

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 3

Grade 5 Who I AM...Lesson 3

“I can begin to replace some of the lost trees here in my backyard – one tree at a time”

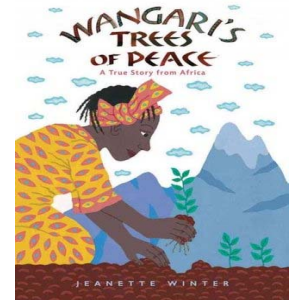
Wangari Maathai

Wangari’s Trees of Peace – Jeanette Winter

WHO I AM – the value of God and the value of self through showing gratitude toward others.

Background information on Who I AM Makes a Difference Because Jesus Loves Me!

Students will begin to understand that God’s plan for us is to live our faith and He calls us to protect and care for our world. We appreciate the beauty of the world that God has provided for us and all of His creations. We give to the world around us by assuming responsibility for our planet and making the world a better place. In listening and understanding this call, students will have a deeper understanding of Who they are and how they can make a difference in their world.



Through the mentor text, students will learn how Wangari Maathai’s journey changed the world. Who she was made a **Wangari’s Trees of Peace**, the difference.

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

Ontario Catholic school Graduate Expectations

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

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.

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.

CGE3f - Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

Learning Goals

By the end of this lesson students will learn about social justice. They will recognize that every person is created in the image and likeness of God, who is Father, Son and Holy Spirit: the perfect community. To be fully human, then we must learn to live in community with others and seek the common good.

<p>CGE5g - Achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others.</p> <p>CGE7i - Respects the environment and uses resources wisely.</p> <p><u>Religion Overall Expectations</u></p> <p>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.</p> <p>LC1: Understand that in the life of the Church we are called to carry out the mission of Christ.</p> <p>PR2: Demonstrate an understanding of the three expressions of prayer: vocal, meditation, and contemplation and how each has been promoted within the Church.</p> <p><u>Religion Specific Expectations</u></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>LC1.3: Connect the missionary and apostolic qualities of the Christian community i.e. mission and service of the Church, to the priestly, prophetic and royal roles and responsibilities of being a Christian in the life and mission of their school community (e.g. examine their own commitment to including/excluding others, advocate against injustice, service projects).</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>PR2.1: Identify and use various means to enter into and experience vocal prayer (i.e. personal and communal, music, rosary, stations of the cross, novena, litanies).</p> <p><u>Language Overall Expectations</u></p> <p><i>Oral Communication</i></p> <ol style="list-style-type: none"> 1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. 2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes. <p><i>Reading</i></p> <ol style="list-style-type: none"> 1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning. 2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning. 	<p>Students will recognize that we are witnesses of God’s love and compassion. The students will have a deeper understanding of how everyone can make a difference in their world.</p> <p>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.</p> <p>Students will recognize the Theological Virtue of Hope as a hopeful community to trust God’s plan for God’s people will be fulfilled in spite of all obstacles.</p> <p>Students will recognize the Theological Virtue of Love as the core virtue by which God loves all people. This is shown through acts of kindness, listening and serving others who are near or far.</p>
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Writing

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.

Language Specific Expectations

Oral Communication

- 1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.
- 1.3 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.
- 1.4 Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways.
- 1.5 Make inferences about oral texts using stated and implied ideas in the texts as evidence.
- 1.6 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.
- 2.1 Identify a variety of purposes for speaking.
- 2.2 Demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small and large group discussions.
- 2.3 Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.
- 2.7 Use a variety of appropriate visual aids to support or enhance oral presentations.

Reading

- 1.1 Read a variety of texts from diverse cultures.
- 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts.
- 1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.
- 1.5 Use stated and implied ideas in texts to make inferences and construct meaning.
- 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.

1.8 Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views.

2.4 Identify various elements of style – including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures – and explain how they help communicate meaning.

Writing

1.2 Generate ideas about a potential topic and identify those most appropriate for the purpose.

1.3 Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources.

1.4 Sort and classify ideas and information for their writing in a variety of ways.

1.6 Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose.

2.3 Use some vivid and/or figurative language and innovative expressions to add interest.

Healthy Living Overall Expectations

C3. Demonstrate the ability to make connections that relates to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.

