

GRADES SIX THROUGH EIGHT

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GRADES SIX THROUGH EIGHT

Credal/Belief

GENERAL RELIGION THEME

God is Lord of Life and Death

RELIGION OBJECTIVES

Describe creation, redemption, inspiration, and guidance as the work of the Holy Trinity.

At death, we will be judged by the Lord according to our deeds and adherence to the Gospel.

Recognize how death and the inclination to sin are consequences of original sin.

Recognize that, at death, the soul is separated from the body.

Recognize that hell's principal punishment is the eternal separation from God.

SUGGESTED RESPECT LIFE LESSONS

Only God Can Give Life and Only God Can Take Away Life Pg. 3

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Only God can give life and only God can take away life

Objectives: The student will be able to:

1. Know that God is the source of all life, both natural and supernatural.
2. Explain why taking the life of a person is not our right, and is a grave evil.
3. Understand why respecting the life that God has given is a good thing to do.
4. Know that God has a plan for each person's life, from its beginning to its end.

Materials: Bible
Recent newspapers or internet access

Media: (None)

Catechism: 2258-2262

Opening Prayer: Our Father, Hail Mary or Glory Be

Bible Verse: Genesis 4:1-16 (Cain and Abel)

Discussion:

1. Who are Cain and Abel? From whom did they receive life? Why was God more pleased with Abel than Cain?
2. Why did Cain kill Abel? (He was jealous.) Do you think Cain knew that he had done something wrong? (He buried Abel's body and hid from the Lord.) What did he do when God asked him where Abel was? (He lied and denied responsibility.) How is Cain's response reflected in modern society's defense of abortion, euthanasia, and other sins against life?
3. How did God punish Cain for killing his brother? What punishment does he spare him (being killed)? Who then is the giver and protector of life?

Activities:

Examine the news for different ways and reasons people die (*e.g.*, murder, car accidents, war, old age). Why is murder and other intentional taking of innocent human lives always gravely evil? What are some examples of times when people die for a good reason? Can anyone choose them to do this? Reflect upon the Scripture passage: "You know not the time nor the hour..." (Matthew 24:36)

Closing prayer: Jesus, Mary and Joseph, I love you very much. I beg you to spare the lives of the unborn children who are scheduled to be aborted today.

Eickhoff

GRADES SIXTHROUGH EIGHT

Credal/Belief

GENERAL RELIGION THEME

God Reveals His Love of Life

RELIGION OBJECTIVES

Ultimately, God and his goodness always prevail over sin and evil.

God reveals Himself to us through Sacred Scripture (the Bible) and Sacred Tradition (the truths of God handed on from Christ and the apostles that have been passed on by word of mouth as well as in writings.)

Identify that we are all children of God because of God's creation and covenants.

The Incarnation is the mystery of God the Son in the Flesh. This is Jesus who always was, is now, and always will be God, and who, from the moment of His conception, became man, and always will be true God and true man.

Matters of faith and morals are those truths regarding what we are to believe and how we are to live that are passed from Christ and the apostles to us through sacred Scripture and sacred Tradition.

The Holy Spirit always guides, sanctifies, and protects her (the Church) in Truth. The safeguarding of these truths is entrusted to the successors of Peter and the other apostles, i.e. the Pope and the bishops in union with him (magisterium).

Recognize that the Church is the means through which God's plan is revealed for all humanity.

SUGGESTED RESPECT LIFE LESSONS

Biological Science Clearly Reveals: Human Life Begins at Conception Pg. 5

The Word Became Flesh Pg. 6

Biological Science Clearly Reveals: Human Life Begins at Conception

Objectives: The students will be able to:
Explain that the beginning of human life is revealed by science (biology), not religion (theology).

Materials: *Medical Science Clearly Reveals: Human Life Begins at Conception*
[Available from: Nebraska Catholic Conference, 402-477-7517 or online at www.nebcathcon.org/printedresources.htm]

Media: (None)

Catechism: 2258, 2270, 2274

Opening Prayer: Our Father, Hail Mary or Glory Be

Bible Verse: Psalm 139:13-16

Discussion:

1. When does human life begin?
2. Is it religion (theology) that determines when human life begins or is this revealed by science (biology)?
3. As an example of how Church teaching follows science on the determination of when human life begins, explain that in 1869 the Catholic Church changed Canon Law to apply the penalty of excommunication for abortion at the point of conception. This change was in response to advances in science that revealed how human life begins at conception. Prior to this revelation it was unclear about when and how human life originated. Therefore, before 1869 the penalty of excommunication for abortion applied from the point of quickening (when movement could be felt in the mother's womb) because that was the only certain proof that a human being existed in the womb.

Word clarification: Excommunication is a censure and thus a "medicinal penalty" intended to invite the person to change behavior or attitude, repent, and return to full communion. [Code of Canon Law, canon 1312]

Activities:

1. Review the quotes from the brochure *Medical Science Clearly Reveals: Human Life Begins at Conception*. Emphasize that medical science is unambiguous in teaching that a new human life begins at conception.

Closing Prayer: Dear Heavenly Father, it is amazing to think about the miracle of new life. You could have chosen to bring each new life into the world as an already born child or even as an adult. Instead, You chose to knit a part of the mother together with a part of the father in the "secret place" of the mother's womb. Thank You for this miracle of life! Amen.

