

Catholic Social Teaching

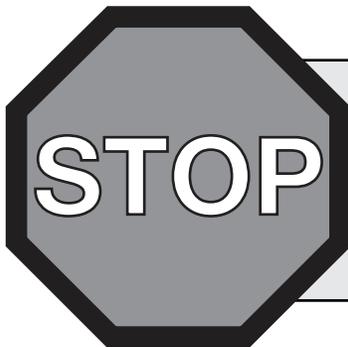
Christian Life in Society

TEACHER GUIDE

Living in Christ

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To access the ancillary teaching resources for this course, go to <http://www.smp.org/resourcecenter/books/>



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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

Vocations: Answering God's Call

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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Contents

Introducing the Living in Christ Series	7
Unit 1: The Foundations of Social Justice in Scripture and Tradition . .	16
Overview	16
Student Book Articles Addressed in this Unit:	
Article 1 – God’s Original Plan: A Just Community	
Article 2 – The Social Dimension of God’s Plan of Salvation	
Article 3 – The Social Dimension of the Paschal Mystery	
Article 4 – The Church: Communion and a Just Community	
Article 5 – Social Teaching in the Old Testament	
Article 6 – The Justice Message of the Prophets	
Article 7 – Social Teaching in the New Testament	
Learning Experiences	21
Handouts	38
Unit 2: Understanding Catholic Social Teaching in the Modern Age . .	54
Overview	54
Student Book Articles Addressed in this Unit:	
Article 8 – The Social Doctrine of the Church: Papal Social Teaching	
Article 9 – The Social Doctrine of the Church: The United States Conference of Catholic Bishops	
Article 10 – Defining <i>Justice</i>	
Article 11 – Life and Dignity of the Human Person	
Article 12 – Call to Family, Community, and Participation	
Article 13 – Rights and Responsibilities	
Article 14 – Option for the Poor and Vulnerable	
Article 15 – Dignity of Work and the Rights of Workers	
Article 16 – Solidarity	
Article 17 – Care for God’s Creation	
Learning Experiences	58
Handouts	70
Unit 3: Creating a Just Society	98
Overview	98
Student Book Articles Addressed in this Unit:	
Article 18 – The Social Side of Sin	
Article 19 – Structures of Sin and Social Sin	
Article 20 – The Circle of Social Action	
Article 21 – Works of Charity and Works of Justice	
Article 22 – The Role of the State	
Article 23 – The Role of Citizens	
Article 24 – The Church and the State	
Article 25 – Society and Economic Institutions	
Article 26 – Truth and the Media	

Learning Experiences	102
Handouts	114
Unit 4: Respecting Human Life and Dignity	134
Overview	134
Student Book Articles Addressed in this Unit:	
Article 27 – A Culture of Life versus a Culture of Death	
Article 28 – Beginning-of-Life Issues	
Article 29 – End-of-Life Issues	
Article 30 – The Death Penalty	
Article 36 – Sexual Exploitation	
Article 37 – Racism	
Article 38 – Migration and Immigration	
Learning Experiences	138
Handouts	157
Unit 5: Promoting Peace	176
Overview	176
Student Book Articles Addressed in this Unit:	
Article 31 – The Causes of Violence	
Article 32 – War and Legitimate Self-Defense	
Article 33 – The Arms Race and Arms Trade	
Article 34 – Waging Peace	
Article 35 – Nonviolent Resistance	
Learning Experiences	180
Handouts	194
Unit 6: Examining Economic Justice	208
Overview	208
Student Book Articles Addressed in this Unit:	
Article 39 – Hunger and Poverty	
Article 40 – Labor	
Article 41 – Economic Systems	
Learning Experiences	212
Handouts	230
Unit 7: Exploring Environmental Justice	244
Overview	244
Student Book Articles Addressed in this Unit:	
Article 42 – Our Relationship with Creation	
Article 43 – The Call to Be Stewards	
Article 44 – Stewardship, Not Exploitation	
Learning Experiences	248
Handouts	260

Unit 8: Living Justly	276
Overview	276
Student Book Articles Addressed in this Unit:	
Article 45 – Becoming Poor in Spirit and Compassionate	
Article 46 – Becoming Meek and Thirsting for Righteousness	
Article 47 – Becoming Merciful and Pure of Heart	
Article 48 – Becoming Peacemakers and Suffering for Righteousness	
Article 49 – The Sabbath Challenge	
Article 50 – Jesus and Mary, Our Guides in Prayer and Action	
Article 51 – <i>Ora et Labora</i>	
Learning Experiences	280
Handouts	292
Appendix 1: Additional Resource	311
Appendix 2: Student Book/Teacher Guide Correlation	313
Acknowledgments	317

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 handout "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
Saint 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.

7. **Assign** the following parent-student homework project, which is designed to increase student learning through student-parent dialogue:

- Encourage the students to share with their parents or guardians the definition of the *common good* as stated in the student book and also available on the handout “Vocabulary for Unit 2” (Document #: TX001951).
- Ask the students to interview their parents or guardians about how they observe people working together for the common good in their workplace, neighborhood, and local community.
- Instruct the students to take notes from their discussion and submit a reflective paragraph or two, summarizing what they learned through their discussion with their parents or guardians.



Article
10

Interpret

Step 6

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

1. **Prepare** by downloading the PowerPoint “Defining *Justice*” (Document #: TX001966) and ensure that every student will have access to a computer. Also locate and be prepared to show a video version of the song “We Are Called to Act with Justice,” by David Haas. Then write each of the following terms and definitions on the board:
 - **justice as a cardinal virtue:** The virtue concerned with the rights and duties within relationships and societies.
 - **scriptural justice:** Justice defined as “right relationships.”
 - **commutative justice:** The fairness that should exist when exchanging goods and services among individuals and institutions.
 - **distributive justice:** The responsibilities that society has to its members. It is called “distributive” because it calls for the just distribution of the earth’s resources to all people.
 - **social justice:** The conditions that allow associations or individuals to obtain what is their due, according to their nature and vocation.
2. **Assign** the students to read article 10, “Defining *Justice*,” in the student book as preparation.
3. **Present** the PowerPoint and encourage the students to take notes in their learning journals or on a sheet of paper. Following the presentation, ask the students to select one of the *justice* definitions written on the board to explore in greater depth.

- 4. Assign** the students to write a report about how the particular definition of *justice* they selected is lived out in their neighborhood, city, or state. An example for scriptural justice might be a story about neighbors collecting money to help with medical or funeral costs for a family who lives in their neighborhood. Instruct the students to include in their story the justice term they selected and its definition and to provide as many specific examples or details as possible.

Teacher's Note

One unique learning opportunity would be to have the students upload their stories to CNN's iReport and to view one another's stories there. Anyone can view iReports at CNN's Web site. CNN may use iReports on the air, so be sure your school policies allow this.

- 5. Direct** the students to save their stories on a file-sharing site or service approved by your school, where they can read and comment on several stories written by other students. Alternatively, collect a hard copy of each student's story and conduct a read-around, in which the students write their feedback on a separate sheet of paper.
- 6. Conclude** by having the students watch the music video for "We Are Called to Act with Justice."

Perceive

Apply

Step 7

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



Articles
11, 12,
13, 14,
15, 16,
17

- 1. Prepare** by gathering seven blank index cards per student. Also download and be prepared to use the PowerPoint "Seven Themes of Catholic Social Teaching" (Document #: TX001967).
- 2. Assign** the students to read articles 11–17 in the student book as preparation. These are short articles, one on each of the seven themes of Catholic social teaching.
- 3. Present** the PowerPoint and encourage the students to ask questions to further their learning. Distribute seven blank index cards to each student, and invite the students to write the name of each social teaching theme on a card as that theme is presented in the PowerPoint. Direct the students to write the definition of each theme on the reverse side of the card during the presentation. After the presentation, allow a few minutes for the students to finish up any notes.
- 4. Direct** the students to arrange their index cards in the order of how much time or energy they devote to each theme in their daily lives. For example, one student might place the index card with "Call to Family, Community, and Participation" first because she or he devotes a significant amount of time to her or his family. Another student might place "Preferential Option for the Poor" first because she or he is in charge of an outreach program

at school. Have the students share and explain their card order in pairs. Remind the students to save the cards to use for studying for the unit quiz and test.

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*.

- 1. Prepare** by borrowing the video *In the Footsteps of Jesus* (2003, 28 minutes, USCCB Publishing) from your religion department library or diocesan library, or order it from the United States Conference of Catholic Bishops (USCCB). Preview the video before showing it to the class, to better prepare for any questions the students might ask. Also gather blank index cards, one for each student.

The video is divided into two segments. Part 1 (9 minutes) contains a brief explanation of each of the themes, noting their connection to Scripture and Tradition. In part 2 (19 minutes) the students will be inspired as they learn how each of the themes is being lived out by people in the Church, in the United States, and across the world. For this step, it would be best to show at least part 1, but you may wish to show both parts of the video. Note that part 2 would be especially beneficial to those students who are choosing to complete option 3 of the final performance tasks.

- 2. Invite** the students to articulate what they learned from the video by using one of the following techniques:
 - Go around the room and have each student share one fact or one story that inspired them from the video. Challenge the students to not repeat what any of the other students have shared.
 - Conduct a “trifecta share” by inviting the students to form small groups of three. Each group has a total of 3 minutes for each member to share three pieces of information he or she learned from the video.
- 3. Write** the following questions on the board:
 - What was something you did not know about the seven social justice themes that you learned from the video?
 - What question(s) about the social justice themes do you still have?

Distribute one index card to each student, and instruct the students to write responses to these questions on the cards. Collect the cards and use them to assess student learning.

Teacher Note

If you wish to process the information from this video in greater detail, the USCCB offers a companion study guide, *In the Footsteps of Jesus Resource Manual*, which contains lesson plans, activities, and small-group discussion questions.

Apply

Step 9

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

1. Prepare by gathering the following supplies:

- seven sheets of poster board
- several boxes of markers
- a roll of masking tape
- two Bibles
- several magazines
- several pairs of scissors
- several bottles of glue
- seven sheets of art paper
- ten containers of Play-Doh
- twenty-one sheets of blank white paper
- a ruler
- large sheets of art paper, one for each student
- a bell
- the video *Go Make a Difference* (available on the USCCB Web site) and the appropriate equipment to show it

Download and print one copy of the handout “Learning Stations Directions” (Document #: TX001955). Also download and print seven copies each of the handouts “Bill of Rights for Workers” (Document #: TX001956) and “Mini-Waste Audit” (Document #: TX001957).

2. Create seven stations in the classroom, one for each of the seven social justice themes. Move clusters of desks together to make six of the stations. The last station requires the students to go outside, so you do not need to put desks together for this station. However, you will need to find a place to post the sign for the outdoor station and the handout that goes with it.

Post the appropriate sign at each station (printed from the handout, “Learning Stations Directions” [Document #: TX001955]). Stock each station with the appropriate supplies.

3. Divide the class into seven small groups. Ask each small group to choose a facilitator, a scribe, and a time keeper. Start each small group at a different station. Instruct the groups to rotate clockwise to the next station when they hear the bell ring (allow at least 7 minutes at each station). Allow enough time for each small group to complete all seven stations.

Teacher Note

To allow more time for this learning experience, you may wish to conduct the learning stations during a longer class period (for example, a 90-minute block session) or divide the exercise in half and conduct it over two class periods.

- 4. Direct** the facilitator for each small group to turn in the work required for their group. Advise the students in advance to put their names on their work. Collect all of the learning station activities (with the exception of the Play-Doh) at the end of the class. You may wish to take photos of the Play-Doh sculptures.
- 5. Conclude** by showing the video *Go Make a Difference*.

Understand**Step 10**

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

This is a good time to assess student knowledge and understanding of the seven social justice themes as identified by the U.S. bishops.

- 1. Prepare** by downloading and printing the handout “Unit 2 Quiz” (Document #: TX001958), one for each student. Let the students know in advance that they will be taking a quiz to assess their ability to identify the definitions of each of the seven themes of Catholic social teaching. (Note that the answers for the quiz are provided on the handout “Unit 2 Quiz Answer Key” [Document #: TX001959].)
- 2. Distribute** the quiz and provide sufficient time for the students to complete it.
- 3. Collect** the quizzes and review student performance to ascertain the topics that need more coverage. Return the quizzes to the students so that they can use them to study for the unit test.

Perceive**Apply****Step 11**

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

The students play one or two social justice virtual reality games to help them to gain a deeper understanding of two of the social justice themes mentioned in this chapter: preferential option for the poor (students play the *World Hunger: Food Force* game) and solidarity (students play the *Darfur Is Dying* game). These games are available for free online.

- 1. Reserve** the media lab at your school and ensure that each student has access to a computer and printer. Note that these online games are most instructive when students work alone.

Download and install the free social justice virtual reality game *World Hunger: Food Force* from the United Nations World Food Hunger Program on each of the computers the students will use. Review and play the game yourself as preparation so that you can answer any questions the students might have and provide any directions you deem necessary.

2. **Instruct** the students to, at the end of the game, cut and paste their scores into a word-processing document, type their name above their scores, write a one-paragraph essay detailing what they learned about world hunger from the game, and then print and turn in this document at the end of the class.
3. **Invite** the students to play another game, *Darfur Is Dying*, if time allows. Inform the students that this game is available for playing on the Internet at darfurisdying.com. Review the instructions with the students before they start. This game is not as easy to navigate as the first game, so if you are going to allow time for the students to play both games, you may choose to begin with this one. The goal of the game is to survive as many days as you can in the refugee camp. The length of time each student will survive will vary. Encourage the students to print out their scores at the end of their play. As before, have the students write a one-paragraph explanation about what they learned about Darfur, and ask them to list any questions they may have about the situation in Sudan.
4. **Collect** the student scores and brief essays at the end of this exercise.

Teacher Note

Other social justice games are available at the Social Impact Games Web site.

Understand

Step 12

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 2” (Document #: TX001948) and “Rubric for Final Performance Tasks for Unit 2” (Document #: TX001949). 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 allows you to work with the students who need additional guidance with the project.

Reflect**Step 13**

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 understandings of Catholic social teachings in the modern age have developed throughout the unit.

- 1. Prepare** for this learning experience by downloading and printing the handout “Learning about Learning” (Document #: TX001159; see Appendix), one for each student.
- 2. Distribute** the handout 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.

Unit 2 Preassessment Exercise



I would explain Catholic social teaching to a friend by saying . . .	The term <i>subsidiarity</i> means . . .
List four major social changes that took place in the world during the latter part of the 1800s.	Compose a tweet summarizing the Church's teaching on the life and dignity of the human person.
List the U.S. bishops' seven key social justice themes in bullet format.	Recall and explain a favorite Scripture passage that relates to justice.
Who wrote the social encyclical <i>Rerum Novarum</i> (<i>On the Condition of Labor</i>)? When was it written? What was it about?	What does it mean to be a steward of creation? How does this definition guide you in your relationship with God's creation (human beings as well as the earth)?
Describe several ways that you promote justice in your home, school, and world.	A time when I helped someone who was spiritually or materially poor was . . .
My favorite social justice hero is _____ because . . .	Define <i>legal justice</i> , <i>commutative justice</i> , and <i>distributive justice</i> .
Living as a disciple of Christ means . . .	What is the difference between an encyclical and a pastoral letter?
To me, <i>justice</i> means . . .	The call to family, community, and participation means . . .



<p>Create a logo to inspire others to work for solidarity.</p>	<p>The dignity of work and the rights of workers means . . .</p>
<p>Write a prayer about the dignity of human life.</p>	<p>What is the difference between a right and a responsibility?</p>



Final Performance Task Options for Unit 2

Important Information for All 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 have learned the most essential content:

- 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.

Option 1: Catholic Social Teaching Primary Source Document Analysis

The Catholic Church's modern social justice documents—including papal encyclicals and pastoral letters—not only are inspirational but also are primary sources for Catholic social teaching. In this option, you will conduct a primary source analysis of one Catholic social justice document following these directions:

- Read articles 8 and 9 in the student book, “The Social Doctrine of the Church: Papal Social Teaching” and “The Social Doctrine of the Church: The United States Conference of Catholic Bishops,” to familiarize yourself with Catholic social doctrine. Review the list of titles and topics for the encyclicals and pastoral letters (the primary source documents) in the student book prior to beginning this project.
- Select one primary source document to analyze.
- Use your school library or the Internet to access and read the full document.
- As you read the document, record your answers to the following questions:
 - When was this document written? By whom? What was going on in society at the time the document was written?
 - Which of the seven themes of Catholic social teaching are addressed in the document? How are they addressed?
 - What, if any, connections does this document make to other Church documents?
 - What are two important Scripture passages referenced in the document? Why do you think they were chosen?



- What are some key insights into the social teaching of the Catholic Church that you gained from reading this document?
- What did you notice about the Church's visionary role in addressing social issues from this document?
- How is this document relevant to your life as a disciple of Christ?
- Based on these questions, summarize your findings and analysis of the document in a three-page, typed, and double-spaced essay. You will turn in your essay on the given due date.

Option 2: Catholic Social Doctrine Comparison Timeline

In this option, you will create a computer-generated timeline to compare the issues addressed in the papal encyclicals on social justice to the issues addressed in the U.S. bishops' pastoral letters on social justice. To create your timeline, complete the following steps:

- Read articles 8 and 9 in the student book, "The Social Doctrine of the Church: Papal Social Teaching" and "The Social Doctrine of the Church: The United States Conference of Catholic Bishops," to familiarize yourself with Catholic social doctrine. Review the list of titles and topics for the encyclicals and pastoral letters (the primary source documents) in the student book prior to beginning this project.
- Use a software program (such as Word, PowerPoint, or another program of your choosing) to create a comparison timeline. The timeline must include the document titles, the document dates, and the issues addressed for each of the documents listed in the student book.
- Be creative in your design of the timeline, using different images, colors, and fonts.
- Print and save a copy of your timeline.
- Use four index cards to list your responses to the following questions:
 - What did the results of your comparison timeline teach you about Catholic social teaching?
 - What did you learn about the connection between the Church's role in the United States and in the world?
 - What did you observe about the relationship between the papal social justice encyclicals and the U.S. pastoral letters?
 - What surprised you about the results of your comparison timeline?
- Share your timeline with the class and use your note cards to guide you in your presentation.
- Turn in both the timeline and the note cards at the end of your presentation.



Option 3: Action Plan for Living as a Disciple of Christ

This option invites you to apply what you have learned in unit 2 to your own life. If you choose this option, be sure to allow time to reflect on the questions asked for this project. Ask your teacher for the handout “Action Plan for Living as a Disciple of Christ” (Document #: TX001950) so you can create an action plan for how you currently live, or will live in the future, the seven themes of Catholic social teaching. Think in realistic terms about ways you may want to live the call to be a disciple. Follow these guidelines to complete the chart:

- Read articles 11–17 in the student book.
- Use the handout to identify the actions you currently take and the actions you will take to live the seven themes of Catholic social teaching.
- Be honest in your assessment of your actions and thoughtful about the ways you want to grow as a disciple of Christ.
- Fill in your data and ideas on the handout, carefully linking your actions to the social justice themes.
- Write a two-page, typed, and double-spaced reflection essay on what you learned about yourself in relation to the social justice themes and your action plan.
- Turn in both the completed handout chart and the reflection essay.



Rubric for Final Performance Tasks for Unit 2

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>Beginning in the 1800s, important changes in society caused new injustices; the Church responded by applying moral law to these new social injustices.</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 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.</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 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.</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 concept of justice has several nuanced meanings that are all rooted in Scripture and Tradition.</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.



Action Plan for Living as a Disciple of Christ

Social Justice Theme	What I do today . . .	What I will do in the next five years . . .	What I will do in the next ten years . . .
Life and Dignity of the Human Person			
Call to Family, Community, and Participation			
Rights and Responsibilities			
Option for the Poor and Vulnerable			
The Dignity of Work and the Rights of Workers			
Solidarity			
Care for God's Creation			



Vocabulary for Unit 2

cardinal virtues: Based on the Latin word for “pivot,” four virtues that are viewed as pivotal or essential for full Christian living: prudence, justice, fortitude, and temperance.

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.

commutative justice: This type of justice calls for fairness in agreements and contracts between individuals. It is an equal exchange of goods, money, or services.

deterrence: The belief that war, especially nuclear war, can be prevented through the ability to respond to a military attack with a devastating counterattack.

distributive justice: The responsibility that society has for safeguarding essential human rights and ensuring the just distribution of the earth’s resources, with special regard for those people whose basic needs are going unmet.

fair trade: An organized social movement and market-based approach that aims to help producers in developing countries to obtain living wages for their labor.

justice: The cardinal virtue concerned with the rights and duties within relationships; the commitment, as well as the actions and attitudes that flow from the commitment, to ensure that all persons—particularly people who are poor and oppressed—receive what is due them.

legal justice: The social responsibilities that citizens owe their country and society.

Magisterium: The Church’s living teaching office, which consists of all bishops, in communion with the Pope.

racism: Treating people of a different race without the full respect their equal dignity requires.

social doctrine: The body of teaching by the Church on economic and social matters that includes moral judgments and demands for action in favor of those being harmed.

social encyclical: A teaching letter from the Pope to the members of the Church on topics of social justice, human rights, and peace.

solidarity: Union of one’s heart and mind with all people. Solidarity leads to the just distribution of material goods, creates bonds between opposing groups and nations, and leads to the spread of spiritual goods such as friendship and prayer.

stewardship: The careful and responsible management of someone or something that has been entrusted to a person’s care. This includes responsibly using and caring for the gifts of creation that God has given us.

subsidiarity: The moral principle that large organizations and governments should not take over responsibilities and decisions that can be carried out by individuals and local organizations, and the responsibility of large organizations and governments to support the good of human beings, families, and local communities, which are the center and purpose of social life.



universal destination of goods: The principle that the earth and all its goods belong to God, and he intends these goods to provide the things all human beings need to live with dignity.

virtue: A habitual and firm disposition to do good.



Social Justice Papal Documents

Fill in the first empty column during the class PowerPoint presentation. When instructed, you will do further Internet research to complete the last two columns.

Documents	Issues Addressed in This Document	Organizations That Promote the Issues Addressed in This Document	People Who Promote the Issues Addressed in This Document
<i>On the Condition of Labor</i> (1891)			
<i>The Reconstruction of the Social Order</i> (1931)			
<i>Christianity and Social Progress</i> (1961)			
<i>Peace on Earth</i> (1963)			
<i>The Church in the Modern World</i> (1965)			
<i>The Development of Peoples</i> (1967)			
<i>Evangelization in the Modern World</i> (1975)			
<i>On Human Work</i> (1981)			
<i>The Hundredth Year</i> (1991)			
<i>Charity in Truth</i> (2009)			



Pastoral Letters

Student Name: _____

Write the name and date of the pastoral letter:

Summarize the major points of the Church's social teaching covered in the pastoral letter:

Write three good questions about social issues that the letter addresses:

Write what you would tell a child about the letter:

Explain how the issues addressed in the letter are still relevant in the world today:



Dilemma Questions



If I am sick and poor and do not have health insurance, where do I go for help?



What should neighborhoods with high homeless populations do to provide homeless people with shelter?



How can the underemployed (those who make minimum wage or less) provide for their families?



People who are wealthier often get better legal treatment in the court system than those who are poor. For example, research has shown that the death penalty is given more often to poor people than to middle-class or upper-class people. What should the legal system do?



Eating healthy is too expensive for many families in America. Family providers are forced to settle for foods they can afford rather than buying healthier but more expensive foods. What can be done, and who should do it?



Learning Stations Directions

Life and Dignity of the Human Person

In the Catholic social tradition, the human person is central. Every human life has inherent value and dignity, independent of race, gender, age, or economic status. Because we believe in the inherent value and dignity of every life, we believe the test of every institution or policy is whether it enhances or threatens human life and human dignity. In the Catholic tradition, people are more important than things. (*Sharing Catholic Social Teaching: Challenges and Directions*, page 23)

Directions:

- Read Genesis 1:26–27 and Deuteronomy 30:19.
- Use the markers, magazines, scissors, glue, and art paper to create a collage (as a group) to demonstrate the dignity and value of human life. Either use images from magazines or draw your own. (Please take great care in your selection of images.)
- Write a few words next to each image to explain how the picture demonstrates the life and dignity of the human person.



Call to Family, Community, and Participation

Because of our social nature, all human beings have a right and a responsibility to participate in society and in the institutions that make up our communities. These institutions have important roles in protecting the life, the dignity, and the rights of the person; promoting economic initiative and the well-being of our families and communities; and pursuing the common good. A central moral test of political, legal, and economic institutions is what they do *to* people, what they do *for* people, and how people might *participate* in them. The right to participate in society must be promoted and protected by the state and other institutions. With the *right* to participate comes an *obligation* to participate in the life of the community and in the structures that shape public life. We have a responsibility to exercise our right to participate in a fair and equitable way for the good of all. (*Sharing Catholic Social Teaching*, page 24)

Directions:

- Using a container of Play-Doh, work together as a group to create a product that will promote family, community, and the common good.
- Have the scribe use a sheet of blank white paper to write an explanation of the product you created.
- Show your teacher the finished product and your explanation before moving on to the next station.



Rights and Responsibilities

Each person, reflecting their God-given dignity, has basic rights and responsibilities that flow from our human nature and belong to us as humans regardless of any social or political structures. These rights begin with the right to life. They include those things that make life truly human, such as the rights to freedom of conscience and worship; to raise a family; to immigrate; to live without discrimination; and to have a share of earthly goods sufficient for oneself and one's family, including adequate food, clothing, housing, health care, education, employment, and a safe environment. These rights carry corresponding responsibilities—to one another, to our families, to our communities, and to the larger society—to respect the rights of others and to work for the common good. (*Sharing Catholic Social Teaching*, page 24)

Directions:

- As a group discuss the difference between a right and a responsibility.
- On a sheet of blank white paper, have the scribe use the ruler to make two columns, one labeled “Rights” and one labeled “Responsibilities.”
- As a group, brainstorm a list of five to eight rights, according to Catholic social teaching, and a corresponding list of responsibilities that aligns to each of these rights (i.e., the right to food; responsibility to not waste food).



Option for the Poor and Vulnerable

In a world characterized by growing prosperity for some and pervasive poverty for others, Catholic teaching proclaims that a basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Mt 25:31–46) and instructs us to put the needs of the poor and vulnerable first. (*Sharing Catholic Social Teaching*, page 5)

Directions:

- Read Matthew 25:31–46.
- Use the large sheets of art paper to have each group member create a poster featuring a slogan to encourage people to put the needs of those who are poor and vulnerable first.
- Decorate the posters as time permits.



The Dignity of Work and the Rights of Workers

In a marketplace where too often the quarterly bottom line takes precedence over the rights of workers, we believe that the economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God's creation. If the dignity of work is to be protected, then the basic rights of workers must be respected—the right to productive work, to decent and fair wages, to organize and join unions, to private property, and to economic initiative. Respecting these rights promotes an economy that protects human life, defends human rights, and advances the well-being of all. (*Sharing Catholic Social Teaching*, page 5)

Directions:

- Discuss among the group members the meaning of this theme.
- As a group, create ten rights for workers and complete the handout “Bill of Rights for Workers” (Document #: TX001956).



Solidarity

We are one human family, regardless of our national, racial, ethnic, economic, and ideological differences. It [solidarity] calls us to see others not as “enemy” but as “neighbor,” and it requires a just and social order where goods are fairly distributed and the dignity of all is respected. As our world grows more and more interdependent, these responsibilities cross national and regional boundaries. Violent conflict, poverty, and the denial of dignity and rights to people anywhere on the globe diminish each of us. The principle of solidarity calls us to work for world peace, global development, protection of the environment, and international human rights. (*Sharing Catholic Social Teaching*, page 25)

Directions:

- As a group, use a sheet of blank white paper to write a prayer service that promotes global solidarity in the world.
- Each person in the group could take responsibility for one of the following items in the prayer service: theme, opening prayer, Scripture reading, song, three prayers of petition, and a closing prayer.



Care for God's Creation

The Catholic tradition insists that we show our respect for the Creator by our stewardship of creation. Care for the earth is not just an Earth Day slogan, it is a requirement of our faith. We are called to protect people and the planet, living our faith in relationship with all of God's creation. This environmental challenge has fundamental moral and ethical dimensions that cannot be ignored. (*Sharing Catholic Social Teaching*, page 6)

Directions:

- As a group, you have 6 minutes to conduct a mini-waste audit of your campus.
- Walk around the school campus (please take the school hall pass) and observe and make note of the areas where trash bins are located and where recyclable items have been placed in the trash instead of in the recycling bin.
- Complete the handout "Mini-Waste Audit" (Document #: TX001957).

(The excerpts on this handout are from *Sharing Catholic Social Teaching: Challenges and Directions: Reflections of the U.S. Catholic Bishops*, by the United States Conference of Catholic Bishops [USCCB] [Washington, DC: USCCB, 1998], pages 23, 24, 24, 5, 5, 25, and 6, respectively. Copyright © 1998 USCCB. All rights reserved. No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright holder. Used with permission of the USCCB.)



Bill of Rights for Workers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Unit 2 Quiz

Match each definition in column 1 with a term from column 2. Write the letter that best corresponds to your choice in the space provided.

Column 1

1. _____ “In a world characterized by growing prosperity for some and pervasive poverty for others, Catholic teaching proclaims that a basic moral test is how our most vulnerable members are faring.”
2. _____ “In the Catholic social tradition, the human person is central. Every human life has inherent value and dignity, independent of race, gender, age, or economic status. . . . In the Catholic tradition, people are more important than things.”
3. _____ “We believe that the economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God’s creation. If the dignity of work is to be protected, then the basic rights of workers must be respected—the right to productive work, to decent and fair wages, to organize and join unions, to private property, and to economic initiative.”
4. _____ “The Catholic tradition insists that we show our respect for the Creator by our stewardship of creation. . . . We are called to protect people and the planet, living our faith in relationship with all of God’s creation.”
5. _____ “Because of our social nature, all human beings have a right and a responsibility to participate in society and in the institutions that make up our communities. . . . A central moral test of political, legal, and economic institutions is what they do *to* people, what they do *for* people, and how people might *participate* in them.”
6. _____ “We are one human family, regardless of our national, racial, ethnic, economic, and ideological differences. . . . As our world grows more and more interdependent, these responsibilities cross national and regional boundaries. Violent conflict, poverty, and the denial of dignity and rights to people anywhere on the globe diminish each of us.”
7. _____ “Each person, reflecting their God-given dignity, has basic rights and responsibilities that flow from our human nature and belong to us as humans regardless of any social or political structures. These rights begin with the right to life. . . . These rights carry corresponding responsibilities—to one another, to our families, to our communities, and to the larger society—to respect the rights of others and to work for the common good.”

Column 2

- A. life and dignity of the human person
- B. option for the poor and vulnerable
- C. call to family, community, and participation
- D. the dignity of work and the rights of workers
- E. solidarity
- F. rights and responsibilities
- G. care for God’s Creation



(The definitions on this quiz are adapted from *Sharing Catholic Social Teaching: Challenges and Directions*, pages 5, 23, 5, 6, 24, 25, and 24, respectively [Washington, DC: USCCB, 1998]. Copyright © 1998 USCCB. All rights reserved. No part of this work may be reproduced or transmitted in any form or by any means electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright holder. Used with permission of the USCCB.)



Unit 2 Quiz Answer Key

1. B
2. A
3. D
4. G
5. C
6. E
7. F



Unit 2 Test

Part 1: True or False

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

1. ____ The Catholic Church promotes socialism as an economic system.
2. ____ One billion of the world's people suffered from hunger in 2009.
3. ____ There are God-given rights and duties that apply to all human beings and that must be respected and protected by society.
4. ____ According to Church teaching, the Church, not governments and economic institutions, must protect and provide for the material and spiritual needs of the people.
5. ____ The Church supports the positive values of the free market but also warns against an unregulated free market that fails to protect human dignity.
6. ____ The scriptural definition of *justice* is "right relationships."
7. ____ Justice is a theological virtue.
8. ____ The Church states that the primary responsibility for social justice rests with the Church and its believers, not with the social institutions.
9. ____ Catholic social teaching is based on four foundational principles: respect life, protect the environment, promote the common good, and practice solidarity.
10. ____ In 1817 the bishops of the United States started a national organization to help them lead the charity, peace, and social justice work of the Church in the United States.



Part 2: Matching

Match each word or phrase in column 1 with a meaning from column 2. Write the letter that corresponds to your choice in the space provided.

Column 1

1. ____ distributive justice
2. ____ commutative justice
3. ____ justice
4. ____ legal justice
5. ____ social encyclical
6. ____ social doctrine
7. ____ pastoral letter
8. ____ subsidiarity
9. ____ universal destination of goods
10. ____ solidarity
11. ____ *Pastoral Constitution on the Church in the Modern World*
12. ____ *The Gospel of Life*
13. ____ *The Development of Peoples*
14. ____ *Peace on Earth*
15. ____ *On the Condition of Labor*

Column 2

- A. The Church's teaching regarding those being harmed by unjust social and economic policies.
- B. Calls for respect of human dignity and fairness in the exchange of goods and services between individuals and institutions.
- C. The principle that the earth and all its goods belong to God.
- D. The cardinal virtue concerned with rights and duties within relationships.
- E. The scriptural principle that emphasizes solving an issue or dispute at the lowest possible level of an organization.
- F. A letter from the Pope to the world addressing issues of justice, human rights, and peace.
- G. The social responsibilities that citizens owe their country and society.
- H. Safeguards essential human rights and ensures the just distribution of the earth's resources.
- I. Leads to the just distribution of material goods.
- J. A document written by a local bishop or region of bishops addressing an issue of spiritual, liturgical, or social concern.
- K. The first modern social encyclical written by Pope Leo XIII.
- L. The Second Vatican Council document that addresses many social issues.
- M. An encyclical by Pope John XXIII addressing the impact of nuclear weapons and the arms race.
- N. An encyclical in which Pope Paul VI states that economic development of poor people and the moral development of those with material wealth are linked.
- O. A 1995 encyclical from Blessed Pope John Paul II discussing the death penalty, abortion, ecology, euthanasia, biological engineering, and other issues.



Part 3: Short Answer

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

1. What are the seven social justice themes that were identified by the United States Conference of Catholic Bishops and serve as a guide for living as a disciple of Jesus Christ in modern society?
2. According to the themes created by the United States bishops, what is the relationship between the first social justice theme and the other six themes?
3. Which of the seven key social justice themes was addressed in the first social justice encyclical, *Rerum Novarum (On the Condition of Labor)*? How are the concerns expressed in this document still relevant today?
4. What connects the Church's different definitions for justice? Which of these definitions for justice do I most need to adopt in my life today? Why?



Unit 2 Test Answer Key

Part 1: True or False

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

Part 2: Matching

- | | | |
|------|-------|-------|
| 1. H | 6. A | 11. L |
| 2. B | 7. J | 12. O |
| 3. D | 8. E | 13. N |
| 4. G | 9. C | 14. M |
| 5. F | 10. I | 15. K |

Part 3: Short Answer

1. The seven key social justice themes detailed by the United States Conference of Catholic Bishops are as follows: the life and dignity of the human person; solidarity; the call to family, community, and responsibility; option for the poor and vulnerable; rights and responsibilities; the dignity of work and the rights of workers; and care for God's creation.
2. The first social justice theme focuses on the sacredness of human life and the dignity of the human person. The other six themes build on this foundational theme.
3. The first social justice document, *Rerum Novarum (On the Condition of Labor)*, was written by Pope Leo XIII in 1891. This encyclical was issued in response to the Industrial Revolution and addressed the social justice themes of the dignity of work and the rights of workers. Business owners and employees treating one another with dignity and respect, just pay for just work, safety in the workplace, and workers having the right to form unions are still issues in the workplace today.
4. The connection between the terms *commutative justice*, *legal justice*, and *distributive justice* is that each term is based in the biblical understanding of *justice* as "right relationships."

