



Grades 4 – 6 : Ecological Justice

// 120 – 140 MINUTES

Analyzing and Promoting Laudato Si'

The Pope's call to action on the major environmental problems of our times

LEARNING OBJECTIVE

Understand global climate change from a Catholic perspective.

CURRICULUM EXPECTATIONS

Social Studies 4, 5, 6

English Language Arts 4, 5, 6

Science 4, 5, 6

Information and Communication Technology 4, 5, 6

TEACHING STRATEGIES

COOPERATIVE LEARNING

THINK-PAIR-SHARE

The Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning.

See: <http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html>.

PRIMARY SOURCE ANALYSIS

Appendix includes Assessment Rubric, Cross-Curricular Connections, Resources, Prayer, and Handouts.



KEY VOCABULARY*Solidarity**Preferential Option for the Poor*

Livelihood

Living in poverty

Vulnerable

Typhoon

Development

Global South

PRINCIPLES OF CATHOLIC SOCIAL TEACHING www.devp.org/cst

Solidarity: As members of one global family, we are committed to the good of every person and group, and responsible to one another. Even if we are different, we are our sisters' and brothers' keepers, called to love one another.

Preferential Option for the Poor: We must ensure every person's needs are met. The needs of those who are vulnerable, poor, sick, hurt or in conflict, must come first.

PREPARATION

// 20 – 30 MINUTES

READINGS AND VIDEO

- Information on climate change (see Appendix "Resources" section)
- Pope Francis' encyclical *Laudato Si'* (see Appendix "Resources" section)
- Climate Reality. (2011, September 21). Climate 101 with Bill Nye. [Video File]. Retrieved from: <https://www.youtube.com/watch?v=3v-w8Cyfoq8>

MATERIALS

- Handout 'Quotes from *Laudato Si'* for Analysis' (see Appendix "Resources" section)
This document is for student use, to analyze and interpret specific quotes from Laudato Si'
Alternately, teachers could use this document as a starting point to initiate discussion
- Handout: '*Laudato Si'* Vocabulary Worksheet' (see Appendix "Handouts" section) - one per student
- Resources for creating an advertisement
Examples: manila tags, construction paper, coloured pencils, crayons, computers, printers, apps, subscriptions, and access to other technologies for multimedia production

PREPARATION

This lesson could span two classes. Parts 1 and 2 on the first day; and Part 3 on the second day.

Part 3 can be further divided if teachers wish to take this time to facilitate their students' ability to develop effective visual communication skills.

PART 1 – SEE

// 20 – 30 MINUTES

OPENING PRAYER

See Appendix “Prayer” section for “A Christian Prayer in Union with Creation”.
For additional prayers, visit www.devp.org/activities.

LINK CONCEPT

Show the video: Climate 101 with Bill Nye:

Climate Reality. (2011, September 21). ‘Climate 101 with Bill Nye’
Retrieved from: <https://www.youtube.com/watch?v=3v-w8Cyfoq8>

Ask students to differentiate between the concepts of “weather” and “climate”. Discuss how weather is very complicated and climate even more so. You can use some of the following questions to guide the discussion:

- *How does the weather affect our lives?*
- *How does the climate affect our lives?*
- *What are some of the causes of climate change?*
- *What are some of the local and global effects of climate change? (eg. higher frequency of natural disasters)*
- *What are the some actions we can take to prevent climate change from getting worse?*
- *Who is likely to bear the negative impacts of climate change the most?*

PART 2 – JUDGE

// 40 – 50 MINUTES

Distribute the handout 'Quotes from *Laudato Si'* for Analysis'.

This could be done as an individual, small group or whole class activity. Teachers may wish to have students work on one or two quotes in groups of two and then share their answers in a class discussion.

PART 3 – ACT

// 60 + MINUTES

COMMUNICATION PROJECT

After analyzing the causes, effects and consequences of climate change, students can work in pairs or small groups of 3-4 to create a communications product that promotes the key message in the encyclical *Laudato Si'*. Students can start by brainstorming the key concepts in the encyclical and images to reflect and promote these ideas. Students can select the format/medium they feel will be most effective to promote the Pope's call to action on one of the most important world issues today: environmental problems. Students should consider their access to and ability to use technology and time constraints in choosing the best format for their product.

The resource 'Creating Persuasive and Effective Visuals' (see Appendix "Resources" section) contains a step by step process for the teacher to support students in creating advertising products. It is meant to be adapted to each teacher's situation and needs. The resource includes:

- Samples of advertising posters
- A link to a document summarizing persuasive techniques in advertising
- A discussion of persuasive as well as an example of an advertisement labeled with the techniques used
- Suggested criteria for analysis and evaluation
- Resources for analysis and evaluation
- Constructive feedback resources for formative assessment
- Planning checklist

Teacher may wish to display student work or allow the student to present their final products. Effective student posters could be offered to the local parish to encourage parishioners to consider the ideas of the encyclical.

