

Living in Christ **Teacher Guide**

saint mary's press

Catholic Social Teaching

Christian Life in Society



Anne T. Herrick, EdD Mary K. McCullough, PhD

Titles in the Living in Christ Series

The Bible: The Living Word of God

Jesus Christ: God's Love Made Visible

The Paschal Mystery: Christ's Mission of Salvation

The Church: Christ in the World Today

The Sacraments: Encounters with Christ

Christian Morality: Our Response to God's Love

The New Testament: The Good News of Jesus Christ

Catholic Social Teaching: Christian Life in Society

Church History: Apostolic Times to Today

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Catholic Social Teaching

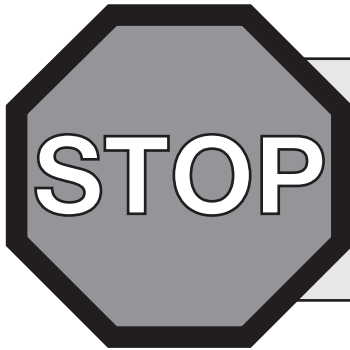
Christian Life in Society

TEACHER GUIDE

Living in Christ

Anne T. Herrick, EdD

Mary K. McCullough, PhD



To access the ancillary teaching resources for this course, go to www.smp.org/LivingInChrist/CatholicSocialTeaching



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This book is dedicated to my family, all of my students, all of my teachers and professors who have educated, inspired, and challenged me to live out Catholic social teaching.

This book is also dedicated to all current and future high school students living the disciplined life, especially Grace, Eamonn, Marley, and Katie.

The publishing team included Gloria Shahin, editorial director; Brian Singer-Towns, development editor. Prepress and manufacturing coordinated by the production departments of Saint Mary's Press.

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Introducing the Living in Christ Series

Catholic Social Teaching: Christian Life in Society is the twelfth-grade elective course in the Living in Christ series.

Saint Mary's Press developed the Living in Christ series in response to the needs of important stakeholders in the catechesis process. The courses follow the sequence and contain the material from the USCCB's Curriculum Framework. Each course also contains other material in the student book and teacher guide that students should know, understand, and be able to carry out. Each course responds to the varied needs that teachers have expressed, especially about limited time and the range of catechizing the young people in a high school religion class have had, offering wisdom from "secular" educational methods that can address both time limits and diversity in the classroom.

With the Living in Christ series, Catholic high school students will understand foundational concepts about the Bible, Jesus Christ as a member of the Trinity, the Paschal Mystery, the Church, the Sacraments, and morality. They will also have skills to learn more about their faith by studying Scripture, reading primary theological sources, consulting the Catholic faith community, doing self-reflection, and having conversations with their peers. With your guidance your graduates will possess a lived faith as they move into their future.

The Living in Christ Series

The Living in Christ series has a different look and feel from traditional high school theology textbooks and teaching manuals.

- **The teacher guide, rather than the student book, provides the scope and sequence for the course.** Teaching with the student book is more like teaching with *The Catholic Faith Handbook for Youth* (Saint Mary's Press, 2008) than a textbook. The sequence of a textbook is important because the content builds on what has come before. A handbook provides material in a sensible order, but because the content does not rely on what has come before in quite the same way, the material can be presented in several different sequences.
- **The teacher guide provides you with ideas about how to teach not only with the student book but also with the Bible, resources on the Saint Mary's Press Web site (smp.org/LivinginChrist), and other resources found on the Internet.** The teacher guide works as a command center for the course, providing ways for you to teach key concepts to the students by bringing in a wide variety of resources.

- **The Living in Christ series invites you as teacher to develop your abilities to facilitate learning.** This series asks you to become an expert about your own students, discern how they learn best, and then lead them to understand main concepts in a way that speaks to their lived experiences and the issues of the day.
- **The Living in Christ series invites the students to be more engaged in their own learning.** This series asks the students to take charge of their learning process and to practice what it will mean to be adult Catholics who must translate scriptural and Church teaching into their real world.

These changes will enable the students to consider the most important concepts in the course at a deeper level.

The Series Web Site: smp.org/LivinginChrist

In addition to the teacher guide and student book, the Living in Christ series provides an extensive collection of digital resources for each course to assist you in guiding the learning of your students. The digital resources are sorted on the Web site by course and unit. For each unit in a course, you will find the following resources at smp.org/LivinginChrist:

- **Handouts** All handouts for a unit are provided in multiple digital formats, including Word and rich text formats that you can revise.
- **Method articles** Method articles explain teaching methods introduced in a unit that might be unfamiliar to some teachers.
- **Theology articles** Theology articles provide an in-depth exploration of key theological concepts presented in a unit to assist you in explaining the concept and responding to student questions.
- **PowerPoint presentations** Student learning in each unit is enhanced with PowerPoint presentations. Beyond simply repeating student book content, these PowerPoint presentations engage students through reflection and discussion. All of the Living in Christ PowerPoint presentations are in a format that allows you to revise them.
- **Useful links** Links to other resources are provided so you can enhance your students' learning with additional resources. The links direct your students to Web sites you can trust, and are continually checked for appropriateness and to ensure that they are active.

At smp.org/LivinginChrist you will also have access to an online test bank, which provides hundreds of questions for each course, beyond what is provided in the units. You can use test questions as they are presented or modify them for your students' learning needs.

Introducing *Catholic Social Teaching: Christian Life in Society*

This course leads the students toward a deeper understanding of the rich tradition of Catholic social teaching. The course starts by examining the foundations of Catholic social teaching in Scripture and Tradition. The students then explore the tremendous growth in this teaching over the last century as the Church has responded to our rapid and far-reaching changes in society. Later units explore specific social issues, such as protecting human life at its beginning and at its end, poverty and hunger, war and peacemaking, economic justice, and environmental justice. Over the course of the eight units, the students are called to reflect on Christ's call to live justly and confront sinful social structures.

The course has eight units centered on eight important questions or concepts about Christian morality. Each unit builds on the knowledge, skills, and understanding of the previous one. Within each unit the knowledge, skills, and understanding also build as it progresses. The eight units are as follows:

- Unit 1: The Foundations of Social Justice in Scripture and Tradition
- Unit 2: Understanding Catholic Social Teaching in the Modern Age
- Unit 3: Creating a Just Society
- Unit 4: Respecting Human Life and Dignity
- Unit 5: Promoting Peace
- Unit 6: Examining Economic Justice
- Unit 7: Exploring Environmental Justice
- Unit 8: Living Justly

The Structure of Each Unit in This Teacher Guide

This teacher guide offers the teacher one path through each unit, referring the students to the student book, the Bible, resources on the Saint Mary's Press Web site (smp.org/LivinginChrist), and other Internet resources.

The path for each unit has the goal of leading all the students to comprehend four “understandings” with the related knowledge and skills. This curriculum model assumes that you will adjust your teaching according to the needs and capabilities of the students in your class. You do not have to complete every learning experience provided, and we hope you substitute your own ideas for those in the guide when needed.

Each unit has three basic parts: the Overview, the Learning Experiences, and handouts.

Overview

The Overview is a snapshot of the whole unit. It provides the following information:

- the concepts the students should understand by the end of the unit
- the questions the students should be able to answer by the end of the unit
- a brief description of the summary assessments (final performance tasks) offered, which will show that the students understand the most important concepts
- a list of articles from the student book covered in the unit
- a summary of the steps in the Learning Experiences section (Each step in the unit builds on the one before but must be adjusted to fit your schedule and the needs of the students. The use of *steps* is more flexible than is a structure based on 60-minute periods, for example.)
- a list of background material on content and methods that can be found on the Saint Mary's Press Web site (smp.org/LivinginChrist)
- a list of Scripture passages used
- a list of vocabulary that comes from the student book and from the learning experiences in the teacher guide

Learning Experiences

The instruction and learning occur in this section. Each unit contains a similar process for instruction.

Preassess Student Knowledge of the Concepts

Each unit opens with one or more options for preassessing what the students already know about a topic. It is useful to know this information as you prepare to present new material.

Preassessing the students' knowledge can help you to determine how to use your time effectively throughout the unit. It is not worth your time to teach the students what they already know or to teach above their heads. Students learn most effectively when new concepts build on what they already know. More often, you have a mixed group knowledge-wise, which is good, because the students can help one another.

Unit 1 offers a more comprehensive questionnaire to help you see where the students are coming from religiously and in terms of knowledge and belief. This preassessment will help you to make choices throughout the unit. Based on what you learn in your preassessment in unit 1, you may decide to spend more or less time on given topics.

Present the Final Performance Tasks to the Students

A final performance task is a type of summary assessment, which means that it is a means of determining what the students understand, know, and can do after a period of instruction such as a unit. (The unit test is also a summary assessment.)

In addition to providing a unit test, we encourage you to assess (determine) student understanding of the four most important concepts in each unit by assigning one of the short projects called final performance tasks. Through these projects the students can demonstrate their understanding of the main concepts. This assignment allows you to have another snapshot of what the students understand.

For example, the four understandings for unit 1 are:

- God's plan is for human beings to be in just and loving relationship with him and with other people; the Trinitarian *communio* is the pattern for social life.
- The foundational principles for a just society are taught in the Old Law and are reinforced by the prophets of the Old Testament.
- Jesus Christ fulfilled the Old Law and the message of the prophets by teaching that God's justice reflects God's love and mercy.
- The Church is a sign and instrument of communion with God and the unity of the whole human race.

The handout “Final Performance Task Options for Unit 1” (Document #: TX001932) in the teacher guide outlines the assignment options. Note that for all the options, the students must show their understanding of these concepts. The first final performance task option has them create a digital poster about a social justice hero. The second asks them to create an interactive, creative lesson plan to instruct the students in another school about the biblical foundations of social justice. A traditional unit test is also provided.