Schleppenbach

The Word Became Flesh

Objectives: Students will be able to:

1. Explain how the Son of God began His human existence at conception and experienced every stage of human development (embryo, fetus, infant, child, adolescent, adult)
2. Understand that the Incarnation means that the Son of God has united Himself with every human being (from conception forward).

Materials: *The Word Became Flesh*

[Available from: Nebraska Catholic Conference, 402-477-7517 or online at

www.nebcathcon.org/printedresources.htm]

Map of Israel (showing Mary's journey, after the Annunciation, to visit Elizabeth)

Media: (None)

Catechism: 456-463

Opening Prayer: Our Father, Hail Mary or Glory Be

Bible Verse: Luke 1:26-38; Luke 1:39-44

Discussion: Read the Annunciation and Visitation accounts in Luke.

1. When did Jesus' human existence begin?
2. Besides Mary, who first recognized Jesus' earthly presence?
3. How does the Incarnation affect the dignity of human life?

Activities:

1. View the map of Israel highlighting the route Mary took when she "went in haste" to visit her cousin Elizabeth. Explain that it was an unborn child, John the Baptist, who first recognized the earthly presence of Jesus by leaping in Elizabeth's womb upon hearing Mary's greeting.
2. Distribute *The Word Made Flesh*, read and discuss.

Closing Prayer:

Dear Heavenly Father, it is amazing to think about the miracle of new life. You could have chosen to bring each new life into the world as an already born child or even as an adult. Instead, You chose to knit a part of the mother together with a part of the father in the "secret place" of the mother's womb. Thank You for this miracle of life! Amen.

Schleppenbach

GRADES SIX THROUGH EIGHT

Credal/Belief

GENERAL RELIGION THEME

Man's Life Has Special Dignity

RELIGION OBJECTIVES

All human persons have equal dignity which must be respected by civil authority and society.

Human life is changed at death, but not ended, and that our bodies will rise again.

The family is the core unit of society.

To demonstrate respect for all people because every human being is made in the image and likeness of God.

Define how our life and physical health are precious gifts entrusted to us by God.

Recognize that human sexuality is integral to one's personal identity.

Members of the Church are members of the mystical body of Christ of which the Church

Militant are the followers of Christ on earth fighting against evil and working for the life of holiness.

A human person's life begins as the mother and father create the body and God creates the soul of the person.

SUGGESTED RESPECT LIFE LESSONS

Euthanasia is the unjust "mercy" killing of people who are suffering

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Using Words to Dehumanize and Deceive

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In Pregnancy it is a Fetus or a Baby, not a Glob of Cells

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Euthanasia is the Unjust "Mercy Killing" of People Who are Suffering.

Objective: The students will be able to:

1. Explain why all human beings, regardless of their age, physical condition, or mental capacity, have dignity.
2. Explain why taking the life of persons because they are old, disabled, or suffering is a grave evil.
3. Explain why respecting the elderly and disabled is a good thing to do.

Materials: Bible
Catechism of the Catholic Church
Stationery for writing letters

Media: (None)

Catechism: 2197-2218, 2276-2279

Opening Prayer: Our Father, Hail Mary or Glory Be

Bible Verse: Sirach 3:1-16;

Discussion:

1. Upon what is the dignity of humans based? Is it based upon how smart you are? How fast you can run? Or is it that we are made in God's image and likeness?
2. What does "euthanasia" mean? (The root meaning of euthanasia is "good death.") Are we allowed to choose when and how we are to die? Why would it be wrong to take the life of a person before their natural death? What is truly a "good death?"
3. How can we make someone's death a good experience by surrounding them with love? Why is St. Joseph the patron of a good death (Jesus and Mary present)?
4. What are some ways we can respect those who are sick, disabled, and elderly? Do they still have love and wisdom to give to us?

Activities:

1. Write a letter to your grandparents or an elderly relative or neighbor that expresses your respect for them because of what they are and what they can still do for you.
2. Go to a nursing home where students can talk and do things with the residents and then reflect upon their experiences afterwards.
3. Contact a hospice house or invite a hospice employee to talk to the class about the care they give to the sick and dying.

Closing Prayer: Dear St. Joseph, you were chosen to be the husband of Mary and the foster father of Jesus and to die in their loving presence. Be with those who are close to death, give them peace, and lead them to Mary and Jesus in Heaven.

Eickhoff

Using Words to Dehumanize and Deceive

Objective: Students will be able to:

1. Explain the similarities in how various groups of human beings have been marginalized and oppressed through the use of dehumanizing terms.
2. Identify how terminology can be used to make something evil sound good

Materials: “The Semantics of Oppression”

[Available from: Nebraska Catholic Conference, 402-477-7517 or online at www.nebcathcon.org/printedresources.htm]

Media: None

Catechism: 2197-2218, 2276-2279, 2324

Opening Prayer: Our Father, Hail Mary, or Glory Be

Bible Verse: Isaiah 5:20

Discussion:

1. Review and discuss the chart “The Semantics of Oppression”
2. What are the dehumanizing terms used instead of unborn child? (fetus, product of conception, blob of tissue, clump of cells)
3. What are the terms used in place of the term abortion (choice, women’s health, reproductive freedom)
4. What are the terms used instead of euthanasia or assisted suicide? (death with dignity, compassion in dying, choices in dying, right to die)

Activity:

1. Research and discuss how pro-euthanasia groups have changed their names to appear more positive. (See Patients Right Council article : “Assisted Suicide and Death with Dignity: Past, Present & Future”, <http://www.patientsrightscouncil.org/site/rpt2005-toc/>)
2. Google the term “dehumanize”, “abortion euphemisms” and “euthanasia euphemisms” and discuss what is found.

