

CANADA, CONTINUITY AND CHANGE

Catholic Values Supplement

A GUIDE FOR USE
BY TEACHERS IN
ROMAN CATHOLIC
SEPARATE SCHOOLS

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FITZHENRY & WHITESIDE

Canada Continuity and Change
Catholic Values Supplement

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INTRODUCTION

Roman Catholic District School Boards across the province of Ontario adhere to the principles expressed by the Institute for Catholic Education. The guiding focus of that organization's documents is that all schools are expected to educate the whole student—body, mind, and spirit—in all courses. It is vital for all of our students that they gain an understanding of their faith and guidance on their spiritual journey. In that light, these lesson suggestions are prepared to help history teachers promote a holistic educational experience for the students in the course.

HOW TO USE THIS SUPPLEMENT

These lesson suggestions are meant as guidelines. The textbook, Bible passages, and the Compendium of the Catechism of the Catholic Church (2006) are the basis for each plan. As a teacher, you should use your skills, knowledge, and life experience to adapt, enhance, or even modify these outlines. The Catechism (1994) itself may be used as a reference for more detailed study, but the Compendium is well designed to assist you. Its simple question-and-answer format allows teachers and students, both Catholic and non-Catholic, to explore the role of faith in human history and to bring their own faith experiences to bear in understanding the living history of our country.

Each chapter has three lesson suggestions. The first two are related to the chapter's central theme. A variety of lesson types are suggested, including group work, partner work, and individual study. The third lesson suggestion is a journal exercise, intended to bring the understanding of history into the students' realm of personal experience. For Part 1 of the journal, students are encouraged to take on the persona of someone living through the events of that era. This first entry could be collected as an assignment or reflection paper (one to two pages), but only after the students are allowed to edit and recopy their original work. Part 2 is an opportunity for the students to personalize their study of the issues.

As with any journal-writing activity by students, be alert to expression that reflects troubling emotions.

Directions to the students follow. These pages should be reproduced and discussed with the class. Encourage students to bring the directions home to share with their families or caregivers.

A MESSAGE FOR EACH STUDENT

What we think and believe and do is what creates our Canadian identity. The assignments in the Catholic Values Supplement are designed to help you, as a student of Canadian history in a Roman Catholic separate school, learn how our Christian faith and religion have been, and continue to be, a vital part of that history.

For each chapter, the first two exercises related to Catholic values are based on the theme expressed in the chapter's title. You will be asked to study and discuss Catholic teaching related to the issues that concerned Canadians during each era of the twentieth century.

Some of these topics will be obvious. For example: What does the Church teach, through its Catechism, about war? Is it possible for Christians to be soldiers and still follow the Ten Commandments, as in Exodus 20:13, "You shall not murder [kill]"?

Some of these topics may not be as obvious, at least not at first glance. Our Christian call to charity—to love our neighbour—is easy to understand when we see the homeless poor in our own country, but what responsibilities do we, as Canadians, have to the less fortunate in other parts of the world? Did you know, for example, that the Canadian International Development Agency (CIDA), a federal agency, works with non-governmental organizations (NGOs)—such as the Catholic charity Development and Peace—to help people in the developing world make a better life for themselves and their families? Pope Paul VI said it this way: "Development is the new word for peace."

In other words, once you have addressed all the topics in this course, you will have learned more about both war and peace.

The third topic for each chapter always follows the same format. A two-page journal assignment, it is fully explained next.

THOUGHTS AND FEELINGS AS A YOUNG CANADIAN

For each textbook chapter, you will have an opportunity to make two journal entries.

In Part 1 of each journal-writing assignment, you will be asked to adopt the personality of a Catholic Christian of your age in a specific era of Canadian history.

You may choose to write reflections, letters, prayers, or even poems. Plan to make each assignment at least one full page and not more than two pages. Choose your words carefully in order to reflect the language and thoughts of the time. Keep in mind that you may be asked to rewrite this entry and hand it in for assessment.

In the first assignment, for example, you are asked to write a letter to an older brother overseas with the Canadian Expeditionary Force in France. Your brother is fighting in the trenches of the First World War. Think about the pride and the worry, the hope and the fear that you would feel. You would be all too well aware that your friends' brothers and fathers are being killed. In your writing, though, would you put on a brave face? Would you write in such a way that your brother would not worry about you and would know that you love and are praying for him?

In Part 2 of this journal-writing assignment, you will write as yourself, and each piece will be a reflection or response to what you wrote in Part 1. These writings should be of similar length to your first ones, and you may choose between different formats, including prayers, short essays, poems, and letters.

Your writings in Part 2 are private. Unless you choose to share them for a specific reason, no one else should see this record of your thoughts and feelings. Your writings will develop into an 8- to 16-page journal about your faith and religion in the context of what you learn in this course. Even if you are not a Catholic, you will still be able to reflect on what you learn and how you feel about it in the context of your own faith journey. The references to the Compendium of the Catholic Catechism will help everyone to focus on *personal* beliefs as compared to Catholic teaching.

Remember the Apostle's Creed, which is common to most Christian traditions. The Creed expresses the central beliefs of the majority of Christians. The heart of our faith is belief in one loving God; belief in his only Son, Jesus Christ, who became a part of human history, who lived, suffered, died, and rose from the grave for all for us; and belief in the Holy Spirit, who guides and inspires us.

The other teachings of the Church are *solemn teachings*: teachings that we are called to believe at this time in our history. Some of these teachings can and may change as new things are studied and learned by men and women called *theologians*. As an example, the absolute ban on the use of condoms by Catholics—something that has been Church teaching for many years—is being re-evaluated in the light of the AIDS pandemic.

Remember, as well, that we, as Christians, have moral standards to guide us in measuring our reactions to the decisions made in history and in making our *own* decisions. These standards include the life of Jesus, and the ideas and philosophy Jesus presented in the Sermon on the Mount. In recent times, in evaluating their moral choices, Christian youth have chosen the simple phrase "What Would Jesus Do?" (WWJD?). When accompanied by prayer and reflection, these words continue to be an excellent moral guide for young Canadians in the twenty-first century.

EVALUATION

Evaluation of students' assignments and participation in group work should be based on the same rubrics established for the regular course material. In other words, be sure to evaluate reflection papers and journal assignments in the same way that you do essays and similar class work. The class standard for evaluating contributions to group work also applies.

The Seven-fold Expectations of the Ontario Catholic School Graduate can be applied to students in Grade 10, but need to be adapted to their level. For example, take Expectation 2 about how effective a communicator a student is at this age or Expectation 5 about how well the student contributes to class discussions and then apply it to how the student is progressing towards readiness for graduation.

The Seven-fold Expectations are available from the Institute for Catholic Education or can be found online in detail at http://www.tcdsb.org/ice/graduate_doc.html.

For ease of reference, the seven expectations are outlined here. The student in Grade 10 is striving to become the following type of person:

1. A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living;
2. An effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values;
3. A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the Common Good;
4. A self-directed, responsible, lifelong learner who develops and demonstrates God-given potential;
5. A collaborative contributor who finds meaning, dignity, and vocation in work that respects the rights of all and contributes to the Common Good;
6. A caring family member who attends to family, school, parish, and the wider community; and
7. A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

Instructions for the assessment of students' understandings and of their ability to communicate and apply those understandings to assignments and situations are the same as those contained in the Teacher's Resource Guide for the textbook. The difference is that the activities in this Supplement involve additional content from specific Catholic teachings. Otherwise, students can be graded on their individual responses, group work, and essay and journal writing according to the levels that you and your students define. For ease of use, the following generic rubrics are provided at the end of this Supplement:

- Group Work Rubric
- Written Product Rubric
- Debate Rubric
- Oral Presentation Rubric
- Self-Assessment Rubric
- Blank Rubric

Note that the "Assessment Suite" section of the Teacher's Resource Guide offers a full discussion about the use of rubrics and the effective construction of rubrics to meet the needs of individual classes.