We suggest that you explain the performance task options early in the unit so the students can focus on the knowledge and skills they can use for the final performance task they choose. This also helps to decrease the number of “Are we learning anything today?” or “Why do we have to learn this?” questions by giving the students the big picture of where they are headed and how they will get there.

Provide Learning Experiences for the Students to Deepen Their Understanding of the Main Concepts

This teacher guide uses the term *learning experiences* rather than *activities* to emphasize that much of what goes on in the classroom should contribute to student learning, such as explaining assignments; presenting new material; asking the students to work individually, in pairs, or in groups; testing the students; and asking them to present material to their peers.

Each step in the teacher guide leads the students toward deeper understanding of the four key understandings of a unit. At times learning experiences are grouped into a single step because they work toward the same goal. At other times a step includes only one learning experience. If you have a better way of achieving a step goal, by all means use it. However, if new vocabulary or content is introduced in a step you have chosen to skip, you may want to go over that material in some way, or remove that material from the unit test.

Throughout the steps, references are made to student book articles, resources at smp.org/LivinginChrist, and other Internet resources. Often the teacher guide addresses the content in the student book early in the unit and then asks the students to uncover a deeper meaning with various learning experiences throughout. When applicable the book refers to smp.org/LivinginChrist for resources at your fingertips.

The goal of this course is for the students to gain a deeper understanding of the material. But what is understanding? The understanding we want the students to gain is multifaceted. Understanding encompasses several of the “facets of understanding,” used by Jay McTighe and Grant Wiggins in their book *Understanding by Design*:

We have developed a multifaceted view of what makes up a mature understanding, a six-sided view of the concept. When we truly understand we

Explain

Can explain—via generalizations or principles, providing justified and systematic accounts of phenomena, facts, and data; make insightful connections and provide illuminating examples or illustrations.

Interpret

Can interpret—tell meaningful stories; offer apt translations; provide a revealing or personal historical dimension to ideas and events; make the object of understanding personal or accessible through images, anecdotes, analogies, and models.

Apply

Can apply—effectively use and adapt what we know in diverse and real contexts—we can “do” the subject.

Perceive

Have perspective—see and hear points of view through critical eyes and ears; see the big picture.

Empathize

Can empathize—find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior direct experience.

Reflect

Have self-knowledge—show metacognitive awareness; perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; are aware of what we do not understand; reflect on the meaning of learning and experience.

(P. 84)

Understand

Note that Saint Mary’s Press has created icons for each facet of understanding. When a majority of facets are present, there will be an “understand” icon. When relevant, all facets of understanding should be addressed in each unit. If you are used to Bloom’s Taxonomy, see smp.org/LivinginChrist for a comparison of both models of understanding and learning.

Provide a Day or Partial Day for the Students to Work on the Final Performance Tasks

This guide encourages you to give the students time in class to work on their final performance tasks if you have assigned them. You do not, however, have to wait until the end of the unit. Not only does this day give the students time to work in groups if needed or to do some research, but it also gives you the opportunity to identify any students who may be having trouble with the assignment and allows you to work with them during class time.

Give the Students a Tool to Help Them Reflect on Their Learning

The handout “Learning about Learning” (Document #: TX001159; see Appendix) is a generic way to help the students think about what they have learned during the entire unit. This process, whether done this way or in another fashion, is valuable for several reasons:

- The students do not get much time to reflect while they are moving through each unit. Looking over the unit helps them to make connections, revisit any “aha!” moments, and identify which concepts remain difficult for them to understand.
- We give students a gift when we help them learn how they learn best. Insights such as “I didn’t get it until we saw the video” or “Putting together the presentation required that I really knew my stuff” can be applied to all the disciplines they are studying.

Feel free to have the students discuss the handout questions in pairs at times for variety.

Handouts

All the handouts in the teacher guide, as well as the unit tests, are available on the Saint Mary’s Press Web site at smp.org/LivinginChrist, as PDFs, as Word documents, or in rich text format (RTFs), for downloading, customizing, and printing. The handouts found at the end of each unit in this guide are simply for teacher reference.

Appendix

The teacher guide has one appendix, which consists of a handout that is used in each unit. The handout is also available at smp.org/LivinginChrist for downloading, customizing, and printing.

Thank You

We thank you for putting your confidence in us by adopting the Living in Christ series. Our goal is to graduate students who are in a relationship with Jesus Christ, are religiously literate, and understand their faith in terms of their real lives.

Please contact us and let us know how we are doing. We are eager to improve this curriculum, and we value your knowledge and expertise. You may e-mail us at LivinginChrist@smp.org to offer your feedback.

Unit 1 The Foundations of Social Justice in Scripture and Tradition

Overview

This first unit calls the students to consider the societal implications of God’s plan of salvation. It defines and applies the concept of social justice to our relationships with God and other people. This unit contains important information from Sacred Scripture and Church teachings that sets the foundation for the remaining units of the course.

Key Understandings and Questions

Upon completing this unit, the students will have a deeper understanding of the following key concepts:

- God’s plan is for human beings to be in just and loving relationship with him and with other people; the Trinitarian *communio* is the pattern for social life.
- The foundational principles for a just society are taught in the Old Law and are reinforced by the prophets of the Old Testament.
- Jesus Christ fulfilled the Old Law and the message of the prophets by teaching that God’s justice reflects God’s love and mercy.
- The Church is a sign and instrument of communion with God and the unity of the whole human race.

Upon completing the unit, the students will have answered the following questions:

- Why did God’s original plan for just relationships get disrupted, and how has God worked to restore our original state of justice and holiness?
- What foundational principles for social justice are taught in Old Testament Law and reinforced by the prophets?
- How does Jesus Christ’s life and teaching reveal the deeper meaning of Divine Law, especially in issues of social justice?
- How is the Church a sacrament of the communion between God and humanity?


How Will You Know the Students Understand?

The following resources will help you to assess the students’ understanding of the key concepts covered in this unit:

- handout “Final Performance Task Options for Unit 1” (Document #: TX001932)

- handout “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001933)
- handout “Unit 1 Test” (Document #: TX001937)

Student Book Articles

This unit draws on articles from the *Catholic Social Teaching: Christian Life in Society* student book and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read an article from the student book, the following symbol appears in the margin: . The articles covered in the unit are from “Section 1: Foundational Principles of Social Justice,” and are as follows:

- “God’s Original Plan: A Just Community” (article 1, pp. 10–14)
- “The Social Dimension of God’s Plan of Salvation” (article 2, pp. 15–20)
- “The Social Dimension of the Paschal Mystery” (article 3, pp. 20–25)
- “The Church: Communion and a Just Community” (article 4, pp. 25–30)
- “Social Teaching in the Old Testament” (article 5, pp. 32–36)
- “The Justice Message of the Prophets” (article 6, pp. 36–37)
- “Social Teaching in the New Testament” (article 7, pp. 38–44)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students to enable them to discover the foundations of social justice in Scripture and Tradition. It is not necessary to use all the learning experiences provided in the unit. However, if you substitute other material from this course or your own material for some of the material offered here, be sure that you have covered all relevant facets of understanding and that you have not missed any skills or knowledge required for later units.

Explain

Step 1: Preassess the students’ knowledge of the concept of justice as revealed in Scripture and Tradition.

Understand

Step 2: Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 1” (Document #: TX001932) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001933).

Reflect

Step 3: Examine God’s plan for human beings to be in just and loving relationships with him and other people, using a bodily-kinesthetic exercise to deepen student understanding of the Creation accounts.

Explain

Step 4: Invite the students to share what they have learned about the social dimensions of the Paschal Mystery by creating songs.

Explain

Step 5: Discover the foundations of biblical justice and God's covenants through interactive notebook and video creations.

Perceive

Step 6: Inspire the students by creating billboards with the justice message of the prophets.

Explain

Step 7: Present information on the social teachings in the New Testament and deepen the students' understanding of the material by engaging them in creating a mind map.

Perceive

Explain

Step 8: Research organizations within the Church to explore how the Church works for justice and the common good.

Apply

Step 9: Create small-group skits to help the students to apply the code for living as suggested in the Beatitudes.

Understand

Step 10: Invite the students to reflect on and apply the Great Commandments.

Understand

Step 11: Make sure the students are all on track with their final performance tasks, if you have assigned them.

Reflect

Step 12: Create a word cloud to help the students understand the vocabulary words from this chapter.

Understand

Step 13: Conduct a stand-up quiz to assess student understanding.

Reflect

Step 14: Provide the students with a tool for reflecting on what they learned in the unit and how they learned.

Background for Teaching This Unit

Visit smp.org/LivinginChrist for additional information about these and other theological concepts taught in this unit:

- “The Biblical Foundations of Justice” (Document #: TX001939)
- “The Corporal Works of Mercy” (Document #: TX001935)

The Web site also includes information on these and other teaching methods used in the unit:

- “Using Centering Prayer” (Document #: TX001941)
- “Using Multiple Intelligences in the Educational Process” (Document #: TX001942)
- “Using a Mind Map” (Document #: TX002388)

Scripture Passages

Scripture is an important part of the Living in Christ series and is frequently used in the learning experiences for each unit. The Scripture passages featured in this unit are as follows:

- Genesis 1:27 (God creates the world and humans in his divine image)
- Genesis 3:5–9 (Adam and Eve in the Garden; the Fall from Grace)
- Exodus, chapter 20 (the Old Law: the Ten Commandments)
- Matthew, chapters 5–7 (the New Law: the Sermon on the Mount)
- Luke 16:19–31 (Jesus teaches that the wealthy have the responsibility to share material goods)
- Mark 11:15–18 (Jesus drives out the money changers)
- Exodus, chapters 21–23 (respect for human life and property)
- Leviticus, chapter 25; Deuteronomy 15:1–15 (just distribution of wealth)
- Jeremiah 22:1–17; Micah, chapter 6 (act justly)
- Mark 10:13–15 (Jesus teaches unconditional respect for human dignity by his love)
- Luke 14:7–24 (Jesus invites the poor to the banquet)
- Matthew 6:19–34 (“For where your treasure is, there also will your heart be.”)
- Luke 18:18–30 (Jesus asks the wealthy to share with the poor)
- Matthew 25:31–46 (The Last Judgment and the corporal works of mercy)
- Mark 12:29–31 (the Great Commandments)

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout “Vocabulary for Unit 1” (Document #: TX001934), one for each student.

