

# **THOUGH MANY, WE ARE ONE**

## **UNIT 2**

### **Make Me an Instrument of Your Peace**

#### **Lesson 3**

#### **St. Francis - Peace**

## Unit 2 Lesson 3

### Make Me An Instrument of Your Peace

#### St. Francis - Peace

##### Lesson Overview

Learning about St. Francis, and the promotion of peace in our classroom community and spreading it to the world around us.

*Note: This lesson may be timed to coincide with the feast of St. Francis is on October 4.*

#### CURRICULUM CONNECTIONS

**Gr. 4 - LS2.2** Articulate the three essential elements which promote the common good (i.e. respect for the fundamental rights of the person; prosperity and the development of the spiritual and temporal goods of society; peace and security of societies and nations) and make connections through examples of how these improve the conditions of human life.

**Gr. 5 - BL3.3** Explain how the devotion to Mary and the canonization of the faithful (i.e. Saints) promotes holiness within the life of the Church (i.e. prayer, devotion, charity) and the witness to justice in our society through the charitable efforts of the local church community to address poverty, loneliness and spiritual hunger.

**Gr. 6 - ML 2.3** Apply a Catholic model of moral decision-making (i.e. SEE, JUDGE, and ACT) to ethical issues that arise at school or in the world (bullying, fighting, failing to do homework, and disrespecting authority)

#### ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

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

**CGE 7e** witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society.

**CGE 5e** Respects the rights, responsibilities, and contributions of self and others.

The **Catholic Social Teachings** evident in this lesson include:

The Common Good  
Call to Family, Community, and Participation  
Rights and Responsibilities

	<p><b>Literacy Connections:</b></p> <p>Comprehension Strategies: 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g., activate prior knowledge through asking questions about or discussing a topic; ask questions to focus reading; visualization to clarify details of a character, scene, or concept in a text; make predictions about a text based on reasoning and related reading; reread to confirm or clarify meaning.</p>	
--	--	--

	<p><b>Guiding Questions (coming out of the Big Idea)</b></p>	
	<p><b>Big Idea:</b> Peace in the world begins with peace in our relationships. How do we achieve peace in our classroom, school, and family?</p> <p><b>Famous Quotes</b> <b>Pope John Paul II's Message from the 1996 World Day of Peace</b> "That violence may never again be justified by appeals to religious motives".</p> <p><b>Mahatma Gandhi:</b> "The pursuit of truth does not permit violence being inflicted on one's opponent." ""Be the peace you wish for the world."</p> <p><b>Martin Luther King, Jr.</b> "We must learn to live together as brother, or we are going to perish together as fools"</p> <p><b>Scripture Passages:</b></p> <ul style="list-style-type: none"> <li>Matthew 5:9 - Blessed are the peacemakers, for they will be called children of God</li> <li>Isaiah 2:4b - They shall beat their swords into plowshares, and their spears into pruning hooks; nation shall not lift up sword against nation, neither shall they learn war any more. (see also Micah 4:3b)</li> </ul>	

	<p><b>LEARNING GOALS</b></p>	
	<p>At the end of this lesson, students will know, understand and/or be able to:</p> <ul style="list-style-type: none"> <li>Explain how the Church is called in its mission to witness to the "sacred mystery of unity" (Gr. 4)</li> <li>Describe the ways that the Catholic and Christian Churches work together. BL3.2 (Gr. 4)</li> </ul> <p><b>Success Criteria</b>, 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</p>	

of student performance that are assessed and/or evaluated (i.e., the “look-fors”) in relation to curriculum expectations.

## INSTRUCTIONAL COMPONENTS AND CONTEXT

### Terminology:

Medieval  
Peacemaker

### NOTE:

#### *Hope Expectations:*

It is our hope that students will be individuals who:  
Value peace and work toward finding peaceful means to conduct our daily lives living in communion with those around us.

Respect the faith traditions, world religions and the life journeys of all people of good will.

