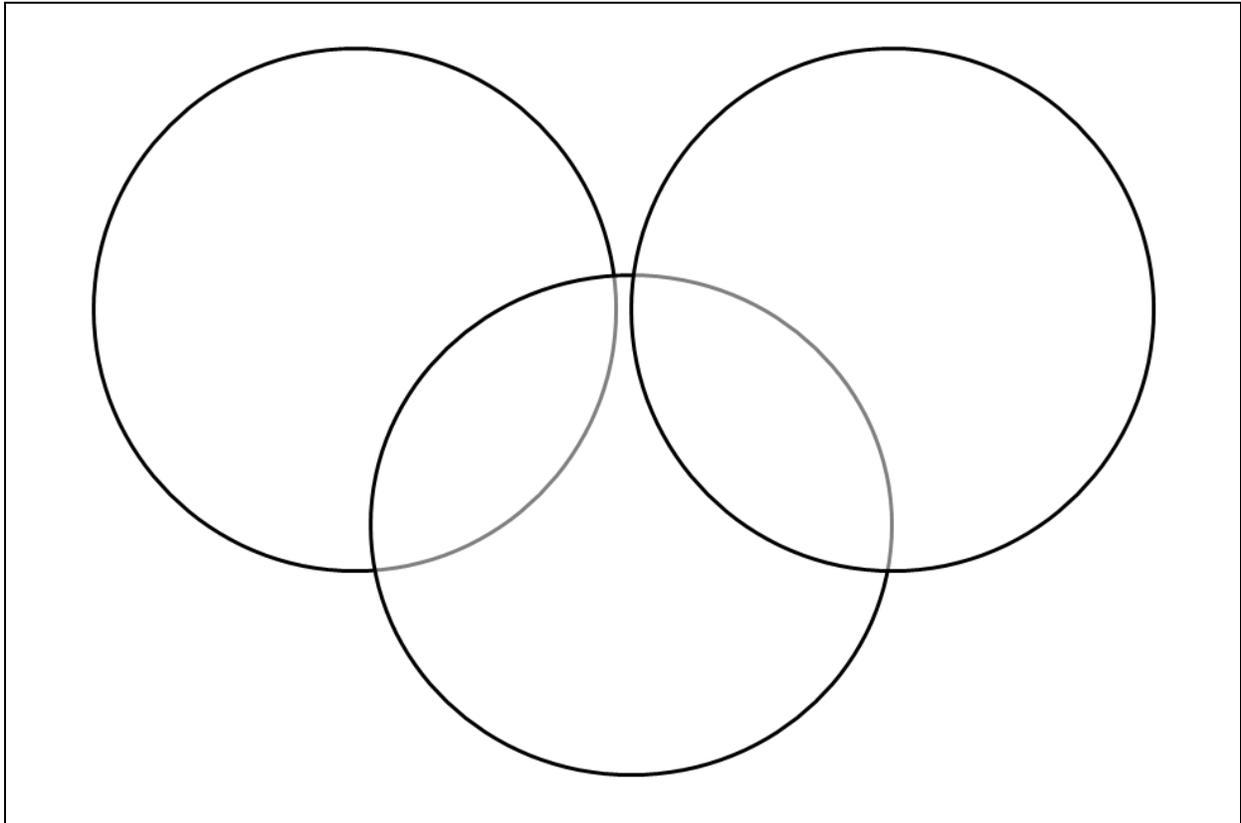
“Next to the underdevelopment of the many, there is a super-development for the few. Super-development leads to a throwaway society and to enormous waste. Excessive access to all kinds of things, -- sometimes called consumerism – enslaves people and does not make them happy. The more one possesses, the more one wants, while the deeper human hopes remain unsatisfied and even stifled. "Having" more things does not necessarily mean "being" more or being better. "Having" only helps us when it contributes to a more complete "being." On Social Concern (Sollicitudo rei socialis), encyclical of Pope John Paul II. 1987. Article 28.