War and Recognition

THEMES: Canada Before the War, The Road to War, World War Begins, War in the Trenches, A Tale of Two Battles, The War in the Air, The War at Sea, Women at War, The War on the Home Front, Wartime Issues, The War Ends, The Treaty of Versailles, A Changed Nation

Topic 1: A JUST WAR

INTRODUCTION: The concept of a just war is central to how Christians understand a war, the participation of individuals, and the support for their country's involvement.

References

Textbook: Chapter 1, pages 16, 20, 26, 28–29, 40, 46, 49, 53, 58–59

Compendium: page 135: 483–86

Bible: Deuteronomy 20: 1–4

Suggestion for Getting Started

Divide the class into groups of five or six. Have students discuss the concept of a just war. Allow them to reflect on their thoughts or feelings about Canada's part in the First World War, its current commitment in Afghanistan, or any conflict in between. Doing this will provide a context for their discussion.

Developing the Theme

To guide discussion, ask students to consider the following questions:

- What was unusual about Canada's decision to go to war in 1914?
- Would a young Christian have had more or fewer reasons to go to war then?
- How do you feel about the fact that Canada's commitment to the war was decided in the British Parliament?
- Do you think that the reluctance of Quebecers to accept conscription was at least partly because of their strong Catholic tradition?
- It has been said that Canada was born as a nation on Vimy Ridge (page 28). In retrospect, was the decision to go to war a good one?

Extending the Activity

Ask students to discuss shell shock and how military chaplains have helped soldiers with the psychological and moral implications of killing an enemy or facing death on a daily basis. You could have your

students research different terms that have been used to describe the psychological and moral stresses of war. For example, during the Second World War, people used the term *battle fatigue*; in recent years, the condition has often been called *post-traumatic stress syndrome*.

Evaluating the Activity

All seven expectations apply to the lesson material offered for Chapter 1:

- As a discerning believer, the student should be able to reflect on Scripture and Church teachings related to the concept of a just war (Expectation 1).
- As an effective communicator, the student should participate willingly in any debate on the concept of just war and be sensitive to the views of other classmates (Expectation 2).
- As a reflective, creative, and holistic thinker—and in light of recent history—the student should be well on the way towards forming a conscience-based view about participation in war (Expectation 3).
- As a self-directed learner, the student can research life in the early 20th century and write a realistic journal entry in role as a young person of the era (Expectation 4).
- As a collaborative contributor, the student will add content and quality to the group's discussion of a just war and of shell shock (Expectation 5).
- As a caring family member, the student will take pleasure in wondering what it must have been like to have a family member serving overseas and make the connection to life today (Expectation 6).
- As a responsible citizen, the student will be almost ready to make a personal decision about joining the Canadian Forces (Expectation 7).

Use the rubrics designed for group work, oral presentations, and essays for this course.

Name: _____ Date: _____

Terminology/Definitions

just war
conscription

References

Textbook: Chapter 1, pages 16, 43, 46

Questions

1. Using the framework below, consider in what ways the First World War can be seen as a just or as an unjust war.

Reasons that made the war just	Reasons that made the war unjust

2. Do Catholic beliefs include the concept of just war?

Name: _____ Date: _____

Terminology/Definitions

shell shock
battle fatigue
post-traumatic stress syndrome

References

Textbook: Chapter 1, pages 51, 53; see also Chapter 3, page 152.

Questions

1. Why did soldiers suffer from shell shock?

2. How is shell shock related to fear?

3. How is shell shock the result of seeing death and suffering?

4. Why were the 23 Canadian soldiers executed?

Introduction

In the first part of this journal exercise, you are asked to write at least one page as a young person living through the events described in Chapter 1. In the second part, you are asked to write a personal reflection—how you feel—about the moral issue of war. Begin your journal with a letter to your brother, and include either a prayer or a poem. Use the terms from the Compendium to express your pride in your brother and in what your brother is doing to make the world free and safe for all people.

The Situation

For the past year, your brother has been serving as a sergeant with the Canadian army. Every day you go to school or work on the farm to help your family. Every week you go to church and celebrate the Mass and pray quietly for your brother. (*Note:* The Mass was celebrated in Latin at that time, so you might not have understood the words very well, but you knew what was happening.) There were no English or French prayers of the faithful, but everyone was praying for their loved ones and for the end of the war.

Two things to remember: (1) Soldiers were not really considered as individuals; to some of their leaders, they were merely numbers; (2) Canadians declared a victory when the enemy lost more soldiers than they did.

References

Textbook: Chapter 1, pages 25, 42; see also Chapter 3, page 153.

Compendium: pages 111–12: 377–88

Bible: Matthew 5: 1–14 (The Beatitudes)

Part 1

Name: _____ Date: **December 1917**

I am writing as _____

Dear _____

Part 2

Name: _____ Date: _____

What do you, as a Christian living in Canada, think about war? Is it ever justified?

Will our world ever know peace? (You may refer to the Compendium, pages 134–35: 480–86.)

I think (or feel) that ...

Boom and Bust

THEMES: After the War, The Winnipeg General Strike, Women Are Persons Too, New Opportunities for Women, The Roaring Twenties, Easy Street, The Dirty Thirties, The Drought and the Dust Bowl, The On-to-Ottawa Trek, Bennett and King, The New Politics, On the Sunny Side of the Street, Towards a Canadian Identity

TOPIC 2: The Common Good and Social Justice

INTRODUCTION: In this chapter, students learn about economic, social, and political conditions and movements after 1914. The Church had several roles to play and still speaks today about social justice, using such terminology as *subsidiarity*. Canadian bishops have often led the way in speaking out about wrongs and the need for society to seek the Common Good.

References

Textbook: Chapter 2, pages 71, 76, 89, 96–100, 105, 108, 113

Compendium: pages 114–17: 401–14; pages 140–41: 510–17

Bible: Matthew 5: 42; 6: 1–4, 19–21, 24

Suggestion for Getting Started

This chapter covers a broad range of social and economic conditions: the postwar economic slump, the formation of unions, the stock-market crash, and the Depression.

Divide the class into four groups, ensuring that there is an equal range of abilities in each group.

Have each group discuss the Church's role in each phase of the economic cycle (page 95). What should bishops and priests be preaching? What should parishioners, both rich and poor, be doing with their resources?

Developing the Theme

Discuss with students the term *stewardship*. It is more than simple charity; it involves our responsibility as Christians to share all that we have—not simply money (or treasure), but time and talent, as well.

Extending the Activity

We know that in our own society, people are in need. The use of food banks and shelters has increased, partly because of government cutbacks.

Have the students conduct an in-class food drive for the local soup kitchen, food bank, or food cupboard. Discuss how these agencies are similar and how they differ. What part, if any, do Church and school play? Form a small group of volunteers to deliver the food and have them report back to the class on what they learn from the experience.

Evaluating the Activity

The lesson material presented in Chapter 2 relates particularly well to Expectations 3, 5, and 7.

- The lessons here are specifically designed to teach the students to reflect on the Common Good, to evaluate the Depression-era situation in Canada, and to make responsible decisions about it while forming their own consciences (Expectation 3).
- Since students do a group-work assignment, their teamwork skills will be enhanced. Each student will have an opportunity to collaborate with others and come to respect the opinions of other class members. The activity “The Common Good and Social Justice” (2b) will provide a fine indicator of how well students are learning to collaborate (Expectation 5).
- The discussions and journal entries for this chapter challenge students to witness to their faith and determine what impact it has on decisions about helping others and contributing to the Common Good in Canada (Expectation 7).

