Catholic schools perpetuate Catholic values and ensure that they exist in all facets of school life. Catholic educators engender a pervasive spirituality in all aspects of the child’s academic, social, emotional, and physical growth.

Catholic schools have stressed community involvement as an important means for students to put beliefs into practice.

The notion of virtue is deeply rooted in Catholic Christian tradition. It is in a community of caring, committed partners that we find the space and time to become our best selves. It is important to remember that virtue is increased by two things: practice and prayer.

By praying, we receive the grace of God to continue to concentrate on finding ways to follow Jesus’ example in all that we say and do.

A virtue is a habit or established capacity to perform good actions according to a moral standard. In other words, a virtue is a habit that shows people and God that I am a good person.

“What kindness can only be seen through actions. It’s not enough to say I will be kind or I am kind. We must show that we are kind by our words and our actions.”
The virtue of Love Prayer Service

Opening Prayer

Dear God,
You have done such a marvelous job of creating us and the world around us.
You have placed this creation, including all people we meet, in our care.

We come to you now asking for the grace and strength to love.

We want to love like Jesus loved – without holding back; without wondering what’s in it for me; so that everyone around us will know what your love looks like.

May we find the courage to forget ourselves on purpose for the good of your people. We ask this in Jesus’ name, our brother, who lived to show us your way.

R. ~ Amen

Reading
A reading from the Gospel according to Mark (Mark 12:28–34)

One of the scribes came near and heard them disputing with one another, and seeing that he answered them well, he asked him, “Which commandment is the first of all?” Jesus answered, “The first is, ‘Hear, O Israel; the Lord our God, the Lord is one; you shall love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength.’

The second is this, ‘You shall love your neighbour as yourself.’ There is no other commandment greater than these.”

Then the scribe said to him, “You are right, Teacher; you have truly said that ‘he is one, and besides him there is no other’; and ‘to love him with all your heart, and with all the understanding, and with all the strength,’ and ‘to love one’s neighbour as oneself,’ – this is much more important than all whole burnt offerings and sacrifices.”

When Jesus saw that he answered wisely, he said to him, “You are not far from the kingdom of God.” After that no one dared to ask him any question. The Word of the Lord.

R. ~ Thanks be to God
Prayer Service (cont.)

On Reflection...
What would happen if I chose to give away something I own to make someone else happy?

Prayers of the Faithful
R. ~ Lord, have mercy

~ For a community of people who can see the light of Christ in one another.
~ For a renewal of our desire to show love to everyone around us.
~ For an attitude of love without reservation - putting others first on purpose.
~ For those who struggle to show love.
~ For all who have trouble seeing the value of showing love.

Our Father...

God, you gave us the virtue of love.
As people who trust in the promises of salvation made through your son, Jesus, we pray,
Our Father....
R. ~ Amen
Title: Jeremiah Learns to Read
Author: Jo Ellen Bogart
Grade: 2 (adaptable from Grade 1 to 6)

Book Description
“You're never too old to learn!”

Jeremiah can build a split-rail fence, cook buttermilk pancakes and grow juicy cobs of corn. Yet, he doesn’t know how to read. His wife encourages him to follow his dreams and go to school. As he studies with the teacher and children, he shows them how to make applesauce and chirp like a chickadee. Soon Jeremiah is reading books, writing stories, and inspiring his wife to read, too.

Character Development
Inspiration, Courage, Perseverance, Compassion, Generosity. Virtue, Love, Empathy

Ontario Curriculum Expectations

Oral Communication
- identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts;
- extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them;

Reading
- use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them;
- express personal thoughts and feelings about what has been read (e.g., “How might you express your feelings about what happened to this character?”);
- identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts (e.g., descriptive adjectives help the reader visualize a setting; alliteration helps make ideas or characters stand out: red, red robin).

Writing
- identify the topic, purpose, audience, and form for writing (e.g., a fairy tale to entertain another class; the procedure for fire drills to inform the class; a poster to promote a favourite book or movie);
- establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience (e.g., words that convey admiration for a character: a cool person).

