



Alberta Social Studies
Voices of Canada
Catholic Values Correlation
Grade 5

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Grade 5: 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 5 *Voices of Canada* 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 5

Voices of Canada: People, Places, and Possibilities

UNIT 1: Living with the Land

Student text, p.2

Note: Introduction Part 1

Connect celebrating Canada, its land and people, with the Christian community. Canadians are coming together to connect over 800 communities through the Trans Canada Trail. Each part of the trail is unique, displaying the regions of Canada. Similarly, humans are all unique, and we are God’s work of art. God too wants us to come together and make this world a better place, full of love and care, for the land, and one another.

Reflection: What are some things that make you unique?

This supports the Catholic Social Teaching:
Life and Dignity of the Human Person & Solidarity

Voices of Canada: People, Places, and Possibilities

UNIT 1: Living with the Land

Teacher resource, p. 62

Student text, pp. 12-13

Note: Introduction Part 2

Use teacher resource, page 62, to introduce the lesson. After getting students to close their eyes and imagine the earth’s view from space read GENESIS 1. Talk about the history of creation; the beauty of the earth that God created: land, water, vastness.

Reflection: How can we care for, and appreciate the world God created for us?

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

Voices of Canada: People, Places, and Possibilities

Chapter 1 – Exploring Canada

Teacher resource, pp. 62-71

Student text, pp. 14-15, and 18-21

Rick Hansen was a traveller, and so was Jesus. The map in the student text, pages 18-19, shows Rick Hansen’s route through Canada. Create a “Story of Jesus” on a map, locating places and events where Jesus travelled and marking His trail with tacks and string. The story of Jesus web link: <http://www.ccel.org/bible/phillips/CN160-TRAVELS.htm>

Following this activity have students view page 21, “Understanding Scale,” and figure out the distance Jesus and His disciples travelled in kilometres. The above activities show how much Jesus was willing to sacrifice His time and life for us, and His special concern for us.







Reflection: What was the furthest distance you ever travelled? What kind of a person do you think Jesus was, knowing that most of His journey was travelled by foot?

This supports the Catholic Social Teaching:
Life and Dignity of the Human Person
Option for the Poor and Vulnerable


<p>Voices of Canada: People, Places, and Possibilities</p> <p>Chapter 2 – Atlantic Region: Life by the Ocean Teacher resource, p. 90 Student text, pp. 34-35</p>	<p>Chapter 2 begins with a tragic story about a rescue in a heavy storm hundreds of kilometres off the shore of Newfoundland. Relate this story of rescue, hope, fear, and panic to Jesus saving His disciples from the stormy wind and waves in, MATTHEW 8:23-27. Explain the importance of having faith and hope, in not only Jesus Christ, but in each other.</p> <p><i>Reflection: Have you ever had to be rescued or saved? How did you feel before and after? Did you have faith or hope?</i></p> <p><u>This supports the Catholic Social Teaching:</u> <i>Life and Dignity of the Human Person</i> <i>Rights and Responsibilities, Solidarity</i></p>
<p>Voices of Canada: People, Places, and Possibilities</p> <p>Chapter 2 – Atlantic Region: Life by the Ocean Teacher resource, pp. 100 and 104 Student text, pp. 38 and 42</p>	<p>Fishing is a big industry in the Atlantic region and provides people with food and jobs. Also, fish is a natural resource. In history, fishing was an important way of life. Four of Jesus’ disciples were fisherman: Simon Peter, Andrew, James, and John. Fish was a great source of energy and food. Read LUKE 5:1-11, the story of “The Great Catch” and discuss the meaning when Jesus said: “Do not be afraid. From now on you will catch men.”</p> <p>You can also read the story of “Feeding the five thousand” (MATTHEW 14:15-21). This story shows the love and care for the sick, poor and hungry.</p> <p><i>Reflection: “From now on you will catch men.” What do you think Jesus meant by this? How can we care for the poor and vulnerable?</i></p> <p><u>This supports the Catholic Social Teaching:</u> <i>Life and Dignity of the Human Person</i> <i>Option for the Poor and Vulnerable</i> <i>Rights and Responsibilities</i> <i>Solidarity</i></p>