Use the rubrics designed for group work, oral presentations, and essays for this course.

Name: _____ Date: _____

Terminology/Definitions

subsidiarity: In plain language, *subsidiarity* means that true Christian charity is to give a person a “hand up, not a hand out.” Charity that comes from a human heart inspired by God’s love helps a person or a family in need without depriving them of human dignity. (See the Compendium, page 115: 403.)

Common Good*

stewardship

*See the Compendium, page 115: 407.

Questions

1. Keeping in mind the definitions of the three terms noted above, express the roles of the Church and its leaders during each phase of the economic cycle (see textbook page 95).

Prosperity	Recession	Depression	Recovery

2. During which phase is the Church most needed?

3. Is there a phase when the Church’s role and responsibility is minimal?

4. During the stock-market crash, it was common to hear people say, “I lost everything.” Some committed suicide. As expressed in the Gospel, what is the flaw in this way of thinking?

5. Consider the three Ts—Time, Talent, and Treasure—as you consider how members of the Church, or the laity, should have behaved during early 1929 (the boom) and by the end of 1929 (the beginning of the bust).

Name: _____

Date: _____

Terminology/Definitions

soup kitchen
food bank
food cupboard

References

Textbook: Chapter 2, page 96
Compendium: pages 139–40: 509–12
Bible: Matthew 25: 34–46

A. Class Stewardship Committee

Conduct an election or get volunteer members for a Stewardship Committee. The committee should have a minimum of three and a maximum of six members.

The first task for Stewardship Committee members is to contact the food bank or food cupboard in their community. The committee needs to find out

- what kinds of donations (canned goods, etc.) are needed
- how and when to deliver the donations
- when the food bank or food cupboard is open
- what its donation policies are

The committee's second task is to organize a class collection of food for one local food bank or food cupboard. The committee should take care not to interfere with any school-wide food collections during Advent (before Christmas) or Lent.

Finally, the Stewardship Committee presents its campaign to the class. Using slogans, posters, and more, members should encourage their classmates to make food donations by explaining the need and their responsibility as young Christians to be examples for others. Committee members are responsible for the delivery of the class's food donations.

B. Research into Social Justice Concerns

The other class members, in groups of four to six, are to research local agencies and churches that help the poor. What do these agencies and churches do and how are they linked to provincial or national bodies? To begin, consider these questions:

- Is there a St. Vincent de Paul Society?
- What does the Salvation Army do in your community?
- Does your community have a soup kitchen?
- Are there recreational activities for those who are less fortunate?
- Is there an annual collection of toys and food for Christmas?

Each research group presents its findings to the whole class so that everyone gains an understanding of what is being done by whom in the local community.

Introduction

You and your family face hard times and difficult choices. It is never easy to leave friends behind. Your teacher, a religious Sister (a nun), has taught you to write a journal to express your feelings and record some of your prayers.

The Situation

You have a choice of two scenarios: (1) your father lost his job after the stock-market crash or (2) your Prairie farm can no longer support the family because it has become part of the Dustbowl. You must move to Winnipeg to live with your aunt and uncle until your dad finds a job. Your mother may be able to help support the family because the government ruled a few months ago that women are persons in the eyes of the law. She has been telling your father that she wants to do her part to help support the family and they have had some good-natured arguments.

Your parish church has collected money so that your whole family can buy the train fare to Winnipeg. Today, you packed your clothes. Tonight for supper, you ate creamed corn from a can, a piece of bread, a glass of milk, and an apple. Tomorrow morning, your family will go to the church’s soup kitchen for a good meal and then catch the train.

Before you go to bed, you write a journal entry that expresses your thoughts and fears.

References

- Textbook: Chapter 2, pages 78–85
- Compendium: page 116: 410, 411, 413
- Bible: Matthew 6: 25–34

Part 1

Name: _____ Date: **December 1929**

I am writing as _____

Part 2

Name: _____ Date: _____

What role does money play in your life? Is it your servant or your master?

Does getting and spending money occupy much of your time? How do you feel about this?

I think (or feel) that ...

The World on Trial

THEMES: Dictators in a Changing World, Adolf Hitler, The Gathering Storm, Blitzkrieg, Battle of the Atlantic, Dieppe, Canada at War, Pilots, Secret Agents, and Seamen, Japanese Canadians, Hong Kong, Women Go to War, Conscription—Again, The Italian Campaign, D-Day to V-E Day, The Holocaust, The Mushroom-Shaped Cloud

Topic 3: WAR AND PEACE

INTRODUCTION: Through the Second World War, the views of Catholic Christians about war changed dramatically. War was and still is a “necessary evil” in the eyes of the Church; however, with the advent of the atomic bomb, war gained the potential to destroy humanity. Since that time, the Church has become more and more pacifist in its teaching.

References

Textbook: Chapter 3, pages 143, 150–55, 157

Compendium: pages 134–35: 480–86

Bible: Deuteronomy 5: 17, 20: 1–4; Isaiah 2: 2–5; Matthew 5: 21–24

Suggestion for Getting Started

Divide the class into two groups: one to plan a prayer service for new soldiers heading off to war; the other to plan a prayer service for people opposed to war. You might invite the school chaplain or a parish priest to help with a list of resources—hymns, prayers, and scripture.

Developing the Theme

Students should avoid making the services political (“Stop the war!” or “God is on our side!”). Each service should be a respectful effort to pray and worship. For example, the first might be dated for the fall of 1939 and the other for the fall of 1945.

Extending the Activity

John Weir Foote, a military chaplain from Ontario, received a Victoria Cross during the Second World War. Have students research his story and the role of chaplains in the Canadian Forces. You might refer them to the Veterans Affairs Canada Web site, www.vac-acc.gc.ca.

Evaluating the Activity

As with Chapter 1, the lesson material for Chapter 3 pertains to wartime, so all seven expectations could be evaluated. In these lesson suggestions, particular emphasis is placed on Expectations 1, 6, and 7.

- Designing the prayer services will allow students in both groups to reflect on the practice of their faith and to think more about what it means to be discerning believers (Expectation 1).
- The journal entries in Chapter 3 call on the students to consider their dual positions as family members and as responsible citizens, and the possibility that these roles might conflict: caring about one's family may not mean agreeing with them about what constitutes good citizenship. Students will consider that their informed consciences may put them in "respectful" disagreement with other family members (Expectations 6 and 7).

Use the rubrics designed for group work, oral presentations, and essays for this course.

Name: _____

Date: _____

Terminology/Definitions

pacifist
 moral conscience
 Beatitudes

References

Textbook: Chapter 3, pages 143, 150–57
 Compendium: pages 109–10: 367–69, 370–72
 Bible: Deuteronomy 5: 17, 20: 1–4; Isaiah 2: 2–5; Matthew 5: 21–24

Assignment

The class is divided into two groups. Group 1 will plan a prayer service using the theme of war. This service is for young men and women who are leaving for duty overseas during the Second World War. Group 2 will plan a prayer service using the theme of peace. This service is for people at home who are learning about the devastation of war and especially the awesome power of the first atomic bombs dropped on Japan in 1945.

Work with your assigned group to plan a prayer service. Use the resources provided or any other suitable prayers, readings, or hymns you can find in the library or on the Internet.

Worship Service: _____

(Note: Each planning committee’s first task is to decide on a title that fits the chosen theme.)

