

WALKING by FAITH

Grade 6 / Home Lesson

CHAPTER 18 **LIVING IN JUSTICE AND PEACE**

Objectives

- Discover that even in an unjust world, people can practice justice.
- Explain the relationship between sin and injustice.
- Explore how Jesus and today's Church leaders guide people to justice and peace.
- Examine some ways to promote human dignity.

Step 1: We Are Invited (Life Experience), pages 134–135

Ask your child to imagine what the world would be like if peace and justice, not war and injustice, ruled the land. Tell your child that in this chapter on **Living in Justice and Peace**, he or she will explore ways to build a world of peace and justice. Then pray together the opening **Prayer** on page 134.

Read the text on page 134. Explain that Jesus often talked about a place very similar to Justice. Ask: What is the name of that place? (the kingdom of God) Where is this kingdom of God? (on earth and in heaven) Who is building up this kingdom of God? (God, through his people)

Call attention to the illustration on pages 134–135. Ask: How does this scene resemble a place called Justice? (Possible answer: People seem to be enjoying one another's company and working together.) How does the landscape reflect the people's happiness and satisfaction? (Possible answer: The sun is shining, and the land is producing rich crops.)

Read the remaining text on page 135. Ask: Why did the rulers of Injustice want people to fear them? (Possible answer: so they could control the people to keep them from leaving.)

Read aloud the bulleted question and discuss it. (Possible answers: Jesus' life; Jesus taught about justice and peace; he angered some people in power; he was executed by leaders.) Invite your child to describe specific incidents or situations from the life of Jesus that are echoed in the story of the stranger.

Read the **Scripture Signpost** and invite your child to respond to the questions. (Explore with your child how lies within relationships destroy the trust and sharing that love needs in order to grow; discuss the restlessness and discontent that injustice produces among people.)

With your child, do the **Activity** on page 135.

Step 2: We Explore (Doctrine), pages 136–139

Review the ways of a just world, in which peace and happiness reign. Then have your child read aloud **How the World Lost Justice** on page 136. Ask your child to define *justice* in his or her own words. Then use the **Language of Faith** section at the back of the textbook to clarify the term. Ask: How did injustice come into the world? (The first humans chose not to honor and obey God. They broke their relationship with God.) What continues to separate us from God? (sin)

After your child has completed the **Activity** on page 136, have him or her use two differently colored markers or pencils to highlight the commandments that tell us how to give God his due and those that tell us how to give other people their due.

Read **Catholics Believe** and point out that the Church's mission is to proclaim the gospel so people will know who Christ is and how he wants us to live.

Read **Jesus Shows Us the Way** on page 137 and check the **Language of Faith** section at the back of the textbook for a better understanding of the term *Beatitudes*. Check page 222 for a listing of these. Explain that *blessed* means "favored by God." Ask: How is Jesus a model for all Christians who "hunger and thirst for what is right"? (Jesus treated all people justly, regardless of their social or economic status.)

Invite your child to think of ways he or she might work for justice in your community. (Possible responses: work for racial harmony, help prevent violence against others.)

Read **Saints Walk with Us: Saint John Baptist de la Salle**. Point out that Saint John Baptist de la Salle understood the value of education. Although he was a wealthy man, he knew knowledge was more important than money.

Call your child's attention to the picture of the children on page 137. Ask: What signs of injustice do you see in this picture? (There is an abandoned building covered with graffiti; the children are alone in what looks to be an unsafe place; the little girl is barefoot.)

Before your child begins the **Activity**, brainstorm together the groups in your community who are powerless (people who are unemployed, disabled, homeless, people who do not speak English, people with limited education, and so on) then complete the **Activity** on page 137.

Read **Continuing a Tradition** on page 138. Point out to your child that Pope Paul VI was the first pope to use air travel to visit places of poverty and injustice in the world. Ask: How did Pope Paul VI describe the connection between peace and justice? (You cannot have real peace without justice.) How could the money spent on war be used to address injustice? (Aim for practical examples that are possible.)

Read **Our Moral Guide**. Refer to page 223 for a listing of the Works of Mercy. Ask your child to respond to the question. (our love and respect for them as fellow humans, our love and reverence for God)

Look at the picture of the meeting of bishops. Explain that the National Council of Catholic Bishops meets twice a year to do business and address issues of concern to the Church. These include social as well as religious matters, such as justice and peace. Ask your child to answer the caption question. (Help him or her understand that it is the Church's mission to work for the justice of God's kingdom, which includes, but is not limited to, securing peace and economic justice for God's people)

Read **Stepping Stones: Promoting Dignity** on page 139. Ask your child to describe what the people in each photograph are doing. (left: studying in an antidrug class; right: examining music CDs) Ask: Which of the *Stepping Stones* suggestions do these photographs illustrate? (Don't give in to peer pressure; think carefully about messages from popular media.)

Pick one of the suggestions in **Stepping Stones** and, with your child, do one of the following activities: create a poster that captures the suggestion's message, list three specific and realistic examples of ways to accomplish it, tell a brief story that illustrates the suggestion's message.

Read aloud **Where Will This Lead Me?**

Step 3: We Reflect (Integration of Faith into Daily Life), page 140

Review the material taught in this lesson by discussing **Recall**, **Think and Share**, and **Continue the Journey**. Have your child complete the activity.

Read **We Live Our Faith: At Home and In the Parish**. Try to follow through on the suggestions found there.

Refer to the **Language of Faith** section in the back of the textbook for clarification and review of all highlighted terms.

Complete the **Faith Journal**, pages 35–36.

Step 4: We Celebrate (Prayer and Conclusion), page 141

Read aloud the title on page 141: **The Song of the Just**. Remind your child that we have the ability to choose between right and wrong.

Have your child look at the background painting. Explain that the painting represents the last judgment—the event at the end of time when there will be a final judgment of the living and the dead. God will judge all people according to the lives they have led.

Ask your child to read aloud the introductory paragraph. Explain that the Old Testament points out not only the way things are but also the way they should be. Side by side on a piece of paper, write *ways of the wicked* and *ways of the just*. Have your child suggest things to add to each list. Ask: How should we live our lives in preparation for the last judgment? (Possible responses: Avoid what is wicked and do what is good; follow the Ten Commandments and the Beatitudes and imitate Jesus.)

Pray together the closing **Prayer**, beginning and ending with the Sign of the Cross.