APPENDIX

ASSESSMENT

Assessment Rubric	6
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CROSS CURRICULAR CONNECTIONS

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RESOURCES

Online Resources on <i>Laudato Si'</i> , Climate Change and Visual Literacy	13
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PRAYER

A Christian Prayer in Union with Creation	15
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HANDOUTS

Quotes from <i>Laudato Si'</i> for Analysis	16
<i>Laudato Si'</i> Vocabulary Worksheet	18

Assessment Rubric

RUBRIC COMPONENTS	POINT SCALE			
	4	3	2	1
CREATES PRODUCT TO PROMOTE LAUDATO SI' X2	Skillfully creates a product that promotes ideas of <i>Laudato Si'</i> in a compelling way by communicating pertinent information.	Systematically creates a product that promotes ideas of <i>Laudato Si'</i> in an effective way by communicating relevant information.	Creates a product that simplistically promotes ideas of <i>Laudato Si'</i> in a predictable way by communicating general information.	Creates a product haphazardly that does not promote ideas of <i>Laudato Si'</i> by communicating superficial or unrelated information.
COMMUNICATE INFORMATION	Communicates information in a persuasive manner to inform and engage the audience.	Communicates information in a convincing manner to inform and engage the audience.	Communicates information in a believable manner to inform and engage the audience.	Communicates information in an unconvincing manner that does little to inform or engage the audience.

Cross Curricular Connections

ALBERTA EDUCATION PROGRAM OF STUDIES

SOCIAL STUDIES

GRADE 4

4.1 Alberta: A Sense of Land

Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.

- 4.1.1** Value Alberta's physical geography and natural environment:
- Appreciate the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta (LPP)
 - Demonstrate care and concern for the environment through their choices and actions (LPP)
- 4.1.2** Examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues:
- How are Alberta's provincial parks and protected areas and the national parks in Alberta important to the sustainability of Alberta's natural environment? (ER, LPP)
- 4.1.4** Analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:
- How do Albertans deal with competing demands on land use (e.g., conservation, solar and wind power, recreation, agriculture, oil exploration, forestry)? (ER, LPP)

4.3 Alberta: Celebrations and Challenges

Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.

- 4.3.1** Appreciate the factors contributing to quality of life in Alberta:
- Value and respect their own and other cultural identities (C, I)
 - Demonstrate respect for the rights, opinions and perspectives of others (C, I)
 - Appreciate the influence of the natural environment and resources on the growth and development of Alberta (ER, LPP)
 - Value and respect their relationships with the environment (C, ER, LPP)(LPP)
- 4.3.2** Assess, critically, the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:
- In what ways have occupations and commerce been affected by geography, climate and natural resources in Alberta (i.e., forestry, agriculture, aviation, seasonal activities, tourism)? (ER, LPP, TCC)

(ICT) Skills and Processes /

Information and Communication Technology

- 4.S.8** Demonstrate skills of oral, written and visual literacy.

ICT

- Organize and present information, taking particular audiences and purposes into consideration.
- Create visual images for particular audiences and purposes.
- Communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes.

GRADE 5

5.1 Physical Geography of Canada

Students will demonstrate an understanding and appreciation of how physical geography and natural resources of Canada affect the quality of life of all Canadians.

- 5.1.1** Value Canada's physical geography and natural environment:
- Appreciate how the land sustains communities and the diverse ways that people have of living with the land (GC, LPP)
 - Demonstrate care and concern for the environment through their choices and actions (GC, LPP)
- 5.1.2** Examine, critically, the physical geography of Canada by exploring and reflecting upon the following questions and issues:
- What are the factors that determine climate in the diverse geographical regions of Canada (e.g., latitude, water, mountains)? (LPP)

5.3 Canada: Shaping an Identity

Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.

- 5.3.1** Appreciate how changes impact citizenship and identity:
- Recognize how economic and political changes impact ways of life of citizens (C, ER, I, PADM)

(ICT) Skills and Processes/**Information and Communication Technology**

- 5.S.1** Develop skills of critical thinking and creative thinking.
- 5.S.3** Develop skills of geographic thinking.
- 5.S.4** Demonstrate skills of geographic thinking.
- 5.S.5** Develop skills of cooperation, conflict resolution and consensus building.