.....

Church	original justice
common good	Original Sin
corporal works of mercy	Paschal Mystery
covenant	prophet
Divine Revelation	salvation history
Fall, the	Scripture(s)
genocide	social justice
grace	synoptic Gospels
New Law	Tradition
Old Law	Trinity
original holiness	

Learning Experiences

Explain**Step 1**

Preassess the students' knowledge of the concept of justice as revealed in Scripture and Tradition.

Option 1: Ten-Word Summaries

1. **Prepare** by gathering blank index cards and pens or pencils, one of each for each student.
2. **Distribute** the index cards and pens or pencils. Then invite the students to write a ten-word summary on one side of the card describing how justice is portrayed in the Old Testament. On the reverse side of the card, direct them to write another ten-word summary addressing how justice is portrayed in the New Testament.
3. **Divide** the class into small groups of no more than five people, and determine a reporter for each group. All the students in each small group will share their responses to both prompts and will then create two new ten-word summaries, one for the Old Testament and one for the New Testament, synthesizing the thoughts that have surfaced from sharing the individual summaries.
4. **Conclude** by having the reporter from each small group share the group's summaries with the class.

Option 2: Quick Essay

1. **Prepare** by gathering pens or pencils and sheets of blank paper, one of each for each student. Also write the following prompt on the board:

What does it mean to live as a disciple of Christ in society?

2. **Distribute** the pens or pencils and sheets of blank paper. Tell the students they will have 15 minutes to write a 150-word essay responding to the prompt on the board. When time is up, collect the essays and save them until the end of the course.

Teacher Note

The “growth model” (pre- and post-assessment of learning) is an excellent tool for tracking student knowledge and understanding before, during, and after a unit. There are many fun, nonthreatening ways to employ the growth model. These allow the students to demonstrate their knowledge before the unit begins. The input you receive during this exercise will help you to understand the level of knowledge the students possess and to identify what information still needs to be covered, unpacked, or explained. Conducting another assessment exercise at the end of the unit is equally important for tracking the learning that has taken place and for helping the students to grow in confidence and competence. For this first unit, three options that use the growth model are offered for your consideration.

- 3. Repeat** this exercise at the end of the semester. Return the original essays, and ask the students to compare their two essays to assess their growth in attitudes, knowledge, and understanding.

Option 3: “I’m in the Light / I’m in the Dark”

- 1. Prepare** by gathering regular pencils, white pencils, sheets of black paper, and sheets of white paper, one of each for each student. Write the following terms on the board: *justice, social justice, Old Testament, New Testament, proverbs, prophets, common good, God’s love, Kingdom of God, Beatitudes, corporal works of mercy, and Paschal Mystery.*
- 2. Distribute** the pencils and sheets of paper. Then instruct the students to write at the top of the white paper, “I’m in the light about . . .” and to write at the top of the black paper, “I’m in the dark about . . .” Ask the students to first write each of the terms from the board on the paper that best corresponds with their knowledge about that particular term. If they are familiar with the term and understand its meaning, they should write it under “I’m in the light about . . .” If they are unfamiliar with the term and don’t understand its meaning, they should write it under “I’m in the dark about . . .”
For each term the students write under the “I’m in the light about . . .” heading, ask them to write a definition for that term and anything else they know about the term. For each term the students write under the “I am in the dark about . . .” heading, have them prioritize the order in which they would like to learn about the terms, numbering their choices accordingly.
- 3. Walk** around the room while the students engage in this exercise, assessing their knowledge of these terms as you observe their work. Encourage student learning by telling the students that they will be examining these terms in this unit and by suggesting that they may wish to record what they learn on these papers.

Consider closing whichever option you choose with a quick prayer to the Holy Spirit asking for guidance on the learning that will take place this semester:

- Come, O Holy Spirit, fill the hearts of our faithful, and kindle in them the fire of your love. Amen.

Understand

Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 1” (Document #: TX001932) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001933).

This unit provides you with two ways to assess that the students have a deep understanding of the most important concepts in the unit: completing a digital poster about a social justice hero to be used for a poster session, and engaging in an intergenerational social justice project. Refer to “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011) and “Using Rubrics to Assess Work” (Document #: TX001012) at smp.org/LivinginChrist for background information.

- 1. Prepare** by downloading and printing the handouts “Final Performance Task Options for Unit 1” (Document #: TX001932) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001933), one copy of each for each student.
- 2. Distribute** the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.
- 3. Review** the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:
 - ▶ You may choose to work alone or with a partner to complete option 1. If you choose option 2, you will work in small groups.
 - ▶ Near the end of the unit, you will have one full class period to work on the final performance task. However, keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit, not just at the end.

Teacher Note

Please note that the social justice heroes poster presentation or the micro-intergenerational social justice project may be either used as an assessment tool for unit 1 or expanded and used as a culminating experience for the course, as introduced in unit 1 and developed throughout the semester (see appendix.)

You may wish to require that students vary their final performance tasks throughout the course. For example, you may require that students complete at least two individual and two partner or group final performance tasks. Or, you may require that students choose different types of final performance tasks during the course, such as written, multimedia, or artistic. If you have these requirements, share them with the students now so that they can choose their final performance tasks appropriately.

Teacher Note

You will want to assign due dates for the final performance tasks.

If you have done these performance tasks, or very similar ones, with students before, place examples of this work in the classroom. During this introduction explain how each is a good example of what you are looking for, for different reasons. This allows the students to concretely understand what you are looking for and to understand that there is not only one way to succeed.

4. **Explain** the types of tools and knowledge the students will gain throughout the unit so they can successfully complete the final performance task.
5. **Answer** questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need to show you that they understand the foundations for social justice revealed in Scripture and Tradition.



Article
1

Reflect

Step 3

Examine God’s plan for human beings to be in just and loving relationships with him and other people, using a bodily-kinesthetic exercise to deepen student understanding of the Creation accounts.

1. **Prepare** for this exercise by dividing the classroom into three separate areas. Post a sign with one of the following headings in each area:

- God Created Us in His Divine Image
- God Created Us to Be in Communion with Him
- God Created Us to Live in Communion with Others

Gather the following supplies: thin-line markers, craft sticks, glue, pop-up foil, ballpoint pens, four-inch strips of construction paper, and a bell or noisemaker. Download and be prepared to use the PowerPoint presentation “The Social Justice Principles Found in the Creation Accounts” (Document #: TX001943).

2. **Assign** the students to read article 1, “God’s Original Plan: A Just Community,” in the student book as preparation. Remind them to bring their Bibles to class.

3. **Present** the PowerPoint “The Social Justice Principles Found in the Creation Accounts” (Document #: TX001943) and encourage the students to take notes in their learning journals or on a sheet of paper.
4. **Ask** the students to count by threes to form three small groups. Instruct the “ones” to go to the area in the classroom with the sign that says “God Created Us in His Divine Image,” the “twos” to go to the area in the classroom with the sign that says “God Created Us to Be in Communion with Him,” and the “threes” to go to the area with the sign that says “God Created Us to Live in Communion with Others.” Tell the students that they will be rotating through each station if time allows.
5. **Give** the students the following directions:
 - Find the Bible passage from Genesis that corresponds to your group’s topic.
 - Using the knowledge gained from the reading and from the PowerPoint, work together in searching the Bible to find as many Scripture passages as you can that relate to your topic. Write those passages on the sign located at your station. After completing this task, you will do one of the following:
 - If you are in group 1, use a ballpoint pen to write on a piece of pop-up foil the ways in which you reflect God in your life.
 - If you are in group 2, use craft sticks and glue to form a cross, and then use a thin-line marker to write a prayer to Jesus on the cross. The prayer should ask Jesus to help you to become closer to him and to live more like him.
 - If you are in group 3, write the names of your friends and family on strips of construction paper, and glue them together with the strips from the other students in your area to make a chain to hang up in the classroom.

Allow the students 10 minutes in their area to complete these tasks. If time allows, the students could complete the assignments for all three areas. You may wish to ring a bell to signal when it is time for the groups to rotate.

6. **Follow** this exercise with this Jesus prayer, a type of centering prayer. Encourage the students to close their eyes and concentrate on their breathing. As they breathe in silently, they say “Je-”; as they silently breathe out, they say “-sus.” Repeat this for 3 to 5 minutes. If you are unfamiliar with the practice of centering prayer, see the article “Using Centering Prayer” (Document #: TX001941).

7. **Invite** the students to keep a log or a blog for one week, noting their daily responses to these questions:

- How am I living as a reflection of God's image?
- How am I living in communion with God?
- How am I living in communion with others?

At the end of the week, have the students submit a one-page essay that summarizes their responses to these questions.



Articles
2, 3

Explain

Step 4

Invite the students to share what they have learned about the social dimensions of the Paschal Mystery by creating songs.

1. **Download** the PowerPoint “The Social Dimension of the Paschal Mystery” (Document #: TX001944), and arrange to show it during class if necessary. Purchase a large bag of M&Ms.
2. **Assign** the students to read article 2, “The Social Dimension of God’s Plan of Salvation,” and article 3, “The Social Dimension of the Paschal Mystery,” in the student book as preparation.
3. **Review** the following points from the article in the student book using the PowerPoint “The Social Dimension of the Paschal Mystery” (Document #: TX001944) or any other form of presentation you choose.
 - True faith always has a social dimension.
 - God’s plan of salvation is both personal and communal (we need to care about others, not just ourselves).
 - Christ gave us a New Law (the Sermon on the Mount) to teach humanity how to live as citizens of God’s Kingdom.
 - The Holy Spirit empowers us to participate in God’s work of building his Kingdom while on this earth.
 - The New Testament teaches us that God’s love is fulfilled through the life and work of Jesus Christ.
 - We call this the Paschal Mystery, the plan of salvation fulfilled in the life, death, Resurrection, and Ascension of Jesus.
 - The Paschal Mystery is the fulfillment of the New Covenant that God makes with all people.
 - To enter fully into the New Covenant, we must place our faith in Jesus, be baptized, and follow Christ’s New Law of Love.