Student responses to the two life application questions may include relationships with parents, siblings, friends, teachers, classmates, coaches, Church, employers, other employees, neighbors, community, and so on.



Overview

This unit helps the students to gain a clear understanding of what constitutes sin, the personal and social dimensions of sin, and the roles that the Church, state, and individual play in addressing the unjust treatment of others.

Key Understandings and Questions

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

- Every sin has both a personal dimension and a social dimension.
- The Circle of Social Action steps of awareness, analysis, and action can be used to address the unjust treatment of others in social structures.
- The Church, the state, and the individual play important roles in God's plan of salvation.
- The primary purpose of the media is to be at the service of the common good.

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

- Why aren't some sins purely private sins?
- Why do we need to work for societal structural changes in order to develop more just societies?
- How is it possible to change sinful social structures?
- Why are works of charity and works of justice both important in building a just society?
- How does the Eighth Commandment guide us in our creation and use of media?

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 3" (Document #: TX001969)
- handout "Rubric for Final Performance Tasks for Unit 3" (Document #: TX001970)
- handout "Unit 3 Test" (Document#: TX001975)

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 2: Creating a Just Society,” and are as follows:

- “The Social Side of Sin” (article 18, pp. 84–89)
- “Structures of Sin and Social Sin” (article 19, pp. 89–94)
- “The Circle of Social Action” (article 20, pp. 94–98)
- “Works of Charity and Works of Justice” (article 21, pp. 99–104)
- “The Role of the State” (article 22, pp. 106–109)
- “The Role of Citizens” (article 23, pp. 110–114)
- “The Church and the State” (article 24, pp. 114–118)
- “Society and Economic Institutions” (article 25, pp. 118–122)
- “Truth and the Media” (article 26, pp. 123–127)

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 begin their study of social sin, the structures of sin, and media literacy. It is not necessary to use all the learning experiences, but if you substitute other material from this course or your own material for some of the material offered here, check to see 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 what the students already know about the concept of sin and Christ’s call to take action in response to suffering and injustice in the world.

Understand

Step 2: Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 3” (Document #: TX001969) and “Rubric for Final Performance Tasks for Unit 3” (Document #: TX001970).

Reflect

Step 3: Reflect on the personal dimension and social dimension of sin by creating a web of social sin.

Apply

Step 4: Research evidence of social action aimed at changing sinful social structures.

- Empathize** **Step 5:** Examine what it means to work for justice by exploring the stages of the Circle of Social Action: awareness, analysis, and action.
- Reflect** **Step 6:** Invite the students to create public service announcements to increase their understanding of the two feet of justice: works of charity and works of justice.
- Understand** **Step 7:** Administer a quiz to assess student understanding.
- Apply** **Step 8:** Engage the students in an imaginary political campaign to explore what it means to be a responsible citizen, both locally and globally.
- Interpret** **Step 9:** Research newspaper articles to understand the importance and contributions of civil authority in protecting the common good.
- Perceive** **Step 10:** Evaluate advertisements and commercials to help the students to understand that the primary purpose of the media is to be at the service of the common good.
- Understand** **Step 11:** Make sure the students are all on track with their final performance tasks, if you have assigned them.
- Reflect** **Step 12:** 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:

- “Personal Sin and Social Sin” (Document #: TX001977)

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

- “Using Graphic Organizers” (Document #: TX001979)
- “Audits: Point of Inquiry” (Document #: TX001978)

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:

- Luke 16:19–31 (Parable of the Rich Man and Lazarus)
- Matthew 25:31–46 (Parable of the Sheep and the Goats)
- James 2:15–16 (need for necessities of the body)
- 1 Corinthians 12:26 (“if [one] part suffers, all the parts suffer”)
- Romans 13:1–7 (citizen responsibility)
- Mark 10:43–44 (Jesus teaches the disciples to be other-centered)

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 3” (Document #: TX001971), one for each student.

.....

civil	social structures
commutative justice	spiritual good
corporal works of mercy	spiritual works of mercy
discernment	state
mortal sin	structures of sin
natural law	temporal goods
reparation	underground Church
restitution	works of charity
sin	works of justice
social sin	

Learning Experiences

Explain

Step 1

Preassess what the students already know about the concept of sin and Christ's call to take action in response to suffering and injustice in the world.

1. **Prepare** by downloading and printing the handout "Unit 3 Preassessment" (Document #: TX001968), one for each student. You may wish to have a noisemaker (a bell, chime, or whistle) on hand to signal when it is time to change partners in the exercise.
2. **Distribute** the handout and pens or pencils. Ask the students to answer the questions in the boxes provided. Allow 10 minutes for them to complete the handout.

Teacher Note

If you would like more information on graphic organizers, read the teaching method article "Using Graphic Organizers" (Document #: TX001979).

3. **Divide** the class in half. Ask the students in one half of the class to bring their handouts and form a circle in the center of the room. Have these students face away from the center of the circle. Invite the remaining students to bring their handouts, come forward, and face a partner, creating an outer circle of students facing inward.

Invite the students to share their answers with their partners, starting with the students in the outer circle. Allow 3 to 5 minutes for both partners to share, and then signal the students that it is time to rotate to new partners, using a noisemaker if you have one.

4. **Ask** the students in the outer circle to rotate three people to their right so that they are facing new partners. Direct the new partners to share their answers on the handout with each other (outside person shares first). After a few minutes, again give the signal for the students to change partners. Instruct the students in the inside circle to move two people to their left and share their answers with their new partners (inside circle shares first). Continue this exercise as time allows.
5. **Collect** the handouts to assess student knowledge. Return the handouts after your assessment, and encourage the students to save them to check their learning at the end of this unit.

Understand

Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 3” (Document #: TX001969) and “Rubric for Final Performance Tasks for Unit 3” (Document #: TX001970).

This unit provides you with two ways to assess that the students have a deep understanding of the most important concepts in the unit: constructing a Circle of Social Action Prezi presentation or poster and conducting a personal media audit. 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 3” (Document #: TX001969) and “Rubric for Final Performance Tasks for Unit 3” (Document #: TX001970), one of each for each student.
- 2. Distribute** the handouts. Give the students a choice as to which performance work on, and add more options if you so choose.
- 3. Review** the directions, expectations, and rubrics in class, allowing the students to ask questions. You may want to say something to this effect:
 - For option 1 you may work in small groups of two or three. If you want to work alone, you may choose 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 how the Circle of Social Action steps of awareness, analysis, and action can be used to address the structures of sin that support social injustices, and that they understand that the primary purpose of the media is to be at the service of the common good.

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.



Articles
18, 19

Reflect

Step 3

Reflect on the personal dimension and social dimension of sin by creating a web of social sin.

1. **Locate** and be prepared to show a video version of the song “Legacy,” by Nichole Nordeman. Also have available a large ball of colorful yarn, a battery-operated candle, and a pair of scissors.
2. **Assign** the students to read articles 18 and 19, “The Social Side of Sin” and “Structures of Sin and Social Sin,” in the student book as preparation.
3. **Review** with the students the major points in the student book articles regarding social sin:
 - All sin has a social dimension.
 - The spiritual wound caused by sin harms our communion with other people, negatively affecting our relationships with them.
 - Even though all sin has a social dimension, the social consequences of some sins are much greater than those of others.
 - Social sins can involve direct action (making a racist comment) or indirect action (not defending a classmate who is being bullied).
4. **Invite** the students to sit in a circle in a cleared location of the classroom. Introduce this exercise by giving these directions:
 - As a result of Original Sin, none of us is without sin, and sinfulness is part of our world and our humanity. It is important to recognize our sinfulness, to ask God for forgiveness through the Sacrament of Penance and Reconciliation, and to ask forgiveness of the person(s) we have sinned against and make reparation (whenever possible).
 - The class is going to create a web of sin. Each person, beginning with me, is going to share how he or she contributes to the web of sin in the world. You are not being asked to share a specific sinful action or your deepest, darkest sin, but rather a common sin that you participate in (such as lying to your parents, gossiping, treating a sibling or others with disrespect, judging others, and so on). Please be mindful that the classroom is not a confidential environment, so you should avoid sharing anything that would deeply embarrass you if others found out.
5. **Ask** the students if they have any questions about the guidelines for sharing. Explain that after people share their sin, they will wrap the ball of yarn around several fingers of their nondominant hand two times and then toss the ball of yarn (using their dominant hand) to another student across the circle. (It is important to toss the ball of yarn over the web. If the ball of yarn goes under the web, ask for volunteers to pick it up and toss it back over the web.) When that person catches the ball of yarn, he or she will pull the string so it is taut, share a sin, wrap the string around his or her fingers a

couple of times, and toss the ball of yarn to a person across the circle who has not yet shared. It is imperative that the ball of yarn is always passed *across* the circle.

6. **Share** your own common sin, wrap the yarn around a couple fingers of your nondominant hand, and then throw the ball to a student across the circle. Continue this exercise until all the students have had a chance to participate. When the web is complete, point out to the students that they are each connected to one another as brothers and sisters in Christ. Invite the students to gently tug on their yarn to see how each person is connected. Next ask the students to raise the hands with the yarn wrapped around them, together in unison. While the web is lifted, have someone place the battery-operated candle in the center of the circle as preparation for the next part of the exercise.
7. **Read** 1 Corinthians 12:26 to the class. **Share** the following points with the students:
 - ▶ This web is an example of social sin and of how each of our sins contributes to sin in the world. Our daily actions, both good and bad, have an impact on other people's lives. In his analogy of the Body of Christ, Saint Paul tells us that what affects one member of Christ's body affects all the members of his body. All sins, including our most private sins, have both a personal and a social dimension. Sin is often described as darkness.
 - ▶ However, as Catholic Christians, we are Easter people. We believe in Jesus Christ, who is the light of the world. We each bring Jesus into our world through the ways we emulate him in our lives, by the good we bring to the world. Each person in here is good, possesses goodness, and brings goodness to others. This is how we bring the light of Jesus to the world.
8. **Continue** the web activity by inviting the students to share (beginning again with you) one way they bring the light of Christ to the world. This sharing needs to follow the same sequence of students from the first part of the exercise. Thus the person who received the ball of yarn from you in the first part of the exercise now shares after you; then the next person who originally received the ball of yarn goes next, and so on.

After you share, cut the string that is connecting you to the next person. Then sit in the middle of the circle, near the candle, with the scissors. After each student shares how she or he brings goodness to the world, cut the string connecting that student to the previous person. This is a symbolic gesture that the light of Jesus breaks through the darkness of sin in the world.

9. **Conclude** by inviting the students to each take a piece of the yarn and tie it around their wrists as a reminder of our baptismal call to bring the light of Christ to the world. View an appropriate music video, such as “Legacy,” by Nichole Nordeman. You may wish to also close with a prayer such as the Lord’s Prayer.

(This step is adapted from *The Risk of Faith*, by Kieran Sawyer, pages 71–73.)

Apply**Step 4**

Research evidence of social action aimed at changing sinful social structures.

1. **Prepare** by ensuring that each student has access to a computer. Also download the PowerPoint “Creating a Just Society” (Document#: TX001980).
2. **Deliver** the PowerPoint presentation.
3. **Assign** the students one of these two research options:
 - Research a product such as coffee, clothing, shoes, food, or gasoline, and explore its economic impact on the United States.
 - Research the Web site of a company such as Starbucks, TOMS Shoes, Pedigree, Burt’s Bees, Whole Foods, or Ben and Jerry’s. Find the company’s mission statement and look for evidence of social responsibility.
4. **Ask** the students to report their findings in a document, which they should title “Five Facts.” The document should contain five facts from their research in paragraph form. The five facts should give evidence of the level of social responsibility of the company or product. Allow 20 minutes for the students to complete this assignment.
5. **Divide** the class into small groups of four or five and have them share their “Five Facts” with one another. When the groups are finished sharing, collect the “Five Facts” papers from the students.
6. **Summarize** this learning experience by emphasizing the need to work to change sinful social structures and by acknowledging the best practices of the companies that are on the right track.
7. **Conclude** by showing a brief video from the TOMS Shoes Web site about their One for One movement, or a similar video from another business working on social responsibility.



Article
20

Empathize**Step 5**

Examine what it means to work for justice by exploring the stages of the Circle of Social Action: awareness, analysis, and action.

1. **Prepare** by ensuring computer and printer access for every small group of three students.
2. **Assign** the students to read article 20, “The Circle of Social Action,” in the student book as preparation.
3. **Divide** the class into small groups of three. Have them use the Internet to find and read an article from a local or regional newspaper that sheds light on an issue of social injustice in your community or region (i.e., homelessness, poverty, violence, hunger, poor working conditions, inferior education, and so on). Ask the groups to print out one copy of the newspaper article they have found for use in their small-group discussion.
4. **Invite** the groups to assign each group member one of the following roles, corresponding to the stages of the Circle of Social Action:
 - **Awareness leader.** This group member is to present the issue from the viewpoint that all human life is sacred and all people deserve to be treated with dignity and respect. The awareness leader should draw on appropriate Scripture and Catholic social teaching.
 - **Analysis leader.** This group member leads the analysis by examining the situation to determine its underlying long-term causes, including the social structures that support the injustice.
 - **Action leader.** This group member develops the action plan to address the needs of the marginalized, those people suffering because of the injustice. The action plan should focus on confronting and changing the long-term causes and structures of sin that support the injustice. The goal is to ensure that all people are treated with dignity and respect.
5. **Ask** the small groups to discuss their findings after finishing their assignments. Ask them to analyze the Circle of Social Action by discussing these questions:
 - What if one of the members of the group was absent? How would it hinder your work in the Circle of Social Action?
 - Why are all three movements in the Circle of Social Action necessary?
6. **Allow** time for each small group to present its Circle of Social Action to the class. Follow the class presentations by inviting the students to offer prayers of petition for the needs they have identified.



Article
21

Reflect

Step 6

Invite the students to create public service announcements to increase their understanding of the two feet of justice: works of charity and works of justice.

1. **Prepare** by obtaining at least one video camera (keep in mind that most digital cameras and smartphones can also record video). Draw a diagram on the board to explain the two feet of justice: works of charity (direct service) and works of justice (social action). See the chart on page 103 in the student book as a guide.
2. **Assign** the students to read article 21, “Works of Charity and Works of Justice,” in the student book as preparation.
3. **Divide** the class into small groups of three or four, and instruct the small groups to create a script for a public service announcement (PSA) promoting an organization that either provides direct service or works for social action. Encourage the small groups to choose organizations they are familiar with because of their own personal interest or service commitment.

Provide the students with the following guidelines:

- The PSA should be 3 minutes long.
- The script should be detailed, accurate, and creative, and it must be turned in at the time the PSA is recorded.
- The PSA should demonstrate why this organization’s mission is either a work of charity or a work of justice.
- Use care to ensure that the organization and its clients are presented in a respectful manner.
- Create cue cards to use while recording the PSA to avoid reading from the script.
- Rehearse the PSA before recording.

Suggest to the students that they may wish to incorporate a Scripture passage or quotation into the PSA, such as one of the following:

- Luke 16:19–31 (Parable of the Rich Man and Lazarus)
- Matthew 25:31–46 (Parable of the Sheep and Goats)
- James 2:15–16 (need for necessities of the body)
- Mark 10:43–44 (Jesus teaches the disciples to be other-centered)

4. **Record** the students’ public service announcements using the video camera after each group has finished its script. When all the PSAs have been recorded, play them for the class. Encourage the students to get involved in, or learn more about, one of the agencies that is represented in the PSAs.

5. Process this learning experience with the students using the following questions to ensure that the students understand that both works of charity and works of justice are necessary to help to build the Kingdom of God here on earth:

- What direct service organizations were presented in the PSAs?
- What social action service organizations were presented in the PSAs?
- Why are both works of charity and works of justice necessary to live out the social doctrine of the Church?

Understand**Step 7**

Administer a quiz to assess student understanding.

This would be a good point to assess student knowledge and understanding of personal sin, social sin, and structures of sin.

1. Write these three open-ended quiz questions on the board:

- How does sin have both a personal and a social dimension?
- What are the effects of social sin?
- Why do we need to work for societal structural changes in order to develop more just societies?

2. Ask the students to write their answers to these three questions on a sheet of paper. Direct them to be thorough in their answers. They should include examples from the student book and class exercises. Allow them 10 to 15 minutes to complete this assessment.

3. Collect the quizzes and review student performance to determine which topics need more coverage. Return the quizzes to the students so that they may use them to study for the unit test.



Articles
22, 23

Apply**Step 8**

Engage the students in an imaginary political campaign to explore what it means to be a responsible citizen, both locally and globally.

- 1. Download** and print the handout “Campaign Platform” (Document #: TX001973), one for each student, and gather markers and newsprint to use for poster and banner making.
- 2. Assign** the students to read articles 22 and 23, “The Role of the State” and “The Role of Citizens,” in the student book as preparation.

3. **Distribute** the handout and divide the class into small groups of four or five. Ask group members to each choose one of the following roles within the group: presidential candidate, vice presidential candidate, secretary, and one or two public relations staff members. Each small group will work together to create a political campaign platform. The platform's promises and goals must address the following questions, which also appear on the handout:
 - What makes a country good? How does your platform relate to Catholic social teaching?
 - How are your promises and goals committed to the common good?
 - How will your group regulate the state, business institutions, and communications media so that they can promote and protect the common good?
 - Does your platform recognize, respect, defend, and promote individual citizens' rights and protect individuals' freedom to pursue these rights?
4. **Assign** the following tasks for each of the roles in the group:
 - **Presidential candidate:** Present a 5-minute speech in front of the class about your group's promises and goals.
 - **Vice presidential candidate:** Present a 4-minute speech to reinforce the methods and ideas talked about by the presidential candidate in your group.
 - **Secretary:** Record your group's platform and all major items discussed during the meeting, and turn it in at the end of this session.
 - **Public relations staff members:** Create a banner and poster for your candidacy.
5. **Follow** the group presentations with adulations and commentary.



Articles
22, 23,
24, 25

Interpret

Step 9

Research newspaper articles to understand the importance and contributions of civil authority in protecting the common good.

1. **Prepare** by creating a shared folder or directory on a server or file-sharing service approved for use by your school. Set it up so that each student will have access. Ensure that every student will have access to a computer and printer during this learning experience
2. **Assign** the students to read or review articles 22–25 in the student book as preparation.
3. **Read** Saint Paul's teaching on the role of civil authority and the responsibility of citizens to obey legitimate civil authority, in Romans 13:1–7. Lead a brief class discussion about how this teaching applies to us today.

4. **Assign** each student to use the Internet to find an article related to a social justice issue (hunger, poverty, environment, etc.) published in the last six months involving one of these branches of state or federal government:

Federal

President
Legislature
Supreme Court

State

Governor
Legislature
State Court

Allow the students 5 to 10 minutes to find an article. Instruct them to cut and paste the article into a document, including the name and date of the newspaper.

5. **Direct** the students to upload their documents into the folder you have created for them to share their articles with their classmates. Allow a few minutes for the students to upload their articles.
6. **Invite** the students to read at least three articles uploaded by other students in the shared folder. Ask them to select one article submitted by another student to use as the basis for a written report. The report will contain two parts:

- The first part of the report must synthesize and analyze how the information presented in the article relates to the common good.
- The second part of the report must analyze the moral implications of the action(s) taken by the branch of the government involved.

Collect the reports at the end of the class.

Teacher Note

You may decide to assign this written report as homework.



Article
26

Perceive**Step 10**

Evaluate advertisements and commercials to help the students to understand that the primary purpose of the media is to be at the service of the common good.

1. **Prepare** by downloading and printing the handout “Critical Marketing Analysis” (Document #: TX001974), one for each student. Provide a variety of magazines for the students to use, or ask the students to each bring in one magazine for this exercise.
2. **Assign** the students to read article 26, “Truth and the Media,” in the student book as preparation.
3. **Review** these points regarding critical analysis of media marketing, using these or similar words:
 - One aspect of critical analysis of media marketing is increasing our ability to discern the truth in the media we use. Every day we are

exposed to many marketing tools and media sources whose purpose should be to communicate the truth.

- Though we cannot check out the accuracy of every source of media we use, some basic principles help us to grow in analyzing the truthfulness of the media. Some of these principles are as follows:
 - Read and listen to information from a variety of sources to become informed.
 - Seek out sources that try to be accurate and unbiased in reporting the news.
 - Learn about an issue, studying it from different perspectives.
 - Listen to people who have different opinions, and apply reason and God's truth to their arguments.
 - Pray. Ask the Holy Spirit to guide you to the truth.

4. Review what is meant by critical analysis of advertising, using these or similar words:

- Critically analyzing advertisements is one form of media literacy. It is important to be able to discern the truth in advertising by asking these questions:
 - What is the purpose of the advertisement?
 - What demographic is the advertisement trying to reach and why?
 - What is the message of the advertisement?
 - Does the ad provide an accurate presentation of the product? (For example, is it truly a "green" product?)

5. Ask the students to look at the advertisements in the magazines and to select one to evaluate. Distribute the handout "Critical Marketing Analysis" (Document #: TX001974). The handout contains six questions to guide the students in analyzing the advertisement they have chosen. Allow about 10 minutes for the students to evaluate their advertisement and record their responses on the handout.

6. Divide the class into small groups of four or five, and have the students share their advertisements and their analyses from the handout in their groups. Ask each small group to pick one advertisement that is particularly good or bad at serving the common good.

7. Collect the handouts at the end of the exercise. Conduct a large-group discussion, asking the students to share what they learned from this exercise. Encourage the students to become critical evaluators of the media and marketing tools in light of what was discussed in class and learned through the exercise today. Discussion questions might include the following:

- How will this exercise affect you as a consumer responsible for protecting the common good?
- How did you observe truthfulness, or lack of truthfulness, in your critical marketing analysis?

Understand

Step 11

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

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 3” (Document #: TX001969) and “Rubric for Final Performance Tasks for Unit 3” (Document #: TX001970). 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 project.

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.

Reflect

Step 12

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

1. **Prepare** for this learning experience by downloading and printing the handout “Learning about Learning” (Document #: TX001159; see Appendix), one for each student. Ask the students to bring to class their preassessment handout, “Unit 3 Preassessment” (Document #: TX001968), from the unit’s first step.
2. **Ask** the students to examine their preassessment tool and note those areas of understanding that have been strengthened in this unit of study. Distribute the handout “Learning about Learning” (Document #: TX001159; see Appendix) 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 learning experience will provide the students with an excellent opportunity to reflect on how their knowledge and understandings of Catholic social doctrine and the key social justice themes have developed throughout the unit.

Unit 3 Preassessment

What do I already know about social sin?

What do I need to learn about structures of sin?

What do structures of sin have to do with social justice?

Draw a picture or create a graphic organizer to explain the personal and social dimension of sin. Be prepared to explain your work.



Final Performance Task Options for Unit 3

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 have learned the most essential content.

- Every sin has both a personal dimension and a social dimension.
- The Circle of Social Action steps of awareness, analysis, and action can be used to address the treatment of others in social structures.
- The Church, the state, and the individual play important roles in God's plan of salvation.
- The primary purpose of the media is to be at the service of the common good.

Option 1: Circle of Social Action Prezi or Poster

For this option you will work in a group of two or three students to research an example of unjust treatment of others somewhere in the world. You will research unjust treatment occurring in underdeveloped countries, such as Darfur or Afghanistan, or in developed countries such as the United States or countries in western Europe. If you need help, consult with your teacher. Review article 20, "The Circle of Social Action," in the student book to familiarize yourself with the Circle of Social Action. You have the option of creating a Prezi or SlideRocket presentation online or a poster to display your findings.

Option A: Create a Prezi or SlideRocket

Prezi and SlideRocket are presentation tools similar to PowerPoint but with greater flexibility. Go to either prezi.com or sliderocket.com and create a free public account. This will allow you to create a presentation online and either e-mail the link to your teacher or download the presentation to a USB thumb drive or CD. Both Web sites have tutorials to help you learn how to create a presentation. When your group is ready, create a Prezi or SlideRocket presenting what you learned from your research on the unjust treatment of others. Organize the presentation by the three stages of the Circle of Social Action. Be sure to include the following for each stage:

1. Awareness

- Describe the context of the injustice. List any social structures involved in this unjust treatment of others.
- Describe the suffering caused by the injustice.
- Describe the primary causes of the suffering and injustice.

2. Analysis

- Describe any social structures that support this injustice.



- Reflect the face of the people being treated unjustly.
- Provide evidence from your research indicating the scope of the unjust treatment and the social structures involved.

3. Action

- Present actions that can be taken to address this unjust treatment of others.
- What long-term actions must be planned to change the social structures and end the injustices?
- What realistic actions can you take to make a difference in this situation?

Option B: Create a Poster

For this option you will create a poster presentation of your research on the unjust treatment of others. On a sheet of poster board, draw a diagram of the three stages of the Circle of Social Action: awareness, analysis, and action. Label the stages. It may work best to type up all of the written aspects of the poster, print them out, and paste them to the poster board. Use a variety of colors on the poster, and include pictures and images as appropriate. Make your poster both informative and attractive. Include the following elements on the poster for each stage of the Circle of Social Action:

1. Awareness

- Describe the context of the injustice. List any social structures involved in this unjust treatment of others.
- Describe the suffering caused by the injustice.
- Describe the primary causes of the suffering and injustice.

2. Analysis

- Describe any social structures that support this injustice.
- Reflect the face of the people being treated unjustly.
- Provide evidence based on your research indicating the scope of the unjust treatment and the social structures involved.

3. Action

- Present actions that can be taken to address this unjust treatment of others.
- What long-term actions must be planned to change the social structures and end the injustices?
- What realistic actions can you take to make a difference in this situation?



Option 2: Personal Media Audit

This option will help you to analyze the moral content of the electronic media you consume and whether your use of media is in the service of the common good. Ask your teacher for the handout “Electronic Media Log” (Document #: TX001972), and use it to observe your use of electronic media—such as video games, music, television shows, movies and videos, or social media—for one week. Record your findings on the handout. After completing your media log, follow the procedure listed here:

- Read article 26, “Truth and the Media,” in the student book for a better understanding of media literacy.
- Prepare a presentation on your findings to share with the class. At the end of the one-week period, synthesize your findings and write a two-page, typed analysis of the electronic media you personally experienced. The paper should reflect your responses to the following questions:
 - Did your use of media help you to see God in others?
 - Did your use of media help you to identify social sin or social injustice?
 - Did your use of media help you to act in just ways toward others?
 - How did your use of media contribute to the common good?



Rubric for Final Performance Tasks for Unit 3

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>Every sin has both a personal dimension and a social dimension.</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 Circle of Social Action steps of awareness, analysis, and action can be used to address the unjust treatment of others in social structures.</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, the state, and the individual play important roles in God's plan of salvation.</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 primary purpose of the media is to be at the service of the common good.</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.



Vocabulary for Unit 3

civil: Related to the state and its citizens.

commutative justice: This type of justice calls for fairness in agreements and contracts between individuals. It is an equal exchange of goods, money, or services.

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.

discernment: From a Latin word meaning "to separate or to distinguish between," the practice of listening for God's call in our lives and distinguishing between good and bad choices.

mortal sin: An action so contrary to the will of God that it results in complete separation from God and his grace. As a consequence of that separation, the person is condemned to eternal death. For a sin to be a mortal sin, three conditions must be met: the act must involve grave matter, the person must have full knowledge of the evil of the act, and the person must give his or her full consent in committing the act.

natural law: The natural law expresses the original moral sense that God gave us that enables us to discern by our intellect and reason what is good and what is evil. It is rooted in our desire for God, and in our participation in his wisdom and goodness because we are created in his divine likeness.

reparation: Making amends for something one did wrong that caused harm to another person or led to loss.

restitution: Making things right with another person or people who have been harmed by an injustice, or returning or replacing what rightfully belongs to another.

sin: Any deliberate offense, in word, deed, or desire, against the will of God. Sin wounds human nature and injures human solidarity.

social sin: The impact that every personal sin has on other people; sin that directly attacks others' life, freedom, dignity, or rights; and the collective effect of many people's sins over time, which corrupts society and its institutions by creating "structures of sin."

social structures: The complex pattern of relationships that shape any society. They help to determine how justice is lived out in society.

spiritual good: The good that focuses on our need for God's grace so that we can be in full communion with God in this life and for all eternity.

spiritual works of mercy: Charitable actions that respond to people's spiritual needs and show respect for human dignity. The traditional list of seven works includes sharing knowledge, giving advice to those who need it, comforting those who suffer, being patient with others, forgiving those who hurt you, giving correction to those who need it, and praying for the living and the dead.

state: Any organized political authority in a specific area; it can refer to city or county governments, state or regional governments, and national governments.



structures of sin: Social structures that block justice and fail to protect human life and human rights. They are the result of the personal sin of individuals and in turn lead to personal sins.

temporal good: The aspect of the common good that focuses on the material and social needs that are part of earthly life.

underground Church: A term used to describe the Church when its gatherings are private and hidden from public view because of persecution or state laws forbidding religious practices.

works of charity: Social action that is an immediate response to a person or group who is suffering or lacking the necessities for a dignified life.

works of justice: Social action that seeks to convert structures of sin and build structures of greater justice.



Electronic Media Log

Date:	<i>Total time spent with this form of media</i>	<i>Examples of just treatment of others</i>	<i>Examples of unjust treatment of others</i>	<i>Examples of socially just actions</i>	<i>Examples of social sin</i>	<i>Did your use of this media help you to see God in others? Explain.</i>
Internet Sites						
Video Games						
Television Shows, Movies, and Online Videos						
Social Media						
Music						



Campaign Platform

In this small-group assignment, you will develop an imaginary political campaign to explore what it means to be a responsible citizen, both locally and globally. Each member in your group should select one of the following roles so that all roles are represented in your group:

- **Presidential candidate:** Present a 5-minute speech in front of the class about your group's promises and goals.
- **Vice presidential candidate:** Present a 4-minute speech to reinforce the methods and ideas talked about by the presidential candidate in your group.
- **Secretary:** Record your group's platform and all major items discussed during the meeting, and turn it in at the end of this session.
- **Public relations staff members:** Create a banner and poster for your candidacy.

As a group, work together to create your political campaign platform. The platform's promises and goals must address the following questions:

- What makes a country good? How does your platform relate to Catholic social teaching?
- How are your promises and goals committed to the common good?
- How will your group regulate the state, business institutions, and communications media so that they can promote and protect the common good?
- Does your platform recognize, respect, defend, and promote individual citizens' rights and protect individuals' freedom to pursue these rights?



Critical Marketing Analysis

What is the product or brand being sold?	What group is the advertisement aimed at?
How are the people in the advertisement being portrayed? (Analyze in the context of gender, age, and culture.)	What is the gimmick or hook being used to sell the product?
Does the product or brand serve the common good? Explain your reasoning.	
As a media literate person, a critical consumer of the media, what is your moral conclusion about this advertisement?	



Unit 3 Test

Part 1: True or False

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

1. ____ Sin requires deliberate action.
2. ____ All sin has an impact on society.
3. ____ Governments and businesses can commit sins against people.
4. ____ All sins have a personal dimension.
5. ____ We are responsible for sins when we support the sinful actions of others.
6. ____ Social structures should support and promote just relationships.
7. ____ Selfishness is a basic attitude that builds structures of sin.
8. ____ Justice work is most successful when it is carried out by an individual rather than a group.
9. ____ Works of charity are more important than works of justice.
10. ____ Structures of justice benefit only those who serve others.



Part 2: Multiple Choice

Write your answers in the blank spaces at the left.

1. _____ What must we do to take action in response to global suffering and injustice?
 - A. become aware of suffering and injustice
 - B. analyze the causes of suffering and injustice
 - C. take action against suffering and injustice
 - D. all of the above

2. _____ To determine if a human act is morally bad, we must consider _____.
 - A. the object (act) the person is choosing
 - B. the intention of the person doing the act
 - C. the circumstances surrounding the act
 - D. all of the above

3. _____ are spiritual works of mercy.
 - A. clothe the poor and care for the terminally ill
 - B. comfort those who suffer and forgive those who hurt you
 - C. visit the lonely and pray for the dead
 - D. feed the hungry and give drink to the thirsty

4. _____ *Solidarity* means _____.
 - A. working together so the poor and vulnerable receive help and aid
 - B. that structures of sin cannot be transformed into structures of justice
 - C. that only people in need of help and aid benefit
 - D. that all people must do the same level of service to others

5. _____ The state provides services to protect the common good by _____.
 - A. taxing all citizens at the same rate
 - B. keeping control in the hands of a few
 - C. providing necessary administrative, legislative, and judicial functions
 - D. all of the above



6. _____ Church documents use the term *state* to refer to _____.
- A. only national governments
 - B. all levels of political authority
 - C. only local governments
 - D. the United Nations
7. _____ Which of the following responsibilities of citizens are identified in the Church's social teachings?
- A. the responsibility to contribute to the material and spiritual goods of society
 - B. the responsibility to be involved in the political life of society
 - C. the responsibility to pay taxes
 - D. all of the above
8. _____ When we believe civil law or civil authority is morally wrong, God calls us to _____.
- A. recognize the injustice
 - B. refuse to participate in the injustice
 - C. work to change the injustice
 - D. all of the above
9. _____ In order to maintain the Church's independence from the state, the Church insists on which of the following rights: _____.
- A. the right to collect money
 - B. the freedom to build churches and schools
 - C. the freedom to preach the Gospel
 - D. all of the above
10. _____ As a social institution, the purpose of the media is to serve the common good by _____.
- A. providing entertainment
 - B. providing the latest advancements in technology
 - C. providing information so people can make good choices
 - D. all of the above



Part 3: Matching

Match each meaning in column 1 with a term from column 2. Write the letter that corresponds to your choice in the space provided. (*Note:* There are two extra items in column 2.)

Column 1

- _____ 1. working together so that both the person serving and the one being served benefit
- _____ 2. moral obligation to resist unjust civil law or civil authorities
- _____ 3. the political authority of state leaders
- _____ 4. the practice of listening for God's call and guidance in our lives
- _____ 5. a form of social action to provide immediate assistance
- _____ 6. work done to transform sinful social structures
- _____ 7. an offense against God and a rejection of God's love for us
- _____ 8. patterns of relationships that shape society
- _____ 9. impact that every personal sin has on other people
- _____ 10. any organized political authority for a specific area

Column 2

- A. sin
- B. social structures
- C. social sin
- D. discernment
- E. charity
- F. solidarity
- G. social action
- H. state
- I. civil authority
- J. theological virtues
- K. social inaction
- L. civil disobedience



Part 4: Short Answer

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

1. What does Blessed Pope John Paul II mean when he writes, “There is no sin, not even the most intimate and secret one, the most strictly individual one, that exclusively concerns the person committing it” (*Reconciliation and Penance*, 16)? How can I apply this message to my life?
2. Describe ways social structures help to protect the common good. How can I work through a social structure to protect the common good?
3. What is meant by the term *just social structure*? In what ways do I support just social structures?
4. Describe an injustice, describe its social structure, and then describe a method that could be used to bring about transformation of that social structure. How can I personally contribute to this social structure transformation?
5. List factors that impede and obstruct the media’s ability to fulfill its role in God’s plan. What steps must I take to become a critical consumer of the media?