ORDER OF SERVICE

Processional Hymn *Led by music ministers, if students are to sing (Otherwise, use a tape recorder.)*

Opening Prayer *Led by Presider (The Presider leads prayers, reflects on the theme, and generally conducts the service.)*

Readings (3 readers)

Old Testament

Psalm

Gospel

Homily (or Brief Reflection) *By Presider*

Prayers of the Faithful (2 to 5 readers)

Moment of Silence and Lord’s Prayer

Concluding Prayer *Led by Presider*

Recessional Hymn *Led by Music Ministers*

Name: _____ Date: _____

Terminology/Definitions

chaplain

padre

Reference

Textbook: Chapter 3, page 152

Questions

1. What were the roles of military chaplains during both world wars?

2. Where was Padre Foote and how did he earn his Victoria Cross?

3. In what ways have chaplains and their roles changed in our modern world?

4. If a military chaplain's role is more than leading worship services and burying the dead, what do you think should be the most important elements in the person's training?

5. Should women be encouraged to be military chaplains? Explain.

6. Where else in society do you find chaplains serving in the name of the Church?

Introduction

You are 18 and must decide how you will contribute to the war effort. Christians are fortunate because they are able to face moral dilemmas within the Church community and based on established values. You will use the classic model—identify, evaluate, and act. Start with a clear statement of your dilemma and then prepare a T-graph with the Pros (statements in favour of your choice) in one column and the Cons (statements against your choice) in the other.

The Situation

Your father and older brother are serving overseas in the armed forces. Your mother is working in a munitions plant, and your older sister is a nurse caring for the wounded in a hospital in England. Will you join the armed forces? (Remember that young women could not fight in combat units during the Second World War; however, they could serve close to the action as nurses and clerks.) Will you work building weapons that will be used to kill the enemy? Will you choose to serve the war effort in a non-combat role—perhaps working in a factory or as a clerk in an office? Or, as a Christian, will you become a conscientious objector and protest the war publicly?

Only you know how you feel about the war. Are you afraid? Do you feel the war is wrong? Of course, some people will tell you that it is your duty to fight in the war, but only you can decide. After you finish the T-graph, write a brief journal entry explaining your decision.

References

Textbook: Chapter 3, pages 154–57, 168–73
 Compendium: pages 110–11: 372–76; page 135: 483
 Bible: Deuteronomy 5: 17, 20: 1–4; Matthew 5: 21–24

Part 1

Name: _____ Date: **December 1941**

I am writing as _____

My dilemma is ...

Pros	Cons

Part 2

Name: _____ Date: _____

Will you consider joining the Canadian Forces when you are 18?

Will your faith and values be part of this decision? Explain.

I think (or feel) that ...

The Baby Boom: 1945–1967

THEMES: An Uneasy Peace, Newfoundland and Labrador Join Canada, The Boom in Resources, Canadian Resources and U.S. Investment, The St. Lawrence Seaway, Immigration, The Baby Boom, The Coming of Suburbia, Television and Entertainment, Canada and the Cold War, The Diefenbaker Years, 1957–1963, Lester B. Pearson: The Diplomat, The New Democratic Party, The Rebellious 1960s, Canada’s Centennial: 1967

Topic 4: RIGHTS AND FREEDOMS

INTRODUCTION: Freedom of religion was part of what Canada’s veterans fought for during the two world wars. There were many great changes in our Catholic religion from 1945 to 1967. The laity went from observing at the Mass to participating fully. Before Vatican II in the early 1960s, women and girls were excluded from most ministries. By 1967, though, some girls in Canada were participating as altar servers, and in some churches, women were able to be readers and Eucharistic ministers.

References

Textbook: Chapter 4, pages 218, 224, 231, 236, 242–43

Compendium: pages 108–9: 363–66; page 127: 444

Bible: Romans 16: 1–2

*Catechism: page 336: 1577–78

*Here, the reference is to the complete Catechism—CCCB 1994.

Suggestion for Getting Started

Read the two excerpts from the Catechism, paragraphs 1577 and 1578 on page 336. (The Compendium does not cover this topic fully.) Discuss the concept of rights related to service and ministry in the Church. Have your students make a list of their rights (that is, what they are able to do) as laity members of the Church. The girls’ lists will be different from the boys’ in the key area of vocation, or call.

During a class discussion, ask students how they feel about this. By being denied the right to be priests in our Church, are women being discriminated against?

Developing the Theme

At one time in the Church's history, women were allowed ordination (Romans 16: 1–2).

At this time in the Church's history, the vocations of bishop, priest, and deacon are not open to women. Many women in North America and Europe consider this unfair. The Church considers these vocations to be for men only and views women eligible for different ministries, for a different kind of call. Consecrated life as a religious Sister is open to women, and women can minister to the poor and the sick, and to prisoners in Christ's name and in the name of the Church. Have students write a reflection paper of one or two pages describing how they feel about this topic.

Extending the Activity

Invite a religious Sister to speak to your class about her call to serve Christ.

Evaluating the Activity

Expectation 1 is central to Chapter 4 as the students reflect on and express personal understandings of their faith, especially the call to worship in a faith community. Expectations 3 and 4 form the subject of evaluation in this chapter.

- In their first journal entries and in their classroom sharing on the topic, do the students exhibit maturity in their discussions about attending Mass alone or with their families? (Expectations 1 and 6)
- Are students able to form clear opinions on their rights and freedoms in society and in the Church? (Expectation 3)
- Are there indications that students will be able to adapt these views in a discerning manner during their formative years and beyond? (Expectation 4)

Use the rubrics designed for group work, oral presentations, and essays for this course.

Name: _____

Date: _____

Terminology/Definitions

vocation rights consecrated *or* religious life
call laity ordination

References

Textbook: Chapter 4, pages 218, 231, 236, 242–43
Catechism: page 336: 1577–78

Assignment

Write an essay of 2 to 4 pages on the following topic: Rights and Freedoms in the Church—Yesterday and Today. Some notes and questions are provided to help you in organizing your thoughts and feelings.

Notes: When Canadian society began to recognize and firmly establish human rights, some people began to look at the Church’s position on the roles of men and women in this same way; however, the Church’s stand in the 1950s and 1960s is the same as it is today and is expressed in the Catechism: “... the ordination of women is not possible.” The Catechism goes on to say: “No one has a right to receive the sacrament of Holy Orders. Indeed no one claims this office for himself; he is called to it by God ... Like every grace this sacrament can be received only as an unmerited gift.”

Questions

1. How were the roles of women in the late 1950s and 1960s different than they are today?

2. The women’s liberation movement (see textbook page 243) caused changes in the ways women were treated in the workplace and at home. What is the evidence that women’s roles in the Church changed as well? In your answer, consider the roles that women play in your own parish.

3. Based on the definition of the word “right,” do you feel that women should have the right to be ordained as bishops, priests, and deacons in the Roman Catholic Church? Explain.

4. Is a woman’s call to serve God different from a man’s? Why do you think that?

Name: _____

Date: _____

Terminology/Definitionsnun *or* Sister cloistered discern**References**

Textbook: Chapter 4, page 224

The Bible: Matthew 4:18–22; Luke 1: 28–38

Catechism: pages 198–204; 904–27; 934–45 (with special attention paid to paragraphs 905, 907, 910, 912, and 916)

Assignment

The purpose of this assignment is to personalize the roles of young men and women in today's Church as a way of responding to the debate raised in the last assignment. You have a vocation, a call to serve God in some way based on your gifts. As a teenager, you may have recently experienced the sacrament of confirmation. It is time to begin to think more seriously and to pray about your personal vocation, even to try different ministries and to discern which of them is for you.

Your class is inviting a religious Sister, a leader of the Catholic Women's League, or a woman who is a Eucharistic minister to be a guest speaker. As a person in ministry, your guest will tell you about the call of a woman to serve God. Here are some questions to seek the answers to.

Questions

1. How did you personally experience the call to serve God?

2. Do you feel there are any differences between the call of a man and the call of a woman? If so, what are they?

3. What kinds of ministry do you do?

4. How does prayer play a part in your life? in your ministry?

5. Where should young people go for advice if they feel that they may have a call and are not comfortable talking to friends or family about it?