- The New Law of Christ requires us to be compassionate toward others, live justly, respect the life and dignity of every person, share our material goods to help others in need, and build just societies that protect the essential rights of all people.
 - The Holy Spirit calls us to conversion, empowers us for service, and helps us to grow in holiness.
 - Each person's salvation is based on his or her personal decision and actions: we must commit to being a member of the Body of Christ, make decisions to partake in the Sacraments, make good moral choices, serve others, and live a just life.
 - The communal dimension of salvation is based in the communion of the People of God, the Church. We are united as one family through the Sacraments and are thus called to take care of all our brothers and sisters in Christ.
4. **Distribute** an M&M to each student, evenly distributing the six colors. Explain that the students with the same colors are to form small groups. When the students settle in with their groups, let them know they will have 8 minutes to develop lyrics to a song that their group will sing using the information they learned from the student book article. They can develop new lyrics to a popular tune such as "Happy Birthday," "Amazing Grace," "Jesus Loves Me," or a current popular rap or song. Remind the students that every member in the group needs to be involved in singing the song.
 5. **Invite** the groups to sing their songs to the class. Ask each group to turn in its song lyrics.

Teacher Note

This exercise has been used many times and is always a surprising success. It is helpful to limit how much time the groups have to prepare their songs, to ensure that the groups stay on task. Emphasize that all the students in a group must participate in singing the song for the rest of the class. This exercise is a great way for the musical learners in the class to demonstrate their gifts. The article "Using Multiple Intelligences in the Educational Process" (Document #: TX001942) discusses the importance of appealing to the different learning styles of your students.



Article
5

Explain

Step 5

Discover the foundations of biblical justice and God's covenants through interactive notebook and video creations.

1. **Prepare** by downloading the PowerPoint "Social Teaching in the Old Testament" (Document #: TX001945). Also obtain several digital camcorders to record videos. (You may wish to ask the students to bring in the camcorders, or you might borrow them from the school's media lab.) Be sure to have a class computer and projector available for student presentations.

2. **Assign** the students to read article 5, “Social Teaching in the Old Testament,” in the student book as preparation. Remind them to bring their Bibles to class.
3. **Present** the PowerPoint “Social Teaching in the Old Testament” (Document #: TX001945). Encourage the students to take interactive notes, in their learning journals or on a sheet of paper, by drawing a line down the left side of their paper, about three inches from the edge. They can then record notes from the PowerPoint presentation on the right side of the paper and interact with the material on the left side of the paper by drawing images or symbols or brainstorming other words and notes that correspond with the information delivered in the PowerPoint.

The PowerPoint presentation emphasizes the following points regarding the Law God gave to the Israelites:

- Social teaching in the Old Testament can be broken into five major themes: respect for human life, respect for property, honesty in business, distribution of wealth, and special concern for the vulnerable.
 - One must not cause another person physical harm. If someone does injure or kill another human being, even accidentally or through negligence, a just recompense must be made for the harm done.
 - One must act fairly in financial affairs and must not profit from someone else’s misfortune.
 - The natural resources that people need to survive must be fairly distributed. When the ownership of natural resources becomes unbalanced, those resources must periodically be redistributed.
 - One must treat foreigners, widows, orphans, and other people in poverty with compassion and generosity.
 - The Old Law was a step in God’s plan, the first stage of the revealed law. The next step was the New Law, which emphasizes God’s love and mercy.
4. **Ask** the students to form small groups of four or five. Direct them to bring their Bibles, paper, and camcorders with them to their groups. If you don’t have enough camcorders for each group to have one, several groups may share one.
 5. **Have** the students work in their small groups to create a 4-minute video of a modern-day covenant with the people, emphasizing the social aspects of the covenant. For instance, they could depict God’s making a covenant with the people of Darfur, Haiti, or another country in need, reminding viewers that God is always on the side of the oppressed. The covenant could also be more personal. For example, it could depict someone who is being unjustly treated, such as a teen who is experiencing bullying. This covenant could emphasize the call to respect and care for all human life.

- 6. Allow** 15 minutes for the students to create their scripts and rehearse for their videos. If desired, the students may use props. Encourage the students to record their videos indoors to enhance the quality of the audio sound. It might be helpful for you to find a quiet location for each group to film its video or to determine a certain time during the class period when the filming could take place, thereby ensuring quiet while each group is recording.
- 7. Invite** each group to play its video for the class using the class computer and projector. Allow time for the large group to comment on the material presented in each video. Summarize the student presentations, emphasizing the social aspects of the covenants presented.

Teacher Note

If you have time, allow the students to edit the videos and add music. If time is an issue, however, it works just as well to show the videos unedited.



Article
6

Perceive**Step 6**

Inspire the students by creating billboards with the justice message of the prophets.

- 1. Prepare** by locating and downloading the music video for “Go Light Your World,” sung by Kathy Troccoli. It can be found on several Internet video-sharing sites. Also gather the following art supplies: large pieces of art paper (one for every two students), several packages of markers or paint sticks, several pencils, several rulers, and a roll of tape.
- 2. Assign** the students to read article 6, “The Justice Message of the Prophets,” in the student book as preparation.
- 3. Write** this definition of prophet on the board:
 - A person God chooses to speak his message of salvation. In the Bible, primarily a communicator of a divine message of repentance to the Chosen People, not necessarily a person who predicted the future.

Ask the students to recall what they have learned about the prophets from previous religion classes. Ask them to respond to the following questions:

 - Who are some modern-day prophets? Who calls us to love God and neighbor today, especially by practicing social justice?
 - What are some of the characteristics of a prophetic person?
- 4. Review** with the students the nine Scripture passages from the prophets on page 37 in the student book. Invite the students to form pairs and with their partners select the one Scripture passage from these nine that most inspires them to work for justice.

5. Give the students the following instructions:

- With your partner design a billboard to appear on Sunset Boulevard in Hollywood. This is the road where studios post creative billboards to advertise new music and movies. Your billboard should feature the following:
 - an attractive, eye-catching design
 - the message of your chosen passage reworded as a slogan (although still in keeping with the message)
 - a symbol of some sort as part of the design

Distribute the art supplies, and allow the pairs 30 to 40 minutes to complete this assignment.

Teacher Note

You might purchase glow sticks for students to wave as they celebrate the message of this music video.

6. Invite the pairs to share their billboard designs with the rest of the class, explaining why they chose that particular message from the prophets. Post the billboard designs around the classroom.

7. Conclude by playing the music video for “Go Light Your World.” Encourage the students to sing along.



Article
7

Explain

Step 7

Present information on the social teachings in the New Testament and deepen the students’ understanding of the material by engaging them in creating a mind map.

1. Prepare by downloading the PowerPoint “Social Teaching in the New Testament” (Document #: TX001946). Also download and print the handout

“The Corporal Works of Mercy” (Document #: TX001935), one for each student. You will also need to either gather one local newspaper for every three students or reserve the media lab for this part. Finally, locate and be prepared to show the movie clip “Assignment to Save the World” from the movie *Pay It Forward* (2001, 123 minutes, rated A-III and PG-13). This can be found on several video-sharing Web sites. Or you can show the scene from the movie; it is the scene in which the teacher gives his class the challenge of changing the world.

Teacher Note

If you are not familiar with mind mapping as a note-taking method, you may wish to review the article “Using a Mind Map” (Document #: TX001009).

2. Assign the students to read article 7, “Social Teaching in the New Testament,” in the student book as preparation.

- 3. Present** the PowerPoint “Social Teaching in the New Testament” (Document #: TX001946) to the students. Encourage them to create a mind map as they take notes for this lesson. If the students are unfamiliar with mind mapping, review the method with them briefly. The PowerPoint emphasizes the following points:
- The New Law reveals the Old Law’s true meaning through Jesus’ teaching and saving actions. Jesus fulfilled the Old Law perfectly by taking upon himself all the sins against the Law, thus saving us from the consequences of disobeying God’s Law and making salvation possible for all people.
 - The new life we receive from Christ calls us to put love into practice by performing acts of charity and building just social structures.
 - In the Sermon on the Mount, Jesus instructs us to forgive others and to not respond to transgressions by means of violence.
 - One of the foundational social justice principles is that we must see the image of God in every person, as Jesus did. Jesus welcomed the societal outcasts and calls us to do the same.
 - Jesus teaches that mercy and forgiveness are an essential part of God’s justice.
 - Jesus taught that detachment from wealth is necessary for entering the Kingdom of God. Jesus also asked some of his wealthy followers to share their wealth with those who are poor.
 - Jesus taught that those who care for people who are poor and vulnerable, as represented by the corporal works of mercy, are placed at God’s right hand and receive the gift of eternal life.
- 4. List** the corporal works of mercy on the board.
- Feed the hungry.
 - Give drink to the thirsty.
 - Clothe the naked.
 - Shelter the homeless.
 - Visit the sick.
 - Visit those in prison.
 - Bury the dead.
- 5. Ask** the students to form small groups of three. Either distribute one newspaper to each group or use the media lab, ensuring that each small group has access to a computer. Distribute the handout “The Corporal Works of Mercy” (Document #: TX001935). Ask the students to find articles from the newspaper or on the Web that provide examples of how the corporal works of mercy are supported or are not supported in the world today. They should find at least one example for each of the corporal works of mercy and document their findings on the handout. Collect the handouts at the end of class.

Teacher Note

The rest of this learning experience could be used in class or could be adapted for a homework assignment in which students work alone and turn in the handout at the beginning of the next class.