Board Theme
This Read-Aloud can be used to further develop our Board Theme “You Are the Light of the World” in classrooms. This book focuses on the selflessness and generosity that Jeremiah was shown as he was struggling to learn to read. In the end he was able to share his new-found gift with his wife. Jeremiah was a Light of the World, how might students be Lights for others?

Before Reading
- Instructional strategy: Elbow Partners
Introduce the book and have students discuss who Jeremiah is based on the cover illustration. Lead students in a discussion to activate prior knowledge for learning to read. The teacher will include a question inviting students to explain and give reasons to their elbow partners why an adult would not know how to read.
During Reading

- **Instructional Strategy:** Think Aloud
  - Read up to page 7, stop and summarize all of the things that Jeremiah could do but he doesn’t know how to read. On page 8, Jeremiah expresses a desire to learn to read, share with students thoughts about why he would want to learn after all this time.
  - On page 12, Jeremiah is still looking for a solution to his problem when he suddenly starts to smile. Invite students to predict possible solutions to his problem. Why does he smile after he thought, and thought?
  - Read the rest of the story without interruption.

After Reading

- Discuss Jeremiah’s character traits (i.e., he displayed courage, perseverance, and was an inspiration for those around him).
- Invite students to share their thoughts about how Jeremiah was feeling at the beginning of the story and how those feelings changed by the end. Students may share their thoughts with partners or in small groups.

Have students discuss how the quote “You’re never too old to learn!” What does this mean? Do you agree?

Independent Writing

- There are many opportunities to write about their reactions to this story.
- In this story three generations learn from each other (Jeremiah, Mrs. Trumble, and the children). What did they teach others about kindness and generosity?
- Students may write a letter to Jeremiah congratulating him on his achievement in their reading response journals.
- Students may infer how Jeremiah will help his wife learn to read.
- What evidence do we have that she would like to learn?
- Students may write about the things that he was able to teach his friends. How can you help your friends learn something new?

Possible Follow Up Lessons

Vocabulary Development

- The teacher will revisit the story and have students record unfamiliar or interesting words for further study (e.g., buttermilk, sap, sheepdog, biscuits, tree shaded, schoolhouse, whistle).
- Students may also concentrate on the lyrical text and create sentences of their own (e.g., crashing waves at the seashore, soft petals, sweet smell of roses, swiftly running deer).

Text-to-Text Connections

- **The Wednesday Surprise** by Eve Bunting
  A young girl teaches her grandmother to read as a birthday gift for her father.
- **Thank You, Mr. Falker** by Patricia Polacco
  This story celebrates caring teachers who help a girl learn to read long after she left Grade 1.

Prayer Center Activities:

- Display book on prayer table
- Have students brainstorm their own unique gifts. Discuss that we have a responsibility to share the gifts God has given us with others.
- Student writing displayed on the Student Portfolio wall may demonstrate the importance of generational links such as caring, compassion, and generosity.

Possible Opportunities for Assessment

- The teacher may assess student achievement based on the expectations (1.1, 2.2) through the analysis of journal responses with the assistance of a rubric or achievement chart developed for this purpose. Next steps can be suggested to improve student achievement in these areas.
- The Teacher may record anecdotal notes, use a checklist or analyze work samples to determine the level of student comprehension in these activities

“A person of conscience allows prayer and scripture to influence him/her.”
READ ALOUD PLANNING SHEET

**Title:** The Name Jar  
**Author:** Yangsook Choi  
**Grade:** 3 (adaptable from Grade 1 – 6)

**Book Description**  
The new kid in school needs a new name! Or does she?

Being the new kid in school is hard enough, but what if nobody can pronounce your name? Having just moved from Korea, Unhei is anxious for American kids to like her. So instead of introducing herself on the first day of school, she tells the class that she will choose a name by the following week. Her new classmates are fascinated by this no-name girl and decide to help out by filling a glass jar with names for her to pick from. But while Unhei practices being a Suzy, Laura, or Amanda, one of her classmates comes to her neighborhood and discovers her real name and its special meaning. On the day of her name choosing, the name jar has mysteriously disappeared. Encouraged by her new friends, Unhei chooses her own Korean name and helps everyone pronounce it—Yoon-Hey.