Introduction

During the era 1945–1967, teenagers were becoming a force to be reckoned with in society. Companies marketed their products to this younger generation and young people began to question their parents' values.

The Situation

You have decided that you don't want to attend Mass anymore. Some of your school friends have already quit going. It is not that you don't believe in God, you simply find Sunday worship boring and you don't really understand what is happening. You believe that you can pray alone* and worship God on your own in the beauty of creation.

Your plan is to write your thoughts on paper and give them to your family to prompt a discussion. Of course, when the time comes for the discussion, your family will have arguments ready. What do you want to say? How strongly do you feel about this?

*The belief that one can worship God by praying in isolation from others is called *gnosticism*; however, this practice is not supported by the Church. Since we understand that God is love, as written in 1 John 4: 8, the Church teaches that we are called to worship within a community of believers.

References

Textbook: Chapter 4, pages 242–43

Compendium: pages 84–85: 271–74; page 120: 432; page 158: 572–74, 576

Bible: Matthew 6: 5–6

Part 1

Name: _____ Date: **December 1961**

I am writing as _____

Dear Mom and Dad,

Part 2

Name: _____ Date: _____

What are your own feelings about attending Mass? Do you attend because your family expects you to? Or, do you attend because praying with others helps to strengthen your personal faith? Perhaps you have chosen not to attend at all. Explain.

I think (or feel) that ...

Canada Comes of Age: 1968–2005

THEMES: Trudeaumania, Canada in the 1970s: The Economy, A New Constitution for Canada, Trudeau and International Affairs, The Mulroney Years, Foreign Policy Changes, The Chrétien Years, The Martin Minority, Conservative Politics: 1993–2006, New People for a New Society, Prejudice and Racism, Canada’s Aboriginal Peoples, Towards Aboriginal Self-Government, Nunavut: Our Land, Seeking Justice, Canada’s Business Community, Canada’s Hi-Tech Youth, Women’s Rights by the 21st Century, Canadian Icons and Identity

Topic 5: CITIZENSHIP: CHURCH AND COUNTRY

INTRODUCTION: During this era the word “multicultural” entered Canadian vocabulary. *Multicultural* means that it is possible to belong to both the country as a whole (to be a Canadian citizen) and at the same time, to a unique segment of it. Immigrants can hold on to what is best about the culture and heritage of their homelands while bringing a variety and a richness to Canadian society through their music, dance, food, and other kinds of cultural activities.

References

Textbook: Chapter 5, pages 256, 257, 260, 271, 275, 278–81; see also Chapter 6, page 343.
Compendium: pages 53–54: 166–68; page 108: 363–65
Bible: Matthew 5: 9; Romans 12: 9–21

Suggestion for Getting Started

Divide the students into groups and have them discuss the rights and responsibilities of citizenship in this country, as defined by the Constitution and the *Canadian Charter of Rights and Freedoms*, and the rights and responsibilities they have as baptized Christians.

Developing the Theme

Ask the students if they can identify a circumstance or an issue where the rights and responsibilities of a citizen could conflict with the rights and responsibilities of a Christian. Essentially, the Charter has created a “pro-choice” society and Catholic Christians are members of a Church that is “pro-life” in all of its teachings. (Possible conflict issues include the same-sex marriage debate, birth control, and a woman’s legal right to an abortion in Canada.) Discuss the issues and invite students to do research. You may want to have them use their research to write essays of 2 to 4 pages.

Extending the Activity

1. Ask the bishop or a parish priest to speak to the class about the responsibilities that a young person accepts upon being confirmed in the Christian faith through the sacrament of Confirmation; alternatively, invite a local politician or community leader to speak about the *Canadian Charter of Rights and Freedoms* (<http://charterofrights.ca>).
2. Prompt students to select one of the conflicts discussed and to write a reflection paper 1 to 2 pages in length on the subject.

Evaluating the Activity

Responsible citizenship is the focus of Chapter 5 and also an underlying theme of the textbook. Graduate Expectation 7 is clearly the primary trait to be evaluated here. Aspects of this chapter also lend themselves to evaluating Expectations 5 and 2.

- Do the students clearly understand their responsibilities as citizens and as Catholic Christians? (Expectation 7)
- Are students able to respect the rights, responsibilities, and contributions of others during group discussions? (Expectation 5)
- During group discussions, are students listening to others and presenting their point of view respectfully? (Expectation 2)

Use the rubrics designed for evaluation of group work, oral presentations, and essays for this course.

Name: _____ Date: _____

Terminology/Definitions

prejudice multiculturalism same-sex marriage
racism just society

References

Textbook: Chapter 5, pages 256, 257, 260, 275, 278–81, 282–89; see also Chapter 6, page 343.
Compendium: page 54: 168; pages 108–9: 363–69
Bible: Matthew 5: 9; Romans 12: 9–21
Internet: <http://charterofrights.ca>

Questions

Since the *Canadian Charter of Rights and Freedoms* begins with the words: “Whereas Canada is founded upon principles that recognize the supremacy of God and the rule of law ...,” it is important to ask yourself key questions, such as these.

- 1. What are your basic rights and freedoms as a Canadian citizen and as a Christian?

- 2. What are your responsibilities to your country and to the Church?

- 3. People from many different faith traditions are immigrating to Canada. From your research, do you think that the *Canadian Charter of Rights and Freedoms* protects the rights of all Canadians in our multicultural society—or is it designed to protect the rights of minority groups? Explain.

Name: _____ Date: _____

Terminology/Definitions

pro-choice
pro-life

When you were preparing to be confirmed, the local bishop or your parish priest would have spoken to you about the gifts of the Holy Spirit and your responsibility to use those gifts. He also likely talked to you about your other responsibilities as a mature Christian.

Your class has invited a bishop or a priest to speak about the responsibilities of Christians. Below are some questions to ask your guest speaker.

Questions

1. What are the primary responsibilities of every Christian?

2. Are the responsibilities of Roman Catholic Christians different from those of other Christians?

3. Can you help us to understand the conflict between being a Christian and being a good citizen when political leaders in our country who are Catholics vote for and pass laws that the Church opposes?

Introduction

Put yourself in the place of a person newly immigrated to Canada. For the first time, you are writing to a friend in your country of origin about your new home.

The Situation

Your whole family has been sponsored by a Catholic parish and you have begun attending Mass and going to the local Catholic school. How welcome do you feel? Apart from possible homesickness, have there been any problems? What kinds of things have the people of the parish done to help you and your family?

If you are an Aboriginal Canadian, you may write your journal as a young person who has come to the city from a remote reserve—this option is open to non-Aboriginal students as well.

References

Textbook: Chapter 5, pages 256, 257, 260, 275, 278–81, 282–89, 294, 297; see also Chapter 6, page 343.

Compendium: page 54: 168; pages 108–9: 363–69

Bible: Matthew 5: 23–24, 43–48; Romans 14: 12–13, 17–19

Part 1

Name: _____ Date: **December 1978**

I am writing as _____

Part 2

Name: _____ Date: _____

Whether or not you were born in Canada, this part of the journal assignment allows you to reflect on your feelings about the multicultural nature of Canada. As page 280 in the textbook puts it, “Today, it is generally believed that Canada is a richer society due to the presence of immigrants from all over the world.” Record your responses to this idea.

I think (or feel) that ...