6. **Conclude** by having the students watch the movie clip “Assignment to Save the World” from *Pay It Forward*. Ask the students to discuss the connections between the message of this clip and Jesus’ message regarding social justice.

Perceive

Explain

Step 8

Research organizations within the Church to explore how the Church works for justice and the common good.



Article
4

1. **Prepare** by reserving the media lab or obtaining access to two or more computers for each research group. Download and print four copies of the handout “Catholic Discipleship” (Document #: TX001936).
2. **Assign** the students to read article 4, “The Church: Communion and a Just Community,” in the student book as preparation.
3. **Divide** the class into four small groups. Tell the students that each group is going to act as a research group, gathering information on Catholic activities for outreach or justice. Instruct each group to choose a facilitator and a reporter. Because the Catholic Church is a worldwide communion of disciples, activities are going on at the parish level, diocesan level, national level, and global level. Assign each group one of these levels, as follows:
 - The first group will research organizations of outreach or justice at the parish level. (The students will research the Web sites of their own parishes or of parishes in the neighborhood where their school is located.)
 - The second group will research organizations of outreach or justice at the diocesan level. (The students will research their diocesan Web site and their local Catholic Charities Web site.)
 - The third group will research organizations of outreach or justice in the Church in the United States. (The students will research the Catholic Campaign for Human Development Web site and the USCCB Web site, which provides links to various Catholic organizations in the United States.)
 - The fourth group will research organizations of outreach or justice in the worldwide Church. (The students will research Catholic Relief Services and the Vatican Web site, which provides links to various worldwide Catholic organizations.)

Teacher Note

If your school is associated with a religious community, please encourage the students to learn more about how the religious community works locally and globally for outreach and justice.

4. **Distribute** the handout, one copy for each group, and instruct each group to research organizations within its assigned level (parish, diocesan, national, or global). For each organization, the group should identify the following information and record it on the handout:
 - name of the organization
 - purpose
 - brief history
 - major activities
 - process for joining or getting involved
 - description of the relationship of the organization to acts of justice
 - description of how the organization serves others, particularly the poor and vulnerable
5. **Invite** the groups to report their findings to the class. Engage the students in a large-group discussion about how the Church builds social communion.



Article
7

Apply

Step 9

Create small-group skits to help the students to apply the code for living as suggested in the Beatitudes.

1. **Assign** the students to read article 7, “Social Teaching in the New Testament,” in the student book as preparation.
2. **Begin** this learning experience by reading Matthew 5:1–12 together as a class. Discuss with the students what it means to live out the Beatitudes in our daily lives. Ask for volunteers to share what they know (or have been previously taught) about the Beatitudes. Share the following points if the students do not bring them up:
 - The Beatitudes, a teaching of Jesus, begin with the Sermon on the Mount and summarize the New Law of Christ.
 - The Beatitudes describe the actions and attitudes by which one can discover genuine happiness.
 - The Beatitudes teach us the final end to which God calls us: full communion with him in the Kingdom of Heaven.
3. **Divide** the class into small groups of four or five, and assign each small group the task of creating a skit to demonstrate how to apply the Beatitudes to a current societal issue. Write the following scenarios on the board:
 - Use the Beatitudes to address the issue of cyber bullying.
 - Use the Beatitudes to advocate for the homeless.

- Use the Beatitudes to address the issue of children living in poverty.
- Use the Beatitudes to create an advocacy statement for the unborn.

Allow the groups 7 minutes to create a skit using one of these four scenarios.

4. **Invite** the groups to perform their skits for the whole class. When all the groups have performed, engage the class in a large-group discussion about what they learned from the skits about applying the Beatitudes to their daily lives.



Article

7

Understand

Step 10

Invite the students to reflect on and apply the Great Commandments.

1. **Prepare** for this step by gathering sheets of blank paper and new crayons, one of each for each student. Also download the short video “Perfectly Fitted,” from The Work of the People Web site.
2. **Assign** the students to review article 7, “Social Teaching in the New Testament,” in the student book as preparation. Remind them to bring their Bibles to class.
3. **Create** an atmosphere of prayerful reflection in the classroom by dimming the lights and playing soft reflection music. Instruct the students to find and read Mark 12:29–31, about the Greatest Commandment, quietly to themselves. Alternatively, you could write this passage on the board.
4. **Distribute** a sheet of paper and a crayon to each student. Instruct the students to draw images, symbols, and words on one side of the paper that reflect how they live out the first Great Commandment: “Love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength” (Mark 12:30). Encourage the students to keep a reflective atmosphere as they work for about 4 minutes.
5. **Invite** the students to share with the class some of the images and words they drew for this first Great Commandment, “Love the Lord.”
6. **Ask** the students to turn over their papers and draw images, symbols, and words that reflect how they live out the second Great Commandment: “Love your neighbor as yourself” (Mark 12:31). Encourage the students to keep a reflective atmosphere as they work for about 4 minutes.
7. **Invite** the students to share with the class some of the words and images they drew for this second Great Commandment, “Love your neighbor as yourself.”

- 8. Ask** the students now to silently break their crayons in half and to use the broken crayon to draw the ways in which they have not followed the Great Commandment to “love your neighbor as yourself.” Let the students know that they will not share this part of the reflection exercise with others. Encourage them to keep a reflective atmosphere as they work for about 4 minutes.
- 9. Invite** the students to share responses to the following questions:

 - How did you feel when you were asked to break the crayon? How many of you did not want to break the crayon?
 - What was it like to work with the broken crayon?
 - How is this exercise like what happens when we break God’s Commandment to “love your neighbor as yourself”?
- 10. Make** the following connections between this exercise and the Great Commandments:

 - When we fail to treat another person with the respect God intended, we hurt the other person, as well as ourselves.
 - Even though the broken crayon still works to draw and write, it is not the same; it has been forever changed. When we hurt others, they still go on, but often they are broken or wounded. Many times we hurt others because we are more focused on our own needs, feelings, and hurts than on the other person.
 - As human beings, we are fragile and break easily. Sometimes we forget how easy it is to hurt someone else. The second Great Commandment reminds us to pay attention to other people and to love them as we love ourselves.
- 11. Invite** the students, after individual reflection, to share as a whole class ways in which they can make the words of Jesus part of their daily lives. Invite the students to discuss ways they might hold one another accountable to living a life based on the Commandments Jesus gives in the New Testament.
- 12. End** the class with a large-group prayer inviting each student to pray for the strength to carry out the Commandments of Jesus in daily life. You may also wish to play the short video “Perfectly Fitted.”

Understand

Step 11

Make sure the students are all on track with their final performance tasks, if you have assigned them.

Teacher Note

If possible, devote 50 to 60 minutes for the students to ask questions about the tasks and to work individually or in their small groups.

1. **Remind** the students to bring to class any work they have already prepared so that they can work on it during the class period. If necessary, reserve the library or media center so the students can do any book or online research. Download and print extra copies of the handouts “Final Performance Task Options for Unit 1” (Document #: TX001932) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001933). Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.

2. **Provide** some class time for the students to work on their performance tasks. This then allows you to work with the students who need additional guidance with the task.

Reflect

Step 12

Create a word cloud to help the students understand the vocabulary words from this chapter.

Teacher Note

This exercise may be assigned as homework or used as an in-class exercise, depending on the availability of individual computers for each student.

1. **Prepare** by either reserving the media lab or ensuring access to an individual computer for each student in the class. Download and print the handout “Vocabulary for Unit 1” (Document #: TX001934), one copy for each student.

2. **Distribute** the handout and instruct students to go to the free Web site Wordle.net. Once they are on the Web site, they should click on “Create Your Own” to design a word cloud using the vocabulary words for this unit. Encourage the students to enter each of the vocabulary words for this unit, using a variety of colors, font styles, and font sizes.

3. **Ask** the students to print out their word clouds. Facilitate student sharing, and then invite the students to use their word clouds as study aids for the assessment at the end of the chapter.

Understand

Step 13

Conduct a stand-up quiz to assess student understanding.

1. **Prepare** by providing a review of the material in advance and letting the students know they will have a stand-up quiz during the next class. Print the names of the students in the class on separate slips of paper and place these in a hat or a cup.
2. **Ask** all the students to stand up on the day of the quiz. Randomly call on students by pulling their names from the hat. Invite each student to share one factual item he or she has learned from this unit. Students cannot repeat what other students have already said. Instruct each student to sit down after he or she has shared. Continue until every student has had a chance to share some knowledge.

Reflect

Step 14

Provide the students with a tool for reflecting on what they learned in the unit and how they learned.

This learning experience will provide the students with an excellent opportunity to reflect on how their understanding of the societal implications of God's plan of salvation has developed throughout the unit.

1. **Prepare** for this learning experience by downloading and printing the hand-out "Learning about Learning" (Document #: TX001159; see Appendix), one for each student.
2. **Distribute** the handouts and give the students about 15 minutes to answer the questions quietly.
3. **Invite** the students to share any reflections they have about the content they learned as well as their insights into the way they learned.

Teacher Note

This type of assessment allows for a deeper level of understanding and review of the unit's content. The goal of this type of assessment is for you to gauge what material the students have retained and for the students to review the material by hearing the information their classmates share. This is an easy task for most of the students and provides you with an opportunity to correct and expand on the knowledge the students share. It is important not to embarrass a student who does not have information to share. Simply allow that student to either sit down or take more time to think.

Final Performance Task Options for Unit 1

Important Information for Both Options

The following are the main ideas you are to understand from this unit. They should appear in this final performance task so your teacher can assess whether you learned the most essential content.

- God's plan is for human beings to be in just and loving relationship with him and just and with other people; the Trinitarian *communio* is the pattern for social life.
- The foundational principles for a just society are taught in the Old Law and are reinforced by the prophets of the Old Testament.
- Jesus Christ fulfilled the Old Law and the message of the prophets by teaching that God's justice reflects God's love and mercy.
- The Church is a sign and instrument of communion with God and the unity of the whole human race.