- 5.S.6** Develop age-appropriate behavior for social involvement as responsible citizens contributing to their community.

- 5.S.8** Demonstrate skills of oral, written and visual literacy.
- Express opinions and present perspectives and information in a variety of forms, such as oral or written presentations, speeches or debates.

ICT

- Communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes.

GRADE 6

(ICT) Skills and Processes/**Information and Communication Technology**

- 6.S.8** Demonstrate skills of oral, written and visual literacy:
- Express opinions and present perspectives and information in a variety of forms, such as oral or written presentations, speeches or debates.

ICT

- Communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes.

ENGLISH LANGUAGE ARTS

GRADE 4

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Express ideas and develop understanding

- Ask questions, paraphrase and discuss to explore ideas and understand new concepts.
- Share personal responses to explore and develop understanding of oral, print and other media texts.

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

Use comprehension strategies

- Comprehend new ideas and information by responding personally and discussing ideas with others.

3.3 Respond to Texts

Experience various texts

- Make general evaluative statements about oral, print and other media texts.

2.3 Understand Forms, Elements and Techniques

Understand techniques and elements

- Identify and explain connections among events, setting and main characters in oral, print and other media texts.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Determine information needs

- Ask relevant questions, and respond to questions related to particular topics.

2.3 Organize, Record and Evaluate

Record information

- Paraphrase information from oral, print and other media sources.

3.4 Share and Review

Share ideas and information

- Share ideas and information

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1.1 Enhance and Improve

Appraise own and others' work

- Identify the general impression and main idea communicated by own and peers' oral, print and other media texts.

GRADE 5

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

Combine ideas

- Use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts.

Extend understanding

- Search for further ideas and information from others and from oral, print and other media texts to extend understanding.

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

Use comprehension strategies

- Comprehend new ideas and information by responding personally, taking notes and discussing ideas with others.

2.2 Respond to Texts

Experience various texts

- Express points of view about oral, print and other media texts.
- Write or represent the meaning of texts in different forms.

Construct meaning from texts

- Support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts.



2.4 Create Original Text

Generate ideas

- Use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Focus attention

- Summarize important ideas in oral, print and other media texts and express opinions about them.

3.2 Select and Process

Evaluate sources

- Determine the usefulness and relevance of information for research purpose and focus, using pre-established criteria.

3.3 Organize, Record and Evaluate

Organize information

- Organize ideas and information to emphasize key points for the audience.
- Add, delete or combine ideas to communicate more effectively.

Evaluate information

- Connect gathered information to prior knowledge to reach new conclusions.

Share ideas and information

- Communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues.
- Select visuals, print and/or other media to inform and engage the audience.

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve

Enhance artistry

- Experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis.

GRADE 6

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Express ideas and develop understanding

- Engage in exploratory communication to share personal responses and develop own interpretations.

1.2 Clarify and Extend

Combine ideas

- Use talk, notes, personal writing and representing together with texts and the ideas of others, to clarify and shape understanding.

Extend understanding

- Evaluate the usefulness of new ideas, techniques and texts in terms of present understanding..

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts

Experience various texts

- Explain own point of view about oral, print and other media texts.

Construct meaning from texts

- Observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community.
- Make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts.

2.4 Create Original Text

Generate ideas

- Choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Determine information needs

- Decide on and select the information needed to support a point of view.

3.2 Select and Process

Evaluate sources

- Evaluate the congruency between gathered information and research purpose and focus, using pre-established criteria.

3.3 Organize, Record and Evaluate

Organize information

- Organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence.

Record information

- Use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning.

3.4 Share and Review

Share ideas and information

- Communicate ideas and information in a variety of oral, print and other media texts, such as multi paragraph reports, question and answer formats and graphs.
- Select appropriate visuals, print and/or other media to inform and engage the audience.

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve

Expand knowledge of language

- Choose words that capture a particular aspect of meaning and that are appropriate for context, audience and purpose.

Enhance artistry

- Experiment with several options, such as sentence structures, figurative language and multimedia effects, to choose the most appropriate way of communicating ideas or information.

SCIENCE**GRADE 4****Topic A: Waste in Our World**

4.5 Recognize that human activity can lead to the production of wastes, and identify alternatives for the responsible use and disposal of material.

- 11.** Identify actions that individuals and groups can take to minimize the production of wastes, to recycle or reuse wastes and to ensure the safe handling and disposal of wastes.

GRADE 5**Topic D: Weather Watch**

5.8 Observe, describe and interpret weather phenomena; and relate weather to the heating and cooling of the earth's surface.