<p>Voices of Canada: People, Places, and Possibilities</p> <p>Chapter – Atlantic Region: Life by the Ocean Teacher resource, p. 112 Student text, p. 53</p>	<p>After reading with the class about Africville and the Black Loyalists, talk about the importance of democracy and equality. Students will understand that every human is created in the image and likeness of God. Therefore, each person's life and dignity must be respected, regardless of race, gender, religion, economic or social status.</p> <p>You may read the following scriptures about God's word on equality: ROMANS 2:9-11 and GALATIANS 3:28</p> <p><i>Reflection: How would you feel if you were discriminated against? What are some ways to show someone they are welcomed?</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Life and Dignity of the Human Person</i> <i>Rights and Responsibilities</i> <i>Solidarity</i></p>
<p>Voices of Canada: People, Places, and Possibilities</p> <p>Chapter 2 – Atlantic Region: Life by the Ocean Teacher resource, p. 116 Student text, p. 59</p>	<p>After reading page 59 with the class talk about severe weather experiences or stories which caused people and others to suffer. Some stories to talk about are: September 29, 2003 - Hurricane Juan September 17, 2005 – Hurricane Ophelia August, 2005 – Hurricane Katrina December 26, 2004 - Sumatra-Andaman earthquake (Tsunami)</p> <p>Build a class or school fundraiser for less fortunate people. Some fundraising ideas are: snacks or supplies for inner-city schools, money for third world countries, money for the sick, Terry Fox Run (September), Random Acts of Kindness, etc.</p> <p><i>Reflection: How does it feel when you do something good for someone else? How does it feel when someone does something good for you? How do you think the victims of the hurricanes or tsunami felt?</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Option for the Poor and Vulnerable</i> <i>Rights and Responsibilities</i></p>

<p>Voices of Canada: People, Places, and Possibilities</p> <p>Chapter 3 – Great Lakes – St. Lawrence Lowlands Student text, p. 75</p>	<p>Read to the class, <i>Voices of Canada</i>, in student text, page 75. Have a discussion about women’s roles in the past and present. To pursue happiness and peace, we need to treat one another with dignity and respect - we are all one family.</p> <p>Read MATTHEW 12:49-50. Jesus Christ restores women to their status as equal in value. Read ACTS 10:1-35. This story tells how Peter came to realize that God accepts not only Jewish people but all people.</p> <p><i>Reflection: What did you learn from these readings?</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Life and Dignity of the Human Person</i> <i>Rights and Responsibilities</i></p>
<p>Voices of Canada: People, Places, and Possibilities</p> <p>Chapter 3 – Great Lakes – St. Lawrence Lowlands Teacher resource, pp. 147-151 Student text, pp. 79-83</p>	<p>Student text, pages 79-81 talk about missionaries and practice of the Catholic religion. Religion being a right. Invite a guest speaker into the classroom, such as a priest or nun to talk about the history of Catholicism.</p> <p>In addition, key figures spoke their voice to practice their religion, or fought for their rights and freedoms. Joseph Brant, changed history for the First Nations (Mohawk). Like Brant, Saints have change history for Christians. Have students research and present their findings on a Saint.</p> <p><i>Reflection: What would you do, or how would you feel if you were not allowed to practice your faith?</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Rights and Responsibilities</i></p>
<p>Voices of Canada: People, Places, and Possibilities</p> <p>Chapter 4 – Canadian Shield: Muskeg, Moose, and Minerals</p> <p><i>Note:</i> It is recommended to introduce this activity at the beginning of Chapter 4.</p>	<p>In the Canadian Shield there is an abundance of rock. Rocks go through a hardening process and come together in a solid form. In the Catholic faith, the rock is a great and important symbol. The process of making friends or building a community of faith can be compared to the process of rock formation. Explain to the students that it takes time and effort to develop friendships. However, once formed, friendships are solid, like rock.</p> <p>Ask students if they have special rocks or rock collections at home. Invite them to bring their rock to class. Invite those who do not have rocks to find one each and bring it to class, also.</p> <p>Biblical Readings: PSALMS 18, MATTHEW 16:13-19</p> <p><i>Reflection: What qualities does your rock symbolize? Does it characterize yourself or someone else?</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Solidarity</i></p>