My Country, Mon Pays

THEMES: The French in Early Canada, The Duplessis Era in Quebec: 1936–1959, The Quiet Revolution, Bilingualism, The October Crisis, René Lévesque and the Parti Québécois, Language in Quebec, Failed Accords, Referendum 1995, Separatism and the Supreme Court, Quebec’s Changing Faces, French Canada Today

Topic 6: THE ROMAN CATHOLIC CHURCH IN QUEBEC

INTRODUCTION: Of the prime ministers mentioned in this chapter and the last four—Trudeau, Mulroney, Chrétien, and Martin—were Quebecers and practising Roman Catholics. These men, so important to Canada’s history, lived through a time when the Church went from having the strongest influence on Quebec society to having virtually none (at least politically). That lack of influence remains today. Present this topic to the students to research and explore: the Roman Catholic Church as a cause and a victim of the Quiet Revolution.

References

Textbook: Chapter 6, pages 320–22, 324–26, 327, 328, 355

Compendium: pages 114–17: 401–14

Bible: Matthew 7: 12; Ephesians 4: 29–32; Philippians 2: 2–4

Suggestion for Getting Started

Divide the class into partners for this research project. (One group could have three members if the class has an odd number of students.) One student is to research the theme of cause and the other the theme of victim. One week should be sufficient for the research component. Ensure that all groups have fair access to the Internet and other resources. Students could write individual essays of 2 to 4 pages based on their research.

Developing the Theme

Refer the students to *Sharpening Your Skills*, pages 360–61, to learn how to approach this assignment. Be sure to recommend use of the Internet for further research.

Extending the Activity

As a class, they could use their research skills to explore recent efforts of the Church in Quebec to restore its influence on family life and society: these initiatives include World Youth Day activities in 2002 and 2005, and the International Eucharistic Congress, scheduled for 2008 in Quebec City.

Evaluating the Activity

Expectation 7 is again foremost in Chapter 6, particularly in the specific ability to respect and affirm the diversity within our country. The students' skills as discerning believers and as reflective thinkers (Expectations 1 and 3) will also shine in these exercises. Consider these questions.

- Are the students socially responsible and do they make decisions based on gospel values? (Expectations 1 and 3)
- Are the students able to work with a partner effectively to achieve a common goal? (Expectation 5)
- Can the students understand the challenges of the Church's role in our pluralistic society? (Expectation 7)

Use the rubrics designed for evaluation of group work, oral presentations, and essays.

Name: _____ Date: _____

Partner's Name: _____

Terminology/Definition

Quiet Revolution

References

Textbook: Chapter 6, pages 320–22, 324–26, 327, 355

Compendium: pages 114–17: 401–14

Bible: Matthew 7: 12; Ephesians 4: 29–32; Philippians 2: 2–4

Assignment

You and a partner will research the Roman Catholic Church as a cause and as a victim of the Quiet Revolution, and answer the questions below. First, read *Sharpening Your Skills*, pages 360–61 in your textbook, and learn how to approach research for the topic. Next, begin your research by checking out the References above, using the Internet and any other sources you are able to locate. You may be asked to write an individual essay on the topic.

Questions

1. How was attendance in Quebec's Roman Catholic churches in 2005 different than it was in the past?

2. In what ways were bishops and priests involved in the political lives of their parishioners during the Duplessis era?

3. In what ways did bishops and priests involve themselves in the family life of their parishioners before the Quiet Revolution?

4. What changes in the Church's influence occurred after the Quiet Revolution?

Name: _____ Date: _____

Terminology/Definitions

- diocese
- bishop
- cardinal
- World Youth Day
- International Eucharistic Congress

Reference

Internet: www.cccb.ca
Use the Canadian Conference of Catholic Bishops Web site to explore current statistics about the Church in Quebec and to read about issues and events there.

Questions

The Roman Catholic Church is divided into areas called dioceses; some larger urban areas with many Catholics are called archdioceses. Each diocese is assigned a bishop as its spiritual leader, and each archdiocese has an archbishop. Some archbishops are given the special title of cardinal and become members of the College of Cardinals which, among other duties, selects the Pope.

1. How many cardinals are in Canada? How many are from Quebec?

2. How many dioceses and archdioceses are in Quebec? How many Roman Catholics are in Quebec?

3. What events indicate that the Roman Catholic Church is regaining its importance and is a vital part of Quebec society?

Introduction

Your class has begun a project to help Canadian unity. Your teacher has made contact with a school in Quebec and has arranged for each student in your class to write to a student in Quebec.

The Situation

The news is full of the emotional debate between the Québécois and people in the rest of Canada, and you are trying to make sense of it. As a class, discuss the issues raised by the 1987 Meech Lake Accord and the 1992 Charlottetown Accord *or* the Accords and the 1995 Referendum (see textbook pages 346–47 and 349). You decide to promote unity and understanding by writing to students in Quebec. You are to write as a student in a school where only basic French-language education is provided. If possible, write some part(s) of your letter in French.

References

Textbook: Chapter 6, page 328

Compendium: page 116: 410–12

Bible: Matthew 5: 9; 7: 12; 22: 36–40

Part 1

Name: _____ Date: **December 1992 or December 1995**

I am writing as _____

Part 2

Name: _____ Date: _____

When most Canadians think about Quebec and the possibility of separation, much emotion is involved. Try to set aside any prejudicial or negative comments or feelings that you may have experienced. Consider the term *brotherhood* (or *sisterhood*): that we are all God's children, and as Jesus taught, God wants us to live at peace with one another.

Where and how have you developed your feelings and opinions on the issue of Quebec's status? How does Canadian history show that, as a society, we are trying to love our neighbours?

I think (or feel) that ...

Canadian–American Relations

THEMES: The Geographic Link, The Political Link, Environmental Links, Environmental Issues, The Economic Link, The Free Trade Agreement, The Cultural Divide, Canada in the Mirror, Publishing Voices, The Sports Link

Topic: THE SEPARATION OF CHURCH AND STATE IN CANADA AND IN THE UNITED STATES

INTRODUCTION: Social justice is the place where politics and religion meet. Religious leaders are often the conscience for political leaders; however, politicians may or may not listen.

References

Textbook: Chapter 7, pages 370, 384, 386, 387

Compendium: pages 114–17: 401–14 (especially 402 and 403)

Bible: Luke 6: 37–38; 10: 25–37

Suggestion for Getting Started

Find examples of issues where politicians have differed with religious leaders in Canadian history. Debate whether it is ever correct for politicians to vote against their own consciences for the sake of representing how their constituents feel about an issue, which may be in conflict with their own opinion or that expressed by their party. (Possible issues include abortion rights, same-sex marriage, casinos and gambling, conscription, foreign aid, and capital punishment.) Separate the class into groups of four to six. Assign each group a separate issue to research and report back to the class about.

Developing the Theme

An Islamic state totally accepts the Koran as the moral and values guide for its legal system. U.S. politicians on television often quote biblical scripture or refer to God in expressing their opinions on certain issues. In Canada, we have assumed, until recently, that our Christian heritage is the standard for our values and the centre of our way of life. Only rarely—Stockwell Day, for example—has a politician expressed an openly Christian point of view in making political points. In other words, many Canadians pride themselves on our separation of Church and State.

Each group's task is to examine an issue on which the Catholic Church has expressed strong views in opposition to those expressed by the majority of politicians. (One such spokesperson has been Bishop

Fred Henry.) One challenge will be to find a Bible passage to support the Church's position; another will be to determine how the politicians supported their position in public speeches and debates with other candidates and in the media.

Extending the Activity

The premise is that a parent is running in a federal election. The students have been studying political issues in history and in civics classes. They offer to help with the campaign by meeting with a few friends to design a poster and a brochure (and perhaps a 30-second radio or TV ad) to explain the candidate's stand on an issue related to social justice. The candidate's position, based on Christian values, relates to child poverty, social assistance for the poor and homeless, or a similar issue. Students' advertising should use political terminology to explain the candidate's position, but at the same time relate to Jesus' message in the Gospels.

