



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 2

Make Me an Instrument of Your Peace

Lesson 1

What is Decalogue?

Unit 2 lesson 1

Make Me An Instrument of Your Peace

What is Decalogue?

Lesson Overview

Understanding the 10 Commandments and the concept of rules

Duration: 80 minutes in length (2 lessons)

CURRICULUM CONNECTIONS

Religious Education:

Gr 4 ML1.3: Identify efforts being made by your family, school community and Church to live according to the Ten Commandments (i.e. Decalogue as a path of life).

Gr. 5 ML1: Demonstrate an understanding how the New Law (i.e. Law of the Gospel, Jesus Christ, work of the Holy Spirit) expressed in the teaching of Jesus in the Sermon on the Mount and “The New Commandment” leads to the perfection of the Ten Commandments.

Gr. 6 ML1.1: Describe the basic principles of the Church’s teaching concerning Natural Moral Law (the law God has written on our hearts – Hebrews 8:10) and explain how it is the foundation prepared by God for the revealed Law of Scripture (i.e. Old Law, New Law) and the formulation of human civil laws.

ML1.2: Explain through example, how God’s gift of human reason promotes human dignity (reason and conscience, i.e. natural law, work together to help us discern what is good and what is evil) and identify ways we can use reason to participate in the wisdom and goodness of Creation (i.e. care of the created universe, natural and human sciences, human development and building of communities, etc.).

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHING

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

CGE1c -actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures;

CGE1i -integrates faith with life:

CGE5e -respects the rights, responsibilities and contributions of self and others

The **Catholic Social Teaching** evident in this lesson is:

Call to Family, Community, and Participation

	<p>Literacy Connections:</p> <p>Oral: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p>Writing: generate, gather, and organize ideas and information to write for an intended purpose and audience</p> <p>Social Studies – grade 5:</p> <p>B3. Understanding Context: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada (FOCUS ON: <i>Significance</i>)</p>	
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Guiding Questions (coming out of the Big Idea)		
	<p>Big Idea:</p> <ul style="list-style-type: none"> • Understanding that rules exist for a reason. • Through our conscience we discover God’s truth for our lives and are invited to follow (i.e. listen) to the “voice of God” (i.e. His will) in our lives. • Conscience is a judgement of reason concerning the moral choices we face and the actions we perform. <p>Scripture Passages:</p> <ul style="list-style-type: none"> • Matthew 7:12 12 “So whatever you wish that others would do to you, do also to them, for this is the Law and the Prophets” • Exodus 20:2-17 and Deuteronomy 5:6-21 – the Ten Commandments • Matthew 22:37-40 “You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.” This is the greatest and first commandment. And a second is like it: “You shall love your neighbour as yourself.” <p>Critical Thinking/Literacy:</p> <ul style="list-style-type: none"> • The students must think of the reason we have rules and support their answers. “Are rules necessary?” 	

LEARNING GOALS		
	<p>At the end of this lesson, students will know, understand and/or be able to:</p> <ul style="list-style-type: none"> • The Ten Commandments • The Golden Rule • An understanding of why we have rules in today’s society <p>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.</p>	

INSTRUCTIONAL COMPONENTS AND CONTEXT	
<p>Prior Learning: None</p> <p>Teacher Readiness: Knowledge of the Ten Commandments Knowledge of the story of Exodus</p> <p>Student Readiness: (Optional) Knowledge of the story of Exodus</p> <p>Terminology: Decalogue Equitable Paraphrase Ten Commandments Golden Rule</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Appendix A • Lined Paper • Pens/Pencils • Bible • White Board Markers <p>Internet Resources: https://www.youtube.com/watch?v=gs1eop9MNgU This is a short video (3 min) that quickly sums up the survival of the Hebrew people in the desert and provides simple examples of the ten commandments</p> <p>https://www.scarboromissions.ca/Golden_rule/index.php Golden Rule resources from Scarboro Missions</p>

MINDS ON
<ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning
<p>Teacher starts the conversation with a question: “What would happen if we had no rules at school?” For follow up: “Would you want to go to a school with no rules?” Questions can be posed in a full class discussion, in ‘circle’, or answered in written form. You may also consider the same questions regarding rules in the family and/or the community.</p> <p>In pairs or small groups, students are asked: “If you can make ten rules that everyone in society had to follow, what would they be?” Remind them that the rules should be “Fair and Equitable.”</p> <p>Differentiate by reducing or expanding the number of rules.</p> <p>Students may also start with 10 rules, then be asked to reduce to only 5.</p> <p>As students present their rules, class can decide if the rules are fair and equitable.</p>

ACTION
<ul style="list-style-type: none"> • Introducing new learning or extending/reinforcing prior learning • Providing opportunities for practice and application of learning (guided → independent)
<p>Review the Ten Commandments as a class (See Appendix A) by printing handout or projecting. Point out that there are two versions in Exodus and Deuteronomy; introduce the concept of paraphrasing. <i>*Note: NSRV translation uses ‘or’ rather than ‘our’ spelling.</i></p> <p>Have the students paraphrase the Ten Commandments into a set of rules for a primary/junior students. For example, “Do not murder” may be rephrased as “You should not hurt others.”</p>

Lesson 2:

Review the rules that have been developed. Ask students to identify common theme(s).

If students don't notice it, point out that the first commandments apply to worshipping God and the remainder how we interact with each other.

Have the students look at their original list. Would they shorten or lengthen it? Could they trim their whole list down to one rule?

CONSOLIDATION

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

1. Introduce students to the world religions and the Golden Rule. (Appendix B)
2. Are there any times that the rule would not apply?
3. Ask students, in groups, to think of a situation and reflect on how it might unfold in 2 ways: A) if they follow the golden rule, B) if they don't. Students role play both situations in front of class.
4. Students look at the wording of the Golden Rules across different religions. What stays the same? What is different? Have the students write a journal response.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

Co-construct a list of school and/or classroom rules. If formal rules already exist, explore any changes the students wish to make. Can the rules be condensed into one rule?

Scarboro Missions offers a variety of resources related to the Golden Rule, including videos, lesson plans, meditations, posters and interactive activities

https://www.scarboromissions.ca/Golden_rule/index.php

Appendix A

The 10 Commandments

1. You shall have no other gods before Me.
2. You shall not make false idols.
3. You shall not take the name of the LORD your God in vain.
4. Remember the Sabbath day holy.
5. Honor your father and your mother.
6. You shall not murder.
7. You shall not commit adultery.
8. You shall not steal.
9. You shall not bear false witness against your neighbor.
10. You shall not covet.

The 10 Commandments in Exodus 20:2-17

1. I am the LORD your God, who brought you out of the land of Egypt, out of the house of bondage. You shall have no other gods before Me.
2. You shall not make for yourself a carved image—any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth; you shall not bow down to them nor serve them. For I, the LORD your God, am a jealous God, visiting the iniquity of the fathers upon the children to the third and fourth generations of those who hate Me, but showing mercy to thousands, to those who love Me and keep My commandments.
3. You shall not take the name of the LORD your God in vain, for the LORD will not hold him guiltless who takes His name in vain.
4. Remember the Sabbath day, to keep it holy. Six days you shall labor and do all your work, but the seventh day is the Sabbath of the LORD your God. In it you shall do no work: you, nor your son, nor your daughter, nor your male servant, nor your female servant, nor your cattle, nor your stranger who is within your gates. For in six days the LORD made the heavens and the earth, the sea, and all that is in them, and rested the seventh day. Therefore the LORD blessed the Sabbath day and hallowed it.
5. Honor your father and your mother, that your days may be long upon the land which the LORD your God is giving you.
6. You shall not murder.
7. You shall not commit adultery.
8. You shall not steal.
9. You shall not bear false witness against your neighbor.
10. You shall not covet your neighbor's house; you shall not covet your neighbor's wife, nor his male servant, nor his female servant, nor his ox, nor his donkey, nor anything that is your neighbor's.

Continued on next page

Appendix A – continued

The 10 Commandments in Deuteronomy 5:6-21

1. I am the LORD your God who brought you out of the land of Egypt, out of the house of bondage. You shall have no other gods before Me.
2. You shall not make for yourself a carved image—any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth; you shall not bow down to them nor serve them. For I, the LORD your God, am a jealous God, visiting the iniquity of the fathers upon the children to the third and fourth generations of those who hate Me, but showing mercy to thousands, to those who love Me and keep My commandments.
3. You shall not take the name of the LORD your God in vain, for the LORD will not hold him guiltless who takes His name in vain.
4. Observe the Sabbath day, to keep it holy, as the LORD your God commanded you. Six days you shall labor and do all your work, but the seventh day is the Sabbath of the LORD your God. In it you shall do no work: you, nor your son, nor your daughter, nor your male servant, nor your female servant, nor your ox, nor your donkey, nor any of your cattle, nor your stranger who is within your gates, that your male servant and your female servant may rest as well as you. And remember that you were a slave in the land of Egypt, and the LORD your God brought you out from there by a mighty hand and by an outstretched arm; therefore the LORD your God commanded you to keep the Sabbath day.
5. Honor your father and your mother, as the LORD your God has commanded you, that your days may be long, and that it may be well with you in the land which the LORD your God is giving you.
6. You shall not murder.
7. You shall not commit adultery.
8. You shall not steal.
9. You shall not bear false witness against your neighbor.
10. You shall not covet your neighbor's wife; and you shall not desire your neighbor's house, his field, his male servant, his female servant, his ox, his donkey, or anything that is your neighbor's.