<p>Voices of Canada: People, Places, and Possibilities</p> <p>Chapter 4 – Canadian Shield: Muskeg, Moose, and Minerals</p> <p>Teacher resource, pp. 179 & 182</p> <p>Student text, pp. 104 & 110</p>	<p><i>What Were the First Jobs in the Shield?</i> Read page 104 in the student text and discuss how an industry, such as the fur trade, impacts people and the way they live.</p> <p>In society today many people are jobless, homeless, and have no food. As a class, think of a plan on how to help the poor and less fortunate. Similar to Chapter 2, build a fundraiser, or make a donation to charity.</p> <p>Research groups in Canada that suffer injustice. Research groups that gather in prayer and struggle for justice. (Refer to your parish or diocesan Social Justice committee. There may be farm groups, labour groups, etc., involved in activities of this kind.)</p> <p><i>Reflection: Have you ever been treated unfairly? Explain and share.</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Call to Family, Community, and Participation</i> <i>Option for the Poor and Vulnerable</i> <i>Solidarity</i></p>		
<p>Voices of Canada: People, Places, and Possibilities</p> <p>Chapter 5 – Interior Plains: Land of Open Skies</p> <p>Teacher resource, pp. 205-206</p> <p>Student text, pp. 126-129</p>	<p>Natural resources are important to the quality of life in a region. They determine how people work and live. Discuss <i>Thinking It Through</i> (student text, pp. 127 & 129) as a class, then engage the students in the following activity:</p> <p>Thinking about the natural resources in the Interior Plains; how do they affect people’s way of living? Have students draw pictures of natural resources and beside each picture draw and/or describe how it helps or affects one’s way of life. Example:</p> <table border="1" data-bbox="548 1234 1511 1377"> <tr> <td data-bbox="548 1234 1029 1377">  <p>Cattle</p> </td> <td data-bbox="1029 1234 1511 1377"> <p>Cattle provide food. Cattle provide jobs.</p>  </td> </tr> </table> <p>Explain to students that natural resources are gifts from God that he created when making earth. These gifts are to be used, shared, and respected.</p> <p><i>Reflection: What natural resources, given by God, do you use? How do you use them?(This reflection may be used in the form of a table similar to the one above)</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Caring for God's Creation</i></p>	 <p>Cattle</p>	<p>Cattle provide food. Cattle provide jobs.</p> 
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<p>Voices of Canada: People, Places, and Possibilities</p> <p>Chapter 5– Interior Plains: Land of Open Skies Teacher resource, p. 214 Student text, pp. 139-141</p>	<p>In this section, it is important for students to know the NWMP served for justice. They were in place to make people feel safe. This sense of safeness allowed settlers from other places to come and create new communities.</p> <p>Jesus also cares for others. Read scriptures: MARK 2:1-12, LUKE 19:1-10, LUKE 7:36-50</p> <p><i>Reflection: Do you think the NWMP (now named RCMP), or the police are necessary? Why or why not?</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Solidarity</i></p>
<p>Voices of Canada: People, Places, and Possibilities</p> <p>Chapter 5– Interior Plains: Land of Open Skies Teacher resource, p. 218 Student text, pp. 144-146</p>	<p>In these pages students learn about many Europeans coming to settle in Canada. Canada was beginning to become a multi-cultural country. Settlers from all over the world developed schools, and industries, and brought their own ways of life.</p> <p>Jesus encourages us to welcome others. Read the passage: MATTHEW 10:40</p> <p><i>Reflection: What do you understand/conclude from this passage?</i></p> <p>Have students role play situations in which someone is being welcomed.</p> <p><u>This supports the Catholic Social Teachings:</u> <i>Life and Dignity of the Human Person</i> <i>Solidarity</i></p>
<p>Voices of Canada: People, Places, and Possibilities</p> <p>Chapter 6 – Cordillera Region: Life by the mountains Teacher resource, p. 229 Student text, pp. 156-157</p>	<p>Lead students into a discussion based on student text (pp. 156-157) and teaching resource (page 229).</p> <p>All animals (land, air, water) are beautiful creations of God. Get students involved in a project where they can find ways to help protect animals. This can be done individually, or in small or large groups. Have students present their knowledge and findings.</p> <p>This may lead students to want to write letters to the government about saving animals.</p> <p><i>Reflection: How can people prevent the extinction of animals?</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Caring for God's Creation</i></p>

