

**Religious Education & Mental Health and Wellness:** end of September to Thanksgiving

*May also be used during Advent or Lent as a Gratitude project.*

## Grade 5 - Lesson 2

### Grade 5 Who I AM...Lesson 2

Who I AM Makes a Difference Because Jesus Loves Me!

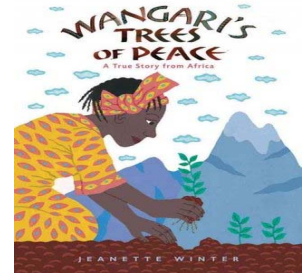
“What has happened? Where are the trees? Where are the birds? Will all of Kenya become a desert?”

**Wangari’s Trees of Peace** written by Jeanette Winter

#### Background information

Through their learning about Exodus 3:14 in Lesson 1 and listening to the beginning of the story, **Wangari’s Trees of Peace** in this lesson, students will begin to understand that sometimes we face obstacles in our world. Jesus calls us to face these challenges and act justly. He will guide us as He did with Moses. As Jesus said, “Here I AM.”

With the mentor text students will learn about the difficulties that Wangari Maathai faced on her mission of hope.



#### Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects

##### Ontario Catholic school Graduate Expectations

**CGE1e** - Speaks the *language of life*... “recognizing that life is an un-earned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.”

**CGE1g** - Understands that one’s purpose or *call in life* comes from God and strives to discern and live out this call throughout life’s journey.

**CGE3a** - Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

##### Religion Overall Expectations

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.

LS2: Focus: Fundamental love for the poor and vulnerable. Understand that human solidarity in our Christian living, understood as “friendship”, is reflected in the example of Jesus who calls us to act justly by putting the needs of the poor and vulnerable first.

##### Learning Goals

- Students will recognize the Cardinal Virtue of Fortitude which implies a certain moral strength and courage by which one handles the difficulties that arise when trying to do good.
- Students will recognize the Cardinal Virtue of Justice which is found in people who show a practiced determination to seek what is good in every situation, and live

<p><b><u>Religion Specific Expectations</u></b></p> <p>ML2.2: Distinguish between a morally good act and a morally evil act and describe the positive or negative effect that our passions can have.</p> <p>LS2.3: Apply the principle of solidarity to global and/or local issues of injustice and describe ways that students can become involved in projects of “social charity”.</p> <p><b><u>Language Overall Expectations</u></b></p> <p><i>Oral Communication</i></p> <ol style="list-style-type: none"> <li>1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</li> <li>2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</li> </ol> <p><i>Reading</i></p> <ol style="list-style-type: none"> <li>1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</li> </ol> <p><b><u>Language Specific Expectations</u></b></p> <p><i>Oral Communication</i></p> <p><b>1.2</b> Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.</p> <p><b>1.3</b> Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex oral texts.</p> <p><b>1.4</b> Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways.</p> <p><b>1.6</b> Extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them.</p> <p><b>2.2</b> Demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small and large group discussions.</p> <p><i>Reading</i></p> <p><b>1.3</b> Identify a variety of reading comprehension strategies and use them appropriately</p> <p><b>1.5</b> Use stated and implied ideas in texts to make inferences and construct meaning.</p> <p><b>1.6</b> Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights to other familiar texts and to the world around them.</p>	<p>in right relationship with God and neighbour. Demanding action where there is injustice.</p>
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Instructional Components		
<p><b>Prior Knowledge and/or Skills</b> You will need the mentor text, <b><i>Wangari's Trees of Peace</i></b>. It is a true story from Africa, written and illustrated by Jeanette Winter. The book is about Wangari Maathai, a Kenyan environmentalist and winner of the Nobel Peace Prize in 2004. She goes to America to study and when she returns to Africa she finds a land that has been affected by clear cutting. In efforts to protect the environment she began planting trees and encouraged others to help and preserve the forests. She created the, <b>Green Belt Movement</b> that brought environmental change to Kenya and thirty other countries in Africa. Wangari Maathai teaches about social justice. She is truly an inspiration to others in how <b>she made a difference</b>. She protected the environment and made the world a better place. One person can inspire change and Wangari Maathai planted 'seeds of hope'.</p> <p>"We are called to assist the Earth to heal her wounds and in the process heal our own – indeed, to embrace the whole creation in all its diversity, beauty and wonder"</p> <p>Wangari Maathai Although she passed away in 2011 from a battle with cancer her story of peace and hope continues to grow through her story.</p>	<p><b>Terminology</b> Mount Kenya - an extinct volcano in central Kenya: the second highest mountain in Africa Africa – the second largest continent, south of Europe and between the Atlantic and Indian oceans Sugarcane - a tall grass, of warm regions, having a stout stalk, and is the chief source of sugar Maize - corn Barren land - uncultivated ground Nursery - a place where young trees or other plants are raised for transplanting, Forester - an officer having responsibility for the maintenance of a forest Lake Victoria – Africa's largest lake</p>	<p><b>Resources/Materials</b> White paper Chart paper</p> <p><b>Mentor text - Wangari's Trees of Peace</b>, written by Jeanette Winter</p> <p><b>Wangari's Trees of Peace</b> – Jeanette Winter on YouTube, <a href="http://www.youtube.com/watch?v=jK1NndEf6f0">www.youtube.com/watch?v=jK1NndEf6f0</a></p> <p>Kenya, Africa map: <a href="http://3.bp.blogspot.com/-FP5Gce3QGCo/TWEwQNkb5cl/AAAAAANQ/3cLGc4bi1YQ/s1600/kenya_intro_map.jpg">http://3.bp.blogspot.com/-FP5Gce3QGCo/TWEwQNkb5cl/AAAAAANQ/3cLGc4bi1YQ/s1600/kenya_intro_map.jpg</a></p> <p><b>Catholicity Connections:</b> <b>Cardinal Virtue:</b> <b>Fortitude</b> <b>Justice</b></p> <p><a href="https://www.biblegateway.com/passage/?search=Romans+5:5">https://www.biblegateway.com/passage/?search=Romans+5:5</a></p> <p><u><i>May We Be One,</i></u> Grade 5 – Born of the Spirit English Canadian Catechetical Series <a href="http://dictionary.reference.com/">dictionary.reference.com/</a></p> <p><b>Deforestation website resources:</b> <a href="http://www.conservation.org/deforestation">www.conservation.org/deforestation</a></p> <p><a href="http://www.nrcan.gc.ca/Home/Forests/ForestTopics/Inventory">www.nrcan.gc.ca › Home › Forests › Forest Topics › Inventory</a></p> <p><a href="http://cfs.nrcan.gc.ca/pubwarehouse/pdfs/28159.pdf">cfs.nrcan.gc.ca/pubwarehouse/pdfs/28159.pdf</a></p>