Closing Prayer:

Dear God, thank You for giving us our daily bread. Thank You for giving us all the things we need to live. Thank You for our mothers who cared for us in the womb and our parents who care for us every day. Amen.

Schleppenbach

In Pregnancy it is a Fetus or a Baby, not a Glob of Cells

Objective: Students will be able to:

1. Explain why there is no moral distinction between unborn and born persons.
2. Explain why it is wrong to kill an unborn child

Materials: Pictures of students at different ages

Media: (None)

Catechism: 2258, 2270, 2273-2274

Opening Prayer: Our Father, Hail Mary or Glory Be

Bible Verse: Jeremiah 1:4-5

Teachings: Take your middle three fingers, place them on your wrist and feel your pulse. If you have one, and you'd better, that means that your heart is beating and you are alive. Amazing! That heart of yours has been with you from the moment you were created.

When you were an unborn baby or a fetus, you were all there. All you did was grow and become the wonderful person you are today. Some of you probably have even seen pictures of yourself when you were in your mother's womb. These ultrasound pictures were captured while you were still growing and waiting to pick a birthday. Often these pictures of you as an unborn baby find their way into your baby books, along with others taken right after you were born.

Some think of a fetus as a mass of cells or a blob of tissue. The more sophisticated science becomes, the more they see that this isn't true.

It is important to know about the development of the unborn child, because since the 1973 Supreme Court Decision Roe v. Wade, it is legal to kill the unborn child at any time. Our judicial system has ruled that an unborn child can be aborted even in the last trimester.

There is a big gap between conception and birth, a gap where we were growing inside our mother's wombs. Once fertilization took place, no one went in and added anything to you. You were complete, and all you did was grow and develop.

Just stop for a moment and think of how little you were at birth. It seems incredible that the small baby you were, grew and developed into the person you are today. I'd like to see you try and fit into a baby outfit you wore back then!

Sadly some unborn babies are never given the opportunity to wear baby clothes because they are killed in an abortion. These unborn babies are denied the right to life.

Because they are so tiny and defenseless, we must work to see that all human life is respected. Our society is already legally killing unborn babies, and some babies are born and then allowed, or

helped, to die. This is called infanticide. Infanticide happens when some judge a handicapped baby as a “burden” or a person not able to lead a life they consider “normal”.

Abortion and infanticide are wrong because they kill defenseless unborn babies or children.

It’s interesting to note that unborn babies in their mother’s wombs have even been given medical treatment. Unborn babies have been treated by doctors before they were born. In 1999, Alex and Julie Armas discovered that their baby had spina bifida during an ultrasound 14 weeks after conception. The Armases searched online for medical remedies and came across a surgical team at Vanderbilt University in Nashville. The team, Dr. Joseph Bruner and Dr. Noel Tulipan, had been developing a technique for correcting certain fetal problems in mid-pregnancy. Their procedure involved temporarily opening the uterus, draining the amniotic fluid, partially extracting and performing surgery on the tiny unborn child, and then restoring the fetus to the uterus back inside the mother.

Samual Armas was a beautiful developing unborn child who was given special help. He was not a blob of cells or tissues; so don’t let others mask the truth of how beautiful an unborn child is. Don’t let others tell you that they’re only getting rid of a blob of something when an abortion takes place. You know it is a developing pre-born baby.

Let’s all work together to teach the world that we must respect, protect, and love all babies, born and unborn, from the bottom of our hearts.

- Questions:**
- 1) What is a fetus?
 - 2) What is the difference between conception and birth?
 - 3) Can babies live if they are born before nine months?
 - 4) Why does a handicapped baby have a right to live?
 - 5) Is an unborn baby or fetus a part of his/her mother?
 - 6) What are some things unborn babies can do while in our mother’s womb?
 - 7) How do we change once we are born?

- Activities:**
- 1) Download and display picture of Samuel Armas in utero surgery found at <http://michaelclancy.com/>
 - 2) Define the following terms: infanticide, ultrasound, conception, fertilization, anemic, handicapped, fetus
 - 3) Invite a newborn-care-unit nurse to talk about the care of premature babies.
 - 4) Listen to a tape of an unborn baby’s heart beating or use a stethoscope and listen to someone’s heart
 - 5) Ask students to bring pictures of themselves at different ages (including ultrasound images). Have the students arrange them in order by age. Ask the

students if they look the same now as when in the womb, first born, in Kindergarten, etc. Point out that even though we look different now than we did then, we're still the same person. Abortion supporters say that human life in its early stages doesn't look human (i.e. human form) but while the embryo doesn't look like us now, that is exactly what a human being looks like at the embryonic stage.

6) Ask a mother to share her experiences of carrying a child in her womb.

Closing prayer: Jesus, Mary and Joseph, I love you very much. I beg you to spare the life of the unborn children who are scheduled to be aborted today.



This picture can be found at: <http://michaelclancy.com/>

GRADES SIX THROUGH EIGHT

Sacramental/Worship/Prayer

GENERAL RELIGION THEME

Sacraments of Forgiveness

RELIGION OBJECTIVES

The effects of Baptism are: being cleansed from sin, and receiving sanctifying grace; becoming heirs to eternal life with God in heaven; being reborn as adopted sons and daughters of God the Father; becoming brothers and sisters of Jesus Christ; being made members of His Body, the Church; becoming temples of the Holy Spirit and receiving His seven-fold gifts; and receiving the supernatural virtues of faith, hope, and charity.