<p>Voices of Canada: People, Places, and Possibilities</p> <p>Chapter 6 – Cordillera Region: Life by the mountains</p> <p><i>Note:</i> This activity can be done anytime throughout the unit. It does not have to be limited to only the Cordillera region.</p>	<p>There are many beautiful mountainous settings around the world that God has created. Some people have captured them on video, or taken pictures of them. Encourage students to bring in pictures of stunning natural mountains they might have taken while on vacation. Or, give students the opportunity to find some on the internet and share as a class. Make a class book, or PowerPoint called: <i>God’s Creations: What a Beautiful World.</i></p> <p><i>Reflection: Choose a picture and describe the beautiful creations in it.</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Caring for God's Creation</i></p> 
<p>Voices of Canada: People, Places, and Possibilities</p> <p>Chapter 6 – Cordillera Region: Life by the mountains</p> <p>Teacher resource, p. 245 Student text, p. 166</p>	<p>The potlatch is a very important event for some First Nations of the Cordillera region. It is a celebration that brings communities together. Giving gifts at a potlatch ensured the wealth of the community was shared. Christmas is also a time for celebrating! Students can relate the potlatch to Christmas; where gifts are exchanged. Christmas is a time to celebrate with the family and Christian community the birth of Jesus. The gifts given during Christmas symbolize the gifts given to Jesus by the Three Wise Men. Ask the students: How do you celebrate Christmas? Do they have certain rituals?</p> <p>Read MATTHEW 2:11</p> <p><i>Reflection: What if you were told you could not celebrate Christmas anymore? Describe your thoughts and feelings.</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Call to Family, Community, and Participation</i></p>
<p>Voices of Canada: People, Places, and Possibilities</p> <p>Chapter 6– Cordillera Region: Life by the mountains</p> <p>Teacher resource, p. 249 Student text, pp. 170-171</p>	<p>After reading about the Chinese and the CPR, discuss with the students the treatment the Chinese people and workers received. Topics to mention: unfair working conditions and pay, and “head tax.” Also, talk about society today. Are people still being treated unfairly? What should we do? What can we do? Workers have the right to decent wages and safe working conditions.</p> <p><i>Reflection: Do you think it was right to pay the Chinese railway workers less than the Europeans? Why or why not?</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Dignity of Work and the Rights of Workers Rights and Responsibilities</i></p>

<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 7 – Arctic Region: Life in the North Teacher resource, p. 280 Student text, p. 208</p>	<p>Read the section about pollution in student text, page. 208. This would be a good opportunity to discuss the disadvantages of pollution (i.e. global warming, polluted water system), and the advantages to recycling (i.e. saving natural resources, saves money). Remind students that the world God created has been entrusted to us. Our use of it must be directed by God's plan for creation, not simply for our own benefit. We must do our best to keep it clean for the present and the future.</p> <p><i>Reflection: What does your city do to help recycle? What can your family and/or school do?</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Caring for God's Creation</i></p>
<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 7 – Arctic Region: Life in the North Teacher resource, p. 280 Student text, pp. 210-211</p>	<p>Similar to the precious activity, pollution and the depletion of the ozone is affecting climate change. We, as God's keepers of the earth, must take action to protect the earth for the sake of our future. After reading student text, pages 210-211, lead the students in a discussion and reflection on the Thinking It Through questions.</p> <p>Optional: Watch the movie: An Inconvenient Truth. Former Vice-President of the United States, Al Gore, presents a compelling look at the state of global warming.</p> <p><i>Reflection: What are your thoughts and feelings towards Global Warming?</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Caring for God's Creation</i></p>
<p>Voices of Alberta: People, Places, and Possibilities</p> <p>UNIT 2: Canada, Our Country Teacher resource, p. 293 Student text, p. 220</p> <p>Note: This activity may be used to introduce the unit.</p>	<p>Unit 2 is about how changes have an impact on citizenship and identity, and how economic and political changes have an impact on ways of life of citizens. We all have a unique story! Read with the class student text, page 220, and have students share where their family came from, languages they speak, family traditions and values, and things they like to do.</p> <p>Celebration: Set a date and have students bring in a food item that represent their culture. Invite parents to join and celebrate in Canada being a multi-cultural country. It is important for students to understand that although Canada has diverse cultures, it is our stories, histories, languages, and experiences that make up this great land we live in and call Canada.</p> <p><i>Reflection: How do you think the diversity of Canadians contribute to Canada's identity?</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Life and Dignity of the Human Person</i> <i>Solidarity</i></p>