Evaluating the Activity

Chapter 7 pertains most to Expectation 7, about the development of a "responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life"; however, for this chapter, it would be appropriate to consider Expectations 2, 3, and 5 from the Institute for Catholic Education, as well.

- The fact that activity 7b is a hands-on project will allow students to demonstrate their particular abilities and also to rely on the abilities of others to achieve their goals (Expectation 5).
- Since politicians and their campaign workers need to be effective communicators, the related expectation can be measured most effectively during work on this chapter (Expectation 2).
- The ability to think independently and not give in to prejudice will be challenged by the journal work in this chapter (Expectation 3).

Use the rubrics designed for evaluation of group work, oral presentations, and essays for this course.

Name: _____

Date: _____

Terminology/Definition

Church and State

References

Textbook: Chapter 7, pages 372–77, 384–87

Compendium: pages 114–15: 402–3

Bible: Matthew 22: 15–21

The Debate ...

Should elected representatives, federal or provincial, vote based on their personal religious values at all times? Or, should elected representatives consider the values and opinions of the majority of voters who elected them and their party’s political platform?

Questions to Guide Your Discussions

- 1. Which issue has the group been asked to research?

- 2. What is the Church’s position on the issue?

- 3. What is the contrary position that the elected representative must consider?

- 4. What other factors will the elected representative have to consider in deciding how to vote on the issue? Assume that the representative is a member of Parliament.

- 5. In the United States, what would the prevailing opinion on the issue be? How might that influence elected representatives and voters?

Name: _____ Date: _____

Terminology/Definition

social justice

References

Textbook: Chapter 7, pages 372–77, 384–87

Compendium: page 127: 444; pages 142–43: 521–26

Assignment

Select one of the issues reported on in the first part of this lesson. With your group, design election campaign material encouraging voters to elect your candidate because of that person's stand on the issue.

Design a poster and a brochure highlighting the issue and explaining your candidate's position clearly.

You may also choose to write and record a 30-second radio or TV ad to express the position in other media.

Questions

1. What is the issue in simple, unambiguous language that voters can understand?

2. What key words and images will help express this message at a glance or when heard?

3. How can you answer critics as well as express your candidate's position positively?

4. How can you express a stand based on Christian values in Canada's multicultural society without the risk of offending some minority group?

Introduction

This time, you are going to draft a letter to the editor of your school's newspaper. It seems to you that even the best of friends sometimes talk behind one another's backs and make hurtful comments, comments they regret later.

The Situation

When the *Maclean's* magazine survey was published in 1999 (see textbook page 370), anti-American sentiment appeared in the last issue of your school's newspaper. You want to express your opinion to the editor that Americans are our friends and allies and that, as a Christian, you feel this negative sentiment should not be encouraged. Although it is appropriate to be critical when Americans make what seem to be mistakes, the comments you read sound like prejudice. You want to remind your peers of the Gospel teaching on love of neighbour.

References

Textbook: Chapter 7, page 370

Compendium: page 127: 444; pages 142–43: 521–26 (especially paragraph 525)

Bible: Luke 6: 37–38; Luke 10: 25–37; Matthew 22: 37–40

Part 1

Name: _____ Date: **December 1999**

I am writing as _____

Part 2

Name: _____ Date: _____

I think (or feel) that ...

Hands Around the World

THEMES: What Is Foreign Policy?, Canada and the United Nations, Peacekeeping and Peacemaking, Human Rights and Freedoms, Children’s Rights, The Cold War, Competition and Co-operation in Space, Canada’s Military Alliances, Economic and Political Alliances, Canada’s Aid to the Developing World, The New World Order

Topic: CANADA’S ROLE IN INTERNATIONAL DEVELOPMENT

INTRODUCTION: “Hence, the nature of Christian charity is fundamentally non-ideological. It does not seek to set up a political program or structures to address every need in the future. Nor does it seek to proselytize [convert people]. It seeks to respond to human need here and now, and to do so only out of love. Its only real goal is simply love itself” (Pope Benedict XVI’s encyclical, *God Is Love*). The worldwide practice of Christian love is the subject of this lesson.

References

Text: Chapter 8, pages 406–7, 410–11, 416–17, 420–21, 434–37

Compendium: page 116: 413; page 141: 518

Bible: James 2: 13–17

Suggestion for Getting Started

Pope Benedict XVI writes, “our love [as Christians] must not become just another form of social assistance.”

Divide the class into groups and assign each group an international charitable organization that provides aid to developing countries and is based on the Pope’s philosophy of help without strings attached. Focus on organizations that have a national office in Canada and raise money here: these include OXFAM, Pediatric Aids, CARITAS, and the Christian Children’s Fund. One group to be assigned should be the Canadian Catholic Organization for Development and Peace, which was founded by the Canadian Conference of Catholic Bishops in 1967.

Developing the Theme

Ask the groups to study issues related to human need beyond the local community and to report to the class on ways that Canadians and their donations make a positive difference in people’s lives globally.

Extending the Activity

Refer students to the Sharpening Your Skills section on public speaking, pages 442 and 443. Ask them to each prepare a speech for the class on one topic discussed in this chapter, for example: human rights, youth making a difference, foreign aid, or disaster relief. Students could investigate the “Just Youth” material from Development and Peace on the D & P Web site (www.devp.org) or check out the heading “Just Youth” at <http://youth.devp.org/>. They will gain examples to help them in their research.

Evaluating the Activity

Chapter 8’s activities focus on Canada’s role in world affairs from a Christian perspective. They thereby readily allow evaluation of Expectation 7. This chapter provides opportunities to address all seven expectations, as did Chapters 1 and 3 on the world wars.

- As a discerning believer, the student should be able to reflect on Scripture and Church teaching related to international development (Expectation 1).
- As an effective communicator, the student should willingly take part in any debate on international development and be sensitive to the views of classmates (Expectation 2).
- As a reflective, creative, and holistic thinker—and in the light of recent history—the student should be well on the way towards forming a conscience-based decision about participation in international development (Expectation 3).
- As a self-directed learner, the student should be able to research life in the early 21st century and write a compassionate and authentic journal entry in role as a young person of the era (Expectation 4).
- As a collaborative contributor, the student will add content and quality to the group’s discussion on the themes of development and peace, and on the Church’s other charitable activities (Expectation 5).
- As a caring family member, the student will minister to family members and the wider community by generously giving of time and talents (Expectation 6).
- As a responsible citizen, the student will respect and affirm the diversity and interdependence of the world’s peoples and cultures (Expectation 7).

Use the course-specific rubrics designed for evaluation of group work, oral presentations, and essays.

Name: _____ Date: _____

Terminology/Definitions

charity
developing countries
non-governmental organizations (NGOs)
proselytize
Canadian International Development Agency (CIDA)

References

Textbook: Chapter 8, pages 406–7, 410–11, 416–17, 420–21, 434–37
Compendium: page 116: 413; page 141: 518
Bible: James 2: 13–17

Questions

1. What is the name of the organization the group is to research? Does it have a specific Christian affiliation?

2. Who is responsible for managing the organization: a volunteer board of directors? an executive director?

3. What is the group's expressed purpose for its fund raising? How are people helped by donations?

4. What percentage of the funds raised go to the people in other countries? (*Note: Under Canadian law, charitable organizations can use up to 20 percent of funds raised for administrative and fund-raising expenses.*)

5. Does the charity have people working in developing countries or does it focus purely on fund raising?

Name: _____

Date: _____

Terminology/Definitions

development
foreign aid
solidarity

Reference

Textbook: Chapter 8, pages 434–37

Assignment

It is hoped that one of the organizations researched by members of your class or something that you heard during the presentation has given you an idea for a speech, something that you feel strongly about and want to share with others.