Appendix B

The Universality of the Golden Rule in the World Religions

Christianity	<i>All things whatsoever ye would that men should do to you, do ye so to them; for this is the law and the prophets.</i> Matthew 7:1
Confucianism	<i>Do not do to others what you would not like yourself. Then there will be no resentment against you, either in the family or in the state.</i> Analects 12:2
Buddhism	<i>Hurt not others in ways that you yourself would find hurtful.</i> Udana-Varga 5,1
Hinduism	<i>This is the sum of duty; do naught onto others what you would not have them do unto you.</i> Mahabharata 5,1517
Islam	<i>No one of you is a believer until he desires for his brother that which he desires for himself.</i> Sunnah
Judaism	<i>What is hateful to you, do not do to your fellowman. This is the entire Law; all the rest is commentary.</i> Talmud, Shabbat 31d
Taoism	<i>Regard your neighbor's gain as your gain, and your neighbor's loss as your own loss.</i> Tai Shang Kan Yin P'ien
Zoroastrianism	<i>That nature alone is good which refrains from doing another whatsoever is not good for itself.</i> Dadisten-I-dinik, 94,



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 2

Make Me an Instrument of Your Peace

Lesson 2

Members of the Body of Christ

Unit 2 lesson 2

Make Me An Instrument of Your Peace

Members of the Body of Christ

Lesson Overview

We are the Body of Christ; our actions make a difference.

Duration: 120 minutes (3 Lessons)

CURRICULUM CONNECTIONS

Religion: Living a Moral Life

Gr. 5 ML1.3: Identify, using passages from the New Testament, the ways we are called to live the New Commandment (i.e. conversion of heart, developing in our lives an interior law of charity, openness to the grace of the Holy Spirit) in the choices we make, in our relationship with God and others.

Gr. 5 LS1.1: Identify through the Letters of St. Paul (i.e. the analogy of the body 1 Cor. 12:12-31; Romans 12:3-8) the key characteristics of what it means to be Church and explain the importance of recognizing, developing, and willingly sharing our gifts and talents in order to give witness to Christ.

Gr. 6 ML2.1: Examine a selection of Scripture passages and summarize what Jesus taught his disciples to help form their conscience (live in accordance with God's will - Matt. 5-7: Beatitudes, Sermon on the Mount; instructions on becoming a disciple and servant - Matt. 25: Thy will be done - the Garden of Gethsemane: Matt. 26:36-46).

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

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

CGE4c -takes initiative and demonstrates Christian leadership;

CGE5c -develops one's God-given potential and makes a meaningful contribution to society;

CGE7j -contributes to the common good

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

Call to Family, Community, and Participation
Rights and Responsibilities
Solidarity

	<p>Gr. 6 LS2.3: Identify situations of injustice in society, our country and the world which oppose the virtue of human dignity and fundamental human rights (e.g. the right to life, liberty, religious freedom, food, shelter, health care, education, and employment) and use examples to describe social justice which reflect the principle that “everyone should look upon his neighbour (without any exception) as ‘another self’”.</p> <p>Gr. 6 PR1.2: Identify real life situations of injustice (poverty and starvation, oppression, prejudice, environmental harm, etc.) and develop intercessory prayers on behalf of those in need.</p> <p>Literacy Connections: Reading 2: (Grade 6) recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</p> <p>Media 1: (grade 6) demonstrate an understanding of a variety of media texts</p> <p>Arts Connections: Music C1(Grade 6): apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;</p>	
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	Guiding Questions (coming out of the Big Idea)	
	<p>Big Idea:</p> <ul style="list-style-type: none"> • Students are stewards of all creation and God works through them with the Holy Spirit. <p>Scripture Passages:</p> <ul style="list-style-type: none"> • 1 Corinthians 12:12-27 • Matthew 5:1-12 	

LEARNING GOALS

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

- Communicate that we are all called to be a living part of the Body of Christ, and to take an active role in building the Kingdom of God on earth.

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:

Body of Christ
Catalyst for Proactive Change
Metaphor
Faith Keepers

Materials:

- **Projector**
- **Markers/Chart Paper**
- **White Board Markers**
- **Speaker**
- **Prayer of St. Theresa of Avila**

Internet Resources:

<https://www.youtube.com/watch?v=Ik0bKfC8XSE>
“Hands” by Jewel. (4 min) The lyrics appear on the screen. See also copy in Appendix B.

MINDS ON

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

Start a conversation with the students: “If you prayed really hard to make the basketball team but didn’t try out, do you think you would make it?”

Stress to students that, while all things are possible with God, we must cooperate through our actions, in order to make a difference in the world.

Invite students to identify issues about which they would like to see change (e.g. pollution, global warming, hunger, access to education).

Explain that anyone who is willing to help solve a problem or address an important issue can be called a ‘catalyst for proactive change.’ We are called to work with God to be ‘catalysts for proactive change’ in our communities.

What actions can we take in our school, family, or community to make a positive difference? Suggestions should be simple and proactive (e.g. say hi to 10 people on the yard, read a book with a sibling, help with household chores, visit a lonely neighbour).

At the next break have the students put some of their proactive suggestions to work by trying to make a difference on the school yard. When the students come back in, have them write down at least one thing that they noticed. Have a class discussion about how they were 'catalysts for proactive change.'

Day 2

The Greek work for Church is "ekklesia" = those who are called forth. All of us who are baptized and believe in God are called forth by the Lord. Together we are the Church. Christ is, as Paul says, the Head of the Church. We are his body. When we receive the sacraments and hear God's Word, Christ is in us and we are in him – that is the Church. (YouCat #121)

The Church is called "one body in Christ" in Romans 12:5, "one body" in 1 Corinthians 10:17, "the body of Christ" in 1 Corinthians 12:27 and Ephesians 4:12, and "the body" in Hebrews 13:3.

ACTION

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

We are called to be a part of the Body of Christ.

Read the prayer by St. Teresa of Avila (1515–1582) (see Appendix A)

The prayer was written almost 500 years ago but still holds great relevance today. With Jesus as the head, we are encouraged to be His body here on earth.

In small groups, have students brainstorm how they are:

- 1: The eyes of Christ
- 2: The mouth of Christ
- 3: The hands of Christ
- 4: The legs of Christ
- 5: The ears of Christ

This can be done as a carousel activity (one statement on each piece of chart paper; students rotate), a jigsaw (each group deals with one statement, then reorganize to share in new groups with a representative of each statement) or have all groups work on all five statements with full class sharing.

Introduce the students to the Beatitudes: Use the attached reading (Appendix B) or have the students locate it in the Bible. Matthew 5: 1-12.

Have students identify some words they may not yet understand (e.g. meek and mourn).

Jesus gives us a direct way to act on earth and reassures us in times of sadness and grief that we will be consoled.

Ask the students “In which ways do we see the beatitudes on the school yard? In the classroom?”

We are called to live the Beatitudes and be a part of the Body of Christ Daily. Ask the students to quietly reflect on “Are we doing our part?”

CONSOLIDATION

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

Day 3:

Proclaim 1 Corinthians 12:12-27. Students may follow along in bibles.

In Appendix C (a & b) are two diagrams of a body. Choose one to reproduce and have the students label the parts of the body, identifying ways that they can actively use their bodies to serve Jesus.

e.g. stomach: I will thank God for every meal I eat. I will donate food to the local food bank.

Note: You may suggest that students draw themselves with exaggerated proportions, i.e. big arms “to hug everyone”, or big ears “to listen to the needs of others”.

Watch the video “Hands” by Jewel. The lyrics appear on the screen; see also Appendix C.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

A journal reflection on how their “beatitude self” can change the world.

Identifying the people and/or organizations within the parish who act as the body of Christ in the community, and pray for them.

Appendix A

Prayer of St. Teresa of Avila (1515–1582)

Christ Has No Body

Christ has no body but yours,
No hands, no feet on earth but yours,
Yours are the eyes with which he looks
Compassion on this world,
Yours are the feet with which he walks to do good,
Yours are the hands, with which he blesses all the world.
Yours are the hands, yours are the feet,
Yours are the eyes, you are his body.
Christ has no body now but yours,
No hands, no feet on earth but yours,
Yours are the eyes with which he looks
compassion on this world.
Christ has no body now on earth but yours.

Appendix B

The Beatitudes Matthew 5: 1-12

When Jesus saw the crowds, he went up the mountain; and after he sat down, his disciples came to him. Then he began to speak, and taught them, saying:

‘Blessed are the poor in spirit, for theirs is the kingdom of heaven.

‘Blessed are those who mourn, for they will be comforted.

‘Blessed are the meek, for they will inherit the earth.

‘Blessed are those who hunger and thirst for righteousness, for they will be filled.

‘Blessed are the merciful, for they will receive mercy.