<p>*Please copy the closing prayer which can be found in the consolidation section onto chalkboard, smart board or chart paper to recite with your students on each of the following days of this unit.</p>		<p><a href="http://www.ecokids.ca">www.ecokids.ca</a> › <i>Homework Help</i> › <i>Forests</i></p> <p><a href="http://www.funfacts.org.uk/earth/forests.htm">www.funfacts.org.uk/earth/forests.htm</a></p>
<p><b>Prayer/Scripture Focus</b></p>		
<p>The theme of the Grade Five, <i>May We Be One</i>, Born of the Spirit Religion program shares a similar focus of this, Who <b>I AM</b> lesson. They both teach the students about community, to trust God’s plan for God’s people. Despite all obstacles His plan will be fulfilled. They both also present the Church as the community of God’s people where the Lord Jesus is visible, active and present in the power of the Holy Spirit.</p>		
<p><b>Minds On</b></p>	<p><b>Approximately 10 Minutes</b></p>	<p><b>Assessment</b></p>
<p>Before reading the mentor text, explain to the students that you will be reading aloud a book called, <i>Wangari’s Trees of Peace</i>. Do not show the students the book, only tell them the title. Write the title on the chalkboard. Ask the students to use the comprehension strategy of visualizing. Tell the students to close their eyes and visualize what they think a tree of peace looks like. <i>Make a picture in your mind after hearing the title</i>. Distribute white paper to each student to sketch their tree of peace. Have students title this sketch, <u>My tree of Peace</u>. *Please keep these visualizations of the tree of peace until later in this unit.</p>		<p>Use of visualizing for students to activate prior knowledge. Teachers will analyse sketches to determine students’ understanding of this comprehension strategy.</p>
<p><b>Action</b></p>	<p><b>Approximately 25 Minutes</b></p>	<p><b>Assessment</b></p>
<p><b>Before Reading:</b> While introducing the new vocabulary with the students, locate Kenya, Africa and Lake Victoria on a world map to familiarize students with the setting of the story. First show students continent of Africa on world map. Then use this link to access digital map of Kenya, Africa <a href="http://3.bp.blogspot.com/-FP5Gce3QGCo/TWEwQNkb5cI/AAAAAAAAANQ/3cLGc4bi1YQ/s1600/kenya_intro_map.jpg">http://3.bp.blogspot.com/-FP5Gce3QGCo/TWEwQNkb5cI/AAAAAAAAANQ/3cLGc4bi1YQ/s1600/kenya_intro_map.jpg</a></p>		<p>Use of visualizing, making connections, predicting and questioning for students to activate prior knowledge.</p>