### Materials:

Chart paper  
Markers  
Clipboards or sketchpads

### Resources:

St. Francis from “Who Cares About the Saints?”  
<https://www.youtube.com/watch?v=kw1LDSV23zA>  
Discovering our Saints: St. Francis of Assisi  
[https://www.youtube.com/watch?v=u4AXiaAIN\\_I](https://www.youtube.com/watch?v=u4AXiaAIN_I)  
Francis: the saint and the pope  
<https://www.youtube.com/watch?v=BcOU3bYmMOA>

Excerpt from “The Peaceful Crusader” by Thomas Cahill - see appendix B

“Francis of Assisi: A Revolutionary Life”  
Author: Adrian House  
Publisher: Hidden Spring  
ISBN: 1587680270

## MINDS ON

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

As a class, spend 5 minutes in silent meditation (see Christian Meditation Unit 1 Lesson 8).

Use a scripture passage on peace as the opening prayer (see above for suggestions).

At the end of the prayer time, ask students to share their thoughts and/or feelings about peace. Responses may be written on the board.

## ACTION

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

Chart paper and Markers

Divide up into groups of 4. Ask each group to develop a list of rules that would make the world a better place. Share findings - post charts and discuss.

Share information about the life of St. Francis of Assisi using suggested video and/or text resources.

Discuss: How did St. Francis' actions create peace in the world? How can we, like St. Francis, be peacemakers in our communities?

Pray the Prayer of St. Francis (see appendix A).

How does the prayer compare to the lists of rules that were created?

### CONSOLIDATION

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

Clip boards or sketch pads

Pencils

Create a peace area - in your classroom, in the school, in the school yard. Include a quiet space, lots of plants.

Take your students to a nearby green space and enjoy the peace and quiet, the sound of the birds. Sit quietly and watch carefully for wildlife to show themselves. Sketch the things you see.

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

Have your class/the school assemble in the yard in the form of a peace symbol. Take a picture from a high vantage point.

Learn more about the life and work of St. Francis of Assisi. Invite a local Franciscan friar or lay member of the Secular Franciscan Order to visit the class.

Visit [www.peacequest.ca](http://www.peacequest.ca) and consider becoming a PeaceQuest school. The website offers a variety of resources for classroom and school activities.

Read "Sadako" (an abridgement of Eleanor Coerr's novel "Sadako and the Thousand Cranes) or view the video <https://www.youtube.com/watch?v=fABpssKWCoE>

Appendix A

**The Prayer of Saint Francis of Assisi**

Lord, make me an instrument of Thy peace;  
Where there is hatred, let me sow love;  
Where there is injury, pardon;  
Where there is error, the truth;  
Where there is doubt, the faith;  
Where there is despair, hope;  
Where there is darkness, light;  
And where there is sadness, joy.

O Divine Master,  
Grant that I may not so much seek  
To be consoled, as to console;  
To be understood, as to understand;  
To be loved as to love.

For it is in giving that we receive;  
It is in pardoning that we are pardoned;  
And it is in dying that we are born to eternal life. Amen.

## Appendix B

**St. Francis****Part of "The Peaceful Crusader" by Thomas Cahill:**

"... Francis sailed across the Mediterranean to the Egyptian court of al-Malik al-Kamil, nephew of the great Saladin who had defeated the forces of the hapless Third Crusade. Francis was admitted to the august presence of the sultan himself and spoke to him of Christ, who was, after all, Francis' only subject."

"Trying to proselytize a Muslim was cause for on-the-spot decapitation, but Kamil was a wise and moderate man, who was deeply impressed by Francis courage and sincerity and invited him to stay for a week of serious conversation. Francis, in turn, was deeply impressed by the religious devotion of the Muslims. ..."

"It is a tragedy of history that Kamil and Francis were unable to talk longer, to coordinate their strengths and form an alliance. Had they been able to do so, the phrase 'clash of civilizations' might be unknown to our world."

"Francis went back to the Crusader camp on the Egyptian shore and desperately tried to convince Cardinal Pelagius Galvani, whom Pope Honorius III had put in charge of the Crusade, that he should make peace with the sultan, who, despite far greater force on his side, was all too ready to do so. But the cardinal had dreams of military glory and would not listen. His eventual failure, amid terrible loss of life, brought the age of the crusades to its inglorious end."

"Donald Spoto, one of Francis of Assisi's most recent biographers, rightly calls Francis the first person from the West to travel to another continent with the revolutionary idea of peacemaking. As a result of his inability to convince Cardinal Pelagius, however, Francis saw himself as a failure. Like his model, Jesus of Nazareth, Francis was an extremist. But his failure is still capable of bearing new fruit."