Recognize Reconciliation as a celebration of God's forgiveness that unites us with God and the Church.

The effects of the Sacrament of the Anointing of the Sick are: strengthening, consolation, and courage in the face of illness; union with Christ's suffering on the cross, spiritual healing; physical healing, if it is conducive to the sick person's salvation; wiping away of sins, if the person is unable to confess them.

SUGGESTED RESPECT LIFE LESSONS

Scripture, Making Choices and God's Forgiveness

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Scripture, Making Choices, and God's Forgiveness (8th Grade Only)

Objective: The students will be able to:

1. Understand the consequences of bad choices and the loving forgiveness of God.

Materials: “Project Rachel” brochure; “How to talk to a friend who’s had an abortion” brochure
[Available from: Nebraska Catholic Conference, 402-477-7517]

Media: (None)

Catechism: 1847-1850, 1855-1858, 1868-1869

Opening Prayer: Our Father, Hail Mary or Glory Be

Bible Verse: 2 Samuel 11-12, Psalms 51:1-9, 16-17

Readings: Evangelium Vitae (The Gospel of Life) #99 (Pope John Paul’s “special word” to post-abortive women)

Discussion: None

Activities:

1. Today’s lesson will focus on the famous Bible story of King David; his grievous sin and the consequences of his actions, but in the end how God’s loving mercy and kindness pulled him through.
2. Read the account of David and Bathsheba (2 Samuel 11, 12). In summary, David lusts after Bathsheba, commits adultery with her, has her husband killed at the battlefields so he can marry Bathsheba who is pregnant with his child. Nathan, the prophet, reveals David’s sin and then David repents.
3. Read parts of Psalms 51. A prayer for forgiveness, written by David after Nathan spoke to him about his sin with Bathsheba, verses 1-9, 16-17. David acknowledges he has sinned but God allows us to repent if we come before him with humble spirits.
4. Relate this story to abortion and how abortion is a grievous sin, and there will be harmful emotional consequences, but God will give these women forgiveness and renewal if they experience sorrow for their sin and ask for forgiveness. God is a merciful and loving God! Review “Project Rachel” brochure or “How to talk to a friend who’s had an abortion” brochure.
5. Invite a post-abortive speaker or counselor to address the class. For suggested speakers contact the Nebraska Catholic Conference, 402-477-7517]

Closing Prayer: Dear Lord, we praise You for your mercy and kindness. Thank You for your perfect love for us. We lift up women who are suffering from the aftermath of abortion. Please heal them. In Jesus’ name, we pray. Amen.

Resource Guide:

Information and help with post-abortion healing:

- Project Rachel, 888-456-4673; www.hopeafterabortion.org

GRADES SIX THROUGH EIGHT

Christian Living/Morality

GENERAL RELIGION THEME

Moral Laws

PRO LIFE RELIGION OBJECTIVES

God's Law, the Ten Commandments, are the way people can be truly happy (ref. Commands 4,5,6).

Government abuses its power when it makes laws contrary to God's law.

Good moral decision-making, which is based on God's law and the teachings of the Church, is possible with the assistance of God's grace.

God's eternal laws for humans are found in both the natural law (human nature) and in revealed law (the Ten Commandments).

God's law and natural law protect the dignity of human life.

The Beatitudes, (Mt 5:1-12 and Luke 6:20-23), are the set of directives for all Christians that build on the commandments. The Beatitudes show us how to be holy and how to gain complete happiness in the Eternal Life in Heaven.

SUGGESTED PRO-LIFE LESSONS

Only God Should Give or Take Life

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Only God Should Give or Take Life

Objective: Students will be able to:
Understand that only God can give life and only God can take away life.
Explain the moral similarities and differences between capital punishment and abortion/euthanasia

Materials: Bible
Catechism of the Catholic Church

Media: (None)

Catechism: 797-798; 2263-2267, 2268-2283,

Opening Prayer: Our Father, Hail Mary or Glory Be

Bible Verse: “Do you not know that your body is a temple of the Holy Spirit within you, whom you have from God, and that you are not your own? For you have been purchased for a price. Therefore glorify God in your body” (1 Corinthians 6:19-20).

Discussion:

1. Explain the different assaults on human life as found in the *Catechism*: Intentional homicide, abortion, euthanasia, suicide. Compare this with the legitimate defense of life, such as the death penalty. (The *Catechism of the Catholic Church* states that the traditional teaching of the Church does not exclude the use of the death penalty, i.e., it is not an intrinsic evil like abortion or euthanasia, but is only allowed in very rare cases.)
Word clarification: Intrinsically evil actions are those that fundamentally conflict with the moral law and can never be performed under any circumstances. Intrinsically evil actions are judged to be so solely by their object, independently of the intention that inspires them or the circumstances that surround them.
2. Discuss how the unborn, older people and the handicapped are temples of the Holy Spirit and are as valuable as anyone else. Even though they seem unable to help themselves, this does not make them less human. They deserve the same dignity as anyone else.

Closing Prayer: Jesus, Mary and Joseph, I love you very much. I beg you to spare the lives of the unborn children who are scheduled to be aborted today.

GRADES SIX THROUGH EIGHT
Christian Living/Morality

GENERAL RELIGION THEME:

Good Examples

RELIGION OBJECTIVES

The Holy Family is the model for families.

To recognize the Saints as witnesses of faith whose examples we should emulate.

