



Alberta Social Studies
Voices in Democracy
Catholic Values Correlation
Grade 6

By Joe Estephan

Grade 6: 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 values. The correlation chart below illustrates how the Grade 6 *Voices in Democracy* Social Studies program supports the vision of Catholic Education. The chart also provides examples of thematic links between the student material, teacher resources, and the Catholic Values statements:

- † ***Life and Dignity of the Human Person***
- † ***Call to Family, Community, and Participation***
- † ***Rights and Responsibilities***
- † ***Option for the Poor and Vulnerable***
- † ***Dignity of Work and the Rights of Workers***
- † ***Solidarity***
- † ***Caring for God's Creation***

Lesson Title – Grade 6

<p><i>Voices in Democracy: Action and Participation</i></p> <p>GETTING STARTED Teacher resource, pp. 49-55 Action Handbook, p. 38 Student text, p. 2-9</p>	<p>Connect the idea of democracy to the story of Moses and how his mission and covenant with God was to set the enslaved Israelites free from Egypt and the Pharaoh. Talk about the difference between a dictatorship and a democracy.</p> <p>*Additional resources: -Movie: <i>Prince of Egypt</i> -Biblical Scripture: Exodus 2-15 -Story of Moses slide show : http://www.topmarks.co.uk/judaism/moses/index.htm -Crafts, puzzles, activities: http://www.dltk-bible.com/exodus/index.htm</p> <p><i>Reflection: How would you feel if you were an Israelite?</i></p> <p><u>This supports the Catholic Social Teaching:</u> †Life and Dignity of the Human Person †Rights and Responsibilities †Solidarity</p>
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<p>Voices in Democracy: Action and Participation</p> <p>CHAPTER 1 – Shaping Society Together Teacher resource, pp. 63-69 Student text, pp. 10-12</p> <p>Take Action – Make a Difference pp. 32-33 Students learn about the importance of different multimedia presentations.</p>	<p>Start off by asking the students: <i>Are there any rules that we, as Catholics, need to follow?</i> (Answer: The 10 Commandments). After a brief discussion about this question, tell students that God created 10 commandments, or “rules” that Christians must follow in order to inherit eternal life. As a class read from the book of Exodus to find out how the commandments came to the people.</p> <p>*List of The 10 Commandments: http://www.biblepicturegallery.com/free/Pics/10_Comm.gif *Biblical Scripture: Exodus 19-20:17</p> <p>Assignment: Have students take pictures representing the 10 Commandments using a digital camera. Create a PowerPoint presentation or a Photo Story.</p> <p><i>Reflection: Why do you think The 10 Commandments are important to Christians all over the world? Are any of The 10 Commandments similar to rules in your society?</i></p> <p><u>This supports the Catholic Social Teaching:</u> †Rights and Responsibilities †Solidarity</p>
<p>Voices in Democracy: Action and Participation</p> <p>CHAPTER 1 – Shaping Society Together Teacher resource, pp. 77-78 Student text, pp. 18-19, 24-25</p> <p>Take Action – Make a Difference pp. 2-8 Read these pages with your students to help identify the cause, purpose, and goal of fundraising.</p>	<p>As a class go over student textbook, p. 18 and talk about the meaning of “contribute”. How can we as Christians and a class contribute to society in order to make our community, city, or world a better place to live? Brainstorm ways to raise money for the sick.</p> <p>*Fundraiser Suggestion: Hold a silent auction at your school with donated or student-made items. Any collected money at the end of the fundraiser can go towards Breast Cancer or Alzheimer’s. Students will learn the benefits of teamwork and the importance of contributing time, effort, and money to a worthy cause.</p> <p>*Biblical scriptures about loving one another: Matthew 7:12 and John 13: 34-35 *Definition of “contribute”: http://dictionary.reference.com/browse/contribute *Donate to the <i>Breast Cancer Society of Canada</i>: http://www.bcsc.ca/ *Donate to the <i>Alzheimer Society of Canada</i>: http://www.alzheimer.ca/</p> <p><i>Reflection: In what way did you contribute to the fundraiser? Has anyone ever helped you? Explain.</i></p> <p><u>This supports the Catholic Social Teaching:</u> †Rights and Responsibilities †Solidarity</p>