Unit 3 Test Answer Key

Part 1: True or False

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

Part 2: Multiple Choice

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

Part 3: Matching

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

Part 4: Short Answer

1. All sin has an impact on society. Every sin affects the sinner's relationship with other people. In my personal life, I can be aware that every sin I commit is a sin against God and has an impact on my relationships with others.
2. Social structures are complex patterns of relationships that shape society and determine how justice is lived out. Social structures should support and promote just and life-giving relationships. Examples of such social structures are fair payment for goods and services; business commitment to safe work environments and just wages; and government regulations protecting workers, consumers, and the environment. I can be aware of the purpose and work of a social structure and be sure the structure is geared toward the promotion of the common good.
3. A just social structure is one that promotes justice, protects human life and human rights, and is sustained by ethical and good moral choices. I can support just social structures by supporting, with my time and money, only those that promote and protect human life and rights.
4. Hunger, poverty, and homelessness are examples of injustices of the social structure of government. Equitable distribution of wealth, food, and so on, would be a way to transform this social structure. I



can become aware of the injustice and the structure and take political or social action to advocate for those who cannot advocate for themselves. For example, I can lobby for affordable housing, advocate for the poor, or boycott companies that exploit workers. I can also take action and be intentional in responding to social needs of others. For example, I can work at a soup kitchen or food pantry.

Answers will vary.

5. Often the media seeks to sensationalize the news rather than protect the common good. I can become a critical consumer of the media by analyzing the impact it has on others and on me. I can find news media that tell real stories about people who are working for the common good. I can use personal discernment to listen to God's call in my life and to distinguish between good and bad media choices.



Personal Sin and Social Sin

The following teaching on personal sin and social sin is taken from the apostolic exhortation Reconciliation and Penance (number 16), by Blessed Pope John Paul II.

Sin, in the proper sense, is always a personal act, since it is an act of freedom on the part of an individual person and not properly of a group or community. This individual may be conditioned, incited and influenced by numerous and powerful external factors. He may also be subjected to tendencies, defects and habits linked with his personal condition. In not a few cases such external and internal factors may attenuate, to a greater or lesser degree, the person's freedom and therefore his responsibility and guilt. But it is a truth of faith, also confirmed by our experience and reason, that the human person is free. This truth cannot be disregarded in order to place the blame for individuals' sins on external factors such as structures, systems or other people. Above all, this would be to deny the person's dignity and freedom, which are manifested—even though in a negative and disastrous way—also in this responsibility for sin committed. Hence there is nothing so personal and untransferable in each individual as merit for virtue or responsibility for sin.

As a personal act, sin has its first and most important consequences in the sinner himself: that is, in his relationship with God, who is the very foundation of human life; and also in his spirit, weakening his will and clouding his intellect.

At this point we must ask what was being referred to by those who during the preparation of the synod and in the course of its actual work frequently spoke of social sin.

The expression and the underlying concept in fact have various meanings.

To speak of social sin means in the first place to recognize that, by virtue of human solidarity, which is as mysterious and intangible as it is real and concrete, each individual's sin in some way affects others. This is the other aspect of that solidarity which on the religious level is developed in the profound and magnificent mystery of the communion of saints, thanks to which it has been possible to say that "every soul that rises above itself, raises up the world." To this law of ascent there unfortunately corresponds the law of descent. Consequently one can speak of a communion of sin, whereby a soul that lowers itself through sin drags down with itself the church and, in some way, the whole world. In other words, there is no sin, not even the most intimate and secret one, the most strictly individual one, that exclusively concerns the person committing it. With greater or lesser violence, with greater or lesser harm, every sin has repercussions on the entire ecclesial body and the whole human family. According to this first meaning of the term, every sin can undoubtedly be considered as social sin.

Some sins, however, by their very matter constitute a direct attack on one's neighbor and more exactly, in the language of the Gospel, against one's brother or sister. They are an offense against God because they are offenses against one's neighbor. These sins are usually called social sins, and this is the second meaning of the term. In this sense social sin is sin against love of neighbor, and in the law of Christ it is all the more serious in that it involves the Second Commandment, which is "like unto the first." (1) Likewise, the term social applies to every sin against justice in interpersonal relationships, committed either by the individual against the community or by the community against the individual. Also social is every sin against the rights of the human person, beginning with the right to and including the life of the unborn or against a person's physical integrity. Likewise social is every sin against others' freedom, especially against the supreme freedom to believe in God and adore him; social is every sin against the dignity and honor of one's neighbor. Also social is every sin against the common good and its exigencies in relation to the whole broad spectrum of the rights and duties of citizens. The term social can be applied to sins of commission or omission—on the part of political, economic or trade



union leaders, who though in a position to do so, do not work diligently and wisely for the improvement and transformation of society according to the requirements and potential of the given historic moment; as also on the part of workers who through absenteeism or non-cooperation fail to ensure that their industries can continue to advance the well-being of the workers themselves, of their families and of the whole of society.

The third meaning of social sin refers to the relationships between the various human communities. These relationships are not always in accordance with the plan of God, who intends that there be justice in the world and freedom and peace between individuals, groups and peoples. Thus the class struggle, whoever the person who leads it or on occasion seeks to give it a theoretical justification, is a social evil. Likewise obstinate confrontation between blocs of nations, between one nation and another, between different groups within the same nation all this too is a social evil. In both cases one may ask whether moral responsibility for these evils, and therefore sin, can be attributed to any person in particular. Now it has to be admitted that realities and situations such as those described, when they become generalized and reach vast proportions as social phenomena, almost always become anonymous, just as their causes are complex and not always identifiable. Hence if one speaks of social sin here, the expression obviously has an analogical meaning. However, to speak even analogically of social sins must not cause us to underestimate the responsibility of the individuals involved. It is meant to be an appeal to the consciences of all, so that each may shoulder his or her responsibility seriously and courageously in order to change those disastrous conditions and intolerable situations.

Having said this in the clearest and most unequivocal way, one must add at once that there is one meaning sometimes given to social sin that is not legitimate or acceptable even though it is very common in certain quarters today. (2) This usage contrasts social sin and personal sin, not without ambiguity, in a way that leads more or less unconsciously to the watering down and almost the abolition of personal sin, with the recognition only of social guilt and responsibilities. According to this usage, which can readily be seen to derive from non-Christian ideologies and systems—which have possibly been discarded today by the very people who formerly officially upheld them—practically every sin is a social sin, in the sense that blame for it is to be placed not so much on the moral conscience of an individual, but rather on some vague entity or anonymous collectivity such as the situation, the system, society, structures or institutions.

Whenever the church speaks of situations of sin or when she condemns as social sins certain situations or the collective behavior of certain social groups, big or small, or even of whole nations and blocs of nations, she knows and she proclaims that such cases of social sin are the result of the accumulation and concentration of many personal sins. It is a case of the very personal sins of those who cause or support evil or who exploit it; of those who are in a position to avoid, eliminate or at least limit certain social evils but who fail to do so out of laziness, fear or the conspiracy of silence, through secret complicity or indifference; of those who take refuge in the supposed impossibility of changing the world and also of those who sidestep the effort and sacrifice required, producing specious reasons of higher order. The real responsibility, then, lies with individuals.

A situation—or likewise an institution, a structure, society itself—is not in itself the subject of moral acts. Hence a situation cannot in itself be good or bad.

At the heart of every situation of sin are always to be found sinful people. So true is this that even when such a situation can be changed in its structural and institutional aspects by the force of law or—as unfortunately more often happens by the law of force, the change in fact proves to be incomplete, of short duration and ultimately vain and ineffective—not to say counterproductive if the people directly or indirectly responsible for that situation are not converted.



Endnotes

1. The expression from the French writer Elizabeth Leseur, *Journal et Pensees de Chaque Jour*, Paris 1918, p. 31.
2. Cf. Sacred Congregation for the Doctrine of the Faith: *Instruction on Certain Aspects of the Theology of Liberation Libertatis Nuntius*; August 6, 1984 IV, 14–15: ASS 76 (1984), 885f.



Unit 4 Respecting Human Life and Dignity

Overview

This unit explains that respect for human life and dignity is the central theme of Catholic social teaching. By examining various social issues that threaten human dignity, the students grow in their understanding of how we are called to protect human life and dignity from the moment of conception until natural death.

Key Understandings and Questions

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

- Societies are cultures of life when they respect and protect human life, and they are cultures of death when they deny the sacredness of human life.
- Every person's life must be respected and protected from the moment of conception until natural death; this is especially true for the unborn and for those at the end of their lives.
- Freedom does not mean that we have the right to pursue our secondary rights at the expense of someone else's primary rights.
- God loves everyone, and he calls us to love and respect those who are different from us.

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

- According to Pope John Paul II in his encyclical *The Gospel of Life*, how must the Church, the state, and the individual go about building a culture of life?
- How does an erosion of personal conscience contribute to the culture of death?
- How does Catholic social teaching guide our actions regarding social issues affecting human life, such as abortion, euthanasia, cloning, genetic manipulation, and the death penalty?
- How does Catholic social teaching guide our actions regarding social issues affecting human dignity, such as racism, sexual exploitation, and the treatment of immigrants?

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 4” (Document #: TX001982)
- handout “Rubric for Final Performance Tasks for Unit 4” (Document #: TX001983)
- handout “Unit 4 Test” (Document#: TX001988)

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 3: Respecting Human Life and Dignity,” and are as follows:

- “A Culture of Life versus a Culture of Death” (article 27, pp. 130–135)
- “Beginning-of-Life Issues” (article 28, pp. 135–140)
- “End-of-Life Issues” (article 29, pp. 141–144)
- “The Death Penalty” (article 30, pp. 145–149)
- “Sexual Exploitation” (article 36, pp. 177–181)
- “Racism” (article 37, pp. 181–186)
- “Migration and Immigration” (article 38, pp. 186–191)

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 begin their study of the core social justice theme: the life and dignity of the human person. 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, check to see 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 what the students already know about respecting human life and dignity.

 Understand

Step 2: Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 4” (Document #: TX001982) and “Rubric for Final Performance Tasks for Unit 4” (Document #: TX001983).

Reflect

Step 3: Explore elements that promote a culture of life over a culture of death through a reflective exercise.

Interpret

Step 4: Guide the students to understand and explain Church teaching regarding beginning-of-life issues.

Perceive

Step 5: Showcase the students' understanding of end-of-life issues by having them create a one-act play.

Understand

Step 6: Provide input and facilitate discussion on the topic of suicide prevention.

Empathize

Perceive

Step 7: Create quizzes with the students to help to deepen their comprehension of the material and to assess their understanding.

Empathize

Step 8: Engage the students in a class debate to deepen their understanding of the implications of the death penalty.

Empathize

Step 9: Unpack the issue of human trafficking, and help the students to discover ways they can help to increase awareness of the issue and work to change social structures.

Understand

Step 10: Recognize individual uniqueness by analyzing subtle social structures that often deny individual uniqueness or limit a person's opportunities and dignity.

Empathize

Perceive

Step 11: Appreciate the lessons we can learn from all God's children, especially individuals with differing abilities.

Understand

Step 12: Deepen student understanding of the Catholic Church's teaching regarding migration and immigration.

Understand

Step 13: Make sure the students are all on track with their final performance tasks, if you have assigned them.

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:

- "Reproductive Technology" (Document #: TX001880)
- "Euthanasia and Physician-Assisted Suicide" (Document #: TX001879)
- "Catholic Social Teaching and Migration" (Document #: TX001990)

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

- “The One-Act Play” (Document #: TX001993)
- “In-Class Debates” (Document #: TX001991)
- “Teaching Individuals with Differing Abilities” (Document #: TX001992)

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 5:38–39 (teaching about retaliation)
- Matthew 5:44 (love your enemies)
- Matthew 18:21–22 (teaching about forgiveness)
- Matthew 7:12 (the Golden Rule)
- Luke 12:35–48 (the faithful servant)
- Genesis 12:1 (God calls Abraham and Sarah)
- Genesis 47:1–6 (Jacob’s family migrates to Egypt)
- Deuteronomy 10:17–19 (God’s compassion for migrants and immigrants)
- Matthew 2:13–15 (the Holy Family migrates to Egypt)

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 4” (Document #: TX001984), one for each student.

abortion	fornication
adultery	immigration, immigrant
artificial means of conception	masturbation
chastity	migration, migrant
conscience	polygamy
culture of death	pornography
culture of life	racism
diaspora	refugee
euthanasia	sexism
excommunication	suicide

Learning Experiences

Explain

Step 1

Preassess what the students already know about respecting human life and dignity.

1. **Prepare** by downloading and printing the handout “Introspect and Interview” (Document #: TX001981), one for each student.
2. **Distribute** the handout and pens or pencils and ask the students to complete the second column on the handout by recording their own response to each life issue listed in the first column. Allow 5 to 7 minutes for the students to complete this part of the exercise.
3. **Invite** the students to complete the third column by interviewing another student in the class about what that student wants to learn about each issue and recording his or her answers. Have the students write the name of the interviewee at the top of column three. Allow 3 to 5 minutes for this.
4. **Ask** the students to now find a different student to interview and to record this student’s answers in the fourth column. Have the students write the name of the interviewee at the top of this column.
5. **Collect** the handouts to assess student understanding regarding the life issues covered in this unit so you can determine which concepts in the unit need more attention than others.

Understand

Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 4” (Document #: TX001982) and “Rubric for Final Performance Tasks for Unit 4” (Document #: TX001983).

This unit provides you with three ways to assess that the students have a deep understanding of the most important concepts in the unit: creating a manual for teens on respect-for-life issues, creating a photo album depicting respect for life, and writing an editorial on a life issue for a Catholic newspaper. 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 4” (Document #: TX001982) and “Rubric for Final Performance Tasks for Unit 4” (Document #: TX001983), 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:
 - For option 1 you will work in small groups. If you want to work alone, you may choose option 2 or 3.
 - 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 they understand the importance of respecting human life and dignity, defending human life in all its stages, and respecting diversity.

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.



Article
27

Reflect

Step 3

Explore elements that promote a culture of life over a culture of death through a reflective exercise.

1. **Locate** and be prepared to show the video titled “Nick Vujicic, Get Back Up,” found on several Internet video sites. Download the PowerPoint “Respecting Human Life and Dignity” (Document#: TX001994). Download and print the handout “Mirror Exercise” (Document #: TX001985), one for each student.
2. **Assign** the students to read article 27, “A Culture of Life versus a Culture of Death,” in the student book as preparation.
3. **Ask** a student to lead this prayer:
 - Dear God, thank you for the gift of life. Allow us to truly see you in every person we encounter and to value all life in the way you

intended. Help us to promote the life and dignity of every human person through our thoughts, words, and actions. Empower us to see you in all that you have created. In Jesus' name we pray. Amen.

4. View the video "Nick Vujicic, Get Back Up" with the class. Afterward, ask the students to share their thoughts about the video, especially about its relationship to the life and dignity of the human person.

5. Engage the students in a 3- to 5-minute partner share using the following prompt:

- Share one way you have respected the life and dignity of another person in the past twenty-four hours.

After the partner share, invite the students to share in the large group. Comment as appropriate.

6. Present the PowerPoint "Respecting Human Life and Dignity" (Document #: TX001994). After the presentation introduce the following exercise with these comments and reflection questions:

- As we continue to discuss the life and dignity of the human person (the core social justice theme), we want to examine our own attitudes and behaviors.

Teacher Note

Another video you could use in this step is "Butterfly Circus," which can be found on several Internet video sites. It is another inspirational film promoting the life and dignity of the human person. After viewing the film, use the following questions to generate class discussion:

- What is the message of this film?
- How is the life and dignity of the human person demonstrated in this film?
- What connections can you make between this film and our creation in the image and likeness of God?
- What one image in the film touched you the most and why?

- Do I promote a culture of life, in which all human life is sacred from conception to natural death, or a culture of death, denying that human life is sacred in all its stages?
- In what ways do I respond to people who are different from me?
- Do I respond from a place of respect? disrespect? indifference? prejudice?

7. Distribute the handout "Mirror Exercise" (Document #: TX001985) and give the following directions:

- One way to respond with respect to all God's people is to understand how we are different from others. Once we understand "difference," we may be more capable of responding with respect.
- The handout lists several examples of difference in column 1. In column 2, you are to write an example (a word or phrase) to show how respect can guide your responses to difference.
- Be honest in your responses. Work alone and in silence.

Allow sufficient time for the students to complete the handout.

8. **Ask** for volunteers to share their responses for each of the items. Generate a discussion about how we can build a culture of life as opposed to a culture of death within the classroom, the school, the local community, the Church, the country, and the world.
- What is the message of this film?
 - How is the life and dignity of the human person demonstrated in this film?
 - What connections can you make between this film and our creation in the image and likeness of God?
 - What one image in the film touched you the most and why?



Article
28

Interpret

Step 4

Guide the students to understand and explain Church teaching regarding beginning-of-life issues.

This step provides two teaching options. Please review both options and decide which one you will use in class.

Option 1: Develop a Pamphlet about a Beginning-of-Life Issue

1. **Prepare** by ensuring that each student will have access to a computer with Microsoft Publisher (which has pamphlet design ability), or another suitable word-processing or layout program, and a printer. Locate and be prepared to show the video “Sanctity of Life: A Video for Right to Life Sunday (Orphans of God),” found on several Internet video sites.
2. **Assign** the students to read article 28, “Beginning-of-Life Issues,” in the student book as preparation.
3. **View** the video “Sanctity of Life: A Video for Right to Life Sunday (Orphans of God)” with the class.
4. **Divide** the class into five small groups. Assign one of these beginning-of-life topics to each small group:
 - abortion
 - in vitro fertilization
 - genetic engineering
 - stem-cell research
 - cloning

Inform the groups that they will be researching their assigned topic and creating an informational pamphlet on it using word-processing or layout software. The pamphlet will be designed to be printed on an 8½-x-11-inch sheet of paper folded in half to create four panels. (That is, each panel will

be one half of one side of the paper.) The contents of each panel should be as follows:

- **Panel 1 (cover):** Include the name of the topic, an appropriate picture, and the names of the students in the group. Be creative in the design and colors.
- **Panel 2 (first panel on the inside):** Include the definition of the topic and all pertinent information (with citations). Gather the information for the panel from appropriate databases such as Science Resource Center, Opposing Viewpoints, SIRS, and so on, not from Web sites.
- **Panel 3 (second panel on the inside):** Include an appropriate Scripture quotation as well as the moral teaching of the Catholic Church on the topic. Use accurate information from the *Catechism of the Catholic Church*, Church documents, the USCCB Web site, the Vatican Web site, and so on. Please cite all sources.
- **Panel 4 (back cover):** Include an appropriate picture with a closing summary. Make up a name for the organization producing the pamphlet.

Each person in each small group will be needed to help complete a panel of the pamphlet. All of the group members can work on a panel at the same time, with one person importing the information into the pamphlet template in Microsoft Publisher or a similar program.

5. **Direct** the students to send an electronic copy of their pamphlets to you and also to print out a copy to pass around to the other students in the class. If desired, all of the pamphlets can be saved in a class folder on a school-approved file-sharing service so that the students can view all of the creations of their classmates.

Option 2: Develop a Hands-On Exercise

1. **Prepare** by ensuring that each student will have access to a computer to conduct online research. Decide whether you will conduct the sample hands-on exercise with the class to demonstrate the kind of hands-on exercises the students will be creating in this option. If you choose to conduct the exercise, prepare as follows. (If you choose to skip this part, proceed to part 2 of this option.)
 - Gather one blue balloon for each male student in the class and one pink balloon for each female student in the class.
 - Research abortion statistics to determine the percentage of viable pregnancies that were aborted last year. Apply this percentage to your class size to determine the number of students who will represent the percentage of aborted pregnancies in the year you researched.
 - Print out slips of papers that say “You are a healthy bouncing baby girl” or “You are a healthy bouncing baby boy.” Make enough of each slip to correspond to the numbers of boys and girls in the class that represent

last year's percentage of live births. Place the baby girl slips in pink balloons and the baby boy slips in blue balloons (one slip per balloon), but do not inflate them yet.

- Print out slips of paper that state "You have been aborted" and cite the abortion statistics you found. Make enough slips to match the number of aborted pregnancies you calculated by applying statistics to your class size. Also place these slips inside pink and blue balloons.
- Blow up all the balloons with the slips of paper inside, and place the balloons in a large bag.

2. Assign the students to read article 28, "Beginning-of-Life Issues," in the student book as preparation.

3. Divide the class into five small groups. Assign one of these beginning-of-life topics to each small group:

- abortion
- in vitro fertilization
- genetic engineering
- stem-cell research
- cloning

The students will need to research the topic itself as well as Church teaching regarding the topic.

Inform the small groups that they are to create a hands-on exercise demonstrating the life and dignity of the human person in relation to their assigned topic. Each exercise must involve the whole class and be designed to bring a deeper understanding or experience to the assigned topic.

4. Conduct the sample hands-on exercise, if you have chosen to do so. Tell students that this is a sample hands-on exercise that profoundly demonstrates the impact of abortion:

- Distribute the balloons to the students by gender. Have the students stand.
- Direct the students to pop their balloons and read the message (or messages) inside the balloon. Ask the students who received the abortion slips of paper to stay standing.
- Ask volunteers who received the abortion slips of paper to read the statistics you included. Invite other volunteers to name one thing they learned from this exercise or to share how this exercise made them feel.
- Tell students that if this were an exercise they had designed, the student leaders who created it would conclude by speaking about the implications of the demonstration. What new understanding do they have as a result of the activity?

5. **Direct** the students to break up into their small groups to research their assigned topics and to develop hands-on exercises that will inform their classmates about the topic and the Church's teaching on the topic. Ask them to gather the information from appropriate databases such as Science Resource Center, Opposing Viewpoints, SIRS, and so on, not from Web sites. They should research the moral teaching of the Catholic Church on the topic by seeking accurate information from the *Catechism of the Catholic Church*, Church documents, the USCCB Web site, the Vatican Web site, and so on.
6. **Invite** the small groups to conduct their exercises with the class. At the end of each exercise, ask the group leading it to comment on new understandings they gained by researching the topic and developing the exercise.



Article
29

Perceive

Step 5

Showcase the students' understanding of end-of-life issues by having them create a one-act play.

1. **Assign** the students to read article 29, "End-of-Life Issues," in the student book as preparation.

Teacher Note

An article on this teaching method, "The One-Act Play" (Document #: TX001993), is available at smp.org/Living inChrist, if you would like background information. This exercise can take place in one class period if the small groups are given 20 minutes to write their short one-act plays and then perform the plays during the same class. Another option would be to assign the writing of the plays as homework and then have the small groups perform the plays during the next class.

2. **Divide** the class into small groups of two to four students who will work together in creating a one-act play on an end-of-life dilemma.
3. **Inform** the students that they will have 20 minutes to create a one-act play about a person (can be a husband, wife, teenage son or daughter, or other relative) at the end of life. The setting could, for example, have the main character lying in a coma in a hospital bed surrounded by his or her loved ones. The students can decide if the person near death is in a coma, is fully conscious, or can hear what is going on but is unable to respond. They should also decide on what end-of-life issues to depict in the play, including decisions about medication, nutrition and hydration, life support, and so on.

Instruct the students to focus on the internal monologue of the person near death as well as the dialogue of the other people in the scene, such as loved ones, doctors, nurses, and priests. Ask the following questions:

- What is the main character thinking as loved ones are considering what steps to take?
- What obstacles must the main character overcome? What do all the characters in the play do?
- What is the high point, climax, of the play?
- What is the conclusion of the play?
- How does the teaching of the Catholic Church regarding end-of-life issues come into play?

The plot should lead all the characters through some obstacles, difficult decisions, or events, examining the different points of view (including that of the person at the end of life) before reaching a climax. As soon as this moment occurs in the play, the conclusion quickly follows.

4. **Direct** the small groups to act out their plays. They can read from a script or improvise from a script outline. Invite the students in the audience to rate the message of the play as well as the performance.



Article
29

Understand

Step 6

Provide input and facilitate discussion on the topic of suicide prevention.

1. **Prepare** by downloading and printing the handout “Suicide Prevention” (Document #: TX001986). Obtain index cards, one for each student, and purchase a bag of individually wrapped Life Savers so that you can distribute one Life Savers candy to each student. Locate and be prepared to show a video version of the song “What a Wonderful World,” recorded by Louis Armstrong, or another inspirational music video. Write the following on the board to use later in the lesson:

Reasons Teens Might Consider Suicide

- family problems
- breakup with boyfriend or girlfriend
- being bullied
- loneliness
- being different from others
- other ???

2. **Assign** the students to review the section regarding suicide in article 29, “End-of-Life Issues,” of the student book as preparation.
3. **Distribute** the handout and one index card to each student. Review the handout’s information regarding suicide with the students. Add any further information you feel is important, such as Scripture and Church teachings,

facts to consider, what to do if someone you know is considering suicide, and why it is important to discuss this topic in a religion class. You may also wish to discuss depression and the warning signs, recognizing that people suffering from depression or mental illness are in an extremely distressed situation and may need professional help. (If you have a school counselor with mental health training, it may be helpful to invite him or her to join this discussion.) Ask the students if they have any questions before proceeding with the next part of the step.

4. **Refer** the students to the reasons for suicide you have written on the board. Invite the students to pick one of the reasons and write it on one side of the index card. On the reverse side of the card, ask the students to write five ways to cope with that reason. For example, for the issue of family problems, they could list the following ideas: talk to friends, listen to music, go to a favorite place, talk to a school counselor or campus minister, talk to another family member.
5. **Conduct** a large-group discussion by inviting the students to identify the issues they have chosen and their responses for coping with those issues. Ask for a student volunteer to write all the responses on the board. After each student shares, give him or her a Life Savers candy as a symbol that he or she can be a life saver for others. When all the students are done sharing, review the responses with the class. Be sure to caution the students that some people's despair or illness is so great that professional help is required. Sometimes the best thing we can do for someone we love or care about is to get that person into the care of qualified professionals.
6. **Divide** the class into small groups of three to create role-plays. Allow 3 to 5 minutes for each small group to create a quick role-play in which one student is talking about suicide or demonstrating some warning signs of suicide. The other two members of the group portray this student's friends, who respond in a "life-saving" manner, using the skills discussed in class.
7. **Invite** the small groups to present their role-plays to the class. Address any issues as necessary.
8. **Conclude** with an inspirational music video such as "What a Wonderful World," sung by Louis Armstrong. As a homework assignment, you may wish to have the students interview a parent or guardian and submit a paragraph summarizing their conversation. (Either the student or the parent could write the brief reflection.) Pick one of these questions to use as a focus for the assignment:
 - When you were growing up, did you ever have a friend, family member, or classmate who dealt with suicide? What happened? How did you deal with the situation?
 - When you were growing up, how did you cope with _____? (Allow the students to pick one of the following topics: family problems, a breakup with a boyfriend or girlfriend, being bullied, loneliness, or being different.)

Collect the homework during the next class and, if there is time, have the students share their interview summaries in class.

Empathize

Perceive

Step 7

Create quizzes with the students to help to deepen their comprehension of the material and to assess their understanding.



Articles
27, 28,
29

1. **Prepare** by asking the students to bring their student books to class.
2. **Divide** the class into pairs or small groups of three and allow them 10 minutes to write five true-or-false questions and five multiple-choice questions (each with five options) from articles 27–29 in the student book. Instruct the students to use their books and to write their questions neatly so that they are easy to read. Also ask them to provide an answer key on a separate sheet of paper. The answer key should include the page numbers on which the answers can be found in the student book.
3. **Collect** the papers with the questions as well as the answer keys from the students. Use the papers with the questions as quizzes. Distribute one quiz to each pair or small group of three, making sure no one gets the quiz her or his group created. Ask the pairs or groups to work together to complete the quizzes.
4. **Collect** the completed quizzes and use the answer keys for grading. For an optional exercise, have each pair or small group share the one question that they found most challenging on the quiz they took. Use the quiz scores to assess student understanding of the material.



Article
30

Empathize

Step 8

Engage the students in a class debate to deepen their understanding of the implications of the death penalty.

1. **Prepare** by obtaining the DVD *A Culture of Life and the Penalty of Death* from the United States Conference of Catholic Bishops. The video can also be viewed online at the USCCB Web site. Preview the video before showing it so that you will be prepared to answer any questions the students might have. Also have a stop-watch or some kind of timer available.

Teacher Note

An article on this teaching method, “In-Class Debates” (Document #: TX001991), is available at smp.org/LivinginChrist.

2. Assign the students to read article 30, “The Death Penalty,” in the student book as preparation. Also assign the sides for the class debates prior to class. One side will research and be prepared to present the “pro–death penalty” position. The other side will research and be prepared to present the “anti–death penalty” position. Each student will make a list of five bullet points (each with citations) supporting his or her side of the debate. These lists will be turned in as homework. Caution the students to be sure that their information is accurate.

You may wish to suggest that the students look at the following Scripture passages as part of their preparation:

- Matthew 5:38–39 (teaching about retaliation)
- Matthew 5:44 (love your enemies)
- Matthew 18:21–22 (teaching about forgiveness)

3. Show the video *A Culture of Life and the Penalty of Death* to the students.

4. Have the students help to set up the room with two groups of desks facing each other. Place one desk in the middle for the facilitator. Tell the students that they will be allowed to use their homework assignment in their debate.

Divide the two sides, the two large groups of students, into smaller groups of three. One small group from each side will debate one small group from the opposing side, while the students not participating will observe. Each small group will debate in turn until all have participated. Have each small group decide who in their group will take each of the following three roles:

- **The point stater:** This person is responsible for stating the group’s position. The point stater will also summarize the points made to support the group’s position at the end of the debate.
- **The point prover:** This person is responsible for citing and defending the research the group gathered.
- **The point maker:** This is the person responsible for asking the probing questions of the opposing team. The point maker should be familiar with the position of the other team.

5. Deliver the following instructions to the students:

- You will have a few minutes to discuss with your group members your approach for the debate.
- While the small groups are debating, the rest of the class will serve as observers.
- Each small group will give an opening argument lasting 3 minutes.
- Each small group will then rebut the opponent’s argument for a maximum of 3 minutes.
- Each small group will then present a second rebuttal or final statement for a maximum of 3 minutes.

For each debate, assign one non-participating student to serve as the facilitator of the debate and another to serve as the timekeeper.

- 6. Begin** the debate after allowing time for the small groups to decide their debate points. After each debate, allow time for the observers to ask questions and make comments. At the conclusion of each debate, ask the observers to vote on the winning small group, and invite the observers to share what they learned from the debates.

After all the debates are complete, summarize Church teaching on the death penalty and encourage the students to continue to reflect on this issue.

- 7. Conclude** by asking for a volunteer to read “A Prayer for Mercy” in the sidebar on page 241 of the student book.



Article
36

Empathize

Step 9

Unpack the issue of human trafficking, and help the students to discover ways they can help to increase awareness of the issue and work to change social structures.

- 1. Prepare** by gathering sheets of stationery paper and envelopes, one of each for each student. If you want the students to type the letters they will compose in this exercise, ensure that each student will have access to a computer and printer.
Further prepare by writing the names and addresses of government leaders (President, Vice President, Secretary of State, your state senators, and so on) on the board, or prepare a handout with this information that you can copy and distribute.
- 2. Assign** the students to read article 36, “Sexual Exploitation,” in the student book as preparation.
- 3. Present** the following information to the students regarding human trafficking:

- According to the USCCB Web site:

The U.S. State Department estimates that 600,000 to 800,000 men, women, and children are trafficked across international borders each year and approximately 14,500 to 17,500 of them are trafficked into the U.S. annually. Based on estimates by the U.S. government of the numbers of all trafficking victims and comparing those figures with widely cited figures of foreign-born children in the sex trade in the United States, USCCB / MRS [Migration and Refugee Services] estimates conservatively about one-third of foreign born victims trafficked into the country are children.

- The U.S. bishops addressed this issue in their document titled “On Human Trafficking” (2007), which is also on their Web site:

Human Trafficking is a horrific crime against the basic dignity and rights of the human person. All efforts must be extended to end it. In the end, we must work together—Church, state and community—to eliminate the root causes and markets that permit trafficking to flourish.
 - The Catholic Church has responded to this issue by promoting education to increase awareness of human trafficking, establishing programs to help victims, and addressing this issue with government leaders.
- 4. Tell** the students that using the information presented in the student book and in class, they are to write a letter to a government leader expressing concern about this issue. Explain that you have written on the board (or optionally, on a handout) the names and addresses of leaders to whom they can write. Provide the students with the following tips for composing their letters:
- Address the government leader using his or her official title and address.
 - Provide information about yourself (high school student, senior year, and so on).
 - Be clear. State the issue you are addressing and your concern about it.
 - Be brief. Be persuasive, yet polite and concise.
 - Be specific. Provide statistics and specific examples of the ways this issue affects society.
 - State why you are concerned and what you would like the government leader to do on your behalf and on behalf of those affected by human trafficking. You might ask her or him to investigate the issue, to introduce or vote for a bill, or to take some other action directly related to your concerns.
 - Include the teachings of the Catholic Church on the issue.
- 5. Allow** the students ample time to address the envelopes, write the return address, and write their letters. Mail the letters, or have the students mail them. Encourage the students to form a club on campus to help raise awareness about this issue.
- 6. Conclude** with this prayer:
- O God, our words cannot express what our
minds can barely comprehend and our hearts
feel when we hear of women and girls deceived
and transported to unknown places for purposes of sexual exploitation
and abuse because of human greed and profit at this time in our world.

Our hearts are saddened and our spirits angry that their dignity and rights are being transgressed through threats, deception, and force. We cry out against the degrading practice of trafficking and pray for it to end.

Strengthen the fragile-spirited and broken-hearted.

Make real your promises to fill these, our sisters, with a love that is tender and good and send the exploiters away empty handed.

Give us the wisdom and courage to stand in solidarity with them, that together we will find ways to the freedom that is your gift to all of us.

Amen.

(This prayer is from the School Sisters of Notre Dame Web site.)



Article
37

Understand

Step 10

Recognize individual uniqueness by analyzing subtle social structures that often deny individual uniqueness or limit a person's opportunities and dignity.

- 1. Prepare** by downloading and printing one copy of the handout "Step Forward Questions" (Document #: TX001987) for you to read during class. This exercise will take an entire class period and can be conducted either inside the classroom or outside.
- 2. Assign** the students to read article 37, "Racism," in the student book as preparation.
- 3. Invite** the students to line up single-file, all facing the same direction. The line can be straight or curved. Give the students the following instructions:
 - Please remain silent throughout this entire experience.
 - Listen to each statement. If it applies to you, respond honestly by moving to a different position in the line, as instructed.
 - Notice the feelings that arise within you.
 - Please do not make any prejudgments about what this exercise means.
- 4. Read** the statements from the handout. After each question, allow time for the students to change their places in the line. After the last statement, ask the students to freeze in place and notice briefly where they are (i.e., who is in front of them, who is at the end of the line).

- 5. Invite** the students to share answers to these questions with someone who is standing nearby:
- What feelings are you experiencing?
 - What patterns do you notice?
 - What can you learn about social structures from the exercise?
 - How might your experience in this exercise change the way you treat others?
- 6. Spend** time discussing the exercise with the whole class so that the students in the back of the line understand that they are to be commended for overcoming obstacles to get to where they are today. Clarify that if they participated in this exercise in another setting, most likely they would not be in the back of the line. Encourage all of the students to realize that they have been blessed with the privilege of private education. Remind them that Scripture tells us, “Much will be required of the person entrusted with much” (Luke 12:48).
- 7. Ask** the students to return to their seats and facilitate a class discussion, asking the following questions:
- What “isms” did you encounter in this exercise (racism, classism, ageism, sexism, or ableism)?
 - How did you feel when you had to move in the line?
 - What can this exercise teach us about the power of social structures (especially in relation to social class and race)?
 - What can this exercise teach us about the power of Christ’s message to “Do to others whatever you would have them do to you” (Matthew 7:12)?
- 8. Conclude** by praying together “Intercessions and Prayers for Human Dignity and Justice,” from the USCCB, which is printed here. Invite the students to respond with “Lord, hear our prayer,” after you read each intercession.