Virtues are permanent dispositions to do good. Virtue helps us overcome sin and be more united to Jesus. It is only with the gift of Christ's grace and practice of the theological and cardinal virtues that we become true witnesses to Christ.

Identify how Jesus Christ, the model of chastity, calls every baptized person to lead a chaste life.

Jesus is the model of how to live a good Christian Catholic life. The Christian Catholic mission is to imitate the thoughts, words, and the deeds of Christ.

Christ-like love is the basis of all relationships.

SUGGESTED RESPECT LIFE LESSONS

Champions for Life

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Champions for Life

Objective: Students will be able to:
Understand that our faith is meant to be lived, which includes advocating for and defending the least among us.

Materials: Bible, Catechism of the Catholic Church

Media: (None)

Catechism: 1929-1932

Opening Prayer: Our Father, Hail Mary or Glory Be

Bible Verse: Matthew 25:40,45

Lesson: “We are the champions of the world,” states the lyrics from a popular song. How true this is. We are the champions when we love, respect, support, and work for the dignity of every human being.

Just what is a champion? Most of us see visions of someone winning an athletic event. We see Olympic winners on the top step accepting the gold medal as their national anthem is played. We see a star basketball player being interviewed after making the winning, desperate 3-pointer at the buzzer! We see a Cornhusker crossing the goal line securing a national championship for Nebraska. Some of us also see the grade school student who won the national spelling bee or the sixth grader who suffered through treatments to conquer cancer. Several people see the person who includes the child on their team that others don’t ask to play, or the one who makes friends with someone who has no friends.

As we can see, a champion is someone who accomplishes something or who stands up for something or someone he or she believes in. Today, there are some people who do not believe that all unborn babies should have a right to life. They feel that legalized abortion is acceptable. They feel it is all right to select those who can be born and those who can’t. Thankfully there are thousands of champions in our world who stand up for the unborn. They are all the pro-life people who love life and respect life, and they are true champions.

Pro-life people speak out against the evils of abortion, infanticide, capital punishment, and euthanasia. They use their voices and their talents to fight for the right to life and for the dignity of every person. These champions hold prayer vigils, educate the public, volunteer at crisis pregnancy centers, reach out to women through Project Rachel, counsel new mothers and fathers, run fair booths, raise funds, participate in walks for life, lobby their legislature, and love their fellow men.

These champions don’t need medals, trophies, or fan clubs, for they know they are playing a game where no one on earth is keeping score. One such champion for life, known the world over, is Mother Teresa of Calcutta. Born in 1910 in Albania, Mother Teresa started the Sisters of Charity to work with those in need. In her book, *Words to Love By*, Mother Teresa says, “We have a great people among us, only we do not know it. They are the poorest of the poor – the unwanted, the uncared for, the rejected, the alcoholics, the crippled, the blind, the sick, the dying – people who have nothing and have nobody.”

“At the end of life we will not be judged by how many diplomas we have received, how much money we have made, how many great things we have done. We will be judged by ‘I was hungry and you gave me to eat; I was naked and you clothed me; I was homeless and you took me in, hungry not only for bread – but human dignity and respect... This is Christ in distressing disguise.”

Mother Teresa is a true champion for life, but not as well known as Mother Teresa, another champion is Judge Joseph Moylan from Nebraska. According to the August 27, 1993, *Omaha World Herald*, Judge Moylan resigned his position on the Douglas County Juvenile Bench, saying he refuses to authorize abortion. “Terminating human life,” he said, “is something I cannot do. I simply cannot enter an order authorizing one human life to put to death another totally innocent human life. I am reminded of Lincoln’s statement, I believe, concerning slavery, ‘No law can give me the right to do what is wrong.’”

We are all called to do what is right. It is our challenge to be champions for life each and every day. Use your talents to be the best you can, and use your talents to help others no matter who they are, what size they are, or what their needs are. Be a champion for life. This is one game where we all can be winners.

- Questions:**
- 1) What athlete is your favorite and why?
 - 2) Who are some of your heroes?
 - 3) When did you do something good for someone else, thus making you an everyday champion?
 - 4) Why is it good to have all kinds of champions and heroes?
 - 5) What does it mean that when we help someone, we are really helping Jesus Christ?
 - 6) Why is it good to stand up for someone else?
 - 7) Why is it important to have causes to believe in and to work for?

- Activities:**
- 1) Have a sports figure talk to the class about being a true champion.
 - 2) Hold a sporting event, take donations, and give the money to a crisis pregnancy center.
 - 3) Have a member of a local Right to Life Chapter explain what his/her organization does.
 - 4) Write letters to legislators asking them to protect and respect all human life.
 - 5) Bring baseball, football, and other collecting cards to class to trade. Talk about how these athletes are using their God-given talents.
 - 6) Have students write and perform a modern play based on the Bible, depicting scenes of people being champions in today’s world.
 - 7) Hold a talent night with proceeds going to a family in need.

Closing Prayer: Thank You Lord for the people who have the courage and conviction to be pro-life. Please give us the courage to speak out against abortion and all attacks against human life. Amen. Blessed Mother Teresa of Albania, pray for us!

Sluslarski

GRADES SIX THROUGH EIGHT

Christian Living/Morality

GENERAL RELIGION THEME:

Good Choices

RELIGION OBJECTIVES

God created human persons with a free will so that they may choose good and avoid evil.

Conscience is a person's inner judgment of an action being good or evil. We must form our conscience well to make correct judgments by using Sacred Scripture and Catholic Church teaching.