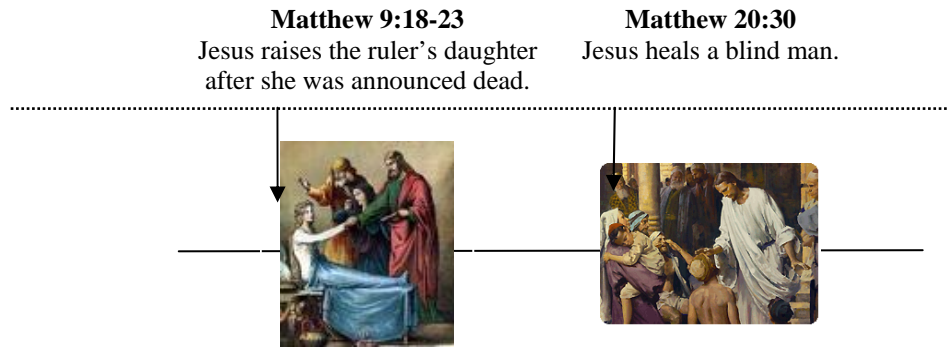
<p>Voices in Democracy: Action and Participation</p> <p>Chapter 2 – Democracy in Action Teacher resource, pp. 90-104 Student text, pp. 28-34</p>	<p>After reading Justine Blainey’s story, talk about the importance of democracy and equality. Students will understand that every human is created in the image and likeness of God. Therefore, each person's life and dignity must be respected, regardless of gender, race, religion, and economic or social status.</p> <p>The Bible teaches the full equality of men and women in Creation and in Redemption. Biblical scriptures to read are: Genesis 1:26-28, 2:23, 5:1-2; 1 Corinthians 11:11-12; Galatians 3:13, 28, and 5:1.</p> <p>Also, the Bible teaches that woman and man were created for full and equal partnership. Furthermore, the forming of woman from man demonstrates the fundamental unity and equality of human beings (Genesis 2:21-24).</p> <p><i>Reflection: How would you feel if you were discriminated against? Do you feel there are any unfair/unequal matters in the world that need to be dealt with? Explain.</i></p> <p><u>This supports the Catholic Social Teaching:</u> †Life and Dignity of the Human Person †Rights and Responsibilities †Solidarity</p>
<p>Voices in Democracy: Action and Participation</p> <p>Chapter 2 – Democracy in Action Teacher resource, pp. 105-106 Student text, pp. 35-37</p> <p>Take Action – Make a Difference p. 7 Have your students look over this page for examples and tips for making posters.</p>	<p>Read pp. 35-36 of the student text to learn about “common good” and how citizens can contribute to the community.</p> <p>As a class, come up with some ways to help your school community. For example, keeping your community clean serves a purpose for everyone – healthier air to breathe, less pollution. Earth Day falls in the month of April but your class/school can contribute to keeping God’s beautiful earth and creation clean and safe by following 10 actions. Visit http://www.earthday.ca/pub/resources/top10.php for viewing of these actions. How can your class or school contribute?</p> <p>The Bible tells the story of God creating the heavens and the earth and of God's loving care in redeeming a fallen people and restoring creation to its immaculate beauty so that it can once again glorify the Creator.</p> <p>Activity/Assignment: Create a poster promoting Earth Day.</p> <p>*Biblical scriptures for taking care of the earth: Genesis 1:28, Psalm 65:9-13</p> <p><i>Reflection: Student text, p. 35, Thinking It Through</i></p> <p><u>This supports the Catholic Social Teaching:</u> †Caring for God's Creation</p>

<p>Voices in Democracy: Action and Participation</p> <p>Chapter 2 – Democracy in Action</p> <p>Teacher resource, p. 112 Student text, pp. 48-49</p>	<p>Explain to your students that people, communities, and churches all need volunteers - people who are willing to serve in certain capacities. Getting a lot accomplished requires many people doing many things. When we contribute our time and effort to something, we are committing to it - it becomes our mission or duty. “For where your treasure is, there your heart will be also” (Matthew 6:21). God wants His Church and its goals to become <i>our</i> Church and <i>our</i> goals. And remember the principle or saying: “You get out of something the amount you put into it.”</p> <p>Make it a class mission to follow in the footsteps of the key people (Ryan and Amy) highlighted in the Student text. Together, choose an organization to volunteer for and make a difference in your community. Some places to consider: homeless shelters, libraries, hospitals, senior citizen centers, animal shelters, and the Salvation Army.</p> <p>*Biblical scriptures on Volunteering: - Matthew 6:21, Isaiah 6:8, Acts 9:6, 1 Chronicles. 29:2-9, Luke 9:57-62</p> <p><i>Reflection: In Matthew 6:21 it says: “For where your treasure is, there your heart will be also. What do you think this means?”</i></p> <p><u>This supports the Catholic Social Teachings:</u> †Life and Dignity of the Human Person †Rights and Responsibilities †Solidarity</p>
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Voices in Democracy: Action and Participation