Healthy Living Specific Expectations

Personal Safety and Injury Prevention

C3.2 Explain how a person’s actions can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others.

Music Overall Expectations

C1. Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music.

Music Specific Expectations

C1.1 Sing in unison, music from a wide variety of cultures, styles, and historical periods.

Instructional Components		
<p>Prior Knowledge and/or Skills You will need to be familiar with the Song/Prayer of Peace (Prayer of St. Francis) See BLM 4.</p> <p>Decide if you would like your students to complete BLM 1 orally or in written form. See <i>After Reading</i> activity in Action section.</p> <p>You will need the mentor text, Wangari’s Trees of Peace – Jeanette Winter.</p> <p>For more information on the Cardinal Virtues and the Theological Virtues please see EOCCC online resource Our Language Our Story: www.ourlanguageourstory.org</p>	<p>Terminology Resiliency - ability to recover readily from adversity, or the like, bouncing back when encountering difficulties</p> <p>Catholicity Connections: Cardinal Virtue: Fortitude Theological Virtues: Hope Love</p>	<p>Materials/Resources BLM 1 – H.O.T. questions BLM 2 – (2 pages) student assignment BLM 3 - Venn diagram BLM 4 – Prayer for Peace (Prayer of St. Francis) BLM 5 – two column chart BLM 6 – Checklist for H.O.T answers BLM 7 – Peer assessment BLM 8 – Exit card</p> <p><i>Mentor text, Wangari’s Trees of Peace</i> written by Jeanette Winter</p> <p>HOT – (higher order thinking) questions for RCCDSB mentor texts- by Sondra Keatley</p> <p><i>Read Aloud, Wangari’s Trees of Peace,</i> www.youtube.com/watch?v=jK1NndEf6f0 5:28 min</p> <p>Song : Prayer of Peace (Prayer of St. Francis) on YouTube: By Sarah McLaughlin https://www.youtube.com/user/sarahmclachlan 2:08 min.</p>
Prayer/Scripture Focus		
<p><u>Prayer of Peace</u> (Prayer of St. Francis)</p> <p>Lord, make me an instrument of your peace, Where there is hatred, let me sow love; where there is injury, pardon; where there is doubt, faith; where there is despair, hope; where there is darkness, light; where there is sadness, joy;</p>		

<p>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.</p>		
Minds On	Approximately 5 Minutes	Assessment
<p>You may wish to say the following to your students, “In the mentor text, Wangari’s Trees of Peace Wangari shows us that a person of peace is a person of action. St. Francis of Assisi is also an example of such a person. His prayer for peace is very well known. The story and prayer have many connections.”</p> <p>Prepare the song, Prayer for Peace (Prayer of St. Francis) on smart board or if you know the tune you can sing it to your students. Use BLM 4 to photocopy a class set of this Prayer for Peace song.</p> <p>Use this link to access the song, Prayer of Peace (Prayer of St. Francis) on YouTube by Sarah McLaughlin. https://www.youtube.com/user/sarahmclachlan 2:08 min.</p> <p>Sing the song a few times with your class so that they become familiar with the tune and the lyrics.</p>		<p>Anecdotal notes on student participation and singing in unison.</p>
Action	Approximately 2 - 30 Minute Periods Part 1 – 30 Minutes for Action Part 2 – 30 Minutes for Student Assignment	Assessment
<p>Continue reading aloud the mentor text, Wangari’s Trees of Peace – Jeanette Winter or watch on YouTube, www.youtube.com/watch?v=jK1NndEf6f0</p> <p>Begin by re-reading the beginning of the text.</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>During Reading: After reading the page, “The government men disagree...” Ask the students, What might Wangari be feeling now? What are your predictions about what Wangari will do next? What does it take for a person to promote peace? Continue reading.</p>		<p>Questions and answers (oral) to determine understanding and to help students extend their thinking.</p>