To recognize personal sin and selfishness as the cause of local, national, and global injustice.

Conversion is turning away from sin and toward life in Christ.

Habits of selfishness and moral weakness lead to sin. Students should learn that the remedy is growing in virtue.

The need for students to treat themselves and others as images of God.

The importance of making good choices by illustrating the effect choices have.

To accept responsibility for their choices and also for how their choices affect family, friends, parish, and the civic community.

Conscience is our God-given internal guide to help us understand whether actions are good or bad. It is important to form one's conscience correctly with the help of the Catholic Church's teaching in order to know what actions are truly good and what actions are evil.

SUGGESTED RESPECT LIFE LESSONS

Scripture and God Being Against Abortion Pg. 21

Adoption: A Courageous and Authentic Act of Love Pg. 23

Scripture and God Being Against Abortion

Objective: By exploring Scripture, students will understand why abortion is not God's choice.

Materials: (None)

Media: (None)

Catechism: 356-358, 2259-2262, 2270-2275

Opening Prayer: Our Father, Hail Mary, or Glory Be

Bible Verse: (None)

Discussion: (None)

Activities:

1. Ask the question to students, "Is abortion God's choice?" Tell students that today we will explore Scriptures that support the reason why our Church teaches that abortion is wrong.

2. Begin with this story (or another):

This is a true story, but the name of the woman has been changed. It takes place in the late 1960s in a small Southern town.

Marion is a 15-year-old high school sophomore. She has been dating her boyfriend for a couple of months. They become sexually active, and she finds herself pregnant. This is considered a scandal in this small Southern town. It is decided that there will be a quick wedding between Marion and the young boy.

Approaching the time of the hurried wedding, a well-meaning aunt suggests an abortion (at this time they were not legal but still performed). Marion goes through with the abortion.

Many years later, in her thirties, she is expecting her first child. She is having an ultrasound and is able to view her unborn baby in the womb. At that moment she is haunted by the child she aborted so many years ago. She had always been troubled by her decision to have an abortion, but as she viewed her young baby in the ultrasound, she realizes what a very bad decision it had been.

3. Now we will explore Scriptures that teach why abortion is not God's choice. Allow time for discussion between each Scripture.

- a. “I am now giving you the choice between life and death, between God’s blessing and God’s curse, and I call heaven and earth to witness the choice you make. Choose life” (Deuteronomy 30:19-20).
 - b. “Do not commit murder” (Exodus 20:13).
 - c. “Children are a gift from the Lord; they are a real blessing” (Psalms 127:3).
 - d. “God made everything, and you can no more understand what He does than you understand how new life begins in the womb of a pregnant woman” (Ecclesiastes 11:5).
 - e. “Let the children come to me and do not stop them, because the kingdom of heaven belongs to such as these (Matthew 19:14).”
4. Ask the students which Scripture had the most meaning to them.

Closing Prayer:

Dear Heavenly Father, we thank You for Your infinite wisdom and beautiful teachings found in the Bible. Please give us the strength and powers of the Holy Spirit to obey the commandments and teachings of the Bible, because it is only when we follow Your ways that we are truly at peace with others and ourselves. In Jesus’ name, we pray. Amen.

Adoption: A Courageous and Authentic Act of Love

Objectives: Students will be able to:

1. Understand that adoption is a loving alternative to abortion by sharing personal stories and exploring Scripture.

Materials: (None)

Media: (None)

Catechism: 1502, 1850-1851, 2207-2209, 2447

Opening Prayer: Our Father, Hail Mary, or Glory Be

Bible Verse: 1 Kings 3:16-28 (Solomon's wise judgment about the child claimed by two mothers.)

Discussion:

1. Ask the class, "What about adoption instead of abortion?"
2. Ask the class, "How many know somebody who was adopted?"
3. Share the story from the Bible, 1 Kings 3:16-28. This involves King Solomon's wise decision. Two women confronted King Solomon, both claiming to be the mother of the same child. In order to learn which woman was the real mother, Solomon ruled that the child be cut in two and each half given to the women separately. One woman was satisfied with the order, but the true mother was willing to give up claim to her son so that her child might have life.
4. This story represents the truly unselfish love of a mother. She chose life for the child instead of death. This is true of mothers who choose adoption over abortion. Of course, it is not easy to give up a child for adoption (this is an understatement); but it brings peace to know that two adoptive parents love her child.
5. Adoption brings unspeakable happiness to couples that are unable to bear children.
6. Share this statistic: For newborn babies born in this country, the wait to adopt varies from three to five years to forever.
7. Ask the class: "How many know people who cannot adopt an American child, so they adopt a child from another country?" Unfortunately, it is very expensive most of the time, and many couples are not able to afford the adoption from another country.
8. Contrast the choice of adoption versus the choice of abortion.

Adoption

- Unselfish love of mother for child
- Joy to childless couples

Abortion

- Shame and guilt
- Death to a baby

Closing Prayer:

Dear Lord, thank You for the women who choose adoption over abortion. The joy and gratitude these women give to couples desperate to have children is beyond words. What a gift! Please bless them abundantly all the days of their lives. Please, Lord: heal women who have had abortions. Let them feel the joy of Your forgiveness after they lay the burden of their sin before You. Renew and fill those women with peace. In Jesus' name, we pray. Amen.