Chapter 3 – Democracy in Ancient Athens
 Teacher resource, pp. 129-30
 Student text, pp. 56-57

Instead of making a timeline of events, make a “Miracleline” of Jesus’ miracles as written in the Gospel of Matthew. Have students draw a picture depicting each miracle.



*Miracles of Jesus: <http://www.bcbsr.com/survey/jmrcls.html>

Reflection: How does it feel when you do something good for someone else? How does it feel when someone does something good for you?

This supports the Catholic Social Teachings:
 †Option for the Poor and Vulnerable
 †Rights and Responsibilities
 †Solidarity

Voices in Democracy: Action and Participation

Chapter 3 - Democracy in Ancient Athens
 Teacher resource, pp. 129-130

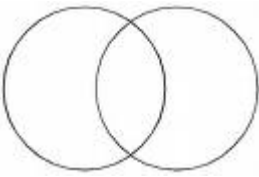
 Student text, pp. 59-60

Have the students read pp. 59-60 in the student text with a focus on epic poetry. After discussing what an epic poem means, have the students research examples of epic poems and create one of their own about Jesus, one of His disciples, Mary, Moses, or Noah, etc.

*Epic poem example: http://en.wikipedia.org/wiki/Epic_poem

Reflection: Who was your focus on in your epic poem? What interesting things or facts did you learn about him or her?

This supports the Catholic Social Teachings:
 †Call to Family, Community, and Participation

<p>Voices in Democracy: Action and Participation</p> <p>Chapter 3 – Democracy in Ancient Athens</p> <p>Teacher resource, p. 138 Student text, p. 69</p>	<p>After reading about the trial of Socrates, have the students fill in a Venn Diagram that displays the similarities and differences between Jesus and Socrates. Click on the Venn Diagram for an editable version:</p>  <p><i>Reflection: Compare the trials of Socrates and Jesus. How are they similar? How are they different?</i></p> <p><u>This supports the Catholic Social Teachings:</u> †Life and Dignity of the Human Person †Rights and Responsibilities †Solidarity</p>
<p>Voices in Democracy: Action and Participation</p> <p>Chapter 4 – The Iroquois Confederacy</p> <p>Teacher resource, p. 150 Student text, pp.76-77</p>	<p>After reading “Coming of the Peacemaker” from the student text, ask the students: “Is Jesus a peacemaker?” Read Matthew 5:3-9 (the beatitudes), and have students in groups describe the heart of a “peacemaker.” Remember the succession of the beatitudes: each one builds on the other. The first three are fundamental conditions for all the rest. Explain why each of these three (vs. 3—5) is essential to becoming a peacemaker.</p> <p>Next, get the students involved in the following activity: Look at Jesus the perfect peacemaker, and learn from Him. What does He show you by His example? Read and assess the given passages - John 13:13-17, John 15:10-17, Luke 23:33-34, and 1 Pet. 2:21-24.</p> <p>*Other peace quotes in the Bible: -John 14:27 -http://www.thebiblespeaks.com/Dos/peace.htm</p> <p><i>Reflection: Why must a peacemaker be merciful? Why must a peacemaker be pure in heart?</i></p> <p><u>This supports the Catholic Social Teachings:</u> †Solidarity</p>