**Character Development**
Citizenship, Courage, Friendship, Virtue  
Kindness, Empathy, Respect

**Ontario Curriculum Expectations**  

**Oral Communication**
- extend understanding of oral texts by connecting the ideas in them to their knowledge, experience, and insights to other texts, including print and visual tests; and to the world around them;  
- identify the point of view in presented in oral texts and ask questions about possible bias.

**Reading**
- extend understanding of texts by connecting the ideas in them to their own knowledge, experiences and insights, to other familiar texts, and to the world around them;  
- express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.

**Writing**
- identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate.

**Board Theme**
This Read-Aloud can easily be tied to our theme “The Light of the World.” When discussing the uniqueness and the gifts of every single person, discuss how we are called to be the “Light of the World.” You can also tie this to the passage from Roman 12: 6-8 that speaks of the responsibility to share our gifts.

**Before Reading**
Introduce the book. Activate prior knowledge by discussing our names and their importance. Question to see if students know who chose their name and if they know the meaning of it. Have a book of names with you, and read out the meaning of your name to the class. Why are names important? Do you like your name and why or why not? Also discuss how one would feel starting in a new school? Moving to a new country?

- **Instructional Strategy** – Think Pair, Share
Discuss that they will have to list the feelings one would have starting a new school or moving to a new town or country? The students will write ways to help people feel welcomed on post-it notes.
**During Reading**
- **Instructional Strategy – Read Pause Make predictions**
Read the first two pages and have students predict and infer why Unhei’s family is leaving Korea. Have students discuss this with their elbow partners and then share to the larger group.

**After Reading**
- **Instructional Strategy – Problem Posing & Independent Writing**
After reading the book discuss how this book was an example of fiction or non-fiction? Why?
Large group discussion – How do you think Unhei was feeling when students were giving examples as to why she did not want to share her name?
How is Unhei’s situation similar to an event in your life? Use information from the text and your own ideas to support your answer.
Writing Activity – Students will answer the following question - What makes you different, unique and special?

**Possible Follow up Lessons**
Discuss the theme of friendship. Who in the story is a good friend? What proof can you find from the text. Have students share who is a good friend to them and share the reasons why they are a good friend. You can make a two column chart. In the first column the students would write who they think is a good friend while the second column would include why they are such a good friend (the proof). This may be a good activity to do this as a whole group to ensure that every child is chosen. This activity can also be completed as a graffiti activity where students write why they think their classmate is a good friend.

Read the story Chrysanthemum by Kevin Henkes and complete a Venn Diagram comparing it to the Name Jar. Read A bad Case of the Stripes by David Shannon and discuss the similarities and differences between all three texts. If they could choose any name in the world what name would they choose and why? Have them research the meaning of the name and see if they still wish to have that name. You can also have the students choose a name based on its meaning.

**Prayer Center Activities**
- Display the students writing on the Student Portfolio wall.
- Create adjective webs around their names. The adjectives must describe their uniqueness.
- Display the name of the students and their meaning.
- Create a welcoming prayer to use to welcome new students.
- Create a welcome mat to display outside their door.
- Create a poster for why uniqueness is important?

**Possible Assessments**
During this lesson many opportunities will be provided for students to demonstrate their understandings. The teacher observes the students’ abilities to make predictions and provide supporting details and to make inferences. The teacher notes how the students reflect on information provided in the text. The teacher observes how the student reacts to the strategy explicitly modeled and whether or not the student is able to determine other perspectives. The teacher can keep anecdotal records during the discussions.

Using the written work of the students, the teacher can see which student needs more support in expressing and supporting their point of view.