For the poor of the earth, for the hungry, for the victims of war and of government oppression, that their needs may be filled and their dignity restored, we pray:

For the leaders of nations, that they may govern with justice and mercy, mindful of the poor and the down-trodden, we pray:

For our government, that it will invest in peace and not war; that it will invest in the lives of its citizens rather than the purses of the lobbyists and special interest groups, we pray:

For those who are “differently abled,” for the minorities of race, gender, and class, that they may find room in our world and in our hearts, we pray:

For those whom God has blessed with long life, that they may have the loving support of their relatives and friends, and that we may learn from their years and from their wisdom, we pray:

For those imprisoned for the sake of the Gospel, that they may bear bold and joyful witness to the Lord, we pray:

For all whom society has abandoned; for those who have no one to pray for them, we pray:

For those who care for the dying, that they may be strong in compassion and love, we pray:

For those who are terminally ill, that they may have the courage and peace to wait for God to speak their name, we pray:

For victims of violence and hatred, that they may be freed from pain and fear, we pray:

For legislatures and jurists, that they may live as sons and daughters of the new covenant, not exacting an eye for an eye, but governing with the compassion and love of Jesus, we pray:

For a deeper and complete understanding of the term “Pro-Life,” that it may be endorsed in all its forms, even when it challenges our own comforts and way of living, we pray:

Amen.

Empathize

Perceive

Step 11

Appreciate the lessons we can learn from all God’s children, especially individuals with differing abilities.

- 1. Prepare** by ensuring that each student will have access to a computer and headset.
- 2. Remind** the students about one of the key concepts they have been exploring in this unit: God loves everyone, and he calls us to love and respect those who are different from us.
- 3. Divide** the class into five small groups, and assign each group to view one of the following videos online and then create a role-play to educate others about people with differing abilities based on the major points of the assigned video:
 - “We’re More Alike than Different”
 - “L’Arche—It’s All about Love”
 - “In My Language”

Teacher Note

For background information on this topic, consult the article “Teaching Individuals with Differing Abilities” (Document #: TX001992) at smp.org/LivinginChrist.

- “I Refuse to Let Anybody Hold You Back”
- “People with Disabilities Are People”

The role-plays should be 4 to 5 minutes in length and should provide a brief explanation of what it means to be an individual with differing abilities, how certain actions or language can be hurtful or disrespectful, and what we can all learn from and about all of God’s children, especially those with differing abilities.

4. **Invite** the students to perform their role-plays for the class. After each group finishes its role-play, invite the class to summarize the points the group made.
5. **Conclude** with a community prayer. Ask the students to sit in a group on the floor, and have each person pray for the person next to him or her, saying something positive and offering a prayer of thanksgiving for that person. An example might be “Thank you, God, for Cole and his gift of loyalty.”



Article
38

Understand

Step 12

Deepen student understanding of the Catholic Church’s teaching regarding migration and immigration.

1. **Prepare** for this learning experience by previewing several videos on immigration available from the USCCB. You can find these on the USCCB’s YouTube channel. Select those you wish to show during class. Ensure that the students will have access to computers during class.
2. **Assign** the students to read article 38, “Migration and Immigration,” in the student book as preparation.
3. **Show** a couple of the USCCB videos on immigration you selected to help the students to become more familiar with the topic. Allow a brief time for them to also view the USCCB Web pages on migration, immigration, and immigration reform.

You may also wish to have the class read the following Scripture passages and discuss how they apply to immigration and migration:

- Genesis 12:1 (God calls Abraham and Sarah)
- Genesis 47:1–6 (Jacob’s family migrates to Egypt)
- Deuteronomy 10:17–19 (God’s compassion for migrants and immigrants)
- Matthew 2:13–15 (the Holy Family migrates to Egypt)

4. **Inform** the students that they will have 20 minutes to create a lesson plan for fifth graders at a Catholic school. The lesson will be about the Catholic Church's position on migration and immigration. The lesson plan will be created by the entire class and will consist of the following five parts:

- opening prayer service (brief)
- PowerPoint presentation (seven slides with references)
- process exercise (10 minutes)
- small-group discussion questions (four to six)
- powerful closing exercise

Divide the class into five small groups, with each group working on one of the five parts of the lesson plan. Make sure that each part is assigned to a group. Allow the small groups time to complete their tasks.

5. **Invite** each small group to present its portion of the lesson plan to the class. The closing exercise for the lesson plan should make for a nice closing for this part.

Teacher Note

You may wish to have the students present their lesson to a Catholic elementary feeder school in your area or conduct a live Skype video or develop a podcast with a fifth-grade class in another city or state.

Understand

Step 13

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

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 4" (Document #: TX001982) and "Rubric for Final Performance Tasks for Unit 4" (Document #: TX001983). 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 students who need additional guidance with the project.

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.

Reflect

Step 14

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

Teacher Note

This learning experience will provide the students with an excellent opportunity to reflect on how their understandings of respect for human life and dignity, the defense of life, and respect for diversity have developed throughout the unit.

- 1. Prepare** for this learning experience by downloading and printing the handout “Learning about Learning” (Document #: TX001159; see Appendix), one copy for each student. Return the students’ preassessment handout, “Introspect and Interview” (Document #: TX001981), from the unit’s first step.
- 2. Ask** the students to examine their preassessment tool and note those areas of understanding that have been strengthened in this unit of study. Distribute the handout “Learning about Learning” (Document #: TX001159; see Appendix) 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.

Introspect and Interview

Life Issue:	What do I know about . . .	Interview 1 What do you want to know about . . .	Interview 2 What do you want to know about . . .
Abortion			
In Vitro Fertilization			
Stem-Cell Research			
Euthanasia			
Death Penalty			
Immigration			



Final Performance Task Options for Unit 4

Important Information for All 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.

- Societies are cultures of life when they respect and protect human life, and they are cultures of death when they deny the sacredness of human life.
- Every person's life must be respected and protected from the moment of conception until natural death; this is especially true for the unborn and for those at the end of their lives.
- Freedom does not mean that we have the right to pursue our secondary rights at the expense of someone else's primary rights.
- God loves everyone, and he calls us to love and respect those who are different from us.

Option 1: Create a Manual for Teens on Respect-for-Life Issues

You and two or three other students have been asked to create a manual (using a booklet format) to inform, instruct, and enlighten teens on respect-for-life issues. Read articles 28–30 in the student book to familiarize yourself with beginning-of-life issues, end-of-life issues, and the death penalty. Then work with your small group to write and publish your manual.

The suggested length for the manual is ten (8½-x-11-inch) pages, typed and double-spaced. The manual must include the following:

- a cover page, including an appropriate picture, the title of the manual, and the names of the authors
- an introduction page explaining the purpose of the manual
- four sections, two pages each, addressing each of the following four topics:
 1. beginning-of-life issues
 2. end-of-life issues
 3. capital punishment
 4. suicide

For each topic include a title, a picture, an introductory statement, a definition, and a concluding statement. Address questions teens have on each topic, and summarize the Church's teaching as part of the answers to those questions. List actions teens can take to promote the Church's teaching on the topics.

Print your manual and correctly assemble it before turning it in. Be sure it is printed as a booklet, on both sides of the pages, the pages running in sequential order. You can usually find booklet templates in word-processing programs or online.



Option 2: Build a Photo Album Depicting Respect for Life

Create a photo album that will display, through photography, your ideas about respect for life. Use a digital camera (see if you can check one out from your school media center) or phone camera to take your photos, which will make it easier to create your photo album digitally. Create your photo album by following these steps:

- Take at least ten photos that show human life and human dignity being supported and affirmed in different settings. Also, take at least ten photos that show disrespect for human life and human dignity. The photos must be your original work; they cannot be taken from the Internet.
- Select and edit your photos. Download them to a computer so you can work on them. Choose the ten best photos showing support for human life and human dignity and the ten best photos showing disrespect for human life and human dignity. Use a photo editing program if necessary to crop and improve your photos. Be sure to save your work.
- Design your album following these guidelines, using the graphics program on your computer:
 - Create a title page that includes the title of your album and your name.
 - Place two photos on each page: one photo showing respect for human life and human dignity contrasted with a second photo depicting disrespect for human life and human dignity.
 - Include on each page some accompanying text, including an explanation of why you chose the photo, how it demonstrates respect for life, and any other thoughts you would like to add. Add one biblical quote per photo.
 - Add creative touches to the album by including borders, colors, and images.
- Print out the photo album and turn it in to your teacher.

Option 3: Write an Editorial for a Catholic Newspaper

You have been asked to write an editorial or opinion piece for a Catholic newspaper on one of the issues involving respect for life. Begin by selecting a life issue covered in this unit, such as abortion, euthanasia, cloning, or capital punishment. Research the topic to provide information, facts, statistics, and quotations to support your position. Document your sources in a bibliography and turn this in with your editorial. You may also wish to familiarize yourself with the format and writing style of newspaper editorials. Then write a two- to three-page editorial or opinion piece that includes the following elements:

- a well-written opening statement to introduce the life issue
- brief descriptions of the different positions people take on the issue
- your position on the issue supported by factual information and examples
- your response to opposing viewpoints
- the Catholic Church's position on the issue
- a concise summary of your position as a conclusion



Rubric for Final Performance Tasks for Unit 4

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>Societies are cultures of life when they respect and protect human life, and they are cultures of death when they deny the sacredness of human 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>Every person's life must be respected and protected from the moment of conception until natural death; this is especially true for the unborn and for those at the end of their lives.</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>Freedom does not mean that we have the right to pursue our secondary rights at the expense of someone else's primary rights.</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>God loves everyone, and he calls us to love and respect those who are different from us.</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 its assigned or chosen media effectively.	Assignment uses its assigned or chosen media in a way that greatly enhances it.	Assignment uses its assigned or chosen media effectively.	Assignment uses its assigned or chosen media somewhat effectively.	Assignment uses its assigned or chosen media ineffectively.
Assignment is neatly done.	Assignment not only is neat but is exceptionally creative.	Assignment is neatly done.	Assignment is neat for the most part.	Assignment is not neat.



Vocabulary for Unit 4

abortion: The deliberate termination of a pregnancy by killing the unborn child. It is a grave sin and a crime against human life.

adultery: Marital infidelity, or sexual activity between two persons, at least one of whom is married to another person. It is a sin against the Sixth Commandment.

artificial means of conception: The ability to create a new human life artificially, using means such as in vitro fertilization, artificial insemination, or surrogate parenting.

chastity: The virtue by which people are able to successfully and healthfully integrate their sexuality into their total person; recognized as one of the fruits of the Holy Spirit. Also one of the vows of religious life.

conscience: The “interior voice,” guided by human reason and Divine Law, that leads us to understand ourselves as responsible for our actions, and prompts us to do good and avoid evil. To make good judgments, one needs to have a well-formed conscience.

culture of death: A term used to describe a society that does not hold human life sacred in all its stages. Such a society creates structures of sin that allow human life to be attacked when it is most vulnerable.

culture of life: A term used to describe a society that holds all life sacred, from conception to natural death. Such societies build social structures that protect and defend human life in all its stages.

diaspora: The movement, migration, or scattering of a people away from an established or ancestral homeland.

euthanasia: A direct action, or a deliberate lack of action, that causes the death of a person who is handicapped, sick, or dying. Euthanasia is a violation of the Fifth Commandment.

excommunication: A severe penalty that results from grave sin against Church law. The penalty is either imposed by a Church official or happens automatically as a result of the offense. An excommunicated person is not permitted to celebrate or receive the Sacraments.

fornication: Sexual intercourse between a man and a woman who are not married. It is morally wrong to engage in intercourse before Marriage, a sin against the Sixth Commandment.

immigration, immigrant: The movement of a person or a group of people to a new country, usually to take up permanent residence. The opposite of immigration is emigration, the movement of people out of a country. An immigrant is a person who has moved to take up residence in another country.

masturbation: Self-manipulation of one’s sexual organs for the purpose of erotic pleasure or to achieve orgasm. It is a sin against the Sixth Commandment because the act cannot result in the creation of new life and because God created sexuality not for self-gratification but to unify a husband and wife in Marriage.

migration, migrant: The movement of a person or a group of people from one place to another. A migrant moves from one place to another without establishing a permanent residence.

polygamy: Having more than one spouse, an act contrary to the dignity of marriage and a sin against the Sixth Commandment.



pornography: A written description or visual portrayal of a person or action that is created or viewed with the intention of stimulating sexual feelings. Creating or using pornography is a sin against the Sixth and Ninth Commandments.

racism: Treating people of a different race without the full respect their equal dignity requires.

refugee: Any person who seeks protection in another country because of war or natural disaster or because of a well-founded fear of persecution in his or her native land.

sexism: Treating people of one gender without the full respect their equal dignity requires.

suicide: Deliberately taking one's own life. It is a serious violation of the Fifth Commandment, for it is God's will that we preserve our own lives.



Mirror Exercise

How do I respond to people who are different from me? Do I respond from a place of respect?
disrespect? indifference? prejudice?

How am I different from others?	How can I respectfully respond to this difference?
1. Gender (male / female)	1. _____
2. Age (old / young)	2. _____
3. Physical ability (able-bodied / disabled)	3. _____
4. Race / Ethnicity / Social class	4. _____
5. Intellectual ability	5. _____
6. Athletic ability	6. _____
7. Artistic ability	7. _____
8. Personality (introvert / extrovert)	8. _____
9. Religious beliefs	9. _____
10. Musical preferences	10. _____
11. Entertainment preferences	11. _____
12. Means of transportation	12. _____
13. Food preferences	13. _____
14. Clothing styles	14. _____
15. Choice in friends	15. _____
(Add your own)	
16. _____	
17. _____	
18. _____	
19. _____	
20. _____	
	1. _____
	2. _____



Suicide Prevention

Warning Signs

The following signs are usually cries for help.

- If someone expresses feelings of guilt, depression, sadness, loneliness, hopelessness, or withdraws from life.
- If someone hints that he or she is discouraged in life or feels desperate or trapped: "My family would be better off without me"; "No one loves me"; "I am a failure."
- If someone tells you that he or she has thought about ending his or her life and actually has a plan of action (has a gun or has obtained drugs or poison).
- If someone includes you somehow in a plan to destroy his or her life.

Action Steps

- Immediately report your concern to an adult: teacher, school counselor, campus minister, parish priest, youth minister, advisor, or parent.
- Break all confidentiality in order to save a life.
- **Call a local or national suicide hotline: National Suicide Prevention Lifeline 1-800-273-8255.**
- Call 9-1-1 if danger is immediate, and **do not leave the person alone until help comes.**

Be a Lifesaver

You can save a precious life if you know and understand the following: God created every human being in his image (see Genesis 1:27). All human life is sacred.

Facts to Consider:

- Suicide is preventable.
- Suicidal individuals do not want to die—they want their problems to end.
- Suicide is the leading cause of death for adolescents.
- Fifty to 75 percent of all suicide victims give some warning of their intentions to a friend or family member.

Online Resources

Mental Health America

www.nmha.org

American Foundation for Suicide Prevention

www.afsp.org



Step Forward Questions

An Exercise in Examining Gender, Race, Class, Age, and Ability

Read the following statements to the students:

1. If your ancestors were forced to come to this country, were forced to relocate from where they were living, either temporarily or permanently, or were restricted from living in certain areas, move back one person in the line.
2. If you feel that your primary ethnic identity is “American,” move up one person in the line.
3. If you were ever called names or ridiculed because of your gender, age, race, ethnicity, or economic status, move back one person in the line.
4. If you speak more than one language fluently, move up one person in the line.
5. If you were ever embarrassed or ashamed of your clothes, your house, or your family car, move back one person in the line.
6. If you have immediate family members who are doctors, lawyers, or other professionals, move up one person in the line.
7. If gangs, drugs, or other illegal activities were or still are a major occupational alternative in your neighborhood or community, move back one person in the line.
8. If you ever tried to change your physical appearance, mannerisms, language, or behavior to avoid being judged or ridiculed, move back one person in the line.
9. If you are a female and any women in your family, including yourself, were ever verbally or physically abused in any way by men in your family, move back one person in the line.
10. If you studied the history and culture of your ethnic ancestors in elementary and secondary school, move up one person in the line.
11. If you started school speaking a language other than English, move back one person in the line.
12. If your family has more than fifty books in the house, move up one person in the line.
13. If you ever skipped a meal or went away from a meal hungry because there wasn't enough money to buy food in your family, move back one person in the line.
14. If you were taken to art galleries, museums, or plays by your parents or guardians, move up one person in the line.
15. If one of your parents or guardians were ever laid off or were ever unemployed or underemployed, not by choice, move back one person in the line.



16. If you ever attended a private school or summer camp, move up one person in the line.
17. If you received little encouragement in academics or sports from your family or from teachers because of your gender, move back one person in the line.
18. If you or your family were ever forced to move for financial reasons, move back one person in the line.
19. If you were told by your parents that you were beautiful, handsome, smart, and capable of achieving your dreams, move up one person in the line.
20. If you have ever been watched with suspicion by store owners when you were shopping, move back one person in the line.
21. If you were ever discouraged or prevented from pursuing academic goals, or were tracked into a lower level because of your gender, race, class, or ethnicity, move back one person in the line.
22. If your parents or guardians are encouraging you to go to college, move up one person in the line.
23. If you are a female and were ever given less support than boys in your family for going to college or pursuing work goals, move back one person in the line.
24. If you grew up in a single-parent household, move back one person in the line.
25. If you were ever excluded from a group because of your physical size, physical ability, mental ability, or academic performance, move back one person in the line.
26. If you have a parent who did not complete high school, move back one person in the line.
27. If your parents or guardians own their own house, move up one person in the line.
28. If you see people of your age, race, or ethnicity on television or in the movies in roles that you consider to be degrading, move back one person in the line.
29. If you ever got a job because of a friend or family member, move up one person in the line.
30. If you were ever denied a job because of your age, gender race, ethnicity, or disability, move back one person in the line.
31. If your parents did not grow up in the United States, move back one person in the line.
32. If you were ever mistrusted or accused of stealing, cheating, or lying because of your age, race, ethnicity, gender, or class, move back one person in the line.
33. If anyone has sent you a disrespectful text or Internet post because of your gender, race, ethnicity, or ability, move back one person in the line.
34. If you generally think of the police as people who you can call on for help in times of emergency, move up one person in the line.



35. If in general you can avoid communities or places that you consider dangerous, move up one person in the line.
36. If you ever felt uncomfortable or angry about a remark or joke made about your race, ethnicity, or gender but didn't feel safe confronting it, move back one person in the line.
37. If you were ever teased about your academic ability, move back one person in the line.

(Adapted from "Examining Class and Race: An Exercise," by Paul Kivel, at www.paulkivel.com/resources/classandrace.pdf. Copyright © Paul Kivel. Used with permission of the author.)



Unit 4 Test

Part 1: True or False

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

1. ____ A society that chooses a “culture of death” is a society currently at war with another country.
2. ____ The Church teaches that all people should have the right to pursue personal goals and desires without hindrance.
3. ____ People who exercise the gift of freedom in the way God intends would never cause harm to another for personal gain.
4. ____ The erosion of conscience around the issue of the sanctity of life contributes to the creation of a culture of death.
5. ____ Abortion is a grave sin and a crime against human life.
6. ____ Freedom means we have the right to pursue our own well-being at the expense of someone else’s life.
7. ____ The good intention of stem-cell research in some cases justifies abortion.
8. ____ The practice of human cloning is contrary to the sacred dignity of human life.
9. ____ The Church supports illegal immigration.
10. ____ The Church supports the right to migration and immigration, recognizing the life and dignity of the human person, along with the right to support one’s family.



Part 2: Multiple Choice

Write your answers in the blank spaces at the left.

1. ____ Having a naturalistic attitude can lead to _____.
 - A. choosing friends based on what they can do for you
 - B. making moral decisions based on what is easiest to do
 - C. listening to societal messages that encourage self-centeredness
 - D. all of the above

2. ____ Euthanasia is acceptable _____.
 - A. when it ends a long and painful suffering from disease
 - B. never
 - C. when it eases suffering
 - D. when it helps family members show compassion for another

3. ____ Building a culture of life requires a society to _____.
 - A. respect all human life
 - B. respect the lives of murderers and terrorists
 - C. give criminals a chance to repent
 - D. all of the above

4. ____ Which of the following Church documents addresses the issue of euthanasia?
 - A. *The Gospel of Life*
 - B. *The Pastoral Constitution on the Church in the Modern World*
 - C. *Brothers and Sisters to Us*
 - D. *Strangers No Longer: Together on the Journey of Hope*

5. ____ Which of the following statements does *not* support Church teaching regarding the death penalty?
 - A. Jesus taught that divine mercy and forgiveness are more important than vengeance.
 - B. Building a culture of life requires society to respect all human life, even the lives of murderers and terrorists.
 - C. "An eye for an eye and a tooth for a tooth."
 - D. A person (or court system) must not take over a decision that is God's alone to make: when and how to die.



6. ____ Which two commandments remind us that sexual sin has social consequences?
- A. the Ninth and Tenth Commandments
 - B. the First and Fifth Commandments
 - C. the Third and Eighth Commandments
 - D. the Sixth and Ninth Commandments
7. ____ An act or attitude based on an inaccurate or untrue belief about what a race of people believe or how they act is called ____.
- A. a racial stereotype
 - B. prejudice
 - C. discrimination
 - D. racism
8. ____ Which of the following statements is *not* true about pornography?
- A. It is not harmful, because it is all fantasy.
 - B. It negatively affects millions of marriages.
 - C. It is a social sin that promotes the exploitation of human beings and distorts the gift of sexuality.
 - D. It can be addictive.
9. ____ In vitro fertilization is ____.
- A. a fertility technique that artificially implants sperm in a woman's womb
 - B. a method in which a fertilized ovum is transferred from one woman into another woman's womb, letting the baby grow inside the other woman
 - C. a fertility treatment in which a fertilized ovum is created in a laboratory and then implanted in the woman's womb
 - D. the manipulation of an ovum's or embryo's genetic coding
10. ____ Human trafficking is ____.
- A. the movement of people across a country's border
 - B. an issue primarily occurring in other countries
 - C. an issue that targets women and children only
 - D. kidnapping and forcing people to work against their will, for example, in prostitution or in sweatshops



Part 3: Matching

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

Column 1

- _____ 1. pursuit of one's own material well-being
- _____ 2. helps us to distinguish between good and evil
- _____ 3. helps women who have experienced abortion
- _____ 4. denies solidarity
- _____ 5. promotes the understanding that all human life, conception to death, is sacred
- _____ 6. made abortion legal
- _____ 7. An act performed by an individual that represents the ultimate rejection of God's gifts of hope and love.
- _____ 8. treating people of a different race without the full respect their equal dignity requires
- _____ 9. Church-imposed ban preventing someone from celebrating or receiving Sacraments
- _____ 10. sometimes called "mercy killing"

Column 2

- A. culture of death
- B. culture of life
- C. materialism
- D. conscience
- E. *Roe v. Wade* (1973)
- F. euthanasia
- G. Project Rachel
- H. excommunication
- I. suicide
- J. racism



Part 4: Short Answer

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

1. How can families play a role in building a culture of life?
2. The Second Vatican Council document *Pastoral Constitution on the Church in the Modern World* (*Gaudium et Spes*, 1965) lists sins against human life and dignity. List two of these sins and describe the harm to the person committing the sin.
3. The Church teaches that three elements determine the morality of any human action:
 - the object
 - the intention
 - the circumstance

Explain how these elements apply to the act of euthanasia.

4. Why does the Church seek to end the death penalty?



Unit 4 Test Answer Key

Part 1: True or False

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

Part 2: Multiple Choice

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

Part 3: Matching

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

Part 4: Short Answer

1. Families play a role in building a culture of life when they do the following:
 - accept the children God gives them
 - teach children the Gospel of life
 - are a witness to respect for all people
 - commit to justice and service
 - live in solidarity with people who are suffering and vulnerable



2. Lists may include the following:

Sins :

- murder
- abortion
- mutilation
- slavery
- prostitution
- euthanasia

Harm to person:

- dishonor shown to God
- denial of God
- loss of respect for God's custom
- mortal sin
- loss of relationship with God

3. These elements apply in the following ways:

- In euthanasia the object is killing an innocent human being. Thus the object is bad, which makes the act of euthanasia morally wrong.
- Even if there is a good intention in committing euthanasia—such as to relieve suffering—this good intention does not make the act good, because the object is still bad.
- Circumstances like suffering and pain cannot justify euthanasia, because the object of the act—the death of a human being—is still bad.

4. The Church seeks to end the death penalty for these reasons:

- God calls us to forgiveness and the possibility of redemption.
- Only God should decide the time to die.
- Modern society has other means to protect people from dangerous criminals without resorting to the death penalty.



Unit 5 Promoting Peace

Overview

This unit explores all types of violence as violations of the sanctity of human life. It also invites the students to reflect on Jesus Christ's call to live as peacemakers.

Key Understandings and Questions

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

- The concept of the spiral of violence teaches us that responding to violence with violence is against Christ's call to live as peacemakers.
- Legitimate self-defense and nonviolent resistance are two moral ways of responding to violent aggression.
- The arms race and illegal arms trade are sinful social structures that support escalating violence between nations and that contribute to other injustices.
- True peace is the result of working at forgiveness, reconciliation, and justice; it is realized by loving our enemies and trusting in God.

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

- How does Catholic social teaching call us to be peacemakers?
- What is a culture of death?
- How does the spiral of violence apply to current global conflicts?
- Why are some people motivated to practice nonviolent love and resistance?

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 5" (Document #: TX001996)
- handout "Rubric for Final Performance Tasks for Unit 5" (Document #: TX001997)
- handout "Unit 5 Test" (Document#: TX002000)

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 3: Respecting Human Life and Dignity,” and are as follows:

- “The Causes of Violence” (article 31, pp. 151–157)
- “War and Legitimate Self-Defense” (article 32, pp. 157–161)
- “The Arms Race and Arms Trade” (article 33, pp. 161–165)
- “Waging Peace” (article 34, pp. 166–170)
- “Nonviolent Resistance” (article 35, pp. 170–175)

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 begin their study of promoting peace. 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, check to see that you have covered all relevant facets of understanding and that you have not missed knowledge or skills required in later units.



Step 1: Preassess what the students already understand about violence, nonviolent love, and peacemaking.



Step 2: Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 5” (Document #: TX001996) and “Rubric for Final Performance Tasks for Unit 5” (Document #: TX001997).



Step 3: Explore case studies to help the students come to a deeper understanding of how our negative feelings and attitudes of the heart are in part a consequence of Original Sin.



Step 4: Explore how violence and injustice are related through the spiral of violence.



Step 5: Create guided imagery meditations to help the students to understand that true peace is the result of working for forgiveness, reconciliation, and justice.

Perceive

Step 6: Conduct a class discussion to examine the role of the media in promoting violence and acts against human dignity.

Understand

Step 7: Present a guest speaker or create public service announcements to deepen the students' understanding of the personal violence that can take place in homes and in communities.

Apply

Step 8: Empower the students to develop and apply a peacemaking strategy.

Understand

Step 9: Involve the students in a socratic seminar to help them gain a deeper understanding of just war.

Explain

Interpret

Step 10: Create informational handouts on the arms race and the arms trade to help to foster student understanding of sinful social structures that support escalating violent conflict between nations.

Reflect

Apply

Step 11: Help the students to share the message of peace with others.

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 these and other theological concepts taught in this unit:

- “War and Peace in Catholic Social Teaching” (Document #: TX002003)
- “The Challenge of Peace” (Document #: TX002002)

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

- “How to Lead a Socratic Seminar” (Document #: TX002389)
- “Writing a Script for a Guided Imagery Meditation” (Document #: TX002004)

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:

- Luke 6:27–28 (love your enemies)
- Luke 6:31–35 (the Golden Rule)
- Romans 12:17–21 (teaching on vengeance)
- Matthew 26:52 (“All who take the sword will perish by the sword.”)
- Matthew 5:9 (“Blessed are the peacemakers. . . .”)
- John 14:27 (Christ promises the gift of peace)
- Matthew 5:11–12 (“Blessed are you when they insult you and persecute you. . . .”)

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 5” (Document #: TX001998), one for each student.

.....

apartheid	legitimate defense
arms race	nonviolent resistance
arms trade	slandering
bullying	spiral of violence
conscientious objection	violence
just war	

Learning Experiences

Explain

Step 1

Preassess what the students already understand about violence, nonviolent love, and peacemaking.

1. **Prepare** by downloading and printing the handout “Violence versus Nonviolence” (Document #: TX001995), one for each student.
2. **Distribute** the handout and pens or pencils. Ask the students to write their definitions for *violence* and *nonviolence* in the appropriate columns on the handout. Allow about 5 minutes for this, and then direct the students to complete the open-ended question at the bottom of the handout.
3. **Conduct** a large-group discussion, inviting students to share their responses. Address any questions that arise, and offer any clarifications needed.
4. **Collect** the handouts to evaluate the students’ understandings of *violence* and *nonviolence* in order to assess which parts of the unit need more attention than others.

Understand

Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 5” (Document #: TX001996) and “Rubric for Final Performance Tasks for Unit 5” (Document #: TX001997).

This unit provides you with three ways to assess that the students have a deep understanding of the most important concepts in the unit: creating a video game concept that promotes peace and nonviolence, designing and writing a peace newspaper, and volunteering at a social advocacy agency that works to promote peace and interviewing the director of the program. 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 5” (Document #: TX001996) and “Rubric for Final Performance Tasks for Unit 5” (Document #: TX001997), 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 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:
 - For option 1 you may work in small groups of two or three. If you want to work alone, you may choose option 2 or 3.
 - 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. Please do not wait until this class period to begin work on your final performance task.
4. **Explain** the types of tools and knowledge and skills 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 they understand the Church's teaching on violence and Christ's call to be peacemakers.

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.

Reflect

Apply

Step 3

Explore case studies to help the students come to a deeper understanding of how our negative feelings and attitudes of the heart are in part a consequence of Original Sin.



Article
31

1. **Prepare** by downloading and printing six or seven copies of the handout "Case Studies: Attitudes of the Heart" (Document #: TX001999). Cut apart the five case studies on the handout so that you have at least one case study for each student. Gather five sheets of newsprint and five sets of markers.

Locate and be prepared to show the video "The Two Wolves," found on several video-sharing Web sites. It is based on a Native American wisdom story.

2. **Assign** the students to read article 31, "The Causes of Violence," in the student book as preparation.

3. Distribute the case studies, one to each student. Inform the students about today's exercise:

- Today's exercise will focus on the negative feelings and attitudes of the heart that we sometimes experience as human beings.
- These feelings are due in part to the lingering effects of Original Sin. These negative feelings can be expressed in the following ways:
 - When I am selfish, Original Sin keeps me from sharing what I have with others. I do not honor or protect the common good.
 - When I feel insecure, Original Sin keeps me from realizing my full, God-given potential.
 - When I am greedy, Original Sin keeps me from sharing the gifts God gives me.
 - When I am envious of another, Original Sin is at the root of my sin of envy.
 - When I am angry, I allow Original Sin to blind my eyes and control the love I have to share with others.

Invite the students to read their assigned case study and to use the reverse side of the paper to respond to the questions. Allow the students 20 minutes to read the case study and record their responses to the prompt.

- 4. Divide** the class into five small groups according to the case studies they were assigned so that all members of a particular group have read the same case study. Have the students take turns sharing their responses to the case studies.
- 5. Distribute** a sheet of newsprint and a set of markers to each small group. Ask each small group to write the number of its case study at the top of the newsprint and to write their solutions for their case study underneath. Encourage the students to give honest and thoughtful responses. Invite each group to select a reporter to present the group's case study and responses to the class.
- 6. Ask** the students if they have any questions or comments after each group shares its work. Wrap up this exercise by sharing any thoughts or comments you might have regarding the answers the students provided, or expand on the causes of selfishness, insecurity, greed, envy, and anger.
- 7. Conclude** by having the students watch the video "The Two Wolves." Solicit student comments on the correlation of the message of the video to the discussion about the case studies.

Explain

Apply

Step 4

Explore how violence and injustice are related through the spiral of violence.

1. **Prepare** by writing the stages of the spiral of violence on the board:

- basic injustice
- violent response
- violent counter response
- escalating violence
- temporary end to violence, often followed by more violence

Gather one sheet of legal-size paper and several markers for each student.

Teacher Note

The students could complete this assignment using computers instead of paper and markers.

2. **Review** the stages of the spiral of violence with the students. See page 154 in the student book.

3. **Distribute** the paper and markers to the students. Invite the students to create a diagram demonstrating the spiral of violence. Provide the following directions:

- Draw a spiral on your paper, and label each of the five stages of the spiral of violence.
- Think of an example from your own life or from a world event that demonstrates the spiral of violence.
- Detail the events of the situation on your paper by drawing pictures or symbols. Link the pictures or symbols to the appropriate stages of the spiral of violence.
- At the bottom of your paper, write a sentence describing what happened at the end of the situation.

4. **Invite** the students to share their diagrams with the class. Display them in the classroom. Ask a volunteer to locate and read Matthew 26:52. Discuss how this saying of Jesus relates to the cycle of violence.

5. **Close** by praying or singing “The Prayer of Saint Francis” or, alternatively, the “Prayer for Peace to Mary, the Light of Hope,” on page 156 of the student book.

Understand

Step 5

Create guided imagery meditations to help the students to understand that true peace is the result of working at forgiveness, reconciliation, and justice.

Teacher Note

Further prepare for this learning experience by reading the background article “Writing a Script for a Guided Imagery Meditation” (Document #: TX002004).

1. **Prepare** by gathering examples of guided imagery meditations, one for each group of three or four. Many can be found on the Internet, and Saint Mary’s Press also has a number of guided meditation books available. If you wish to conduct this exercise electronically, ensure that each small group will have access to a computer.
2. **Introduce** this exercise by inviting the students to reflect on these concepts. Write these on the board:
 - True peace is the result of working at forgiveness, reconciliation, and justice. Read Romans 12:17–21.
 - Jesus teaches us to love our enemies and trust in God. Read Luke 6:27–28 and 6:31–35.
3. **Explain** to the students that they will work in small groups to create a script for a guided imagery meditation based on the two concepts written on the board. The scripts should be about four to five pages long, depending on how much time is available for this exercise. Encourage the students to include the following items in their scripts:
 - theme
 - Scripture passage
 - a relaxation or focusing exercise
 - a journey using imagination and symbols
 - an encounter with Jesus
 - a conclusion that reiterates the focus of the meditation
4. **Divide** the class into small groups of three or four. Distribute a sample script of a guided imagery meditation to each small group so that the students can get an idea of what they are to create. (If you are using computers, instruct the students to access them at this point.) Ask the students to brainstorm the theme of their guided imagery meditation together and then to create an outline of the meditation journey. The students may choose to write the script together as a group, or the groups may designate a different member to write each of the items in the script. If time permits, have the students make an audio recording of the script, including background music.

5. **Collect** the scripts and, if possible, incorporate them into the class's daily prayer experiences.

Perceive**Step 6**

Conduct a class discussion to examine the role of the media in promoting violence and acts against human dignity.

1. **Prepare** by gathering one index card for each student. Write the following topics as headings on the board.
 - Television
 - Movies
 - Music
 - Internet
 - Social Networks
 - Texting (Sexting)
 - Video Games
2. **Conduct** a class discussion on how the various forms of media listed on the board promote violence. Use the following questions to facilitate the discussion (also include some of your own):
 - In what ways do these various forms of media promote violence?
Record student responses under each heading on the board.
 - What is virtual violence?
 - How can violence portrayed in the media demonstrate lack of respect for God's creation, especially human beings, made in his image?
 - How does exposure to violence in the media affect you?
 - How can we work to eliminate (or decrease) the amount of violence portrayed in the media? How can we decrease its negative effects on teens?
 - How do you meet your moral responsibility to feed your mind, heart, and soul with nonviolence, peace, and love?
3. **Conclude** the class discussion by distributing the index cards and asking the students to each write a paragraph summarizing what they learned from this class discussion. Also ask the students to include a reflection on how being aware of violence in the media might change their media use.

Understand

Step 7

Present a guest speaker or create public service announcements to deepen the students' understanding of the personal violence that can take place in homes and in communities.

For this step you have two options to choose from. Review both options and choose which one you will use in class.

Option 1: Guest Speaker

1. **Prepare** by inviting a guest speaker to deliver a presentation to the students on an issue of personal violence, such as teen dating violence, gang violence, child abuse (including sexual abuse of young people), or bullying (including cyberbullying).
2. **Provide** the students with advance notice of the date of the speaker's presentation and topic. Encourage the students to come to class prepared with questions for the speaker.
3. **Assign** the students to write a reflection essay (either following the presentation or as a homework assignment) to share what they learned about the issue from the presentation. The essay should also address how we can be ambassadors of peace and reconciliation in our daily lives.

Option 2: Public Service Announcement

1. **Prepare** by ensuring that each student will have access to a computer. Also preview some public service announcements (PSAs) to show to the students, and obtain a video camera.
2. **Share** with the students the following information on violence in teen dating:
 - Violence in teen dating occurs more frequently than violence between married couples.
 - Most likely, almost everyone in this room knows a teenager who has been the victim of dating violence (verbal or physical).
 - The violence that occurs in this type of relationship follows a pattern. In this exercise you will learn about the pattern of violence in teen dating and share this information with other students.
3. **Tell** the students that they are going to become more informed about violence in teen dating by conducting research on the topic. Following the research they will work with other students to create a public service announcement to be shown in class (and over their school's televised announcements if you can arrange it). Explain to the students what a PSA is, and ask if any of the students has seen one that made an impact. To

illustrate, watch a couple of PSAs together as a class. You can find many PSAs on YouTube.

4. **Divide** the class into small groups of four or five. Direct the students to conduct Internet research to find information on violence in teen dating. They should look for the following information:
 - statistics
 - the cycle of violence
 - warning signs
 - ways to get help
 - how to help a friend
 - why victims stay
 - where to get help

After finishing their research, the students will then work together in their groups to create a script for their 3-minute PSA.

5. **Record** each group's PSA with a video camera. Encourage the students to rehearse their PSAs before you record them. Ask them to let you know when they are ready. You can either record the PSAs yourself or ask for a student volunteer to do the recording. If time allows, have the students edit their PSAs in a video editing program, or ask the students to complete this task for homework.
6. **Watch** the PSAs in class. Show them to the person in charge of the televised announcements at your school, and ask if it would be possible to share one or two of the PSAs with the entire school body.



Articles
34, 35

Apply

Step 8

Empower the students to develop and apply a peacemaking strategy.

1. **Prepare** by writing the following six peacemaking strategies on the board:
 - Correct an Injustice
 - Work for Solidarity
 - Support Economic Development
 - Promote Forgiveness and Reconciliation
 - Motivate Others to Work for Peace
 - Invite Others to Pray for Peace
2. **Assign** the students to read articles 34 and 35, "Waging Peace" and "Non-violent Resistance," in the student book as preparation.

3. Begin this step by asking for volunteers to locate and read the following Scripture passages:

- Matthew 5:9 (“Blessed are the peacemakers. . . .”)
- John 14:27 (Christ promises the gift of peace)
- Matthew 5:11–12 (“Blessed are you when they insult you and persecute you. . . .”)

Invite students to share their reflections on these passages. Why was peacemaking so important to Jesus? Why is peace such a central part of the Gospel message? Why does Jesus insist that his followers must be peacemakers?

4. **Divide** the class into small groups of four or five. Tell the groups that they will each be choosing an issue that is causing conflict in the school, the local community, or the world. From the list of peacemaking strategies on the board, ask the groups to choose one that they feel best responds to their selected issue, and direct them to develop a campaign that could be used on campus to raise awareness of the issue and to promote the peacemaking strategy they think best responds to that issue. The strategy should be one that they would want to see implemented in their school.

Teacher Note

You may wish to invite the class to discern the best or most needed proposal to present to the administration.

5. **Ask** each small group to write a draft proposal to the school administration citing the issue they have identified, the peacemaking strategy they’d like to see implemented in response, and the campaign they have developed to promote the strategy.
6. **Invite** the students to share their campaigns with the class.



Article
32

Understand

Step 9

Involve the students in a socratic seminar to help them to gain a deeper understanding of just war.

1. **Prepare** by reviewing the background article “How to Lead a Socratic Seminar” (Document #: TX002389). Download and print the handouts “Socratic Seminar Observation Form” (Document #: TX002390) and “Student Evaluation for the Socratic Seminar” (Document #: TX002391), found at smp.org/LivinginChrist, one of each for each student. The students will use these handouts when they are in the outer circle. Download and be prepared to show the PowerPoint presentation “Promoting Peace” (Document #: TX002005), found at smp.org/LivinginChrist.
2. **Assign** the students to read article 32, “War and Legitimate Self-Defense,” in the student book as preparation. At the same time, let the students know that they will be participating in a socratic seminar. In addition to reading

the assigned article, they must conduct online research, analysis, and reflection on the question, “Is there any such thing as a just war?” Inform the students that they are expected to bring prepared written notes on this question to class to help them participate in the socratic seminar.

3. **Show** the PowerPoint “Promoting Peace” (Document #: TX002005). Emphasize the just war criteria presented in the PowerPoint.
4. **Enlist** the students’ help in arranging the desks into two circles, an outer circle and an inner circle, both facing inward. Divide the class into two groups, and have each group sit in one of the circles.
5. **Review** some basic information and guidelines before the seminar takes place:
 - The purpose of a socratic seminar is for the students to discuss topics or concepts in order to gain a deeper understanding.
 - A socratic seminar is different from a fishbowl exercise and is not a debate. The students share ideas with one another to unpackage the topic.
 - The students should feel free to speak to one another in the circle. The teacher is not involved.
 - The task of the students in the outer circle is to listen and observe the inner circle’s discussion of the prompt question. The students in the outer circle are also responsible for completing the handout “Socratic Seminar Observation Form” (Document #: TX002390).

Distribute the handout “Student Evaluation for the Socratic Seminar” (Document #: TX002391). Be sure the students bring the research and analysis homework they prepared.

6. **Tell** the students in the inner circle that they will begin first. They will state the seven just war criteria and then for 10 to 12 minutes discuss the question, “Is there any such thing as a just war?” Encourage the students to make connections between the question and the just war criteria throughout their discussion. Remind the students that they may use their homework to assist them in the discussion.
7. **Conclude** this round of discussion when the allotted time has expired. Ask the students in the outer circle to provide feedback to the students in the inner circle regarding their discussion and participation. Collect the outer circle’s evaluation forms. Then have the students in the inner circle switch seats with students in the outer circle. Invite the students moving to the inner circle to bring their research and analysis homework with them.
8. **Remind** the students in the new outer circle that their task is to listen and observe the inner circle and to complete the handout “Student Evaluation for the Socratic Seminar” (Document #: TX002391). Stop the discussion after 12 minutes. Ask the students in the outer circle to provide feedback to

the students in the inner circle regarding their discussion and participation. Collect the evaluation forms from the students in the outer circle.

9. **Conclude** this socratic seminar by congratulating each group for doing an excellent job. Share any closing comments about the Church's teaching on just war and on the preparation and performance of the students.

Explain

Interpret

Step 10

Create informational handouts on the arms race and the arms trade to help to foster student understanding of sinful social structures that support escalating violent conflict between nations.



Article
33

1. **Prepare** by ensuring that each student will have access to a computer.
2. **Assign** the students to read article 33, "The Arms Race and Arms Trade," in the student book as preparation.
3. **Divide** the class into small groups of three or four. Assign half of the groups to research the arms race, and assign the other half to research the arms trade. Some Web sites to use for the research include the United States Conference of Catholic Bishops, Amnesty International, and Human Rights Watch. Explain to the students that each group will then use its research to create an "Information and Discussion" handout for the assigned topic. Instruct the groups to include the following on their handouts:
 - a clever title
 - a colorful design
 - a definition of the topic
 - pertinent statistics (relevant information)
 - concerns related to the topic (dangers, issues, politics)
 - a statement on the Church's position on the topic from a relevant pastoral letter or encyclical (they should cite the source)
 - five insightful discussion questions that would engage peers in a conversation on this topic
4. **Allow** 30 to 40 minutes for the small groups to complete their research and create their handouts. Ask each small group to print out a copy for you as well as copies for the other groups (one copy per group). Allow time for the students to give feedback to one another on their handouts.
5. **Conclude** by inviting the students to spend a few minutes in silence to reflect on what they learned in this exercise. Lead the students in offering one another a sign of peace.

Reflect

Apply

Step 11

Help the students to share the message of peace with others.



Article
35

Select one of the following options that invite students to use visual art to apply what they have learned about peace and nonviolence throughout this unit.

Option 1: Design a T-Shirt Logo That Promotes the Message of Peace

- 1. Prepare** for this learning experience by gathering some T-shirt logos as samples, as well as sheets of 8½-x-11-inch paper and sets of colored pencils, one of each for each student. Alternatively, if you choose to have the students create the logos electronically, ensure that each student will have access to a computer and printer.
- 2. Assign** the students to read article 35, “Nonviolent Resistance,” in the student book as preparation.
- 3. Inform** the students that they will create a T-shirt logo to demonstrate what they have learned in this unit regarding peacemaking and nonviolent resistance to injustice and violence. To have the students create the logo manually, distribute a sheet of paper and a set of colored pencils to each student and give the following directions:
 - Think of a slogan and an image that demonstrate what you have learned in this unit regarding peacemaking and nonviolent resistance to injustice and violence. Draw or sketch these on your sheet of paper to create your logo design.
 - Remember that you will need to sketch the image as well as the letters of the slogan in such a way that the writing will stand out enough for others to read the slogan from a distance.
 - When you have finished, hand in your logo.

If you prefer that the students create the logo electronically using a graphic design program such as Photoshop, give the students the following directions:

- Think of a slogan and an image that demonstrate what you have learned in this unit regarding peacemaking and nonviolent resistance to injustice and violence.
- Find an image from the Internet or create your own image. Save the image on the hard drive or a flash drive. Be sure the logo you find or create is large enough to be seen.

- Open your graphic design program and draw an outline of a T-shirt using the drawing tools. Insert the image you have chosen for your logo (either by pasting it in manually or by placing or importing the image within the program). Select and move the image onto the shirt. Use the image editing tools to resize, rotate, and color your image.
- Type in the slogan using the text tool.
- When you have finished, print out your logo and hand it in.

Option 2: Design an ePostcard to Promote a Message of Peace

1. **Prepare** by ensuring that each student will have access to a computer and printer.
2. **Assign** the students to read article 35, “Nonviolent Resistance,” in the student book as preparation.
3. **Instruct** the students to think of a slogan and image that demonstrate what they have learned in this unit regarding peacemaking and nonviolent resistance to injustice and violence. Tell the students to search online for sites that provide ePostcards, or locate in advance a site that you prefer the students use to create their ePostcards.
4. **Explain** to the students that they will need to use a template available on the Web site that best fits with their slogan and image to promote or signify peacemaking and nonviolence. Instruct the students to create their slogan and logo and write a message promoting peace and nonviolence.
5. **Encourage** the students to send the ePostcards to friends and family members to promote peace. Direct them to print out some copies to distribute to other students on campus as well as to turn in.

Option 3: Draw a Political Cartoon Illustrating Peacemaking or Nonviolent Resistance

1. **Prepare** by gathering several samples of political cartoons. Also gather sheets of art paper and sets of colored pencils, one of each for each student.
2. **Assign** the students to read article 35, “Nonviolent Resistance,” in the student book as preparation.
3. **Distribute** the art supplies and instruct the students to each draw a political cartoon with a caption to demonstrate nonviolent resistance and peacemaking. Remind the students that they do not need to be artists in order to draw a political cartoon.
4. **Conduct** a large-group share by inviting the students to share their cartoons with one another. If possible, use a document camera to display the cartoons on the large screen in the classroom. Invite the students to comment on the cartoons.

Understand

Step 12

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

- 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 5” (Document #: TX001996) and “Rubric for Final Performance Tasks for Unit 5” (Document #: TX001997). 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 allows you to work with the students who need additional guidance with the project.

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.

Reflect

Step 13

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

- 1. Prepare** for this learning experience by downloading and printing the handout “Learning about Learning” (Document #: TX001159; see Appendix), one for each student.
- 2. Distribute** the handout 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 learning experience will provide the students with an excellent opportunity to reflect on how their knowledge and understandings of violence, war, legitimate defense, and nonviolent love and resistance have developed throughout the unit.

Violence versus Nonviolence

What do the following two concepts mean to you? Fill in the columns with words, sentences, examples, or pictures that illustrate your understanding.

Violence	Nonviolence

What do you know and understand about each of these concepts?



Final Performance Task Options for Unit 5

Important Information for All Three 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.

- The concept of the spiral of violence teaches us that responding to violence with violence is against Christ's call to live as peacemakers.
- Legitimate self-defense and nonviolent resistance are two moral ways of responding to violent aggression.
- The arms race and illegal arms trade are sinful social structures that support escalating violence between nations and that contribute to other injustices.
- True peace is the result of working at forgiveness, reconciliation, and justice; it is realized by loving our enemies and trusting in God.

Option 1: Video Game That Promotes Peace and Nonviolence

You will discover in this unit the pervasiveness of violence in the media, especially in video games. For this option you will work in a small group of two or three people to create a video game concept that promotes peace and nonviolence. You will write a 7- to 8-page concept paper for the game, including the following components:

- a clever title and brief introduction to the purpose and rules of the game
- a clever description of the game design, including the background or setting for the game, the purpose or rules for playing the game, a description of the main storyline (focused on the goal of working for peace), names and descriptions of at least five characters, and the appropriate age range of the players
- any special features to enhance the game, such as music, dialogue, action, levels, various pieces of information related to peacemaking inserted throughout the game, and graphics
- a concluding statement about how this game promotes peace and nonviolence



Option 2: Online Peace Newspaper

For this option you will work individually to create an online peace newspaper for teens to help to increase their awareness of violence in your community and the world and to offer opportunities for teens to help to promote peace. Create this online newspaper by utilizing a computer program offered online at no cost. Follow the directions on the Web site to create your newspaper.

Include the following elements in your newspaper:

- a name and logo
- the volume number, issue number, and date
- a Scripture quotation (cited) related to peace
- a quotation from a Church document related to peace (cited)
- a two-column feature article of about five hundred words written about an issue of violence currently going on in the world (It must be a real issue that you have researched; be sure to cite your sources. Include in the article a headline; a byline [who wrote it]; the “who, what, when, where, why, and how” of the issue; and a list of action ideas teens can use to work for peace in the situation identified.)
- a minor article dealing with a local situation of peace
- a minor article dealing with a peacemaking strategy that could be used on your campus

Bookmark the link to your newspaper and submit the link to your teacher (and perhaps to your classmates as well). Also print out a copy of the newsletter to turn in.

Option 3: Volunteer at a Social Advocacy Agency that Promotes Peace

For this option you will work individually and volunteer at a social advocacy agency in your community, such as a Catholic Worker House or a religious community that works for peace. This will help you to learn more about how organizations and individuals work to promote peace in the world. Work with your teacher to select a social advocacy agency that works to promote peace. Be sure that this organization supports the core values of Catholic social teaching on peacemaking. Make arrangements with the organization to serve as a volunteer at the agency for five hours. Your time as a volunteer will help you to understand how the organization works.

Upon completing your volunteer time, interview the director of the agency. The purpose of the interview is to answer any questions you might have about the organization and to learn more in-depth facts about the organization. Ask permission in advance to videotape or record the interview. Use the following questions as a guide for the interview and create a few of your own:

- What is the mission of your agency? How does the agency work to promote peace?
- What is the best-kept secret about the work of your agency?
- How did you get involved in working for peace and running a nonprofit organization?



- What do you find to be the most challenging aspect of working for peace?
- How can teens get involved in working for peace?

Share the videotaped interview with the class. If you are not allowed to videotape the interview, share a verbal report on the interview with your class.



Rubric for Final Performance Tasks for Unit 5

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>The concept of the spiral of violence teaches us that responding to violence with violence is against Christ's call to live as peacemakers.</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>Legitimate self-defense and nonviolent resistance are two moral ways of responding to violent aggression.</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 arms race and illegal arms trade are sinful social structures that support escalating violence between nations and that contribute to other injustices.</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>True peace is the result of working at forgiveness, reconciliation, and justice; it is realized by loving our enemies and trusting in God.</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.
Assignment uses its assigned or chosen media effectively.	Assignment uses its assigned or chosen media in a way that greatly enhances it.	Assignment uses its assigned or chosen media effectively.	Assignment uses its assigned or chosen media somewhat effectively.	Assignment uses its assigned or chosen media ineffectively.
Assignment is neatly done.	Assignment not only is neat but is exceptionally creative.	Assignment is neatly done.	Assignment is neat for the most part.	Assignment is not neat.



Vocabulary for Unit 5

apartheid: Meaning racial segregation, the term also *specifically refers to* a policy, legal from 1948 to 1994, that enforced segregation and political and economic discrimination against non-whites in South Africa.

arms race: An escalating international competition to accumulate ever greater numbers of weapons and to develop ever more effective and destructive weapons for armed conflicts.

arms trade: The sale of arms or weapons within and between countries.

bullying: Treating someone abusively, either verbally or physically, or forcing someone to do something against his or her will through violence or threats of violence.

conscientious objection: Refusal to join the military or take part in a war, based on moral or religious grounds. Conscientious objectors must seek official approval of their status from the government.

just war: War involves many evils, no matter the circumstances. For a war to be just, it must be declared by a lawful authority, there must be just cause and the right intention (such as self-defense), and weapons must be used in a way that protects the lives of innocent people.

legitimate defense: The teaching that limited violence is morally acceptable in defending yourself or your nation from an attack.

nonviolent resistance: To confront injustice and violence with love, using only nonviolent strategies in working for justice and peace.

slandering: Ruining the reputation of another person by lying or spreading rumors. Slander is also called calumny and is a sin against the Eighth Commandment.

spiral of violence: The tendency of violent acts to escalate as each party in a conflict responds to an injustice or an act of violence with an even greater act of violence.

violence: Any human action that causes harm to the life or dignity of another person.



Case Studies: Attitudes of the Heart

Case 1

Your younger sibling (sister or brother) just won an academic award at school. You have never won such recognition. Your family is invited to attend an awards ceremony, and you refuse to go. Your parents want you to attend to support your sibling, but you still refuse to go. Your sibling pleads with you to come to the event, as it is important for him or her to have you there. You still refuse to go. What negative feeling are you displaying? How can you change the attitude of your heart?

Case 2

At school it is almost time for class elections. Several of your friends encourage you to run for class president. You have spent the past two years serving on student council, but you have not yet held the office of president. You have often talked to your friends about wanting to serve as president. Without warning, you decide you are not going to run for the office. When your friends ask you why, you tell them you no longer want to participate in student government. Secretly, though, you really do want to run for office, but you do not have the confidence that you will win the election. What negative feeling are you displaying? How can you change the attitude of your heart?

Case 3

You have a part-time job after school working as a sales clerk at a local store. You really don't need the money, as your parents give you a generous weekly allowance. You use the money you make working at the store to buy video games and extra clothes. One of your classmates also works at the store and does need the money from the job to help support her family. Recently the store manager came to both of you with the upcoming month's time sheet. Before your classmate had a chance to secure some of the work hours, you put your name on almost every opening. When your classmate asks you if you could share some of the work hours with her, you say no. Your classmate explains that she needs to work to help her mother to make the rent payment this month. You still refuse to share any of the hours you already claimed for yourself. What negative feeling are you displaying? How can you change the attitude of your heart?

Case 4

A member of your sports team receives high praise from the coach for his or her athletic ability. The coach gives what appears to be preferential treatment to this team member. You want to play in the upcoming game, but the coach picks your teammate over you to be a starter. For one week before the game, you refuse to talk to your teammate. In fact, you go out of your way to ignore your teammate and any attempt he or she makes to be friendly toward you. In addition, you talk about your teammate to others in a way that is not truthful and potentially hurts his or her reputation. What negative feeling are you displaying? How can you change the attitude of your heart?



Case 5

Your parents are concerned about your falling grades. They received a midterm report from your school that indicates you are in danger of failing two of your classes. Normally you are a good student, but due to the recent suicide of one of your friends, you have been distracted and not performing to your normal academic standards. Your parents have decided to take you to see a counselor to get some help. You refuse to go. You yell at your parents, tell them you hate them, and leave the house without going to the counseling appointment. What negative feeling are you displaying? How can you change the attitude of your heart?



Unit 5 Test

Part 1: True or False

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

1. _____ Small retaliations can lead to killing and wars.
2. _____ Responding to violence with love is a sign of weakness.
3. _____ There is no justification for violence.
4. _____ Love, justice, forgiveness, and reconciliation are all alternatives to violence.
5. _____ Murder is usually the result of a random act of violence.
6. _____ Structures of sin can lead to violence.
7. _____ The best way to confront violence is to address the issues that lead to violence, as early as possible.
8. _____ Virtual violence does not increase aggressive behavior.
9. _____ The Church teaches that war is never justified.
10. _____ Nonviolent resistance is a call to pacifism.

Part 2: Multiple Choice

Write your answers in the blank spaces at the left.

1. _____ Which of the following is an act of violence?
 - A. slandering another person
 - B. forcing someone to have sex against his or her will
 - C. causing poverty through the unjust distribution of resources
 - D. all of the above

2. _____ The moral problem with weapons of mass destruction is that _____.
 - A. only rich countries have them
 - B. they affect military and civilian populations alike
 - C. the arms race supports their development
 - D. none of the above



3. _____ True peace results from working at _____.
- A. forgiveness
 - B. reconciliation
 - C. justice
 - D. all of the above
4. _____ Which of the following can lead to true peace?
- A. ignoring conflict
 - B. overpowering our opponent
 - C. building just relationships
 - D. all of the above
5. _____ To stop the spiral of violence, we must _____.
- A. respond to violence with an overpowering show of violent force
 - B. transform our relationships with our “enemy” into relationships of love
 - C. ignore violent acts
 - D. all of the above
6. _____ People who practice nonviolent love of their enemies _____.
- A. place all of their trust in God, not themselves
 - B. are martyrs to a cause
 - C. encourage the enemy to grow strong
 - D. none of the above
7. _____ Which of the following is *not* one of the goals of the Christian Peacemaking Teams organization?
- A. church planting
 - B. praying for peace
 - C. befriending local people
 - D. witnessing to nonviolent love and reconciliation
8. _____ What is the driving motive behind the vast majority of the arms trade?
- A. power
 - B. competition
 - C. alliances between countries
 - D. profit
9. _____ Which principle of the just war theory states that the overall destruction expected from the use of force must be outweighed by the good to be achieved?
- A. last resort
 - B. probability of success
 - C. proportionality
 - D. comparative justice



10. _____ Why is the Catholic Church opposed to the use of antipersonnel land mines?

- A. In a just war, civilian casualties must be kept to a minimum.
- B. It is destructive to the environment.
- C. It is a grave moral issue.
- D. both A and C

Part 3: Identification

Match the term or quotation in column 1 with the correct person from column 2. Write your answers in the blank spaces at the left.

Column 1

- ____ 1. nonviolent resistance
- ____ 2. the spiral of violence
- ____ 3. "If you want peace, work for justice."
- ____ 4. "Nothing is lost by peace, everything is lost by war."
- ____ 5. "Violence is a lie, for it goes against the truth of our faith."

Column 2

- A. Dom Hélder Câmara
- B. Pope Pius XII
- C. Blessed Pope John Paul II
- D. Pope Paul VI
- E. Mahatma Gandhi

Part 4: Matching

Match each definition in column 1 with a term from column 2. Write the letter that corresponds to your choice in the space provided.



Column 1

1. _____ The relationship between violence and injustice.
2. _____ The right to defend ourselves and other innocent people when threatened by an aggressor.
3. _____ An escalating weapons competition between countries.
4. _____ Any human action that causes harm to the life or dignity of another person.
5. _____ The sale of weapons between countries.
6. _____ A wish for a happy and peaceful life.
7. _____ A person's refusal to take part in war based on moral and religious grounds.
8. _____ Ruining the reputation of another person by spreading rumors.
9. _____ A policy of enforced segregation.
10. _____ Treating someone abusively, either verbally or physically.

Column 2

- A. bullying
- B. vengeance
- C. slander
- D. legitimate defense
- E. arms trade
- F. arms race
- G. peacemaking
- H. violence
- I. shalom
- J. apartheid
- K. conscientious objection
- L. spiral of violence

Part 5: Short Answer

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

1. What is the root cause of violence? What should you know and understand about the root cause of violence?
2. Why is bullying considered an act of violence? In what ways can you stop bullying on your campus?
3. Discuss the conditions necessary for a just war.
4. Pick one of the following principles for waging peace, and explain how you can use this in your daily life:
 - The saving work of Jesus Christ ushers in God's Kingdom of Peace.
 - Peace is a divine gift, a fruit of the Holy Spirit.
 - Peace is more than just the absence of violence.



Unit 5 Test Answer Key

Part 1: True or False

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

Part 2: Multiple Choice

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

Part 3: Identification

- | | | |
|------|------|------|
| 1. E | 3. D | 5. C |
| 2. A | 4. B | |

Part 4: Matching

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



Part 5: Short Answer

1. The root cause of violence is the negative effect that Original Sin has on our attitudes toward ourselves and toward others. These effects make us more prone to selfishness, jealousy, anger, greed and other vices that cause us to act in unjust and violent ways. Catholic social teaching defines *violence* as “any human action that causes harm to the life or dignity of another person.”
2. Bullying causes harm to the God-given dignity of another. Bullying causes harm through psychological, social, spiritual, or physical attacks on another. Bullying also causes a negative attitude in the heart. I can stop bullying on my campus by refusing to participate in bullying, recognizing when it occurs, and helping others to see the wrong in it. I can work to help others see that bullying is an act of violence and an act against the teachings of Jesus Christ. If someone bullies me, I can pray for her or him.
3. To be considered a just war, the following conditions must be present:
 - The cause must be just, for example to prevent public evil, rather than being intended for simple revenge.
 - Comparative justice must be possible, that is, the good achieved must far outweigh any harm caused, such as the loss of life and disruption of society.
 - There must be probability of success so the war is not a futile cause that results in massive loss of life.
 - The war must be a last resort, being waged only after all peace efforts are exhausted.
 - A just war must be declared by a lawful authority.
 - While the war is being fought, proportionality must be maintained; that is, the good achieved by the war efforts must continue to outweigh the destruction caused by the war. As soon as this no longer is true, the war must be stopped.
4. Answers will vary depending on which principle is selected, but there should be an example to connect the chosen principle to the student’s daily life.



Overview

This unit looks at Catholic social teaching on the just distribution of the earth's goods. This teaching addresses the role that social structures play in distributing the earth's resources, especially the role of economic systems. As part of this analysis, the unit considers the issues of poverty and hunger, the contributions of work, and the treatment of workers.

Key Understandings and Questions

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

- Poverty and hunger are often the result of social sin and are supported by sinful social structures.
- The Seventh and Tenth Commandments call us to combat hunger and poverty by working for just distribution of the goods of the earth.
- Economic systems require critical analysis and appropriate oversight to ensure that they contribute to the common good.

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

- What is the true purpose of wealth?
- How can society address the sinful social structures that support poverty and hunger?
- How does work contribute to a life of dignity for workers, their families, and others in society?
- What responsibilities do businesses have toward society and toward their workers?
- Why does living in solidarity with others result in real happiness and fulfillment of God's plan for us?

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 6” (Document #: TX002006)
- handout “Rubric for Final Performance Tasks for Unit 6” (Document #: TX002008)
- handout “Unit 6 Test” (Document#: TX002014)

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 4: The Just Distribution of Material Goods,” and are as follows:

- “Hunger and Poverty” (article 39, pp. 194–201)
- “Labor” (article 40, pp. 201–206)
- “Economic Systems” (article 41, pp. 206–211)

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 begin their study of hunger, poverty, the dignity of work and the rights of workers, and economic justice. 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 for later units.

 Explain

Step 1: Preassess what the students know about hunger, poverty, economic justice, the dignity of work, and the rights of workers by using a deck of cards.

 Understand

Step 2: Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 6” (Document #: TX002006), “Just Choices” (Document #: TX002007), and “Rubric for Final Performance Tasks for Unit 6” (Document #: TX002008).

 Perceive Explain

Step 3: Familiarize the students with the situation of hunger in America by involving them in research and the creation of an interactive game template for PowerPoint.

Perceive

Step 4: Review the principles for economic justice through an interactive PowerPoint presentation.

Apply

Empathize

Step 5: Deepen the students' understanding of the impact of hunger and poverty in the world by using a world hunger simulation.

Apply

Step 6: Show a movie to help the students to learn and understand more about poverty and homelessness.

Understand

Step 7: Deepen the students' understanding of our call to combat poverty and homelessness.

Empathize

Reflect

Step 8: Involve the students in a reflection exercise to determine their choice for purposeful work.

Understand

Step 9: Explore the nature and implications of sweatshops using a jigsaw process.

Empathize

Apply

Step 10: Engage the students in group role-plays to explore ways in which economic systems can contribute to the common good.

Apply

Step 11: Inspire the students to take action to address world hunger, poverty, work equity, and economic justice as ways of living in solidarity with others and fulfilling God's plan for us.

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 these and other theological concepts taught in this unit:

- "The MDG Summit: Strengthening the U.S. Role in Accelerating Progress" (Document #: TX002017)
- "Principles of Catholic Social Teaching for Business Ethics" (Document #: TX002016)

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

- "Using the Jigsaw Process" (Document #: TX002392)
- "Conducting Justice Simulations" (Document #: TX002018)

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 2:15 (God makes human beings partners in caring for the earth)
- Genesis 3:17–19 (the tedium and difficulty of work is a result of Original Sin)
- Matthew 5:17 (Jesus as a model for our work)
- 2 Thessalonians 3:10 (we all must be willing to work)

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 6” (Document #: TX002009), one for each student.

.....

capital	infrastructure
capitalism	just wage
colonialism	labor
democracy	socialism
development	strike
free market	

Learning Experiences

Explain**Step 1**

Preassess what the students know about hunger, poverty, economic justice, the dignity of work, and the rights of workers by using a deck of cards.

- 1. Prepare** by obtaining a deck of playing cards. Also gather pens or pencils, one for each student, and a pad of 3-x-5-inch sticky notes. Write the following on the board:
 - Hunger – spades
 - Poverty – hearts
 - Dignity of Work and Rights of Workers – clubs
 - Economic Justice – diamonds
 - Playing cards 2–10 – use the number on the card
 - Jacks – 11
 - Queens – 12
 - Kings – 13
 - Aces – 1
 - Jokers – wild, at least 1 but as many as you choose
- 2. Introduce** this exercise by sharing these points:
 - This is a preassessment exercise to discover your level of understanding of Catholic social teaching about economic justice.
 - This unit explores four topics related to economic justice: hunger, poverty, the dignity of work and the rights of workers, and economic justice.
 - You are not expected to understand these topics in great depth at the beginning of the unit.
- 3. Distribute** one playing card, a pen or pencil, and one sticky note to each student. Point to the information written on the board and ask the students to look at their cards and write what they know about the topic designated by the card suit symbol: spades address hunger, hearts address poverty, clubs address the dignity of work and rights of workers, and diamonds address economic justice. Explain that they will need to write on the sticky note one or more points about that topic, the required number of points indicated by the assigned value of the card. That is, someone with the

queen of hearts will write twelve points about poverty. Allow ample time for the students to complete the task. (*Note:* The students will complete this task at different speeds, based on their knowledge and the number of list items required by their card's face value.)

- 4. Locate** a spot at the front of the room for the students to place their sticky notes according to their topic. Invite the students to come forward to place the sticky note in the proper category.
- 5. Read** the responses on the sticky notes out loud to the class, and assess student understanding of each of the topics as a guide for the content you will need to cover during the unit. If you have room, leave the sticky notes up somewhere in the classroom for the duration of the unit. Consider adding to the posted information as you proceed through the unit.

Understand

Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 6” (Document #: TX002006), “Just Choices” (Document #: TX002007), and “Rubric for Final Performance Tasks for Unit 6” (Document #: TX002008).

This unit offers a selection of learning styles options for performance tasks, allowing students to choose a task that aligns with their learning style. The tasks they choose will help you to assess that they have a deep understanding of the most important concepts in the unit. 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 6” (Document #: TX002006), “Just Choices” (Document #: TX002007), and “Rubric for Final Performance Tasks for Unit 6” (Document #: TX002008), one copy of each for each student.
- 2. Distribute** the handouts. Give the students a choice as to which performance task option 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:
 - For this option, each task is designed to allow each of you to choose a topic that interests you and a task that best fits your learning style.

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.

- If you have questions regarding the task you have chosen, please feel free to come discuss it with me.
 - 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 knowledge and skills 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 they understand hunger, poverty, the life and dignity of the human person, and economic justice.

Perceive

Explain

Step 3

Familiarize the students with the situation of hunger in America by involving them in research and the creation of an interactive game template for PowerPoint.



Article
39

1. **Prepare** by ensuring that the students have access to enough computers for them to complete an assignment working in pairs. Download and print the handout “Game Show Questions” (Document #: TX0002010), one copy for each student or pair. Research the questions on the handout so that you have the most recent answers and information about your local community.
2. **Assign** the students to read article 39, “Hunger and Poverty,” in the student book as preparation.
3. **Divide** the class into pairs. Distribute the handout, one to each student or pair. Invite the students to conduct Internet research to find the correct answer for each of the questions on the handout. Allow 15 to 20 minutes for the students to complete the handouts.
4. **Explain** to the students that they will use a PowerPoint game template to create a game using the ten questions and their responses from the handout. They may locate and download one of the following game show templates available at no cost online (or they can create their own game template):
 - *Family Feud*
 - *Jeopardy*

- *Wheel of Fortune*
- *Who Wants to Be a Millionaire?*

Encourage the students to embed game show music (if it is permissible) or add the music as a sound. When the students have completed their PowerPoint games, download each pair's game file to the school network server or onto a USB drive.

5. **Invite** the pairs to share their PowerPoint games with the class.
6. **Conclude** by inviting each student in the class to complete one of the following sentences:
 - One thing I learned was . . .
 - One question I still have is . . .
 - I am inspired by . . .

Perceive**Step 4**

Review the principles for economic justice through an interactive PowerPoint presentation.

1. **Prepare** by downloading the PowerPoint presentation “Examining Economic Justice” (Document #: TX002019). Review the PowerPoint and prepare to use it for a class presentation.
2. **Ask** the students to take notes on your PowerPoint–assisted lecture. Give the lecture, stopping for class discussion at the indicated slides if you so desire. The final slide of the presentation invites a deeper discussion about consumerism and happiness. You may wish to deepen this discussion with these additional questions:
 - What is your reaction to the saying “Money can't buy happiness”?
 - Are economically wealthy people happier than people who are economically poor? Why or why not?
 - What did Jesus teach regarding wealth and possessions? What might he say about our society regarding this topic?

Apply

Empathize

Step 5

Deepen the students' understanding of the impact of hunger and poverty in the world by using a world hunger simulation.

- 1. Prepare** by purchasing snacks for the students (for example, candy bars, granola bars, chips, cookies, cupcakes, a few sodas, bottled water). Or invite the students to bring small snack items to class (with the understanding that the snacks will be given away). Gather a few small cups of water and a shaker of table salt.

Spread a tablecloth on the floor toward the front of the classroom, and place the food items on the tablecloth. Allow room for a few students to sit around the tablecloth. Write the following on the board before class:

- The wealthiest 20 percent of the world's population consumes 80 percent of the world's resources.
- "Hunger is number one on the list of the world's top 10 health risks. It kills more people every year than AIDS, malaria and tuberculosis combined."
- A significant portion of the world's population lacks access to safe drinking water.
- "It costs just US \$0.25 per day to provide a child with all of the vitamins and nutrients he or she needs to grow up healthy."

Teacher Note

For the purpose of this simulation, you may find it beneficial to review with the students which countries would be considered part of the 20 percent of the world's countries that control the resources. To help the students with their proposals, you may also find it helpful to explain which countries are considered to be more developed and which countries are considered to be less developed.

- 2. Begin** by asking for volunteers without explaining what they will be doing. Select enough volunteers to represent 20 percent of the students in the class. Have these volunteers sit around the tablecloth with the food. Ask the remaining students to move to the back of the classroom.
- 3. Introduce** this exercise to the students by sharing the following:
 - Today we are going to engage in a simulation that demonstrates the distribution of resources in the world. The group of students sitting up front represents the wealthiest 20 percent of the world's people. These people control 80 percent of the world's resources. The students in the back of the room represent the rest of the world. They will have to bargain and negotiate to get the wealthiest people to share their resources. These are the ground rules for the simulation.

- People in the “rest of the world” group may not get up from their location and may not approach the wealthy group.
 - To represent the lack of safe drinking water in the world, the only beverages that the “rest of the world” group may receive are cups of salt water. (*At this point, pour some of the table salt into the cups of water and give these to the “rest of the world” group.*)
 - As the teacher, I am the security force protecting the wealthy group. I am also the “reality representative.”
 - If at any point the wealthy people tire of listening to the “rest of the world” group, the wealthy people may move to another location and sit with their backs to the “rest of the world” group.
- This simulation works as follows. Taking turns, one person at a time from the “rest of the world” group may make a proposition to the wealthy group to ask them to share some of their resources with the “rest of the world” group. Each proposition needs to include these details:
- the name of your country
 - your country’s need
 - a description of the resource you are willing to exchange with the wealthy person in order to obtain a share of their resources

This is where you, acting as the reality representative, may need to jump in to help the students to be realistic in their bargaining or negotiating so the students do not promise impossible kinds or amounts of resources.

- No real money may be exchanged or proposed, and no personal favors (for example, help with homework, offers of friendship) may be exchanged.
- You may offer to share your talents for entertainment, but you may not move too close to the wealthy group to share your talent.
- The wealthy group must listen to each proposal, discuss the proposal as a group, and make a decision together about which and how much of their snacks to share. The wealthy group needs to be realistic in what they share. If not, I may step in to assist, representing reality. I will deliver the resource chosen by the wealthy to the person who made the proposal.
- Finally, the wealthy do not need to give away any of their resources.

When you have finished giving these directions, tell the wealthy group that they may now begin to consume the snacks and beverages and may continue to eat throughout this exercise. Negotiations can begin at any time.

4. **Ask** the wealthy people to stop consuming the products after allowing ample time for each person in the “rest of the world” group to make a proposal, but ask the wealthy group to remain seated up front. Process this exercise with the class by asking the following questions:
- People seated in the “rest of the world” section: What was this experience like for you? How did you feel as you experienced this simulation? What was the most frustrating part of this exercise for you? How did you feel about your exchange, or lack of exchange, with the wealthy group?
 - People in the wealthy section: How did you feel during this simulation? What was it like to control the resources? What was the most frustrating part of this exercise for you? How did you feel when the “rest of the world” group made its proposals?
 - What did all of you learn from this simulation? How is this exercise like the real world? How is it unlike the real world? What changes would you like to see in our world so that a just distribution of wealth can take place?
5. **Conclude** with a group prayer, sharing individual and global prayers of petition.

(Portions of this step were adapted from the activity “Global Poverty and Hunger: A Simulation,” found in *Teaching Manual for Living Justice and Peace*, Saint Mary’s Press, page 163.)


 Apply

Step 6

Show a movie to help the students to learn and understand more about poverty and homelessness.

Choose from several good movies that introduce the students to the reality of poverty.

Option 1: Homeless: Motel Kids of Orange County

1. **Prepare** by obtaining a copy of the documentary *Homeless: Motel Kids of Orange County* (2010, 60 minutes, rated TV-14), available for purchase through HBO Home Entertainment. Preview the documentary before showing it to the students. Further prepare by downloading the handout “*Homeless: Motel Kids of Orange County* Movie Guide” (Document #: TX002011), one for each student.
2. **Distribute** the handout and review the questions with the students prior to showing the documentary. Assign the students to turn in, at the beginning

of the next class, a typed paper with their answers to the movie guide questions.

- 3. Collect** the homework assignments at the beginning of the next class and allow time for a large-group discussion on the documentary using the movie guide questions as a reference.

Option 2: A Distressing Disguise or The Faces of Poverty

- 1. Prepare** by obtaining a copy of one of these documentaries:

- *A Distressing Disguise* (2009, 103 minutes): a film about homelessness in America, featuring the Rescue Mission and Skid Row in Los Angeles
- *The Faces of Poverty* (2007, 44 minutes), a film about domestic poverty in Philadelphia, Detroit, and Los Angeles

Both documentaries are available for purchase through The San Damiano Foundation. Preview your chosen film before showing it.

Write the following discussion questions on the board before class.

- What does this documentary tell us about the state of poverty and homelessness in America?
- What are the causes of poverty and homelessness in America?
- What can be done locally to address this issue? What can be done nationally?
- How would Jesus treat the homeless people portrayed in the documentary? In the film, whom did you see responding in a Christlike manner?
- How can you apply what you learned from this movie to your own life?

- 2. Instruct** the students to copy down, in their learning journals or on a sheet of paper, the questions on the board, and then to write a paragraph response to each question at the conclusion of the documentary. (You may use this as an in-class assignment or as a homework assignment.) View the documentary with the students.
- 3. Collect** the students' papers at the end of the class or at the beginning of the next class.

Teacher Note

You may also be interested in these other movies on this topic.

- *Affluenza* (1997, 2005, 50 minutes). This is an excellent video on America's obsession with consumerism. You may purchase the DVD or watch the video online. A teacher guide is available.
- *Among the People: Facing Poverty in America* (2002, 53 minutes). This is a poignant documentary on poverty in America. Available for purchase from the USCCB.
- *The Blind Side* (2009, 129 minutes, rated A-III and PG-13). This film deals with issues of poverty, homelessness, and discipleship.

Understand

Step 7

Deepen the students' understanding of our call to combat poverty and homelessness.

This step provides three options for encouraging the students to combat poverty and homelessness. Review all three and choose which one you will do in class.

Option 1: Guest Speaker

1. **Prepare** by inviting a guest speaker (or a panel of guest speakers) who works on a daily basis with individuals who suffer from poverty and homelessness. You may want to consider a speaker from the Saint Vincent de Paul Society; the Catholic Worker movement; Catholic Charities; or a neighborhood soup kitchen, homeless shelter, or outreach program.

Ask the speaker(s) to share the following information about their organization:

- goal and mission
 - whom they help and how many
 - action steps the organization takes to combat poverty
 - stories of their ministry
 - ways teens can get involved
2. **Provide** students with advance notice of the date of the speaker's presentation, the topic, and the organization. Encourage the students to come prepared with questions for the speaker.
 3. **Ask** each student, after the visit, to type a one-page thank-you note to the speaker detailing what she or he learned from the presentation and posing any further questions she or he might have. Collect the thank-you letters at the beginning of the next class, and, after reading them, pass them on to the speaker.

Option 2: Fleece Tie Blankets

Involve the students in a class project to make several fleece blankets to donate to an agency in your area that serves people who are poor.

1. **Prepare** by gathering the following supplies:
 - a ruler
 - a pair of sharp scissors
 - two 2-yard pieces of coordinating or (identical) fleece fabric for each blanket (predetermine how many blankets the class will make; a class of thirty students could easily make ten blankets)

- art paper and markers, enough for each student
 - optional supplies: single-hole punch and string or yarn
2. **Layer** the pieces of fabric, one on top of the other, on the floor in the classroom, and trim them so they are even. (You might want to do this right before class, because once you put the fabric down, it is best not to move it.) Using the scissors and a ruler, cut 3- to 4-inch notches perpendicular to the edge of the blanket, every 1 to 2 inches along the edge, so that there is a fringe of strips going around the blanket. You will cut both pieces of fleece at the same time.
 3. **Form** small groups of three or four. Assign a blanket to each group. Instruct the students to work together, each taking a side of the blanket and tying every other pair of strips (top and bottom fabric) into knots around the entire edge of the blanket. Turn the blanket over and tie the rest of the strips together from the other side. (*Note:* Tying every other strip into knots on one side and then turning the blanket over to tie the remaining strips into knots makes the blanket more even and allows someone to be able to use both sides of the blanket.) Ask the students to neatly fold the completed blankets.
 4. **Distribute** a sheet of art paper and a marker to each student and ask them to each write a note to the person who will receive this blanket. A sample note might read:

Dear Friend,

This blanket was tied together with knots of love. May it keep you warm and remind you that people care. May God bless you always!

Prayerfully,

Student name

Instruct the students to tie the notes to the blankets (you may use a hole punch and string, or you could roll up the notes into the knots). Ask for several volunteers to bring the blankets and notes to a local shelter or place of distribution.
 5. **Conclude** by inviting the students, in their small groups, to hold the blankets and pray together for the people who will receive them.

Option 3: Homeless Locker Day

This option will work only if your students use lockers to store books and personal items at school.

1. **Prepare** by discussing this exercise with the deans and administration at your school at least a month in advance (you may need to gain their permission). Send an e-mail to all the faculty and staff explaining the purpose and directions for the project. Prepare a handout with the instructions “You have been evicted and may not use your locker for the next 24

hours,” making one copy for each student. Obtain a large roll of masking tape and several large plastic or paper bags.

Teacher Note

Due to injury or other issues, some students may not be able to participate in this exercise. However, they will benefit from observing their peers.

2. **Announce** to the students in your class that you will be conducting an exercise on poverty and homelessness for the next 24 hours. Explain to them that, as of this moment, they have been evicted from their lockers due to failure to pay their rent. Take the students to their lockers and ask them to remove all of their belongings and either place the items in their backpacks or use the trash bags you have provided for the overflow. (It might be helpful to have some garbage cans nearby for students who need to throw away trash from their lockers.)
3. **Allow** about 10 minutes for the students to evacuate their lockers. After the students have removed all of their belongings, hand each student an “eviction notice” and have the students post the eviction notices on their lockers with masking tape. Invite the students to return to the classroom for further discussion.
4. **Inform** the students that they are now homeless for the next 24 hours and may not use their lockers until they return to the lockers as a group during the next class. Explain that the purpose of this exercise is to grow in awareness of the situation of homelessness. Because the homeless are always in danger of losing their belongings or having them stolen, the students will need to keep their belongings with them at all times and may not leave them in a classroom or in their car. If they do leave their belongings somewhere, the faculty and staff have been instructed to take their belongings and keep them until the end of the 24-hour time period.
5. **Lead** a class discussion with the students at the beginning of the next class:
 - What was it like to be lockerless (homeless) for 24 hours?
 - Was it difficult to carry your belongings for the time period? Did you find ways to “lighten your load”? Did you notice yourself protecting your valuables? How is this like or unlike the experience of people who are homeless?
 - What did you learn from this exercise?

Allow class time to take the students back to their lockers so they can store their belongings.
6. **Ask** the students to write a prayer on their eviction notice and leave the prayer on their lockers for the next 24 hours.

(This exercise is adapted from an activity called “Homeless Locker Day,” in *Poverty Project*, pages 23–27.)

Empathize

Reflect

Step 8

Involve the students in a reflection exercise to determine their choice for purposeful work.



Article
40

1. **Prepare** by ensuring that each student has access to a computer. Write the names of these career guidance Web sites on the board:

- Kudor
- Quintessential Careers
- Career Test Info Guide

Write these elements for an essay on the board:

- the type of career you identify as a goal
- the rationale for choosing this career
- the steps you will have to take from today until the day you achieve your career goal
- the education, training, and experience you will need to realize your career goal
- the rights, compensation, and benefits you would like to receive
- the management style you prefer (how you would like your boss to treat you, how you are corrected, and so on)
- a reflection on how your career goal will engage you in labor that will allow you to participate in God’s work of creation. How will you be in partnership with God to care for the earth’s resources and advance the common good? How can Jesus be a model for you in this career? Here are some Scripture passages that address these questions:
 - Genesis 2:15 (God makes human beings partners in caring for the earth)
 - Genesis 3:17–19 (the tedium and difficulty of work is a result of Original Sin)
 - Matthew 5:17 (Jesus as a model for our work)
 - 2 Thessalonians 3:10 (we all must be willing to work)

2. **Assign** the students to read article 40, “Labor,” in the student book as preparation.
3. **Direct** the students to go online to one of the career guidance Web sites listed on the board and take the career preference inventory. Have the students print out their results (if possible). Encourage the students to continue researching career, job, or work possibilities for their future.
4. **Ask** the students to write a three- to five-page “school to career” report including all the elements listed on the board. Allow the students to complete the assignment at home, if necessary. Collect the reports when the students are finished writing them.

Understand

Step 9

Explore the nature and implications of sweatshops using the jigsaw process.

- 1. Prepare** by locating and previewing a short video on sweatshops. Videos are available on video-sharing sites. (*Note:* If print materials would be helpful, the Catholic Relief Services Fair Trade Resources site offers handouts and brochures on fair trade.) Find, download, and copy six short articles from the Internet examining how each of the following industries or businesses is involved in sweatshops. Make enough copies of each article so that each student in the six small groups that will be formed (one group per industry) will have one.

Teacher Note

Further prepare for this learning experience by referring to the handout “Using the Jigsaw Process” (Document #: TX002392) for background information.

- shoe industry
- clothing industry
- entertainment industry
- toy industry
- warehouse stores
- carpet industry

Download and print the handout “Sweatshop Inquiry” (Document #: TX002012), one for each student.

- 2. Begin** this exercise by asking the students to take off one of their shoes and find where the shoe was made. Go around the room and ask students to share the name of the country. As the students share, draw a chart on the board documenting each country and marking how many students have shoes that were made in that country. Ask the students if they are surprised to learn where shoes are made.
- 3. Ask** the students to look at the tags on their shirts, sweaters, or sweatshirts to find out where the item was made. Draw another chart on the board and, as students share, record their responses. Ask the students if they are surprised by this chart. Why or why not?
- 4. Invite** volunteers to define the term *sweatshop*, and ask the students to name some products made in sweatshops. Explain to the students that some of the following products may be made in sweatshops: shoes, clothing, rugs, coffee, chocolate, and toys. Also, explain how the following methods have affected labor and production: outsourcing, subcontracting, and piecework.

5. **Introduce** the video on sweatshops that you chose. Watch the video with the students and answer any questions they might have.
6. **Divide** the class into small groups of six. Explain to the students that these groups will be called their home groups. Ask the students to share with their home-group members their favorite places to shop for clothing and shoes. Next, ask each student in the home group to choose a different letter from A to F. Explain to the students the jigsaw process.
7. **Assign** a location in the classroom for each of the letters A to F, and ask the students to now find their letter groups. Assign each letter group one of the six industries or businesses for which you found articles in the preparation step: shoe industry, clothing industry, entertainment industry, toy industry, warehouse stores, and the carpet industry. Distribute to the letter groups the articles you printed out. Everyone in a group should have the same article. Allow time for the students to read their articles.
8. **Ask** the students to share information they learned from their articles with the members of their letter groups. Encourage them to take notes, because they will need to share this information with their home groups. After 20 minutes, ask the students to return to their home groups and share what they learned.
9. **Distribute** the handout “Sweatshop Inquiry” (Document #: TX002012). Ask the students to fill in the handout after everyone in their home groups has reported on their letter group’s discussion. Collect the handouts and have the students return to their seats.
10. **Conclude** by inviting the students to offer prayers of petition for the following: workers, an end to child slave labor, dignified work, and the rights of workers.

Teacher Note

If time allows, you may choose to watch the documentary *The Dark Side of Chocolate* (2010, 50 minutes), which is available for free online.

Empathize

Apply

Step 10

Engage the students in group role-plays to explore ways in which economic systems can contribute to the common good.



Article
41

1. **Prepare** by gathering seven large index cards and a hat or bowl.
2. **Assign** the students to read article 41, “Economic Systems,” in the student book as preparation.
3. **Divide** the class into seven small groups. Give the small groups the following directions:

- Analyze the situation of economic injustice in the world by answering the following questions (refer to the student book, if necessary):

Write these questions on the board:

- Why is there economic injustice in the world?
- Who is involved in the problem?
- What are some situations or places in which there is clearly economic injustice present?

- Brainstorm strategies that apply economic justice principles to help resolve issues of poverty, homelessness, and hunger. Together pick one of these issues. Your strategies should answer these questions:

Write these questions on the board:

- What is one economic solution to the issue you have chosen (poverty, homelessness, or hunger)?
- What role can high school students play in your suggested solution?

4. **Stop** the brainstorm exercise after 10 minutes. Explain to the students that they will now have 7 minutes to write a group role-play that demonstrates their strategies for bringing about economic justice. The group role-plays need to include the following:
 - a role for each of the members of the group (Roles may include heads of state, people who are poor or oppressed, the president of the World Bank, and so on.)
 - a scenario depicting an area of economic injustice with a clear conflict to be resolved
 - a realistic action plan
5. **Distribute** one index card to each small group and ask the students to write their group’s role-play on the index card. Collect the index cards and put them in a hat or bowl. Walk around the room and have each small group pick a role-play card, making sure they do not pick the role-play they

created. Allow 2 to 3 minutes for the groups to prepare to perform the role-play on the card.

6. **Invite** the students to present their new group role-plays to the class. Ring a bell to end each role-play after 3 to 5 minutes. After all the role-plays have been presented, ask the following questions to help process this exercise:
 - What common themes did you see in these role-plays?
 - How do these themes relate to the promotion of the common good?
7. **Conclude** by telling the students about the Giraffe Heroes Project. This project honors people who have the courage to stick their necks out for the common good. Ask the students to share the names of some people they know who deserve this recognition.
8. **Ask** the students to answer the following question with a three- to five-paragraph answer as homework and to bring it to the next class. They should use the knowledge they have gained from the student book, the learning experiences, and the class discussions.
 - Why does living in solidarity with others result in real happiness and fulfillment of God's plan for us?

Apply**Step 11**

Inspire the students to take action to address world hunger, poverty, work equity, and economic justice as ways of living in solidarity with others and fulfilling God's plan for us.

1. **Prepare** by downloading and printing two copies of the handout "If I Ruled the World" (Document #: TX002013). Cut out the cards printed on the handout, ensuring that each student receives one card. Download the song "If I Ruled the World," written by Leslie Bricusse and Cyril Ornadel, sung by any artist. (Be careful to select the correct version of this song.)
2. **View** the 10-minute video "Go Make a Difference" with the students. You can find this video on the USCCB Web site.
3. **Distribute** the cards from the handout so that each student receives one card. Be sure to mix up the cards as you distribute them. The cards feature one of these four questions:
 - If I ruled the world . . . what steps would I take to solve world hunger?
 - If I ruled the world . . . what steps would I take to end poverty?
 - If I ruled the world . . . what steps would I take to ensure work equity?

- If I ruled the world . . . what steps would I take to ensure economic justice?

Instruct the students to write down their response to the question on their card. Give the students 3 to 5 minutes to complete their answers.

4. **Tell** the students to walk around the room and find the other students with the same question on their cards. They should then sit down together as a group and, beginning with the person whose birthday is closest to today, share the insights they wrote on their cards. Play the song “If I Ruled the World” as soft background music as students share their responses with one another. Allow sufficient time for this small-group sharing.
5. **Ask** each group to choose a reporter to share the group’s question and responses. Choose a student to write the questions and responses on the board. Compliment the students on their responses, and encourage them to follow through on their stated action steps.

Understand

Step 12

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.

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 6” (Document #: TX002006), “Just Choices” (Document #: TX002007), and “Rubric for Final Performance Tasks for Unit 6” (Document #: TX002008). Review the options on the “Just Choices” (Document #: TX002007) handout, 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 allows you to work with the students who need additional guidance with the project.

Reflect

Step 13

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

1. **Prepare** by downloading and printing the handout “Learning about Learning” (Document #: TX001159; see Appendix), one for each student.
2. **Distribute** the handout 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 learning experience will provide the students with an excellent opportunity to reflect on how their understandings of poverty and hunger, the meaning of work, and the treatment of workers have developed throughout the unit.

Final Performance Task Options for Unit 6

Important Information for All 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.

- Poverty and hunger are often the result of social sin and are supported by sinful social structures.
- The Seventh and Tenth Commandments call us to combat hunger and poverty by working for just distribution of the goods of the earth.
- Economic systems require critical analysis and appropriate oversight to ensure that they contribute to the common good.

“Just Choices” Learning Styles Performance Task

For this unit’s performance task, you will work alone on a task that aligns with your preferred learning style. Your teacher will supply the handout “Just Choices” (Document #: TX002007), which lists seven possible performance tasks, each representing a different style of learning. Using the handout as a guide, please follow these steps:

1. Carefully review the tasks on the right side of the handout and choose the one that seems to represent how you best learn.
2. Now choose a topic as the focus for your task. To do this, choose one of the four topics listed on the left side of the handout: poverty, hunger, work, or economic justice. All four of these topics are covered in this unit. Choose the topic that most interests you.
3. As you work on your chosen task, be sure to include the following information about the topic you have chosen:
 - statistics and other useful information illuminating the importance of the topic
 - Church teaching on the topic
 - ways that teens can become involved to address the issue
 - other pertinent information or anything related to your particular task
 - a reference page with at least three academically respected sources (that is, printed books, or articles found in a scholarly database in the library) you used for research on the topic



Just Choices

Topic

Choose a topic . . .

Poverty

Hunger

Work

Economic
Justice

Learning Style

Choose a task . . .

Bodily Kinesthetic

Build an outdoor activity or display to inform others about one of the topics.

Intrapersonal

Create a 12- to 15-page scrapbook on one of the topics using newspaper headlines, pictures, and articles.

Interpersonal

Conduct a 30-minute interview with a person who works on behalf of one of the topics. Use video with audio to capture the interview.

Linguistic

Write a three-page campaign speech, addressing one of the topics, to be given by a presidential candidate running in the next election.

Logical

Write a four-page proposal to address one of the topics. Include a realistic action plan.

Musical

Create a short music video using an original song to enlighten others about one of the topics.

Visual-Spatial

Create a Web site, with at least four pages linking to the site's home page, to educate and inform teens about one of the topics.



Rubric for Final Performance Tasks for Unit 6

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>Poverty and hunger are often the result of social sin and are supported by sinful social structures.</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 Seventh and Tenth Commandments call us to combat hunger and poverty by working for just distribution of the goods of the earth.</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>Economic systems require critical analysis and appropriate oversight to ensure that they contribute to the common good.</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 its assigned or chosen media effectively.	Assignment uses its assigned or chosen media in a way that greatly enhances it.	Assignment uses its assigned or chosen media effectively.	Assignment uses its assigned or chosen media somewhat effectively.	Assignment uses its assigned or chosen media ineffectively.
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.



Vocabulary for Unit 6

capital: The material, financial, and human resources needed to start and run a business.

capitalism: An economic system based upon the private ownership of goods and the free-market system.

colonialism: A policy by which a nation maintains or exerts its control over a foreign territory or country.

democracy: A governmental system in which the political power is held by the people of the state, who freely elect their leaders.

development: To help provide the social structures that are necessary so a person or group of people can build a life of dignity and respond to his or her vocation according to God's call.

free market: A market system in which individuals and businesses are free to create and sell whatever goods and services they wish to sell at whatever price they wish to charge.

infrastructure: The basic facilities, services, and physical systems needed for the functioning of a community or society. Examples include public education, transportation, water supply, and energy supply systems.

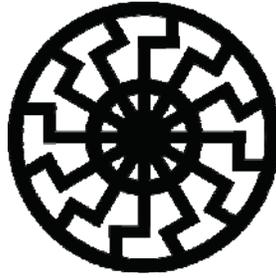
just wage: A salary that recognizes the value of the work being performed and that is high enough to allow the laborer and his or her immediate family to live a life of human dignity. Minimally, this means a wage above the poverty line.

labor: Human work.

socialism: An economic system in which there is no private ownership of goods and the creation and distribution of goods and services is determined by the whole community or by the government.

strike: An organized work stoppage whereby workers refuse to work in order to gain public support and to pressure their employer to address their rights.





Wheel of Justice

Game Show Questions

Hunger in America

1. According to the U.S. Census Bureau, what is the poverty threshold for a family of four in America?
2. How many soup kitchens are located within a 20-mile radius of your school?
3. How many homeless shelters are located within a 20-mile radius of your school?
4. What is the average cost of feeding an American family of four for a week?
5. What is the minimum wage in your state?
6. How many Americans suffer from hunger?
7. What are the effects of malnutrition?
8. According to the United States Department of Agriculture (USDA), how many children in America live in food-insecure homes?
9. According to the USDA, what kinds of households are most vulnerable to food insecurity and hunger?
10. On average how many pounds of food are thrown away each day in the United States?



Homeless: The Motel Kids of Orange County

Movie Guide

1. The question “What does home mean to you?” is posed to the homeless children in the documentary. How is this question answered throughout the film? How are the parents’ answers different from their children’s answers?
2. What do the parents in the documentary want for their children?
3. What gifts do the homeless children give to their families?
4. When the children in the documentary are asked, “What is your dream?” how do they respond? What dreams do they express?
5. The Project HOPE School plays an important part in the homeless children’s lives. What do the students gain from the school? What services does the school provide? How is the school’s curriculum linked to the real-life experiences of the homeless children?
6. What are some of the life lessons these very young homeless children learn? Why do some of the children get in trouble?
7. Social structures play a role in this documentary. What is the role of the state? What is the role of local foundations?
8. How do the older siblings in the documentary support the younger siblings?
9. What similarities do you see between the life lessons the homeless children learn and your own life lessons or experiences?
10. What do the homeless children say about God in their lives?
11. How does the setting of the documentary, the contrast of Disneyland as a backdrop to the motel, add to the plight of the homeless children?
12. What did you learn from watching this documentary that you did not already know? What will you do to address the issue of homelessness in your community? How will you advocate for those who are homeless?



Sweatshop Inquiry

Name: _____

Name of Company	Products Produced	Type of Worker	Compensation	Labor Practices	Actions I Can Take
Shoe Industry					
Clothing Industry					
Entertainment Industry					
Toy Industry					
Warehouse Stores					
Carpet Industry					



If I Ruled the World



<p>If I Ruled the World . . . What steps would I take to solve world hunger?</p> 	<p>If I Ruled the World . . . What steps would I take to end poverty?</p> 	<p>If I Ruled the World . . . What steps would I take to ensure work equity?</p> 	<p>If I Ruled the World . . . What steps would I take to ensure economic justice?</p> 
<p>If I Ruled the World . . . What steps would I take to solve word hunger?</p> 	<p>If I Ruled the World . . . What steps would I take to end poverty?</p> 	<p>If I Ruled the World . . . What steps would I take to ensure work equity?</p> 	<p>If I Ruled the World . . . What steps would I take to ensure economic justice?</p> 
<p>If I Ruled the World . . . What steps would I take to solve world hunger?</p> 	<p>If I Ruled the World . . . What steps would I take to end poverty?</p> 	<p>If I Ruled the World . . . What steps would I take to ensure work equity?</p> 	<p>If I Ruled the World . . . What steps would I take to ensure economic justice?</p> 



Unit 6 Test

Part 1: True or False

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

1. _____ Approximately one seventh of the world's population lives in hunger.
2. _____ Natural disasters are the major cause of the world's hunger and poverty.
3. _____ The earth provides enough resources for every human being to live with dignity.
4. _____ Elite rulers who come to power through force or privilege tend to promote the common good under their rule.
5. _____ A society's practices reflect its vision of human purpose, dignity, and destiny.
6. _____ Catholic social teaching endorses democracy only when it is accepted by the rulers of a country.
7. _____ Greed is the primary cause of the unequal distribution of the earth's goods.
8. _____ Justice requires that all members of society work for reforms to decrease inequities in the distribution of the earth's goods.
9. _____ Poverty is linked to the issue of employment.
10. _____ People who are able to work have a duty to work.



Part 2: Multiple Choice

Write your answers in the blank spaces at the left.

1. ____ The number of poor and hungry people in the world _____.
 - A. remains staggering
 - B. affects children the most
 - C. can be solved
 - D. all of the above

2. ____ The Church values which of the following characteristics of a democratic system?
 - A. participation of all citizens in making political choices
 - B. governance by a few for ideological ends
 - C. ability to replace leaders through any means
 - D. all of the above

3. ____ Catholic social teaching advocates development as a goal to _____.
 - A. promote the teachings of the Church
 - B. alleviate poverty and hunger
 - C. help only underdeveloped countries
 - D. none of the above

4. ____ When a society is able to expand employment opportunities, it does which of the following?
 - A. focuses on economic growth
 - B. promotes the self-reliance of people in leadership
 - C. promotes human dignity
 - D. all of the above

5. ____ Catholic social teaching identifies which of the following worker right(s)?
 - A. the right to work or not work
 - B. the right to participate in decision-making and in business profits
 - C. the right to work in a safe workplace
 - D. both B and C

6. ____ A free market should accomplish which of the following?
 - A. respond to needs for products and services
 - B. set profit goals that are fair to consumers
 - C. practice conservation of the earth's resources
 - D. all of the above



7. _____ Capitalism will lead to a just economic system if which of the following is in place?
- A. people have a commitment to act for the common good
 - B. only moral leaders are in charge
 - C. government rules over business
 - D. all of the above
8. _____ Which of the following was the first social encyclical of the modern era?
- A. *On the Condition of Labor*
 - B. *The Gospel of Life*
 - C. *On Human Life*
 - D. *The One Hundredth Year*
9. _____ Which of the following is *not* a right of workers advocated by the Catholic Church?
- A. right to participate in the ownership, decision-making, and profits of the businesses that employ the workers
 - B. right to rest from work
 - C. right to receive promotions, advancements, and management training
 - D. right for women to receive equal pay and benefits
10. _____ Which of the following is *not* a sinful social structure that needs to be changed in order to address hunger and poverty in the world?
- A. governments that do not include democracy
 - B. job markets that do not pay just wages
 - C. societies that sanction international trade
 - D. societies that sanction a gap between rich and poor



Part 3: Matching

Match each statement in column 1 with a term from column 2. Write the letter that corresponds to your choice in the space provided. (*Note:* There are two extra terms in column 2.)

Column 1

- _____ 1. system of government held and elected by the people
- _____ 2. Church organization that serves the poor and vulnerable in a diocese
- _____ 3. needed in societies so that people can build a life with dignity
- _____ 4. a worker right that is linked to the value of work and a life of human dignity
- _____ 5. resources needed to start and run a business
- _____ 6. helping people to grow personally and spiritually
- _____ 7. one government invades, conquers, and takes over the native people
- _____ 8. economic system with freedom to create and sell goods and services
- _____ 9. Church organization dedicated to the worldwide effort to promote human development
- _____ 10. an encyclical written by Blessed Pope John Paul II

Column 2

- A. colonialism
- B. *Centesimus Annus*
- C. democracy
- D. infrastructures
- E. strike
- F. Catholic Relief Services
- G. Catholic Charities
- H. labor
- I. capital
- J. free market
- K. just wage
- L. development

Part 4: Short Answer

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

1. If God created the world to provide every human being with their basic needs, then why are so many people struggling to survive?
2. What can you do to make a difference in the fight against poverty and hunger?
3. How does Jesus serve as a model for work in your life?



Unit 6 Test Answer Key

Part 1: True or False

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

Part 2: Multiple Choice

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

Part 3: Matching

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

Part 4: Short Answers

1. Original Sin makes people more prone to sinful attitudes such as selfishness and greed. Ongoing human sin accounts for the sinful social structures and economic systems that keep goods from being shared and keep people living in hunger and poverty.
2. Examples may include the following:
 - start living a simpler lifestyle
 - donate money to the Church or agencies in service of the poor
 - support the local economy and local workers by buying local and hiring small businesses
 - volunteer at a local agency that distributes goods to those who are poor and hungry
 - advocate for poor and hungry people to local officials
3. Answers may include the following:
 - Jesus said that his mission was to carry on the work of his Father.
 - Jesus had a ministry and worked as a teacher, preacher, and healer.
 - Jesus worked tirelessly for the good and salvation of all.
 - Jesus performed his work with joy, gratitude, and justice.



Overview

This unit addresses the goods of creation and the human responsibility to be stewards of creation.

Key Understandings and Questions

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

- God calls us to be stewards of the earth and its goods.
- Among all God’s creatures, human beings have a special role because of our unique ability to either harm the earth and its goods or to nurture and perfect them.
- Societies must develop social structures that sustain the earth and its goods, working toward bringing them to the perfection God originally intended.

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

- What did God mean when he gave human beings dominion over the earth and its goods?
- How does modern culture encourage and discourage stewardship of the environment?
- What are some practices that societies can adopt to be environmentally responsible?
- How does our role in creating a just and sustainable world bring us closer to God?

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 7” (Document #: TX002021)
- handout “Rubric for Final Performance Tasks for Unit 7” (Document #: TX002022)
- handout “Unit 7 Test” (Document #: TX002027)

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 4: The Just Distribution of Material Goods,” and are as follows:

- “Our Relationship with Creation” (article 42, pp. 213–218)
- “The Call to Be Stewards” (article 43, pp. 218–223)
- “Stewardship, Not Exploitation” (article 44, pp. 223–228)

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 begin their study of environmental justice. 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, check to see that you have covered all relevant facets of understanding and that you have not missed any knowledge or skills required in later units.

 Explain Reflect

Step 1: Preassess what the students already know about being stewards of creation and environmental justice by using a reflection tool.

 Understand

Step 2: Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 7” (Document #: TX002021) and “Rubric for Final Performance Tasks for Unit 7” (Document #: TX002022).

 Reflect Explain

Step 3: Guide the students through a meditation to enhance their understanding of what it means to live as a steward of creation.

 Understand

Step 4: Invite the students to apply the information they learned from the student book by participating in a class discussion using expert groups.

 Reflect Apply

Step 5: Investigate and reflect on what it means to live as a steward of creation.

 Perceive Empathize

Step 6: Explore an environmental issue in greater depth through video.

Reflect

Apply

Step 7: Assess student learning and application through a reflection exercise.

Apply

Interpret

Step 8: Examine the meaning and impact of rain forest destruction.

Perceive

Interpret

Step 9: Explore strategies to address the issue of global climate change.

Understand

Step 10: Enhance the students' understanding of environmental issues by providing an opportunity for them to teach their peers about ecological footprints, pollution, oil spills, and other topics about the environment.

Reflect

Empathize

Step 11: Invite the students to write a litany for creation to demonstrate understanding of the sacredness of all creation.

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:

- “Peace with God the Creator, Peace with All of Creation” (Document #: TX002029)

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

- “Expert Groups” (Document #: TX002030)

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 2:4–24 (God calls human beings to be stewards of Creation)
- Exodus 20:8–11 (the need for rest)
- Romans 1:20 (Creation reveals the existence of God)
- Psalm 19:2 (“The heavens declare the glory of God.”)
- Psalm 104:24–30 (God’s care for creation)

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 7” (Document #: TX002023), one for each student.

.....

environmental accounting

integrity of creation

sacramental

sacred

stewardship

sustainable development

Learning Experiences

ExplainReflect

Step 1

Preassess what the students already know about being stewards of creation and environmental justice by using a reflection tool.

- 1. Prepare** by downloading and printing the handout “Planet Partner Survey” (Document #: TX002020), one for each student. You may wish to ask the students to take out their calculators, or provide a few calculators for student use.
- 2. Introduce** this unit to the students by explaining the terms *stewards of creation* and *environmental justice*:
 - A steward is someone who is entrusted to care for another person or another person’s goods. God calls us to be stewards of his creation, and he wants us to care for the earth and all its goods.
 - Environmental justice is being in right relationship with the earth and all its goods. It means using the earth wisely to meet the needs of all people and protecting and preserving it for future generations.
- 3. Explain** to the students that this unit will begin with a personal reflection exercise on environmental justice. Distribute the handout and pens or pencils and review the directions at the top of the handout with the students. Encourage the students to read each statement carefully and to provide honest responses. Have the students add up their score and write the total at the bottom of their survey.
- 4. Invite** the students to use this inventory as a way to evaluate their role as a steward of creation. Students who score well on the survey (a score of 70 to 90) might be congratulated for being good stewards of creation. For students who scored in the middle to lower range (a score of less than 70; most students will score at least 50 or better), encourage them to think of ways they can change some of their personal habits in order to become better stewards of creation.
- 5. Collect** the surveys and use the data to gauge which areas you may need to cover in greater depth in this unit.

Understand

Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 7” (Document #: TX002021) and “Rubric for Final Performance Tasks for Unit 7” (Document #: TX002022).

This unit provides you with four ways to assess that the students have a deep understanding of the most important concepts in the unit: creating an educational video, creating a hands-on demonstration of an environmental threat, taking a nature walk while keeping a reflection journal, and organizing and conducting a mini-neighborhood cleanup. 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 7” (Document #: TX002021) and “Rubric for Final Performance Tasks for Unit 7” (Document #: TX002022), 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 prefer to work with a partner, you may choose option 1 or option 4. If you wish to work alone, you may choose option 2 or option 3.
 - ▶ 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. If you choose option 3, a nature walk, you will want to complete your nature walk and rough notes for your journal before this class period.
- 4. Explain** the types of knowledge and skills 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 they understand acting as a steward of creation and environmental justice.

Teacher Notes

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

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

Reflect

Explain

Step 3

Guide the students through a meditation to enhance their understanding of what it means to live as a steward of creation.

- 1. Prepare** by downloading the PowerPoint “Care for the Earth” (Document #: TX002031). Gather a Bible to read the second Creation account found in Genesis 2:4–24, and choose soft background music for the meditation. Create an atmosphere for meditation by moving the desks, lowering the lights, and so on. Locate and be prepared to play the music video “Magnificent,” found on the Andie’s Isle Web site (available as a free download).
Write the following questions on the board:
 - What did you notice?
 - What new thoughts do you have about the story?
 - What did the part you took in the story feel like?
- 2. Present** the PowerPoint and encourage the students to take notes in their learning journals or on a sheet of paper.
- 3. Explain** to the students that they are going to participate in a meditation on the Creation account from the second chapter in Genesis. Ask them to find a comfortable spot and position on the floor (or they may remain in their seats and place their heads on their desks and close their eyes). Invite them to concentrate on their breathing and to take a few minutes to relax. Allow 2 to 3 minutes for the students to prepare for the meditation.
- 4. Share** with the students that you are going to read the Creation account out loud twice. The first time you read it, they are to just listen. The second time you read it, they are to pick one thing in the story and become that thing: Adam, Eve, the Garden, or the animals, for example. Begin the background music, and slowly read the Creation account the first time through. Pause for a few minutes. Remind the students to picture themselves in the story. Then read it the second time through. Follow the reading with a few minutes of silence.
- 5. Ask** the students to return to their desks, and invite them to use the questions on the board as prompts for a personal reflection essay on their meditation experience. Collect the papers when the students are finished.
- 6. Conclude** by asking a volunteer to read Romans 1:20. Then show the music video “Magnificent.”



Articles
42, 43,
44

Understand**Step 4**

Invite the students to apply the information they learned from the student book by participating in a class discussion using expert groups.

- 1. Assign** the students to read articles 42–44, “Our Relationship with Creation,” “The Call to Be Stewards,” and “Stewardship, Not Exploitation,” in the student book as preparation.
- 2. Introduce** this exercise by telling the students that they will apply some of the information they have read in the student book to current environmental issues in a class viewpoint discussion utilizing expert groups. Explain that they will meet in expert groups to discuss one of the assigned perspectives. Each expert group will come to consensus on its ideas, based on their reading of the student book articles, and then communicate these ideas to the class in further discussion.
- 3. Divide** the class into four expert groups:
 - business experts
 - government experts
 - environment experts
 - Catholic Church experts

Allow 12 minutes for the expert groups to meet, discuss, and agree on the following concepts so all members of each group are on the same page:

 - beliefs
 - values
 - point of view
 - responsibilities
- 4. Gather** all the students together again, and have them sit in their assigned seats. Facilitate a class viewpoint discussion, where the students are responsible for representing the ideas of their expert groups. Discuss the following environmental issues as a large group:
 - offshore oil and gas drilling
 - global warming and climate change
 - air pollution
 - factory farms and overfarming
 - nuclear accidents
 - ozone depletion

Teacher Note

If you would like more information on expert groups, read the teaching method article “Expert Groups” (Document #: TX002030).

Remind the expert groups that, as they engage in the discussion, they are responsible for representing their group's viewpoint, whether or not they personally agree with it.

- 5. Summarize** the class discussion, and acknowledge the work of the expert groups in representing the perspective of their assigned group. Emphasize the necessity for people of faith to be involved in these issues.

Reflect

Apply

Step 5

Investigate and reflect on what it means to live as a steward of creation.



Article
43

- 1. Prepare** by making paper copies available of these primary source documents, one of each for each student:
 - *The Ecological Crisis: A Common Responsibility*. Pope John Paul II's World Day of Peace message, 1990.
 - *Renewing the Earth: An Invitation to Reflection and Action on Environment in Light of Catholic Social Teaching*. U.S. bishops' statement, 1991.
 - *Global Climate Change: A Plea for Dialogue, Prudence, and the Common Good*. U.S. bishops' statement, 2001.
 - *If You Want to Cultivate Peace, Protect Creation*. Pope Benedict XVI's World Day of Peace Message, 2010.

Alternatively, ensure that each student has access to a computer and the Internet to find and read these documents; in this case, you will need to write the documents' titles on the board. Download and print the handout "Living as a Steward of Creation" (Document #: TX002026), one for each student.

- 2. Assign** the students to review article 43, "The Call to Be Stewards," in the student book as preparation.
- 3. Assign** the students to read the four documents in class, either from the handouts or on their computers.
- 4. Distribute** the handout and ask the students to fill it in based on their reading; they can go back and reread as necessary. Allow sufficient time for the students to complete the handout and turn it in to you.

5. Assign the students to write an essay titled “Steward of Creation.” Explain to them that during the next day or two they are to live as a true steward of creation, conscious of every choice they make in regard to the environment: recycling, not wasting resources, encouraging others around them to make good environmental choices, and so on. At the end of the allotted time period, they will write a reflection essay detailing the ways they did and did not care for the environment. They should conclude the essay by answering these questions:

- Did you notice anything about your choices?
- What were the easiest and most difficult parts of the assignment and why?

PerceiveEmpathize

Step 6

Explore an environmental issue in greater depth through video.

- 1. Prepare** by previewing and selecting an environmental film to view with the students. Download the video’s discussion guide. Choose from the following list. Many of these videos can be downloaded or streamed from the Internet.
 - *The Story of Stuff* (2007, 20 minutes), animated documentary about the stockpile of material goods in waste dumps; available online; discussion questions available
 - *Journey to Planet Earth*, episode “Plan B: Mobilizing to Save Civilization” (2011), available for purchase from PBS; discussion questions available
 - *A Crude Awakening: The Oil Crash* (2007, 90 minutes, not rated), documentary about oil; discussion questions available
 - *The 11th Hour* (2008, 95 minutes, rated PG), documentary addressing the global environmental crisis; available online; teacher’s guide available
 - *Heat* (2008, 120 minutes for all nine chapters), documentary on global warming available online from PBS *Frontline*; discussion questions available
- 2. View** the video with the students. Facilitate a class discussion, using the questions in the video’s documentary guide.

Reflect

Apply

Step 7

Assess student learning and application through a reflection exercise.

1. **Prepare** by gathering index cards made from recycled paper, one for each student, and a recycling container.
2. **Distribute** one index card to each student. Place the recycling container in the front of the classroom. Invite the students to consider what they learned from their 24-hour steward of creation experience and to write on the index card one bad environmental stewardship practice they would like to change. Ask the students to come up, one person at a time, to share with the class the habit they would like to change. After each student is finished speaking, ask him or her to place the index card in the recycling container and return to his or her seat. Encourage the students to begin their sharing with the following statement:
 - I can be a better steward of creation by recycling my bad habit of _____.
3. **Compliment** the students on their sharing at the conclusion of the exercise. Explain that studies have shown that it takes thirty days to change a bad habit. Encourage the students to continue working on being good stewards of creation.
4. **Close** this experience with shared prayer. Begin by asking someone to read Psalm 104:24–30, which speaks about God’s care for creation. Following this, invite each person to pray for one thing for which she or he is grateful that begins with the first letter of her or his first name. Conclude the prayer by reciting the Doxology.

Apply

Interpret

Step 8

Examine the meaning and impact of rain forest destruction.



Article
42

1. Locate and download one of the many brief PowerPoint presentations or videos on rain forest destruction available for free on the Internet. See also the brief PowerPoint “Rain Forest Destruction” (Document #: TX002032), which has two slides that you can add to a presentation you find online or present independently. Download and print the handout “Create a Club” (Document #: TX002024), one for each small group of two or three.
2. **Assign** the students to review article 42, “Our Relationship with Creation,” in the student book as preparation.

- 3. Present** the PowerPoint or video on rain forest destruction that you downloaded from the Internet, encouraging the students to take notes. You may also wish to present the PowerPoint “Rain Forest Destruction” (Document #: TX002032) slide (or paste it into the PowerPoint you found online). Facilitate a brief discussion with the students regarding rain forest destruction, using these questions:
- ▶ How do you describe rain forest destruction?
 - ▶ What is the impact of rain forest destruction?
 - ▶ What part of the information regarding rain forest destruction is new to you?
 - ▶ What can we do about this issue? Why should we take action?
- 4. Encourage** the students to help to educate others about this issue. Suggest that one way to educate others would be to form a club on campus for this purpose. Divide the class into small groups of two or three. Distribute the handout “Create a Club” (Document #: TX002024), one for each small group. Explain to the groups that they will create a mock campus club to help to educate students and faculty about rain forest destruction. Review the tasks listed on the handout and allow about 15 minutes for the groups to complete these tasks.
- 5. Invite** the small groups to share some of these items with the class. Collect the student work. Encourage the students to educate others about rain forest destruction through conversations at family dinners as well as on Facebook, on Twitter, and through texting.
- 6. Assign** the students to write a one-page letter to a child who will be born in 2040 (possibly a grandchild) as a homework assignment. The students’ letters should answer the following questions about the students’ hopes and dreams for the planet. Write these questions on the board:
- What will the world be like?
 - What contributions will the students make on behalf of their grandchildren?
 - What responsibilities do the students have to their grandchildren to ensure the safety of the planet?

Collect the assignment at the beginning of the next class.

Teacher Note

If possible, have the students turn their letters in as electronic files, and use a word-processing or layout program to create a class book titled *Letters to Our Grandchildren*.

Perceive

Interpret

Step 9

Explore strategies to address the issue of global climate change.

- 1. Prepare** by ensuring that each student has access to a computer and printer. Download and be prepared to show the PowerPoint “Climate Change” (Document #: TX002033). Locate and be prepared to show a video version of the song “Earth Song,” by Michael Jackson. Write the following points on the board for use during this part of the exercise:
 - name, description, and date of the policy or law
 - intent of the policy or law
 - impact of the policy or law
 - critiques of the policy or law found in newspaper or journal articles
 - typed statement expressing the student’s opinion of the policy or law, with an explanation of reasoning
- 2. Present** the PowerPoint to the students, encouraging them to take notes in their learning journals or on a sheet of paper.
- 3. Instruct** the students to use the Internet to conduct research on a national or international law or policy related to global warming. They should write a report on the policy or law, addressing the points you have written on the board. Ask the students to print out their responses or to submit their work to you electronically.
- 4. Conduct** a verbal or written peer review of the statements the students used to document their research on the global warming policies. The peer review process will help the students to learn additional policies in detail and reflect on the contents of another student’s research skills. Conduct the peer review using either the students’ printouts about their research or an online peer review tool. Ask the students to write thoughtful comments on the printouts, including feedback on the relevance, thoroughness, and clarity of the information. Remind the students to include positive comments, questions, and suggestions as part of their peer review.
- 5. Close** by asking a volunteer to read Psalm 19:2. Then show the music video “Earth Song,” by Michael Jackson.

Understand

Step 10

Enhance the students' understanding of environmental issues by providing an opportunity for them to teach their peers about ecological footprints, pollution, oil spills, and other topics about the environment.

- 1. Download** and print one copy of the handout “Students Teaching Students about Environmental Justice” (Document #: TX002025). For this step you will need to locate and print out six or seven lesson plans on environmental justice for small groups of students to use. The handout provides you with information about seven possible lesson plans, as well as information about supplies you will need to gather for the groups to teach those lesson plans. If you decide to use other lesson plans, be sure to gather the correct supplies needed for students to teach them.
- 2. Divide** the class into seven small groups, and assign each group one of the lesson plans you downloaded from the Internet. Ask each small group to send one member to you to pick up the supplies needed for its lesson plan.
- 3. Allow** 10 to 12 minutes for the small groups to read and prepare their lesson plans. All of the students in each group need to have some role in teaching the lesson plan to their peers.
- 4. Invite** each small group to come up to teach its lesson to the class.
- 5. Process** the lesson with the class after each presentation. Ask the following questions:
 - What did you learn from the presentation?
 - What will you do differently as a steward of creation as a result of the lesson?

Teacher Note

This step takes 90 minutes to complete. Depending on the length of your class time, you may wish to complete this in two class sessions. If so, use the first class to explain the exercise and allow time for the students to read and prepare the lesson plans. Use the second class for the students to deliver the lesson plans to their classmates and to complete the concluding process questions. The lesson plans suggested for use in this step are easy to understand and implement. However, you will need to rotate around the class to answer any questions the students may have about their lesson plan.

Reflect

Empathize

Step 11

Invite the students to write a litany for creation to demonstrate understanding of the sacredness of all creation.

- 1. Prepare** for this learning experience by purchasing a beach-ball-sized inflatable world globe or earth ball (available at many toy stores and novelty shops). Locate some sample prayer litanies. Be ready to hand out or display the litanies.
- 2. Explain** the definition and purpose of a litany:
 - A litany is a liturgical prayer usually recited within a community setting and focused on a particular theme. The themes can be saints, community needs, requests for forgiveness for certain types of sin, and so on. A litany consists of a series of petitions or statements read by the prayer leader, followed by a standard response recited by the community.

Show the class the prayer litanies that you have gathered as examples.

- 3. Divide** the class into five small groups, and have each group create a litany for creation. The litany should include people as well as the planet. Ask each group to compose at least ten concern statements and one to ten response statements.
- 4. Ask** each group to come to the front of the classroom to lead its litany prayer. Have one member of the group write the group's response statement(s) on the board. Hand each group the inflatable world globe or earth ball to hold as the group prays its litany with the class.
- 5. Conclude** the learning experience (if time allows) by having the students toss the world globe or earth ball to one another. As each student receives it, ask that student to find the country located beneath his or her right thumb and pray out loud for the needs of that country's people and for the environmental needs of that country.

Understand

Step 12

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

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 7” (Document #: TX002021) and “Rubric for Final Performance Tasks for Unit 7” (Document #: TX002022). 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 project.

Teacher Note

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

Reflect

Step 13

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 understandings of their role as stewards of creation and the need to practice environmental justice have developed throughout the unit.

1. **Prepare** by downloading and printing the handout “Learning about Learning” (Document #: TX001159; see Appendix), one for each student.
2. **Distribute** the handout 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.

Planet Partner Survey

Rate the following statements with the number that best fits what you do. Be honest and answer according to your current behavior.

3: I do this routinely.

2: I do this sometimes.

1: I never do this.

0: I haven't considered doing this.

- ___ 1. When I see a sunset, I thank God for the great day.
- ___ 2. When I see litter, I pick it up and put it in the trash.
- ___ 3. I pay attention to the amount of water I use while taking a shower.
- ___ 4. I read the labels on products and buy those that “give back” to the environment.
- ___ 5. I recycle at home.
- ___ 6. I recycle all paper products, at home and at school.
- ___ 7. I encourage my family members to recycle.
- ___ 8. I avoid buying products manufactured by companies that are endangering the environment.
- ___ 9. I walk or ride a bike as often as I can.
- ___ 10. I am involved in an ecology club or an environmental activity at my school.
- ___ 11. When possible, I incorporate environmental issues into my research papers.
- ___ 12. I contribute my time to organizations that protect the environment.
- ___ 13. I recycle or sell back my textbooks at the end of the semester.
- ___ 14. I turn off the lights when I leave an empty room.
- ___ 15. I do not waste food.
- ___ 16. I thank God for the beauty in nature.
- ___ 17. I respect and care for animals.
- ___ 18. I consider future generations as I consume products.
- ___ 19. I plant trees and flowers.



- ___ 20. I help younger children to understand the need to protect our planet.
- ___ 21. I send texts, instant messages, and e-mails instead of paper notes.
- ___ 22. I encourage my school student government to put recycling bins in classrooms.
- ___ 23. I use online e-vites to save paper.
- ___ 24. I donate old magazines and books.
- ___ 25. I believe I can make a difference in helping the earth.
- ___ 26. I always recycle my water bottles or use an aluminum water bottle.
- ___ 27. I never discard my water bottle until I consume all the water.
- ___ 28. I want to be more green; I just don't know how to do it.
- ___ 29. I participate in Earth Day each year.
- ___ 30. I am interested in becoming more involved in environmental issues.

Total: ___ / 90 points



Final Performance Task Options for Unit 7

Important Information for All Four 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 calls us to be stewards of the earth and its goods.
- Among all God's creatures, human beings have a special role because of our unique ability to either harm the earth and its goods or to nurture and perfect them.
- Societies must develop social structures that sustain the earth and its goods, working toward bringing them to the perfection God originally intended.

Option 1: Create an Educational Video

For this option you will work with a partner to create an educational video. Use the information presented in this unit to create a video on the topic of environmental stewardship. Follow these steps:

- Select one of these themes to emphasize, or you may choose to cover both:
 - the sacredness of the earth (Depict how individuals, groups, and businesses are taking steps to care for the earth.)
 - the fragility of the earth (Depict how individuals, groups, and businesses are hurting the earth.)
- You may use your phone, camcorder, or any video recording device to record the video.
- Download your video to a computer, and use a video editing program to choose and edit clips, add titles and background music, and so on. Save your video in Windows Media Viewer (WMV), Quicktime, or MPEG format.
- You will turn in the final copy of the video by saving the video onto a USB drive.

Option 2: Create a Hands-On Demonstration of an Environmental Threat

For this option you will work individually to create a hands-on demonstration of your own design to educate others about an environmental threat. For example, for a hands-on demonstration of global warming, you may want to conduct a simulation using dry ice, which is the solid form of carbon dioxide, a greenhouse gas. To create your demonstration, follow these steps:

- Select one of the following environmental threats:
 - global warming
 - nuclear energy



- pollution
- rain forest destruction
- Research the threat and its effects on the environment.
- Design a hands-on example of the threat for your demonstration.
- Gather the supplies needed for your demonstration.
- Share your hands-on demonstration of the threat with the class.
- Follow the demonstration with a detailed explanation.
- Invite classmates to ask questions and critique the demonstration.

Option 3: Take a Nature Walk and Write a Reflection Journal

This individual journal exercise is to be done outside of class. Select a location in nature (beach, park, forest, botanical gardens, wildlife sanctuary, or another location approved by your teacher) where you will spend a minimum of two hours in reflection and observation. Complete the following tasks:

- Purchase a notebook to use as a nature journal in advance of your experience.
- Bring the journal, a pen, binoculars, a camera, and a watch with you to the nature location.
- Take a two-hour nature walk in the location you have chosen. As you do so, pay particular attention to the sights, sounds, and smells you experience.
- Chronicle your entire two-hour experience in your nature journal, detailing time intervals, locations, sounds, and other observations.
- Take three to five photos throughout your experience. Print or develop the photos and include them in your journal with a brief explanation for each.
- Write a two- to three-page reflection at the end of your experience. Include these topics in your reflection:
 - something in nature you never noticed before
 - insights into what it means to be a steward of creation
 - connections between what you experienced and at least two passages from Scripture (Include the Scripture passages and references in your reflection.)



Option 4: Organize and Conduct a Mini-Neighborhood Cleanup

Work with a partner to organize and conduct a mini-neighborhood cleanup to demonstrate what you learned about being a steward of creation and environmental justice. Complete the following steps:

- Select a date for the neighborhood cleanup.
- Notify your neighbors in advance regarding the date, time (plan for it to last two to three hours), and items you will be collecting, such as newspapers, bottles and cans, printer ink cartridges, unwanted electronics, and cardboard.
- Gather the following supplies before the cleanup: large trash bags or recycling containers, gloves, a camera to take pictures of the collected items, a vehicle for transporting the items to proper recycling locations, and a thank-you note to give to each person who gives you items to recycle.
- Collect the items on the day of the cleanup. Remain available to collect items for the entire stated time of the cleanup.
- Take pictures of willing participants (make sure you get their permission first).
- Keep a running tally of the number of people who participate.
- Deliver the items to the proper recycling locations. You can often obtain this information from your city or county Web sites.
- Take pictures of the donated items as well as the recycling centers.
- Save the receipts given to you at the recycling locations.
- Provide your teacher with the following items of documentation:
 - advertisements of the event
 - location of the cleanup
 - number of participants
 - estimated number of items collected, sorted by category
 - pictures of the items collected, participants, and recycling locations
 - receipts from the recycling centers
- In addition to the cleanup documentation, write a one-page essay addressing what you learned about being a steward of creation from this experience and reflecting on how you can continue to work for environmental justice.



Rubric for Final Performance Tasks for Unit 7

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 calls us to be stewards of the earth and its goods.</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>Among all God's creatures, human beings have a special role because of our unique ability to either harm the earth and its goods or to nurture and perfect them.</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>Societies must develop social structures that sustain the earth and its goods, working toward bringing them to the perfection God originally intended.</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 its assigned or chosen media effectively.	Assignment uses its assigned or chosen media in a way that greatly enhances it.	Assignment uses its assigned or chosen media effectively.	Assignment uses its assigned or chosen media somewhat effectively.	Assignment uses its assigned or chosen media ineffectively.
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.



Vocabulary for Unit 7

environmental accounting: A type of accounting that attempts to include the value of the environment—which cannot be measured in dollars only—when making economic decisions.

integrity of creation: The way creation's many interdependent relationships fit together as a harmonious whole.

sacramental: Something that reveals the presence of God in a real and tangible way; for example, the earth is sacramental.

sacred: The quality of being holy; worthy of respect and reverence.

stewardship: The careful and responsible management of someone or something that has been entrusted to a person's care. This includes responsibly using and caring for the gifts of creation that God has given us.

sustainable development: A pattern of resource use that serves to meet human needs while preserving natural resources to also meet the needs of future generations.



Create a Club

Student Names: _____

Club Name: _____

Club Motto: _____

Five Ways to Advertise Your Club:

1. _____

2. _____

3. _____

4. _____

5. _____

On a separate sheet of paper, write a constitution for the club, including the following items:

- goals and objectives of the club
- meeting times, dates, and frequency
- activities the club will sponsor to raise awareness about rain forest destruction
 - Brainstorm at least three activities.
 - Provide descriptions and goals for each activity.
 - List the tasks that will need to be completed for each activity.
 - Assign club members to be responsible for each task.
- membership requirements for the club (attendance at meetings, participation in events, and so on)



Students Teaching Students about Environmental Justice

In step 10, the students teach their peers about ecological footprints, recycling, oil spills, consumer awareness, and other issues. Some advance preparation will help the students to prepare to teach one another in only one or two class periods. You will need to locate simple lesson plans for them to use and the supplies needed to teach those lessons. This handout offers suggestions to make your preparation easier.

Possible Environmental Justice Lesson Plans

The following is a list of lesson plans you can find online that are easy for students to use as they prepare to teach their peers about environmental justice:

- “When the Chips Are Down” (Beyond Recycling Web site)
- “Now Hear This” (Beyond Recycling Web site)
- “I Buy Different” (Beyond Recycling Web site)
- “Fishing for the Future” (PBS Web site)
- Bottled Water Taste Test (available from a variety of Web sites)
- Effects of Pollution (available from a variety of Web sites)
- Gulf Oil Spill Demonstration (available from a variety of Web sites)

Lesson Plan Supplies

The following are some of the uncommon items you will need to gather so that the students can teach the first five lessons listed above. Please add the supplies needed for the final two lesson plans, once you have selected the ones you will use.

- red, white, and blue poker chips
- one large bag or box of marbles
- one aluminum can or container
- several sheets of newsprint and markers
- seven small bowls, one for each small group
- plastic spoons, one for each student
- small cups, one for each student
- one large bag of plain M&Ms and one large bag of peanut M&Ms



- two blindfolds
- five bottles of water, each a different brand
- ten small, clear cups
- one black permanent marker



Living as a Steward of Creation

Student Name: _____

Church Document	Main Ideas	Connections to Genesis Creation Accounts and the Call to Be a Steward of Creation
<i>The Ecological Crisis: A Common Responsibility</i> (1990)		
<i>Renewing the Earth: An Invitation to Reflection and Action on Environment in Light of Catholic Social Teaching</i> (1991)		
<i>Global Climate Change: A Plea for Dialogue, Prudence, and the Common Good</i> (2001)		
<i>If You Want to Cultivate Peace, Protect Creation</i> (2010)		



Unit 7 Test

Part 1: True or False

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

1. ____ Every economic decision has a moral consequence.
2. ____ Of all God's creatures, human beings pose the greatest threat to creation.
3. ____ God wills the interdependence of creatures, including humans.
4. ____ Rain forests contain more than half of the world's plant and animal species.
5. ____ Creation is good because it flows from God's goodness.
6. ____ The consequences of Adam and Eve's Fall affect only humans.
7. ____ Respect for creation flows from the goodness of creation and its sacramental nature.
8. ____ God gives humans absolute power over the earth.
9. ____ Short-term thinking helps to determine the value of the environment.
10. ____ Business and government must work together for the common good.

Part 2: Multiple Choice

Write your answers in the blank spaces at the left.

1. ____ Creation is a sign of _____.
 - A. God's love for us
 - B. God's power and transcendence
 - C. God's sovereignty
 - D. both A and B
2. ____ Which of the following threaten the well-being of humans?
 - A. water shortages
 - B. pollution
 - C. overconsumption of natural resources
 - D. all of the above



3. _____ To be stewards of creation, humans _____.
- A. should find the most economical means to support the environment
 - B. have dominion over mineral, vegetable, and animal resources
 - C. have no limits in caring for creation
 - D. all of the above
4. _____ Which of the following is *not* one of the contributing factors to the accelerated rate of extinctions in our time?
- A. environmental polluting and poisoning
 - B. overpopulation
 - C. the conversion of animal habitats into farmland and urban centers
 - D. overhunting and overfishing
5. _____ The tropical rain forest of the Amazon River Basin alone produces what percentage of the world's oxygen and holds what percentage of the world's freshwater?
- A. 10 and 15
 - B. 25 and 50
 - C. 20 and 20
 - D. 5 and 10
6. _____ The responsibility of stewardship includes _____.
- A. safeguarding natural resources
 - B. sustaining the entire human family
 - C. benefiting future generations
 - D. all of the above
7. _____ Environmental accounting involves _____.
- A. only the costs of natural resources that have economic value
 - B. costs caused by natural disasters
 - C. costs related to cleaning up the environment
 - D. all of the above
8. _____ Saving the planet will demand _____.
- A. continually revising political habits
 - B. restructuring economic institutions
 - C. working together as a global community
 - D. all of the above
9. _____ Which of the following is *not* a means to help to care for the environment?
- A. taking a bath rather than a shower
 - B. reducing the consumption of resources
 - C. recycling
 - D. advocating for sound environmental policies



10. _____ According to the Environmental Protection Agency, the largest contributing factor to air pollution is _____.
- A. human beings
 - B. naturally-produced carbon dioxide
 - C. gases produced by plants and animals
 - D. volcanoes

Part 3: Matching

Match each statement in column 1 with a term from column 2. Write the letter that corresponds to your choice in the space provided. (*Note:* There are two extra terms in column 2.)

Column 1

1. _____ includes the responsibility to care for creation
2. _____ the amount of greenhouse gases created by a person, business, or activity
3. _____ a wake-up call for humans
4. _____ interdependent relationships in harmony
5. _____ includes social structures to protect future generations
6. _____ holy; worthy of respect
7. _____ economic systems that plan for long-term positive social consequences
8. _____ causes soil erosion, water pollution, and the extinction of some plants and species
9. _____ revealing the presence of God
10. _____ includes the value of the environment in economic decisions

Column 2

- A. integrity of creation
- B. ecological crisis
- C. sacred
- D. stewardship
- E. calumny
- F. environmental accounting
- G. sustainable development
- H. sustainable economics
- I. carbon footprint
- J. rain forest destruction
- K. incarnational
- L. sacramental



Part 4: Short Answer

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

1. Consider your daily routines, and reflect on ways you relate to the natural world. What changes can you make in your life to live as a steward of the earth? Briefly describe your responses.
2. Describe the role and practices that business and government can play in the stewardship of creation.
3. You are a precious creation of God. How reverently do you treat God's creation? How reverently do you treat your friends? your family members? Briefly describe.



Unit 7 Test Answer Key

Part 1: True or False

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

Part 2: Multiple Choice

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

Part 3: Matching

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

Part 4: Short Answer

- Answers will vary. Some students may be very active in their daily lives. They may spend a significant amount of time outdoors in activities such as hiking, running, or outdoor team sports. Other students may spend less time outdoors, preferring indoor activities such as playing on the computer, reading, or watching television. For any of these activities, the students can comment on how they protect creation: attend to nature, protect and care for animals, limit littering, recycle, conserve energy, conserve water, and advocate for environmental policies.
- Answers will vary. The students can describe environmental practices, political activities, conservation activities, and economic structures.
- Answers will vary, but the students should show some reverence for God's creation of the human beings in their lives, including themselves.



Overview

This unit studies the Beatitudes as the fulfillment of God’s Covenant, the heart of Christ’s moral teachings, the call to live the actions and attitudes necessary for a true Christian life, and the promises of hope that inspire us to meet the challenges of this world.

Key Understandings and Questions

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

- Human beings must grow beyond knowledge to action in living the life of a disciple of Christ.
- The Beatitudes guide our actions and attitudes for justice.
- God calls us to live a life of charity and justice, balancing prayer and action in living the life of a disciple.

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

- How can I live out in my daily life the ideals expressed in Scripture and Catholic Tradition?
- How can I balance a reflective, prayerful life with a life of action for justice?
- How do I learn to see God in all things and all people, so that I might live the life of a disciple?
- How does one find the strength to live a life devoted to charity and justice?

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 8” (Document #: TX002034)
- handout “Rubric for Final Performance Tasks for Unit 8” (Document #: TX002035)
- handout “Unit 8 Test” (Document #: TX002043)

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 unit 8 are from “Section 5: Living Justly,” and are as follows:

- “Becoming Poor in Spirit and Compassionate” (article 45, pp. 231–235)
- “Becoming Meek and Thirsting for Righteousness” (article 46, pp. 236–239)
- “Becoming Merciful and Pure of Heart” (article 47, pp. 240–244)
- “Becoming Peacemakers and Suffering for Righteousness” (article 48, pp. 245–250)
- “The Sabbath Challenge” (article 49, pp. 252–256)
- “Jesus and Mary, Our Guides in Prayer and Action” (article 50, pp. 257–261)
- “*Ora et Labora*” (article 51, pp. 261–265)

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 understand the concept of living justly. 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, check to see 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 what the students already know about what the Beatitudes teach us regarding the social dimension of the Gospel call by using a polling tool.

Understand

Step 2: Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 8” (Document #: TX002034) and “Rubric for Final Performance Tasks for Unit 8” (Document #: TX002035).

Perceive**Apply**

Step 3: Conduct a trust walk to help the students to understand that the first beatitude calls us to place our complete trust in God to provide for our needs.

Reflect**Interpret**

Step 4: Complete a reflection exercise to help the students to understand that the second beatitude teaches us that God calls us to be compassionate.

Perceive

Empathize

Step 5: Show a video to help the students to explore the implications of the third and fourth beatitudes, which call us to endure with perseverance and strength the hardships that come when we work for goodness and justice.

Reflect

Apply

Step 6: Create prayer stations to help the students to understand that forgiveness and mercy are integral to living the life of a disciple.

Interpret

Step 7: Play a game to reinforce the concept that one person can make a difference in the world and that the seventh and eighth beatitudes call us to speak out for justice even though we may face criticism or be shunned for our actions.

Reflect

Apply

Step 8: Reflect on the challenge of the Sabbath to renew ourselves in order to live our Christian vocation.

Reflect

Perceive

Step 9: Write a story to demonstrate how Mary is our spiritual Mother and how we can trust in her example and her love.

Reflect

Apply

Step 10: Facilitate a discussion to help the students to reflect on what it means to live a life of a disciple.

Reflect

Step 11: Plan and participate in a prayer service focused on how human beings must grow beyond knowledge to action in living the life of a disciple of Christ.

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 these and other theological concepts taught in this unit:

- “Introduction to *Dies Domini*” (Document #: TX001834)
- “Thomas Merton and Nonviolence” (Document #: TX002045)

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

- “Creating a Quick Assessment” (Document #: TX002046)

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:

- Exodus 20:8–11 (the need for rest)
- Psalm 51:12 (psalm asking for mercy and forgiveness)
- Matthew 5:3–10 (the Beatitudes)
- Matthew 6:12 (“forgive us our debts”)
- Matthew 18:22 (forgive “seventy-seven times”)
- Luke 23:24–25 (Jesus forgives the men who put him to death)
- Revelation 21:1–4 (the new Heaven and new earth)

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 8” (Document #: TX002036), one for each student.

.....

consecrated life
 eschatological
 evangelical counsels
 hermit

Last Judgment
 monasticism
 Sabbath
 temperance

Learning Experiences

Explain

Step 1

Preassess what the students already know about what the Beatitudes teach us regarding the social dimension of the Gospel call by using a polling tool.

1. **Prepare** by ensuring that each student will have access to a computer. Also download and print one copy of the handout “Unit 8 Test” (Document #: TX002043).
2. **Conduct** a preassessment exercise with the students, using a no-cost, online polling tool such as SurveyMonkey or Poll Everywhere. Refer to the article “Creating a Quick Assessment” (Document #: TX002046).
3. **Enter** the multiple-choice questions from the handout “Unit 8 Test” (Document #: TX002043) into the polling tool you have selected.
4. **Direct** the students to take the poll online. Use the information from the poll to assess student understanding regarding what the Beatitudes teach us regarding the social dimension of the Gospel call. This will help you to determine which parts of the unit need more attention than others.

Understand

Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 8” (Document #: TX002034) and “Rubric for Final Performance Tasks for Unit 8” (Document #: TX002035).

This unit provides you with two ways to assess that the students have a deep understanding of the most important concepts in the unit: creating an application for a smartphone, iPad, or tablet, or painting a mural about the social dimension of the Gospel call, as demonstrated in the Beatitudes. 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 8” (Document #: TX002034) and “Rubric for Final Performance Tasks for Unit 8” (Document #: TX002035), 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 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:
 - ▶ For option 1 you will work alone. If you wish to work with others, you may choose option 2.
 - ▶ 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.
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 the Beatitudes guide our actions and attitudes for justice.

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 expecting and to understand that there is not only one way to succeed.

Perceive

Apply

Step 3

Conduct a trust walk to help the students to understand that the first beatitude calls us to place our complete trust in God to provide for our needs.