Huntsville

GRADES SIX THROUGH EIGHT

Christian Living/Morality

GENERAL RELIGION THEME:

Actions That Respect Life

RELIGION OBJECTIVES

To recognize the dignity of all people, especially those most vulnerable in society, e.g. the unborn, the elderly, the poor, the disabled, the mentally ill, the sick, etc.

Explore how parents are responsible to educate their children in the right use of reason and freedom.

Stewardship is the proper use and care of God's gifts.

Explore how service is an essential element of discipleship.

The Church is very concerned about social justice whereby society gives the respect that is due to individuals and to groups, e.g. a fair wage.

We have an obligation to promote respect for all human life from conception to natural death.

We have a special obligation to help the poor to the extent that we are capable of doing so.

SUGGESTED RESPECT LIFE LESSONS

Making the Case for Life	Pg. 26
Roe Reality Check	Pg. 27
Abortion Parallel to Slavery	Pg. 28

Making the Case for Life (Grade 8)

Objective: Students will be able to:
Make persuasive arguments for the pro-life stance.

Materials: Articles on “The Case for Life” website (www.caseforlife.com)

Media: (None)

Catechism: 1781, 1914-1915, 2270

Opening Prayer: Our Father, Hail Mary, or Glory Be

Bible Verse: Proverbs 24:11

Discussion: (None)

Activities:

1. Read and discuss the following articles from The Case for Life website: “Only One Issue”; “Scientific Case”; “Philosophical Case”; “What Makes Humans Valuable”

Closing Prayer:

Dear Lord, help us to respect life; from the very young inside a mother’s womb to an elderly person awaiting the end of their life. Thank You for all people. In Jesus’ name. Amen.

Roe Reality Check

Objectives: Students will be able to:

Explain how *Roe v Wade* legalized abortion during all nine months of pregnancy
Understand the role *Doe v Bolton* played in legalizing abortion in the last 3 months of pregnancy.

Material: *Roe Reality Check*

Roe v. Wade: Questions and Answers

[Available online at: <http://old.usccb.org/prolife/issues/abortion/roevwade/index.shtml>]

Media: (None)

Catechism: 2270-2273

Opening Prayer: Our Father, Hail Mary, or Glory Be

Bible Verse: “My frame was not hidden from you, when I was being made in secret, intricately wrought in the depths of the earth” (Psalms 139:15).

Activities:

1. Use *Roe v. Wade Questions and Answers* to explain how the Supreme Court legalized abortion during all nine months of pregnancy.
2. Quiz students using *Roe Reality Check*.

Closing Prayer: Prayer to St. Michael the Archangel

St. Michael, the Archangel, defend us in battle; be our defense against the wickedness and snares of the devil. May God rebuke him, we humbly pray; and do you, O Prince of the heavenly host, by the power of God, thrust into hell Satan and the other evil spirits who prowl about the world seeking the ruin of souls. Amen.

Schleppenbach

Abortion Parallel to Slavery

Objectives: Students will be able to:

1. Understand the similarities between abortion and slavery.
2. Understand that the Declaration of Independence, the 5th and 14th Amendments to the Constitution guarantee the right to life.

Materials: “Court Blunders on Slavery and Abortion”

[Available from: Nebraska Catholic Conference, 402-477-7517 or

www.nebcathcon.org/printedresources.htm]

Media: (None)

Catechism: 2270, 2273, 2414

Opening Prayer: Our Father, Hail Mary, or Glory Be

Bible Verse: 1 Corinthians 6:20; Galatians 4:3-7

Discussion:

In 1973, the United States Supreme Court claimed in *Roe v. Wade* that mothers have the right to kill their unborn babies by abortion. This Supreme Court decision took all rights away from the unborn child, including his/her right to life. Today let's explore how this decision took away the unborn babies' rights, how this decision is like the Supreme Court's *Dred Scott* Decision, and how we have the right to change laws.

In 1776, our nation's founders signed the Declaration of Independence. Part of this Declaration states: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.”

After this, the founders drew up a Constitution that was adopted on July 2, 1788, and in effect on March 4, 1789. In this Constitution, that has served our country for over 200 years, there is a section called Article 5, which is a way the people can change or amend their Constitution when they feel something is wrong. We feel that our country is wrong in letting people kill unborn babies, so one thing we are doing is working to amend our Constitution. Presently there are 26 amendments to the Constitution.

I'd also like to have you look at part of the 14th Amendment to our Constitution. This amendment which was passed in 1868 states in Section 1: “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of

citizens of the United States; nor shall any state deprive any person of life, liberty, or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the law.”

Even though the Constitution and the Declaration of Independence state that we have a right to life, our Supreme Court said that mothers may abort or have their babies killed before they are born, if they don’t want them. This is very wrong and that decision must be changed.

We’d like to show you a case in 1857 called the Dred Scott Decision that was changed by the 13th Amendment. The Supreme Court on March 6, 1857, headed by Roger Taney, ruled that Dred Scott “was not a U.S. citizen and therefore could not sue anybody in a court of law; that he was his master’s personal property...”

Many people violently objected to this ruling because they felt that black people should have the same rights as others. But the court said they had no rights, and that they were just property like a white man’s horse or anything he owned.