“God has given us the ability to choose. We are able to control how we react to what happens around us.”
**Title:** Arc-en-Ciel: le plus beau poisson des océans  
**Author:** Marcus Pfister  
**Grade:** 1 (adaptable from Grade 1 to 6)

**Book Description**
Rainbow Fish is the most beautiful fish in the ocean.

Arc-en-ciel est le plus beau poisson de tous les océans. Ses écailles brillent et scintillent de toutes les couleurs de l’arc-en-ciel. Mais il est si fier et si vaniteux qu’il en est aussi très seul. Un jour, il offre à un petit poisson une de ses belles écailles. Ensuite, il en offre une autre, et beaucoup d’autres, et enfin il découvre qu’il n’y a de vrai bonheur que dans le partage.

**Character Development**
Acceptance, Generosity  
Virtue, Love, Kindness

**Ontario Curriculum Expectations**

**Oral Communication**
- identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts;  
- extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them;

**Reading**
- extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them;  
- express personal thoughts and feelings about what has been read (e.g., Comment pourrais-tu utiliser tes talents spéciaux pour aider les autres? “How might you use your special talents to help others?”)

**Differentiated Instruction**

*How can I ensure that I am meeting the needs of all my students?*
- Form pairs based on individual needs, strengths and interests.  
- Support students with task completion as required.  
- Offer choices about types of responses to reading.  
- Provide additional teacher – support as appropriate.  
- Provide additional assessment feedback to students who need it.

**Assessment**

*How will I know when my students are successful?*
- Assessment before, during and after teaching using a variety of strategies and tools (conferences, reading observational checklists, self-assessment checklists, running records). Throughout the series of lessons, students will be given feedback to help them improve. The information gained from the assessments will provide direction for future instruction.

**Board Theme**
This Read-Aloud can be used to further develop our Board Theme “You are the Light of the World” in classrooms. This book focuses on the selflessness and generosity when Arc-en-Ciel learns the important lesson that happiness is found in giving. In the end he was able to share his scales with the other fish in ocean. Arc-en-Ciel was a Light of the World, how might the students use their special talents to be “Lights” for others?
**BEFORE READING**
- **Instructional strategy**: Knee to knee, eye to eye
  Invite students to think of a special talent or trait that they have and share with their partner.
  Introduce the book “Arc-en-Ciel”.

**DURING READING**
- **Instructional Strategy**: Think Aloud
  Read up to page , stop and discuss Arc-en-ciel’s special trait. Read until the point that Arc-en-Ciel decides to share his beauty with others.
  Read the rest of the story without interruption.

**AFTER READING**
Discuss Arc-en-ciel’s character traits (i.e., he was selfish and then generous).
Invite students to share their thoughts about how Arc-en-ciel was feeling at the beginning of the story and how those feelings changed by the end. Students may share their thoughts with partners or in small groups.

**READING RESPONSE**
There are many opportunities to write about their reactions to this story.
- In this story Arc-en-Ciel learns an important lesson that giving is more important than receiving (donner c’est plus important que de recevoir).
- Students may write about how they use their special talents to help others (J’utilise mes talents pour…).

**TEXT-TO-TEXT CONNECTIONS**
The Giving Tree by Shel Silverstein

**PRAYER CENTER ACTIVITIES**
Student writing may be displayed in the centre as to how they use their special talents to be a Light to the World.

“God has given us many guidelines and examples of how to live our lives. He sent his Son Jesus to make sure that we could see what life could be like.”
**Title:** The Three Questions  
**Author:** Jon J. Muth  
**Grade:** 6 (adaptable from Grade 5-8)

**Book Description**
Nikolai is a boy who believes that if he can find the answers to his three questions, he will always know how to be a good person. His friends, a heron, a monkey, and a dog try to help, but to no avail, so he asks Leo, the wise old turtle. "When is the best time to do things? Who is the most important one? What is the right thing to do?" Leo doesn't answer directly, but by the end of Nikolai's visit, the boy has discovered the answers himself.

**Character Development**
Citizenship, Perseverance  
Virtue, Kindness

**Ontario Curriculum Expectations**

**Oral Communication**
- demonstrate an understanding of appropriate listening behaviours by adapting active listening strategies to suit a variety of situations, including work in groups;
- extend understanding of oral texts by connecting the ideas in them to their knowledge, experience, and insights to other texts, including print and visual texts; and to the world around them;
- identify the point of view presented in oral texts, determine whether they agree with the point of view, and suggest other possible perspectives.

