

THOUGH MANY, WE ARE ONE

UNIT 7

Making a Difference in the World

Lesson 5

The Face of Need

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Lesson Overview

Based on the quote from Deuteronomy, students will explore the meaning of need and will learn that anyone can have an impact on another person's life.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4 Living in Solidarity

LS 2.2: Articulate the three essential elements which promote the common good and make connections through examples of how these improve the conditions of human life.

Grade 5 Living in Solidarity

LS 2.2: Define the meaning of the virtue of solidarity with respect to material and spiritual goods and link solidarity to the Church's social justice teaching on the preferential love of the poor and vulnerable

Grade 6 Living in Solidarity

LS 2.2: Explain the distinction between human differences that belong to God's plan and "sinful inequalities" which are a contradiction to the Gospel, and then link this to the work of organizations that help to alleviate injustice in the local and global community.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Community, Solidarity

The Ontario Catholic School Graduate Expectations evident in this lesson include:

A Responsible Citizen who:

CGE7a: acts morally and legally as a person formed in Catholic traditions.

A Discerning Believer who:

CGE1i: integrates faith with life.

GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- In Pope Benedict XVI's [2009 World Day of Peace](#) message, he said that the best way to achieve peace in the world was to fight poverty. Students will have a chance to use Pope Benedict's message as a starting point to understanding that poverty is an issue that should not be ignored.

Though Many, We Are One - Religious Education for Combined Junior Grades

Scripture Passages:

- Deuteronomy 15:7-8

If in any of the towns in the land that the Lord your God is giving you there is a fellow-Israelite in need, then do not be selfish and refuse to help him. Instead, be generous and lend him as much as he needs.

LEARNING GOALS

At the end of this lesson, students will know, understand and/or be able to:

- Understand what poverty means.
- Identify some causes of poverty.
- Develop an idea of what they can do to help end poverty in today's world.

Success Criteria, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the "look-fors") in relation to curriculum expectations.

INSTRUCTIONAL COMPONENTS AND CONTEXT

Terminology:

- Poverty
- Donation
- Charity
- Solidarity

Materials:

Resources:

- Pope Benedict's message for World Day of Peace 2009
http://w2.vatican.va/content/benedict-xvi/en/messages/peace/documents/hf_ben-xvi_mes_20081208_xlii-world-day-peace.html

MINDS ON

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Students will be reminded that January 1st is celebrated by the Catholic Church as The World Day of Peace, and that on this day the Pope delivers a homily about peace. In 2009, Pope Benedict said *"to fight poverty is to build peace."*

Invite students to consider this statement using a Think-Pair-Share strategy.

The teacher will ask the students to think about what Global Solidarity might mean. Teacher will then read aloud Sections 8, 9, and 10 of the 2009 World Day of Peace message. Ask students to share their understanding of Global Solidarity.

Though Many, We Are One - Religious Education for Combined Junior Grades

ACTION

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

Students will form groups of 4 to answer the following questions together:

1. What are examples of Global Solidarity?
2. What are examples of Community Solidarity?
3. How might our actions affect those living in poverty?
4. How can we as a class promote solidarity in the school?

CONSOLIDATION

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

- Students will come back together as a whole group and share their answers to the questions.
- Each student will be challenged to do one small good deed for another person for this day.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Visual Arts: Students are encouraged to create a poster that would illustrate the positive affect of a good deed.