“A man is more precious for what he is than for what he has.[5] Similarly, all that men do to obtain greater justice, wider brotherhood, a more humane disposition of social relationships has greater worth than technical advances. For these advances can supply the material for human progress, but of themselves alone they can never actually bring it about. Hence, the norm of human activity is this: that in accord with the divine plan and will, it harmonize with the genuine good of the human race, and that it allow men as individuals and as members of society to pursue their total vocation and fulfill it. (Gaudium et Spes encyclical (The Church in the Modern World) Second Vatican Council, 1965. Article 35)

"You shall not covet your neighbor's house. You shall not covet your neighbor's wife, or his manservant or maidservant, his ox or donkey, or anything that belongs to your neighbor."(Exodus 20:17)

<http://hdr.undp.org/en/statistics/>

RW 6.1 d) Investigate and create a three circle venn diagram comparing the indigenous concept of abundance as it relates to the western concept of wealth, ***and Catholic perspective on material goods.***



Using Culture Quest or similar resources define the following:

- Human Developmental Index – Factors and considerations –compare the numerical data for Canada and other nations
- Compile a list of mitigating factors that would affect a country's score on this scale

Using the discussion and activities found in Born of the Spirit – Theme 17- Compare the beatitude statements to the wants and needs identified in Activity 1 – How does Catholic quality of life indicators as presented in the beatitudes compare to the worldly version?

Using the Land Game activity (Development and Peace – Think Fast activities) develop the concept of factors that influence quality of life in different locations, cultures.

Faith Permeation Resources:

A man is more precious for what he is than for what he has. (Gaudium et spes encyclical, Second Vatican Council, 1965. Article 35)

Man is himself the author, center, and goal of all economic and social life. The decisive point of the social question is that goods created by God for everyone should in fact reach everyone in accordance with justice and with the help of charity. (Populorum Progressio encyclical (On the Development of Peoples), Pope Paul VI, 1967. Article 2459)

*Luke 16:19-31 The Rich Man and Lazarus
The Ultimate Gift movie (2006)*

RW 6.1 e) Explain factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean (e.g., labour practices, access to education and technology, shelter, food and water, health care, **freedom of religion**, sport and recreation, inclusion, or marginalization).

RW 6.1 f) Assess ways in which technology influences the quality of life for youth in Canada and in a selection of countries bordering the Atlantic Ocean (e.g., access to energy, transportation, and communication systems) **and what are the Catholic teachings on the role of technology for the common good.**

Faith Permeation Resources:

“It is not sufficient to promote technology to render the world a more human place in which to live. The mistakes of their predecessors should warn those on the road to development of the dangers to be avoided in this field. Tomorrow’s technocracy can beget evils no less redoubtable than those due to the liberalism of yesterday. Economics and technology have no meaning except from man whom they should serve. And man is only truly man in as far as, master of his own acts and judge of their worth, he is author of his own advancement, in keeping with the nature which was given to him by his Creator and whose possibilities and exigencies he himself freely assumes.” (Populorum Progressio (On the Development of Peoples), Pope Paul VI, 1967.)

*“Let men make all the technical and economic progress they can, there will be no peace nor justice in the world until they return to a sense of their dignity as creatures and sons of God, who is the first and final cause of all created being. Separated from God a man is but a monster, in himself and toward others; for the right ordering of human society presupposes the right ordering of man’s conscience with God, who is Himself the source of all justice, truth and love.” (Mater et Magistra, Pope John XXIII, 1961. Article 215).
#159, #2293, & #2294 of the Catechism of the Catholic Church*

Similarly, all that men do to obtain greater justice, wider brotherhood; a more humane disposition of social relationships has greater worth than technical advances. For these

advances can supply the material for human progress, but of themselves alone they can never actually bring it about. (Gaudium et Spes encyclical, Second Vatican Council, 1965. Article 35)