Option 1: Social Justice Hero Poster Presentation

This research project will help you to demonstrate your understanding of the foundation of Catholic social teaching and help you to learn about a person, a social justice hero, who worked for justice and made a difference in the world. This project involves three components: researching the life of a person who worked for justice, creating a digital poster about the person, and giving a class presentation or poster session. Follow these steps in completing your project:

- Choose your social justice hero by selecting a person from the following list. All students participating in this option must select a different social justice hero to research. Inform your teacher of the person you wish to research. If more than one student wishes to research the same person, your teacher will either conduct a lottery or pull names out of a hat to match each student with the name of a social justice hero.

Cardinal Joseph Bernardin
Pope Paul VI
Blessed Teresa of Calcutta
Gandhi
Peter Maurin
Blessed John Paul II
Martin Luther King Jr.
Saint Vincent de Paul
Mairead Corrigan Maguire
Dorothy Day
Oscar Romero
Rosa Parks
Desmond Tutu

Cesar Chavez
Ryan White
Jean Donovan
Steven Biko
Nelson Mandela
Craig Kielburger
Gustavo Gutierrez
Helen Caldicott
Dom Helder Camara
Aung San Suu Kyi
Kim Dae-Jung
Sr. Helen Prejean
Frederic Ozanam

Sr. Dorothy Stang
Wilma Mankiller
Helen Keller
Saint Damien of Molokai
Dolores Huerta
Eunice Kennedy Shriver
Saint Ignatius Loyola
Fr. Greg Boyle, SJ
Bishop Filipe Ximenes Belo
Cardinal Francis Xavier
Nguyen Van Thuan



- Consult three sources to collect your information. You may use only one Internet source, and that source must be from Encyclopedia Americana, Proquest, or SIRS. You may also use a Web site to find a picture of your social justice hero. Please be sure to cite the source for the image on your poster.
- Create the digital 18-x-24-inch poster using Microsoft Publisher or any other software program acceptable to your teacher. Include the following items on the poster:
 - the name and lifespan (birth and death dates) of your chosen social justice hero, and one famous quotation from him or her
 - your name in the bottom right-hand corner
 - a Scripture quotation related to the hero's cause
 - a quotation from a Catholic social justice document, related to the hero's cause and properly cited
 - creativity / artwork (per class instructions)
 - a list of the three sources used
 - correct citations for all sources (including bullet points, images, etc.), on a separate piece of paper
 - ten profound bullet points explaining how the person worked for justice. The bullet points should answer the following questions:
 - How does this person's life and commitment to justice demonstrate God's plan for human beings to be in a just and loving relationship with him and in just and loving relationships with one another?
 - How does this person's cause correspond to the foundational principles for a just society as taught in God's Law and reinforced by the prophets of the Old Testament?
 - How did this person's life demonstrate that God's justice reflects God's love and mercy?
 - How did this person's action in the world demonstrate that the Church is a sign and instrument of communion with God and the unity of the whole human race?
 - What can you do to help continue the hero's work in creating just and loving relationships?
- Prepare a class presentation using your poster. The presentation should include the following two elements:
 - Reasons why the person is a social justice hero.
 - Some of your answers to the five questions stated above.



Option 2: Micro-Intergenerational Social Justice Project

In this class project, you will work in small groups to prepare group presentations to share what you have learned with eighth graders attending a local Catholic school. Your teacher will make arrangements with a Catholic eighth-grade class in your area to allow both schools to participate in this educational exchange project. Your teacher will determine whether your small group will make your presentation in person to the eighth graders or if your presentation will be delivered through Skype Live Video and Chat. Follow these steps in developing your group presentation:

- Create an interactive, creative lesson plan to instruct the students in another school about the biblical foundations of social justice. Also create one item to support the presentation, such as a Web page, video, prayer service, or a type of document to demonstrate your knowledge of the concepts presented in this unit. If you are presenting via Skype Live Video and Chat, you may wish to place the supporting items on an Education Exchange Page on your school's Web site or in Google documents so that students from the other school can view the materials you created.
- Present a rough draft of your work to your teacher before the presentation date to ensure that you are on the right path. The group will be graded on the accuracy and depth of the information presented (either in oral or written form) and on creativity.



Rubric for Final Performance Tasks for Unit 1

Assignment includes all items requested in the instructions.	Assignment includes all items requested, and they are completed above expectations.	Assignment includes all items requested.	Assignment includes over half of the items requested.	Assignment includes less than half of the items requested.
Assignment shows understanding of the following concept: <i>God's plan is for human beings to be in just and loving relationship with him and with other people; the Trinitarian communion is the pattern for social life.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>The foundational principles for a just society are taught in the Old Law and are reinforced by the prophets of the Old Testament.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>Jesus Christ fulfilled the Old Law and the message of the prophets by teaching that God's justice reflects God's love and mercy.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>The Church is a sign and instrument of communion with God and the unity of the whole human race.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment uses proper grammar and spelling.	Assignment has no grammar or spelling errors.	Assignment has one grammar or spelling error.	Assignment has two grammar or spelling errors.	Assignment has multiple grammar or spelling errors.
The oral presentation of the assignment is effective.	Presentation is organized, clear, and engaging.	Presentation is clear and engaging.	Presentation is clear but not well organized and not engaging.	Presentation is disorganized, unclear, and boring.



Vocabulary for Unit 1

Church: The term *Church* has three inseparable meanings: (1) the entire People of God throughout the world; (2) the diocese, which is also known as the local Church; and (3) the assembly of believers gathered for the celebration of the liturgy, especially the Eucharist. In the Nicene Creed, the Church is recognized as One, Holy, Catholic, and Apostolic—traits that together are referred to as “marks of the Church.”

common good: The good that is collectively shared by a number of people and that is beneficial for all members of a given community. Social conditions that allow for all citizens of the earth, individuals and families, to meet basic needs and achieve fulfillment promote the common good.

corporal works of mercy: Charitable actions that respond to people’s physical needs and show respect for human dignity. The traditional list of seven works includes feeding the hungry, giving drink to the thirsty, clothing the naked, sheltering the homeless, visiting the sick, visiting prisoners, and burying the dead.

covenant: A solemn agreement between human beings or between God and a human being in which mutual commitments are made.

Divine Revelation: God’s self-communication through which he makes known the mystery of his divine plan. Divine Revelation is a gift accomplished by the Father, Son, and Holy Spirit through the words and deeds of salvation history. It is most fully realized in the Passion, death, Resurrection, and Ascension of Jesus Christ.

Fall, the: Also called the Fall from grace, the biblical revelation about the origins of sin and evil in the world, expressed figuratively in the account of Adam and Eve in Genesis.

genocide: The systematic and planned extermination of an entire ethnic, religious, political, or cultural group of people.

grace: The free and undeserved gift of God’s loving and active presence in the universe and in our lives, empowering us to respond to his call and to live as his adopted sons and daughters. Grace restores our loving communion with the Holy Trinity, lost through sin.

New Law: Divine Law revealed in the New Testament through the life and teaching of Jesus Christ and through the witness and teaching of the Apostles. The New Law perfects the Old Law and brings it to fulfillment. Also called the Law of Love.

Old Law: Divine Law revealed in the Old Testament, summarized in the Ten Commandments. Also called the Law of Moses. It is succeeded by the New Law of the Gospels.

original holiness: The original state of human beings in their relationship with God, sharing in the divine life in full communion with him.

original justice: The state of complete harmony of our first parents with themselves, with each other, and with all of creation.

Original Sin: The sin by which the first humans disobeyed God and thereby lost original holiness and became subject to death. Original Sin is transmitted to every person born into the world, except Mary and Jesus.



Paschal Mystery: The work of salvation accomplished by Jesus Christ mainly through his Passion, death, Resurrection, and Ascension.

prophet: A person God chooses to speak his message of salvation. In the Bible, primarily a communicator of a divine message of repentance to the Chosen People, not necessarily a person who predicted the future.

salvation history: The pattern of specific salvific events in human history in which God clearly reveals his presence and saving actions. Salvation was accomplished once and for all through Jesus Christ, a truth foreshadowed and revealed throughout the Old Testament.

Scripture(s): Generally, the term for any sacred writing. For Christians, the Old and New Testaments that make up the Bible and are recognized as the Word of God.

social justice: The defense of human dignity by ensuring that essential human needs are met and that essential human rights are protected for all people.

synoptic Gospels: From the Greek for “seeing the whole together,” the name given to the Gospels of Matthew, Mark, and Luke, because they are similar in style and content.

Tradition: This word (from the Latin meaning “to hand on”) refers to the process of passing on the Gospel message. Tradition, which began with the oral communication of the Gospel by the Apostles, was written down in the Scriptures, is handed down and lived out in the life of the Church, and is interpreted by the bishops of the Church in union with the Pope under the guidance of the Holy Spirit.

Trinity: From the Latin *trinus*, meaning “threefold.” Refers to the central mystery of the Christian faith that God exists as a communion of three distinct and interrelated Divine Persons: Father, Son, and Holy Spirit. The doctrine of the Trinity is a mystery that is inaccessible to human reason alone and is known through Divine Revelation only.



The Corporal Works of Mercy

Corporal Work of Mercy	Article Citation (name, date, newspaper)	In this article's story, how are the corporal works of mercy supported or not supported?
Feed the Hungry		
Give Drink to the Thirsty		
Clothe the Naked		



Shelter the Homeless			
Visit the Sick			
Visit Those in Prison			
Bury the Dead			



Catholic Discipleship

Name of the Organization	Purpose	Brief History	Major Activities	Process for Getting Involved or Joining	Relationship of the Organization to Acts of Justice	How the Organization Serves Others, Particularly the Poor and Vulnerable



Unit 1 Test

Part 1: True or False

Write *true* or *false* in the space next to each statement.