Who was Dred Scott? He was a black man who could neither read nor write; a slave who took little interest in the case that helped bring about the Civil War. Scott had been born in Southampton Country, Virginia, around the year 1795. His original owner, Peter Blow, moved his family and slaves to St. Louis, Missouri, in 1827, when Scott was about 32. During that year, there were rumors of slave unrest throughout the South. Jumpy plantation owners recalled an earlier slave revolt led by a man named Denmark Vesey in 1822. The owners and their overseers carried shotguns as they made their rounds. Heavily armed patrols watched the roads at night. Some slave codes of the South decreed that slaves were not men. No promise made to a slave by his master need be kept. A slave or his children could be sold like a horse or cow. Slaves could not own or sell anything. They could not testify in court or sue their master, and they might be condemned to death merely for striking a white person. Just imagine, they did not have rights as white people had.

We can see that back in 1857 the Supreme Court was wrong and the Constitution was amended in 1865 with the 13th Amendment to prohibit slavery, and the 14th Amendment which made blacks citizens. We know that in 1973 the Supreme Court made a morally wrong decision by saying that unborn babies could be killed, therefore, an amendment to the Constitution is needed.

From all this information we can see that a slave and unborn baby have much in common. For example, in 1857, people said that even though a black slave may have a heart and a brain, and he may be a human life biologically, a slave is not a legal person. In 1973, some people were saying the same thing about an unborn child. In 1857, they said that a black man only becomes a legal person when he is set free. Today some people say that a baby only becomes a legal person when he is born.

Years ago they said that a black man was just a piece of property that could be sold or treated any way the owner felt. Today many people say a woman can kill her unborn baby because she has a

right to do what she wants with her own body. That's a poor excuse because once conception takes place, a new body is forming in the mother's womb. How could one of you boys or girls be your mother's body? [Review "Court Blunders on Slavery and Abortion]

From the moment of conception, a new human being starts to grow, and that human being is unique and special. But sadly that new human being or unborn baby is not always safe in his/her mother's womb. Because of the 1973 Supreme Court Decisions *Roe v. Wade* and *Doe v. Bolton*, it is legal in the United States to abort or kill the unborn child throughout the entire 9 months of pregnancy.

We must get back to the basic democratic principle of equality that all human beings deserve the protection of the law no matter what their size, their age, or their degree of dependency. It took the 13th and 14th Amendments to guarantee black people their rights. We now must restore the right to life to every unborn baby.

Sources: *About the Constitution of the United States of America*, by Channing L. Bete Co. *The Dred Scott Decision, March 6, 1857*, by Frank B. Latham. "Dred Scott – Abortion Decision," author unknown.

- Questions:**
- 1) What is an amendment?
 - 2) Who are some famous black people that you know?
 - 3) What are some nationalities of people in the United States?
 - 4) Why must we speak up for the unborn baby's protection?
 - 5) If a law is unfair or wrong, how can we go about changing it?
 - 6) How many amendments are there to the Constitution?
 - 7) What does the Constitution and the Bill of Rights guarantee to its citizens?
 - 8) What is the purpose of the United States Supreme Court?
 - 9) What parallels can be drawn between abortion and slavery?

- Activities:**
- 1) Review and discuss "Court Blunders on Slavery and Abortion"
 - 2) Do a report on the legislative or judicial branches of our government.
 - 3) Invite a lawyer to come and to discuss how important our freedoms are.
 - 4) Visit a courtroom and a judge.

Closing Prayer: Prayer to St. Michael the Archangel

St. Michael, the Archangel, defend us in battle; be our defense against the wickedness and snares of the devil. May God rebuke him, we humbly pray; and do you, O Prince of the heavenly host, by the power of God, thrust into hell Satan and the other evil spirits who prowl about the world seeking the ruin of souls. Amen.

Slusarski

Cross Curricular Lesson Plan Ideas

Grades 6-8

Subject	Lesson/ Activity
Math/Science	Set up dominoes first in a random way and have students try to find any pattern that can connect them and knock them all down. Then have them design a pattern that connects them all together. Explain how intelligence is needed to design a system that all works together.
Science/Math	In studying the intricacy and immensity of information found in human DNA, show how impossible this would be to be a mere matter of chance. God has “fearfully and wonderfully made” us (Ps. 139).
Social Studies	Study the history and verbal engineering that preceded the Holocaust. What words were used to describe Jews, the handicapped, and other “undesirables”? Are these titles used for any groups in our time?
Service	Invite a pregnant woman to the classroom to meet and talk with the students about her experience of her child in the womb. Have the students prepare questions. If practical, have the students volunteer to help the woman with any household tasks that are difficult for her to do.
Science	In studying about erosion in the environment, discuss the affects of water, wind, and other types of erosion. Now show that Jesus talked about the same thing in the Gospel – Matthew 7:24-29. What are the things that erode our spiritual lives? (Sin, bad habits, media images) How can we fight against this erosion in our society?
Math	Study abortion statistics such as can be found at lifenews.com Calculate these numbers to show how many abortions are done each day, hour, minute. For each abortion, you can also estimate how many people are affected by this action – parents, grandparents, siblings, etc.
Social Studies/ Math	Examine population statistics in places where there are high rates of abortion, such as Russia. What effect has this had on their economy? Calculate future population numbers in these countries according to the current trends.
Service	Find the nearest veterans hospital or veterans’ home. Write letters to the veterans thanking them for their service to our nation in protecting our freedoms, especially our ability to practice our religion.
Social Studies	Examine the 5 th amendment to our Constitution. Discuss how this amendment supports a pro-life position that protects human life.
Math	In 1970 the U.S. population over age 65 was 2%. In 2000 it rose to 12.5% of the population. What was the percent increase? Discuss the implications of our aging population in terms of the need for Christian churches to be involved in end-of-life care.

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