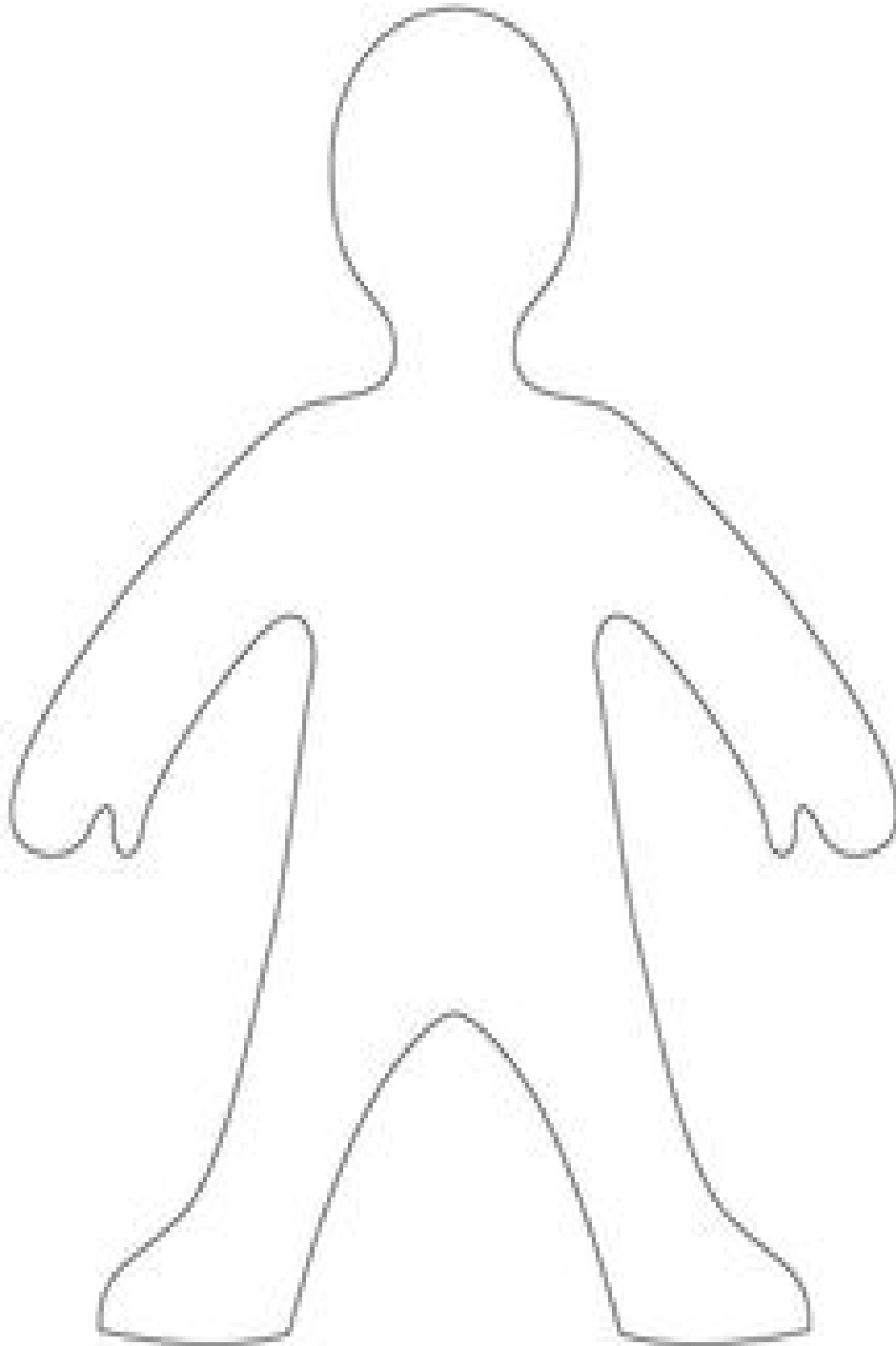
‘Blessed are the pure in heart, for they will see God.

‘Blessed are the peacemakers, for they will be called children of God.

‘Blessed are those who are persecuted for righteousness’ sake, for theirs is the kingdom of heaven.

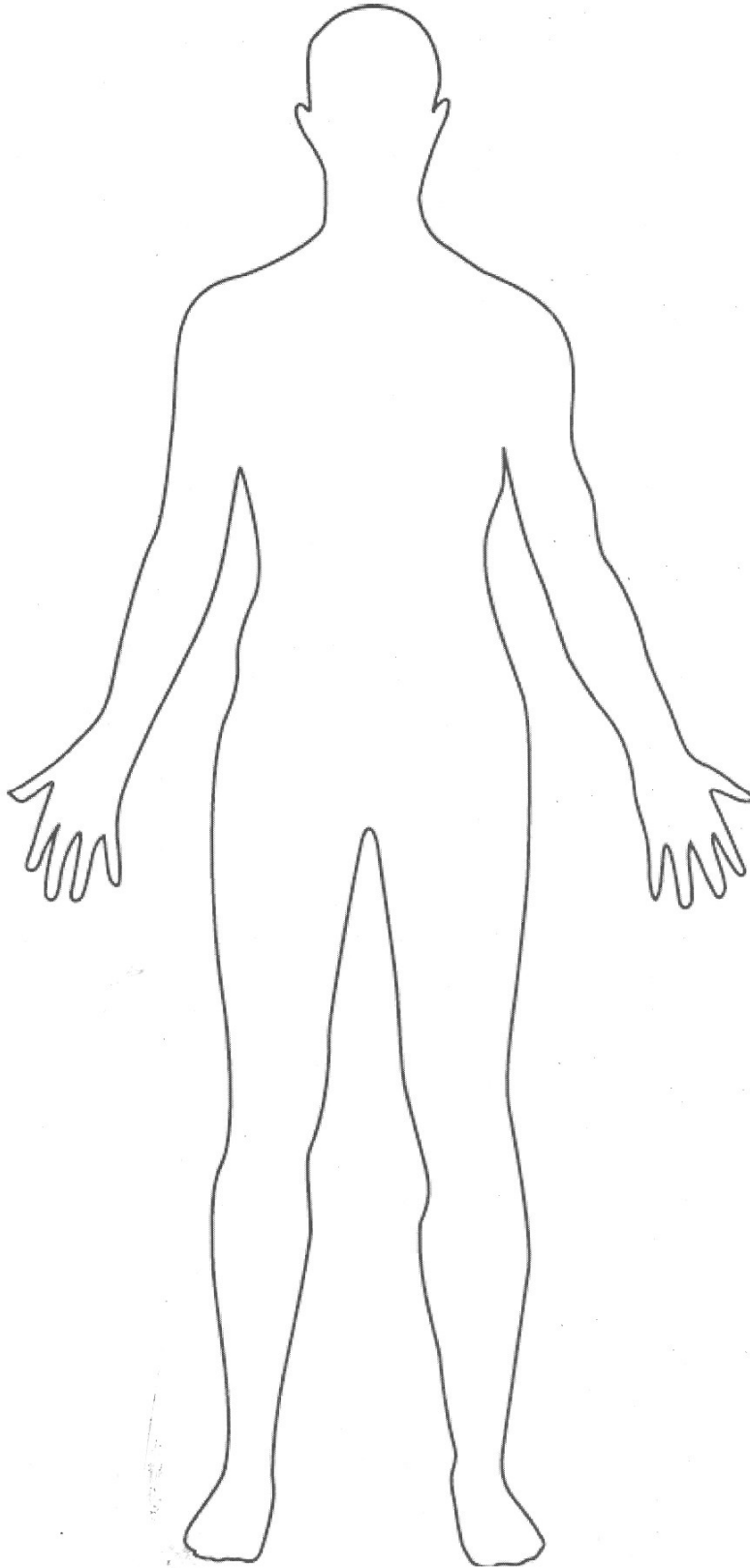
‘Blessed are you when people revile you and persecute you and utter all kinds of evil against you falsely on my account. Rejoice and be glad, for your reward is great in heaven, for in the same way they persecuted the prophets who were before you.

Appendix C (a)





Appendix C (b)



Appendix D

HANDS (Jewel)

If I could tell the world just one thing
It would be that we're all OK
And not to worry 'cause worry is wasteful
And useless in times like these
I won't be made useless
I won't be idle with despair
I will gather myself around my faith
For light does the darkness most fear
My hands are small, I know
But they're not yours, they are my own
But they're not yours, they are my own
And I am never broken
Poverty stole your golden shoes
It didn't steal your laughter
And heartache came to visit me
But I knew it wasn't ever after
We'll fight, not out of spite
For someone must stand up for what's right
'Cause where there's a man who has no voice
There ours shall go singing
My hands are small I know
But they're not yours, they are my own
But they're not yours, they are my own
I am never broken
In the end only kindness matters
In the end only kindness matters
I will get down on my knees, and I will pray
I will get down on my knees, and I will pray
I will get down on my knees, and I will pray
My hands are small I know
But they're not yours, they are my own
But they're not yours, they are my own
And I am never broken
My hands are small I know
But they're not yours, they are my own
But they're not yours, they are my own
And I am never broken
We are never broken
We are God's eyes
God's hands
God's mind
We are God's eyes
God's hands
God's heart
We are God's eyes



Working Together for Catholic Education

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>Literacy Connections: 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>	
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	Guiding Questions (coming out of the Big Idea)	
	<p>Big Idea: Peace in the world begins with peace in our relationships. How do we achieve peace in our classroom, school, and family?</p> <p>Famous Quotes Pope John Paul II's Message from the 1996 World Day of Peace "That violence may never again be justified by appeals to religious motives".</p> <p>Mahatma Gandhi: "The pursuit of truth does not permit violence being inflicted on one's opponent." ""Be the peace you wish for the world."</p> <p>Martin Luther King, Jr. "We must learn to live together as brother, or we are going to perish together as fools"</p> <p>Scripture Passages:</p> <ul style="list-style-type: none"> • Matthew 5:9 - Blessed are the peacemakers, for they will be called children of God • 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) 	

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



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 2

Make Me an Instrument of Your Peace

Lesson 4

Christian Morality

Unit 2 Lesson 4

Make Me An Instrument of Your Peace

Christian Morality

Lesson Overview

Moral development and the Golden Rule.

Duration: 160 minutes – 4 class periods

CURRICULUM CONNECTIONS

Religious Education:

Gr. 5 – ML2 Demonstrate an understanding of conscience as a source of help in judging our moral actions and our responsibility for the results of our actions.

Gr. 6 - ML2.3: 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).

Literacy Connections:

Oral

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups

Reading

1.5 develop interpretations about texts using stated and implied ideas to support their interpretations

1.6 extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

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

CGE1a -illustrates a basic understanding of the saving story of our Christian faith

CGE1d -develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE1i -integrates faith with life;

CGE3a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE4c -takes initiative and demonstrates Christian leadership;

CGE4g -examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities;

CGE5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE7a -acts morally and legally as a person formed in Catholic traditions;

Guiding Questions (coming out of the Big Idea)

Big Idea:

The Catholic *Catechism* starts the section on Catholic morality with St. Leo the Great's beautiful words:

Morality is a call to *recognize our dignity* as men and women who have received a free gift of new life in Christ. We must live accordingly.