1. ____ The dignity and worth of a person is determined by what he or she contributes to society.
2. ____ More than twenty million people in the world have been killed through genocides.
3. ____ The breakdown of God's original plan for us to create a just community occurred when Adam and Eve ate the forbidden fruit.
4. ____ Overcome by anger toward his brother, Abel could not resist the temptation to kill Cain, thus committing the first murder.
5. ____ The foundation of Catholic social teaching is based in Scripture alone.
6. ____ Our loving and just God calls us to love others, share what we have, and build communities that practice justice.
7. ____ According to Old Testament Law, when the ownership of natural resources becomes unbalanced, those resources must periodically be redistributed.
8. ____ God's self-communication through which he makes known the mystery of his divine plan of salvation is called the Incarnation.
9. ____ We are called to participate in God's work of building the Kingdom of God here on earth.
10. ____ The Church is both a sign of true communion and the cause of our communion.



Part 2: Multiple Choice

Write your answers in the blank spaces at the left.

1. ____ The initial state of human beings in their relationship with God, symbolized by Adam and Eve's sharing in the divine life in full communion with God, is called _____.
 - A. common good
 - B. original justice
 - C. original holiness
 - D. Original Sin

2. ____ God's Covenant with _____ calls us to respect and care for all human life.
 - A. Moses
 - B. Noah
 - C. Abraham
 - D. The Israelites

3. ____ All of the following are truths about the nature of justice that are taught through the Creation accounts in Scripture except _____.
 - A. God created us to be in communion with others.
 - B. God created us to find true happiness in things such as fame, success, and the accumulation of material goods.
 - C. God created us to be in communion with him.
 - D. God created us in his divine image.

4. ____ All of the following, except _____, are required for people to be able to enter into the New Covenant that God makes with all people.
 - A. giving up all they own
 - B. being baptized
 - C. following Christ's New Law of Love
 - D. placing their faith in Jesus Christ

5. ____ The _____ dimension of salvation flows from the truth that the process of salvation is based in relationships with others.
 - A. physical
 - B. personal
 - C. spiritual
 - D. communal



6. _____ uses the analogy of the human body to explain that all members of the Church must work together for the common good, just as the different parts of the human body all work together.
- A. Saint Augustine
 - B. Saint Thomas Aquinas
 - C. Saint Francis
 - D. Saint Paul
7. _____ Which of the following is not a definition of the term *Church*?
- A. the assembly of believers gathered for the celebration of the Eucharistic liturgy
 - B. the clergy and religious throughout the world
 - C. the entire people of God throughout the world
 - D. the diocese, also known as the local church
8. _____ is an important truth about social justice taught through the Exodus event.
- A. God is always on the side of the oppressed.
 - B. If humans do not obey God, God will destroy what he created.
 - C. God wants humans to share their resources with one another.
 - D. No God, no justice; know God, know justice.
9. _____ is not one of the corporal works of mercy.
- A. Visit the sick
 - B. Bury the dead
 - C. Clothe the naked
 - D. Care for the earth
10. _____ Which of the following is not one of the *synoptic Gospels*?
- A. Matthew
 - B. John
 - C. Luke
 - D. Mark



Part 3: Matching

Match each example of figurative or symbolic language in column 1 with a meaning from column 2. Write the letter that corresponds to your choice in the space provided.

Column 1

1. ____ Paschal Mystery
2. ____ original justice
3. ____ grace
4. ____ social justice
5. ____ tradition
6. ____ Scripture
7. ____ common good
8. ____ corporal works of mercy
9. ____ Original Sin
10. ____ salvation history

Column 2

- A. That which benefits all members of a given community.
- B. Charitable actions that respond to people's physical needs.
- C. The free and undeserved gift of God's loving and active presence in the universe and in our lives.
- D. State of complete harmony of our first parents with themselves, with each other, and with all of creation.
- E. The sin by which the first human disobeyed God and thereby lost original holiness and became subject to death.
- F. The Passion, death, Resurrection, and Ascension of Jesus Christ.
- G. Reveals God's presence and saving actions throughout history.
- H. The Old and New Testaments recognized as the Word of God.
- I. Ensuring that essential human needs are met and that essential human rights are protected for all people.
- J. From the Latin word meaning "to hand on."



Part 4: Short Answer

Answer each of the following questions in paragraph form on a separate sheet of paper.

1. How is the Trinitarian communion the pattern for social life? How am I living out God's plan in my daily life?
2. What foundational principles for a just society were taught in the Old Law and reinforced by the prophets of the Old Testament?
3. What does the deeper meaning of the Divine Law, as taught by the life and teaching of Jesus Christ, reveal to us about issues of social justice? In what ways do I live out the Divine Law and practice social justice?
4. How is the Church a sign and instrument of communion with God and the unity of the whole human race? What does it mean for me to live in communion with God and others?



Unit 1 Test Answer Key

Part 1: True or False

- | | | |
|----------|----------|----------|
| 1. False | 5. False | 9. True |
| 2. True | 6. True | 10. True |
| 3. True | 7. True | |
| 4. False | 8. False | |

Part 2: Multiple Choice

- | | | |
|------|------|-------|
| 1. C | 5. D | 9. D |
| 2. B | 6. D | 10. B |
| 3. B | 7. B | |
| 4. A | 8. A | |

Part 3: Matching

- | | | |
|------|------|-------|
| 1. F | 5. J | 9. E |
| 2. D | 6. H | 10. G |
| 3. C | 7. A | |
| 4. I | 8. B | |

Part 4: Short Answer

1. God's plan for human beings to be in a just and loving relationship with him and with other people (the Trinitarian *communio*) is the pattern for social life. When we truly understand that we are all created in the image and likeness of God, and when we treat one another accordingly, we participate in God's work of building the Kingdom of Heaven here on earth. (*Answers to the second question will vary.*)
2. The foundational principles for a just society as found in the Old Testament include the following: respect for human life, respect for private property, honesty in business, the just distribution of wealth, and special concern for the poor and vulnerable.
3. Jesus Christ fulfilled the law and the prophets by teaching that God's justice reflects God's love and mercy. Christ's Great Commandments are another foundation for the Church's commitment to social justice. (*Answers to the second question will vary.*)
4. Throughout its history, the Church has served as a beacon of light throughout the world as it has advocated for the protection of human life, defended the common good, and promoted justice in society. (*Answers to the second question will vary.*)



Unit 2 Understanding Catholic Social Teaching in the Modern Age

Overview

This unit helps the students to know and understand the social doctrine of the Church. The students examine Catholic social justice encyclicals, pastoral letters of the United States bishops, the seven social justice themes identified by the United States bishops, and several definitions of the term *justice* from Scripture and Tradition.

Key Understandings and Questions

Upon completing this unit, the students will have a deeper understanding of the following key concepts:

- Beginning in the 1800s, important changes in society caused new injustices; the Church responded by applying moral law to these new social injustices.
- The United States Conference of Catholic Bishops summarized the social teaching of the Church in seven key themes that serve as a guide for living as a disciple in modern society.
- The U.S. bishops' first key theme focuses on the sacredness of human life and the dignity of the human person; the other six themes build upon this foundational theme.
- The concept of justice has several nuanced meanings that are all rooted in Scripture and Tradition.

Upon completing the unit, the students will have answered the following questions:


- What prompted the Church to issue a series of modern social encyclicals, starting with *Rerum Novarum (On the Condition of Labor)*?
- What are the major Church documents on social justice, and what are some of the issues they address?
- How does each of the seven themes of Catholic social teaching guide us in living as disciples in society?
- Why does the Church have several definitions for *justice*, and how are they connected?

How Will You Know the Students Understand?

The following resources will help you to assess the students' understanding of the key concepts covered in this unit:

- handout “Final Performance Task Options for Unit 2” (Document #: TX001948)
- handout “Rubric for Final Performance Tasks for Unit 2” (Document #: TX001949)
- handout “Unit 2 Quiz” (Document #: TX001958)
- handout “Unit 2 Test” (Document #: TX001960)

Student Book Articles

This unit draws on articles from the *Catholic Social Teaching: Christian Life in Society* student book and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read an article from the student book, the following symbol appears in the margin: . The articles covered in the unit are from “Section 1: Foundational Principles of Social Justice,” and are as follows:

- “The Social Doctrine of the Church: Papal Social Teaching” (article 8, pp. 44–51)
- “The Social Doctrine of the Church: The United States Conference of Catholic Bishops” (article 9, pp. 51–54)
- “Defining *Justice*” (article 10, pp. 55–60)
- “Life and Dignity of the Human Person” (article 11, pp. 62–64)
- “Call to Family, Community, and Participation” (article 12, pp. 64–66)
- “Rights and Responsibilities” (article 13, pp. 67–69)
- “Option for the Poor and Vulnerable” (article 14, pp. 69–72)
- “Dignity of Work and the Rights of Workers” (article 15, pp. 72–75)
- “Solidarity” (article 16, pp. 75–78)
- “Care for God’s Creation” (article 17, pp. 78–81)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students, to enable them to study Catholic teaching in the modern age. It is not necessary to use all the learning experiences provided in the unit, but if you substitute other material from this course or your own material for some of the material offered here, be sure that you have covered all relevant facets of understanding and that you have not missed knowledge or skills required in later units.

Explain

Step 1: Preassess the students' knowledge of the social doctrine of the Church through an interactive question exercise.

Understand

Step 2: Follow this assessment by presenting to the students the handouts "Final Performance Task Options for Unit 2" (Document #: TX001948) and "Rubric for Final Performance Tasks for Unit 2" (Document #: TX001949).

Explain

Interpret

Step 3: Introduce the social justice papal documents to the students, and have them become more familiar with the documents through a Web navigation exercise.

Empathize

Apply

Step 4: Engage the students in a small-group exercise to help them to learn more about the social justice pastoral letters written by the U.S. bishops.

Reflect

Step 5: Consider dilemmas to help the students to understand the foundational principles upon which the social teaching of the Church is built.