RW 6.1 j) Recognize and assess the relationship between wealth and resources and the distribution of power and authority in Canada and a selection of countries bordering the Atlantic Ocean, *and include our Catholic perspective. What does the power and authority of the Gospel and the social justice teachings of the Church teach us about the management of our God given wealth and resources?*

Faith Permeation Resources:

Questions to help guide discussions or learning:

- *What is the Catholic teaching on our use of wealth and resources?*
- *How should we use these resources?*
- *What does our faith teach us about using resources and wealth and our good luck to be situated where we are?*
- *What does our faith teach us about working with others and the resources that we have in relationships to countries bordering the Atlantic?*

Matthew 22:15-22 – ‘The Question about paying taxes’

<http://crs.org/united-states/caritas-in-veritate/>

“Perhaps the most pressing question of our day concerns the relationship between economically advanced commonwealths and those that are in process of development. The former enjoy the conveniences of life; the latter experience dire poverty. Yet, today men are so intimately associated in all parts of the world that they feel, as it were, as if they are members of one and the same household. Therefore, the nations that enjoy a sufficiency and abundance of everything may not overlook the plight of other nations whose citizens experience such domestic problems that they are all but overcome by poverty and hunger, and are not able to enjoy basic human rights.” (Mother and Teacher, MATER ET MAGISTRA. 1961. Article 157)

<http://sociology.ucsc.edu/whorulesamerica/power/wealth.html>

“In teaching us charity, the Gospel instructs us in the preferential respect due to the poor and the special situation they have in society: the more fortunate should renounce some of their rights so as to place their goods more generously at the service of others.” (A Call to Action, Pope Paul VI, 1971, Article 23)

“Economic development must...not be left to the sole judgment of a few individuals or groups, possessing excessive economic power, or of the political community alone, or of certain powerful nations. It is proper, on the contrary, that at every level the largest number of people have an active share in directing that development.” (The Church in the Modern World, 1965. Article 65)

“As followers of Christ, we are challenged to make a fundamental "option for the poor" – to speak for the voiceless, to defend the defenseless, to assess life styles, policies, and social institutions in terms of their impact on the poor. This "option for the poor" does not mean pitting one group against another, but rather, strengthening the whole community by assisting those who are the most vulnerable. As Christians, we are called to respond to the needs of all our brothers and sisters, but those with the greatest needs require the greatest response.”(Economic Justice for All (Pastoral Message), United States Conference of Catholic Bishops. 1986. Article 16)

“Therefore political leaders, and citizens of rich countries considered as individuals, especially if they are Christians, have the moral obligation, according to the degree of each one's responsibility, to take into consideration, in personal decisions and decisions of government, this relationship of universality, this interdependence which exists between their conduct and the poverty and underdevelopment which exists between their conduct and the poverty of so many millions of people.” On Social Concern (Sollicitudo rei socialis, 1987. Article 9)

"The needs of the poor take priority over the desires of the rich; the rights of workers over the maximization of profits; the preservation of the environment over uncontrolled industrial expansion; the production to meet social needs over production for military purposes." (Address on Christian Unity in a Technological Age [Toronto, Sept. 14, 1984] in Origins 14:16 [Oct. 4, 1984]). Economic Justice for All, #94.

“Distributive justice requires that the allocation of income, wealth, and power in society be evaluated in light of its effects on persons whose basic material needs are unmet. The Second Vatican Council stated: "The right to have a share of earthly goods sufficient for oneself and one's family belongs to everyone. The fathers and doctors of the Church held this view, teaching that we are obliged to come to the relief of the poor and to do so not merely out of our superfluous goods." (Pastoral Constitution, 69.) Minimum material resources are an absolute necessity for human life. If persons are to be recognized as members of the human community, then the community has an obligation to help fulfill these basic needs unless an absolute scarcity of resources makes this strictly impossible. No such scarcity exists in the United States today .(Economic Justice for All, United States Conference of Catholic Bishops. 1986. Article 70)