Scripture Passages:

- Proverbs 16:9 “The heart of man plans his way, but the Lord establishes his steps.”
- Philippians 4:8 “Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things.”

LEARNING GOALS

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

- Understand that in conjunction with mental and physical growth, we grow morally as well
- Understand that there is a set of beliefs and theories with how we develop morally
- Be able to draw on Catholic Teachings to help them make decisions

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:

Natural Moral Law – is inscribed in the heart and known by human reason
Catechism
Golden Rule

Materials:

Pencils
Lined sheets of paper

Internet Resources:

Hero Making good choices
<http://youtu.be/B2VG7aKx00c>

Resources:

Golden Rule
https://www.scarboromissions.ca/Golden_rule/index.php
Appendices

MINDS ON

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

Propose the follow questions for discussion: (10 minutes)

What if we didn't know right from wrong? Do we hold all people up the same moral standard (age, physical and mental ability)?

Every day we are giving a chance to choose between good and evil.

Moral decision making

1. You find a wallet in the park with a great deal of money in it. What do you do? (What if you kept the money and gave it to charity? What if you gave it to the police? What if someone saw you pick it up and asked for it?)
2. Your best friend tells you something in confidence that could be dangerous. Do you keep the secret? (Who you tell and why you tell is important)

ACTION

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

Part 1 (30 minutes):

The world is filled with lots of grey areas. Fortunately we have a few places to draw upon to help make the picture clearer. Refer to Appendix A – A Guide to Moral Decision Making.

Part 2 (80 minutes):

Minds On: Ask the class “Would it be fair if kindergarten students were treated the same as students in junior grades? Why or why not?”

Introduce the Golden Rule: “Do unto others as you would have them do unto you.”

We develop a conscience as we mature. Refer to Appendix B - Kohlberg's Stages of Moral Development

Part 3 (40 minutes):

Heinz Dilemma – Refer to Appendix C

Also included is the breakdown of the choice the students can make. It is important to explain to the student that how they justify their choice is really important. You can choose to share the six stages with the students, orally read them, or project them on the board.

CONSOLIDATION

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

Journal Reflection:

- 1) How has what you learned over the past 4 lessons changed the ways you approach decision making? Has it?

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

Keeping a journal about choices they have made over the course of the week.

Explore the Golden Rule teachings in greater detail. (See Scarboro Missions web site – especially Golden Rule curriculum)

Assist student to examine their conscience in preparation for the sacrament of Reconciliation.

Appendix A

Catechism and You:
A Guide to Moral Decision Making
Catechism 1749

What is a catechism?

A catechism is a summary of the main ideas in Christian religious teaching. It usually comes in the forms of questions and answers. It is meant to be used as instructions for Christians.

THE MORALITY OF HUMAN ACTS

We are all responsible for the actions we take. Since God gave us free will, we are responsible for all of our actions. All human acts are freely chosen and need to be evaluated. There are three steps to every act we chose

- 1) The choice we have made (virtue, sin) or the act. Some acts are always good (honesty) and some are always evil (lying).
- 2) The end in view or the intention (what we wanted the outcome to be)
- 3) The circumstances of the action (reason why we did something)

All three make up any decision

- 1) The choice if reflected outward – this is the choice we see and the immediate consequence
- 2) The intention can only be found inside the person. If the act was done by choice. For instance, helping a charity can be a pure act that is inspired by Gods love. But if we do it to brag about it to our friends, the intent takes away from the good. A good intention (helping a neighbour) does not make a behavior (lying) good or just.
- 3) Circumstances can change how good or evil an act is. For instance theft could be dependent on how much is taken and from whom. For instance if you steal a piece of bread to feed the poor.

A morally good act is one that has a good intention, the goodness of the act and the end result. An evil action can never be justified by having a good intention.

There are some acts that are good and some that are always morally evil. One may not do evil so that good may result from it.

Let have a look at some decisions we may make and see if we can classify them as good or evil and why.

1. Mary goes to school and realizes that she forgets to study for her math test. She decides that is going to copy her neighbour's work because she needs the mark to pass.
2. A local charity is coming to the classroom. Mike walks to the back of the room and grabs a \$20.00 bill from his backpack, making sure that everyone can see as he donates it.
3. Sam is building a project for the science fair. His little sister keeps bothering him so he decides to yell at her to get away. He feels bad about it, but his science project needs to get done.
4. Your mom gets a new haircut and you think it's ugly. When she asks you what you think, you say it looks great. You need your allowance after all

Possible break down of answers

- 1) The act is bad (lying). Mary's intention is to lie to the teacher and the end result is that she will get a mark she doesn't deserve. She will not have learned something she may need to know.
- 2) The act is good (charity). However, the intention (to show off) is bad even though the end it goes to a good cause. This is an example of how we can do the right thing, but for the wrong reasons
- 3) The act is bad (yelling, insulting). The intention to get his work done is good and Sam may have needed to work away from his sister; however, there are other ways he may have gone about it.
- 4) The act is bad (lying). The intention is good (not hurting your mom's feelings); however the end result is your mom may have to walk around with a bad haircut. Someone else may tell her it is unattractive.

Can you come up with your own scenario and break it down.

Think about it in 3 steps

- 1) Is the action a virtue or a sin?
- 2) What are you hoping to be the final outcome?
- 3) Are there circumstances that justify the actions?

Appendix B

Kohlberg's Stages of Moral Development

Stages of moral development are supported by parental input. Children must be given a good basis during their early years.

1. Infant - Do not have a moral basis but do feel "right" when being fed and nurtured and "wrong" when needs are not being met.
2. Toddler – Others share their world and there are rules to abide by as directed by the toddler's caregiver.
3. Pre-schoolers (3-7 years) – Family values become apparent. Children begin to understand the Golden Rule as well as consequences.
4. Seven to ten year olds – Understand that rules are necessary and what is most beneficial for them. They learn to negotiate.
5. Pre-teen – Teen – Live with peer pressure but have the ability to make good moral decisions. Moral development moves from what is right because it feels right to its right because that is what we should do.

What to do with this information?

- 1) Think of an example when you have seen someone follow the golden rule. What did it look like?
- 2) During recess, bring out a sheet of paper and observe how the kindergarten or early primary interact with one another. What do you notice about the way they play? Did you see the Golden Rule be demonstrated?
- 3) Write a short narrative piece that focuses on the theme of "The Golden Rule". The story is to be aimed at a primary audience and must include 1 climax and at least 2 characters. The setting can be anywhere
Reason for writing – to explain to a younger student The Golden Rule
Audience – Primary aged students
Form – fictional narrative
Topic – The Golden Rule – the best way you think you can get it across to students.

Remember younger students do not have the same life experience as you, so you will need to make the story relevant to them.

Appendix C

Heinz Dilemma

Heinz's wife was dying from a particular type of cancer. Doctors said a new drug might save her. The drug had been discovered by a local chemist and the Heinz tried desperately to buy some, but the chemist was charging ten times the money it cost to make the drug and this was much more than the Heinz could afford.

Heinz could only raise half the money, even after help from family and friends. He explained to the chemist that his wife was dying and asked if he could have the drug cheaper or pay the rest of the money later. The chemist refused saying that he had discovered the drug and was going to make money from it. The husband was desperate to save his wife, so later that night he broke into the chemist's and stole the drug.

Kohlberg asked a series of questions such as:

1. Should Heinz have stolen the drug?
2. Would it change anything if Heinz did not love his wife?
3. What if the person dying was a stranger, would it make any difference?
4. Should the police arrest the chemist for murder if the woman died?

- 1) What would you have chosen and why? Make sure you take the time to explain why you have chosen what you would do.

Appendix C - possible justification of choices:

Stage one (obedience): Heinz should not steal the medicine because he will consequently be put in prison which will mean he is a bad person.

Or: Heinz should steal the medicine because it is only worth \$200 and not how much the druggist wanted for it; Heinz had even offered to pay for it and was not stealing anything else.

Stage two (self-interest): Heinz should steal the medicine because he will be much happier if he saves his wife, even if he will have to serve a prison sentence.

Or: Heinz should not steal the medicine because prison is an awful place, and he would more likely languish in a jail cell than over his wife's death.

Stage three (conformity): Heinz should steal the medicine because his wife expects it; he wants to be a good husband.

Or: Heinz should not steal the drug because stealing is bad and he is not a criminal; he has tried to do everything he can without breaking the law, you cannot blame him.

Stage four (law-and-order): Heinz should not steal the medicine because the law prohibits stealing, making it illegal.

Or: Heinz should steal the drug for his wife but also take the prescribed punishment for the crime as well as paying the druggist what he is owed. Criminals cannot just run around without regard for the law; actions have consequences.

Stage five (human rights): Heinz should steal the medicine because everyone has a right to choose life, regardless of the law.

Or: Heinz should not steal the medicine because the scientist has a right to fair compensation. Even if his wife is sick, it does not make his actions right.

Stage six (universal human ethics): Heinz should steal the medicine, because saving a human life is a more fundamental value than the property rights of another person.

Or: Heinz should not steal the medicine, because others may need the medicine just as badly, and their lives are equally significant.



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 2

Make Me an Instrument of Your Peace

Lesson 5

Thankful

Unit 2 Lesson 5

Make Me An Instrument of Your Peace

Thankful

Lesson Overview

Students will recognize that we live in community and express appreciation and gratitude to others.

Duration: 80 mins

CURRICULUM CONNECTIONS

Religious Education:

Gr. 6 - BL1.3: Identify the many ways we come to know God from the physical world and the human person (i.e. creation).

Hope Expectations: Junior

Believing - Actively seek to find the face of God in Scripture, in God's creation, particularly in the *face of the other*.