<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 8 – Building Canada Teacher resource, p. 293 Student text, pp. 222-223</p>	<p>Start an Express of your own. Set a deadline and collect food and/or money to donate to people in need. Another option would be to create a “Kindness Express.” The Kindness Express is like a fieldtrip. Book a bus, have your students bake or purchase treats, visit workers at a set destination (i.e. police station, fire station, airport, yet.) and give out treats to random people or workers, thanking them for their contributions to the city. The Express is a reminder that love, peace, caring, and sharing will continue to help make our cities, provinces, and Canada, a success.</p> <p><i>Reflection: How does it feel to help others? Explain your response.</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Option for the Poor and Vulnerable</i> <i>Solidarity</i></p>
<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 8 – Building Canada Teacher resource, p. 309 Student text, pp. 234-235</p>	<p>During the time of pre-confederation the First Nations people were left out of meetings and discussion about the future of Canada and the coming together of colonies. The First Nations people were treated unfairly. Europeans and settlers depended on the skills and knowledge of the First Nations people, and now were disregarding them. Students need to understand that every person has a right to participate in social, economic, and political life. Discuss student text, pages 234-235, and refer to the teaching resource, page 309, for discussion questions.</p> <p>Examine <i>Thinking It Through</i> (student text, p. 235)</p> <p><i>Reflection: Brainstorm ways to show respect to others.</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Call to Family, Community, and Participation</i></p>
<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 8 – Building Canada Teacher resource, p. 312 Student text, pp. 242-243</p>	<p>As God’s people we have the right to live a decent life – faith and family life. People are more important than things. The building of the CPR improved communication and the economy. However, it changed the lifestyle of the First Nations and the Métis of the Interior Plains by destroying the bison herds on which the Métis depended. Furthermore, the CPR was built without asking the First Nations’ opinion.</p> <p>Explain to students that Jesus’ dream is to gather all people in unity. God is so welcoming. No one is left out, no one excluded. Read the story of the Good Shepherd: JOHN 10:7-18.</p> <p><i>Reflection: What solution would you have come up with to make the building of the CPR a more positive experience for the First Nations people?</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Life and Dignity of the Human Person</i> <i>Rights and Responsibilities</i></p>

<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 9 – Changing Ways of Life Teacher resource, p. 246 Student text, pp. 246-247</p> <p><i>Note:</i> You may read teacher resource pages 323 (WWI), 324 (Canada’s Role), and 325 (The War Effort) for more background knowledge about WWI.</p>	<p>War is a very tragic and dreadful thing - soldiers killing, soldiers dying, families suffering, and land being harmed. As a class, talk about war and why so many soldiers and innocent people die because of the need for power and control over other countries. Killing is wrong and against the word of God. People’s lives are more important than power. We as citizens and God’s children shall strive for a world of peace.</p> <p>Read: -Words Matter (student text, p. 247) -MATTHEW 5:43-48</p> <p><i>Reflection: What are your thoughts and feelings about war? List positives and negatives.</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Life and Dignity of the Human Person</i> <i>Solidarity</i></p>
<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 9 – Changing Ways of Life Teacher resource, p. 321 Student text, p. 248</p>	<p>The way of life for women has changed over the past 100 years. With the students, talk about the change in women’s life before and after WWI (use teacher resource p. 324 for background information).</p> <p>Key Questions: What were ways of life for women before and after WWI? Why were women needed to fill jobs? What type of jobs do women have today?</p> <p><i>Reflection: If you were a caption writer what captions would you write for each picture on page 248?</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Rights and Responsibilities</i></p>
<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 9 – Changing Ways of Life Teacher resource, p. 332 Student text, pp. 252-253</p>	<p>Due to the war, and many men signing up to fight, women were needed in the work force. Some women were hired to work outside the home and took jobs in factories. The working conditions were poor and very dangerous. Work is more than a way to make a living; it is a form of continuing participation in God's act of creation. If the dignity of work is to be protected, then the basic rights of workers must be respected—the right to productive and safe work, to decent and fair wages.</p> <p>Read <i>Voices of Canada</i> (p. 252) and discuss the question in <i>Thinking It Through</i> (p. 253)</p> <p><i>Reflection: Are there still jobs today that women are not allowed to have?</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Dignity of Work and the Rights of Workers</i></p>