Interpret

Step 6: Explore the different definitions of justice by writing stories about the different ways in which justice is lived in the students' community.

Perceive

Apply

Step 7: Facilitate student understanding and application of the seven themes of Catholic social teaching.

Empathize

Apply

Step 8: Explore more about the history, context, and application of the seven themes of Catholic social teaching by viewing the video *In the Footsteps of Jesus*.

Apply

Step 9: Create learning stations to help the students to understand the seven themes of Catholic social teaching.

Understand

Step 10: Administer a quiz to assess student understanding of the seven social justice themes.

Perceive

Apply

Step 11: Play social justice virtual reality games to help the students to increase their knowledge of a social justice issue.

Understand

Step 12: Make sure the students are all on track with their final performance tasks, if you have assigned them.

Reflect

Step 13: Provide the students with a tool for reflecting on what they learned in the unit and how they learned.

Background for Teaching This Unit

Visit smp.org/LivinginChrist for additional information about this and other theological concepts taught in this unit:

- “Principles of Catholic Social Teaching” (Document #: TX001962)

The Web site also includes information on this and other teaching methods used in the unit:

- “Using Learning Stations” (Document #: TX001963)

Scripture Passages

Scripture is an important part of the Living in Christ series and is frequently used in the learning experiences for each unit. The Scripture passages featured in this unit are as follows:

- Matthew 25:31–46 (God calls us to care for creation)
- Genesis 1:26–27 (God created man and woman in his own divine image)

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout “Vocabulary for Unit 2” (Document #: TX001951), one for each student.

cardinal virtues	Magisterium
common good	racism
commutative justice	social doctrine
conciliar	social encyclical
deterrence	solidarity
distributive justice	stewardship
fair trade	subsidiarity
justice	universal destination of goods
legal justice	virtue

Learning Experiences

Explain**Step 1**

Preassess the students' knowledge of the social doctrine of the Church through an interactive question exercise.

- 1. Prepare** by downloading and printing one or two copies of the handout “Unit 2 Preassessment Exercise” (Document #: TX001947). Cut out each of the twenty sections. If you have more than twenty students in the class, you will need to use two copies of the handout and cut out as many sections as needed so that you have one for each student. It is okay if some students receive a duplicate section. Place the cut-out sections in a container such as a hat or bowl.
- 2. Distribute** pens or pencils, one to each student. Direct the students to each pull one question out of the container and to write the answer to the question on the blank side of the slip of paper. Allow 3 to 5 minutes for the students to write. Explain that they may not know the answer to their questions or prompts at this time because it is the beginning of the unit. Encourage them to take an educated guess and to do their best if they do not know the answer; they are not going to be graded on this. Explain that the purpose of this exercise is for you to get a sense of what the students already know and what they need to know.
You may want to use this same handout and exercise at the end of the unit to assess student learning.
- 3. Select** one of the following strategies for concluding the exercise to help you to assess student understanding:
 - Invite the students to volunteer to share their questions and answers with the class.
 - Ask each student to share his or her question and answer with the large group.
 - Have the students share their questions and answers in pairs or in small groups.
- 4. Collect** the slips of paper and review them to assess the students' understanding regarding Catholic social doctrine and the key themes of Catholic social teaching. This will help you to determine which parts of the unit need more attention.

Understand

Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 2” (Document #: TX001948) and “Rubric for Final Performance Tasks for Unit 2” (Document #: TX001949).

This unit provides you with three ways to assess that the students have a deep understanding of the most important concepts in the unit: completing an analysis of a Catholic social teaching primary source document, creating a computer-generated Catholic social doctrine timeline, and developing an action plan for living as a disciple of Christ. Refer to “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011) and “Using Rubrics to Assess Work” (Document #: TX001012) at smp.org/LivinginChrist for background information.

- 1. Prepare** by downloading and printing the handouts “Final Performance Task Options for Unit 2” (Document #: TX001948) and “Rubric for Final Performance Tasks for Unit 2” (Document #: TX001949), one of each for each student.
- 2. Distribute** the handouts. Give the students a choice as to which performance task to work on and add more options if you choose.
- 3. Review** the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:
 - ▶ If you wish to work alone, you may choose any of the three options. If you wish to work with a partner, you may choose option 1 or option 2.
 - ▶ Near the end of the unit, you will have one full class period to work on your final performance task. However, keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit, not just at the end.
- 4. Explain** the types of tools and knowledge the students will gain throughout the unit so that they can successfully complete the final performance task.
- 5. Answer** questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need to show you that they understand and know how to live out Catholic social teachings as explained in the primary source documents of the Church.

Teacher Note

You will want to assign due dates for the performance tasks.

If you have done these performance tasks, or very similar ones, with students before, place examples of this work in the classroom. During this introduction explain how each is a good example of what you are looking for, for different reasons. This allows the students to concretely understand what you are looking for and to understand that there is not only one way to succeed.

Explain

Interpret

Step 3

Introduce the social justice papal documents to the students, and have them become more familiar with the documents through a Web navigation exercise.



Article
8

1. **Prepare** by downloading the PowerPoint “The Social Doctrine of the Church: Papal Social Teachings” (Document#: TX001964). Ensure that each student has access to a computer. Download and print the handout “Social Justice Papal Documents” (Document#: TX001952), one for each student.
2. **Assign** the students to read article 8, “The Social Doctrine of the Church: Papal Social Teachings,” in the student book as preparation.
3. **Distribute** the handout and encourage the students to complete the first empty column as you present the PowerPoint. Then present the PowerPoint.
4. **Offer** the following directions to the students about doing Internet research to complete the second and third empty columns of the chart:
 - To fill in the second empty column, you need to find the names of organizations that work on the issues addressed by each document. Do a search for those issues and see what organizations you can find. Try to find as many organizations as possible. Be sure to include Catholic and other religious organizations, but they do not all have to be religious organizations. For example, Free the Children is an organization that works on the issues addressed in *Rerum Novarum (On the Condition of Labor)*; Catholic Charities works on issues addressed in *Caritas in Veritate (Charity in Truth)*.
 - To fill in the last empty column, you need to find the names of individuals, living or dead, who work on the issues addressed by each document. Do a search for those issues and see how many people you can find.

For the last column, you might encourage the students to consult the list of the names from the social justice heroes portion of the handout “Final Performance Tasks Options for Unit 1” (Document #: TX001932).
5. **Collect** the completed handouts at the end of class. When you have finished reviewing them, return them to the students for their review.
6. **Close** by praying together “The Prayer of Saint Francis.”

Empathize

Apply

Step 4

Engage the students in a small-group exercise to help them to learn more about the social justice pastoral letters written by the U.S. bishops.



Article
9

1. **Gather** one large sheet of paper, three markers, and one roll of masking tape for every three or four students in the class. Download the PowerPoint “The Social Doctrine of the Church: The United States Conference of Catholic Bishops” (Document #: TX001965). Download and print at least ten pastoral letters from the USCCB Web site on any of the following topics: migration, immigration reform, human trafficking, welfare, unity in diversity, poverty, social security, AIDS, the death penalty, the war in Iraq, racism, nuclear war, the U.S. economy, or any other topic you may choose. Download and print the handout “Pastoral Letters” (Document #: TX001953), one for each student. Locate and be prepared to show a video version of the song “Give Me Your Eyes,” by Brandon Heath.
2. **Assign** the students to read article 9, “The Social Doctrine of the Church: The United States Conference of Catholic Bishops,” in the student book as preparation.
3. **Begin** the class by viewing the music video for “Give Me Your Eyes,” by Brandon Heath. Present the PowerPoint “The Social Doctrine of the Church: The United States Conference of Catholic Bishops” (Document #: TX001965) and encourage the students to take notes in their learning journals or on a sheet of paper.
4. **Write** the following topics on the board after the presentation:

Migration	Immigration Reform
Human Trafficking	Welfare
Unity in Diversity	Poverty
Social Security	AIDS
Death Penalty	War in Iraq
Racism	Nuclear War
The U.S. Economy	

If you chose additional topics, be sure to add them to this list. Divide the class into small groups of three or four. Have each small group select one of the topics. (You may also choose to have all of the groups read the same document.)

5. **Distribute** the handout “Pastoral Letters” (Document #: TX001953) to each student and one large sheet of paper, several markers, and one pastoral letter to each small group. Instruct the students to read the document as a group and to use the handout as a worksheet to prepare their responses.

After the students have completed the handout, review the handout questions with the students and then ask the small groups to transfer their responses onto their large sheets of paper.

6. **Ask** for a volunteer from each group to share the group's findings with the class. Post the papers around the classroom.



Article
8

Reflect

Step 5

Consider dilemmas to help the students to understand the foundational principles upon which the social teaching of the Church is built.

1. **Download** and print one copy of the handout "Dilemma Questions" (Document #: TX001954), and cut it apart as scored, creating five dilemma slips.
2. **Assign** the students to review the sidebars in article 8, "The Social Doctrine of the Church: Papal Social Teachings," in the student book as preparation.
3. **Write** the following points on the board, to emphasize the focus for this learning experience:
 - God-given rights apply to all human beings and must be respected and protected by society.
 - The authority of governments and social institutions flows from God's own authority. Thus governments have a responsibility to be sure that their decisions and actions reflect God's will and the common good of all.
 - Governments and economic institutions must protect and provide for the material and spiritual needs of all citizens and employees.
4. **Divide** the class into five small groups. Distribute the dilemma slips, one to each small group. Direct the groups to each select one student to serve as a recorder and one student to serve as a reporter. Have the groups brainstorm three possible solutions to their assigned dilemma, incorporating the foundational principles of justice. The recorders may write responses on the back of the dilemma slip of paper or on another sheet of paper.
5. **Conduct** a large-group discussion, having the reporter from each small group share the solutions to the group's dilemma. After all the groups have reported, summarize the information the students have shared and make connections to the focus points written on the board.
6. **Conclude** with a shared prayer inviting each student to name one thing for which he or she is grateful.