**Reading**
- extend understanding of texts by connecting the ideas in them to their own knowledge, experiences and insights, to other familiar texts, and to the world around them;
- make judgments and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views;
- identify the point of view presented in texts, determine whether they can agree with the view, in whole or in part, and suggest some other possible perspectives.

**Writing**
- identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate.

**Board Theme**
This Read-Aloud can easily be tied to our theme “The Light of the World.”

**Before Reading**
Introduce the book. Write the three questions on the board. Have a discussion around each question. What do they mean?  
Create a Parking Lot. Students will generate an anonymous list of their big questions in life. Briefly read them aloud.
**During Reading**

- **Instructional Strategy – Think Pair Share & Say Something**
  Stop reading after the boy has heard the answers from his friends but decides to move on. Ask the students if the answers given made sense. Why do you think they gave those particular answers? (*They responded using their own schema*).

  Students are to select one of the three questions and think about it. Then they will share with a partner what they think the answer is. Large group share of the three questions (Think Pair Share).

  Stop reading after the turtle has informed Nikolai that he has found the answer to his questions. Ask students if Nikolai has really found his answer and if so, what are the answers to his questions? (Say Something).

**After Reading**

- **Instructional Strategy – Problem Posing & Independent Writing**
  Large group discussion – Why do you think you are here? Explain your thinking. Go back to the page where Nikolai decides to go ask the old turtle even though his friends have provided him with answers. Link this to Peer Pressure; we sometimes feel that we have to accept what our friends tell us instead of seeking further understanding and clarification.

  After reading the book – Writing task - Ask the Question “Do you agree with the old turtle’s answers to Nikolai’s questions?” (Expectation 1.8 and 1.9) Justify your answer using ideas from the text as well as your own ideas. Writing task - In your opinion, which of the three questions that Nikolai considered is the most important one to answer in order to lead a good life. Justify your answer.

**Possible Follow Up Lessons**

- Read the story The Old Turtle and complete a Venne Diagram. Text to Text Connection
- Synthesizing – students can create a tableau – a snapshot scene where they will demonstrate one of the questions being answered.
- Read an article of an incident in the paper. Find the answers to the three questions in the article.
- Create an FYI Board – Select events which are happening in the world and choose one to help as a class. Add clippings or articles to the Board throughout the year.

**Prayer Center Activities**

- Display the students writing on the Student Portfolio wall.
- Add student’s big questions to a jar and place on Prayer table. Have a prayer service asking for guidance in finding the answers to their big questions.

**Possible Assessments**

- During this lesson many opportunities will be provided for students to demonstrate their understandings. The teacher observes the students’ ability to make predictions and provide supporting details and to make inferences. The teacher notes how the students reflect on information provided in the text. The teacher is able to observe the students’ abilities to support their point of view. The teacher observes how the student reacts to the strategy explicitly modeled and whether or not the student is able to determine other perspectives. The teacher can keep anecdotal records during the discussions.
- Using the written work of the students, the teacher can see which student needs more support in expressing and supporting their point of view.

“Respect should come first and foremost from ourselves. We need to respect ourselves before we can respect others.”
TITLE: SADAKO
AUTHOR: Eleanor Coerr – Ed Young
GRADE: 7 (adaptable from Grade 3 – 12)

BOOK DESCRIPTION
Sadako Sasaki a 12 year old girl becomes ill ten years after the atom bombing of Hiroshima in World War II. She develops the “atom-bomb” disease, leukemia, from the effects of radiation. She is reminded of the Japanese legend that anyone folding a thousand paper cranes is granted a wish. She sets about this task with great hope for her recovery.

This would be a wonderful book to use anytime; however, this would be a powerful read around Remembrance Day.

Sadako and the Thousand Paper Cranes is a novel by the same author. It is suggested for students 9 and over. This could make a great literature circle book choice.

CHARACTER DEVELOPMENT
Perseverance, Courage, Citizenship, Peace, Virtue, Hope

ONTARIO CURRICULUM EXPECTATIONS

Oral Communication
- identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts;
- extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them.