<p>After reading the page, “Wangari stands tall as an oak to protect the old trees still remaining...” Ask students to make predictions about what will happen next. After reading about the government putting her in jail, you may want to ask the students the following questions.</p> <p>How is Wangari feeling?</p> <p>Will her dream of planting, ‘seeds of hope’ continue?</p> <p>After Reading:</p> <p>Please read aloud the Author’s Note – last page in mentor text.</p> <p>Higher Order Thinking questions for deeper understanding of the text. Can be given orally, (or in written form see BLM 1).</p> <p><i>Inference Questions</i></p> <p>Explain how Wangari Maathai shows resilience? Use your own ideas and details from the text to support your answer.</p> <p>What does it mean when Wangari says to the village women, “We are planting the seeds of hope?” Use details from the text and your own ideas to support your answer? Why do you think the village women followed Wangari’s vision? Use your own ideas and details from the text to support your answer.</p> <p><i>Making Connections Questions</i></p> <p>Why do you think Wangari Maathai is considered an environmentalist throughout the world? Use information from the text and your own ideas in your answer.</p> <p>How do you think we can keep Wangari Maathai’s dream alive today? Use information from the text and your own ideas to support your answer.</p> <p>Teacher Notes:</p> <p>(1) Helping the students to make connections with the Theological Virtues of, Hope and Love and the Cardinal Virtue of Fortitude may assist students with these H.O.T. questions.</p> <p>Hope & Love – also known as charity, love for others especially the poor, kind acts and deeds done for those near and far.</p> <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> <p>(2)Some scaffolding may help students to deepen their understanding for these questions. It is very important for teachers to model how to answer these H.O.T. questions first then co-create answers (shared) with students before asking students to respond independently.</p> <p>(3)To assist students who are experiencing challenges in finding evidence or expressing their own ideas for the H.O.T. questions you can try pairing students for a Think-Pair-Share.</p> <p>(4)Resilience – the ability of bouncing back when we encounter difficulties. To</p>	<p>Checklist for Higher Order Thinking Answers. See BLM 6.</p> <p>Peer Assessment - See BLM 7</p>
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<p>help students to have a deeper understanding of this concept share a story about a time when you observed resiliency or demonstrated resiliency. Then ask students to share their own stories of resilience.</p> <p>Students can choose from the following activities to demonstrate their understanding of various themes from this story. See BLM 2 You will need to have the mentor text available for the students and also have it on smart board for their reference.</p> <p>Discuss with the students that each one of them is a gift from God and Who <u>they are</u> makes a difference.</p> <p><i>Sharing</i> Divide students into small groups of three or four and explain the following. <i>You may want to read this to your students.</i> “Just as Wangari shared her, ‘seeds of hope’ with the village women, it is your turn to share wonderful completed assignment that you chose from BLM 2 with a few classmates.”</p> <p>Give students a few minutes to share their, <i>Who Wangari was made a difference</i> assignments.</p>		
Consolidation	Approximately 5 Minutes	Assessment
<p>Student Exit Card: Ask students to complete exit card BLM 8, explaining how they know Wangari showed Fortitude. Students will support their answer with evidence from the text. 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 Gift of Words. Help me to be the best person I can be and to remember that, Who I am makes a difference to you, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen.</p>		<p>Exit Card – BLM 8</p>
Final Notes		
<p>The work students complete for BLM 2 can be beautifully posted on a classroom religion bulletin board for this unit.</p> <p>You may want students to complete the assignment activities in religion books.</p>		

Please photocopy for students:

BLM 2 – (2 pages) -assignment

BLM 3 – Venn diagram

BLM 4 – Prayer for Peace (Prayer of St. Francis)

BLM 5 – two column chart

BLM 6 - Checklist for H.O.T answers

BLM 7 – Peer assessment

BLM 1

H.O.T. Questions

Wangari's Trees of Peace

Inference Questions

Explain how Wangari Maathai shows resilience? Use your own ideas and details from the text to support your thinking.

What does it mean when Wangari says to the village women, “We are planting the seeds of hope?” Use details from the text and your own ideas to support your thinking.

Why do you think the village women followed Wangari's vision? Use your own ideas and details from the text to support your thinking.

Making Connections Questions

Why do you think Wangari Maathai is considered an environmentalist throughout the world? Use information from the text and your own ideas to support your thinking.

How do you think we can keep Wangari Maathai's dream alive today? Use information from the text and your own ideas to support your thinking.