Living in Solidarity - Develop attitudes and values founded on Catholic social teaching and act to promote social responsibility, human solidarity and the common good;

HOPE EXPECTATIONS, ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

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

CGE1d -develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE1i -integrates faith with life;

CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;

CGE3b -creates, adapts, evaluates new ideas in light of the common good;

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE5e -respects the rights, responsibilities and contributions of self and others;

CGE7j -contributes to the common good

Guiding Questions (coming out of the Big Idea)

Big Idea:

- We live in community with each other. Take the time to think of how we each contribute to making our immediate environment a better place. This offers the students to think of someone who has had a positive influence on their lives and write a thank you letter.

Scripture Passages:

Philippians 2:1-11

It is Jesus' nature to serve. He was born as a humble human being who lived his life serving others. We are called to serve others in the likeness of God.

LEARNING GOALS

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

- Express thanks to those who have had an impact on their lives

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:

Inspired

***NOTE:**

The EOCCC resource *Who I Am* could replace this single lesson. Through 5 lessons for each of the junior grades, students learn that we all make a difference to the self and to others because Jesus first made a difference for us. Download free at

www.eoccc.org

Materials:

Paper
Pens/pencils
Clock
Envelopes
Stamps

Resources:

Mother Teresa – Ways to Practice Humility (Appendix A)

MINDS ON

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

On a Blank Sheet of paper have the students write down the following:

Name someone who has inspired you.

Name someone who has made you feel special.

Name someone who has taught you something worthwhile.

Name someone who you can share a secret with

When is the last time you have thanked any one of these people for being there for you?

ACTION

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

Part 1 (40 mins):

Read the prayer of Mother Teresa (*Appendix A*) to the class. Focus on some of the small things we do to make the world a better place.

On a blank sheet of paper have the student write their name at the top of the page and the date. On 1 minute intervals have the students pass the sheets in an orderly fashion (clock wise) around the room. It should be that every student gets to handle the sheet at least once. During that minute the students are to write one nice thought or deed they have seen that student do at the top of the page.

At the end the student should get a list of things they have done and compliments.

Tell the students, “Now the most difficult part: Write one nice thing about yourself.”

The students should keep the compliments sheets for the next lesson.

Part 2 (40 mins)

Have the students reflect back upon the compliments sheets. The students are now to think of an individual in their life who has had a great impact on them. Through the actions of these people we come to know the love of god. Each student is going to write a thank you letter to one person.

Go through the success criteria: (features of a letter, greeting, date, etc...)

Have the students brainstorm their ideas and talk about people and examples of whom they might write too.

CONSOLIDATION

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

Letter Writing – The students write the letter. The letters can be put into envelopes and mailed or delivered to the person.

Pray for each person.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

Writing a letter to God

Writing a letter to a local hero or person who inspired them

Appendix A –

Mother Teresa

“These are the few ways we can practice humility:

To speak as little as possible of one's self.

To mind one's own business.

Not to want to manage other people's affairs.

To avoid curiosity.

To accept contradictions and correction cheerfully.

To pass over the mistakes of others.

To accept insults and injuries.

To accept being slighted, forgotten and disliked.

To be kind and gentle even under provocation.

Never to stand on one's dignity.

To choose always the hardest.”



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 2

Make Me an Instrument of Your Peace

Lesson 6

Halloween

Unit 2 Lesson 6

Make Me An Instrument of Your Peace

Halloween

Lesson Overview

Students will learn about the Christian origins of Halloween. They will create a candle to place in their window as a sign that we are called to be 'light for the world.'

Duration: 80 minutes

CURRICULUM CONNECTIONS

Religious Education:

CL2 (Gr. 4) Understand that the celebration of the Eucharist allows us to receive gifts from God (grace) to transform our lives (fruits)

CL1 (Gr. 5) Focus: Sacrament of the Sick
Understand that the sacraments can heal relationships and restore us to life through the actions of the Holy Spirit and the ministry of the priest.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

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

CGE 2e Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life.

CGE4g Examines and reflects on one's personal values, abilities, and aspirations influencing life's choice sand opportunities.

Guiding Questions (coming out of the Big Idea)

Big Idea:

- The Liturgical Year of the Church celebrates God's plan of salvation revealed in the Life, Death, and Resurrection of Jesus (i.e. Pascal Mystery).
- The Sacraments of Healing (Reconciliation and Anointing of the Sick) through the work of the Holy Spirit provide the Grace of God's mercy and forgiveness and spiritually strengthens our faith in times of sickness reuniting us with God and others when we have sinned.
- The celebration of the Eucharist is a communion, a Breaking of Bread, a sacred meal in which we are nourished and become the presence of Christ in our world.

Scripture Passages:

John 8:12
2 Corinthians 4:6
Matthew 5:14-16
John 1:5

LEARNING GOALS

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

- Appreciate and reflect upon the image of the Good Shepherd leading us from darkness into light.
- Reflect on the saving story of our Christian faith and how we are to respond to God’s gift of salvation.

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:

All Hallows Eve
Litany

Materials:

- **Chart paper**
- **Sticky notes**
- **Blind fold**
- **Library or internet sources for research**
- **Materials to create posters**
- **Art Project Materials:** a small glass jar per student, glue, water, paintbrushes, tissue paper, battery operated votive candles.

Internet Music Video Resources:

- Litany of the Saints (Matt Maher)
<https://www.youtube.com/watch?v=ZWt5y301BSY>
- Litany of the Saints (Michelle Sherliza, OP – music by Veronica Morrissey)
<https://www.youtube.com/watch?v=UY5Mg7wKoHs>
- O When the Saints Go Marching In (sing-along version)
<https://www.youtube.com/watch?v=opyYud1uuic>

	<p>Resources:</p> <ul style="list-style-type: none"> • Scripture Passages for Prayer (<i>Appendix A</i>) • Background information on Halloween (<i>Appendix B</i>)
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	<p>MINDS ON</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning
	<p>Option 1: Darkness and Light</p> <p>Prepare chart paper in advance with headings Light and Dark</p> <p>Put chart paper up on wall. Give sticky notes to students and ask them to write down what light means and what dark means. Have them put the sticky notes up on appropriate chart paper.</p> <p>Discuss the terms students have used to describe light and dark. When do we feel this dark? When do we feel the light?</p> <p>Option 2: Tag</p> <p>Blindfold 2 students and have the others move around them while the blindfolded students try to tag the other students. Remove blindfolds and play tag again.</p> <p>Discussion: which tag game was easier? Why?</p> <p>Being “in the light” makes it easier to tag someone - to see someone for who they are.</p>

	<p>ACTION</p> <ul style="list-style-type: none"> • Introducing new learning or extending/reinforcing prior learning • Providing opportunities for practice and application of learning (guided → independent)
	<p>Ask students what the word ‘eve’ means, as in Christmas Eve. Explain that eve is an abbreviation of evening.</p> <p>Teacher voice:</p> <p style="padding-left: 40px;">The name Halloween comes from the Old English words “All Hallows Evening.” Hallow means holy (as in the Our Father – hallowed by thy name) so All Hallows was another term for All Saints. All Hallows Eve (Halloween) is the evening before All Saints Day.</p> <p style="padding-left: 40px;">On All Saints Day we celebrate the saints who lived by the light of Christ. That light overcomes all darkness (<i>see John 1:5</i>). Many of our Halloween traditions involved light, or the idea that all evil spirits would run from the light.</p> <p>Have the class brainstorm a list of Halloween symbols or customs (e.g., ghost, carved pumpkin, skeleton).</p> <p>Using resources in the school library or on the internet, students will research their origins.</p> <p>Prepare the results as colourful posters to display for others in the school.</p>

CONSOLIDATION

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

Many Catholics celebrate *The Night of Light* on October 31, the vigil of All Saints Day. They place a light in their window as a sign to passers-by that they are followers of Jesus Christ. Like the saints, each of us is called to be 'light of the world' for others today.

Art Project

Materials: a glass jar, glue, water, paintbrushes, tissue paper, battery operated votive candles. Mix the water and glue until it looks milky. Tear the tissue paper into small pieces. Have the students paint their jars with the milky glue mixture. Place pieces of tissue paper on the jar (touching each other) and paint glue mixture over top of the tissue paper. Allow to dry. Place a votive candle in the jar once it has dried.

Prayer

Have students gather with their candles in 4 groups. Assign each group one of the scripture passages (*See Appendix A*). Turn off classroom lights to begin in darkness. Sing the Litany of the Saints (*see video links in Resources*). Each group, in turn, will light their candles and read their scripture passage together. By the end all candles will be lit and the room will be filled with light. Sing "O When the Saints Go Marching In."

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

Research Halloween customs in other countries.

Appendix A –

John 8:12

"When Jesus spoke again to the people, he said, "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."

2 Corinthians 4:6

"For God, who said, "Let light shine out of darkness," made his light shine in our hearts to give us the light of the knowledge of the glory of God in the face of Christ."

Matthew 5:14-16

"You are the light of the world. A city on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven."

John 1:5

"The light shines in the darkness, and the darkness did not overcome it."

Appendix B –

HALLOWEEN, ALL SAINTS DAY AND ALL SOULS DAY

From the early centuries of Christianity, November 1 and 2 have been observed as days to remember the dead. This remembrance most likely originated in Celtic lands where this time of year marks the beginning of death in nature. By the 5th century CE in Rome, there was a festival for all the saints celebrated in the Pantheon, a Roman temple dedicated to all the gods.

Eventually November 1 was marked as a day to remind the Christian faithful that they are in communion with all who have gone before them especially those who have lived holy lives but who are not canonized as saints. From this, November 2 became a day more focused on all the dead, hence called All Souls Day.

