

## Unit Item: Catholic Identity

### Operating Concepts and Principles:

1. Include Catholic identity when possible and appropriate but do not force.
2. Use Scripture and official church teachings when developmentally appropriate.
3. Use Catholic values, practices and behaviors when they clearly relate.
4. Critically evaluate any websites and other resources you use for Catholic identity infusion.
5. Create awareness so that students embrace a Catholic anthropology and world view.

### Examples & Non-Examples

#### **Courage**

Example: In the first book of Samuel (1 Sm 17.32-37), David showed courage by facing Goliath. *Identify when Jethro showed courage and explain your choice using specific examples from the text.*

Non-example: Define courage. Tell about a time when you showed courage.

#### **Hope**

Example: Read the book *A Child's Garden: A Story of Hope* and these two scripture quotes on hope:

Romans 8.24-25: *For in hope we were saved. Now hope that sees for itself is not hope. For who hopes for what one sees? But if we hope for what we do not see, we wait with endurance.*

Romans 12.12: *Rejoice in hope, endure in affliction, persevere in prayer.*

*Using the book and quotes as backdrops, write a haiku on hope.*

Non-example: Why does the Church teach us to hope? Memorize the Act of Hope.

#### **Human Rights (rights of children)**

Example: The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities--to one another, to our families, and to the larger society. (USCCB: Seven Themes of Catholic Social Teaching). *How does affirmation or violation of the human rights of children effect character development in: Go Ask Alice; Daddy Was a Numbers Runner; I Am the Cheese?*

Example: My Brother Sam is Dead "Peace is not merely the absence of war, nor can it be reduced solely to the maintenance of a balance of power between enemies.<sup>1</sup> Rather it is founded on a correct understanding of the human person<sup>2</sup> and requires the establishment of an order based on justice and charity. (<sup>1</sup>*Gaudium et Spes* 18; <sup>2</sup>*Centesimus Annus*, 51). *At the end of the novel, Tim asks the reader whether war is needed to achieve freedom. What do you think?*

Example: To Kill a Mockingbird "We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person." (USCCB: Seven Themes of Catholic Social Teaching). *One of the things Atticus tries to teach his children is the ethic of respecting all people. Discuss his success at this.*

Non-example: To Kill a Mocking Bird: Students write two pages on the character that they believe to be the antagonist. If Scout is our protagonist, why is this character opposed to her?

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**Design Tips:**

1. Consider including in the following areas for including Catholic Identity elements:
  - a. Overview
  - b. Essential Question
  - c. Key Objectives
  - d. Summative Assessment
  - e. Additional Texts
  - f. Vocabulary
  - g. Instructional Activities and Resources
2. Look for the natural connections / relationships
3. Be sure it is educationally sound first and then incorporate Catholic beliefs, teachings, and behaviors.
4. Be sure students have a chance to interact with the Catholic Identity element whenever possible (not just the teacher mentioning it).

**Catechetical Resources Handouts:**

- Resources
- Values