<p>Voices in Democracy: Action and Participation</p> <p>Chapter 4 – The Iroquois Confederacy</p> <p>Teacher resource, pp. 161-162 Student text, pp. 81-83</p>	<p>Have the students create their own symbol for Christianity and explain the pictures they chose and what each symbol means to them. The symbol must contain a minimum of five symbols. Use the Hiawatha Wampum as an example. You can also visit: http://www.fisheaters.com/symbols.html to view Christian symbols.</p> <p>*Note: the symbols do not have to be set side-by-side like the Hiawatha Wampum; encourage students to combine their symbols together. Click on the cross to view exemplar †</p> <p><i>Reflection: Write the meaning of your Christian symbol and share it with others.</i></p> <p><u>This supports the Catholic Social Teachings:</u> †Call to Family, Community, and Participation †Dignity of Work and the Rights of Workers †Life and Dignity of the Human Person †Option for the Poor and Vulnerable †Rights and Responsibilities †Caring for God's Creation †Solidarity</p>
<p>Voices in Democracy: Action and Participation</p> <p>Chapter 5 – How Does Local Government Work?</p> <p>Note: this activity is for student information.</p>	<p>Ask the students: “Was there government in the times of Jesus?” Ask the students if they recall who Pontius Pilate was. Tell them:</p> <p>“Pontius Pilate was the governor of the Roman Judaea province from the year 26 until 36. He is typically best known as the man who presided over the trial of Jesus and ordered his crucifixion. Pilate is written about in all four Gospels. Mark portrays Pilate as being extremely reluctant to execute Jesus, blaming the Jewish hierarchy for his death. In Matthew, Pilate washes his hands clean of Jesus and reluctantly sends Jesus to be crucified. In Luke, Pilate not only agrees that Jesus did not conspire against Rome but King Herod also finds nothing treasonous in Jesus’ actions. In John, Jesus makes no claim to be the Son of Man or the Messiah to Pilate or the Sanhedrin.”</p> <p><i>Reflection: Do you think Pontius Pilate was a strong leader, based on what is written in the Gospels? Explain your reasoning.</i></p> <p><u>This supports the Catholic Social Teachings:</u> †Call to Family, Community, and Participation †Rights and Responsibilities</p>

<p>Voices in Democracy: Action and Participation</p> <p>Chapter 5 – How Does Local Government Work?</p> <p>Teacher resource, p. 199 Student text, pp. 118-119</p>	<p>In this section, focus will be on helping people in less fortunate situations, whether it is people without food or shelter. Read pp. 118-119 in the student text to get ideas on how you and your students can make a difference in the community by helping others in need.</p> <p>The Bible contains more than 300 verses on the poor, social justice, and God's deep concern for both. The Bible on the poor: Luke 4:16-21, Luke 6:20-21, Luke 12:33, Luke 3:11, Luke 14:12-14, Luke 12:44 Matthew 5:42</p> <p>Some great ideas for getting involved are listed on p. 118. Democracy is a great thing, "One of the things that helps democracy work is that some people are willing to take on the responsibility for making their community a more fair and equitable place to live." (p. 118)</p> <p><i>Reflection: Read Luke 16:19-25, and reflect on the meaning/message of this passage.</i></p> <p><u>This supports the Catholic Social Teachings:</u> †Option for the Poor and Vulnerable †Rights and Responsibilities †Solidarity</p>
<p>Voices in Democracy: Action and Participation</p> <p>Chapter 6 – How Provincial Government Works</p> <p>Teacher resource, p. 221 Student text, p. 132</p>	<p>Tell the students that Jesus Christ has formed many ways for us to receive healing. He has performed many healing miracles in the Bible and encourages us to pray and have faith – through prayer and faith we can all be healed from sickness and sin.</p> <p>Use the following Web link to read and share: The Healing Miracles of Jesus Christ in the Bible - http://www.healingscripture.com/HealingRecord.shtml</p> <p><i>Reflection: Have the students form groups and act-out their favourite miracle story. Use props and costumes.</i></p> <p><u>This supports the Catholic Social Teachings:</u> †Life and Dignity of the Human Person †Option for the Poor and Vulnerable †Rights and Responsibilities †Solidarity</p>