All over Europe and in South America these two days are celebrated with visits to the cemeteries and by special commemorations in church to remember the dead. All Saints Day is marked by the Catholic Church as a special feast day. In many churches, it is customary to have a "book of remembrance" in which people write the names of their loved ones to be prayed for especially all during November.

Halloween (All Hallows Eve, the night before All Saints Day) is a North American popular spin-off from these ancient days of prayer. With the focus on the deceased, the notions of "witches and goblins" came to be a part of this secular custom.



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 2

Make Me an Instrument of Your Peace

Lesson 7

Becoming a Saint

Unit 2 Lesson 7

Make Me An Instrument of Your Peace

Becoming a Saint

Lesson Overview

Students will learn the steps to being recognized as a saint in the Church and will learn about some Canadian saints – St. Brother Andre Bessette, St. Marguerite Bourgeoys, St. Marguerite D’Youville, St. Kateri Tekakwitha

Duration: 80 mins

CURRICULUM CONNECTIONS

Religious Education:

Reflect on the saving story of our Christian faith and how we are to respond to God’s gift of salvation;

Cherish and participate in the sacramental life of the Church as the gift of God’s presence in our lives to nourish, restore, guide and form us as children of God;

Participate as an active member in the prayer life of the Communion of Saints to help those saints among us and those who have gone before us and who are in need of our prayers;

Literacy Connections:

1.1 read a variety of texts

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

It is our hope that students will be individuals who:

Recognize the contributions of various Canadian Saints and the steps to becoming a Saint

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

CGE1f -seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship;

CGE2b -reads, understands and uses written materials effectively;

Guiding Questions (coming out of the Big Idea)	
	<p>Big Idea:</p> <ul style="list-style-type: none"> The students will be able to identify the steps to canonization and some Canadian Saints. <p>Scripture Passages:</p> <p>Romans 1:7 <i>To all those in Rome who are loved by God and called to be saints: Grace to you and peace from God our Father and the Lord Jesus Christ.</i></p>

LEARNING GOALS	
	<p>At the end of this lesson, students will know, understand and/or be able to:</p> <ul style="list-style-type: none"> Name at least 1 Canadian Saint and identify the steps to become a Saint <p>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.</p>

INSTRUCTIONAL COMPONENTS AND CONTEXT			
	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>Terminology: Communion of Saints Servant of God Venerable Blessed Canonization Martyr Cannonization</p> </td> <td style="vertical-align: top; width: 50%;"> <p>Materials:</p> <ul style="list-style-type: none"> Pens/pencils Lined paper Photocopies of appendix <p>Internet Resources:</p> <ul style="list-style-type: none"> YouTube video “How to Become a Saint” https://www.youtube.com/watch?v=xrWU1dgFUKg A great video that discusses the process to become a Saint. (3 minutes) <p>Resources:</p> <ul style="list-style-type: none"> Saints information sheet (<i>See Appendix A</i>) Biographies of Canadian Saints (<i>See Appendix B, pages 1 to 4</i>) </td> </tr> </table>	<p>Terminology: Communion of Saints Servant of God Venerable Blessed Canonization Martyr Cannonization</p>	<p>Materials:</p> <ul style="list-style-type: none"> Pens/pencils Lined paper Photocopies of appendix <p>Internet Resources:</p> <ul style="list-style-type: none"> YouTube video “How to Become a Saint” https://www.youtube.com/watch?v=xrWU1dgFUKg A great video that discusses the process to become a Saint. (3 minutes) <p>Resources:</p> <ul style="list-style-type: none"> Saints information sheet (<i>See Appendix A</i>) Biographies of Canadian Saints (<i>See Appendix B, pages 1 to 4</i>)
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MINDS ON

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

Ask the students to name as many Saints they can:

St. Augustine, St. Paul, St. Michael – think of the names of our schools.

Have the students brainstorm ways they think that a person can become a Saint.

ACTION

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

Part 1: How to become a Saint (40 minutes)

View the video at <https://www.youtube.com/watch?v=xrWU1dqFUKg>

Distribute or project *Appendix A*. After you and the students have done a guided reading through the information sheet, have each student select a saint who has gone through the process and research to identify how they met each step.

**Differentiated instruction – Some students may use assistive technology and/or work in pairs.*

Teacher may provide names of saints for some students.

Part 2: Canadian Saints (40 minutes)

Canada has a variety of Saints. Some of the more well-known are St. (Brother) Andre Bessette, St. Marguerite D'Youville, St. Marguerite Bourgeoys, and St. Kateri Tekakwitha. Brief biographies of these Canadian Saints can be found in the appendices.

Introduce the four Saints by name. Divide the class into four groups to explore the life and works of these Saints. Invite each group to draw one or more symbols to represent that saint.

CONSOLIDATION

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

Have the students present what they have learned to the class.

What symbols did they choose to represent each Saint? Why?

If they could take three things away from each Saint, what would those three things be?

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

Researching the religious orders associated with these saints; the Ursuline Sisters, the Congregation of Notre Dame, the Congregation of Holy Cross, the Jesuits.

Appendix A –

Saints

It is important to note that the Catholic Church does not create saints. A saint is a man or women who has lived their life according to God's will and became saints when they entered heaven. When a person is made a saint, it is the Church's way to acknowledge that the individual has entered into heaven.

Individuals who are identified can become a saint in 4 steps.

The first Step – is the person needs to be dead for at least 5 years. There are exceptions, the Pope may wave the 5 year wait like he did with John Paul II. When a person is being thought about for sainthood, a Bishop is placed in charge of a group who will examine the individual's life. If the Bishop rules that the person is a good candidate. The Vatican (where the head of the Catholic Church is located) will grant a "Nihil Obstat", it is a Latin word that means "nothing hinders". At this point the person is considered a "Servant of God"

Step Two: The Vatican appoints a person to be a Postulator. The Postulator job is to give reasons why the candidate is a good choice to be a Saint. They will look over the candidates life and point to specific examples where the person demonstrated virtues worthy of sainthood. They use things like journals, oral history and other documents to support the candidates case. The evidence is presented at the Congregation For the Causes of Saints in Rome. If a candidate is approved, then he/she earns the title of "Venerable".

Step Three: Time for a miracle. In order to be considered "Blessed", the candidate needs to have one miracle attributed to them. It is not the person doing the miracle, but God granting the miracle after the Saint prays for intercession.

Fourth Step: In order to be Canonized as a saint, a second miracle must happen after the person is "Blessed" A miracle is not required for a martyr to become "Blessed" but is before they become a Saint. A martyr is a person who has died for their faith. Once the second miracle has been made, the Pope can declare the candidate a "Saint"

What is the Communion of Saint?

The Communion of Saints is what brings all Catholic together. Chances are that you probably have heard the Communion of Saints referred to during mass. The communion of saints is the union of all the Christian church, the living and the dead, those on earth and in heaven. We come together as one "mythical body", where Christ is the heads, and we are all responsible to share and bring the good news to all.

Belief in the communion of saints is affirmed in the Apostles' Creed.

Appendix B-1 Biography of Canadian Saints

Brother Andre – Feast Day January 7

Brother Andre was known as the “Miracle Man of Montreal.” He was born in 1845 and named Alfred Bisette. When he entered the Congregation of Holy Cross he took the name Andre, in memory of the priest who had introduced him to the idea of religious life.

Brother Andre was originally assigned to be a door keeper at College Notre-Dame and took care of a prayer house on Mount Royal (Montreal). He welcomed thousands of visitors who were looking for help during their difficult times. Brother Andre is widely liked because he is considered a simple man. Brother Andre would listen to the needs of the people and would recommend that they prayer to St. Joseph. Miracles began to appear as people turned their faith towards God. He would not accept credit and always said that the miracles where the work of St. Joseph.

Brother Andre died in 1937 and is credited with assisting in the healings of thousands. Brother Andre is buried in the Church of the Crypt at the Oratory at the bottom of Mount Royal.

Even though Brother Andre did not benefit from higher education, he had a firm understanding of what is essential in the Catholic faith. Pope Benedict said “he showed boundless charity and did everything possible to soothe the despair of those who confided in him”.

He was declared "venerable" by Pope Paul VI in 1978 and beatified — declared "blessed" — by Pope John Paul II in 1982 after a case of healing in 1958 was recognized officially by the Vatican as a miracle. He was canonized on October 17, 2010 by Pope Benedict XVI.

Appendix B-2 Biography of Canadian Saints

St. Marguerite Bourgeoys – Feast Day January 12

Marguerite was born in Troyes, France, in 1620 and was the sixth of twelve children. Her parents were devout people and lived holy lives. When Marguerite was nineteen, her mother died. Marguerite took care of her younger brothers and sisters. Then her father died when she was twenty-seven.

The family was now raised and Marguerite prayed to know what to do with her life. The governor of Montreal, Canada, was visiting France. He tried to find teachers for the New World and he invited Marguerite to come to Montreal to teach school and religion classes. She said yes.

Marguerite gave away her all her money and belongings to other members of the family. They couldn't believe that she would really leave their civilized country to go to a wild new country across the ocean. But she did.

She sailed on June 20, 1653, and arrived in Canada in mid-November. Marguerite began the construction of a chapel in honor Our Lady of Good Help in 1657. Then in 1658, she opened her first school.

Marguerite needed the help of more teachers. She returned to France in 1659 and returned with four companions. In 1670, she went to France again and brought back six companions. These brave women became the first sisters of the Congregation of Notre Dame.

St. Marguerite and her sisters helped people in the colony survive when food was scarce. They opened a vocational school and taught young people how to run a home and farm.

St. Marguerite's congregation was growing. By 1681 there were eighteen sisters. Seven were Canadian. They opened more missions and two sisters taught at the Indian mission. St. Marguerite herself received the first two Indian women into the congregation.