Reading
- analyze a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader’s reaction;
- evaluate the effectiveness of both simple and complex texts based on evidence from the texts

Writing
- establish a distinctive voice in their writing appropriate to the subject and audience;
- identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate

Drama and Dance
- interpret and communicate the meaning of novels, scripts, historical fiction, and other material drawn from a wide variety of sources and cultures, using a variety of drama and dance techniques (e.g., drama anthologies)

BOARD THEME
This Read-Aloud can easily be tied to our theme “The Light of the World.” When discussing the uniqueness and the gifts of every single person, discuss how we are called to be the “Light of the World”. How is Sadako Sasaki a “light of the world”? The theme of this book speaks of the responsibility that as a Catholic community, we are called to love one another and to care for each other.

BEFORE READING
- Activate Prior Knowledge – Think, Pair, Share
Read the book description. Have the students discuss their knowledge of Hiroshima, the atom bomb and the remaining effects. Have a large group share recording the knowledge the students have. You could use a KWL chart or the RAN to record their thoughts. If you are using the RAN strategy, have students record their thoughts on post-it notes. You may also want to show students where Hiroshima is on the globe.
Briefly discuss the board theme – “You Are the Light of the World”. What does this mean?
**During Reading**
- **How is Sadako Sasaki a light in the world?**
  During the reading, have students record Sadako’s character traits while providing proof (e.g. Sadako is determined – she is training for her run, hopeful she is making cranes in hopes of better days) or reflect on how Sadako Sasaki is a “Light in the World.”
  Have the students also record any questions they may have.
  Read the entire book without interruption.

**After Reading**
- **Instructional Strategy – Small Group Discussion**
- **Tableau**
- **APE or Better Answers**
  Discuss Sadako and her character traits.
  In Small groups discuss how Sadako is a light of the world
  Discuss and Post the questions on the KWLO or RAN chart. These questions can inspire further lessons and group work opportunity.
  Discuss the Statue of Sadako and its inscription “This is our cry, this is our prayer: Peace in the World”.

**Tableau.** A silent group of people frozen in time to represent a scene, abstract idea (e.g., peace, joy), or theme.
In small groups have students develop tableau images that will summarize the story (you may want 3 – 5 tableaus)
Have students present their tableau to the students in the classroom.

**Independent Writing**
Have students write how Sadako is a light of the world. Remind students to remember APE or Better Answers in their answer.

**Possible Follow Up Lessons**
- Discuss the different character development traits that this book covers. Share a definition of each trait. (e.g. HOPE – How does Sadako provide hope for other children around the world? CITIZENSHIP – what lessons need to be learned from Hiroshima? (this would make a great writing activity) What does it mean to be perseverant? Hopeful? Courageous?
- Discuss the legacy of Sadako Sasaki. How has Sadako Sasaki impacted the lives of others?
- Have students write how they can contribute to peace in their world.
- Read the transcript of an interview with a Hiroshima survivor
- Research the Sadako statue – you can Google the statue to find many pictures
- Make paper cranes and have students write their prayer on them (instructions for paper cranes can be found at [http://monkey.org/~aidan/origami/crane/](http://monkey.org/~aidan/origami/crane/)) They can send these cranes to be displayed at the monument to the following address Office of the Mayor, City of Hiroshima, 6-34 Kokutaiji-Machi, 1 Chome Naka-ku, Hiroshima 730, Japan
- Have students perform a Readers’ Theater link [http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Language_Arts/Literature/Childrens_Literature/CHL0209.html](http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Language_Arts/Literature/Childrens_Literature/CHL0209.html)
- Share other books on world war II
- Read the book Somewhere Today: A Book of Peace by Albert Whitman (every K-8 school has received this book) and have students write poems for peace or poems based on perseverance, hope, courage, citizenship and peace.