5.9 Investigate relationships between weather phenomena and human activity.

- 10.** Recognize that weather systems are generated because different surfaces on the face of Earth retain and release heat at different rates.
- 11.** Understand that climate refers to long term weather trends in a particular region and that climate varies throughout the world.
- 12.** Recognize that human actions can affect climate, and identify human actions that have been linked to the greenhouse effect.

GRADE 6**Topic C: Sky Science**

6.7 Observe, describe and interpret the movement of objects in the sky; and identify pattern and order in these movements.

Topic D: Investigation and Evidence

6.8 Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns.

6.9 Apply knowledge of the properties and interactions of materials to the investigation and identification of a material sample.

Topic E: Trees and Forests

6.10 Describe characteristics of trees and the interaction of trees with other living things in the local environment.

- 1.** Identify reasons why trees and forests are valued. Students meeting this expectation should be aware that forests serve as habitat for a variety of living things and are important to human needs for recreation, for raw materials and for a life-supporting environment.
- 3.** Describe the role of trees in nutrient cycles and in the production of oxygen.
- 8.** Identify human uses of forests, and compare modern and historical patterns of use.
- 9.** Identify human actions that enhance or threaten the existence of forests.
- 10.** Identify an issue regarding forest use, identify different perspectives on that issue, and identify actions that might be taken.

Resources

LAUDATO SI'

- Pope Francis (2015). *Laudato Si'*. Vatican City: Libreria Editrice Vaticana.
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CLIMATE CHANGE

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- National Resources Defense Council. (2011). An Introduction to Climate Change. Retrieved from: <http://www.nrdc.org/globalwarming/climatebasics.asp>
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- The Royal Society. (2014, December 10). An Introduction to Climate Change in 60 seconds. [Video File]. Retrieved from: <https://www.youtube.com/watch?v=n4e5UPu1co0>

VISUAL LITERACY

- Alberta Education. (2010). Creating Persuasive and Effective Visuals. Retrieved from: <http://www.learnalberta.ca/content/ssmt/html/docs/creatingpersuasiveandeffectivevisuals.pdf>
- Alberta Education. (2006). Persuasion Techniques in Advertising. Retrieved from: http://www.learnalberta.ca/content/ssbi/pdf/persuasiontechniquesinadvertising_bi.pdf
- Miki Markovich. (2016). How to Advertise a Product for Project. Retrieved from: <http://smallbusiness.chron.com/advertise-product-project-15962.html>

Prayer

A CHRISTIAN PRAYER IN UNION WITH CREATION

Father, we praise you with all your creatures.
They came forth from your all-powerful hand;
they are yours, filled with your presence and your tender love.
Praise be to you!

Son of God, Jesus,
through you all things were made.
You were formed in the womb of Mary our Mother,
you became part of this earth,
and you gazed upon this world with human eyes.
Today you are alive in every creature in your risen glory.
Praise be to you!

Holy Spirit, by your light
you guide this world towards the Father's love
and accompany creation as it groans in travail.
You also dwell in our hearts
and you inspire us to do what is good.
Praise be to you!

Triune Lord, wondrous community of infinite love,
teach us to contemplate you in the beauty of the universe, for all things speak of you.
Awaken our praise and thankfulness
for every being that you have made.
Give us the grace to feel profoundly joined
to everything that is.

God of love, show us our place in this world
as channels of your love
for all the creatures of this earth, for not one of them is forgotten in your sight.
Enlighten those who possess power and money that
they may avoid the sin of indifference,
that they may love the common good, advance the weak,
and care for this world in which we live.
The poor and the earth are crying out.
O Lord, seize us with your power and light,
help us to protect all life,
to prepare for a better future,
for the coming of your Kingdom
of justice, peace, love and beauty.
Praise be to you!

AMEN.

— *Laudato Si'*, 246



Handout

QUOTES FROM *LAUDATO SI'* FOR ANALYSIS

“NEVER HAVE WE SO HURT AND MISTREATED OUR COMMON HOME AS WE HAVE IN THE LAST 200 YEARS.” (53)

1. What is a common home? Why does Pope Francis use this term?
2. Why does Pope Francis say that we have mistreated our common home in the last 200 years? Provide examples.
3. Rewrite the quote in your own words.

“HUMANITY IS CALLED TO RECOGNIZE THE NEED FOR CHANGES OF LIFESTYLE, PRODUCTION AND CONSUMPTION, IN ORDER TO COMBAT THIS WARMING OR AT LEAST THE HUMAN CAUSES WHICH PRODUCE OR AGGRAVATE IT.” (23)

1. What do you think some of the lifestyle changes for humanity Pope Francis is talking about?
2. How can we make changes in our lifestyle? Provide specific examples.
3. How can we make changes in the way we make things? Provide specific examples.
4. How can we make changes in our consumption? Provide specific examples.
5. Rewrite the quote in your own words.