<p>Voices in Democracy: Action and Participation</p> <p>Chapter 6 – How Provincial Government Works</p> <p>Teacher resource, pp. 232-233 Student text, p. 147</p>	<p>As Catholics, we all have responsibilities. Such as, to have dignity and respect, to be honest, to be loyal, to be fair, to help others, to grow in faith personally and communally (being disciples of Christ), and to care for God’s creations.</p> <p>As a class, come up with a Classroom Creed which focuses on how your class will become or how you can become better Christians and followers of Jesus Christ.</p> <p>*Creed sentence starters: -We will... -Our goal is... -We have the responsibility to... -Our responsibility is to...</p> <p><i>Reflection: Focus on one of the responsibilities in your classroom creed and fulfill it today.</i></p> <p><u>This supports the Catholic Social Teachings:</u> †Call to Family, Community, and Participation †Dignity of Work and the Rights of Workers †Life and Dignity of the Human Person †Option for the Poor and Vulnerable †Rights and Responsibilities †Caring for God's Creation †Solidarity</p>
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<p>Voices in Democracy: Action and Participation</p> <p>Chapter 6 – How Provincial Government Works Teacher resource, p.234 Student text, p. 149</p> <p>Take Action – Make a Difference pp. 42-43 Students learn that brochures are one way to share information. Also, students gain effective tips for creating and organizing their brochure.</p>	<p>All animals (land, air, water) are beautiful creations of God.</p> <p>Have the students read p. 149 in their textbook and lead them into a discussion based on ways to protect animals from moving vehicles. As a result of heavy traffic passing through Highway 3 in the Rocky Mountains many large animals are being hit by cars and trucks.</p> <p>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. Students can create brochures which inform Canadians about travel safety and animal protection when visiting the Rocky Mountains.</p> <p>*Canada Safety Council This Web link gives information about wildlife road watch, as well as provincial statistics on collisions with wildlife across Canada. http://www.safety-council.org/info/traffic/roadkill.html</p> <p><i>Reflection: What is your opinion about wildlife safety? Is it worth time and money to save animals?</i></p> <p><u>This supports the Catholic Social Teachings:</u> †Caring for God's Creation</p>
<p>Voices in Democracy: Action and Participation</p> <p>Chapter 7 – Making a Just and Fair Canada Teacher resource, p. 245 Student text, pp. 154-155</p>	<p>Ask your students what the word “just” means. See http://dictionary.reference.com/browse/just for a definition. After reading the story about Asmahan Mansour on p. 154 of the Student text, pose the question: Was the action towards Asmahan just?</p> <p>God created man and woman (Adam and Eve) in equality. God is just! They were formed and shaped as equals in God's image. God said, "Let us make man in our image, in our likeness" (Genesis 1:26). The word used for man is used of the species i.e. mankind. Also, the man and woman were given equal authority over creation, "...and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground" (Genesis 1:26). Notice God did not say, "Let Adam rule," He said, "Let <u>them</u> rule." Furthermore, Adam and Eve shared equally in the stewardship of the earth. "God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it (Genesis 1:22). This was a complete and equal partnership.</p> <p><i>Reflection: Use the questions on p. 154 to reflect on the story and God's vision for a just and equal world.</i></p> <p><u>This supports the Catholic Social Teachings:</u> †Life and Dignity of the Human Person †Solidarity</p>

**Voices in
Democracy:
Action and
Participation**

**Chapter 7–
Making a Just
and Fair Canada**

Teacher resource,
p. 245
Student text,
pp. 154-155

**Take Action –
Make a
Difference**

p. 19
Students learn about
effective speech
writing.

Fairness is a condition of living in God's kingdom. It's in the Bible, Isaiah 33:15 - "I will tell you who can live here: All who are honest and fair, who reject making profit by fraud, who hold back their hands from taking bribes, who refuse to listen to those who plot murder, who shut their eyes to all enticement to do wrong."

As Christians, it is our call to love all mankind regardless of one's gender, race, religion, and economic or social status. Known as, *The Golden Rule* (Luke 6:31) - "Do unto others as you would have them do unto you," is about a balanced fairness and treating your fellow neighbour with love and respect; the same love and respect you would expect from your neighbour.

Read the story of the Good Samaritan found in the Gospel of Luke, chapter 10:25–37. Click on the picture to read the parable online.



Reflection: After reading the parable of the Good Samaritan, what message do you think Jesus is trying to convey in this story? Write a speech that promotes equality and fairness among people.

This supports the Catholic Social Teachings:

- †Call to Family, Community, and Participation
- †Life and Dignity of the Human Person
- †Rights and Responsibilities
- †Solidarity