**Prayer Center Activities**
- Display the students writing on the Student Portfolio wall.
- Create cranes and have students write their prayer on them. Display the cranes on your prayer center table.
- Recite the poems for peace that students have completed in opening exercises

**Possible Assessments**
- During this lesson many opportunities will be provided for students to demonstrate their understandings. The teacher observes the students’ abilities to make predictions and provide supporting details and to make inferences. The teacher notes how the students reflect on information provided in the text. The teacher observes how the student reacts to the strategy explicitly modeled and whether or not the student is able to determine other perspectives. The teacher can keep anecdotal records during the discussions.
- Using the written work of the students, the teacher can see which student needs more support in expressing and supporting their point of view.

“When the urge to be superior takes over a person’s life then fairness can go out the window.”
Reflective Questions for grades 6-8

Read the psalm 143:10 - “Let your good spirit lead me on a level path.”

If this is being prayed and hoped for in the Bible, what does that say about the difficulties of living a virtuous life? Has anything changed from 2500 years ago in this regard, or are we faced with the same temptations? Are there new temptations nowadays?

Catechism: “It is not easy for (people), wounded by sin, to maintain moral balance. Christ’s gift of salvation offers us the grace necessary to persevere in the pursuit of the virtues.”

How does going to Church, praying, serving others, learning about the Bible, lives of the Saints, and so on, help us realize something of the virtuous life? What does it mean when it is said that we are wounded by sin?
The Seven Grandfather Teachings

The Seven Grandfathers are traditional teachings given by the Creator to the Ojibwe to teach them what is important so that they know how to live. The Seven Grandfathers are teachings that focus on Love, Humility, Honesty, Courage, Wisdom, Generosity and Respect. Each of the Grandfathers is a lesson that is viewed as a gift of knowledge for the learning of values and for living by these values. Although each teaching represents a wealth of wisdom on its own, collectively they represent what was needed for community survival. The Ojibwe were taught that the Seven Grandfathers could not be used in isolation.

Central to this philosophy, or worldview, is the emphasis on the larger perspective, the effects on others, the family, the community, the region and the universe, as the Ojibwe (and other Aboriginal peoples) believe that all beings are connected, like links in a chain. A belief in the interdependence of all living things frames Aboriginal value systems. Animals are no less important than humans, and plants are no less important than animals. Water and wind, sun and moon and the changing of the seasons are all related to each other and to humans. We are all part of one great whole. As this awareness dictates a vision of the world as a whole, traditional Aboriginal thinking concludes that life forms maintain their health and balance through the focus on harmony as opposed to individual wants or needs. The Seven Grandfathers were designed to achieve harmony.

Humility
The child will feel a sense of pride and share in their accomplishments with others to teach equality. Humility is to get to know you as a sacred part of creation.

Respect
The child will learn to show respect. They will regard each with esteem and consideration out of the goodness of their heart. To honour all of creation is to have respect.

Courage
The child will develop the courage go beyond their comfort level. They will be ready to defend what they believe in and understand what is right. Take risks, trying something new, even in the most difficult times.

Wisdom
The child will display wisdom when we share what we have learned. They will cherish knowledge and know wisdom. Wisdom is given by the Creator to be used for the good of all people.

Love
The child will learn to love their self first and love the differences that make each of us special and different. They will be encouraged to say kind and loving things to others.

Truth
The child will be true in everything we do and to accept responsibility. They will be encouraged to be honest in every action to provide good feelings from the heart.

If you wish to find out more about the Seven Grandfather Teachings, contact your Native Friendship Center.
“We must remember that intelligence alone is not enough. Intelligence plus character - that is the goal of a true education.”, Martin Luther King, Jr.

RESOURCE WEBSITES:

http://www.goodcharacter.com/EStopics.html
http://www.goodcharacter.com/MStopics.html
http://www.goodcharacter.com/HStopics.html
http://www.teachingvalues.com/ebooks.html

Created, under the leadership of
Karen Rowe, Superintendent of Education
Liz Mulholland, Supervisor of Student Achievement
Mike Buhler, Pastoral Care Worker
Melanie Dixon-Fleury, Special Assignment Teacher
Kim Hall, Special Assignment Teacher
Tracy Lalande, Special Assignment Teacher
Erica Raymond, Special Assignment Teacher