<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 9 – Changing Ways of Life Teacher resource, p.336 Student text, p. 257</p> <p><i>Note:</i> The <i>Key Questions</i> in this section may be research by the teacher before the lesson or used as an activity for the whole class to research and share findings.</p>	<p>Like women, children were treated unfairly. Children’s lives were put in danger when working in mines or factories. Read page 257 in the student text and discuss the <i>Thinking It Through</i> questions.</p> <p>Key Questions: What is the minimum age for working in our province? Are there laws governing working conditions for young people?</p> <p><i>Reflection: Would you like to have lived during this period in Canada? Explain your reasons.</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Dignity of Work and the Rights of Workers</i></p>
<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 9 – Changing Ways of Life Teacher resource, pp. 336-340 Student text, pp. 258 -263</p>	<p>God cares for all His people – young or old, male or female, black or white. In His eyes we are all treated equally. We too are the eyes and mouth of God and shall treat one another equally. Read MATTHEW 7:12, and MATTHEW 22:39</p> <p>In the past women did not have much power. The student text pages 258-259 talk about women being deprived of rights. Read them with the class and have students answer both <i>Skill Smart</i> questions in small groups. From page 260-263, talk about the positive changes made towards women and the key women who made this happen.</p> <p><i>Reflection: What types of jobs do women have today? Are there any more women who can be added to “the famous five?”</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Call to Family, Community, and Participation</i> <i>Dignity of Work and the Rights of Workers</i> <i>Life and Dignity of the Human Person</i> <i>Rights and Responsibilities</i></p>

<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 10 – Through Bad Times and Good Teacher resource, p. 350 Student text, pp. 268-271</p>	<p>The Great Depression brought pain and hardship to the people of Canada. In times like this, we need to stick together and help one another. Jesus said, “Love one another, as I have loved you” (JOHN 15:9-17). Ask students if they have ever been sad or depressed about something. No-one likes to feel this way. How would God want us to treat one another in times of despair and misfortune?</p> <p>Look over student text, page 271, and talk about ways to help others in need. Come up with a way to help your community (refer to teacher resource page 350 for help in putting a plan together).</p> <p><i>Reflection: Has someone helped you, or have you helped someone through a hard time? Explain your story.</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Option for the Poor and Vulnerable</i> <i>Solidarity</i></p>
<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 10 – Through Bad Times and Good Student text, p. 277</p>	<p>People without jobs were treated unfairly because most businesses were owned by families from Great Britain and these families were giving jobs to people of British descent. Explain to student it is wrong to choose favourites. God has no favourites. Read GALATIANS 2:6. Include everyone!</p> <p><i>Reflection: Actions speak more than words. What are some ways to show inclusion? List examples and share.</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Call to Family, Community, and Participation</i> <i>Life and Dignity of the Human Person</i> <i>Rights and Responsibilities</i></p>
<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 10 – Through Bad Times and Good Teacher resource, p. 360 Student text, p. 281</p>	<p>Christmas is a time for giving. In remembrance of the Great Depression and all the hardships children and adults suffered, have students create or purchase gifts to give to inner-city schools. Wrap each gift and say it is from ‘Santa Claus’. This can be done as a class or school-wide donation. This is a great time to spread love, peace, and joy over the holiday season.</p> <p><i>Reflection: How does it feel to give? How does it feel to receive?</i></p> <p><u>This supports the Catholic Social Teaching:</u> <i>Option for the Poor and Vulnerable</i></p>

<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 11 – We Are a Country</p> <p>Teacher resource, pp. 374 & 388</p> <p>Student text, pp. 290-291, 298-300</p>	<p>These pages in the student text talk about Canada and some of its symbols, and how the Canadian flag came to be. Have students individually and in groups brainstorm some Christian symbols (e.g., Cross, dove, heart, etc.). After, have the students create and draw their own Flag of Christianity.</p> <p><i>Reflection: Why did you choose this symbol? Explain in detail.</i></p> <p>Note: Symbols may vary and may reflect at least one of the seven Catholic Values.</p> <p><u>This supports the Catholic Social Teaching:</u> <i>Call to Family, Community, and Participation</i> <i>Dignity of Work and the Rights of Workers</i> <i>Life and Dignity of the Human Person</i> <i>Option for the Poor and Vulnerable</i> <i>Rights and Responsibilities</i> <i>Caring for God's Creation</i> <i>Solidarity</i></p>
<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 11 – We Are a Country</p> <p>Teacher resource, pp. 374 & 384</p> <p>Student text, pp. 292-295</p>	<p>Have a Remembrance Day celebration in your class or school. Some suggestions to make your celebration complete:</p> <ul style="list-style-type: none"> *Invite your community priest to talk about peace and remembering. *If possible, invite a war veteran to come and speak about their experience of war. *Prayers – (The Lord’s Prayer, JOHN 14:27, JOHN 15:9-14, PSALM 23:1-6) *Student-made or class-made symbols *Songs (National Anthem, The Last Post – Moment of Silence, I Love This Country, Sing For Peace, Peace For My World) <p><i>Reflection: Write your own prayer for peace, or prayer for remembering.</i></p> <p><u>This supports the Catholic Social Teaching:</u> <i>Life and Dignity of the Human Person</i> <i>Rights and Responsibilities</i> <i>Solidarity</i></p>