<p>Voices in Democracy: Action and Participation</p> <p>Chapter 7 – Arctic Region: Life in the North Teacher resource, pp. 255-256 Student text, pp. 156-159</p>	<p>Christians have values too. Christian values are found in the teachings of Jesus Christ. Some biblical teachings of Christ are:</p> <ol style="list-style-type: none"> 1) Worship of God – “Love your God with all your heart...” 2) Forgiveness of Sins – “Forgive us our trespasses...” 3) Unconditional Love – “Love your enemies...” 4) Rejection of Violence – “...turn the other cheek.” <p>Christian values were summed up by Christ in Matthew 22:37-39, “Thou shall love the Lord thy God with all thy heart, and with all thy soul, and with all thy might. This is the first and great commandment. And the second is like unto it, Thou shall love thy neighbour as thyself.”</p> <p><i>Reflection: On a piece of paper (divided into 6 equal squares) draw four things that you value.</i></p> <p><u>This supports the Catholic Social Teachings:</u></p> <ul style="list-style-type: none"> †Call to Family, Community, and Participation †Caring for God's Creation †Rights and Responsibilities †Solidarity
<p>Voices in Democracy: Action and Participation</p> <p>Chapter 8 – Voices For Change Teacher resource, pp. 283, 310 Student text, pp. 186-187, 191, and 210-211</p> <p>Take Action – Make a Difference pp. 11, 20-21 Students learn about the power and importance of research and letter writing.</p>	<p>Have the students read pp. 186-187. Can they think of a natural region in their province that is under threat? Which animals are at risk of harm? Have them think of the <i>Great Bear Rainforest Agreement</i> to remind them that anything is possible if you put your mind to it. Believing in what you feel is important, especially nature, God's gift to humankind.</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. This may lead students to want to write letters to the government about saving animals in their community.</p> <p><i>Reflection: How can people prevent animals from being harmed and/or losing their homes?</i></p> <p><u>This supports the Catholic Social Teachings:</u></p> <ul style="list-style-type: none"> †Caring for God's Creation

<p>Voices in Democracy: Action and Participation</p> <p>Chapter 8 – Voices For Change Teacher resource, p. 294 Student text, pp. 188-189</p> <p>Note: this activity is for student information.</p>	<p>Discuss the meaning of “accountability” written about on p. 188 in the student text. Ask the students if they have ever been accountable for something.</p> <p>After, ask the students: <i>Does God hold us accountable for our actions?</i> (Answer: Yes. The Bible says that God holds us accountable. Romans 14:12 says, “So then each of us shall give account of himself to God.” This refers to personal accountability.)</p> <p>Christians are also accountable to one another. In 1 Corinthians chapter 12, we read that Christians are all part of the same body - the body of Christ - and each associate or member needs or belongs to the other. This passage advocates the significance of strong accountability between believers. It is important for every believer to have at least one other person in whom to confide, pray with, listen to, and encourage.</p> <p>Galatians 6:1-2 presents a helpful principle, "Brothers, if someone is caught in a sin, you who are spiritual should restore him gently, but watch yourself, or you also may be tempted. Carry each other's burdens, and in this way you will fulfill the law of Christ." If your friend has done something opposing to the Bible, you are called to help him/her gently and kindly, forgive him/her.</p> <p>Another piece of Christian accountability is encouraging each other to grow in spirit and faith. Hebrews 10:24 says, "And let us consider how we may spur one another on toward love and good deeds." Furthermore, 1 Thessalonians 5:11 says to, "...encourage one another and build each other up..."</p> <p><i>Reflection: Are you accountable? Do you have a friend to whom you can go? Are you the type of person that people can come to when they need accountability?</i></p> <p><u>This supports the Catholic Social Teachings:</u> †Rights and Responsibilities †Solidarity</p>
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<p>Voices in Democracy: Action and Participation</p> <p>Chapter 8 – Building Canada Teacher resource, pp. 295-296 Student text, pp. 194-195</p> <p>Take Action – Make a Difference pp. 8-9 Choosing an organization to support can be difficult. Read over these pages with your class to help your students conduct a survey on the most preferred organization to raise money for.</p> <p>Take Action – Make a Difference p. 14 Here students learn about researching a global concern.</p>	<p>Bible Verses on Creation Care: http://www.earthcareonline.org/bibleverses.html</p> <p>Have students view this Web site and choose biblical passages from it which depict to them most how we should care for the earth. Next, have students share their quotes in groups while discussing the reason(s) for choosing the passage and its connection to caring for God’s creations.</p> <p>Assignment: Students are to research and find other places around the world with particular regions in danger.</p> <p>Fundraiser: Have a school fundraiser for an organization that works on global concerns.</p> <p><i>Reflection: What is your perspective on saving the rainforest along B.C.’s Central and North Coast?</i></p> <p><u>This supports the Catholic Social Teachings:</u> †Caring for God's Creation</p>
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