When Mother Marguerite was seventy three years old, she handed over her congregation to the new superior Marie Barbier, who the first Canadian to join the order. St. Marguerite's religious rule was approved by the Church in 1698.

Marguerite spent her last few years praying and writing an autobiography. On December 31, 1699, a young sister lay dying. Mother Marguerite asked the Lord to take her life in exchange.

By the morning of January 1, 1700, the sister was completely well and Mother Marguerite had a very high fever. She suffered for twelve days and died on January 12, 1700.

Marguerite was canonized by the Catholic Church as the first female saint of Canada; the process began nearly 100 years before in 1878, when Pope Leo XIII gave her the title of "venerable" via papal decree. In November 1950, Pope Pius XII beatified her, giving her the title "Blessed Marguerite Bourgeoys." On April 2, 1982, Pope John Paul II issued the Decree of Miracle for a cure attributed to her intercession; on 31 October that year, she was canonized as Saint Marguerite Bourgeoys.

Appendix B-3 Biography of Canadian Saints

St. Marguerite d'Youville – Feast Day October 16

St. Marguerite d'Youville is the first Canadian to be made a Saint. She was born on October 15th, 1701 in Quebec. Her father died when she was 7 and the family grew up in poverty. Luckily, she was able to study for two years with the Ursulines in Quebec. When she returned home she helped with the education of her brothers and sisters.

She married François d'Youville in 1722. She was pregnant with her sixth child when François became seriously ill. She faithfully cared for him until his death in 1730. At the age of 29, she had already suffered the loss of her father and husband. Four of her six children died in infancy.

Her suffering brought her closer to God. She felt that God loved all persons and could be trusted in. She educated her two sons, who would later become priests. She had a great concern and compassion for the poor. She and three others would become the founders of the Sisters of Charity of Montreal, "Grey Nuns".

Marguerite always fought for the rights of the poor and broke with the social conventions of her day. It was a daring move that made her the object of ridicule and taunts by her own relatives and neighbors. She persevered in caring for the poor despite many obstacles. She was in weakened health and mourning the death of one of her companions when a fire destroyed their home. This only served to deepen her commitment to the poor. On February 2, 1745, she and her two early companions pledged themselves to put everything in common in order to help a greater number of persons in need. Two years later, this "mother of the poor" as she was called, was asked to become director of the Charon Brothers Hospital in Montreal which was falling into ruin. She and her sisters rebuilt the hospital and cared for those in most desperate human misery. With the help of her sisters and their lay collaborators, Marguerite laid the foundation for service to the poor of a thousand faces.

In 1765 a fire destroyed the hospital but nothing could destroy Marguerite's faith and courage. She asked her sisters and the poor who lived at the hospital, to recognize the hand of God in this disaster and to offer him praise. At the age of 64 she undertook the reconstruction of this shelter for those in need. Totally exhausted from a lifetime of self-giving, Marguerite died on December 23, 1771 and will always be remembered as a loving mother who served Jesus Christ in the poor.

Pope John XXIII beatified Marguerite on May 3, 1959 and called her "Mother of Universal Charity" - a well-merited title for one who continues to this day to reach out to all with love and compassion. Marguerite d'Youville can sympathize with the unfortunate and painful situation of so many orphans, with adolescents worried about the future, with disillusioned girls who live without hope, with married woman suffering from unrequited love and with single parents. But most especially, Marguerite is a kindred spirit with all who have given their lives to helping others. The power of Marguerite's intercession before God was clearly evidenced when a young woman stricken with acute myeloblastic leukemia in 1978 was miraculously cured. This great favor opened for Marguerite the door to the official proclamation of sainthood.

http://www.vatican.va/news_services/liturgy/saints/ns_lit_doc_19901209_youville_en.html

Appendix B-4 Biography of Canadian Saints

St. Kateri Tekakwitha – Feast Day July 14

Known as the “Lily of the Mohawks”, Kateri Tekakwitha was born in 1656 in Ossernenon (today Auriesville, New York) to a Catholic Algonquin mother and a Mohawk Chief. When she was four years old, her parents and brother died of smallpox. Kateri was also affected by the disease, which left her almost blind and badly scarred her face. She was taken in by her aunts and uncle, who was strongly opposed to Christianity.

When she was 10 years old, her village moved to Caughnawaga (today Fonda, New York). In 1667, her village was visited by the Jesuit missionaries. From them, she received her first knowledge of Christianity. Despite his misgivings, her uncle allowed her to be baptized as long as she remained in the village. Following her Baptism, Kateri lived a pious and faith-filled life, spending hours in prayer and fashioning crosses out of twigs. She also refused to marry, believing that she was married to God and that no man could take God’s place in her heart. Her beliefs were met with ridicule, hostility and threats. Thus, two years after her Baptism, she fled to St. Francis Xavier Mission, a Christian Mohawk village in Kahnawake, Quebec.

There, she received her first Communion on Christmas Day 1677. She also made a vow of perpetual virginity on the Feast of the Annunciation in 1679. In Kahnawake, Kateri was known for her faith and holiness. She taught prayers to children, cared for the elderly and the sick, and would often attend mass at sunrise and sunset.

Kateri’s health deteriorated in the last years of her life. She died of tuberculosis on April 17, 1680, shortly before her 24th birthday, and was buried at St. Francis Xavier Mission. Her final words were: “Jesús Konoronkwa” (“Jesus, I love you”). Witnesses report that within minutes of her death, the smallpox scars vanished from her face, which then radiated with beauty.

It is believed that since Kateri's death many miracles have been performed through her intercession, with the sick being cured and many prayers being answered. Kateri was declared Venerable by Pope Pius XII on January 3, 1943, and beatified by Pope John Paul II in 1980. On December 19, 2011, Pope Benedict XVI signed a decree officially acknowledging another miracle attributed to her intervention. Saint Kateri Tekakwitha was canonized by Pope Benedict XVI on October 21, 2012, in Rome. She became “the first native North American to be raised to the glory of the altars”.



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 2

Make Me an Instrument of Your Peace

Lesson 8

All Saints Day

Unit 2 Lesson 8

Make Me An Instrument of Your Peace

All Saints Day

Lesson Overview

A brief description of All Saints Day and a biographical project on a Saint.
(2 or more class periods)

CURRICULUM CONNECTIONS

Religious Education:

Gr. 4 - LC2.4 Examine the lives of the saints and explain how they are examples of hope that inspire us to live a holy life.

Gr. 5- LC2.1 Articulate how intercession to the saints draws the whole Church more firmly into the path of holiness (i.e. prayer and drawing upon the example of their lives of faith and service)

Gr. 5 - CL3 Understand that the Liturgical year celebrates both the mysteries of Christ's life and memorial celebrations for the saints who are examples to us of Christ.

Gr. 6 - ML2 Demonstrate an understanding of the importance of the formation of our conscience and describe the various ways in which this has been undertaken in the lives of holy men and women through the Tradition (i.e. teachers, saints, and martyrs).

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

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

CGE1h Respects the faith traditions, world religions and the life-journeys of all people of good will.

CGE5d Finds meaning, dignity, fulfilment and vocation in work which contributes to the common good.

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

Call to Family, Community, and Participation
Rights and Responsibilities

Guiding Questions (coming out of the Big Idea)

Big Idea: The Saints have provided a framework for us to live our lives and exemplify how close we can come to God. Each student will research the life of a saint about whom they wish to discover further.

Through intercessory prayers and by their example, the saints lead us to a life of holiness.

Scripture Passages:

- Corinthians 1:2 *To the church of God that is in Corinth, to those sanctified in Christ Jesus, called to be saints together with all those who in every place call upon the name of our Lord Jesus Christ, both their Lord and ours.*

LEARNING GOALS

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

- Share Jesus’ message of hope and salvation as presented through the lives of Saints.
- Find inspiration in the lives of the saints, and use these stories to make their own lives more meaningful and help to spread the word of God.

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:

All Saint’s Day
Patron
Relics

Special Note:

One thing that separates Catholics from Protestants is the devotion to the Saints. Saints are men and women who followed the way of Jesus and lived exemplary lives. We as Catholics believe in life after death and that we can still interact with people who have gone before us through prayer just as we can ask our family to pray for us. If we have lived good lives we will share in the Resurrection of Christ when we die.

Patron Saints: Early churches were built over the burial sites of martyrs who became the patron saint of that parish. The martyr was then called upon to intercede with God on our behalf. Later churches were named for saints who had some connection to the local church or

Materials:

Chart paper
Markers

Text Resources:

- Teaching Language with the Saints (Les Macfarlane, Novalis 2015)
- Clothed in the Word of God: Canadian Saints, Blesseds, and Venerables (Remi Bourdon, Novalis 2013)

Internet Resources:

- All Saints and All Souls (Catholic Education Resource Center
<http://www.catholiceducation.org/en/culture/catholic-contributions/all-saints-and-all-souls.html>)
- Saints by name and by date – both printed information and sound file
www.americancatholic.org
- Saints Stories for Kids - Loyola Press
<http://www.loyolapress.com/saints-stories-for-kids.htm>

	<p>relics of that saint were held or buried at that church.</p>	<p>Videos:</p> <ul style="list-style-type: none"> You Don't Know Jack About the Saints (Busted Halo) https://www.youtube.com/watch?v=1-eZjWeRUw
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	<p>MINDS ON</p> <ul style="list-style-type: none"> Establishing a positive learning environment Connecting to prior learning and/or experiences Setting the context for learning
	<p>Watch the video “You Don’t Know Jack About the Saints” (see resources)</p> <p>Divide the class into groups of 3 or 4. Have the students brainstorm words that come to mind when they hear the word “Saint”.</p> <p>Lead a classroom discussion on some of the commonalities that you find in the writing. If your class had to describe a “Saint” in one word, what would it be?</p>

	<p>ACTION</p> <ul style="list-style-type: none"> Introducing new learning or extending/reinforcing prior learning Providing opportunities for practice and application of learning (guided → independent)
	<p>Definition of a saint:</p> <ul style="list-style-type: none"> A person who has lived a good and holy life a person who is officially recognized by the Christian church as being very holy because of the way he or she lived (<i>Note: the Church doesn't <u>create</u> saints; canonization simply recognizes those who lived holy lives, are certainly in heaven, and are worthy of honour.</i>) a person who is very good, kind, or patient <p>What is All Saints Day? It is a day to celebrate the lives of all the Saints who have made it into heaven. In many Catholic countries it is a holiday. It is a day when there is believed to be a prayerful spiritual bond between those in heaven and the living.</p> <p>Tell the students that they will be doing a biography on the Saint of their choice:</p> <ol style="list-style-type: none"> 40 mins (introduction to Saints + choice of Saints) laptops should be available Gather research in class Put it together on planning sheet (appendix A)

	<p>CONSOLIDATION</p> <ul style="list-style-type: none"> Providing opportunities for consolidation and reflection Helping students demonstrate what they have learned
	<p>The students share their Saint biographies with the class. Include prayers written by the Saints in your daily prayers this week.</p>

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

Turning the students' research into an essay, Facebook page, movie preview, etc. (See *Teaching Language with the Saints* (Les MacFarlane, Novalis 2015))

Hold a Saint Fair – Each student creates a display about a chosen saint and may even dress as that saint.

