

Justice & Peace: Our Faith in Action Teacher Manual Update

CORRECTIONS TO VOCABULARY

CHAPTER 1 GOD'S LOVE

Add virtue to Key Words list in chapter overview (page 2) & Key Words definitions (page 24).
virtue—A habit and firm disposition that helps us choose to do what is good.

CHAPTER 2 THE CHURCH

Remove **magisterium** from Key Words definitions (page 54).

CHAPTER 3 A JUST WORLD

Add magisterium to Key Words list in chapter overview (page 64) & Key Words definitions (page 90).
magisterium—The living, teaching office of the Church by which it gives authentic interpretation of the word of God. (CCC, Glossary)

CORRECTIONS TO ASSESSMENTS

CHAPTER 1 GOD'S LOVE

TM page 30

The correct answer for #11 is C. hope.

11. The nature of God as one who loves and brings liberation to the oppressed is a source of great
- A. charity
 - B. love
 - C. ~~faith~~ hope
 - D. despair

CHAPTER 2 THE CHURCH

TM page 56

Identification

Remove #10

10. magisterium

ADDITIONS TO LESSON PLAN STRATEGIES

CHAPTER 1 GOD'S LOVE

TM page 10, referencing SE page 12

GROUP TALK

- 1 Justice means giving everyone what he or she is due. In light of this definitions, discuss the following: What makes Christian justice unique? *As Christians our understanding of justice means giving God what is his due and our neighbors what is theirs. Justice is a cardinal virtue; it guides us to give others what we would expect from them.*

- 2 What are some aspects of U.S. society that indicate a lack of respect for the dignity and equality of all people? *Answers will vary.*
- 3 What are the most serious sins today? What are some of the far reaching results of these sins? Do they result in injustices? *Answers will vary.*

A Commitment Required

TM page 19, referencing SE pages 30 – 31

Have students read silently the first three paragraphs.

God's reign and the Kingdom of Heaven

Ask students to read silently the text.

Make these points in summarizing the reading:

- Although Jesus invites every person to conversion, we must answer the call and respond by making a commitment to transform our lives and change our ways.
- Social conversion stems from the personal conversion that we make. When God rules in our lives, our priorities shift, our sorrow for sin increases, our treatment of others changes, and our involvement in the people and situations around us does as well.
- God's reign here and hereafter are intimately intertwined. The present is the time for the Holy Spirit and for our witness, for our struggle against evil, and the for kind of faithful work that helps to foster justice, love, and peace in the world.
- The Eucharist unites us as the Body of Christ, commits us to serve those who are poor and in need, and strengthens us to do the good that promotes justice.

CHAPTER 2 THE CHURCH

TM page 42, referencing SE page 47

GROUP TALK

- 1 What fundamental principles should guide all exercise of public authority within a society? *Answers may include justice, freedom, peace, moral order, and virtue.*

CHAPTER 5 A CONSISTENT ETHIC OF LIFE

TM page 137, referencing SE page 132

GLOBAL PERSPECTIVE

Worldwide Aging Ask what are the advantages and disadvantages of having an increased number of elderly in society. Which of those are applicable to the U.S., and what are the unique effects of an aging population in the U.S.?

TM page 140, referencing SE page 137

FAITH ACTIVITY **Stereotypes of Aging** Direct students to create a poster that challenges aging stereotypes using specific examples of people they know or public figures. When students are finished, call on volunteers to share one or more of the people they have chosen and their reason for choosing that person(s).

TM page 143, referencing SE page 140

FAITH ACTIVITY **Serving the Needs of Others** Ask students to share their answers with the class.

TM page 152, referencing SE page 152

FAITH ACTIVITY **Image of a Prisoner** Have students work in small groups. Direct them to discuss the image of prisoners in popular films and whether or not filmmakers are portraying them realistically. Allow time for discussion. Have groups present their findings to the class.

CHAPTER 6 POVERTY IN THE UNITED STATES

TM page 182, referencing SE page 180

GLOBAL
PERSPECTIVE

Have and Have-nots Ask students how they think people living in other countries view wealth in the U.S.? How do lower wage earners view top wage earners within the U.S.? Compare and contrast both perspectives.

CHAPTER 7 GLOBAL POVERTY

TM page 220, referencing SE page 215

FAITH ACTIVITY **Why Help** Have students share their answers with the class.

CHAPTER 8 RACE

TM page 251, referencing SE page 236

FAITH ACTIVITY **Family & Genealogy** This exercise could be used as a homework assignment and the responses can be shared in class to prompt a discussion about ethnicity, race, and how we are all equal in dignity.

TM page 253, referencing SE page 239

FAITH ACTIVITY

Group Power Assist students in forming their debate teams by grouping them together based on their points of view. Have one person from each group write their main points on the board or on chart paper.

TM page 256, referencing SE page 244

FAITH ACTIVITY

Increased Violence Have students research recent conflicts around the world that have ended in violence. Have them report on whether there were incidents of injustice or violence that led to the eruption of more violence.

Fighting Prejudice

TM page 257, referencing SE page 245

Instruct students to read *Fighting Prejudice*, the story of Sister Thea Bowman and her fight to end hatred, prejudice, and racism.

CHAPTER 9 CREATED IN GOD'S IMAGE

TM page 290, referencing SE page 270

FAITH ACTIVITY

Christian Attitudes Have students work in small groups to complete this activity. Then, have a reporter from each group share their answers. Discuss as needed; be sure to challenge any inaccuracies.

TM page 294, referencing SE page 275

GROUP TALK

- 8** Jesus gave his life to remind us that God loves us and that we are to love ourselves. Do you think this Christian message would be harder to realize if you were a homosexual? Are there obstacles to experiencing God's love faced by homosexuals that heterosexuals typically don't face? *Answers will vary.*

CHAPTER 10 EARTH JUSTICE

TM page 317, referencing SE page 215

FAITH ACTIVITY

War and the Environment Discuss as a group the environmental effects of war. Ask students to think of specific examples to share with the class.

Pope John Paul II and the Natural Order

TM page 320, referencing SE page 297

Have students read Pope John Paul II and the Natural Order. Discuss how the misuse of nature violates the dignity of creation and the possible effects of this misuse on future generations.

CHAPTER 11 THE CHALLENGE OF PEACE

TM page 401

FAITH ACTIVITY

Conflict Resolution Direct students to choose different approaches and answer the questions. When they are finished, invite volunteers to share their approach and answers to the questions. This could prompt a discussion between students using the same approach.

CHAPTER 12 PEACEMAKING

TM page 343, referencing SE page 311

Key Words

breakdown in community—A lack of a stable family life, regular schooling, and support services from other adults.

deterrence—The discouraging use of weapons for fear of retaliation in kind.

institutional violence—Violence that results from injustices within a society.

nationalism—A love of country regardless of its actions, and refusing to recognize or try to change its flaws; placing one's own country above the needs of the rest of the world; a "my country right or wrong" attitude.

patriotism—A love of country that admits its shortcomings and tries to right them.

psychological violence—Harming someone through nonphysical means.

respect—Appreciation and value of persons as they are.

terrorism—The use of violence to achieve political ends perpetrated by a group lacking legal status.