<p>Prepare the mentor text by placing sticky notes for yourself, as indicated in the following notes so that you can stop and ask questions and discuss and reflect with students.</p> <p>Prepare chart paper with the inference question - What inferences can you make from Wangari's thought bubble?</p> <p>Explain to the students, the purpose for reading <b>Wangari's Trees of Peace</b>: What kind of person do you think Wangari was and what makes you think that? " Read aloud, <b>Wangari's Trees of Peace</b> written by Jeanette Winter <b>Read Aloud, Wangari's Trees of Peace</b> – Jeanette Winter or watch on YouTube, <a href="http://www.youtube.com/watch?v=jK1NndEf6f0">www.youtube.com/watch?v=jK1NndEf6f0</a></p> <p><b>During Reading: Questions/Predictions/Inferences/Connections</b> After reading this page, 'Six years later, her studies over, Wangari returns... Stop reading and have students turn to an elbow partner to answer and discuss the questions, (approximately 1 minute) What has happened? Where are the trees?</p> <p>Continue reading. Stop at the end of the next page and again students turn to their elbow partner and answer/discuss, (approximately 1 minute) And where are the birds?</p> <p>Continue reading (try not to show next page illustration – of Wangari planting trees until lesson 3) and stop at the end of the next page for students to answer the question with their partner, (approximately 1 minute) Will all of Kenya become a desert? What might Wangari be thinking?</p> <p>Think Aloud: I'm inferring from Wangari's thought bubble that she believes when the clear cutting is complete that this land will be used for building a new city and that makes her very upset because I can see in the illustration that she is crying. What inferences are you making from Wangari's thought bubble? Record these inferences on chart paper to refer to/confirm later.</p> <p><b>Please do not continue reading aloud. The remaining pages are for reading aloud in lesson 3.</b></p> <p>Review the elbow partner questions and you may wish to re-read the beginning section of the mentor text to help prepare the students for the following activity.</p> <p>Give each student a piece of white ledger paper or larger and fold in half. Using</p>	<p>Anecdotal notes and student observation for assessment of student knowledge and understanding of these comprehension strategies.</p>
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<p>only the first half of the paper tell the students to draw the setting of the story of what the barren land of Africa looked like in the mentor text. Save the other half of the paper for lesson 3. This activity is Part 1 of Problem/Solution.</p>	
Consolidation	Assessment
<p>Approximately 5 Minutes</p> <p>Ask the students if they have any text-to-text, text-to-world or text-to-self connections that they may have made to, <b>Wangari's Trees of Peace</b> so far. Discuss connections and questions.</p> <p><i>Making Connections questions</i></p> <p>What does land look like that has been clear cut?</p> <p>Why do you think land is clear cut?</p> <p>Why was Wangari looking for birds? What happened?</p> <p><i>*Think aloud and discuss with the students about the progression of the degradation of the land/environment.</i></p> <p>How does Wangari feel when she returns home to find the land barren?</p> <p>Do we have clear cutting in Canada?</p> <p>What concerns do you have about our land/environment in Canada? Ontario?</p> <p>Your city/town?</p> <p>Are there similar problems where you live? Is there an issue with deforestation? Are there any pollution problems?</p> <p>People make choices that impact the environment. When the environment around us changes it impacts people in very direct and indirect ways. What kinds of choices are we making that negatively impact the environment around us?</p> <p>In Lesson 1 you learned about Moses and the, 'Burning Bush'.</p> <p>How is Wangari's experience in witnessing the barren land similar to that of Moses seeing the 'burning bush'?</p> <p>You may want to use the websites listed under <b>Resources</b> to give more information about deforestation to the students.</p> <p>Student exit question:</p> <p>Students will reflect on the Cardinal Virtues of Fortitude and and Justice with this mentor text. Think about the difficulties that Wangari has faced so far. What will happen next? Explain the possible positive and negative effects?</p> <p>What would Jesus do?</p>	<p>Questions and answers (oral) to determine understanding and to help students extend their thinking.</p>

<p>Closing Prayer</p> <p>In the name of the Father and of the Son and of the Holy Spirit,</p> <p>Loving God, the Great <u>I AM</u>, I thank you that you are always with me, helping me, guiding me, keeping me safe and for the unconditional love you give to me. Let me recognize my own strength, my own resilience, my own value and my own self-worth. I pray now for the special person in my life who I can say thank you to with my <b>Gift of Words</b>. Help me to be the best person I can be and to remember that, <b>Who I am</b> makes a difference to you, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen</p>	
<b>Final Notes</b>	
<p>Fortitude – cardinal virtue which implies a certain moral strength and courage by which one handles the difficulties that arise when trying to do good. Having a positive mental health attitude is a personal strength that touches the lives of others.</p>	