Explore icons of Saints. (See www.trinitystores.com)

Additional references and activities can be found at *The Catholic Toolbox* - <http://catholicblogger1.blogspot.ca/2009/08/all-saints-dayfeastsaints.html>

Appendix A

Student Name:

Name of the Saint:

Reason I choose my Saint:

<p>When and Where my Saint Lived</p> <p>Birth</p> <p>Death</p> <p>Year he/she become a Saint:</p> <p>Place of birth:</p> <p>Place(s) lived:</p>	<p>Early Life of Saint: (3 things)</p>	<p>Mid/Late Life: (3 things)</p>
<p>Special things my Saint did</p>	<p>Symbols of my Saint</p>	<p>A personal Drawing of my Saint</p> <p>Rough draft – use a large sheet of paper to make it. Remember to include personal symbols in the drawing to enhance meaning</p>
<p>What brought my Saint close to God:</p>	<p>Is this Saint a Patron Saint? Of what?</p>	<p>What I like about this Saint:</p>



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 2

Make Me an Instrument of Your Peace

Lesson 9

All Souls' Day

Unit 2 Lesson 9

Make Me An Instrument of Your Peace

All Souls' Day

Lesson Overview

Students will learn about the Communion of Saints, why we observe All Souls' Day and ways that we can celebrate within our school or classroom.

CURRICULUM CONNECTIONS

Religious Education:

BL2.2 (Gr. 4) Summarize what the Church teaches about the three states of life that exist after death: Heaven, Purgatory and Hell.

BL2.3 (Gr. 4) Connect the Church's belief in the resurrection of the Body and life everlasting to belief in the Communion of Saints and the practice of praying to and for those who have died.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

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

CGE 1j Recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption.
CGE 6d Values and nurtures opportunities for family prayer.

Guiding Questions (coming out of the Big Idea)

Big Idea:

- The Communion of Saints includes three groups: those in heaven, those in purgatory, and those on earth who are trying to follow Christ.
- Those in purgatory need our prayers.

Scripture Passages:

Wisdom 3:1-9
2 Maccabees 12:42-46

LEARNING GOALS

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

- The three groups in the Communion of Saints
- Understand that our prayers and offering of Mass will help the souls in Purgatory to achieve eternal life.

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

NOTE:

All Soul’s Day is also known as Commemoration of all the Faithful Departed. Roman Catholics celebrate Mass or visit cemeteries in remembrance of those who have gone before us and are believed to be in Purgatory. The prayers are our way of releasing these souls in purgatory and allowing them to go to heaven. Catholics believe in life after death and that we can still interact with people who have gone before us through prayer just as we can ask our family to pray for us.

Candles are lit to dispel the darkness in purgatory. Candles are also a sign of our constant prayers.

Materials:

- **What is the Communion of Saints?** (*Appendix A*)
- **Communion of Saints worksheet** (*Appendix B*)
- **Drawing materials, scissors, glue**
- **Prayers for the Dead** (*Appendix C*)

Internet Resources:

- All Saints and All Souls (from Catholic Education Resource Center)
<http://www.catholiceducation.org/en/culture/catholic-contributions/all-saints-and-all-souls.html>
- All Souls Day (from Catholic Online)
<http://www.catholic.org/saints/allsouls/>

Video Resources:

- Bolt, Owens, & Bailey
<https://www.youtube.com/watch?v=fxZLXulyRuc>.
- Reflections on All Souls Day
<https://www.youtube.com/watch?v=PVOMdgGUI1Y>

MINDS ON

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

Watch the video *Bolt, Owens, & Bailey* <https://www.youtube.com/watch?v=fxZLXulyRuc>.

Teacher voice:

Each of these runners practised hard to reach their goal, but they did not do it alone. Can you think of some of the people who helped them to become champions? What did they do to support them? (*Students may suggest coaches, parents, teammates, friends, trainers, doctors, and God*)

Teacher Voice:

As Catholics, our goal in life is to be united with God forever in heaven. Although we don’t know when this is going to be, we need to be preparing for it by loving and helping others. But we don’t do this alone. We have the help of God the Father who created and loves us, of Jesus who died for us, and of the Holy Spirit who is always with us. And we have the help of the saints who are praying for us. Let’s find out more about saints.

ACTION

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

Distribute or project the information sheet “What is the Communion of Saints?”

Read through the information together, answering any questions students may have.

Purgatory is a difficult concept for students. The name means ‘a place of cleansing’ and comes from the same root as the word purify. The souls in purgatory are good people who are not quite ready to be with God. A simplified comparison can be made to getting ready for a party or a wedding. We shower or bathe so that we are clean and can present our best selves at this special event. Some people take longer to prepare than others but eventually we all look our best.

Purgatory is an opportunity to cleanse our souls. The souls in purgatory are good people but they still have to make up for some of their sins and be purified before they can be with God in heaven. When we commit sins and are sorry, God forgives us, but we still need to make up for the damage caused by those sins. If we do not do that while we are on earth, we will have to make up for them in purgatory. Some souls will require a longer time in purgatory than others. We pray for all those who have died, that they might soon be with God in heaven.

CONSOLIDATION

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

Give each student a copy of the Communion of Saints worksheet (*Appendix B*). Have them draw or glue pictures of canonized saints in the upper section, and pictures of themselves, their family and friends, teachers, pastors, etc. in the bottom section. In the middle section they can draw or write the names of people they know who have died, for whom they will pray.
(*This can be reproduced on larger paper if desired.*)

Pray for the dead. (*See Appendix C*)

Invite students to bring in pictures of members of their families or friends who have passed away. Students can show their picture and talk about their relationship with their deceased person.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

1. In small groups students can create a Book of Remembrance. Students create a blank page for each class in the school. Each class is invited to write the names of their deceased friends and family members on their page. A cover can be designed and the book can be bound when class pages are collected.

2. Watch the video *Reflections on All Souls Day*
<https://www.youtube.com/watch?v=PVOMdgGUI1Y>
3. Visit a local cemetery where students could look for relatives or friends. Do a cemetery search to find interesting headstones, sayings on the stones, the oldest gravestone, etc.

Appendix A –

What is the Communion of Saints?

- **All Saints day** is a day is when we celebrate ALL the saints in Heaven. It's a day to pray to the saints and ask them to intercede for us. This includes ALL the saints, even the ones that we don't realize are saints. Even though they are not canonized, they are still saints. So we celebrate them all and ask for their intercession.
- **All Souls day** is a day we focus on prayer for those who have died and are suffering in Purgatory. These souls need our prayers to help them to get into Heaven. This is a special day dedicated to prayer for these needy souls.

There are three groups in the Communion of Saints:

The **first group** includes all the saints in heaven. This group is the part we almost always think about when someone mentions the Communion of saints. We call this group the **Church Triumphant**. So what does triumphant mean? Normally, when we say someone is triumphant we mean that they won or succeeded in what they were trying to do. For example, a runner is triumphant when he wins a race.

The **second group** in the Communion of saints is the **Church Suffering**. This group is made up of the poor Souls in Purgatory. These are people who have died but are not yet holy enough to enter into Heaven. They need our prayers to help them become pure enough to enter Heaven. They cannot enter into Heaven without our prayers, so always be sure to remember the Souls in Purgatory when you pray.

Now the **third group** is one we all know well, but often times don't think of as "saints". The third group is called the **Church Militant** and it's made up of living people here on Earth who strive to follow God's will. This group can include the Pope, bishops, priests, and anyone who is living their lives the way the church teaches. All of us can belong to this group, but we must do as the saints in Heaven have shown us: we must live for God and try to do God's will in all things.

Appendix B

THE COMMUNION OF SAINTS

CHURCH TRIUMPHANT (in Heaven)
CHURCH SUFFERING (in Purgatory)
CHURCH MILITANT (on Earth)

Appendix C

Prayers for the Dead

God our Father,
Your power brings us to birth,
Your providence guides our lives,
and by Your command we return to dust.

Lord, those who die still live in Your presence,
their lives change but do not end.
I pray in hope for my family,
relatives and friends,
and for all the dead known to You alone.

In company with Christ,
Who died and now lives,
may they rejoice in Your kingdom,
where all our tears are wiped away.
Unite us together again in one family,
to sing Your praise forever and ever.

Amen.

Eternal rest grant unto them, O Lord,
and let perpetual light shine upon them.
May the souls of all the faithful departed,
through the mercy of God, rest in peace.

Amen.