<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 11 – We Are a Country Teacher resource, p. 384 Student text, pp. 296-297</p>	<p>It is important for students to know that we too are peacekeepers. We can make a difference. We can help bring peace to one another and the world. Share with the students what Jesus once said: "<i>Blessed are the peacemakers, for they will be called children of God</i>"(MATTHEW 5:9). To bring peace to the world we need to be loving, joyful, patient, kind, generous, faithful, gentle, and have self-control.</p> <p><i>Reflection: How are you going to be a peacemaker in school and outside of school?</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Life and Dignity of the Human Person</i> <i>Solidarity</i></p>
<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 11 – We Are a Country Teacher resource, p. 392 Student text, pp. 304-305</p>	<p>Christianity believes every human person is created in the image and likeness of God. Therefore, each person's life and dignity must be respected, whether that person is an innocent unborn child in a mother's womb, whether that person worked in the World Trade Center or a market in Baghdad, or even whether that person is a convicted criminal on death row. We as Christians believe that every human life is sacred from conception to natural death, that people are more important than things, and that the measure of every institution is whether it protects and respects the life and dignity of the human person. In addition, every person has a fundamental right to life--the right that makes all other rights possible. Each person also has a right to the conditions for living a decent life—faith and family life, food and shelter, education and employment, health care and housing. We also have a duty to secure and respect these rights not only for ourselves, but for others, and to fulfill our responsibilities to our families, to each other, and to the larger society.</p> <p><i>Reflection/Activity: Follow teacher resource, page 392.</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Life and Dignity of the Human Person</i> <i>Rights and Responsibilities</i></p>

<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 12 – Caring for Canada Teacher resource, p. 404 Student text, pp. 312-313</p> <p><i>Note:</i> This chapter fits well with Science, Topic E: Wetland Ecosystems – SLE’s #5, #9, and #10.</p>	<p>Have the students read pages 312 and 313. Can they think of a natural area in their community that could be in danger? Are there any animals at risk of harm? Have them think of the David Grassby story and remind them that anything is possible if you put your mind to it. Fighting for what you believe in is important, especially nature, God’s gift to humankind. David showed his respect for God by taking care of God’s creation. With guidance, as a class continue the chart shown in teacher resource, page 404.</p> <p><i>Reflection: How do Christians preserve their faith?(Some possible answers are: spread the word of God, church, following the commandments, donating, and celebrations – Christmas, Easter)</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Caring for God’s Creation</i></p>
<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 12 – Caring for Canada Teacher resource, p. 413 Student text, pp. 316-317</p>	<p>We must take care of all the natural resources of the earth. Because Canada is so big we forget that some natural resources are limited and we can not take them for granted. God put these resources on earth for us to use but He also put them on earth to share, and to share with future generations. Water is an extremely important resource in which is needed for survival. In Christianity water is a symbol of life, as well as, a means of cleansing, or purification. It was created on the first day (GENESIS 1:2, 6-8). Water brings life (EXODUS 15:23-35). Water heals; John the Baptist used the waters of the Jordan to cleanse people’s sins (MATTHEW 3:1-6). As a class, read the biblical passages, then read student text pages 316-317, and answer the questions specified in the section, <i>Caring About Canada.</i></p> <p><i>Reflection: What are some ways you can save water?</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Caring for God’s Creation</i></p>
<p>Voices of Alberta: People, Places, and Possibilities</p> <p>Chapter 12 – Caring for Canada Teacher resource, p. 421 Student text, pp. 322-323</p>	<p>There are hundreds of organizations in Canada that help protect the environment. Have students research some of the groups and invite one to your school to talk to the students about what they can do to help save the environment.</p> <p><i>Reflection: Which of the four organizations listed on page 323 is your favourite? Why?</i></p> <p><u>This supports the Catholic Social Teachings:</u> <i>Caring for God’s Creation</i></p>