BLM 2

Wangari's Trees of Peace

Who Wangari WAS Made a Difference

Name _____ Date _____

You have learned about Wangari Maathai in the story, **Wangari's Trees of Peace** and *how she made a difference* in the lives of many people. Choose and complete one of the following activities.

1. Wangari shows us that a person of peace is a person of action. St. Francis of Assisi is also an example of such a person. His prayer for peace is very well known. Using a two column chart record the similarities and differences of the story, **Wangari's Trees of Peace** with the Prayer of Peace – (Prayer of St. Francis).
2. Look on the internet of images of the Nandi Flame Tree, which is a tree that Wangari Maathai enjoyed planting. As you look at the images of this tree also look at your drawing of the burning bush from Lesson 1.

Website: [Images for nandi flame tree](#)

Describe in detail what you see as you look at both images.

What do you think the connections are between the ' Burning Bush' and the Nandi Flame Tree? Use your own ideas to support your answer.

Draw and colour your own picture of the Nandi Flame Tree.

Mount your two tree drawings onto construction paper and label each tree. Your artwork will remind *you* of people *who have made a difference!* If you wish you can add your drawing from Lesson 2 of the tree of peace that you visualized when you heard the title of the mentor text. Your beautiful tree may remind you that, *Who you are makes a difference!*

3. You will need your drawing of the story setting from Lesson 2, Part 1. This drawing of the barren land in Africa represents the problem in **Wangari's Trees of Peace** of deforestation. Now you will complete Part 2, the solution. Open your paper, then draw and colour on the second half how the land in Africa changed into the umbrella of green that returns to Kenya.

Explain the main problem and Wangari's solution in **Wangari's Trees of Peace**. Use details from the text and your own ideas to support your answer.

4. Using the story, **Wangari's Trees of Peace** and Prayer of Peace (Prayer of St. Francis) brainstorm your own ideas of PEACE. Then write your own descriptive prayer for Peace.
5. Wangari's action and her obvious beliefs in gradually reversing the damage done by clear-cutting a forest helped to positively influence and encourage others to join her. Their actions multiplied as they realized they were planting "seeds of hope." Using a two column chart (to extend the concept) compare and contrast positive and negative peer pressure on people by using examples from the text and your own ideas. Explain how Wangari was able to overcome the negative peer pressure to her project? (resiliency, fortitude?)

BLM 3

Name_____Date_____

Comparison chart: Wangari's Trees of Peace to the Prayer of Peace

Similarities

Differences

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BLM 4

Prayer of Peace (Prayer of St. Francis)

Lord, make me an instrument of your peace,
Where there is hatred, let me sow love;
where there is injury, pardon;
where there is doubt, faith;
where there is despair, hope;
where there is darkness, light;
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.

BLM 5

Compare and Contrast Positive and Negative Peer Pressure

Name _____ Date _____

Positive Peer Pressure	Negative Peer Pressure

Explain how you think Wangari was able to overcome the negative peer pressure to her project of planting, ‘seeds of hope”? Think about...Resiliency? Fortitude?

BLM 6

Higher Order Thinking Checklist – Self -Assessment

Does my response answer the question?	
Does my response contain supporting details, words, and evidence from the text?	
Have I added my own relevant and well developed ideas?	
Have I clearly linked my own ideas to the evidence from the text?	
Comments:	

Name_____Date_____

BLM 7

Who You Are Makes A Difference!

Peer Assessment

While your classmates present their assignment to your small group complete the following assessment about their work. Please present your assessment of their work when all students have finished sharing. Write three things that you liked about your classmates work.

Remember that Jesus calls us to respect the contributions of others and in making the world a better place we give others, ‘seeds of hope’ in our words and actions. These seeds are a guided path to peace. Jesus loves us and encourages us to shine our positive attitude and uplifting compliments so that we can make a difference, “one tree at a time’ – Wangari Maathai or one kind act/word at a time...

Seeds of Hope- Positive Feedback

To: _____, Who **You are** Makes a Difference because your assignment...

1.

2.

3.

From your friend, _____

BLM 8

Who I AM...exit card

Mentor text, Wangari's Trees of Peace - written by Jeanette Winter

Name _____ Date _____

Explain how Wangari shows Fortitude. Support your answer using evidence from the text.