



*Working Together for Catholic Education*

# **THOUGH MANY, WE ARE ONE**

## **UNIT 4**

### **People Who Make A Difference!**

#### **Lesson 6**

#### **One Hen Makes A Difference!**

## Unit 4 Lesson 6

### People Who Make A Difference!

#### One Hen Makes A Difference!

**Lesson Overview:** Exploring the mentor text *One Hen* by Katie Smith Milway for rich Higher Order Thinking in connection to a Christ-like attitude for Social Justice.

**Duration:** 40 minutes

#### CURRICULUM CONNECTIONS

**Religious Education:**

**Grade 4: LS2.2** Articulate the three essential elements which promote the common good.

**Grade 5: LS2.2** Apply the principle of solidarity to global/local issues of injustice.

**Grade 6: LS2.2** Describe the forms of solidarity which can effectively address socio-economic problems.

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

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

Life and Dignity of the Human Person  
Solidarity

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

A Collaborative Contributor  
A Reflective and Creative Thinker

#### Guiding Questions (coming out of the Big Idea)

**Big Idea:**

Articulate how the essential elements which promote the common good are also essential elements for solidarity in facing socio-economic problems.

“How do the rights of the person, development of the spiritual goods of society, and the security of society blend in harmony to create healing in social justice issues?”

**Scripture Passages:**

Galatians 3:28 *There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus.*

## LEARNING GOALS

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

Explain how the rights of the person, development of the spiritual goods of society, and the security of society blend in harmony to create healing in social justice issues.

**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:

Microfinance

### Materials:

1. *One Hen* mentor text by Katie Smith Milway or YouTube connection:  
<https://www.youtube.com/watch?v=-qMKtXxt62E>
2. Sticky notes
3. **His House, My House, Kojo's House** (See Appendix A)
4. \$50.00 and \$20.00 (See Appendix B)
5. Chart paper to post Consolidation questions for easy reference

## MINDS ON (10 minutes)

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

For TEACHER only – Prior to class, you may choose to view this quick summary of *One Hen* by Katie Smith Milway <https://www.youtube.com/watch?v=AHUvY9klxJQ>

Teacher Voice:

“Share a time that you know of, when one hen has made a difference in solving Social Justice issues or Common Good concerns for individuals? Is it possible for one hen to make a difference?”

Distribute **God's House, My House, Kojo's House** (Appendix A) to students and invite them to answer question 1.

Share the Read A Loud of *One Hen* by Katie Smith Milway found on YouTube.  
<https://www.youtube.com/watch?v=-qMKtXxt62E> (or read the text aloud)

## ACTION (20 minutes)

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

One small hen made a huge difference to the life of so many individuals. One small loan built an independent community rich in dignity and respect.

1. Distribute Sticky notes to students.
2. Invite students to record a way that they can make a difference in their own community.

3. Invite students to place their post it on blackboard/whiteboard when they have finished. As each student is called up to place their post it, have the student read their idea for classmates to hear.
4. Encourage students to group similar ideas together for an effective visual.
5. Is there a common chain of ideas?

Reflect: Before hearing the story One Hen, did you believe you could make a difference in your community? Discuss as a whole class.

Allow students time to complete the rest of the handout independently.

\*Differentiated instruction: Students may benefit from the use of assistive technology or a scribe.

### **CONSOLIDATION (10 minutes)**

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

#### **Option 1**

Distribute *Appendix B*

Teacher Voice:

"I am giving each of you a small gift of money. It is a fifty dollar bill and a twenty dollar bill.

1. On the back of the fifty dollar bill you are to write how you would use this money, for the Common Good, to help heal a Social Justice issue. Reflect on Kojo's actions – it only took a small loan for Kojo to make a big difference. Use your money wisely.
2. On the back of the twenty dollar bill, explain how the rights of the person, growth of spiritual goods in society, and the security of society blend together to create healing in social justice issues."

#### **Option 2**

Exit Card question:

"How do the rights of the person, development of the spiritual goods of society, and the security of society blend in harmony to create healing in social justice issues?"

### **CONTINUED LEARNING OPPORTUNITIES**

Further extensions to this lesson might include:

1. Great Math Lesson on "A History of Microfinance" with Muhammad Yunus on Ted Talk (24 minutes)
2. Students can research / inquiry 2006 Nobel Peace Prize winner Muhammad Yunus and how he made a difference in life of many individuals.

*Appendix A*

**God's House, My House, Kojo's House**

One Hen by Katie Smith Milway

Prior to the reading of One Hen:

1. List 3 ways it would be possible for one hen to make a difference in the world.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

After the reading of One Hen:

2. List the problems that occurred in the beginning, middle, and end of the story. How did each problem get resolved?

Beginning	Middle	End

3. Who helps you when you most need it? How?

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4. Explain the most recent time that God helped you.

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5. How does the story One Hen fit in with Social Justice and the Common Good?

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6. Pick two homes from the 3: God's House, My House, Kojo's House. On the back of this page compare and contrast the homes using a VENN Diagram.

Appendix B