Another source for material on this topic is the “Just Youth” branch of Development and Peace. Many people your age are already members of a Just Youth group. They learn about social justice and about how they can make a difference locally and internationally.

Using the Sharpening Your Skills section on pages 442 and 443 as a guide, prepare a speech for your class on one of the topics discussed in this chapter, for example: human rights, youth making a difference, foreign aid, development and peace, or disaster relief.

My Speech ...

The focus (or major argument)
The introduction
Information to prove my argument
The conclusion (summary of my major points)

Remember these highlights based on textbook pages 442 and 443:

- Rehearse. Don't just read your speech—learn it!
- Focus on your voice—speak clearly and not too fast.
- Consider how you look.
- Make eye contact and gestures.
- Use audio-visual aids, if possible.
- Stay calm—take deep breaths.

Introduction

This topic is about stewardship. How will you deal with your personal resources, now and in the future? Stewardship is much more than simple charity. It has to do with career and volunteerism, which is stewardship of your time. It has to do with you and your gifts, which is stewardship of your talents. And it has to do with any money you earn now and in the future to care for yourself and your family—and to share with others less fortunate. That is stewardship of “treasure.”

The Situation

You are now living in the future, so this first entry will differ somewhat from the others you have made.

References

Textbook: Chapter 8, pages 434–41

Compendium: page 141: 518–20

Bible: 1 John 4: 12–15; Psalm 139

Part 1

Name: _____ Date: **December 20, 20**__

I am writing as myself **15 or 20** years from now ... _____

Part 2

Name: _____ Date: _____

What part will you play in the history of Canada? What are your current plans for career, marriage, and family? What role will your faith play in these decisions and actions? How will you “ride the dash”—the dash that appears on a headstone, for example,

John Doe
19__ – 20__

and that represents your life’s story?

For some inspiration, try Pray as You Go, a special Web site with daily prayers available for iPod users. The prayers, which include music and reflections, are composed by the Jesuit community. Visit www.pray-as-you-go.org/index.htm.

I think (or feel) that ...

Name: _____ Activity: _____

Underline the criteria that will be applied or write additional criteria in Other section.

Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge/ Understanding	Demonstrates thorough knowledge and understanding of content	Demonstrates considerable knowledge and understanding of content	Demonstrates some knowledge and understanding of content	Demonstrates limited knowledge and understanding of content
Thinking/ Inquiry	Thorough application of planning/processing skills	Considerable application of planning/processing skills	Some application of planning/processing skills	Limited application of planning/processing skills
Communication	Communicates for different audiences and purposes with a high degree of effectiveness	Communicates for different audiences and purposes with a considerable degree of effectiveness	Communicates for different audiences and purposes with some degree of effectiveness	Communicates for different audiences and purposes with a limited degree of effectiveness
Application	Transfers knowledge and skills to new contexts with a high degree of effectiveness	Transfers knowledge and skills to new contexts with a considerable degree of effectiveness	Transfers knowledge and skills to new contexts with some degree of effectiveness	Transfers knowledge and skills to new contexts with a limited degree of effectiveness
Other				

Summary Comments/Suggestions:

Assessor: Peer Self Teacher _____ Date: _____

Name: _____ Activity: _____

Underline criteria that will be applied or write additional criteria in Other section.

Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge/ Understanding	Demonstrates thorough knowledge and understanding of content	Demonstrates considerable knowledge and understanding of content	Demonstrates some knowledge and understanding of content	Demonstrates limited knowledge and understanding of content
Thinking/ Inquiry	Thorough application of planning/processing skills	Considerable application of planning/processing skills	Some application of planning/processing skills	Limited application of planning/processing skills
Communication	Expresses and organizes ideas and information with a high degree of effectiveness Communicates for different audiences and purposes with a high degree of effectiveness	Expresses and organizes ideas and information with a considerable degree of effectiveness Communicates for different audiences and purposes with a considerable degree of effectiveness	Expresses and organizes ideas and information with some degree of effectiveness Communicates for different audiences and purposes with some degree of effectiveness	Expresses and organizes ideas and information with a limited degree of effectiveness Communicates for different audiences and purposes with a limited degree of effectiveness
Application	Transfers knowledge and skills to new contexts with a high degree of effectiveness	Transfers knowledge and skills to new contexts with a considerable degree of effectiveness	Transfers knowledge and skills to new contexts with some degree of effectiveness	Transfers knowledge and skills to new contexts with a limited degree of effectiveness
Other				

Summary Comments/Suggestions:

Assessor: Peer Self Teacher _____ Date: _____

Name: _____ Activity: _____

Underline the criteria that will be applied or write additional criteria in Other section.

Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge/ Understanding	Demonstrates thorough knowledge of content Demonstrates thorough understanding of content	Demonstrates considerable knowledge of content Demonstrates considerable understanding of content	Demonstrates some knowledge of content Demonstrates some understanding of content	Demonstrates limited knowledge of content Demonstrates limited understanding of content
Thinking/ Inquiry	Thorough application of planning/processing skills	Considerable application of planning/processing skills	Some application of planning/processing skills	Limited application of planning/processing skills
Communication	Expresses and organizes ideas and information with a high degree of effectiveness Communicates for different audiences and purposes with a high degree of effectiveness	Expresses and organizes ideas and information with considerable effectiveness Communicates for different audiences and purposes with a considerable degree of effectiveness	Expresses and organizes ideas and information with some degree of effectiveness Communicates for different audiences and purposes with some degree of effectiveness	Expresses and organizes ideas and information with limited effectiveness Communicates for different audiences and purposes with a limited degree of effectiveness
Application	Transfers knowledge and skills to new contexts with a high degree of effectiveness	Transfers knowledge and skills to new contexts with a considerable degree of effectiveness	Transfers knowledge and skills to new contexts with some effectiveness	Transfers knowledge and skills to new contexts with a limited degree of effectiveness
Other				

Summary Comments/Suggestions:

Assessor: Peer Self Teacher _____ Date: _____

Name: _____ Activity: _____

Underline the criteria that will be applied or write additional criteria in Other section.

Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge/ Understanding	Demonstrates thorough knowledge of content Demonstrates thorough understanding of content	Demonstrates considerable knowledge of content Demonstrates considerable understanding of content	Demonstrates some knowledge of content Demonstrates limited knowledge of content	Demonstrates some understanding of content Demonstrates limited understanding of content
Thinking/ Inquiry	Thorough application of planning/processing skills	Considerable application of planning/processing skills	Some application of planning/processing skills	Limited application of planning/processing skills
Communication	Expresses and organizes ideas and information with a high degree of effectiveness Communicates for different audiences and purposes with a high degree of effectiveness	Expresses and organizes ideas and information with a considerable degree of effectiveness Communicates for different audiences and purposes with a high degree of effectiveness	Expresses and organizes ideas and information with some degree of effectiveness Communicates for different audiences and purposes with some degree of effectiveness	Expresses and organizes ideas and information with a limited degree of effectiveness Communicates for different audiences and purposes with a limited degree of effectiveness
Application	Transfers knowledge and skills to new contexts with a high degree of effectiveness	Transfers knowledge and skills to new contexts with a considerable degree of effectiveness	Transfers knowledge and skills to new contexts with some degree of effectiveness	Transfers knowledge and skills to new contexts with a limited degree of effectiveness
Other				

Summary Comments/Suggestions:

Assessor: Peer Self Teacher _____ Date: _____

Name: _____ Activity: _____

Add the criteria that will be applied in the boxes.

Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge/ Understanding				
Thinking/ Inquiry				
Communication				
Application				
Other				

Summary Comments/Suggestions:

Assessor: Peer Self Teacher _____ Date: _____