“A SENSE OF DEEP COMMUNION WITH THE REST OF NATURE CANNOT BE REAL IF OUR HEARTS LACK TENDERNESS, COMPASSION AND CONCERN FOR OUR FELLOW HUMAN BEINGS.” (91)

1. How can we demonstrate communion with nature? Give examples.
2. How can we show tenderness for our fellow human beings? Give examples.
3. How can we show compassion for our fellow human beings? Give examples.
4. How can we show concern for our fellow human beings? Give examples.
5. Rewrite the quote in your own words.

“OUR INSISTENCE THAT EACH HUMAN BEING IS AN IMAGE OF GOD SHOULD NOT MAKE US OVERLOOK THE FACT THAT EACH CREATURE HAS ITS OWN PURPOSE. NONE IS SUPERFLUOUS. THE ENTIRE MATERIAL UNIVERSE SPEAKS OF GOD’S LOVE, HIS BOUNDLESS AFFECTION FOR US. SOIL, WATER, MOUNTAINS: EVERYTHING IS, AS IT WERE, A CARESS OF GOD.” (84)

1. In what way is God present in all of his creation?
2. How does creation demonstrate God’s love?
3. Rewrite the quote in your own words.

QUOTES FROM *LAUDATO SI'* FOR ANALYSIS

CONTINUED 2/2

"IT IS NOT ENOUGH TO BALANCE, IN THE MEDIUM TERM, THE PROTECTION OF NATURE WITH FINANCIAL GAIN, OR THE PRESERVATION OF THE ENVIRONMENT WITH PROGRESS. HALFWAY MEASURES SIMPLY DELAY THE INEVITABLE DISASTER. PUT SIMPLY, IT IS A MATTER OF REDEFINING OUR NOTION OF PROGRESS. A TECHNOLOGICAL AND ECONOMIC DEVELOPMENT WHICH DOES NOT LEAVE IN ITS WAKE A BETTER WORLD AND AN INTEGRALLY HIGHER QUALITY OF LIFE CANNOT BE CONSIDERED PROGRESS." (194)

1. How do you define progress?
2. What does "progress as a species" mean?
3. How else could we define progress?
4. Rewrite the quote in your own words.

"WE MUST REGAIN THE CONVICTION THAT WE NEED ONE ANOTHER, THAT WE HAVE A SHARED RESPONSIBILITY FOR OTHERS AND THE WORLD, AND THAT BEING GOOD AND DECENT ARE WORTH IT." (229)

1. In what ways do we need one another?
2. Who are some of the people you need in your life?
3. Could you live without the support of other people?
4. Rewrite the quote in your own words.

"BECAUSE OF US, THOUSANDS OF SPECIES WILL NO LONGER GIVE GLORY TO GOD BY THEIR VERY EXISTENCE, NOR CONVEY THEIR MESSAGE TO US. WE HAVE NO SUCH RIGHT." (33)

1. Do you believe that all species deserve to be protected? If not, how do we decide which ones do need protection?
2. What actions could we take to ensure the existence of more species?
3. Rewrite the quote in your own words.

"MANY PEOPLE KNOW THAT OUR CURRENT PROGRESS AND THE MERE AMASSING OF THINGS AND PLEASURES ARE NOT ENOUGH TO GIVE MEANING AND JOY TO THE HUMAN HEART, YET THEY FEEL UNABLE TO GIVE UP WHAT THE MARKET SETS BEFORE THEM.....THEY HAVE GROWN UP IN A MILIEU OF EXTREME CONSUMERISM AND AFFLUENCE WHICH MAKES IT DIFFICULT TO DEVELOP OTHER HABITS." (209)

1. Why do you think Pope Francis is questioning consumerism?
2. In what ways do you act as a consumer? Do you think about your role as a consumer?
3. Why do people take pleasure in consuming? Explain.
4. How can we consume less? Is this a goal you could support?

Handout

VOCABULARY WORKSHEET

In the space provided, and with the help of a dictionary:

A) Define each term;

B) Name the part of speech it belongs to;

C) Write a sentence with the term that demonstrates you understand the meaning of it.

CONSUMPTION: _____

INSISTENCE: _____

CONSUMERISM: _____

MATERIAL UNIVERSE: _____

AFFECTION: _____

FINANCIAL: _____

TECHNOLOGICAL: _____

ECONOMIC: _____

CONVICTION: _____

AMASSING: _____