“Collaboration in the development of the whole person and of every human being is in fact a duty of all towards all, and must be shared by the four parts of the world: East and West, North and South; or, as we say today, by the different "worlds." If, on the contrary, people try to achieve it in only one part, or in only one world, they do so at the expense of the others; and, precisely because the others are ignored, their own development becomes exaggerated and misdirected.” On Social Concern, (Sollicitudo rei socialis, 1987. Article 32)

“...true development must be based on the love of God and neighbor, and must help to promote the relationships between individuals and society.” On Social Concern (Sollicitudo rei socialis, 1987. Article 33)

“Given these conditions, it is obvious that individual countries cannot rightly seek their own interests and develop themselves in isolation from the rest, for the prosperity and development of one country follows partly in the train of the prosperity and progress of all the rest and partly produces that prosperity and progress.”(Peace on Earth, PACEM IN TERRIS ENCYCLICAL OF POPE JOHN XXIII. 1963. Article 131)

http://www.phac-aspc.gc.ca/canada/regions/atlantic/Publications/Tool_kit/11-eng.php

If the World Were a Village – the following links take you to a page to learn about the book and a .pdf file with activities to help with book concepts which can also help with this indicator:

<http://www.kidscanpress.com/Canada/product.aspx?productid=5247>

<http://www.iftheworldwereavillage.org/>

Outcome RW6.2: Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability *while upholding a Catholic perspective.*

Indicators:

RW 6.2 b) Investigate how individual local consumer choices may affect people elsewhere in the world (e.g., child labour, enslavement, sweat shops, consumption of scarce resources, prosperity through employment).

Faith Permeation Resources:

“As in our own nation, poverty around the world falls most heavily and directly on women and children. They are the most likely to suffer from the chronic hunger which results from poverty and powerlessness. Their future is mortgaged to flawed "development" which increases a nation's gross national product, but worsens its distribution, helping the rich at the expense of the poor. It is women and children who suffer most when the elites of poor nations invest abroad rather than at home, and when foreign aid from more affluent nations is reduced. And they are the first victims of the cuts in social services made by developing countries to "adjust" their economies in order to pay their burdensome debts.”(Putting Children and Families First. A Challenge for Our Church, Nation, and World 3. United States Conference of Catholic Bishops. 1992)

Fair Trade Certified website:

<http://www.transfairusa.org/?gclid=CJPym7qKm5wCFRkMDQodXW13eg>

<http://transfair.ca/>

http://en.wikipedia.org/wiki/Fairtrade_certification

RW 6.2 c) Develop an action plan for harmonizing one’s personal lifestyle with collective needs regarding **faith**, social, environmental, and economic sustainability.

Refer to the Culminating Assessment Task – Integrating Catholic Faith (end of unit assessment):

List choices I can make to reduce my ecological footprint in order to follow more closely the teaching of the Catholic Church and the concern for the poor

Action Plan Projects – How to Change the World

www.kids2kidsmissions.org/images/K2KBook_SinglePages_rev2.pdf

Faith Permeation Resources:

“The Hundredth Year ,(Pope John Paul II, 1991. Article 58)

...true development must be based on the love of God and neighbor, and must help to promote the relationships between individuals and society.” (On Social Concern (Sollicitudo rei socialis), 1987. Article 33)

“True development cannot consist in the simple accumulation of wealth and in the greater availability of goods and services, if this is gained at the expense of the development of the masses, and without due consideration for the social, cultural and spiritual dimensions of the human being.” (On Social Concern (Sollicitudo rei socialis), 1987. Article 9)

Teacher Catholic Faith Integrations Reflections
What have I learned about teaching this unit?

Gr. 6 Social Studies

Unit: Resources and Wealth

What permeation ideas worked well in this unit?

How well did the permeation prompts engage the students?

Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.

As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.

It would have been good to have...

If I adapted / modified this unit I would...

General Comment: