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**Alberta Social Studies**  
*Many Voices*  
**Catholic Values Correlation**  
**Grade 4**

## **Grade 4: Alberta Social Studies Catholic Values Correlation**

The teaching of Social Studies fosters an excellence in growth and good citizenship, and teaches students to embody qualities that are characteristic of religious principles and ideals. This correlation chart illustrates how the Grade 4 *Many Voices* Social Studies program supports the vision for Catholic Education. The chart provides examples of thematic links between the student material and the Catholic Values statements.

### **Lesson Title – Grade 4**

#### **Voices of Alberta: People, Places, and Possibilities**

**Chapter 1** – Explore the Land  
Teacher Resource, page 73

*Note:* Some questions are bound to arise during this chapter about the creation story and how it works with science. If you are not comfortable with this discussion, you may want to ask a member of the clergy to come in and discuss creation with the students. Many believe that the creation story, in which God created the Earth in seven days, is told in this format so that it is more easily understood. We know that God created the universe and the Earth and all things on it, and therefore the timeline could not have been seven days, as we see from scientific evidence of the existence of the Earth billions of years ago. In this chapter, and the chapters to come, there is much discussion of the ice age, fossils, and other developments that are key in the history of Alberta's land. As Catholics, we reflect on the magnificence of creation as the work of God.

To start this unit, or within the **Elaborate** section on page 73, you may wish to introduce a creation story to the children along with the readings from Genesis 1. This entire unit centres on activities and discussion about how the land in Alberta was formed. As Catholics, we know and understand that God created the universe, the Earth, and all living and nonliving things on it. Therefore, we are called to respect God's creation. Ask students: How can we care for and show respect and appreciation for the land that God created?

This supports the Catholic Social Teaching:  
*Care for God's Creation*

#### **Voices of Alberta: People, Places, and Possibilities**

**Chapter 2** – Alberta's Fossil Heritage  
Teacher Resource, page 96

In **Engage** (second bullet), students are asked what they would do if they found a fossil. This could be reworded to ask: How could you show respect for God's creation if you found a fossil?

This supports the Catholic Social Teaching:  
*Care for God's Creation*

<p><b>Voices of Alberta: People, Places, and Possibilities</b></p> <p><b>Chapter 2</b> – Alberta’s Fossil Heritage Teacher Resource, page 101 Student text, page 56–57</p>	<p>In <b>Explore</b> (pages 56–57), students are encouraged to look at several viewpoints on the protection of fossils. Another viewpoint to introduce and consider would be that of God. Students could be encouraged to think about how God would want them to act. What would God want us to do with the fossils and how do we then show respect for God’s creations?</p> <p><u>This supports the Catholic Social Teaching:</u> <i>Care for God’s Creation</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b></p> <p><b>Chapter 2</b> – Alberta’s Fossil Heritage Teacher Resource, page 101 Student text, page 58–59, 60–61</p>	<p>In <b>Explore</b> (pages 58–59, 61), students continue to look at the many viewpoints regarding the protection of fossils. Now you can look to the community and the government and can ask students: How do museums and government laws help to protect and care for God’s creation?</p> <p><u>This supports the Catholic Social Teaching:</u> <i>Care for God’s Creation</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b></p> <p><b>Chapter 2</b> – Alberta’s Fossil Heritage Teacher Resource, page 106</p>	<p>In <b>Elaborate</b>, students reflect on what they have learned about fossil fuels and are encouraged to discuss their conservation. Tie into the discussions how this fits our respect for God’s creation. By respecting God’s creation, we are also called upon to be responsible for their care. What can we do to show respect and care for fossil fuels?</p> <p><u>This supports the Catholic Social Teaching:</u> <i>Care for God’s Creation</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b></p> <p><b>Chapter 3</b> – Natural Resources in Your Life Teacher Resource, page 132</p>	<p>In <b>Respond to the Selection</b>, students could write a prayer to God, thanking Him for the magnificent creations He made and asking Him to watch over us as we care for those gifts.</p> <p><u>This supports the Catholic Social Teachings:</u> <i>Care for God’s Creation, Rights and Responsibilities of the Human Person</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b></p> <p><b>Chapter 3</b> – Natural Resources in Your Life Teacher Resource, page 133</p>	<p>In <b>Extend</b> (Create a Class Mural), students could create a mural showing the story of creation. Display this mural and save it to be used for another activity in this chapter.</p> <p><u>This supports the Catholic Social Teachings:</u> <i>Care for God’s Creation</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b></p> <p><b>Chapter 3</b> – Natural Resources in Your Life Teacher Resource, page 138</p>	<p>You could add to the <b>Extend: Activity Bank</b> by and inviting your local priest or a member of the Church community to come in and speak to the class about the history of the Church in your community and how it was established.</p> <p><u>This supports the Catholic Social Teachings:</u> <i>Call to Family, Community and Participation</i></p>

<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 3</b> – Natural Resources in Your Life  Teacher Resource, page 141</p>	<p>In <b>Looking Back</b>, you could use the mural that students created earlier in the chapter, showing the creation story. Students could now add words and phrases expressing ways in which we can care for God’s creation, to sum up this idea and to act as a final reflection on the first three chapters of the text and the Catholic teachings that have been shared.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Care for God’s Creation, Rights and Responsibilities of the Human Person</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 4</b> – Living with the Land  Teacher Resource, page 159</p>	<p>In <b>Extend: Activity Bank</b>, you could invite a member of the Aboriginal community to come and share their creation story with the students. As Catholics, we are called to respect other people’s beliefs. By teaching the students about other creation stories, we create both awareness and understanding in God’s community.</p> <p><i>Note:</i> The protocol outlined on Teacher Resource page 155 must be followed when inviting a member of the Aboriginal community into your classroom.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 4</b> – Living with the Land  Teacher Resource, page 162  Student Text, pages 102–103</p>	<p>In <b>Explore</b> (4<sup>th</sup> bullet), you could discuss the similarities between the Cree people’s sense of respect for the environment and the Catholic sense of respect for God’s creations.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 4</b> – Living with the Land  Student Text, page 108</p>	<p><b>Alberta Voices</b> section says: “It’s the environment and the land that makes us Dene people.” Ask the students: What is it that makes us Catholics? Brainstorm a list with the students and have them illustrate the two ideas that they think are most central to our Catholics identity.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family</i></p>

<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 4</b> – Living with the Land  Student Text, page 110</p>	<p>In the student text, the Dene Suline Calendar is shown. This would be a time when you could talk to the students about the Catholic liturgical calendar and the role it plays in our lives.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 4</b> – Living with the Land  Teacher Resource, page 165  Student Text, page 111</p>	<p>In <b>Engage</b>, ask the students how the stories of our faith—and of our lives as Catholics—are passed on? The Bible tells the story of how our faith, and we as people, came to be.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 4</b> – Living with the Land  Teacher Resource, page 166  Student Text, page 113</p>	<p>In <b>Explore</b>, ask the students what are some sacred places for Catholics? Why are they sacred and why are they important to us?</p> <p><b>Examples:</b> The Holy Land; The Vatican; Lourdes, France; Fatima, Portugal. Also, Internet searches for Catholic pilgrimages will give many other suggestions.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 4</b> – Living with the Land  Teacher Resource, page 168  Student Text, page 113</p>	<p>In <b>Extend</b>, remind the students about some of the sacred places for Catholics you have talked about. Brainstorm a list of these sacred places and have students research to find images and information about some of these places. The information collected could be shown in a PowerPoint presentation or in some other slide show format.</p> <p>See examples given in the row above. You could create a list of specific pilgrimage sites that you would like the students to research.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family</i></p>

<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 5</b> – New Roots for Alberta  Teacher Resource, page 190</p> <p><i>Note:</i> Please see Teacher Resource pages 188 and 189 for information about Father Lacombe, The Grey Nuns, and the mission at Lac La Biche. For more information on the many Oblate missionaries that came to Alberta and helped to form communities here, conduct an Internet search for “Oblate Missionaries, Alberta.” You can also search for Alberta place names which have an Oblate history, by doing a similar Internet search.</p>	<p>In <b>Engage</b> (first bullet), you could add other town names like St. Albert, Lac Ste. Anne and those given on the map on page 142 in the student text. Then, ask the students which names they think reflect a Catholic history. When discussing how names reflect the origins of communities (second bullet), explain that the Oblate missionaries, still in existence today, came to Alberta to bring Catholicism to the people living here. Many town names reflect that rich history.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 5</b> – New Roots for Alberta  Teacher Resource, pages 202–203  Student Text, pages 144–145</p>	<p>After learning about the Grey Nuns, invite a Sister from your community to come in and speak about her life and her role in the Church community. Compare and contrast the role that the Grey Nuns played many years ago with the role that Sisters play today.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family, Life and Dignity of the Human Person</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 5</b> – New Roots for Alberta  Teacher Resource, page 205</p>	<p>At the top of the page, under <b>Values, Attitudes, and Citizenship Questions</b>, both of these questions reinforce the Catholic teachings of caring for one another in God’s community and offer excellent possibilities for a class service project.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Care for God’s Creation, Call to Family, Community and Participation, Solidarity of the Human Family, Life and Dignity of the Human Person, Rights and Responsibilities of the Human Person</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 5</b> – New Roots for Alberta  Teacher Resource, page 190</p>	<p>In <b>Extend</b> (Personality Profiles), you could add other Oblate missionaries to this list and have students use the Inquiry Journal Project given in the Teacher’s Resource.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family</i></p>

<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 6</b> – Preparing for New Settlers  Teacher Resource, page 223</p>	<p>In <b>Engage</b> (Introduce the Selection), you could contact your local church to reach original or current members who would be willing to come in and talk about the history of the church and their life as part of the Church. You could also send a note home to parents asking about grandparents and great-grandparents who might have come to Canada as settlers years ago. Perhaps they would also be willing to come in and talk about why they came to Canada and the role that the Church and their Catholic faith played in their settlement here.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family, Rights and Responsibilities of the Human Person</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 6</b> – Preparing for New Settlers  Teacher Resource, page 224  Student Text, page 158</p>	<p>Have students view the “Then and Now” images shown in the textbook and have them create their own. Contact the local church or local newspaper for a historic photo of your community’s church. Then, if possible, take students to the church to compare the historical image with the present- day context by viewing the actual church building. You could also take a current photo of the church to use in the classroom, if visiting the church is not possible.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 6</b> – Preparing for New Settlers  Teacher Resource, page 228  Student Text, pages 164–165</p>	<p>After reading the <b>Perspectives</b> excerpt on page 164, have students complete the <b>Skill Smart</b>, on page 165 and ask the students what they think the Catholic perspective would have been to these treaties? Use the Catholic Social Teaching: <i>Rights and Responsibilities of the Human Person</i>.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family, Rights and Responsibilities of the Human Person</i></p>

<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 7 – More Settlers Arrive</b>  Teacher Resource, page 251  Student Text, page 187</p>	<p>In the Student Text on page 187, the section explores the beginning of communities and the many settlers who came to Alberta from Ukraine. This is why, today, many communities still have Ukrainian Catholic Orthodox Churches. You and your students could explore the history of a nearby Ukrainian Church to learn more about how it became established in the community.</p> <p>You could also ask: How are Churches a part of the community? What does the Church do for its members and for others in need in the community?</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 7 – More Settlers Arrive</b>  Teacher Resource, page 251</p>	<p>In <b>Elaborate</b>, you could ask students: How do you welcome a new student to the school or to our class? By welcoming people into our school we are sharing God’s love and sense of community.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 7 – More Settlers Arrive</b>  Teacher Resource, page 254  Student Text, page 190</p>	<p>To continue the exploration of Ukrainian culture and traditions, you could invite the priest from a nearby Ukrainian Catholic Orthodox Church to come in and speak to the children about their traditions.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family</i></p>

<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 7</b> – More Settlers Arrive  Teacher Resource, page 254  Student Text, page 197</p>	<p>Students are asked to think of a community service project that would benefit people in their community in the case of catastrophic weather emergencies (page 197). This could be extended to many include different situations and many organizations which help in the community. Service projects such as these are central to Catholic education and can be carried out throughout the year. By planning and taking part in these service projects, students are demonstrating God’s love for one another and their responsibility to care for one another’s needs and those less fortunate. Jesus cared for the sick, the poor, the lonely, and for anyone who needed Him. We can learn from His example and act as Jesus would.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family, Life and Dignity of the Human Person, Rights and Responsibilities of the Human Person, Option for the Poor and Vulnerable, Care for God’s Creation</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 8</b> – Becoming a Province  Teacher Resource, page 281</p>	<p>In <b>Engage</b>, you could ask students who they think makes the decisions in the Catholic Church. The Second Vatican Ecumenical Council could be mentioned here and described as: “With the help of God, the Council Fathers in four years of work were able to produce a considerable number of doctrinal statements and pastoral norms which were presented to the whole Church.” (page 2, Catechism of the Catholic Church). Teachers could use the Catechism of the Catholic Church as the guide to answering questions about who makes the decisions in our Church.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Option for the Poor and Vulnerable, Dignity of Work and the Rights of Workers</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 8</b> – Becoming a Province  Teacher Resource, page 284</p>	<p>In <b>Elaborate</b>, students are asked to describe themselves, where they come from and who they are. You could ask: How important is your Catholic faith in describing yourself? Is being Catholic central to your identity? Why or why not?</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family</i></p>

<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 8</b> – Becoming a Province  Student Text, page 219</p>	<p>The bottom photo on page 219 in the student text shows a church being built. You could try to find a picture of a church being built in your community. What does the picture show about the community at the time, the people of the time, and the importance of the Church?</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 8</b> – Becoming a Province  Student Text, page 228–229</p>	<p>Alberta is a place where many cultures live together. By learning about one another and respecting each other, we are demonstrating God’s call to love one another.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Call to Family, Community and Participation, Solidarity of the Human Family, Care for God’s Creation</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 9</b> – Preserving the Land  Teacher Resource, page 309</p>	<p>In <b>Create Links to Prior Knowledge</b>, you may want to revisit the mural that the students created showing God’s creation and ways in which we can care for God’s creation.</p> <p>In <b>Introduce the Selection</b>, continue to use the above mural and have students brainstorm some more ways in which we can care for God’s creation.</p> <p><u>This supports the Catholic Social Teaching:</u>  <i>Care for God’s Creation</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 9</b> – Preserving the Land  Teacher Resource, page 310–311</p> <p><i>Note:</i> While the suggestion for the tie-in of St. Francis is given at this time, you could introduce St. Francis and the Prayer of St. Francis at any time in this chapter because the idea of protecting the environment is the focus throughout.</p>	<p>In this Chapter, discussion centres on the care and preservation of animals and the land. Explain to the students that St. Francis of Assisi is the patron saint of animals and the environment. You could introduce the Prayer of St. Francis to the students at this time.</p> <p><u>This supports the Catholic Social Teaching:</u>  <i>Care for God’s Creation</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 9</b> – Preserving the Land  Teacher Resource, page 312</p> <p><i>Note:</i> Please see note in the row above. It could also apply to this activity.</p>	<p>In the <b>Extend: Activity Bank</b> section, you could revisit the Prayer of St. Francis and have the students present the prayer in a variety of mediums (i.e. art, drama, or music).</p> <p><u>This supports the Catholic Social Teaching:</u>  <i>Care for God’s Creation</i></p>

<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 10</b> – Celebrate Our Past, Build Our Future  Teacher Resource, page 346</p>	<p>In the <b>Extend: Activity Bank</b> section, under the Stage a Hall of Fame Talk Show activity, students could brainstorm a list of people who made contributions to the Catholic Church and Catholic community in Alberta (i.e. Father Lacombe). Students could then use these people as subjects for their talk show.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Solidarity of the Human Family, Call to Family, Community and Participation</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 10</b> – Celebrate Our Past, Build Our Future  Teacher Resource, page 348  Student Text, pages 272–273</p>	<p>In the student text on pages 272–273, students are shown a variety of historic sites in Alberta. The Father Lacombe Chapel offers a nice tie-in for the Catholic perspective to be shared. You could include other historic sites that have Catholic relevance, such as the mission at Lac La Biche or St. Patrick’s Roman Catholic Church in Medicine Hat. These can be found by doing an Internet search using the search words “Catholic Historic Sites, Alberta”.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Solidarity of the Human Family, Call to Family, Community and Participation</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 10</b> – Celebrate Our Past, Build Our Future  Teacher Resource, page 349</p>	<p>In <b>Elaborate</b>, you could ask students: How do we preserve our Catholic heritage?</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Solidarity of the Human Family, Call to Family, Community and Participation</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 10</b> – Celebrate Our Past, Build Our Future  Teacher Resource, page 352  Student Text, page 279</p>	<p>While discussing celebrations that the students take part in, you could ask about the Catholic celebrations we take part in. What are these celebrations? What is the reason for them? How do these celebrations help to identify our Catholic beliefs?</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Solidarity of the Human Family, Call to Family, Community and Participation</i></p>
<p><b>Voices of Alberta: People, Places, and Possibilities</b>  <b>Chapter 10</b> – Celebrate Our Past, Build Our Future  Teacher Resource, page 353</p>	<p>In <b>Elaborate</b>, you could refer back to the celebrations that were discussed and ask how the celebrations shape our attitudes and actions for the future.</p> <p><u>This supports the Catholic Social Teachings:</u>  <i>Solidarity of the Human Family, Call to Family, Community and Participation</i></p>

Sources: Catechism of the Catholic Church