Article
45

1. **Prepare** by downloading the PowerPoint “Living Justly” (Document #: TX002047). Obtain blindfolds (you may use bandannas or strips of cloths), one for every two students, and set up some type of obstacle course (some items the students would need to maneuver around), either in the classroom or outside.
2. **Assign** the students to read article 45, “Becoming Poor in Spirit and Compassionate,” in the student book as preparation.
3. **Distribute** pens or pencils. Present the PowerPoint to the students, encouraging them to take notes in their learning journals or on a sheet of paper. Answer any questions they might have.
4. **Explain** that the class will be going on a trust walk as a way to experience placing complete trust in another. Instruct the students to form pairs and to choose which partner will be blindfolded first. If you have an odd number of students, you may choose to partner with a student. Distribute the blindfolds, one per pair.

Teacher Note

As this segment of the student book presents information on the Catholic Worker movement, you may wish to consider inviting a guest speaker from your local Catholic Worker community to speak to the class. Or you could show the video *Entertaining Angels: The Dorothy Day Story* (1996, 111 minutes, rated A-II and PG-13) to the class.

5. Explain that the students without blindfolds will be leading their blindfolded partners through an obstacle course. The partner who is the leader should take great care to earn the blindfolded partner's trust by being a good leader and making sure that he or she avoids all obstacles.

6. Begin the trust walk. After 7 minutes, have the partners switch roles. After another 7 minutes, end the trust walk and have the students return the blindfolds and take their seats.

7. Process this exercise with the students by asking them to share their responses to the following questions:

- Why do some people have a hard time trusting others?
 - How is this experience like or unlike placing our complete trust in God to provide for our needs?
- Is it more challenging to trust God with our physical needs, spiritual needs, or emotional needs? Explain.

Reflect**Interpret****Step 4**

Complete a reflection exercise to help the students to understand that the second beatitude teaches us that God calls us to be compassionate.

Two options are offered for this step. After reviewing both options, select the one that will work best with your students.

Teacher Note

For both options, take notice of the number and range of topics or issues the students select for their reflection. This can provide you with data on which parts of the course made an impact on the students.

Option 1: Complete a Reflection Sheet and Facilitate Class Sharing

- 1. Prepare** by downloading and printing the handout "Call to Compassion" (Document #: TX002037), one for each student.
- 2. Review** the following points with the students:
 - God calls us to be compassionate, to be moved by the suffering and the needs of others.
 - Our compassion must lead to action, whether that action is prayer, a work of charity, a work of justice, or all three.

3. **Distribute** the handout. Ask the students to choose any issue that has been discussed in this course and to write how they would respond to that issue with compassion through prayer, a work of charity, a work of justice, or a combination of all three. Allow 15 to 20 minutes for the students to complete their reflection.
4. **Invite** the students to share their responses with the class. Summarize their sharing and provide concluding comments. Have the students keep their reflection sheets as a reminder of how they can respond to the needs of the world with compassion.

Option 2: Create a Collage

1. **Prepare** by gathering several markers and a sheet of art paper for each student.
2. **Review** the following points with the students:
 - God calls us to be compassionate, to be moved by the suffering and the needs of others.
 - Our compassion must lead to action, whether that action is prayer, a work of charity, a work of justice, or all three.
3. **Distribute** the markers and art paper, one for each student. Ask the students to create a reflection collage to demonstrate how to respond to an issue of injustice through an act of prayer, a work of charity, a work of justice, or all three. Allow students 20 to 30 minutes to create their collages.
4. **Invite** the students to share their reflection collages with the whole class. Summarize their sharing and provide concluding comments. Have the students keep their reflection collages as a reminder of how they can respond to the needs of the world with compassion.

Perceive

Empathize

Step 5

Show a video to help the students to explore the implications of the third and fourth beatitudes, which call us to endure with perseverance and strength the hardships that come when we work for goodness and justice.



Article
46

1. **Preview** and select one of the following videos on the Civil Rights movement to view with the students. These videos provide living examples of enduring hardships with perseverance and strength.
 - **Freedom Riders** (2011, 113 minutes) This powerful documentary details the story of the Freedom Riders, who advocated against segregation in interstate travel. (This video is downloadable from PBS; a study guide with discussion questions and additional resources is also available.)

- **Mighty Times: The Rosa Parks Story** (2002, 40 minutes) This is a documentary on how Rosa Parks became a leader in the Civil Rights movement. (This video is available for purchase on Amazon; a study guide is also available.)
2. **Assign** the students to read article 46, “Becoming Meek and Thirsting for Righteousness,” in the student book as preparation.
 3. **View** the video (or parts of the video) with the students. Facilitate a class discussion, using the questions available in the study guide. Be sure to include connections to the Beatitudes “Blessed are the meek” and “Blessed are they who hunger and thirst for righteousness.”

Reflect

Apply

Step 6

Create prayer stations to help the students to understand that forgiveness and mercy are integral to living the life of a disciple.



Article
47

1. **Prepare** by downloading and printing a copy of the handout “Prayer Stations” (Document # TX002038). Divide the classroom into three prayer stations and use masking tape to place the appropriate signs from the handout at each of the stations. Gather and place the following supplies at the appropriate stations, as indicated:
 - small slips of paper, five to seven for each student (station 1)
 - paper lunch bags, one for each student (station 1)
 - markers (station 1)
 - two large boxes (station 1 and station 2)
 - small battery-operated candles, ideally one for each student (station 1)
 - paper and pens for writing letters (station 2)
 - a set of washable markers (station 3)
 - a large bowl of water (station 3)
 - several hand towels (station 3)
 - a sheet of newsprint (station 3)

Create a prayerful mood in the classroom by dimming the lights, playing reflective music, and placing the battery-operated candles around the room.

2. **Assign** the students to read article 47, “Becoming Merciful and Pure of Heart,” in the student book as preparation.

3. **Begin** by explaining to the students that it will be important to create a prayerful atmosphere for today's class. Instruct the students to go to each of three stations (in any order they would like) and to follow the directions at each.
4. **Allow** 30 minutes for the students to participate in the prayer ritual at each of the stations. As the students finish, encourage them to remain quiet until all of the students have completed all three stations.
5. **Ask** a volunteer to read Matthew 18:22 and another to read Luke 23:24–25. Ask the class for opinions on whether this radical forgiveness taught and practiced by Jesus is really possible for human beings. Then listen to the audio clip or read the brief story from NPR called “Forgiving Her Son’s Killer: ‘Not an Easy Thing.’” This article and audio clip detail the story of a man and his relationship with the mother of the man he killed. This story is a great example of the capacity of the human spirit to forgive.
6. **Conclude** by having the students offer one another a sign of peace.

Teacher Note

For station 2, if you allow the students to use their cell phones for educational purposes, you may wish to let them write and send a quick text message to ask for forgiveness from someone they have hurt.



Article
48

Interpret

Step 7

Play a game to reinforce the concept that one person can make a difference in the world and that the seventh and eighth beatitudes call us to speak out for justice even though we may face criticism and or be shunned for our actions.

1. **Prepare** by gathering several sets of the game *Jenga*, one set for each small group of six. You may want to ask for volunteers to bring in *Jenga* games from home.
2. **Assign** the students to read article 48, “Becoming Peacemakers and Suffering for Righteousness,” in the student book as preparation.
3. **Review** the following points with the students:
 - Standing up for what is fair and just is not always easy.
 - In the seventh beatitude, Jesus gives high spiritual praise to those who make peace, calling them “children of God.”
 - The information in article 48 challenges us to work for peace and justice in the world and to realize that our efforts do matter, as one person truly can make a difference.

- Throughout the student text, we have learned about numerous people who responded to God's call to combat injustice and to make a difference in the world.
 - We can be tempted to believe that our efforts do not matter and that, due to our age or life circumstance, we have nothing to offer and therefore do not even try to call for justice when we have the opportunity to do so.
 - We are going to play a game to help us to appreciate that our efforts and actions, no matter how small, do matter and that one person can make a difference.
4. **Divide** the class into small groups of six, and ask the groups to sit in separate circles on the floor. Distribute a *Jenga* game to each small group. Then offer the following directions:
- Set up the tower by laying down three blocks horizontally and then another three on top of those vertically. Repeat until there are no more blocks.
 - When the tower is finished, take turns gently pulling out one block at a time and placing it on top of the tower, facing either horizontally or vertically depending on how the last layer of blocks was placed.
 - As a group, work together to have the longest standing tower. If your tower does collapse, begin again!
5. **Allow** 20 to 30 minutes for the small groups to play the game. Conclude by asking the students to each share with his or her group members one way he or she made a difference in this game. Then have the students share with their group members how each person can make a difference in the world by working for peace and justice.
6. **Have** each small group pray together for the courage and faith to make a difference in the world.

Reflect

Apply

Step 8

Reflect on the challenge of the Sabbath to renew ourselves in order to live our Christian vocation.



Article
49

1. **Prepare** by downloading and printing the handout "Sabbath Reflection Grid," (Document #: TX002039), one for each student. Make copies of e.e. cummings' poem "I thank you God for most this amazing day" (easily found in an Internet search) or make a PowerPoint slide with the poem to show in class. Write these questions on the board:
- What does the Sabbath mean to you?
 - Why is it so hard to slow down?

- How does your family spend the Sabbath?
 - How do you create and use time to rest?
 - How do you take time to deepen your relationship with God?
2. **Assign** the students to read article 49, “The Sabbath Challenge,” in the student book as preparation.
 3. **Read** Exodus 20:8–11 to the class. Then review these important points from the student book:
 - Human beings need to rest from their regular labor.
 - Human beings need to take time to deepen their relationship with God.
 - Human beings need to take time to help relieve the burdens of those who are poor or suffering in some way.
 4. **Distribute** the handout. Instruct the students to reflect on how they spend the Sabbath and to complete the grid accordingly.
 5. **Conduct** a brief discussion on the grid, using the questions you wrote on the board.
 6. **Distribute** the copies you prepared, or show the PowerPoint slide you created, with the e.e. cummings’ poem “I thank you God for most this amazing day.” Read the poem together as a class. Resting on the Sabbath is supposed to allow us time to focus on our senses, our delights, as mentioned in this poem. Ask the students the following questions:
 - What would a day of gratitude look like?
 - What would a day spent enjoying tasting, touching, smelling, hearing be like?

Read the poem again. Share with the students that another aspect of the Sabbath is the forgiveness of debts. Ask the students these questions:

 - To whom do you feel indebted?
 - Whom in your life do you need to forgive for a past debt or injury?
 7. **Conclude** with a moment of silent reflection on gratitude and forgiveness.

Reflect

Perceive

Step 9

Write a story to demonstrate how Mary is our spiritual Mother and how we can trust in her example and her love.



Article
50

1. **Locate** and be prepared to show a video version of the *Magnificat*. Several versions are available on video-sharing sites. Download and print the handout, “Mary, Queen of Peace,” (Document #: TX002040), one for each student.

2. **Assign** the students to read article 50, “Jesus and Mary, Our Guides in Prayer and Action,” in the student book as preparation.
3. **Watch** the music video with the students, and then review the following points from the student book:
 - The accounts of Mary from Scripture teach us several things about prayer and action.
 - They teach us the importance of trusting in God, even when we do not understand all the implications of his call for our life.
 - The accounts teach us that saying yes to God’s call in our prayer and in our actions requires an act of faith.
 - Mary teaches us the importance of bringing the needs of others before God in prayer, in confidence that God will hear them.
4. **Distribute** the handout. Ask the students to think about the different roles Mary can play in our lives: mother, counselor, intercessor, for example. Instruct the students to choose one of the questions on the handout and to write a one-page story as an answer to the question. Allow 20 minutes for the students to write their stories.
5. **Invite** volunteers to share their stories with the class. Collect the stories at the end of the sharing.
6. **Conclude** this session by praying or singing one of the prayers in honor of Mary, such as the Hail Mary; the *Magnificat*; “Hail Mary, Gentle Woman”; *Ave Maria*; or Hail, Holy Queen.

Reflect

Apply

Step 10

Facilitate a discussion to help the students to reflect on what it means to live a life of a disciple.

Teacher Note

You may wish to keep the handouts and mail them to the students at some special time, such as right before or after graduation or right before they leave for college, as a reminder of their commitment to live a life of a disciple.

1. **Prepare** by downloading and printing the handout, “Justice Conversation Starters,” (Document # TX002041), one for each student. Obtain a bell or noisemaker, and locate and be prepared to show an inspirational video such as “Oh, the Places You Will Go,” by Dr. Seuss; “The Giving Tree,” by Shel Silverstein; or another video of your choosing.
2. **Distribute** the handout. Instruct the students to spend 8 to 10 minutes reflecting on and responding to the questions on the handout.

3. **Ask** the students to form pairs and to engage in a 5-minute conversation about the first question. Ring the bell when 5 minutes are up. Then invite the students to form new pairs and to engage in a 5-minute conversation about the second question. Continue in the same manner as time allows. Feel free to skip questions or to select only a few of the questions from the handout.
4. **Collect** the handouts from the students when you are done having them discuss the questions.
5. **Conclude** by asking a volunteer to read Revelation 21:1–4 to the class. Tell the class that the Scriptures promise that the good work we do here on earth to promote God’s peace, God’s justice, and God’s holiness will be brought to completion by God in the Parousia. We must persevere and not lose hope. Then watch the inspirational video you selected. After the video, ask the students to share what they learned from both the video and the discussion exercise.



Article
51

Reflect

Step 11

Plan and participate in a prayer service focused on how human beings must grow beyond knowledge to action in living the life of a disciple of Christ.

1. **Prepare** by downloading and printing the handout “Living the Life of a Disciple: Prayer Service” (Document #: TX002042), one for each student, and setting up a prayerful environment in the classroom (moving desks, lowering the lights, setting up the prayer centerpiece, etc.). Gather the following supplies:
 - at least three Bibles
 - four or five small clear containers of holy water
 - music (either have the students select songs from approved CDs or allow them to access the music files on your computer)
 - several battery-operated candles
 - a cloth for a centerpiece
2. **Assign** the students to read article 51, “*Ora et Labora*,” in the student book as preparation.

Teacher Note

To use this exercise in a 50-minute class period, allow the students 20 minutes to plan and prepare the service, 5 minutes to move to the prayer space, and 25 minutes for the service.

3. **Distribute** the handout. Divide the class into the small groups as outlined on the handout to plan a sending-forth prayer service. Assign the following small-group roles, which correspond to the tasks on the handout:

- art and environment (three or four students)
- music selections (two or three students)
- call to worship (two students)
- Scripture selections and reading of two short Scripture readings and the Psalm response (four students)
- prayers of petition (five students)
- sending-forth ceremony (four or five students)
- closing prayer (two students)

Instruct the students to follow their task directions on the handout, which will prepare them for their role in the prayer service. Allow 20 minutes for the students to plan their parts. Provide any supplies they might need.

4. **Invite** the students to move to the prayer space you have created. Facilitate the prayer service as a conclusion to this course.

5. **Thank** the students, at the end of the prayer service, for their work in planning and participating in the service. Offer a short prayer of thanksgiving for the beauty of their lives and their bravery in answering God's call to be stewards of Creation, protectors of the common good, champions for the poor, and disciples with Jesus on the journey to justice for all.

Understand

Step 12

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 8" (Document #: TX002034) and "Rubric for Final Performance Tasks for Unit 8" (Document #: TX002035). 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 allows you to work with the students who need additional guidance with the project.

Reflect

Step 13

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

1. **Prepare** by downloading and printing the handout “Learning about Learning” (Document #:TX001159; see Appendix), one for each student.
2. **Distribute** the handout 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.

Final Performance Task Options for Unit 8

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:

- Human beings must grow beyond knowledge to action in living the life of a disciple of Christ.
- The Beatitudes guide our actions and attitudes for justice.
- God calls us to live a life of charity and justice, balancing prayer and action in living the life of a disciple.

Option 1: Create an App for That!

You have been asked to design and sketch an application for a smartphone, iPad, or tablet to help others understand what the Beatitudes teach us about the social dimension of the Gospel call. Read articles 45–51 in the student book to become familiar with this information. Working alone, follow these directions to create your application:

- Submit a three-page, typed, double-spaced plan for this app, including the following:
 - title
 - introduction
 - design
 - purpose (should align with helping others to understand what the Beatitudes teach us about the social dimension of the Gospel call)
 - menu options
 - target audience
 - background music or sound
 - mechanics (rules) of how the app works
 - number of users for this app
 - catchy slogan or logo that will attract the audience
- Submit four sketches of screen shots of what the application would look like and how it would operate.



Option 2: Create a Mural

You and two other students have been asked to create a 4-x-6-foot mural to demonstrate what you have learned about the social dimension of the Gospel call, as demonstrated in the Beatitudes mentioned in the student book (see articles 45–51). You may wish to search the Internet to see samples of paper murals. You will need banner paper, tempera paint, paintbrushes, tape, and a drop cloth. Begin the mural by creating a draft that includes the design, layout, and structure of the mural. Use the draft to create a final mural. Your mural should include four panels, one for each of four beatitudes you choose. Each panel should contain the following elements:

- an illustration of the message of the beatitude as it relates to the social dimension of the Gospel call
- the person or a group that is a living example of this beatitude as cited in the text

Your group will also submit a one-page written summary of your mural describing the experience for your teacher. Include the following information in your summary:

- the purpose of your mural design
- information about the message and people represented in each panel
- what you learned about the Beatitudes
- the mural-making process itself
- how your group worked together to achieve the end product



Rubric for Final Performance Tasks for Unit 8

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>Human beings must grow beyond knowledge to action in living the life of a disciple of Christ.</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 Beatitudes guide our actions and attitudes for justice.</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>God calls us to live a life of charity and justice, balancing prayer and action in living the life of a disciple.</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.



Vocabulary for Unit 8

consecrated life: A state of life recognized by the Church in which a person publicly professes vows of poverty, chastity, and obedience.

eschatological: Having to do with the last things: the Last Judgment, the particular judgment, the resurrection of the body, Heaven, Hell, and Purgatory.

evangelical counsels: The call to go beyond the minimum rules of life required by God (such as the Ten Commandments and the Precepts of the Church) and strive for spiritual perfection through a life marked by a commitment to chastity, poverty, and obedience.

hermit: A person who lives a solitary life in order to commit himself or herself more fully to prayer and in some cases to be completely free for service to others.

Last Judgment: The judgment of the human race by Jesus Christ at his second coming, as noted in the Nicene Creed. It is also called the Final Judgment.

monasticism: A form of Christian life followed by those who withdraw from ordinary life, and live alone or in community, in order to devote themselves to prayer and work in total dedication to God.

Sabbath: In the Old Testament, the “seventh day,” on which God rested after the work of Creation was completed. In the Old Law, the weekly day of rest to remember God’s work through private prayer and communal worship. For Catholics, Sunday, the day on which Jesus was raised, which we are to observe with participation in the Eucharist in fulfillment of the Third Commandment.

temperance: The cardinal virtue by which one moderates his or her appetites and passions to achieve balance in the use of created goods.



Call to Compassion

Topic: _____

Response:

How can I respond through prayer?

How can I respond through works of charity?

How can I respond through a work of justice?



Prayer Stations

STATION 1

“. . . as we forgive those who trespass against us.”

(Matthew 6:12)

To create a forgiveness bag, gather a lunch bag, several small slips of paper, and a marker. On the outside of the bag, write “. . . as we forgive those who trespass against us.” On the slips of paper, write the names of the people you have forgiven and the situations in which they caused you pain (such as parents’ divorce or a friend’s betrayal). Place the slips of paper inside the forgiveness bag. Place your forgiveness bag in the box on the table as a reminder that you have let these issues go, and “light” a candle for someone who needs your prayers at this time.



STATION 2

“. . . forgive us our debts . . .” (Matthew 6:12)

Write a brief letter asking for forgiveness from someone you have hurt. Use the paper and pen provided. You may choose to give this letter to the person, or you may tear it up to symbolize that your offense has been forgiven. Put your letter in the box provided, and pause to thank God for forgiving your trespasses.



STATION 3

“A clean heart create for me, God. . . .” (Psalm 51:12)

Using a washable marker, write on your hand one thing that keeps you from having a pure heart. Place your hand in the bowl of water, and say a silent prayer asking God to grant you a clean heart. Dry your hand with the towel provided. Use the marker to write a three-word prayer on the sheet of newsprint (for example, “Grant me peace”).



Sabbath Reflection Grid

	How Did I Spend My Sabbath?
Prayer	
Reflection	
Rest	
Gratitude	
Forgiveness	
Other	



Mary, Queen of Peace

Choose one of the following questions. Write a one-page story in response to your question.

- How can Mary help us to pray?
- How can Mary help us to make right decisions?
- When should we go to Mary in prayer?
- Why should we go to Mary in prayer?
- What can we learn from Mary?
- Why is Mary important in our lives?
- What does the Church teach us about Mary?
- If Mary is our Mother, how does that bring us closer to Jesus?
- If Mary is our Mother, what should we do to honor her?



Justice Conversation Starters

1. How can we move from the ideals expressed in Scripture and Catholic Tradition to a daily life of action?
2. How will I find the strength to live a life devoted to charity and justice?
3. Why do we need to balance a reflective, prayerful life with a life of action for justice?
4. How can I learn to see God in all things and all people, so that I might live the life of a disciple?
5. What changes will I make in my life as a result of this course?
6. Ten years from now, how will I be living a life of a disciple?



Living the Life of a Disciple: Prayer Service

You will work in small groups to plan one part in a prayer service to conclude this course. One part will be assigned to each small group so that the result is a complete prayer service developed by the class. Use the directions that pertain to your group's assigned part, below, to help you in your planning.

Art and Environment

Your group is charged with creating an atmosphere conducive to prayer. Create a prayer centerpiece for the service using a tablecloth, battery-operated candles, a Bible, and other items to help to set the tone for the service. Write the theme of the service on the board, and draw symbols or pictures to illustrate the focal point.

Music Selections

Working with your teacher, your group must select two appropriate songs for this prayer service: an opening song and a closing song. The theme for the songs could center on working for social justice or taking the message of the Gospel out into the world. Possibilities include "We Are Called to Act with Justice," "Go and Make a Difference," or "Here I Am, Lord."

Call to Worship

Your group is responsible for writing a three- to five-sentence call to worship and reading it at the service. The call to worship should contain the following parts:

- a greeting
- an invitation to prayer
- a statement and explanation of the theme
- a statement of the purpose of the gathering

Scripture Selection and Reading

Your group must select two short Scripture readings (from either the Old Testament or New Testament, or one from each) and the psalm response. You will read these for the service. Choose readings and a psalm response that focus on social justice and ways to spread the Gospel message to the world.

Prayers of Petition

Each member of your group must write a prayer of petition and read it during the prayer service. As a group, select an appropriate response such as "Lord, hear our prayer," for the community to say after each petition.



Sending-Forth Ceremony

Each student in your group must write and read a statement of sending forth to bless and encourage your classmates to go forward to be the hands and feet of Jesus to the world. Here is an example: “You are being sent forth to bring healing to a hurting world, love to a world filled with hate and despair, and justice to an unjust world.” After everyone in the group has read her or his statement to the class, your group will divide up and use the containers of holy water to walk around and make the Sign of the Cross on each person’s palm.

Closing Prayer

Your group must write and read a two- or three-sentence closing prayer focused on going forth to answer God’s call and live the Gospel.



Unit 8 Test

Part 1: True or False

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

1. ____ “Blessed are the poor in spirit” means God wants us to live in poverty.
2. ____ Catholic Worker volunteers live with the poor, detached from material wealth.
3. ____ The second beatitude calls us to be compassionate.
4. ____ Being a righteous person means your opinions are right.
5. ____ We must practice mercy if we wish to receive divine mercy.
6. ____ The sixth beatitude is linked to the Tenth Commandment.
7. ____ Missing Mass on Sunday and Holy Days of Obligation is a grave sin.
8. ____ The Lord’s Prayer expresses important justice themes.
9. ____ To keep holy the Sabbath means that we need to attend Church just on that day.
10. ____ Mary, Jesus’ mother, can intercede for us.

Part 2: Multiple Choice

Write your answers in the blank spaces at the left.

1. ____ Which of the following are considered evangelical counsels?
 - A. poverty
 - B. chastity
 - C. obedience
 - D. all of the above
2. ____ The sixth beatitude calls us to which of the following?
 - A. practice the virtue of temperance
 - B. forgive others
 - C. give alms to the poor
 - D. all of the above



3. ____ The Old Testament's teaching about the Sabbath includes the following:
- A. all must go to Mass on Sunday
 - B. human beings need to rest from regular labor
 - C. Catholics must eat certain foods on this day
 - D. all of the above
4. ____ How did people who lived in biblical times understand the role of the heart in their lives?
- A. as the location of our conscience and decision making
 - B. as the location of our emotions and feelings only
 - C. as the most vital organ in the body
 - D. none of the above
5. ____ What does it mean to hunger for righteousness?
- A. to work to help relieve world hunger
 - B. to develop a social conscience and work to help society become more truthful, merciful, just, and compassionate
 - C. to seek to always be the person who is right in disagreements with others
 - D. none of the above
6. ____ What do the Beatitudes teach us?
- A. the origin of Original Sin
 - B. how to pray
 - C. actions and attitudes essential for a Christian life
 - D. none of the above
7. ____ Which of the following is not one of the commitments of the Catholic Worker movement?
- A. radical nonviolence
 - B. voluntary poverty
 - C. voluntary celibacy
 - D. living the works of mercy
8. ____ What is the main goal of Project Rachel?
- A. to feed the hungry
 - B. to provide shelter for the homeless
 - C. to work for social structural change
 - D. to help women and men participating in an abortion to receive forgiveness and find peace
9. ____ What is the origin of the Latin phrase *ora et labora*?
- A. the Sermon on the Mount
 - B. the first social justice document, *Rerum Novarum*
 - C. eastern spirituality
 - D. western monasticism



10. _____ How does one find the strength to live a life devoted to charity and justice?
- A. through Christ's example
 - B. through daily prayer and regular participation in the Sacraments
 - C. through the support of family, friends, and community
 - D. all of the above

Part 3: Matching

Match each definition in column 1 with a term from column 2. Write the letter that corresponds to your choice in the space provided.

Column 1

1. _____ In the Old Testament, the "seventh day," or for Catholics, the day Jesus rose from the dead.
2. _____ The call to go beyond the minimum rules of life required by God.
3. _____ A person who lives a solitary life in order to commit himself or herself more fully to prayer.
4. _____ A state of life recognized by the Church in which a person publicly professes vows of poverty, chastity, and obedience.
5. _____ Evening prayer.
6. _____ Moderation of appetites and passions to achieve balance.
7. _____ Having to do with last things.
8. _____ Christian life followed by those who withdraw from ordinary life to live alone or in community.
9. _____ Common form of the consecrated life.
10. _____ Judgment of the human race by Jesus Christ at his second coming.

Column 2

- A. religious community
- B. temperance
- C. eschatological
- D. consecrated life
- E. evangelical counsels
- F. hermit
- G. Last Judgment
- H. monasticism
- I. Sabbath
- J. vespers



Part 4: Identification

Match each description in column 1 with a person or term from column 2. Write the letter that corresponds to your choice in the space provided. (*Note:* There are two extra items in column 2.)

Column 1

1. ____ Cofounded the Catholic Worker movement.
2. ____ Catholic ministry to those touched by loss of abortion.
3. ____ Common form of the consecrated life.
4. ____ Preached nonviolent love in the face of civil-rights abuse.
5. ____ Catholic spiritual writer and monk who wrote several essays on the spirituality of nonviolent resistance.
6. ____ Outspoken opponent of death penalty.
7. ____ Arrested for not giving up a seat on the bus to a white passenger.
8. ____ Sent to a concentration camp for supporting Polish Jews in World War II.
9. ____ Developed a new Monastic Rule.
10. ____ A prayer of praise.

Column 2

- A. Rosa Parks
- B. Saint Benedict
- C. Dorothy Day
- D. Saint Maximilian Kolbe
- E. religious community
- F. Martin Luther King Jr.
- G. the *Magnificat*
- H. Pope Leo XII
- I. Project Rachel
- J. Thomas Merton
- K. Saint Thomas Aquinas
- L. Helen Prejean

Part 5: Short Answer

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

1. What does it mean to live “poor in spirit”?
2. The third beatitude calls us to be “meek.” What does this mean about how we endure hardship or weather attacks on our character?
3. How can you live the Scripture call to be a “righteous person”?
4. What does it mean to “live with a clean heart”?

(The scriptural quotation on this handout is taken from the *New American Bible, revised edition* © 2010, 1991, 1986, 1970 Confraternity of Christian Doctrine, Inc., Washington, D.C. All Rights Reserved. No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the copyright owner.)



Unit 8 Test Answer Key

Part 1: True or False

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

Part 2: Multiple Choice

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

Part 3: Matching

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

Part 4: Identification

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

Part 5: Short Answer

1. One way is to live out the Tenth Commandment to “not covet your neighbor’s goods,” that is, to live without the sin of greed or lust for wealth and power. Another way is to live detached from material wealth but free to live a life contributing to the common good. Ways to contribute to the common good include giving alms or money to people who are poor, spending time with those in need, engaging in works of charity and works of justice, praying for those in need, living a simple life, and trusting in God.



2. Jesus calls us to endure hardship with patience and without resentment. We are to persevere and call on strength from God. If our character is attacked, Jesus calls us to respond with gentleness and forgiveness and to not violate other people's dignity.
3. We can live a life that is based in truth. We can be truthful, merciful, just, and compassionate. We can live a life of holiness with God and others. We can work to develop a social conscience and help society to become truthful, merciful, just, and compassionate.
4. We must daily practice the virtue of modesty and protect our God-given holiness. We must live with patience, decency, and good judgment. We must be strong in our conviction that society must change its values to reflect modesty in clothing styles, wholesomeness in movies, and good morals in music.



Appendix 1

Additional Resources
“Learning about Learning” (Document #: TX001159)

Learning about Learning

We can understand ourselves better by taking the time to review the process of learning the material in a unit.

Respond by using the scale below. Put a mark where you think your understanding falls. Then write your answers to the other questions below.

Unit Number and Name _____

Knew none of this material before	Knew everything already
--	--------------------------------

What was your favorite learning experience in this unit and why? Do you usually enjoy this type of learning experience?

What was your least favorite learning experience and why? Do you usually find this type of learning experience challenging?

How did your understanding of the unit's subject matter change throughout the unit?

Was anything you learned particularly interesting? Why?

Write any other observations you have.



Appendix 2

Student Book/Teacher Guide Correlation

Section 1: Foundational Principles of Social Justice

Part 1: Social Justice and God’s Plan

Article 1: God’s Original Plan: A Just Community	
Unit 1, Step 3,	p. 24
Article 2: The Social Dimension of God’s Plan of Salvation	
Unit 1, Step 4,	p. 26
Article 3: The Social Dimension of the Paschal Mystery	
Unit 1, Step 4,	p. 26
Article 4: The Church: Communion and a Just Community	
Unit 1, Step 8,	p. 32

Part 2: The Social Teaching of the Church

Article 5: Social Teaching in the Old Testament	
Unit 1, Step 5,	p. 27
Article 6: The Justice Message of the Prophets	
Unit 1, Step 6,	p. 29
Article 7: Social Teaching in the New Testament	
Unit 1, Steps 7, 9, and 10,	p. 30, 33 and 34
Article 8: The Social Doctrine of the Church: Papal Social Teaching	
Unit 2, Steps 3 and 5,	p. 60 and 62
Article 9: The Social Doctrine of the Church: The United States Conference of Catholic Bishops	
Unit 2, Step 4,	p. 61
Article 10: Defining <i>Justice</i>	
Unit 2, Step 6,	p. 63

Part 3: Seven Themes of Catholic Social Teaching

Article 11: Life and Dignity of the Human Person	
Unit 2, Step 7,	p. 64

Article 12: Call to Family, Community, and Participation	
Unit 2, Step 7,	p. 64
Article 13: Rights and Responsibilities	
Unit 2, Step 7,	p. 64
Article 14: Option for the Poor and Vulnerable	
Unit 2, Step 7,	p. 64
Article 15: Dignity of Work and the Rights of Workers	
Unit 2, Step 7,	p. 64
Article 16: Solidarity	
Unit 2, Step 7,	p. 64
Article 17: Care of God’s Creation	
Unit 2, Step 7,	p. 64

Section 2: Creating a Just Society

Part 1: Social Sin

Article 18: The Social Side of Sin	
Unit 3, Step 3,	p. 104
Article 19: Structures of Sin and Social Sin	
Unit 3, Step 3,	p. 104
Article 20: The Circle of Social Action	
Unit 3, Step 5,	p. 107
Article 21: Works of Charity and Works of Mercy	
Unit 3, Step 6,	p. 108

Part 2: The Individual Person and Society

Article 22: The Role of the State	
Unit 3, Steps 8 and 9,	p. 109 and 110
Article 23: The Role of Citizens	
Unit 3, Steps 8 and 9,	p. 109 and 110
Article 24: The Church and the State	
Unit 3, Step 9,	p. 110
Article 25: Society and Economic Institutions	
Unit 3, Step 9,	p. 110
Article 26: Truth and Media	
Unit 3, Step 10,	p. 111

Section 3: Respecting Human Life and Dignity

Part 1: Defending Human Life

- Article 27: A Culture of Life versus a Culture of Death
Unit 4, Steps 3 and 7, p. 139 and 147
- Article 28: Beginning-of-Life Issues
Unit 4, Steps 3 and 7, p. 139 and 147
- Article 29: End-of-Life Issues
Unit 4, Steps 3 and 7, p. 139 and 147
- Article 30: The Death Penalty
Unit 4, Steps 6 and 8, p. 145 and 147

Part 2: Promoting Peace

- Article 31: The Causes of Violence
Unit 5, Step 3, p. 181
- Article 32: War and Legitimate Self-Defense
Unit 5, Step 9, p. 188
- Article 33: The Arms Race and Arms Trade
Unit 5, Step 10, p. 190
- Article 34: Waging Peace
Unit 5, Step 8, p. 187
- Article 35: Nonviolent Resistance
Unit 5, Steps 8 and 11, p. 187 and 191

Part 3: Protecting Dignity in Diversity

- Article 36: Sexual Exploitation
Unit 4, Step 9, p. 149
- Article 37: Racism
Unit 4, Step 10, p. 151
- Article 38: Migration and Immigration
Unit 4, Step 12, p. 154

Section 4: The Just Distribution of Material Goods

Part 1: Economic Justice

- Article 39: Hunger and Poverty
Unit 6, Step 3, p. 214

Article 40: Labor
 Unit 6, Step 8, p. 223

Article 41: Economic Systems
 Unit 6, Step 10, p. 226

Part 2: Care for the Earth

Article 42: Our Relationship with Creation
 Unit 7, Steps 4 and 8, p. 251 and 254

Article 43: The Call to Be Stewards
 Unit 7, Steps 4 and 5, p. 251 and 252

Article 44: Stewardship, Not Exploitation
 Unit 7, Step 4, p. 251

Section 5: Living Justly

Part 1: Social Dimensions of the Beatitudes

Article 45: Becoming Poor in Spirit and Compassionate
 Unit 8, Step 3, p. 281

Article 46: Becoming Meek and Thirsting for Righteousness
 Unit 8, Step 5, p. 283

Article 47: Becoming Merciful and Pure of Heart
 Unit 8, Step 6, p. 284

Article 48: Becoming Peacemakers and Suffering for Righteousness
 Unit 8, Step 7, p. 285

Part 2: Prayer and Action

Article 49: The Sabbath Challenge
 Unit 8, Step 8, p. 286

Article 50: Jesus and Mary, Our Guides in Prayer and Action
 Unit 8, Step 9, p. 287

Article 51: *Ora et Labora*
 Unit 8, Step 11, p. 289

Acknowledgments

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